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Mapping and analysis of education schemes for coaches from a gender perspective

A report to the European Commission

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Executive Summary

Ecorys, Professor Gertrud Ursula Pfister and Dr Leanne Norman were commissioned by DG EAC of the European Commission in April 2017 to undertake a mapping and analysis study focusing on sports coaching education schemes from a gender perspective. The outcomes will feed into the follow-up of the recommendations of the Expert Group on Good Governance (in sport)¹ and into the work of the Estonian presidency of the Council in 2017.

Background

There is a wide acceptance of the notion that an increase in women coaches (as visible role models) can provide inspiration and encouragement to girls and women to take part in sport and sustain their participation. It is estimated that between 20%-30% of all coaches in Europe are women²; however in most sports the underrepresentation of women becomes more pronounced at the highest levels of coaching.

In the Council Conclusions on Gender Equality in Sport adopted in May 2014, the Commission was invited to conduct research on various fields of gender equality, including coaching. In the Proposal for Strategic Actions 2014-2020 prepared by the Group of Experts 'Gender Equality in Sport', gender equality in coaching was one of the main discussion points and one of the suggested actions was to initiate and support research on this field. In 2016 the Expert Group on Good Governance drafted "Recommendations on gender equality in sport", which suggested to "initiate and support research which identifies situations that promote and counteract equality and equal treatment in coaching and coach education".

Aims and methodology

The broad aims of the research are as follows:

- Evaluate existing (formal and non-formal) training and education schemes for coaches in view of their accessibility for women and identify situations that promote equality and equal treatment in coach education, including gender specific requirements, conditions for women and men as professional and voluntary coaches.
- Evaluate their training elements/educational modules on gender equality (if they exist and indicate where they don't).
- Through the mapping review, identify good practices with regards to accessibility for women and gender equality modules.

The research was undertaken in two stages. The first stage consisted of a mapping review to identify programmes of interest. The review was guided by a typology of education programmes with a gender element that was developed through an initial scoping stage (box overleaf). The typology has potential to inform debates on the development of gender mainstreaming in coach education.

The review aimed to be as comprehensive as possible within the tight timeframe and resources for the study, both in terms of Member State coverage and types of programmes covered. In order to inform the mapping review, the research team conducted consultations with relevant experts and stakeholders. The consultations helped to narrow the focus of the search as well as signpost the research team to the most relevant sources of interest. Through the mapping review, programmes with good practice potential were identified for more in-depth examination.

¹ An EU Expert Group on Good Governance was established on the basis of the Council Resolution on an EU Work Plan for Sport 2011-2014.

² European Commission (2014). Gender Equality in Sport. Proposal for Strategic Actions 2014-2020

- **Accessibility:** Approaches designed to make it more appealing or easier for women to attend education/training courses (e.g. timetables/women tutors and coach developers)
- **Modules:** Specific modules within coach curriculums on gender equality aimed at developing awareness of gender-related issues in coaching amongst women and men.
- **Progression:** Education/training opportunities targeted at progression for women (i.e. towards high performance coaching) including non-formal training approaches.
- **Mentoring:** Mentoring schemes for women which are linked to/integrated with education programmes.
- **Role models:** Use of role models (e.g. experienced women coaches having some involvement in the coaching education scheme either in promotion or delivery).
- **Marketing:** Tailored promotional and marketing approaches for education programmes (use of gender-specific imagery in advertising etc).
- **Scholarships:** Funded scholarships and bursaries for women to take part in coaching education.
- **Women-only:** Programmes where only women can attend.
- **Quota:** Programmes where a certain proportion of places are allocated to women.

Key findings

The mapping review indicates that the most common type of approach aimed at promoting equality in coach education is women-only courses. This approach appears to work well in increasing levels of attendance amongst women and allowing women to overcome initial self-confidence issues. The case studies suggest that women-only courses have worked well where the numbers of women coaches are starting from a low base and where there is a particular perception that coaching is a male-dominated profession. However some federations prefer a quota-based approach as it is regarded as more beneficial for women to take part in mixed programmes as they progress (while ensuring that a certain proportion of places are allocated to women).

The mapping review has revealed very few examples of programmes which explicitly seek to provide more accessible education activities for women through more flexible timetabling or childcare facilities. A more common approach in improving accessibility is through the involvement of women tutors and coach developers.

The research suggests that the development of gender equality modules has the potential to support female coaches in their experiences of coaching as they prepare women to deal with issues of discrimination in the workplace. They also allow for men to have a better understanding of what the key issues surrounding discrimination are. The case studies indicated however that further development work is needed to embed such approaches in mainstream coaching education.

The more detailed case study research has also highlighted a number of common lessons in the implementation of coaching education programmes for women:

- The benefits of having strong involvement and commitment of high profile coaches (men and women) in coaching education programmes for women.
- The benefits of linking coaching education actions and related empowerment and mentoring activities.
- The importance of neutral sport coaching bodies having a lead role in engaging a wide range of sport federations in innovative and gender-related coaching education programmes.
- The possibilities for European federations to work in partnership with national federations to develop coaching education opportunities for women (for example

through funding provision but also ensuring the commitment of national federations to support women with coaching opportunities post-training).

- The role of national sport agencies in the development and evaluation of gender education modules which are relevant to education and training in all sports.

1.0 Introduction

1.1 Introduction

Ecorys, Dr Leanne Norman and Professor Gertrud Ursula Pfister were commissioned by DG EAC of the European Commission in April 2017 to undertake a mapping and analysis study of coaching education from a gender perspective. The outcomes will feed into the follow-up of the recommendations of the Expert Group on Good Governance (in sport)³ and into the work of the Estonian presidency of the Council in 2017.

1.2 Background to the study

In the last 20 years there has been a significant growth in women's sport across the EU28, both in terms of recreational opportunities and competition. Despite this growth, available statistics show a broad pattern of low representation of women in sport coaching roles. It is estimated that between 20%-30% of all coaches in Europe are women⁴; however in most sports the underrepresentation of women becomes more pronounced at the highest levels of coaching.

The integrity of sport (including gender equality) is one of the main priorities of the EU Work Plan for Sport 2014-2017.⁵ In the Council Conclusions on Gender Equality in Sport adopted on 20 May 2014, the Commission was invited to conduct research on various fields of gender equality, including coaching. In the Proposal for Strategic Actions 2014-2020 prepared by the Group of Experts 'Gender Equality in Sport', gender equality in coaching was one of the main discussion points and one of the suggested actions was to initiate and support research on this field.

In 2016 the Expert Group on Good Governance drafted "Recommendations on gender equality in sport", which included a specific chapter on coaching.⁶ These recommendations suggest in particular to "Initiate and support research which identifies situations that promote and counteract equality and equal treatment in coaching and coach education" and to "Produce educational tools and evidence of knowledge on the challenges and strengths of gender equality in sport to be included in the training of coaches, and these at all levels".

1.3 Aims and methodology

The broad aims of the research are as follows:

- Evaluate existing (formal and non-formal) training and education schemes for coaches in view of their accessibility for women and identify situations that promote equality and equal treatment in coach education, including gender specific requirements, conditions for women and men as professional and voluntary coaches.
- Evaluate their training elements/educational modules on gender equality (if they exist and indicate where they don't).

³ An EU Expert Group on Good Governance was established on the basis of the Council Resolution on an EU Work Plan for Sport 2011-2014.

⁴ European Commission (2014), Gender Equality in Sport. Proposal for Strategic Actions 2014-2020

⁵ European Commission (2014), Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, of 21 May 2014 on the European Union Work Plan for Sport (2014-2017)

⁶ European Commission (2016), Expert Group on Good Governance Recommendations on Gender Equality in Sport Final document, 10 February 2016

- Through the mapping review, identify good practices with regards to accessibility for women and gender equality modules.

The research was undertaken in two stages. The first stage consisted of a mapping review to identify programmes of interest. The review was guided by a typology of gender-specific education programmes that was developed through an initial scoping stage. The typology aims to group particular categories of programmes with regard to those aspects which promote the participation of women in coaching education or gender issues. The review aimed to be as comprehensive as possible within the tight timeframe and resources for the study, both in terms of Member State coverage and types of programmes covered. In order to inform the scoping review, the research team conducted consultations with relevant experts and stakeholders. The consultations helped to narrow the focus of the search as well as signpost the research team to the most relevant sources of interest. Through the mapping review, programmes with good practice potential were identified for more in-depth examination.

1.4 Report structure

The structure of the report is as follows:

- Section two sets the scene for the review by elaborating on the policy background to the mapping review. Through a brief literature review, it also discusses some of the particular barriers faced by women in entering a career in coaching and progressing to higher performance levels.
- Section three provides more detail on the methodology for the mapping review of coaching education programmes. It goes on to provide an overview of the gender-related programmes identified in the study before presenting a brief descriptive analysis of the findings on the gender elements of the programmes.
- Section four presents the more detailed case studies of good practice programmes.
- Section five brings the analysis together and highlights some key conclusions from the analysis.

2.0 Sports Coaching and Gender: Context

2.1 Introduction

This chapter sets the scene for the mapping research. It begins by briefly considering the high-level policy and strategic context for the study. It then goes on to consider the particular barriers faced by women in entering a career in coaching and progressing to high performance levels as well as highlighting some specific initiatives in this area that the mapping research has sought to build upon. The section aims to provide important background context to the research but does not attempt to cover all of the range of policies and extensive academic research of relevance to the topic.

2.2 Gender equality and sport

Gender equality is one of the fundamental principles of the European Union, and has been included as a key element across a wide range of treaties and policies. As stated in Article 23 of the Charter of Fundamental Rights of the European Union:

*"equality between men and women must be ensured in all areas, including employment, work and pay. The principle of equality shall not prevent the maintenance or adoption of measures providing for specific advantages in favour of the under-represented sex."*⁷

The European Strategy for Equality between Women and Men 2010-2015⁸ encouraged gender issues to be mainstreamed across all EU policies. During this period a range of EU initiatives in the area of sport have highlighted the need to address gender perspectives. These include the EU Work Plan for Sport 2014-2017, where the integrity of sport (including gender equality) is one of the key priorities.⁹

The European Commission's Gender Equality in Sport Proposal for Strategic Actions 2014-2020 encourages sport governing bodies to develop and implement national and international strategies on gender equality for the period 2014 – 2020, supported by concrete measures at the EU level. While there have been several recommendations and resolutions promoting gender equality in all aspects of sport policy at all levels, women continue to face barriers in participation as well as leadership of both amateur and professional sport. The Gender Equality in Sport Proposal for Strategic Actions 2014-2020 summarises research which shows that complex barriers for women continue to exist at an individual, interpersonal, organisational and socio-cultural level.¹⁰

There is a wide acceptance of the notion that women coaches (as visible role models) can encourage girls and women to take part in sport and sustain their participation. Often through personal preferences, cultural traditions or religious beliefs, some women feel more comfortable with female coaches.¹¹ It is also recognised that a more broadly

⁷ European Union (2010), Charter of Fundamental Rights of the European Union art. 23, 2010 O.J. C83/02.

⁸ European Commission (2010), Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions of 21 September 2010 - Strategy for equality between women and men 2010-2015 [COM(2010) 491 final – Not published in the Official Journal].

⁹ European Commission (2014), Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, of 21 May 2014 on the European Union Work Plan for Sport (2014-2017) 2014/C 183/03.

¹⁰ European Commission (2014), Gender Equality in Sport. Proposal for Strategic Actions 2014-2020

¹¹ European Commission (2014), Gender Equality in Sport. Proposal for Strategic Actions 2014-2020

inclusive coaching workforce may help to attract women from underrepresented backgrounds (e.g. migrants, people with a disability) to participate in sport or be involved in a coaching role, but also in development/executive roles.¹²

2.3 The underrepresentation of women in coaching – background evidence

At the highest echelons of sports coaching it is clear that the highest profile (and highest paid) roles are occupied largely by men. Research by Finance Football for example showed that the top 20 highest paid coaches in European football are all men.¹³ However, the representation of women is not just low at the highest levels. The Gender Equality in Sport Proposal for Strategic Actions 2014-2020 presents a range of statistics to demonstrate the underrepresentation of women across the EU – it is estimated based on figures in seven EU Member States that between 20%-30% of all sport coaches in Europe are women. Country level evidence on the representation of women in coaching roles presented in the Gender Equality in Sport Proposal are shown below:

- *In Finland 30% of the coaches are women and in Northern Ireland 20%.*
- *In the Czech Republic 72% of the female athletes were coached by a man and 28% by a woman.*
- *In the UK 17% of qualified coaches were women.*
- *In Northern Ireland a study found around 40% female coaches in hockey and athletics, whereas there were no female coaches in cricket, only 2% in rugby and less than 10% in football.*
- *In Denmark female coaches dominated in gymnastics (73%), but were largely underrepresented in handball (28%), tennis (20%), athletics (14%), and football (7%).*
- *In the Czech Republic 72% of the female athletes were coached by a man and 28% by a woman.*

While the statistics presented above show a broad pattern of low representation, they do not generally show the differences across sports and the particular differences between male and female sports. Generally statistics show, for example, that women coaches are more likely to progress to higher levels in sports such as ice skating and gymnastics.

