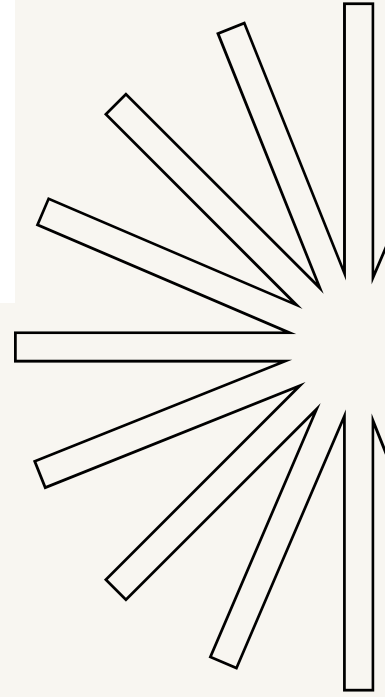




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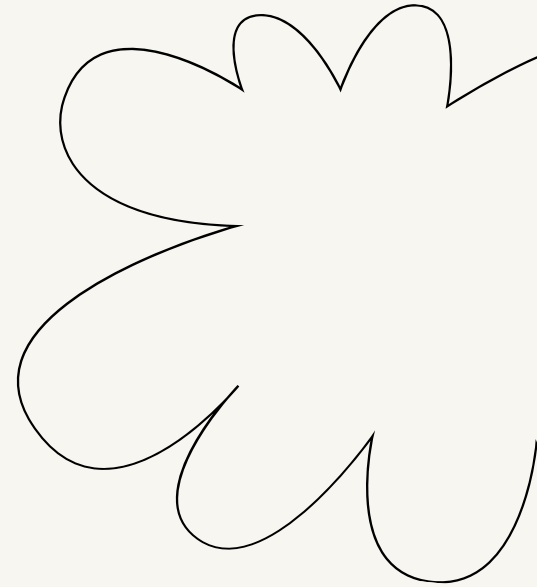


Empowered Female Coaches of Basketball

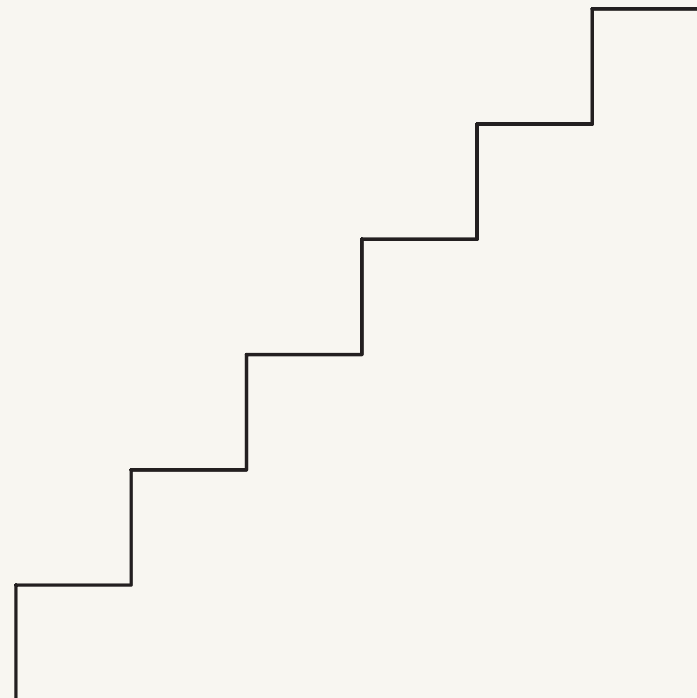
Training Module

“Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.”

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About the project

Project “**Empowered Female Coaches of Basketball**” tackles the situation of the current female basketball coaches in Europe, from the enrolment to the participation in amateur and even professional basketball. This project wants to make visible the need for debate and offer a proposal for policies to promote female participation in different leadership positions in basketball, such as team management.

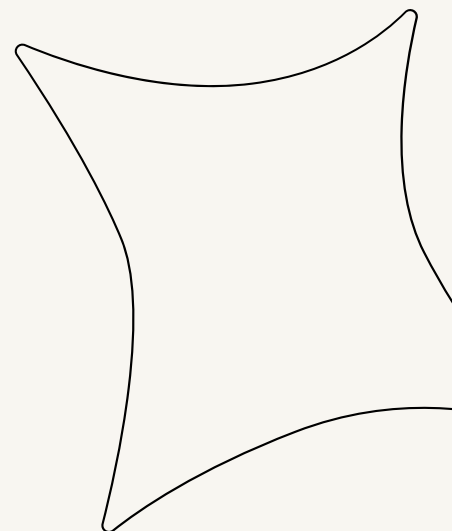
In 2017, a study by the United Nations Organization estimated that there were 50.5% men and 49.5% women of the total world population. However, in that same year, of the approximately 210 coaches (head and assistant coaches) that were part of the 30 NBA franchises, only 0.014% of the total were women. The NBA is a male competition, but despite this obviousness, the technical positions destined for direct decision-making (coaches and assistants), responsibilities where expertise and intelligence are what prevail, regardless of whether you are a man or a woman, the female presence was minimal, testimonial, circumstantial.

Consortium of “Empowered Female Coaches of Basketball” project use the NBA as an example because is at the forefront of global men's sports. It has accepted that it cannot progress if it is not integrating with the other 50% of the population.

This situation is no different in women's competitions. In the highest women's basketball competition, the Euroleague Women organized by FIBA, the same situation can be found. Despite being a women's competition, made up of professional clubs from all over Europe, the ratio of female coaches to male coaches is minimal. 20 teams compete in this competition, only 7 women are part of the coaching staff out of a total of 60. Of these 7 women, only 3 hold the position of head coach. The proportion is clearly almost testimonial.