Research has also shown that the number of female coaches at the high performance level is particularly low (for example, approximately 11% of Olympic level coaches in 2016 were women¹⁴). Moreover, in such cases where female coaches work with athletes at higher performance levels they typically occupy assistant coaching positions, supporting male head coaches.¹⁵ As reported in Gender Equality in Sport Proposal for Strategic Actions 2014-2020:

- *In Germany approximately 10% of the 500 national coaches are women and in elite and professional sport 13% of the coaches are women, who with few exceptions, were in charge of female elite athletes.*
- *In Sweden 11% of the national coaches in 34 different sports were female.*

¹² European Commission (2014), Gender Equality in Sport. Proposal for Strategic Actions 2014-2020

¹³<http://financefootball.com/2016/08/02/top-20-highest-paid-coaches-in-europe-2016-2017/>

¹⁴<https://femalecoachingnetwork.com/2016/08/09/rio-2016-sees-an-increase-in-competing-female-athletes-but-what-about-female-coaches-and-leaders/>

¹⁵ European Commission (2014), Gender Equality in Sport. Proposal for Strategic Actions 2014-2020

- *In Slovenia 15% of the national team coaches at junior level and higher were women.*

2.4 Barriers to career progression in coaching

Women face complex and numerous barriers in progressing to higher level coaching positions. The Commission's Gender Equality in Sport Proposal for Strategic Actions 2014-2020 document summarised the barriers facing women coaches as follows:

- **Interpersonal level:** supporting systems (beyond the actual education programmes) and wider networks for women coaches are lacking in many sports at national and international levels.
- **Organisational level:** gender equality in coaching and coach education at national and international level is often neglected; issues with regards to recruitment, stereotypes about their abilities, and gender-typing of tasks, as employees and club administrators still recruit in a traditional and exclusionary way, especially for higher teams and elite athletes.
- **Social cultural level:** dominant gender ideologies and stereotypes in the world of sport (e.g. 'women are the best coaches for young children only' 'women cannot coach men') evidence the reality that strategies to change these stereotypes and ideologies are very limited.

2.5 Key initiatives to address gender inequality in coaching

In recent years, there have been a number of notable initiatives that have sought to address the barriers experienced by women in entering the coaching profession and progressing. A particularly noteworthy EU initiative was the "Strengthening Coaching with the Objective to Raise Equality – SCORE" project. Supported by the Erasmus+ Sports programme and led by the European Non-Governmental Sports Organisation (ENGSO), this initiative focused on increasing the number of female coaches at all levels of sport while simultaneously gathering and disseminating information on gender equality in coaching. SCORE supported the education of 24 mentors to support female coaches as well as organising national training sessions in Croatia, Cyprus, Finland, Germany, Lithuania, Portugal, Sweden and the United Kingdom between 2015 and 2016. The programme has since published an educational toolkit¹⁶ aimed at supporting both sports organisations and individual coaches. The broad focus of SCORE was on addressing barriers to engaging and progressing women through the development of coaching pathways; as a forum however, it has provided a productive means of accessing and extracting information on educational programmes and schemes of relevance to this mapping exercise.

National level initiatives addressing the issue of gender mainstreaming in sports demonstrate the potential to introduce more gender-related content at the educational level. The Finnish Coach Association¹⁷ has, for example, introduced a gendered perspective in their coach and instructor training. Another national initiative worth mentioning is the Female Coaching Network (FCN)¹⁸ that was developed in the UK in 2014 and consists of thousands of female coaches from a variety of backgrounds. This is a platform for female coaches to network and share experiences and expertise. Another

¹⁶ SCORE Project/ ENSGO (2014), Gender Equality in Coaching: Interactive Toolkit (The SCORE toolkit can be accessed via: <http://www.score-coaching.eu/score-interactive-toolkit>)

¹⁷ <http://www.suomenvalmentajat.fi/>

¹⁸ <http://www.score-coaching.eu/score-interactive-toolkit>

UK initiative is 'Reach Into Coaching',¹⁹ a national campaign that is run by UK Coaching (formerly sports coach UK) and seeks to promote coaching among women.

At present, however, there appears to be scope to develop more effective formal and tailored approaches in the provision of gender elements in coaching education. The European Commission's Gender Equality in Sport Proposal for Strategic Actions 2014-2020 highlights the limited focus on gender specific topics and gender issues in coaching education schemes. The Strategic Actions highlighted that there is no structure in Europe which obliges providers of coach education and qualifications to include gender-specific elements in their programmes. Stakeholder interviews undertaken as part of the scoping stage for this research confirmed the need to develop tailored gender-specific approaches in coaching education in order to support women in achieving qualifications and progressing towards elite levels.

The scoping research for this study indicated that there are only a few initiatives being taken forward by the European Federations that have a specific focus on developing gender-focused approaches in coach education. A notable exception is UEFA's Coach Development Project for Women, which aims to increase the number of qualified female coaches, as well as increasing the number of women coaching club and national teams. The support provided for coaches includes: a scholarship scheme for UEFA A and Pro diploma coaches; UEFA C and B diploma courses (women only); and workshops for women coaches (led by a UEFA technical instructor).

Research undertaken in the UK by UK Coaching²⁰ highlights a number of suggestions for improving the accessibility of coaching qualifications for female coaches. The most popular suggestion was using mechanisms to increase the number of female coaches on coaching qualification courses, not only through women-only courses but also through ensuring a minimum number of women on mixed courses using a quota approach. The research defined greater accessibility as overcoming practical barriers by providing qualifications in more convenient local locations, in the evenings and at reduced costs. Some consultees suggested that online learning could increase accessibility and overcome barriers relating to childcare or that smaller blocks of learning could help to improve accessibility. This mapping review provides an opportunity to examine the extent to which such practices are being taken forward in practice across the EU-28 and their effectiveness.

¹⁹ <http://reachintocoaching.co.uk/>

²⁰ UK Coaching (2013), Women and Qualifications Research

3.0 Mapping Review

3.1 Introduction

This section reports on the findings from the mapping review of coaching education programmes from a gender perspective.

3.2 Analytical framework

The specific focus of this study is the role of gender-specific education and training approaches in helping to address the underrepresentation of women in coaching. In order to understand the range and categories of gender-specific approaches adopted, a typology was developed during the study. This helped to structure the collection of evidence on specific programmes by grouping relevant schemes under certain categories. Developing such a typology has also helped to determine the types of gender-specific approaches that are most prevalent across Europe. It also provided a basis for comparing the apparent success of schemes' approaches within certain groupings and in doing so, helped to guide the process of identifying potential good practice programmes for further examination.

A broad distinction can be made between approaches adopted to encourage women to take up coaching education and the gender-specific content of the courses themselves. The broad typology of programmes and initiatives covered by the study includes:

- **Accessibility:** Approaches that make it more appealing (or easier) to attend education/training courses (e.g. flexible timetabling, childcare support).
- **Modules:** Specific modules within coach curriculums on gender equality aimed at developing awareness of gender-related issues in coaching amongst women and men.
- **Progression:** Education/training opportunities targeted at progression for women (i.e. towards high performance coaching) including non-formal training approaches.
- **Mentoring:** Mentoring schemes for women which are linked to/integrated with education programmes.
- **Role models:** Use of role models (e.g. experienced women coaches having some involvement in the coaching education scheme either in promotion or delivery).
- **Marketing:** Tailored promotional and marketing approaches for education programmes (use of gender-specific imagery in advertising etc).
- **Scholarships:** Funded scholarships and bursaries for women to take part in coaching education.
- **Women only:** Programmes where only women can attend.
- **Quota:** Programmes where a certain proportion of places are allocated to women.

3.3 Country reviews

The scoping stage of the study sought to identify relevant programmes in all EU-28 through a rapid evidence assessment approach, stakeholder consultations and review of relevant European level initiatives including programmes such as SCORE and initiatives being taken forward by the European sport federations.

The sports listed below were generally considered in all countries; however other sports were considered if they were popular in a specific country.

- Football
- Athletics (track and field)
- Basketball
- Handball
- Rugby Union
- Hockey
- Gymnastics
- Cycling
- Boxing
- Golf
- Rowing
- Taekwondo
- Swimming
- Ice skating
- Judo
- Tennis
- Table tennis
- Volleyball

The European federation websites of the above sports were reviewed to see if they are supporting specific coaching education initiatives for women. We also examined in particular whether and how specific European federation initiatives are benefitting coaching education development for women in particular countries. This review revealed a number of major initiatives of interest (e.g. UEFA Coach Development Project for Women) as well as some smaller-scale interventions.

The review considered national sport federations' websites in a selection of countries, to examine whether they provide or promote gender-specific educational programmes, courses or initiatives. The country reviews also considered dedicated sports coaching organisations as well as those focused on the development of women in sport. Finally, the searches also considered university or further education sports science departments. Systematic reviews were undertaken in a broad range of EU Member States (AT, BE, DE, EE, ES, FI, FR, HR, HU, IE, IT, MT, NL, PL, PT, UK) plus Norway (a country which has a strong reputation regarding gender and sport). With the available resources it was not possible to conduct systematic reviews in all countries. The desk research was complemented by stakeholder interviews in selected countries where resources allowed.

In a number of countries the systematic searches did not reveal any relevant programmes of a significant scale. Where relevant programmes could not be found, typically the focus of gender equality programmes was on women as athletes or players (rather than coaches). To a certain extent the scoping research confirmed previous analysis supporting the conclusion in the European Commission's Gender Equality in Sport Proposal for Strategic Actions 2014-2020, that gender equality in coaching and coach education at national and international level is often neglected.

In some countries where we could not find any evidence of gender-specific coaching education programmes, documents were nevertheless identified which demonstrated a specific awareness of the lack of women in coaching positions.

3.4 Overview of programmes

The programmes identified through the scoping stage of the mapping exercise are set out in the table below. Within the confines of a small-scale mapping exercise, it is not possible to provide a complete list of all gender-specific programmes across the EU28

but rather the aim has been to identify a representative selection of schemes to give an impression of the types of programmes that are typically supported.

Table 3.1 Overview of programmes

Country/ Federation	Name of scheme	Lead Organisation	Sport	Brief description of scheme Evidence on outputs/outcomes	Type(s)
Belgium	Call for proposals to promote gender equality in sports	ADEPS (Administration de l'Education Physique et des Sports) - Public body for sports policies in Wallonia-Brussels federation	Various	Out of the 4 main priorities listed by the call, one specifically focuses on increasing the participation of women in coaching. The call has a relatively limited scale (max. €7500/project and a €100.000 total budget for the call), but the objective is to identify good practices to upscale them where relevant. Evidence is not yet available on the outcomes of the call.	Other
Croatia	Education of artistic and short-track skating coaches	Croatian Skating Federation	Skating	The study programme of skating sports was created in collaboration with the Faculty of Kinesiology in Zagreb. Priority was given to women in the criteria for selecting coaches for the programme. The Croatian Skating Federation provided 14,000 Euros in the first phase of training for seven female candidates, and 7,500 Euros in the second phase for five female candidates.	Quota
Estonia	Scholarship programme to support women coaches seeking to obtain the UEFA A or UEFA Pro diplomas.	Estonia Football Association	Football	Bolstered by financial assistance from UEFA's Women's Football Development Programme (WFDP), a key objective was to increase the number of qualified female coaches at all levels. The programme has focused on encouraging former and current women's national team players to take up coaching. In total, 14 Estonian women are also now the holders of UEFA B licences – all current or former players.	Scholarships
Estonia	Tailored training for women PE teachers at primary schools	Estonia Football Association	Football	Grassroots-level courses are given to women PE teachers at primary schools. Education material has been made available to schools and teachers to support their continued development of children after the coaching	Women-only

Country/ Federation	Name of scheme	Lead Organisation	Sport	Brief description of scheme Evidence on outputs/outcomes	Type(s)
				courses. National youth team assistant coaches are also playing a major role in school projects as instructors within a far-reaching girls' football programme that aims to attract even more Estonian girls to play. 145 women PE teachers have participated.	
Finland	From Athletes to Coaches	Coaches Association of Finland	Various; foundation level	This is part of a national project targeted at improving the representation of women coaches in team ball sports. The project targets women specifically and includes elements of empowering, mentoring and gender specific coach education.	Women-only
France	Guidelines to prevent sexist behaviours for coaches and in training schemes for coaches	Sport éducation mixités citoyenneté (SEMC): a resource centre on gender equality, education and citizenship. Developed and managed by the ministry of sports	All	The guidelines seek to address gender biases and prejudices to promote behavioural change at different levels, based on their responsibilities and their role in transmitting messages values across sport practitioners. They are addressed to coaches and their trainers (as well as managers). In terms of practical guidance, the guidelines provide a set of toolkits or 'fiches d'animation' (around 15) to set up and manage sessions aimed at deconstructing gender biases.	Modules
France	Gender equality plan	Fédération Française de Judo	Judo	Training modules are the same for men and women, but women are given priority access to training sessions. Local committees may also provide financial support in some cases.	Quota
France	Trainers pairing	Federations of rugby and volleyball	Rugby, volleyball	A programme of paired coaches for professional teams (one woman and one man) involving two federations (rugby, and volleyball). For both federations, this approach was used in providing coaching for the national woman teams. This system was decided on an ad hoc basis but feedback is highly positive from both coaches and players as it brings in two approaches,	Progression

Country/ Federation	Name of scheme	Lead Organisation	Sport	Brief description of scheme Evidence on outputs/outcomes	Type(s)
				mixes different skills and helps to develop coaching skills of both genders.	
France	Plan citoyen du sport	Fédération Française de Taekwondo et Disciplines Associées	Taekwondo	Train the trainers to prevent gender biases. Women participation in taekwondo is increasing rapidly. Initiatives at coach education level logically follow this increased participation. The federation works with training providers and addresses the content of the modules to prevent gender biases and encourage gender mainstreaming, based on the resources developed by SEMC (see above).	Accessibility
France	Gender equality plan	Federation française de triathlon	Triathlon	Two actions were undertaken: - Dedicated module and workshops for trainers to avoid gender discrimination - At least one mentor supporting women participation in technical staff in all regions.	Modules
France	Ambassador scheme	Fédération Française de football (FFF)	Football	The main idea of this action is to encourage the participation of 'role models' by involving former international players in events, trainings and staff positions in regional structures. A related action led by the FFF is to encourage the development of a 'women in football' network to involve women more easily in different actions led by the FFF and its partners (including training).	Role models
France	Feminine Football schools	Fédération Française de football (FFF)	Football	The FFF had originally promoted a mixed competition policy to promote women participation in football (especially for younger categories), but realised this did not yield sufficient results in terms of women participation. As a result the federation developed a scheme of schools for women's football across the national territory (with some private partnerships). The scheme sets out minimal	Women only

Country/ Federation	Name of scheme	Lead Organisation	Sport	Brief description of scheme Evidence on outputs/outcomes	Type(s)
				criteria and a labelling system (bronze to gold) to ensure consistency and overall quality across the country. All labels include requirements on training schemes for women (proposing at least 5 certified training schemes for women).	
Germany	Mentoring for female coaches	German Gymnastics Federation (Deutscher Turner-bund)	Gymnastics	Mentoring scheme for female coaches.	Mentoring
Germany	Training course for female coaches	The Thüringer Cycling Association (<i>Thüringer Radsportverband</i>)	Cycling	The Thüringer Cycling Association offers a one-day training for coaches who want to learn about racing and track training. There are eight training units.	Women-only
Germany	Publication of number of licenses by gender	The German Rowing Federation (Deutscher Ruderverband E.V.)	Rowing	The German Rowing Federation publishes the number of licenses (at all levels) that have been achieved by both men and women.	Marketing
Hungary	UEFA Coach development project	Hungarian Football Federation (MLSZ)	Football	The Hungarian Football Federation launched its first women-only UEFA B course in April 2016, with the support of UEFA. Following a preliminary selection process, a total of 16 candidates were offered UEFA scholarships.	Women only
Ireland	Female-only strength & conditioning course	Republic of Ireland Football association	Football	One day woman only course on introductory level coaching of strength & conditioning for female players.	Women only
Ireland	FREE LEVEL 1 Coach Education Programme for Women	Irish Athletic Boxing Association (IABA)	Boxing	Aims to provide female membership with the skills and confidence to coach in their boxing clubs.	Women only

Country/ Federation	Name of scheme	Lead Organisation	Sport	Brief description of scheme Evidence on outputs/outcomes	Type(s)
Norway	Women only courses	Norway Football Association	Football	The Norwegian FA has supported a range of top level clubs to deliver women-only courses for aspiring coaches.	Women only
Malta	Coaching Young Footballers scholarship for women	Malta Women's Football Association (Maltese FA)	Football	The Maltese FA created scholarships for women to participate in the Coaching Young Footballers (CYF) training. Successful participants were informed that the Maltese FA wanted them to be positive role models and actively assist and promote the development of women's football in Malta. The new coaches committed to delivering football to girls in affiliated clubs for two years, and to undertaking the national C licence course within that time.	Scholarships
Netherlands	Recognising and preventing sexual intimidation (<i>Herkennen en voorkomen van seksuele intimidatie</i>)	Academy in the framework of Sports (<i>Academie voor Sportkader</i>)	General	A one-day module focusing on ways in which trainers can prevent and deal with sexual intimidation of all forms. It discusses the consequences of sexual intimidation as well as the formal rules currently put in place by the Dutch Olympic Committee/Sports Federation.	Modules
Netherlands	Tailored entry requirements	Dutch Boxing Federation (Nederlands Boksbond)	Boxing	In order to be admitted into the Assistant trainer/coach (KSS2) course, participants must pass a shuttle test. Men need to run the shuttle test with a faster pace than women.	Accessibility
Spain	N/A various scholarships and grants	Real Federación Española de Fútbol (RFEF)	Football	Courses run at territorial and national level to promote inclusion of female football coaches and referees. Also funding for female athletes and coaches to attend national championships.	Accessibility
Spain	Training academy for female football coaches	Real Federación Española de Fútbol (RFEF)	Football	Partnership between AFEN coaches training school and AR10 (an organisation for women's football development by player/coach Ana Rossell) to create an training academy	Scholarships

Country/ Federation	Name of scheme	Lead Organisation	Sport	Brief description of scheme Evidence on outputs/outcomes	Type(s)
				for female coaches.	
Spain	Seminario Mujer Entrenadora: Organización y Visibilidad' (Seminar on Women Coaches: Organisation and Visibility)	Asociación Española de Entrenadores de Baloncesto (AEEB) (Basketball Coaches Association) La Federación Española de Baloncesto (Spanish Basketball Federation)	Basket-ball	A one off seminar in December 2015 that focused on female coaches 'Mujer Entrenadora: Organización y Visibilidad' (Woman Coaches: Organisation and Visibility). As part of this focus the AEEB is gathering information about the experience of female coaches in Spanish basketball.	Other
UK	Women in Coaching	Scottish Hockey	Hockey	The programme was developed from research conducted with hockey coaches and is designed to promote coaching as a role for women in hockey	Women only
UK	Women in Coaching	England Athletics	Athletics	The programme aims is to help empower and mentor women to start on the coaching pathway. Through case studies and video profiles of a number of female coaches, England Athletics show how local women in local clubs become involved in coaching, what support was given and how they juggle family commitments and work life.	Role models
UK	Women in Coaching Bursary scheme	England Athletics	Athletics	50% funding towards a coaching qualification.	Scholarships
UK	Project 500	Sport Coach UK	Various	Project 500 aimed to recruit develop and/or deploy 500 female coaches across the seven South East counties between April 2013 and March 2015. The project involves more informal learning opportunities including networking and workshop events as well as financial support to attend courses.	Progression

Country/ Federation	Name of scheme	Lead Organisation	Sport	Brief description of scheme Evidence on outputs/outcomes	Type(s)
UK	Ignite - mentoring programme for women coaches	British Cycling	Cycling	Experienced coaches provide tailored support to female cycling coaches who may just be starting out in their career or feel that they would benefit from expert guidance.	Mentoring
UK	She Rallies	Lawn Tennis association	Tennis	She Rallies is designed for women, to deliver tennis coaching sessions to girls of different age groups. The founder is Judy Murray who is the former captain of the GB Fed Cup team, and has been a tennis coach for over 20 years and is well known as the mother of world number 1 - Andy Murray.	Women only
UK	Women in Coaching	Scottish Hockey	Hockey	The programme was developed from research conducted with hockey coaches and is designed to promote coaching as a role for women in hockey.	Women only
UK	Scholarship for female coaches	Table Tennis England	Table Tennis	10 women-only scholarships to address a shortage of female table tennis coaches and promote more women in coaching in the sport. Provides grants for up to 50% of the cost of a Level 1 or Level 2 coaching courses.	Scholarships
UK	Girls4Gold is a leadership award for girls	England Handball	Handball	Girls4Gold is a leadership award for girls aged 14+ who want to deliver handball sessions for women and girls.	Women only
UK	This Girl Can Coach	Professional Golfers Association (PGA)	Golf	This is a unique PGA course run by women, for women.	Women only

3.5 Summary

As shown in the table above, the mapping review stage of the research identified 36 coaching education programmes with a gender element. The table below summarises how the programmes can be categorised according to the typology set out in section 3.2, based on the main gender-specific aspect of the programme. In practice, some schemes had more than one of the gender-specific dimensions defined in the typology. Some of the women-only programmes, for example, also contained mentoring elements while

others included elements designed to promote accessibility such as the use of women trainers. Of the programmes identified, 12 were categorised as a women-only programme, five as scholarships, four as modules and four as accessibility.

Table 3.2 Summary of programme types

Category	Number
Accessibility	3
Marketing	1
Mentoring	3
Modules	3
Progression	2
Quota	2
Role models	2
Scholarships	5
Women only	13
Other	2

The mapping review has revealed very few examples of programmes which explicitly seek to provide more accessible education activities for women such as programmes which are more convenient for women to attend. One possible explanation might be that public websites do not include explicit information on particular aspects such as timetables which are designed to meet the needs of those with children or availability of childcare facilities (for example). Another means of promoting the accessibility of programmes to women however is by involving women role models in both the marketing and the delivery of the programmes. The review has revealed that the use of role of models might be a more common way of improving accessibility.

It has also been difficult to identify coaching education programmes with training elements/educational modules on gender equality. Again this level of detail might be lacking on public websites. However it may reflect the limitations of the research approach which necessarily had to rely on a 'top down' process by focusing on the programmes of national federations rather than systematically reviewing all programmes taken forward by sport agencies and education and training providers at regional and local levels. A more resource intensive research exercise would be required to probe more deeply on the accessibility and gender equality elements of modules within all coaching education programmes (for example through in-depth interviews with participants or those wishing to participate in coaching education schemes).

4.0 Case studies

4.1 Introduction

This section presents the detailed case studies selected from the gender-related programmes identified through the mapping review.

4.2 Case study selection

At the inception stage it was agreed that the selection of case studies should be driven by the availability of useful information and evidence maximising the opportunity for transferability of good practice lessons across member states. A key consideration in the selection of cases was therefore the need to include a range of different types of coaching education schemes with gender elements. The focus of the case studies therefore reflects the range of different types of programmes identified through the review, with reference to the typology presented in section three.

In selecting the case studies, it was also important to cover examples from various country contexts across Europe. A very general distinction can be made between 'Northern and Western Europe' (FI, SE, DK, NL, BE, LU, FR, UK, IE, DE, AT), 'South and South-Eastern Europe' (CY, EL, ES, IT, MT, PT, HR, SI) and 'Central and Eastern Europe' (EE, LT, LV, PL, CZ, SK, HU, BG, RO). A mix of examples from across these three regions was therefore selected to satisfy this purpose.

The case studies are presented below.

4.3 Coach Development for Women (Estonia)

Programme summary	
Scheme name	Coach Development for Women
Focus	To increase the number of women coaches, at all levels, in Estonia
Member State	Estonia
Lead organisation	Eesti Jalgpalli Liit – EJL in cooperation with UEFA
Sport(s)	Football
Delivery Period	2010 – 2016
Type of scheme	Women-only/Progression
Key findings/lessons	<ul style="list-style-type: none"> Programme shows the benefits of addressing women's development at all levels of coaching (from grassroots to elite level) through a comprehensive and well-funded programme. Programme shows the benefits of having strong involvement and commitment of high profile coaches.

Aims and approach

The Estonian Football Association (Eesti Jalgpalli Liit - EJL) is the governing body for football in Estonia. Women's football has grown throughout Europe and UEFA are committed to progress women's involvement in the sport. UEFA created the 'UEFA Women's Football Development Programme (WFDP) in 2010 and has seen a growth in women's involvement in all areas of football²¹. EJL is working to increase the profile of

²¹ UEFA Women's Football Development Programme, National Association Projects

the women's game in Estonia, to increase participation and quality in women's football. One of the key objectives is to produce good players, which requires good coaches. With financial support from UEFA's WFDP, the number of qualified female coaches has increased at all levels.²²

In 2013 only 10% of coaches were females, highlighting the gulf in the number of male and female coaches²³. In an attempt to reduce the discrepancy between genders, the EIJ established the Women's coaching development programme. The programme is listed under the WFDP, where Estonia is listed as a best practice, the main aims of the programme in Estonia are as follows:

- To increase the number of qualified female coaches at all levels (grassroots and above).
- To organise the first-ever all-female UEFA B licence course in Estonia.
- To organise a C licence course for 15 current league players.
- To organise two grassroots level courses for women primary school PE teachers.
- To involve two former women's A national team players in the Estonian national women's team programme as assistant coaches.
- To involve national youth team assistant coaches at Estonian Football Association (EFA) school projects as instructors for a girls' football programme.
- To involve club coaches at EFA school projects and educate them via school visits by EFA instructor coaches.
- To improve cooperation between clubs and the EFA through introduction meetings between women's A national team coaches, technical directors and club coaches.
- To prepare clubs for a high-performing expert league via a licensing process.²⁴

The programme's objectives encompass all levels of coaching from grassroots through to elite-level coaching. The overall goal of the programme was to increase the number of female coaches in Estonia, which in turn will increase the quantity and quality of female players.