When discussing the issue with consortium partners, some of the problems that were identified are:

- Promote the figure of the female coach through campaigns. The lack of role models does not help encourage female basketball players to continue their basketball career.
- Little predisposition on the part of clubs and even federations to select girls and women to train their teams.
- The need to speed up the change of mentality in the world of sport that helps to achieve real equality, not only with regard to the athlete but also in management.



However, the major problem it is to face that even today, these situations continue to occur and that the few changes that are being seen are slow and insufficient. Equality must be one of the priorities of any modern society.

Project “Empowered Female Coaches of Basketball” is implemented in the partnership of Barcel’hona Sports Events from Spain, Club for Youth Empowerment 018 (KOM 018) from Serbia, Associacao Desportiva Cultural e Social de Carvalhais from Portugal, Young Lions Gdansk Sports Academy from Poland and A.S.D. DKB from Italy in the period 01.01.2023 – 31.12.2023.

General goal: To foster transnational cooperation the field of amateur basketball to increase the female coaches in Europe.

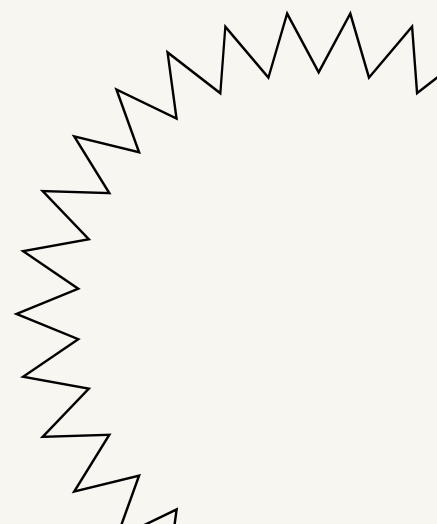
Objectives of the project are:

- To develop new methodology for the education of amateur basketball female coaches
- To provide young athletes, students, amateurs and recreational players with skills and competences of basketball coaches at the amateur and professional basketball competitions.
- To form Alliance of female basketball coaches.

Target groups:

1.Active Female Players.

Young players are one of the main target groups of this project. A large number of young people train basketball and love this sport. For a lot of reasons, whether it is some type of injury, education, financial problems, lack of support, etc., many young people decide to end their newly started basketball career. As they still have love for basketball, coaching is an opportunity for them to continue being part of this sport. Project targets young basketball players offering opportunities for additional education. Participants of the project will be empowered with a new vision, skills and competences to continue their basketball careers developing the role of coach. This project is not aimed exclusively at the professional player, who a priori has more possibilities of continuing her career as a coach, on the contrary, the entire community of amateur players and even in the training stage are the main objectives to increase the number of coaches in European basketball.





2. Female Former Players

A large number of players have had a federation license in recent years and have been forced to leave basketball for various reasons. On the one hand, women tend to feel more conditioned by family obligations, especially when they are mothers. They consider this responsibility incompatible with the enormous amount of time required to train a team. And it is also important to point out that girls do not have role models like boys, such as Nadal, Alonso, Ronaldo, Messi, Gasol. The impact of women's sport is very limited. Female successes are sometimes not even mentioned in the media. It is a painful issue. Many of them follow basketball with interest, but from the outside, this methodology aims to "recover" all the women who have been players in this sport and offer them the opportunity to be part of it again, playing the role of coaches.

3. Basketball Fans

Basketball is a sport that has many fans, many of them women. Their link with our sport may have occurred through a family member, friends or through the media. Through this project, a chance can be given to fans who follow basketball with interest and that could become an opportunity for them. In fact, a large percentage of male coaches have not gone through the player phase, nor have they had any contact with basketball until an age when they decided to study to be coaches. The popularity of basketball is so great that many people know it at an older age and integrate later.

Project consortium

Barcel'hona Sports Events - Spain

Barcel'hona Sports Events is an organization established in 2014 dedicated to the organization of sport events. The founding members, Francisco Caballero and José Antonio Nevado have almost 40 years of basketball experience together, first as players and later as coaches and Sport Directors of some clubs in the Barcelona area. This experience in the world of basketball makes them know the club community of Catalonia in details, as well as the Catalan and Spanish competitions. During all this time we have created a network of collaboration with many clubs and regional federations in Spain, which has allowed them to organize Training Camps and Tournaments with the participation of clubs and national federations from all over the world. Their target groups include clubs and national federations from Europe (Spain, Scotland, United Kingdom, Finland, Denmark, Norway, Iceland, Hungary, France), as well as from the rest of the world: Japan, USA and Australia. Among the basketball tournaments that they organize, the Torneig de Bàsquet Junior “Ciutat de L'Hospitalet” can be highlighted, and U18 tournament which is possibly the most prestigious and historic Tournament on the European scene (in 2020 it reached its 41st edition); and the International Cadet Tournament of the CB Sant Josep de Badalona, of which they are the co-founders. At the Basketball World Cup held in Spain in 2014 they were also involved in its organization as Competition Managers for the Barcelona Venue at Palau Sant Jordi. The organization also collaborates with clubs and associations in the basketball sector such as NBN23, an association that is dedicated to the digitalization of basketball matches through digital scorecard and that has developed the Swish APP, a technological tool for monitoring competitions for players, coaches, fans, etc. They also collaborate with Basket Cantera TV, the most popular internet channel with streaming broadcast in Spain that collects the main Youth Program Basketball competitions in Spain and Europe. This channel has the largest video database of matches in Spain. Both organizations provide a consulting service and collaborate with them in the commercialization of their products. Given their experience in basketball, most of the events they organize are related to this sport, although they have also organized football, swimming and handball sport events.