Outcomes and learning points

The coaching course, which targets women only, has achieved some notable outputs and outcomes, as listed below:

- 1 new woman coach received a UEFA A licence;
- 14 women received UEFA B licences;
- 15 women received C licences (all current or former players);
- 145 female PE teachers were trained over three courses;
- 32 regional grassroots courses were delivered (lasting 16 hours);
- Estonian women's U19 assistant coach Kaidi Jekimova received her UEFA A licence;
- Imbi Hoop and Maria Sootak were included as assistant coaches in the EFA national women's teams programme;
- Three meetings between club representatives and women's A national team coaches were held, resulting in better cooperation between clubs and EFA staff;
- The expert league licensing process was prepared.²⁵

²²<http://www.uefa.org/football-development/womens-football/programme/news/newsid=2449354.html>

²³<http://www.uefa.org/football-development/womens-football/programme/news/newsid=1946485.html>

²⁴ UEFA Women's Football Development Programme, National Association Projects

In addition to the above achievements, the educational programmes for women's football coaches, PE teachers and parents will be continued by the EFA via the club licensing system, allowing clubs to concentrate more on technical support for women. Additionally, a 148-page resource was produced for schools and teachers to support their continued development of children after the coaching course.²⁶

The Women's coach development programme has seen the rise of women in all coaching areas, including two women completing the UEFA Pro licenced coach Katrin Kaarna and Aleksandra Ševoldajeva. This shows that the programme benefits all levels of women's coaching, even at the highest level.

Some of the success relating to the rise of female coaches in Estonia can be attributed to the involvement and commitment of high profile coaches from the ELJ. This includes at the highest level, the National team coach (Keith Boanas) and his assistant coach (Katrin Kaarna) taking active roles in raising the profile of coaching education opportunities for women.²⁷

The coaching programme gained publicity and further momentum with Estonia's u19 assistant coach and former international, Kaidi Jekimova gaining her UEFA A licence. She also helped to involve other senior international players, Imbi Hoop and Maria Sootak in the coaching programme.²⁸ Generating interest by using role models, who are already involved in the coaching programme led to an increased demand for the course. It was publicised that Kaidi involved her friends in the coaching course, due to her high profile in the sport, however, it is likely that this also had an effect in terms of participation at grassroots level.

In addition to the measured outcomes, the grassroots-level courses have given special training to 145 women PE teachers at primary schools. Education material has been made available to schools and teachers to support their continued development of children after the coaching courses²⁹. Targeting the next generation will ensure the increased participation of women in football and will evidence that women can also succeed at coaching.

There are aspects of the course that will continue to be developed and delivered throughout Estonia, to increase female participation in football and in coaching. The association's women's football education programmes will continue via the club licensing system, which will enable clubs to give technical support to women³⁰. This will allow for greater gender equality in sports coaching as more women are involved in the sport at all levels.

4.4 From Athletes to Coaches (Finland)

Programme summary

²⁵ UEFA Women's Football Development Programme, National Association Projects

²⁶ UEFA Women's Football Development Programme, National Association Projects

²⁷ <http://www.womenssoccerunited.com/boanas-receives-highest-honour/>

²⁸ <http://www.uefa.org/football-development/womens-football/programme/news/newsid=2449354.html>

²⁹ <http://www.uefa.org/football-development/womens-football/programme/news/newsid=2449354.html>

³⁰ <http://www.uefa.org/football-development/womens-football/programme/news/newsid=2449354.html>

Scheme name	From Athletes to Coaches
Focus	Women-only coaching foundation courses
Member State	Finland
Lead organisation	Coaches Association of Finland
Sport(s)	Various (team sports mainly)
Delivery Period	2013-2018
Type of scheme	Women-only; role models
Key findings/lessons	<ul style="list-style-type: none"> ▪ Programme shows the benefits of linking coaching education actions and related empowerment and mentoring activities. ▪ The role of a neutral sport coaching association was key to engaging a wide range of sport federations and developing a common foundation course for aspiring coaches.

Aims and approach

The key aim of the Finnish Coaches Association project 'Women Taking Responsibility in Coaching' has been to increase the number of former female athletes continuing their careers in sport as a coach and, through that, to increase the number of women in coaching roles. The project was launched in 2013 and is scheduled to last until 2018.

The 'Women Taking Responsibility in Coaching' project involves a number of specific actions, many of which have an educational element. The main coaching education action is called 'From Athletes to Coaches'. This provides coaching education programmes for women only and to date has focused on a number of team sports.

The project responds to analysis that there are only a few female coaches at the top level of coaching in Finland. This is the situation in the majority of sports in Finland but is seen as a particular issue in team sports. The focus of the project is therefore team sports such as ice hockey, football, basketball, ringette, volleyball, American football, Finnish baseball and handball.

The programme is led by the Finnish Coaches Association which is the umbrella organisation of coaches and coach networks for different sports in Finland. It is a not-for-profit organisation, and it has around 4,100 members. The Finnish Coaches Association is responsible for coordination with support provided by the following partners: Finnish Professional Coaches Association, Finnish Sports Confederation, Ministry of Education and Culture (funding and monitoring) and the sports federations of the respective target sports.

The overall project's specific objectives are:

- To increase the willingness of former athletes to continue their career in sport as coaches, through which the number of female coaches in team sport can be increased.
- Increase the willingness of former athletes to continue their sport career in positions within sport clubs and national associations.
- Support current female coaches in their careers.
- To improve the capability of women transitioning into coaching, through mentoring programmes.
- Identifying the unique characteristics of female coaches and other features involved in women's activities within sport, utilise information provided by research as well as gather more research on the phenomenon.

The 'From Athletes to Coaches' education programmes are generally half year programmes of four weekends of contact time. The first group completed in 2016 and the second group in June 2017. The first two programmes targeted women-only. In 2018 the course will be a mixed course while maintaining a minimum number of women (probably six). Phase 1 of the overall women coaches programme is still ongoing in some sports, as the sports have entered into the project at different times. This means that initial national and regional meetings are still taking place and the coaching education programmes have not yet started.

The programme has a strong focus on the transformation process from being an athlete/player to becoming a coach in terms of using the knowledge gained from being a player and turning that into coaching. There is a strong focus on particular coaching philosophies and the general communication elements involved in coaching. The programme works as foundation course in coaching that enables participants to decide what type of coach they would like to become. It does not focus on a specific sport.

While the women taking part were selected through an open application process, a general requirement for acceptance on the course is for participants to have played at the highest level of their sport.

The cost of the education element (for each participant) is 980 Euros with the project contributing 400 Euros towards the cost with funding from the Ministry of Education and Culture. In most cases the federations or club contributed to the rest of the costs and only in a few cases was the remaining part of the fee self-financed.

The 'Athletes to Coaching' educational elements complement other aspects of the wider 'Women Taking Responsibility in Coaching' project. As part of the wider programme each sport has organised meetings (between one and three) involving former and active female athletes and other women who have an interest in coaching. For each of the respective sports up to 20 current and former athletes can attend the meetings. These have included a mixture of women who were already coaching and some who were considering coaching as a career. According to the project manager, some of the participants in these meetings have gone on to take part in the coaching education element. Generally the initial meetings were facilitated by a sport psychologist who puts questions to the participants about what they have learned from their sporting career so far and how this knowledge could potentially be applied in a coaching role. Through the meetings and the particular conversations with the sport psychologist, former players are able to identify specific areas of knowledge about coaching and build their confidence regarding the possibility to pursue a coaching career.

Outcomes and learning points

Evaluation evidence is currently being collected on the 'From Athletes to Coaching' action and a more detailed evaluation report on the outputs and outcomes of the project should be available towards the end of 2017. Desk research and an interview with the project manager provides some insight into the project's achievements and success factors to date.

Two groups have so far completed the 'From the Athletes to Coaching' educational programmes. According to information provided by the project manager, 26 women have completed the programme to date (16 in the first group and 10 in the second group). The first group had participants from seven different sports and the second from five different sports.

There is already clear evidence that women participants have moved on to the next level of coaching education. Some of the participants took a bigger responsibility as a coach as soon as they completed the programme. A small number of the those who completed have gone on to take a position as head coach in the highest women's national league of their particular sport, while others have gone on to the next level of coach education to gain a coaching qualification. Other participants decided that they did not want to be a coach in a high level competitive environment and were content to focus on amateur

level sport. This could still be viewed as a positive outcome however as the programme has allowed them to decide on their preferred route. Another decided that they would prefer to focus on individual sports even though their playing career had been in team sports.

The timing of the course sessions at the weekend was considered important as most of the participants were working full-time and part-time in separate careers. For every contact period (the weekends) one session involved an experienced coach sharing experiences on their own progression as a coach. One of these coaches coached a male football team so demonstrated how it was possible to coach in male sport. The benefits of having a women-only environment was that the participants were able to share their common experiences of female sport.

The programme has committed funding from the Ministry of Education until the end of 2017 however the Coaches Association of Finland is currently in discussions to secure longer-term funding to extend the programme. Some sports are only starting to develop actions and it is anticipated that demand to attend courses is ongoing but that the type of holistic programming approach offered through 'Women Taking Responsibility on Coaching' is necessary to support the development of women coaches in those sports. In some sports the sustainability of the programmes has been guaranteed through ongoing support from the individual sport federations as they have seen the benefits of the programme.

One of the success factors of the project is the central role of the Finnish Coaches Association (FCA) who are able to take a neutral role in developing the programme actions. The FCA then works together with the individual sport federations to adapt the general programme approach to meet the needs of the individual sports. The role of the FCA also allows the different sports to share good practice in the implementation of the actions. Some of the individual federations have been more proactive in developing the actions beyond the project and providing additional funding. Other sport federations require more support and time to develop the actions.

The research has also shown the benefits of having a coaching education element as part of a wider package of support for women's coach development and shown how synergies can develop between the different elements. In developing tailored approaches to meet the specific needs of women, the wider project has placed an important emphasis on empowerment and the provision of networking opportunities for female coaches alongside the provision of education programmes. The project manager highlighted the potential for beneficiaries of the 'From Athletes to Coaches' element to link up with the mentoring aspects of the wider project. For example in football the project has educated one female mentor, who will support and mentor five female football coaches. According to research for the SCORE project, the five mentees were selected through an application process. All five coaches to be mentored have background as a top level player and they are in different phases of their coaching career: from a beginner to a head coach of a Finnish league team. Part of the mentoring process is to create an individual development plan for each coach trainee, to help them to find their own pathway in coaching.³¹

4.5 Guidelines to prevent sexist behaviours for coaches and in training schemes for coaches (France)

Programme summary

Scheme name	Guidelines to prevent sexist behaviours for coaches and in training schemes for coaches
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³¹ <https://www.score-coaching.eu/additional-information>

Focus	The guidelines seek to address gender biases and prejudices to promote behavioural change at coaches and trainers' levels (as well as managers).
Member State	France
Lead organisation	Sport éducation mixités citoyenneté (SEMC): a resource center on gender equality, education and citizenship. Developed and managed by the ministry of sports
Sport(s)	All sports
Delivery Period	2014 - ongoing
Type of scheme	Modules
Key findings/lessons	<ul style="list-style-type: none"> National sport agencies have an important role to play in the long-term development and tracking of gender education modules as these can apply across all sports.

Aims and approach

In France, the Ministry of sports and its agency Sport éducation mixités citoyenneté (SEMC) developed general guidelines to prevent sexist behaviours in coaching that can be applied in education courses for coaches. The agency is tasked with the development on practical tools and actions on the ground and implements the ministry's policies on education, gender equality and citizenship. As such, the guidelines are both a reference document and a tool to be used directly in training courses. Inspired by other guides previously published by the Ministry of Sports, it provides the following information:

- The main theoretical elements required to understand biases in (e.g. gender sociology; the rationale behind integrated approaches for gender equality)
- Quick thematic notes on practical topics around gender biases, such as the key dates and the history of women participation in sports, identity construction and body perception, or women/men expectations linked to sport),
- Practical guidance to address gender biases as part of training schemes and courses.

In terms of practical guidance, the guidelines provide a set of toolkits or 'fiches d'animation' (around 15) to set up and manage sessions aimed at deconstructing gender biases. Each toolkit is composed of the following information:

- Objectives and pre-requirements (if any);
- Group size, duration of the session, required materials;
- Preparation required;
- Tips for the trainer/session manager;
- Evaluation and reporting guidelines.

The sessions cover very different types of activities, ranging from physical exercises (example of grappling sports) to workshops bridging perceptions of gender biases (e.g. asking participants to identify pictures which are the best or worst match with their representation of a female athlete and deconstructing the social norms behind those choices). The toolkits allow to tackle a wide range of situations (with slight adaptations), and can be used directly by trainers and/or trainers of trainers. The SEMC staff also deliver courses every year to train other civil servants to make proficient use of the different tools available. Participants usually come from the Ministry of Sports and its agencies, but also from local authorities.

The main driver behind the development of the guidelines was to shift from corrective measures and initiatives (for example women-only schemes) to actions tackling the structural issues behind gender inequality in sports and developing educational activities

to make a lasting impact and drive behavioural change. This meant targeting the key 'influencers' across the sport world, based on their responsibilities and their role in transmitting messages values across sport practitioners. As such, the guidelines are chiefly addressed to managers, trainers, and trainers of trainers.

It should be noted that the work on the guidelines took place as part of a broader political context in the country, where gender equality became a key priority for the Ministry of Sports as part of the third generation of the overarching gender equality policy ("politique de l'égalité entre les femmes et les hommes"). Several actions were then undertaken in the field of sports, including the obligation for all sport federations to adopt a feminisation action plan (2014-2017). This indeed became one of the conditions that sport federations have to meet in order to obtain State subsidies. They have to provide an annual update to report on the results obtained and the actions planned for the following year.