Contact / Social media

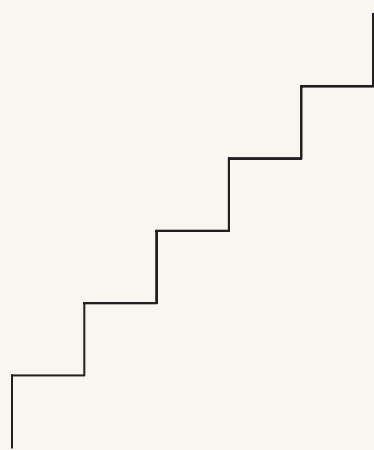
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Club for Youth Empowerment 018 (KOM 018) – Serbia

Club for Youth Empowerment 018 (KOM 018) is a non-profit, non-governmental organization with the aims in capacity building of youth, implementation of peer education programs, promotion of intercultural values, democracy, inclusion of minority groups, human rights, as well as the active participation of young people on all levels of social life through the activities such as workshops, trainings, seminars, youth exchanges, lectures, conferences on different levels, with the focus on work with children and youth, promotes human rights and supports active participation of young people. Major donors of Club for Youth Empowerment 018 are: European Commission – programs such as “Erasmus Plus”, “Europe for Citizens”, “Youth in Action”, “Cross border cooperation Bulgaria – Serbia”, Council of Europe – European Youth Foundation, Embassy of Norway , Embassy of Holland, Embassy of USA, Balkan Trust for Democracy, OSCE Mission in Serbia, Ministry of Youth and Sports, Ministry of Culture, Ministry of Foreign Affairs, City of Nis etc. Club for Youth Empowerment 018 has already implemented over 150 international projects supported by European Commission programs, European Youth Foundation, and other relevant donors, so the organization has experience and knowledge for the development of the applications for projects on the international level as well as implementation of the same. KOM 018 uses sport and games in the work with young people, youth workers, but also works a lot with the grassroots sport clubs and associations. The organization was supported through different programs of the EU, especially Erasmus + and Erasmus + Sport. KOM 018 team has a high level of expertise in implementation of International and European projects for promotion of social inclusion, promotion of European values such as tolerance, mutual understanding and acceptance, fair play, teamwork, combat against discrimination and stereotypes and prejudices towards people with disability and socially excluded groups of people, and in use of sport and games as a method for work with young people. Finally, the organization is quite experienced in the development of new methodologies for youth and sport workers.

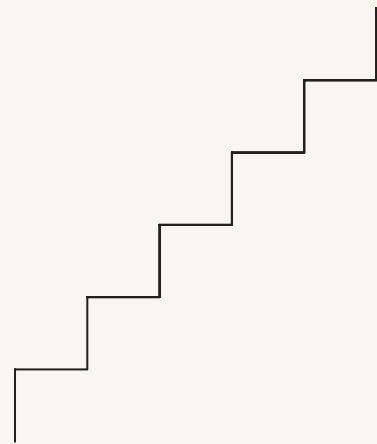
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ADCS Carvalhais - Portugal

The “Carvalhais Social, Cultural and Sport Association” (ADCS Carvalhais) was founded in 1991 and some of the most important activities of this local sport association during many years have been the organization and participation in football tournaments, most recently mountain biking and other type of sport activities bring a new dynamic to the association. Association also works very closely with the local community in the organization of festivals and celebrations related with rural area where it is established. Today, the “Carvalhais Social, Cultural and Sport Association” is a young and dynamic organization based in the north of Portugal but with the eyes on the Europe and in the rest of the World.

They implemented many Erasmus+ Sport Projects and have rich experience in this field. In this moment new activities have a big spectrum that goes from hiking, to basketball, to football and finish in the eSports. Association also works with stakeholders of the region that give them support in many of our Sport Projects and activities. Recently it has implemented a Basketball project in their association called “Equal opportunities through inclusive cooperation in basketball” (EPIC - Basketball) and it was a huge success. Association has a small team but a with a very good knowledge and experience in many different sports because most of the people that work with the association are Sport Professionals (teachers, coaches and sport managers).

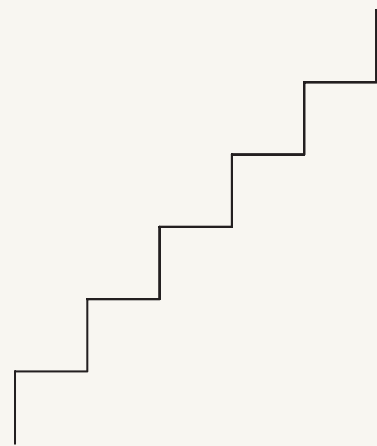
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Sport Academy “Young Lions” – Poland

Sport Academy “Young Lions” is the youth basketball club which was founded in August 2012 aiming to promote and develop the culture of rising and teach children and youth in the spirit of sport and based on fair-play principles, healthy competition and teamwork. Key, fundamental goals for our activity are:

- The increase of physical activity of the local society.
- The development of the habit of physical activity among children and youth in local schools.
- The development of children’s competencies through sport-related activity.
- Promotion of basketball events.

Currently they develop and train 100+ children in the academy. They are starting in cooperation with local kindergartens with the youngest children offering a program of non-paid activities for kids up to 8 years old. The “core” sport club activities are organized around basketball and official Polish youth basketball competitions – they run teams till U15 category (children from 9 to 15 years old). All children are under the care of trainers / coaches who educate them (emphasizing the importance of learning at school) and develop basketball skills and an active and healthy approach to life. The club is determined to offer and perform the highest quality and fully professional service to young people and their families. It is a non-profit organization lead by boards of directors made up of volunteers and basketball fans. Their “Lion” family is built by players (current and former) and their parents, employees of the club, volunteers, and a few legal entities with City Gdańsk and Polish Ministry of Sport as primary partners.

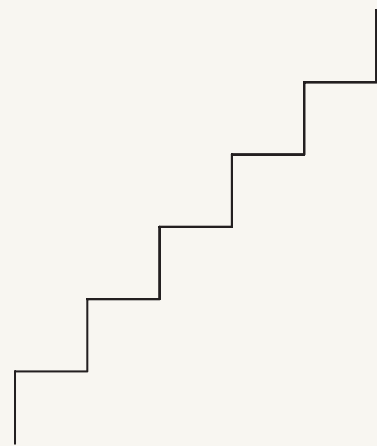
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Amateur Sports Association DKB – Italy

The Amateur Sports Association DKB (Darwin Knew Basketball) operates on the Italian territory with the aim of promoting basketball and streetball 3x3. A group of 20 people under 35 years of age has consolidated over the course of a decade with the concrete aim of promoting sport at every level in their area (in the province of Piacenza, Emilia Romagna region).

The events and initiatives organized are non-profit, but aimed at inclusion, fun and promotion of an active and healthy life by different age groups. A.S.D. DKB over the years has consolidated important experience in the organization of basketball tournaments and events 3x3 (14 years). The main event, the DKB 3x3, after years of continuous growth, is now a recognized level of the Italian Basketball Federation as one of the 5 Master Streetball Tournaments in the circuit 3x3 Italy.

In addition to the streetball tournament, A.S.D. DKB organizes parallel events such as Stramlòn, a recreational sports event for all associations and groups of friends, including non-members in the area, to prevent sedentary lifestyles and encourage an active lifestyle through fun and playful activities for children and adults. DKB is also the organizer of the DKB Dunk Contest, the most important dunk contest in Italy with international guests from different continents.

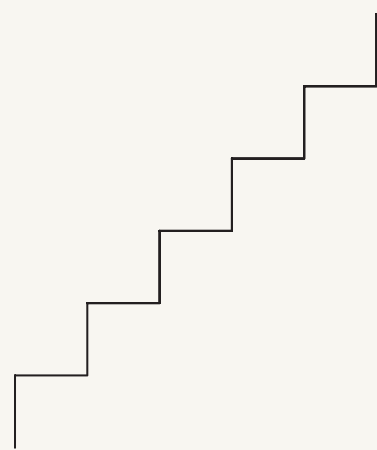
Contact / Social media

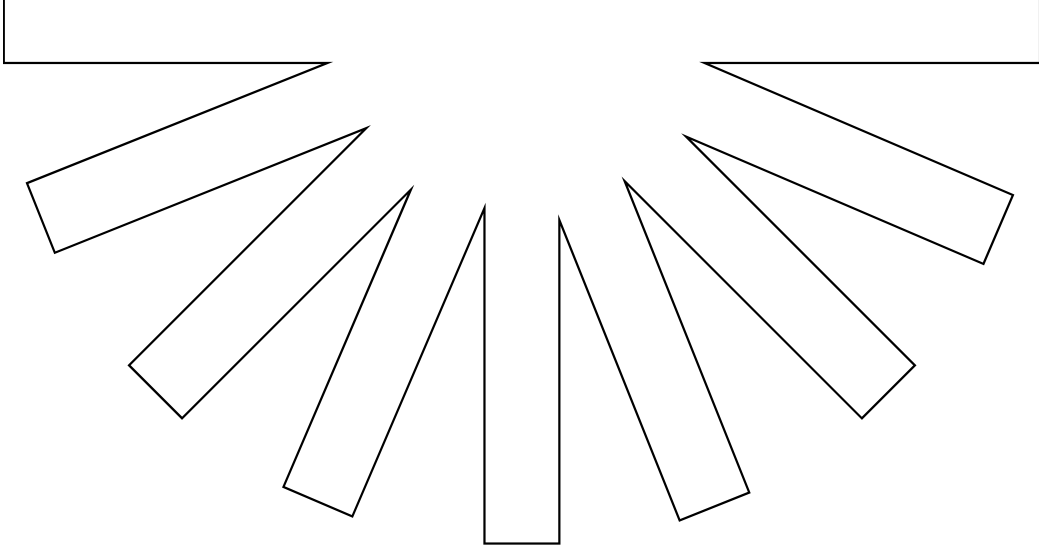
Website: www.dkb3x3.org

Facebook: DKB Darwin Knew Basketball

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SITUATION ANALYSIS

Situation analysis - Spain

The objective of this situation analysis of the female basketball coach in Spain is to show us a snapshot that shows us the reality, knowing the real numbers and shows us the true distance that still exists with the male coaches situation.

CONTEXT

Sports Licenses in Spain. To situate ourselves better, we will use several graphs that will help us understand the current situation of the incidence of the figure of the female coach in Spain. We will start with general aspects that will allow us to know the current context and that could give us clues as to where we should go to improve the current situation and its impact on the future of basketball.

With the first graph that we find below, we will get an idea of what basketball represents in the number of federative licenses compared to the rest of the federated sports in Spain in 2022. The Spanish Federation (FEB) has recovered the second position in the ranking of federation licenses during the past year, after falling to fifth position in 2021 due to the boom in outdoor sports. Last season, the FEB reached 377,108 licences, 9.2% more than in 2021.