In this context, the guidelines were developed progressively and built on the experience stemming from other actions and schemes implemented by SEMC, such as:

- thematic notes on the history of women in sport; guidance on sport and maternity;
- guidelines for federation managers;
- training schemes for administrators and managers in the field of sport to better address gender inequalities.

These previous experiences were complemented by additional research to give additional depth to the more theoretical components of the guidelines. The different tools developed have all been tested and are reviewed at frequent intervals.

Outcomes and learning points

The initiative is ongoing and the guidelines are regularly augmented and reviewed through user feedback. They can also be adapted to specific audiences and publics, and new content for specific sessions is integrated over time. While no formal evaluation is carried out, these frequent ideations allow the SEMC staff to identify any issues or areas for improvement.

At this stage several key outcomes and success factors can be identified:

- Students (in sports management curricula) are trained by the SEMC staff and can then act as relays and agents of change within the different structures they work in. This has allowed SEMC's work on gender equality (including but not limited to the guidelines) to spill over across the territory in spite of relatively limited human resources.
- A key success factor of the programme is that it focuses on shifting perspectives. Gender equality should not be perceived as a constraint (imposing more women in coaches and managerial roles) but rather as an opportunity to rethink governance and management structures through new perspectives and approaches.
- Working in a State agency allows working on the initiative on the long run and enabled setting up the framework conditions (and background research) required to go through the step-by-step approach of the guidelines.
- Participants to the training courses organised by SEMC often become ambassadors of the tools developed. They notably contribute to spreading the word and raising awareness, as well as updating or augmenting the quality of the guidelines & tools. The guidelines are the most downloaded item on the SEMC website (more than 6,000 downloads).

However, more needs to be done to ensure the guidelines fulfil their objective of achieving lasting behavioural change. This integrated approach to gender equality needs to be measured over the long run, and the initiative is still too recent to be evaluated adequately. It should be noted that methodologies to assess the impact of change

management are not widely used and most of the evaluations dealing with gender equality schemes in France tend to focus on quantitative impacts, which do not fully account for the key objectives pursued by SEMC here. Another structural challenge for this scheme – and more broadly for many training schemes in sports – is that participation in training courses is not very widespread. In the sports sector, the few days available for career development are often used for training schemes focusing on issues linked to professional sports.

It also serves as a basis for future policy developments and complementary initiatives promoting an integrated approach towards gender equality. Thanks to the experience gained through the development of the guidelines, several additional fields of work have been identified by the SEMC, including new guidelines dealing with representation of sportswomen across media to provide:

- Media training for sportswomen to work as role models and train their communication skills.
- Advice on 'bias-free' marketing & communication strategies
- Training and practical tools to avoid gender biases (including guidance on communication material & visibility tips).

4.6 UEFA Coach Development Project for Women (Hungary)

Programme summary

Scheme name	UEFA Coach Development Project for Women
Focus	The use of a scholarship scheme to support women coaching education.
Member State	Hungary
Lead organisation	Hungary Football Association
Sport(s)	Football
Delivery Period	2014 - ongoing
Type of scheme	Scholarship
Key findings/lessons	<ul style="list-style-type: none"> ▪ The programme shows the possibilities for European federations to support coach development for women in partnership with national federations who commit to providing coaching opportunities for participants after the education scheme comes to an end. ▪ Scholarships can help women to progress to higher qualifications who would not have considered a career in coaching without the funding.

Aims and approach

In recent years, there has been a strong growth in women's football across Europe including the numbers of girls playing the game. Research commissioned by UEFA shows however that the number of female UEFA-licensed coaches – and consequently, the number of role models for girls playing football – remains low. The coaching of women's football continues to be dominated by male coaches, as around 80% of coaches are male.³²

The growth of the women's game and participation suggest that there is more potential for women to develop as national coaches however UEFA recognises that women still

³² UEFA (2016) Women's Football Across the Associations.

face barriers in progressing from age level coaching to professional club coaching or national teams.

In response to clear evidence on the low numbers of women coaches in football, UEFA has developed specific actions to increase the number of women progressing to the highest levels of coaching. The main aim of the UEFA Coach Development Project for Women is to increase the number of qualified female coaches, as well as increasing the number of club and national teams that are coached by women. UEFA created the Coach Development Project in order to support women wanting to pursue a career in high-level coaching or wanting to further educate themselves while working / volunteering as football coaches in schools, local clubs and teams.

The programme guidelines provide possibilities for all member associations of UEFA to provide tailored support for the progression of female coaches. The support provided for coaches therefore includes the following elements³³:

- A. A scholarship scheme for UEFA A and Pro diploma coaches
- B. UEFA C and B diploma courses
- C. Workshops

This case study focuses on how the scholarship scheme is being used to support women coaches. The scholarships target women who already display strong potential to develop as high performance coaches: to be eligible for a scholarship, a coach must³⁴:

- have the required licence (e.g. a UEFA B licence when applying for a UEFA A diploma scholarship, and a UEFA A licence when applying for a UEFA Pro diploma scholarship);
- have the required coaching experience (i.e. at least one year's coaching experience as a UEFA B licence holder when applying for a UEFA A diploma course, and at least one year's coaching experience as a UEFA A licence holder when applying for a UEFA Pro diploma course);
- sign an agreement with UEFA whereby she pledges to complete the relevant coaching course and coach for at least one full season as a UEFA A/Pro licence holder.

To put a coach forward for a scholarship, a national association must:

- send UEFA a completed application form (using the UEFA Coach Development Project for Women UEFA A – Pro diploma scholarship application form);
- sign an agreement with UEFA whereby the association pledges to find a suitable coaching position for the coach if she does not have one on receipt of her diploma. One option could be to add her to the coaching staff of one of its national teams (at either youth or senior level) for at least one year.

UEFA review all applications and grant scholarships are provided to the most promising coaches. The amount awarded depends on the course fees in the relevant country, with a maximum of 90% of course fees or €12,000.

Outcomes and learning points

Detailed evidence on the impact of the courses is not yet available; however UEFA has already collected some feedback from participants and evidence has been published on the Macedonian and Hungarian scholarship programmes. Information and evidence is available on the support provided by UEFA to the Hungarian Football Federation (MLSZ) who launched its first women-only UEFA B course in April 2016. Following a preliminary selection process, a total of 16 candidates were offered UEFA scholarships for a women-only course. The course was held in several locations, including Budapest, Bukk, Telki,

³³ UEFA Coach development Project for Women Guidelines 2016-17

³⁴ UEFA Coach development Project for Women Guidelines 2016-17

Felcsut and Dabas. The participants took their final exams at the beginning of November 2016 and all graduated.³⁵

The report by UEFA provides qualitative evidence that the scholarship helped women to progress to UEFA B qualifications who would not have considered a career in coaching without the funding. The leader of the programme at the MLSZ provided the following comments on the benefits of having a women-only UEFA B course, as opposed to a mixed course:

*"During the training, it became quite clear that a women-only course format had many advantages that significantly increased the efficiency of the education process. Those advantages included greater openness, self-confidence and enthusiasm, and better sociability and support levels in the working group sessions. Based on our previous experiences, these features were less present in mixed-gender courses."*³⁶

One of the participants shared her views on the benefits of having women-only training:

*"It was a nice opportunity to learn among women. We could make mistakes without being frustrated. The participants were tolerant and understanding with each other and we could 'spread our wings' bravely. I don't know if we could have done it in the same way with male participants. And as we also had a female UEFA instructor, we felt we were more understood and safe."*³⁷

Further support was provided by UEFA as UEFA technical instructor Monika Staab ran some of the sessions, offering expertise throughout the course as well as taking part in the practical assessment at the end, as part of the examination board. The inclusion of a women coach who also performs a mentoring and support role is seen as crucial in boosting confidence and pushing the participants a bit more "to show what they can do" (interviewee) One of the participants commented:

*"(the mentor's) presence, expertise and passion lifted the level of the course. She proved how dedicated UEFA is about women's football...it meant a great deal to the candidates to be able to exchange with an instructor from a recognised, high-level football culture."*³⁸

According to the mentor, herself:

*"The UEFA B diploma coaching course in Hungary was again a great experience. It was gratifying to see the participants' coaching improvements throughout the course. Driven by their passion and commitment, they learned fast and grew strongly as a team. The aspiring female coaches needed to feel secure to be allowed to make mistakes, as most of them do not have the same experience and self-confidence as many male coaches. And in that respect, having a female instructor and being among fellow women students was undoubtedly beneficial."*³⁹

According to one of the trainees:

*"When I applied, I thought that it would be an opportunity for me to learn about football, as I have loved the game for the past 15 years. All the participants soon became a real team and learned a great deal from each other. Our self confidence increased day by day because of our instructors' positive attitudes and encouraging words – that meant a lot to us!"*⁴⁰

³⁵ UEFA Direct No. 165 (March 2017)

³⁶ UEFA Direct No. 165 (March 2017)

³⁷ UEFA Direct No. 165 (March 2017)

³⁸ UEFA Direct No. 165 (March 2017)

³⁹ UEFA Direct No. 165 (March 2017)

⁴⁰ UEFA Direct No. 165 (March 2017)

The evidence from Hungary suggests that the UEFA's coach development project for women has already started to generate some positive outcomes for women. According to the Hungarian FA, the number of female coaches has increased as a direct result of the scheme. The Hungarian FA value in particular the scheme's focus on sustainability and the requirement that the newly qualified coaches are given a coaching role afterwards, in order to put their education into practice and help their progression.⁴¹ UEFA emphasis that this it is important that national associations provide coaching opportunities for participants after the education scheme comes to an end.

4.7 Free Level 1 Boxing Coaching Course for Women (Ireland)

Programme summary	
Scheme name	Free IABA Level 1 Coaching Course for Women
Focus	<i>To provide women with a level one coaching certificate in boxing</i>
Member State	Ireland
Lead organisation	Irish Athletic Boxing Association (IABA)
Sport(s)	Boxing
Delivery Period	24/09/2016 – 10/12/2016
Type of scheme	Women-only
Key findings	<ul style="list-style-type: none"> Part of the programme's success can be attributed to effective targeting of the national federation (by focusing on women most likely to be interested in participating in a Level 1 coaching course).

Aims and approach

The Irish Athletic Boxing Association (IABA) is the national governing body for amateur boxing in Ireland. Its main role is to develop, foster and control amateur boxing in the 32 counties of Ireland. IABA is committed to providing the environment, in which support and opportunities are given to athletes, coaches and clubs and in doing so, to increase participation in and improve Irish boxing.⁴²

It is well known that women's boxing lags behind men's boxing in many areas, including participation (250 male boxers competed at the Rio Olympics, in comparison to 36 women⁴³), coaching, training, facilities, etc. The IABA and the women only coaching course, aims to address inequality in participation and coaching through gender-specific provision.

The main objective of the programme was to increase the number of female coaches and raise awareness for female boxing. Raising awareness of gender equality in sport is often required, however in such a male dominated sport as boxing this is even more so the case, as female coaches often face prejudice regarding their ability to progress as coaches.

The IABA Level 1 coaching course usually costs 100 Euros and lasts 1 day. Under this programme, the free Level 1 coaching scheme was available for 60 women initially, located in three areas in the province of Leinster, Ireland (Dublin, Kilkenny and Wexford). A fourth programme was added in response to demand and ran in Drogheda in December for 35 female participants who were on the waiting list.

⁴¹ UEFA Direct No. 165 (March 2017)

⁴² <http://iaba.ie/about/>

⁴³ <http://www.irish-boxing.com/its-beyond-a-joke-irish-women-boxers/>

The programme had a range of specific objectives including:

- Allow women to gain professional coaching qualifications without any prejudice or misconceptions during their training course.
- Raise Awareness – increase the popularity of women’s and girl’s boxing and coaching throughout Ireland.
- Increase participation in female boxing – by promoting the sport and generating additional awareness, it is likely that the number of females in the sport will increase.
- Change attitudes towards female boxing – in a traditionally male dominated sport, a coaching certificate can allow women to have a recognised qualification and show the success of their endeavours, reducing any predispositions or stereotypes.
- To give women the confidence to coach – the mentoring at the event and the qualifications gained can only raise confidence levels in individual coaches and female boxing as a sport, the course will also ensure they have the required skillset to successfully coach.

After the programme finished a seminar was held for for women participants, incorporating, leadership, skills, training, mental health, personal skills and the requirements of a good coach and positive role model. This helped summarise the course and provide further encouragement for the women participants to start coaching in their clubs.

The women only environment was designed to allow the participants to feel comfortable and confident. It allowed the participants to feel secure in their surroundings, asking a variety of questions dependent on experience.

The course was marketed using club and county newsletters, Facebook posts and radio interviews with members of IABA. The main target market was females with affiliations to a boxing club. It is though that targeting warm contacts led to the course being fully booked within three days. The IABA was inundated with requests for the course from around Ireland. Based on the excessive demand for the course, future female only training programmes are being planned.

The participants were awarded a t-shirt for attending the course, this allowed the group of women to bond together and bring a sense of pride in their involvement in the course. When the newly qualified coaches wear their t-shirts whilst around those in the boxing trade, it is though that this will help to add legitimacy to their coaching status, whilst also promoting the course to other women.

Outcomes and learning points

The free IABA Level 1 coaching course for women proved to be highly popular with all courses being booked out within three days, with record numbers of women applying for the course. The applicants came from over 50 clubs throughout Ireland for the first ever IABA Female Coach Education Programme⁴⁴.