Year-on-year evolution of sports licenses in Spain (Source: Consejo Superior de Deportes)

Discipline	2018	2019	2020	2021	2022
Athletics	85.401,00	78.098,00	70.759,00	85.539,00	92.466,00
Car Races	26.314,00	26.180,00	16.392,00	21.585,00	23.553,00
Basketball	385.110,00	385.635,00	376.352,00	272.451,00	377.108,00
Handball	99.185,00	100.368,00	90.336,00	92.539,00	98.861,00
Hunt	317.065,00	335.474,00	334.635,00	337.326,00	333.845,00
Cycling	75.680,00	74.768,00	75.638,00	77.972,00	74.675,00
Football	1.063.090,00	1.095.604,00	1.074.567,00	907.223,00	1.137.651,00
Golf	270.996,00	269.743,00	271.609,00	284.776,00	293.378,00
Horse Riding	50.781,00	52.405,00	61.976,00	72.987,00	68.770,00
Hockey	16.209,00	16.411,00	16.270,00	15.081,00	16.761,00
Judo	105.206,00	108.145,00	97.092,00	61.089,00	98.791,00
Karate	72.910,00	75.406,00	66.201,00	56.016,00	75.100,00
Mountain & Climbing	233.161,00	248.406,00	248.983,00	273.549,00	289.605,00
Swimming	67.918,00	69.483,00	67.399,00	65.454,00	66.775,00
<u>Pádel</u>	72.266,00	75.818,00	75.548,00	96.543,00	96.561,00
Skating	64.789,00	65.820,00	65.130,00	66.123,00	71.198,00
Rugby	35.682,00	37.782,00	37.750,00	32.333,00	38.461,00
Tennis	78.100,00	71.091,00	70.151,00	80.318,00	83.521,00
Volleyball	84.645,00	85.847,00	91.222,00	79.108,00	95.438,00

In 2021, due to the boom in demand for outdoor sports because of the pandemic, the Royal Spanish Golf Federation and the Spanish Mountaineering and Climbing Federation surpassed the Spanish Basketball Federation in number of members. Even though the FEB has not recovered pre-pandemic levels, it is close to the number of federation licenses from 2019 and previous years, placing the number of federates between 2018 and 2020 above 375,000 licenses in the three seasons.

Football has continued to be the king of sports, once again exceeding one million federation licenses in 2022. The most practiced sport in Spain registered an increase of 27.7% between last season and the previous one, raising licenses to 1.1 million. Of the 4.10 million federation licenses in 2022, 75.70% (2.93 million) were male, while the remaining 24.20% (998,085) corresponded to women. Never in the sports history of Spain have women been so close to one million federation licenses.

Basketball Clubs in Spain. After obtaining a global vision of the sport in Spain and knowing the position that basketball occupies, now we will focus only on our sport. The second graph that we are going to see details the number of clubs in each autonomous community. Spain has 19 regional federations that are in charge of everything related to basketball in terms of competition, licenses and promotion in each territory.

We observe that basketball has a great presence throughout the territory thanks to the associative network of clubs that reach all corners of Spain. A total of 2,616 clubs spread throughout the country.

Number of Clubs per region

Region	Nº Clubs
Castilla y León	446
Cataluña	424
Comunidad Valenciana	325
Andalucía	235
País Vasco	198
Aragón	186
Comunidad de Madrid	166
Galicia	104
Castilla La Mancha	90
Canarias	87
Asturias	73
Islas Baleares	67
Región de Murcia	47
Extremadura	46
Cantabria	38
La Rioja	38
Navarra	34
Melilla	7
Ceuta	5

Basketball Licenses in Spain. Regarding the number of licences, in the next graph we find the ranking of the 5 autonomous communities with the highest number of basketball licenses (both genders). Among the first 5 autonomous communities they reach 69% of the total number of licenses in the national territory.

Number of Licenses by region

Region	2022
Madrid	79.455
Cataluña	74.947
Comunidad Valenciana	41.470
País Vasco	34.748
Andalucía	29.340
Resto	117.148

The following graph gives us very important data, this statistic shows the number of sports licenses from the Spanish Basketball Federation in 2018 and 2022, by gender. In the case of both men and women, the number of licenses experienced a continuous decrease in the two years affected by the pandemic.

Number of Licenses by gender

Gender	2018	2019	2020	2021	2022
Men	247.106	252.708	245.813	173.968	246.464
Women	138.004	132.927	130.539	98.483	130.644
Total	385.110	385.635	376.352	272.451	377.108

Lack of visibility and role models. Once we have known the volume of clubs, sports licenses and how many of these belong to women, we will show below two graphs that can help us understand why the number of female coaches is still very low and well below the number of male coaches. In these cases we are going to see that the lack of visibility and not taking advantage of opportunities to create role models that stimulate and inspire young players, may be are some of the reasons for the current number of female coaches.

The first graph of these two presents the ranking of the basketball matches that achieved the most television audience in Spain up to 2019. The 2019 China World Cup final, played between the teams of Spain and Argentina, achieved an average of 6,168,000 viewers. , about 20,000 more than that obtained by the Eurobasket 2015 final, which pitted Spain against Lithuania.

Most watched basketball games ever

Game	Year	Competition	Viewers	Screen Share
Spain vs Argentina	2019	World Cup in China	6.168.000	46,5 %
Spain vs Lithuania	2015	<u>Eurobasket</u>	6.148.000	44,5 %
Spain vs USA	2012	Olympic Games in London	5.400.000	44,9 %
Spain vs USA	2008	Olympic Games in Beijing	2.627.000	68,8 %

If we go back to 2008, the year of the fourth most watched basketball game by Spanish viewers, the record of the Spanish women's basketball team has been a period of great sporting success:

- Eurobasket 2009 (Latvia): Bronze
- World Cup 2010 (Czech Republic): Bronze
- Eurobasket 2013 (France): Gold
- World Cup 2014 (Turkey): Silver
- Eurobasket 2015 (Hungary): Bronze
- Olympic Games 2016 (Brasil): Silver
- Eurobasket 2017 (Czech Republic): Gold
- World Cup 2018 (Spain): Bronze
- Eurobasket 2019 (Serbia): Gold

Therefore, women's basketball, despite obtaining great sporting success in recent international competitions, the media coverage achieved has been much lower than that achieved by the men's national team.

Spanish players in the WNBA. In the following graph we will see the list of Spanish players who have competed in the best league in the world, the WNBA. This graph details the number of seasons played in the American League. In the third column of the graph we see the current work of the players who have played in the WNBA. Only 3 of them have remained linked to basketball in coaching tasks. The best known or the one that has had the greatest visibility has been Anna Montañana, a coach who has spent several seasons as an assistant in an ACB league team. It's a shame there haven't been more of these famous players who have dedicated themselves to coaching after their professional playing career.

Spanish players who have played in the WNBA

Player	Nº of Seasons	Current Job
Sancho Lyttle	15	Businesswoman
Astou Ndour	6	Player
Amaya Valdemoro	3	TV Commentator
Anna Cruz	3	Player
Marta Xargay	2	Unknown
Núria Martínez	2	Women's CBS Barça Coaching staff
Leticia Romero	1	Player
Anna Montañana	1	Professional Coach
Elisa Aguilar	1	FEB President
Begoña García	1	Businesswoman
Marina Ferragut	1	Businesswoman
Betty Cebrián	1	FIBA European Development Projects
Isa Sánchez	1	Women's National Team Coaching staff
Maite Cazorla	1	Player
Marta Fernández	1	TV Commentator
Raquel Carrera	1	Player
Aina Ayuso	1	Player

SITUATION OF THE FEMALE PROFESSIONAL/SEMI-PROFESSIONAL COACH 2022/2023

We are going to review all the Professional and semi-professional categories that exist in Spain. We want to analyze the presence of basketball coaches in the 3 national leagues organized by the Spanish Basketball Federation: Liga Femenina Endesa, Liga Femenina Challenge and Liga Femenina 2. Source: Federación Española de Baloncesto.

The comparison of the presence between male and female coaches is discouraging and highlights the great inequality that exists:

Totals FEB Leagues

Total Teams	60
Female Coaches	9
Male Coaches	51
% Female Coaches	15 %

LIGA FEMENINA ENDESA

	Club	Coach
1	Barça CBS	Male Coach
2	<u>Cadi La Seu</u>	Male Coach
3	<u>Casademont Zaragoza</u>	Male Coach
4	<u>Durán Maquinaria Ensino</u>	Male Coach
5	<u>Embutidos Pajariel Bembibre PDM</u>	Male Coach
6	<u>Hozono Global Jairis</u>	Male Coach
7	IDK Euskotren	ARANZAZU MUGURUZA DOMÍNGUEZ
8	<u>Innova-TSN Leganés</u>	Male Coach
9	Kutxabank Araski	MADELEN URIETA GUTIERREZ
10	Lointek Gernika Bizkaia	ANNA MONTAÑANA GIMENO
11	<u>Movistar Estudiantes</u>	Male Coach
12	<u>Perfumerías Avenida</u>	Male Coach
13	Spar Girona	LAURA ANTOJA
14	<u>Spar Gran Canaria</u>	Male Coach
15	Tenerife	Male Coach
16	Valencia BC	Male Coach

Totals Liga Femenina Endesa

Female Coaches	4
Male Coaches	12
% Female Coaches	25 %

LIGA FEMENINA CHALLENGE

	Club	Coach
1	<u>Al-Qázeres Extremadura</u>	Male Coach
2	Baxi Ferrol	Male Coach
3	CAB Estepona	Male Coach
4	Celta Zorka Recalvi	CRISTINA CANTERO OSTOS
5	<u>Joventut Badalona</u>	Male Coach
6	<u>Domusa Teknik ISB</u>	Male Coach
7	La Cordá de Paterna NB	GLORIA ESTOPA CALVET
8	Lima-Horta Barcelona	Male Coach
9	Melilla Sport	Male Coach
10	Milar Córdoba Baloncesto	MIREIA CAPDEVILA
11	<u>Oses Construcción Ardoi</u>	Male Coach
12	Picken Claret	Male Coach
13	<u>Recoletas Zamora</u>	Male Coach
14	Real Canoe	Male Coach
15	<u>Vantage Towers Alconbendas</u>	Male Coach
16	<u>Vega Lagunera Tenerife</u>	Male Coach

Totals Liga Femenina Challenge

Female Coaches	3
Male Coaches	13
% Female Coaches	18,7 %

LIGA FEMENINA 2

	Club	Coach
1	<u>Advisoria Boet Mataró</u>	Male Coach
2	<u>Anagón - El Olivar</u>	Male Coach
3	<u>Aranguren Multibasket</u>	Male Coach
4	<u>Mallorca Sant Josep</u>	Male Coach
5	<u>BF León</u>	Male Coach
6	<u>Basket Almeda</u>	Male Coach
7	<u>Bosonit Unibasket</u>	Male Coach
8	CB Axil	MAITE MÉNDEZ FERNÁNDEZ
9	<u>CB Aridane</u>	Male Coach
10	<u>Elite Sport CB Lleida</u>	Male Coach
11	<u>NBF Castelló</u>	Male Coach
12	<u>Baloncesto Sevilla Femenino</u>	Male Coach
13	<u>GEIEG</u>	Male Coach
14	<u>HGB Ausarta Barakaldo</u>	Male Coach
15	<u>Hierro Díaz Miralvalle</u>	Male Coach
16	<u>UE Mataró</u>	Male Coach
17	<u>Costa de Almería</u>	Male Coach
18	<u>CB Grup Barna</u>	Male Coach
19	<u>Magec Tías</u>	Male Coach
20	<u>Mariscos Antón Cortegada</u>	Male Coach
21	<u>Maristas Coruña</u>	Male Coach
22	CBF Cerdanvola	PILI BILBAO
23	<u>Raca Granada</u>	Male Coach
24	<u>Segle XXI</u>	Male Coach
25	<u>Femení Sant Adrià</u>	Male Coach
26	<u>Tirso Incentro</u>	Male Coach
27	<u>Unicaja Mijas</u>	Male Coach
28	<u>Unilever Viladecans BF</u>	Male Coach

Totals Liga Femenina 2

Female Coaches	2
Male Coaches	26
% Female Coaches	7,1 %

PRESENCE OF THE FEMALE COACH IN REGIONAL SPANISH CHAMPIONSHIP 2023

Next we are going to analyze the presence of female basketball coaches in the Regional Spanish Championships. We are going to review the 19 teams that represented all the Spanish regions in the U12, U14 and U16 categories, both female and male.