The programme can attribute some of the success to the IABA effectively targeting female members of the boxing community, who were most likely to be interested in participating in the Level 1 coaching course.

To promote the courses further, World Number 4 ranked welterweight Kelly Harrington (from Ireland) endorsed the campaign and attended the launch event in Dublin. This level of demand has resulted in the IABA preparing to undertake a further female only, Level 1 boxing course.

After completing the one-day course, the newly qualified coaches are required to complete one year of coaching and a final assessment in order for them to progress to the Level 2 coaching course. As a result, no actions have been taken to prepare a female

⁴⁴ <https://iaba.ie/free-iaba-level-1-coaching-course-women/>

only Level 2 coaching course, this will be reviewed closer to the assessment date for the Level 1 coaches.

Moreover as the women who attended the course have a genuine passion for (women's) boxing, a large amount have taken up coaching. One participant who attended the course stated,

"Since doing the course, my role as a coach has taken on a new level. My confidence in teaching has really improved. I feel like I am making a positive difference in our boxer's life and also in our club. I would like to progress with my coaching career."

This shows the positive effect of the programme on the individual, the club and the sport. A wide range of applicants are already in contact with the IABA regarding the Level 2 coaching course.

The course encourages the newly qualified coaches to give back to the community and the club through teaching beginners. The course gave attendees the confidence in their coaching abilities, whilst teaching new techniques and different ways of teaching both junior and senior boxers. This allows the coaches to evidence their newly acquired skills to members of the community, promoting gender equality and showing other women of the opportunities available.

The IABA created an online network (group conversation), between the women attending the course and the main contact at the IABA. This allows all the women to stay in contact with each other and keep up to date with the latest information in the boxing and coaching community. The group discussion also acts as a forum where the coaches are able to share coaching experiences and best practices. This is seen as vital in ensuring the programme has a lasting effect, by allowing participants access to a larger group of female coaches and being able to share valuable information on how to overcome difficult situations.

Most recently, the details of a national boxing event were shared through the group, resulting in the younger generation of (female) boxers attending the event with the newly appointed female coaches, promoting female participation within the sport. With more boxing events being organised in the subsequent months, it is anticipated that female participation will continue to increase, with the network of new coaches and their group discussion being pivotal to the rise in female participation and gender equality in boxing, in Ireland. The IABA is hopeful that discussions will continue and that engagement in boxing events will last.

As a result of the success of the training course, the IABA is looking to run further rounds of female only Level 1 training courses. It is anticipated that the course will again be free, however the attendees will have to pay for the final assessment.

For the project to be successful, it was essential that there was a good flow of communication from the IABA and that messages were distributed quickly. The IABA relied on a few key contacts within organisations to pass on information and promote the course to others. This allows the message of the success of the course to be spread throughout Irish boxing organisations. It is hoped that this will continue and that the success of the project will be shared throughout Ireland and increase the awareness of female boxing coaches and the role that they have in the future of the sport.

4.8 Coaching Young Footballers Course Scholarship for Female Coaches (Malta)

Programme summary

Scheme name	Coaching Young Footballers Course Scholarship for Female Coaches
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	(Women's Football)
Focus	The use of scholarships and grassroots opportunities to increase engagement of women coaches
Member State	Malta
Lead organisation	Malta Football Association
Sport(s)	Football
Delivery Period	2015 – ongoing
Type of scheme	Scholarship
Key findings	<ul style="list-style-type: none"> ▪ The programme shows the benefits of engaging women coaches in grassroots and youth football, as the first step on the coaching progression path. ▪ Scholarships can encourage women to participate who otherwise would not have taken part.

Aims and approach

Coaching initiatives targeted at engaging more women in coaching in Malta take the form of scholarships for women to participate in coach education programmes provided by the MFA Technical Centre's Education Department. These scholarships are funded through the Women's Football⁴⁵ section of the Maltese Football Association. Successful participants were informed that the Maltese FA wanted them to be positive role models and actively assist and promote the development of women's football in Malta. The new coaches committed to delivering football to girls in affiliated clubs for two years, and to undertaking the national C licence course within that time.

The development of girls' youth leagues emphasised the need for female coaches and role models for girl teams. Getting more women involved in coaching was seen as key to getting and retaining girls to participate in regular football at a young age. The objective of the Coaching Young Footballers (CYF) Course Scholarship for Female Coaches (Women's Football) scheme, which started in 2015, is 'to increase the number of skilled female coaches in women's football'. CYF training is delivered by the MFA's Technical Centre as part of its coach education programme. The scheme pays the 160 Euro course participation fee for successful female applicants. The CYF scholarship programme was piloted in early 2015. Upon applying scholarship applications are reviewed and candidates are interviewed at the MFA Technical Centre's Education Department and Women's Sector, which sits with the Grassroots Department.

CYF is an entry level coaching education programme aimed at the fundamental stage of player development, the first stage of the MFA's long-term player development process, which is followed by UEFA C, UEFA B, UEFA A, UEFA A ELITE and UEFA PRO licences.⁴⁶ To be eligible for a scholarship a female applicant must be working for or part of an MFA affiliated club, actively involved in women's football, willing to pass along knowledge and work to contribute to the development in of women's football in Malta, and preferably, be able to demonstrate her practical experience as a coach. CYF course covers basic principles of football coaching and technical instruction. CYF specifically covers how training for girls differs from that for boys.

After participating in CYF coaches are required to coach girls grassroots MFA member teams for a period of two years. If a coach who received a scholarship quits coaching before the two year period she will be required to pay back the value of the scholarship in full to the MFA.

⁴⁵<http://www.mfa.com.mt/en/the-mfa/themfa/13/womens-football.htm>

⁴⁶MFA Coach Education Courses <http://www.mfa.com.mt/en/technical-centre/technical/10/courses-held-within-the-period-2017-2018-and-2020-2021.htm>

Outcomes and learning points

There is no formal reporting of the CYF scholarship participation or outcomes. However, according to an interview with the director of MFA Women's the initial CYF scholarships granted in 2015 scholarships primarily targeted ex-national team players. 17 female coaches received scholarships and participated in CYF training in 2015. As of June 2017 only six or seven of these participants remain as coaches for MFA member teams.

Following the launch of the CYF scholarships in 2015 the MFA realised that they needed to source more potential coaches from outside of its network. This led to the MFA to put out an open call for scholarship applicants beyond former Malta players. However, this expanded recruitment of coaching applicants occurs in tandem with efforts to provide coaching training to top players and under-17 female players to prepare them to coach at the club level.

Feedback from a CYF scholarship participant described an increased responsibility in coaching following the CYF training. This participant was a former national women's team player who had been an assistant coach prior at the club level to her CYF training. Before CYF training she said she did "easier things...I'd just assist the coach." She now coaches a club team herself and says "now I have more responsibilities, I have to plan sessions...adjust the sessions according to the level." She described leading a team as a coach as "more challenging" but felt prepared from the CYF training, which she described as "an advantage." She also described the differences between participating in football as a coach as opposed to a player, "I have some experience because I played football, but when it comes to coaching it's different than being a player. [CYF training] helped me a lot."

Both female coaches interviewed were keen to pursue training of their own initiative, yet both were clear that a scholarship helped them to actually participate in the training.

"I don't think I would have been able to do it in 2016. I think if I'd applied without the scholarship I wouldn't have been able to do it. I would have waited."

Regarding CYF course design one coach fed back that while the topics covered in the CYF training were useful the addition of practical application through training with actual players would have been useful.

"In the course it was only the tutors and the coaches [no children/players]...During the course it would be useful to add more practical elements rather than writing. With the practical you'll learn more than writing."

Interviewees were vocal about broader challenges to women's football and women's coaching in Malta. Challenges to women's football described included the perception by Maltese parents that football is a sport for boys, not girls. One coach reported that some parents don't necessarily see her as a good coach, "because I'm a girl they say that boys are better, even in coaching. But I do the design, I do the coaching. There are other parents that are okay that I'm a female coach." This coach said that formal certification granted through CYF helped her know how to respond to parents in these situations.

The interviews also highlighted that opportunities in coaching education address only one aspect of their needs with regard to coaching development. Another challenge articulated by the interviewees was time for women to participate in coaching. This challenge was twofold: first, the women were balancing other responsibilities such as familial and childcare obligations; second, the funding for female coaches and coaching of girls teams in Malta is minimal. All coaching staff are part-time and only receive expense reimbursement, not a salary. One coach stated,

"When women have to do other activities, like work, they don't participate. They [the MFA] have to improve in this. I think they need to do something like for the men's team they have full time jobs like professional coaches and physical trainers. They have to set up a team like this so they can get more girls into football...male coaches have with fulltime jobs with fulltime salaries."

Outside funding and support is a clear lifeline to promoting women’s coaching in Malta. The Women’s Football director stated that UEFA provides approximately 100,000 Euros per year to women’s football in Malta. In addition FIFA and Adidas sponsor equipment. UEFA’s campaign ‘Together #weplaystrong’ is also a helpful driving force.⁴⁷

Some short interviews with participating coaches completed for this research provide some insights into the programme benefits. More formalised and consistent data and reporting on scholarship recipients would however be useful in tracking the development of MFA female coaching schemes.

One interviewed coach had completed both the CYF and UEFA C licence before 2015 and was now planning to participate in the UEFA B licence training as a scholarship recipient. While this scholarship lays slightly outside the CYF scholarship initiative it is similarly administered and indicates progression for coaches in the MFA programme. It is also in line with goals for the MFA Women’s Football section articulated during interviews.

In addition to plans to expand the women’s coaching participants and the types of training, there are also ongoing professional development mechanisms in place for those who have participated in CYF scholarships. This includes continuing professional development workshops (five of which have taken place to date), attendance at international FIFA and UEFA seminars, and visits from international pro coaches such as Monika Staab.

Promotion of female coaches in Malta is one of the top three priority areas for MFA Women’s Football to develop going forward⁴⁸. In addition to widening the scholarship scheme to include UEFA C and B licences, the MFA Women’s Section is also planning to form a league of former female players over 35. This would have two objectives: 1) to get former players back to have fun and play themselves; and 2) to get these former players to help with their local clubs as coaches. The dual approach of player and coach development is central to driving female coach development in Malta. The momentum created within Maltese Women’s Football through linking coaching and player development through initiatives like the CYF scholarship scheme was summarised by one interviewed coach:

“There are a lot more girls participating in football so I think in the future there will be more female coaches. I think it’s a big accomplishment that more girls are playing football. That’s exciting. If more girls play football they will like it and they will want to be more involved, like a coach.”

4.9 Recognising and preventing sexual intimidation module (The Netherlands)

Programme summary	
Scheme name	Recognising and preventing sexual intimidation (Herkennen en voorkomen van seksuele intimidatie)
Focus	A one-day module focusing on ways in which male and female coaches can prevent and deal with sexual intimidation of all forms
Member State	Netherlands

⁴⁷ <http://www.uefa.com/womenschampionsleague/news/newsid=2474339.html>

⁴⁸ Top three areas for development by the MFA’s Women’s Section are: 1) Promote and facilitate the organisation of more clubs for women to continue female participation in football into adult years; 2) Improve opportunities for girls playing (targeting ages seven to ten); and 3) Improve coaching for women.

Lead organisation	Academy in the Framework of Sports (<i>Academie voor Sportkader</i>)
Sport(s)	All
Delivery Period	Ongoing
Type of scheme	Training module
Key findings	<ul style="list-style-type: none"> ▪ Module contributes to the creation of a safe working environment for all coaches and athletes. ▪ After an initial evaluation, the module has been developed to encompass a range of misbehaviours, including sexual intimidation, but also including forms of bullying (both physical and psychological).

Aims and approach

The Academy in the Framework of Sports (*Academie voor Sportkader*) is part of the sports development unit of the Dutch Olympic Committee (*NOC*NSF*). Originally introduced in 2006 by and for the various sports federations across the Netherlands, it supports the professionalisation of sports across the country through the development and training of qualified and skilled staff. They thus aim to train coaches and instructors as well as referees and management in order to create a safe and professional sports environment at all levels.

One notable training module offered by the Academy in the Framework of Sports is on the Recognition and Prevention of Sexual Intimidation (*Herkennen en voorkomen van seksuele intimidatie*). In offering this module, it is recognised that acts of sexual intimidation can manifest themselves many ways, including physical, verbal and psychological. In order to make the sports world a safe and welcoming environment for all participants (coaches, referees and athletes, both male and female) this module is offered to equip coaches with the necessary skills to recognise, prevent and when needed address the issue of sexual intimidation the workplace.

The purpose of the module is to create awareness of the issues related to sexual intimidation in sport, thus understanding the various kinds of intimidation that exist (both subtle and overt) and how these can best be prevented. The module presents the key behavioural norms in sports and in what instances sexual intimidation can often arise. It aims to teach coaches how to tackle issues of intimidation by showing them how to adequately address the individuals involved in the act. It also teaches coaches how to best support the victim of sexual intimidation and what the possible consequences are for both the victim and the perpetrator.

The module covers one day of training and is open to coaches that are experienced in offering coaching sessions and coaching athletes independently. Notably, coaches do not need to be certified in order to attend the training. The level of the training is KSS level 3 as defined by the sports federations affiliated with the Dutch Olympic Committee (*NOC*NSF*). The training costs EUR 25 and is offered across the country.