We start with the Spanish U12 championship that was held from April 1 to 5 of this year in Tarragona.

U12

	Region	U12 Girls Competition - Coaches	U12 Boys Competition - Coaches
1	Andalucía	Male Coach + 2 females AC	Male Coach
2	Aragón	Male Coach + 1 female AC	Male Coach
3	Cantabria	ALBA PUENTE LEÓN	Male Coach + 1 female AC
4	Navarra	Male Coach	Male Coach
5	Cataluña	LAURA TIERNO MARTÍ + 2 females AC	Male Coach
6	C. La Mancha	Male Coach + 1 female AC	Male Coach
7	Murcia	VERÓNICA ALCARAZ FERRER	Male Coach
8	C. Valenciana	BELÉN GÓMEZ GIMENO + 1 female AC	Male Coach
9	Islas Canarias	Male Coach	Male Coach
10	Ceuta	Male Coach	Male Coach
11	Madrid	PAULA DOMÍNGUEZ ALONSO + 1 female AC	Male Coach
12	La Rioja	Male Coach	Male Coach
13	Asturias	SEILA INES LABRA GARCÍA + 1 female AC	Male Coach
14	Extremadura	BEATRIZ ASPRELLA CHACÓN	Male Coach
15	Melilla	MÓNICA RODRÍGUEZ GARCÍA + 2 females AC	TRINIDAD BOTELLO LOZANO+ 1 female AC
16	País Vasco	Male Coach	Male Coach + 1 female AC
17	Islas Baleares	MARINA ALEMANY PÉREZ + 1 female AC	Male Coach + 1 female AC
18	C. Y León	CARLA IURKO VALETA + 1 female AC	Male Coach
19	Galicia	Male Coach + 1 female AC	Male Coach

Female Head Coaches	10/19
Female Assistant Coaches	14/38
% Female Head Coaches	52,6 %
% Female Assistant Coaches	38,8 %

Female Head Coaches	1/19
Female Assistant Coaches	4/38
% Female Head Coaches	5,2 %
% Female Assistant Coaches	10,5 %

We continue with the Spanish U14 championship that was held from January 3 to 7 of this year in Huelva.

U14

	Region	U14 Girls Competition - Coaches	U14 Boys Competition - Coaches
1	Andalucía	Male Coach + 1 female AC	Male Coach
2	Aragón	Male Coach + 1 female AC	Male Coach
3	Cantabria	EVA BRAVO MIGUEL + 2 female AC	Male Coach
4	Navarra	Male Coach + 1 female AC	Male Coach
5	Cataluña	LAURA DÍAZ BAYÓN+ 1 female AC	Male Coach + 1 female AC
6	C. La Mancha	Male Coach + 1 female AC	Male Coach
7	Murcia	CRISTINA CAMPOY. MARTÍNEZ	LAURA FERNÁNDEZ CORBALÁN
8	C. Valenciana	Male Coach + 1 female AC	Male Coach
9	Islas Canarias	VANESA PÉREZ HARRER	Male Coach
10	Ceuta	Male Coach	Male Coach
11	Madrid	Male Coach	Male Coach
12	La Rioja	Male Coach	Male Coach
13	Asturias	Male Coach	Male Coach
14	Extremadura	Male Coach	Male Coach
15	Melilla	TRINIDAD BOTELLO LOZANO + 1 female AC	Male Coach
16	País Vasco	Male Coach + 1 female AC	Male Coach
17	Islas Baleares	Male Coach + 1 female AC	Male Coach
18	C. Y León	Male Coach	Male Coach
19	Galicia	Male Coach	Male Coach

Female Head Coaches	5/19
Female Assistant Coaches	11/38
% Female Head Coaches	26,3 %
% Female Assistant Coaches	28,9 %

Female Head Coaches	1/19
Female Assistant Coaches	1/38
% Female Head Coaches	5,2 %
% Female Assistant Coaches	2,6 %

We continue with the Spanish U16 championship that was held from January 3 to 7 of this year in Huelva.

U16

	Region	U16 Girls Competition - Coaches	U16 Boys Competition - Coaches
1	Andalucía	Male Coach + 1 female AC	Male Coach
2	Aragón	Male Coach	Male Coach
3	Cantabria	ESTELA FERNÁNDEZ ARGÜELLO	Male Coach
4	Navarra	Male Coach	Male Coach
5	Cataluña	ALBA BONET BUQUERA + 1 female AC	Male Coach + 1 female AC
6	C. La Mancha	ANA BELÉN SÁNCHEZ GIL + 1 female AC	Male Coach
7	Murcia	Male Coach	Male Coach
8	C. Valenciana	Male Coach + 1 female AC	Male Coach
9	Islas Canarias	Male Coach	Male Coach
10	Ceuta	Male Coach + 1 female AC	Male Coach
11	Madrid	OLGA GONZÁLEZ GRANDE + 1 female AC	Male Coach
12	La Rioja	Male Coach	Male Coach
13	Asturias	Male Coach	Male Coach
14	Extremadura	Male Coach	Male Coach
15	Melilla	ESTELLA ALEMÁN CASTILLO	Male Coach + 1 female AC
16	País Vasco	Male Coach + 1 female AC	Male Coach
17	Islas Baleares	VERÓNICA ÁVILA FERNÁNDEZ+ 1 female AC	Male Coach
18	C. Y León	Male Coach	Male Coach
19	Galicia	NACARY ROJAS	Male Coach

Female Head Coaches	7/19
Female Assistant Coaches	8/38
% Female Head Coaches	36,8 %
% Female Assistant Coaches	21 %

Female Head Coaches	0/19
Female Assistant Coaches	2/38
% Female Head Coaches	0 %
% Female Assistant Coaches	5,2 %

Source: Federación Española de Baloncesto. Competition guide.