Generally, the training opens with a short introductory round whereby participants are asked to introduce themselves as well as share their expectations for the day. They additionally are encouraged to ask any particular questions regarding the thematic area that they seek to answer through discussions in the training. They apply interactive methods and group work in order to understand and explore the subjective nature of, for instance, personal space and comfort. Following a short break they discuss the key learning outcomes of the exercises and link these to a more theoretical debate. Prior to attendance of the training, it is possible for coaches to make use of e-learning opportunities as well as participating in a short quiz on the topic. This is intended to help participants in formulating their learning objectives and questions for the discussions during the in-person training. The key objectives of the training are:

- Raising awareness of the context in which a coach operates (in terms of power relations) and how to best deal with this dynamic
- Understanding the behavioural rules set by the NOC*NSF as well as any other codes and rules that particular national sports federation have introduced in relation to the prevention of sexual intimidation
- Recognising what kinds of behaviour can be considered sexually intimidating or which kinds of behaviour can potentially lead to sexual intimidation
- Signalling undesired behaviour
- Understanding how and to whom coaches should report undesired behaviour
- Understanding and being able to share what the consequences of sexual intimidation are for both the victim and perpetrator
- Being able to deal with differences in opinion on what kinds of behaviour are deemed acceptable and which are not.

Ultimately, through participation in this training, the Academy in the Framework of Sports seeks to raise awareness of sexual intimidation and wider gender issues. As both men and women are invited to the module, it is an interesting example of how jointly awareness is raised on the prevailing issues and how these should be prevented and addressed. This helps create a safer environment for both athletes and coaches, and in turn could support the retention of female coaches in the coaching profession.

Outcomes and learning points

National sports federations across the country promote the attendance of this module and encourage their coaches to participate. Following attendance in the training, coaches receive certificate of participation, and depending on the national sport federation through which the training is offered, coaches can potentially receive points that will support them in gaining their official coaching qualification. An information brochure was also produced and dissemination, highlighting the key points of interest regarding the recognition and prevention of sexual intimidation in the workplace.⁴⁹

While this form of support does not directly lead to an increase of female coaches in the coaching profession, it contributes to the creation of a safe working environment for all coaches and athletes. It can therefore indirectly support female coaches in their experiences of coaching as they are better prepared to deal with issues of sexual intimidation in the workplace. It also allows for men to have a better understanding of what the key issues surrounding sexual intimidation are, allowing them to adjust their behaviour accordingly.

One key conclusion following the evaluation of the module, is the fact that it is important to consider the language used when offering such modules. In 2017, the title of the module was changed to "Recognising and preventing unacceptable behaviour" (Herkennen en voorkomen van grensoverschrijdend gedrag) as it was felt that using the term "sexual intimidation" in the title decreased the take-up of the module. The new module encompasses a range of misbehaviours, including sexual intimidation, but also including forms of bullying (both physical and psychological). It was felt that by realigning the title and content of the module, there would be greater interest in attending the training.

4.10 Coaching education courses for women only (Norway)

Programme summary

⁴⁹ This information brochure can be accessed via: <http://www.nocnsf.nl/stream/folder-si-trainer>.

Scheme name	Coaching education courses for women only
Focus	A series of courses held by clubs focused on introducing women to grassroots coaching
Member State	Norway
Lead organisation	Norwegian Football Association (Norsk fotballforening)
Sport(s)	Football
Delivery Period	2015-
Type of scheme	Women-only
Key findings/lessons	<ul style="list-style-type: none"> Introducing women only courses has seen a significant increase in the participation of women in coaching courses. Women-only programmes allow women to overcome initial self-confidence issues with regard to entering the coaching profession.

Aims and approach

Since the 1970s women's football in Norway has enjoyed success, both in terms of participation growth but also competitively at the elite level.⁵⁰ Football is by far the largest organised sport in Norway among girls and women, and females account for 30% of all registered players.⁵¹ Norway is renowned as a successful nation in women's football - the women's team has also been much more successful than the men's, winning the World Cup in 1995 and then Olympic gold in 2000. Despite the growth in popularity of women's football and the success of the national team, UEFA statistics show that only 15% of coaches in women's football in Norway are women and only four (5%) of the UEFA Pro License holders are women. No more than 20 women (3%) hold an UEFA A License.

Aware of the barriers that women face in progressing to elite level coaching, and with the objective of increasing the number of women coaches, the Norwegian Football Association (FA) has initiated women-only education provision. The Norwegian FA's approach reflects research findings brought together by a renowned Norwegian sports scientist and expert on gender issues in sport (Kari) who has wrote extensively about the continuing discrimination against women coaches and women in football in general. Interviews with women coaches showed that that their presence continued to be questioned and that their participation attracted constant attention that made them feel uncomfortable:⁵²

"With respect to opportunities in coaching they found themselves outside the male network and overlooked by those (men) at the clubs responsible for the recruitment of coaches. They also experienced that typical masculine behaviours such as self-confidence, ambitions and strong leadership skills were crucial in order to be accepted as coaches, while this at the same time represented a deviation from the norm of being a woman and a stigmatisation as being 'un-feminine.'"

Kari's research included interviews with women coaches who commented that they had faced discrimination in a coaching education setting:

⁵⁰ Fasting, K. Sand, T. S., Nordstrand, H. R. (2017) One of the Few: The Experiences of Female Elite level Coaches in Norwegian Football, Last Soccer and Society

⁵¹ Fasting, K. Sand, T. S., Nordstrand, H. R. (2017) One of the Few: The Experiences of Female Elite level Coaches in Norwegian Football, Last Soccer and Society

⁵² Fasting, K. Sand, T. S., Nordstrand, H. R. (2017) One of the Few: The Experiences of Female Elite level Coaches in Norwegian Football, Last Soccer and Society

"... both as an athlete and as a coach one could have wished a better gender balance, I have experienced that here there are only guys, and that one is not accepted because one is a female coach."

As a result of the Norwegian FA's initiative on women-only courses, a number of women football clubs in Norway have taken forward women-only coaching education programmes. These courses have mainly focused on grassroots training, as the first step on the ladder to higher level and elite coaching. Oslo Football Club, for example, has recognised the need to develop progression routes for women. Ultimately, the club would like to host a regional UEFA B license course only for women but in order to progress towards this goal, the club is providing opportunities for more female participants to take part in grassroots coaching. It has therefore offered the NFF Grassroots course 1 (Children's Football Course) free to all women in the Oslo Football Club.

A Norway FA education course for grassroots coaching was also held at Rogaland in September 2016. This licenced education programme was Step 1 of 4 in the Norway Football Association's training education ladder. The primary target group was women coaches in children's and youth soccer but also anyone with ambitions to go on to become a coach in adult football. Agder club has also conducted a C-licence course open to girls only.

An important element of the gender-specific focus of the programmes is the role of women trainers as positive role models for women who might be new to coaching or considering coaching as a career. The profile of the women coaches is generally highlighted in the course marketing materials, with their experience in top level football and many years of coaching experience emphasised in order to encourage women to attend.

Outcomes and learning points

There is limited data and evidence available on women-only courses, as many of the courses have started only recently. However through desk reviews, an interview with an academic expert in Norway and reference to academic research on the benefits of women only courses in Norway, some achievements and outcomes from the women-only programmes can be identified.

After introducing women only courses Agder FC has seen a significant increase in the participation of women in coaching courses. Looking at the figures for courses completed in 2016, Agder has seen a significant increase in girls / women taking a training course. The Norwegian Football Association has a stated goal of 20% female participation in coaching education. In 2016 Agder identified that 21% women who have taken C license and 23% women had taken the Children's Football Day. This was a significant increase from 2014 and 2015, where Agder was under 10% female participation in these courses.

Website information indicates that about 30 women participated in the programme at Rogaland in September 2016. According to the website "many good discussions and practice sessions were conducted by keen and talented participants, both in Stavanger and Haugesund". The website also suggested that there was good feedback from the participants on both courses. The participants were especially positive that the course was targeted at women only and several of the participants expressed their wish for further training.

Based on five in-depth interviews with female elite-level football coaches who took part in a larger Norwegian research project entitled 'The elite-level coaching role and gender', Kari (2017) found that some coaches participated in and benefitted from women-only courses with positive outcomes: "they felt that they were among people like themselves, which made them more secure, also in relation to participating in discussions"⁵³.

⁵³ Fasting, K. Sand, T. S., Nordstrand, H, R, (2017) One of the Few: The Experiences of Female Elite level Coaches in Norwegian Football, Last Soccer and Society

Two of those interviewed had also taught at such courses and had received very positive evaluations:

"The feedback from the participants was that it was easier to be active. Some had taken mixed gender courses before, but they had experienced that they dared to contribute more (at the women only course)."

Kari's research however highlighted that the content of the course may be more important than the gender distribution of the participants. The interviews showed that even at female only courses "men's privileges and central position in football are normalised, and that female participants can be discriminated against during the education sessions". One interviewee indicated the same when she stated that when continuing with mixed gender education at a higher level, it is important that the teachers also are updated and schooled about women's football. And she continued:

"The point is that all discussions are related to men's football. Because as women coaches ... we follow what happens in men's football in the same way as the male coaches do ... meaning for us it is not a problem to take part in a discussion about what's going on in the highest male league, but for a male coach to take part in a discussion about the highest female league, is often impossible, because he has not seen one single female match."

This type of approach where subsidised provision is available to women only therefore appears to have worked well in encouraging more women to attend and in allowing them to overcome initial self-confidence issues when weighing up whether to pursue a coaching career. The use of experienced coaches as role models in promoting the courses and leading the sessions is also a useful mechanism for engagement. However additional qualitative evidence has shown that the content of the course also needs to be addressed in order to support a gender-neutral approach to education and provide additional encouragement for women to move on to the next level in their coaching development.

4.11 Women in Coaching Programme (UK)

Programme summary	
Scheme name	Women in Coaching Programme
Focus	<i>Mentoring female coaches in Scotland, improving their qualifications and helping them reach their coaching potential.</i>
Member State	UK (Scotland)
Lead organisation	Sportscotland
Sport(s)	Hockey, Gymnastics, Netball, Swimming and Tennis
Delivery Period	2009 – 2011 (Scottish Hockey has developed the programme and is running a subsequent course as a result)
Type of scheme	Women-only; mentoring
Key findings	<ul style="list-style-type: none"> ▪ Mentoring and non-formal elements were highly valued by coaches.

Aims and approach

The Women in Coaching Programme was run by sportscotland, the national agency for sport in Scotland. One of sportscotland's main objectives is the promotion of equality and respect for others in sport⁵⁴. The programme started in 2009 and lasted three years,

⁵⁴ <https://sportscotland.org.uk/about-us/>

finishing in 2011, however it has had a long lasting impacts on some participants and sports.

Research at the time identified that across the UK women were underrepresented in coaching, with only 25% of coaches being females.⁵⁵ This increasing recognition resulted in the pilot course, with its main objective being to increase the skills of existing female coaches who were interested in a career in coaching (only 12% of female coaches were paid full time coaches).⁵⁶ The programme also aimed to retain and increase the quality of female coaches in sport, helping women achieve their potential.⁵⁷

The programme targeted gymnastics, hockey, netball, swimming and tennis in four local authority areas of Scotland: Edinburgh, Glasgow, Tayside and Fife and Scottish Borders. In order for sportscotland to target these sports, partnerships were established with each sport's governing body (federation). As a result, partnerships agreements were discussed, developed and signed, with the programme receiving over £135,000 of funds over the three years. The funds were mainly used for the costs related to professional coaching certificates. The programme aimed to target up to 70 female coaches⁵⁸.

To enable the programme to attract suitable coaching candidates, each sport's governing body created a selection and application process. Some of the most important elements were consistent for the five sports incorporated in the programme. The selected coaches then signed an agreement, outlining their roles and responsibilities.

The governing bodies and local authorities then identified potential mentors to support develop the coaches. Each mentor was assigned one or two coaches to guide throughout the duration of their involvement in the programme. The mentors engaged with the coaches, providing guidance in their coaching practices, helping to improve the quality of their coaching outputs. The mentors were also required to sign a contract, outlining their responsibilities. In order to encourage the mentors to actively engage with the coaches and improve their skillset, a clause was put into the contract, stating that if the mentors did not undertake their responsibilities they were not paid.⁵⁹

The programme required each coach to create and implement a personal development plan, which was supported by his or her dedicated mentor. The coaches were able to stay on the course between one and three years, dependent on their coaching ambition.

Sportscotland established a steering group with representatives from each governing body and each local authority. The group met every two/three months throughout the duration of the programme and analysed how the programme could be improved and made decisions on the delivery and implementation of the course. This allowed the programme to be flexible and responsive to any unforeseen circumstances and changes in the five sports in Scotland.

Outcomes and learning points

Sportscotland evaluated the Women in Coaching Programme, the findings were based on a limited number of responses from coaches and mentors. From the surveyed sample, over half of the coaches had increased their coaching qualification by at least one level, some had even increased by two levels, since being involved in the programme. For those who had not improved their official coaching qualification, the main reasons were due to working/coaching commitments or the location of courses being unfeasible.⁶⁰

⁵⁵<https://sportscotland.org.uk/about-us/what-we-do/profile/archived-articles/sportscotland-takes-positive-action-to-support-women-in-coaching/>

⁵⁶<https://sportscotland.org.uk/about-us/what-we-do/profile/archived-articles/sportscotland-takes-positive-action-to-support-women-in-coaching/>

⁵⁷ Women in Coaching programme, Evaluation report

⁵⁸<https://sportscotland.org.uk/about-us/what-we-do/profile/archived-articles/sportscotland-takes-positive-action-to-support-women-in-coaching/>

⁵⁹ Women in Coaching programme, Evaluation report

⁶⁰ Women in Coaching programme, Evaluation report

The evaluation report highlighted that the course has been successful, increasing the quality and number of female coaches within Scotland in the five sports. The majority of the respondents agreed that involvement in the course would help secure future work. Increasing the quality and number of women in coaching was one of the projects main objectives, which the programme has achieved, two coaches secured employment as a coach as a direct result of being involved in the programme (2 out of 15 respondents). The mentors had a vital role in the development of the coaches, with most coaches stating that the best aspect of the course was the firstly the financial support received and secondly the mentoring. The financial support included the payment of official training qualifications. The mentoring came in a range of forms, including technical advice, feedback on courses, encouragement, friendship, career support and specific coaching guidance (REVIEW framework). One of the coaches stated, 'I think we have both grown through it (mentor/mentee experience). I am not sure that (the mentor) knows the value (they) have been to me!',⁶¹ showing the pivotal role of a mentor in the development of the coaches.

An important factor in the success of the project was the commitment and quality of the mentors (and coaches). The evaluation study found that the mentors' primary motivation was to help and support the coach's development. Other mentors stressed the importance of the course in raising awareness of the barriers for female coaches. The mentors gained support through attending training workshops, via sportscotland or networking with other members, which helped develop the mentors training skills which would be passed on to the coaches.

The course was a definite success, however to make future courses more fruitful the role of the mentor and coach needs to be clearly defined, sometimes this was not the case, leading to a lack of understanding of responsibilities. As a result some of the mentoring did not having the desired affect for some coaches. The importance of matching the coach with the appropriate mentor can not be underestimated, creating a good match between mentor and mentee is fundamental in the development of a mentor/mentee relationship⁶². Generating the right relationship can have a positive or detrimental effect on the engagement and trust between the two parties.

As a result of the success of the Women in Coaching Programme, Scottish Hockey, the national governing body for hockey in Scotland (engaged in the previous programme) is continuing to run the Women in Coaching Programme, continuing its partnership with sportscotland. Scottish Hockey have also collaborated with Aberdeen Asset Management and together have introduced the 'Aberdeen Asset Management Women in Coaching Programme' promoting women's coaching in hockey.⁶³ The current programme has many similar aims of the previous campaign, such as;

- Identify and develop opportunities for individuals to enrol in coaching courses and further professional development.
- Develop strategies to encourage women coaches to become qualified in leading training sessions.
- Actively promote women coaching in the adult and performance environments.
- Provide on-going development opportunities for coaches working within the children and youth environments.

4.12 Development of 500 Women Coaches (UK)

Programme summary

⁶¹ Women in Coaching programme, Evaluation report

⁶² Women in Coaching programme, Evaluation report

⁶³ <http://www.scottish-hockey.org.uk/coaching/women-in-coaching-programme.aspx>

Scheme name	Project 500
Focus	To recruit, develop and/or deploy 500 female coaches across the seven South East counties between April 2013 and March 2015
Member State	United Kingdom
Lead organisation	Sport Coach UK
Sport(s)	All
Delivery Period	April 2013 and March 2015
Type of scheme	Progression through bursaries
Key findings	<ul style="list-style-type: none"> ▪ Informal aspects such as networking events and workshops were highly valued by the participants. ▪ The project shows the benefits of a neutral coaching body taking the lead on a coach education project in close association with the national sport federations.

Aims and approach

In the aftermath of the London 2012 Olympics and Paralympics, Sport England, a non-departmental public body under the Department for Culture, Media and Sport in the United Kingdom, called for more inclusive policies in sport⁶⁴. Responding to this call, and recognising the significant gender imbalance in coaching, Sports Coach UK and seven South East County Sports Partnerships (Sport Hampshire & IOW [SHIOW], Oxfordshire Sport Partnership, Leap, Get Berkshire Active, Active Surrey, Active Sussex and Kent Sport) introduced Project 500. Launched on International Women's Day in 2013, the project covered a two-year period and had several key objectives, including:

- The recruitment, development, deployment and/or retention of 500 female coaches across the South East between April 2013 and April 2015;
- The establishment of an supportive culture for women in coaching whereby there are opportunities for mentoring, co-coaching and the development of communities of in order to stimulate the development and deployment of more female coaches;
- To raise the profile of female coaches through the development of a women's coaching network both at local and national level;
- The creation of clear guidelines and evidence to encourage the expansion of the project nationally from April 2015 onwards.

The project involves more informal learning opportunities including networking and workshop events as well as financial support to attend courses. Notably, the project offered scholarships to women in order to continue their training, and over the first year approximately £20,000 was spent on scholarships to over 250 women. Sports Coach UK concluded that it was easier to "*increase resources through things like scholarships*" but that it is "*far more difficult to influence mind-set, beliefs and confidence.*"⁶⁵ The second objective of Project 500 is therefore to establish a culture of support that includes mentoring, co-coaching, communities and coach observations in order to support coach development and deployment.

Outcomes and learning points

In order to understand the impact of Project 500 and whether it would be potentially be useful to expand the project nationally an evaluation was carried out by Sports Coach UK

⁶⁴ <https://www.sportscoachuk.org/blog/project-500-what-difference-year-makes>

⁶⁵ <https://www.sportscoachuk.org/blog/project-500-what-difference-year-makes>

after the first full year of the project.⁶⁶ The methodology included a review of the Project 500 monitoring information, two surveys of beneficiary coaches and several telephone interviews with coaches.

The evaluation covers the first half of the project. The overall target of the project was to support 500 female coaches across the two years. At the halfway point, the project was on course to achieve this target as it had supported 264 coaches (53% of the target) across 37 different sports. The most popular sports were netball (49 coaches – 19% of total coaches supported), athletics (29 coaches – 11% of total coaches supported).

It was found that 169 coaches had been able to develop their skills by making use of formal or informal learning opportunities, while a further 70 were upskilled through the receipt of formal coach education training. Notably, 66 coaches were recruited from a non-coaching role to the P500 level⁶⁷. In terms of qualification outcomes, the evaluation showed that:

- *over a third of the coaches supported so far (35%, 96 coaches) said they were unqualified when they first registered on the project. Of these, a quarter (24 coaches) are now qualified at level 1 (71%) or level 2 (29%).*
- *In addition, 34 coaches who were qualified at registration have been upskilled to a higher qualification level. The majority (74%) have moved from level 1 to level 2, with small numbers also advancing from leader to level 1 (15%), leader to level 2 (3%) and old (non-UKCC) level 3 to a current level 2 (8%).*

It is clear that the project has helped to develop a more highly qualified female coaching workforce.⁶⁸

Overall, it was concluded that the first year of the project was a success in engaging female coaches and supporting them in their pathway into the coaching profession. Three recommendations were offered to improve the project for the second phase of the project. These include:

- Offer all the coaches high-quality information, advice and guidance following their registration. This information should include sufficient support on the aims of the project and the various opportunities that it offers. Maintaining regular email contact with the project branding will also ensure that coaches feel part of the project.
- While the networking events and workshops are already highly valued, it would be beneficial to allow for more time for networking among coaches at events. It was recommended to potentially start an online platform (e.g. a Facebook group) where coaches can interact and share experiences.
- The key barrier expressed by coaches to the project is the lack of time to attend all the events and training. As a result, it was offered that potentially the organisers of the project could provide video or audio content of key sessions and workshops via the Project 500 website⁶⁹.

The project has proven to be most effective in the one-to-one mentoring sessions, sub-regional networking events and women-only CPD⁷⁰. The project continued to year two and subsequently subjected to another review. Notably, the project has been endorsed by seven governing bodies (The Football Association, The Rugby Football Union,

⁶⁶The evaluation report can be accessed via:

<<http://www.ukcoaching.org/sites/default/files/P500%20Evaluation%20Report%20final.pdf>>.

⁶⁷ p. 7, Sports Coach UK (2014). One Year On... An evaluation of the first year of Project 500. Available via:

⁶⁸ p. 8, Sports Coach UK (2014). One Year On... An evaluation of the first year of Project 500. Available via:

⁶⁹ p. 19, Sports Coach UK (2014). One Year On... An evaluation of the first year of Project 500. Available via:

<<http://www.ukcoaching.org/sites/default/files/P500%20Evaluation%20Report%20final.pdf>>.

⁷⁰ Interview with Project 500 representative

Exercise Movement & Dance Partnership, England Netball, England Handball, The ECB and ETTA) showing the willingness of national sports federations to support the development of female coaches and in doing so addressing the gender imbalance that is currently in place.

5.0 Conclusions

There is a wide acceptance of the notion that women coaches (as visible role models) can provide inspiration and encouragement to girls and women to take part in sport and sustain their participation. While there is a need to develop understanding on how gender imbalance in coaching should be assessed with regard to different sports and the gender of the athletes, and levels of coaching, it is clear from available statistics that women are generally underrepresented in the coaching profession.

This study has focused on the role of coaching education programmes in helping to address gender issues in coaching. It is important to acknowledge however that the development of gender perspectives in coaching education addresses only one aspect of coaching development for women. Further consideration also needs to be given to issues such as transparency of recruitment and gender issues in the working conditions of coaches, which is outside of the focus of this research.

The mapping review indicates that the most prevalent type of education approach with a gender element is women-only courses. This type of approach, where only women are able to attend the programmes, appears to have worked well in increasing levels of attendance amongst women and allowing them to overcome initial self-confidence issues with regard to entering the coaching profession. An increase in women-only courses at the entry level (or foundation level) of coaching education can also give women more opportunities to make more informed decisions about their preferred coaching pathway and prepare them for some of the challenges they might face.

There are conflicting messages, however, both in the research literature and from stakeholders on the relative merits of women-only programmes and quota-based approaches (where a certain proportion of places on mixed courses are allocated to women). The case studies suggest that women-only courses have worked well where the numbers of women coaches are starting from a low base and particularly in sports where the confidence of women to take up coaching has been influenced by the perception that coaching is a male-dominated profession. However some federations prefer a quota-based approach as regard it as more beneficial for women to take part in mixed programmes as they progress.

The mapping review has revealed very few examples of programmes which explicitly seek to provide more accessible education activities for women through more flexible timetabling or childcare facilities. One possible explanation might be that public websites do not include explicit information on aspects such as timetables which are designed to meet the needs of those with children or availability of childcare facilities (for example). A more common approach in improving accessibility is through the involvement of women tutors and coach developers.

It has also been difficult to identify coaching education programmes with training elements/educational modules on gender equality. Again this level of detail might be lacking on public websites. It may also reflect the limitations of the research approach which necessarily has had to rely on a 'top down' process by focusing on the programmes of national federations rather than systematically reviewing all programmes taken forward by sport agencies and education and training providers at the regional and local level. A more resource intensive research exercise would be required to probe more deeply on the accessibility and gender equality elements of modules within all coaching education programmes.

Nevertheless, research has shown that the content of the course may be more important than the gender distribution of the participants. Even at female only courses men's privileges and central position in sport can be normalised, and research has shown that women can feel discriminated against even when all the participants are women. The mapping review has identified two examples of educational modules on gender equality which have been developed by national sport bodies. In France, the Ministry of sports

and its agency Sport éducation mixités citoyenneté (SEMC) developed general guidelines to prevent sexist behaviours for coaches and training schemes for coaches. The Academy in the Framework of Sports (Academie voor Sportkader), which is part of the sports development unit of the Dutch Olympic Committee (NOC*NSF) developed a training module for coaches on the Recognition and Prevention of Sexual Intimidation. The research suggests that the development of such modules has the potential to support female coaches in their experiences of coaching as they are better prepared to deal with issues of discrimination in the workplace. They can allow for men to have a better understanding of what the key issues surrounding discrimination are, allowing them to adjust their behaviour accordingly. Both the French and Dutch case studies indicated however that participation in the gender equality training module is not very widespread suggesting that further development work is needed to embed such approaches in mainstream coaching education.

The more detailed case study research has also highlighted a number of common lessons in the implementation of coaching education programmes for women:

- The benefits of having strong involvement and commitment of high profile coaches (men and women)
- The benefits of linking coaching education actions and related empowerment and mentoring activities
- The importance of neutral sport coaching bodies having a lead role in engaging a wide range of sport federations in innovative and gender-related coaching education programmes.
- The possibilities for European federations to work in partnership with national federations to develop coaching education opportunities for women (for example through funding provision but also by ensuring the commitment of national federations to support women with coaching opportunities post-training).
- The role of National sport agencies in the development and tracking of gender education modules which are relevant to education and training in all sports.

The typology developed for this study (section 3.2), which encompasses a range of approaches designed to engage women in coaching education and improve their experience at the education stage, could be useful in developing a framework for gender mainstreaming in coach education.

Annex One: Sources

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Annex two: Contributions by stakeholders

The Euro Commission and Ecorys are grateful to all those who kindly agreed to give up their valuable time to participate in in-depth interviews and discussions conducted by the study team.

Stakeholders

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