AN OPTIMISTIC FUTURE?

Women's basketball still has a lot to improve. Not because of a lack of quality, talent or enjoyment, but because of a lack of professionalism, that it's coming, but it's not enough.

Spain played its first international women's basketball match on June 16, 1963. In other words, 60 years ago. Although basketball arrived in Spain at the same time for men and women, the women had to wait for their debut. The Spanish women's basketball team played its first game, a friendly against Switzerland, 28 years after the men's team did.

Spanish Women's basketball is getting better and better, it has more visibility, thanks to the big clubs that support it, such as Valencia Basket, Zaragoza or Estudiantes, and that serve as a reference for other clubs that didn't even consider having a women's team.

Last summer was amazing for Spanish basketball, in all categories, male and female, from the U14 to the senior, medals were achieved and the list of honors was won in the major competitions, and that makes the federations and clubs bet for this sport.

Regarding the increase in female basketball coaches, it seems that the dynamics are positive, more and more we find young female coaches starting and above all, and very importantly, training. This is demonstrated by the data from the basketball coach training courses of the last 2 years.

Coach Training Courses

Gender	2019	2020
Men	1605	1949
Women	570	682
Total	2175	2631

The number of male coaches that are being trained is still greater than that of female coaches, as we have already seen, the visibility of men's basketball is still much higher than that of women's. The positive part is that the number of women starting coaching courses is increasing, as seen in the 16.4% increase that occurred between 2019 and 2020.

The Catalan Basketball Federation, the highest body in Catalonia that regulates basketball in the region, is carrying out a couple of initiatives that aim to promote and improve conditions for women's basketball.

The first one that started was the program #DemanaCanvi developed by the Women's Basketball Commission of the FCBQ, #DemanaCanvi is a campaign to raise awareness of the need for change in women's sport and in basketball in particular, with the aim of reaching the different agents involved in the world of basketball.

The Catalan Basketball Federation is also present in an Erasmus + Sport project with a similar objective: Erasmus PROMISE.

The project 'PROMISE - Step forward for women in basketball' corresponds to the call Erasmus+ Sport 2021-2027 is part of Erasmus+, an initiative that seeks to support sustainable growth, social cohesion, quality employment. Also to drive innovation and strengthen European identity through lifelong learning and the educational, professional and personal development of people in the field of education, training, youth and sport both inside and outside Europe.

Objectives of the program:

- Promote the inclusion and participation of girls and women in basketball at all levels of responsibility.
- Raise awareness and awareness in terms of gender.
- To empower the female collective through activities, training, meetings, campus for athletes, coaches, refereeing collective, directives and staff of the federations.

This program led by the FCBQ has the collaboration and participation of the following partners: Ramon Llull University (Catalonia)

Bulgarian Basketball Federation

Basketball Federation of the Nouvelle-Aquitaine region (France)

Basketball Federation of Ireland

Basketball Federation of Kosovo Portugal Basketball Federation

The program is also supported by the Federación Española de Baloncesto (FEB) and the International Basketball Federation (FIBA).

Situation analysis - Serbia

The female sports scene in Serbia has been achieving outstanding results on the international stage for some time now. These accomplishments are a result of exceptional talent, as well as the character, dedication, perseverance, and work ethic possessed by women in Serbia. It is undeniable that men's and women's sports receive different treatment. Historically, the justification for greater investment in men's sports has been the higher public interest. The disparity is more than apparent, but if the situation is accurately assessed, it can serve as additional motivation for anyone willing to make a change to at least narrow the existing gap. Motivation can be found in the fact that over the last 30 years, women competing in the Olympic Games have brought almost the same number of medals for Serbia as men have. Out of the 15 medals won by Serbia in Beijing, London, and Rio, six were brought by women (gold by Milica Mandić, silver by Ivana Maksimović and Tijana Bogdanović, and bronze by Ivana Španović and the women's basketball team). From the nine medals in Atlanta, Sydney, and Athens, four were brought by women (gold and bronze by Aleksandra Ivošev, and two silvers by Jasna Šekarić). In Seoul and Barcelona, six out of 15 medals were won by women (gold, silver, and bronze by Jasna Šekarić, silver by the women's basketball team, and bronze by Aranka Binder and the Fazlić-Perkučin pair). The entire society has an interest in progressing, valuing the hardworking, capable, and talented individuals. Currently, efforts to minimize discrimination based on gender for career advancement are ongoing. While achieving professional and vocational equality between men and women may still seem like a distant goal, there is a growing recognition that it is attainable. However, economic inequality between genders persists, making women more susceptible to economic insecurity and its repercussions compared to men. Emphasizing equal pay, identical working conditions, and the same social status for the same job remains crucial for advancing toward complete gender equality in the contemporary sport and other social areas as well. Ongoing initiatives are working towards addressing these issues, but continued efforts from all parties involved are needed to ensure that women receive fair treatment and opportunities in both professional and economic spheres. Analysis of the revenues of sports clubs points to a financial imbalance between male and female clubs. According to data from the Business Registers Agency (APR), the revenues of all women's basketball, volleyball, and handball clubs in Serbia in 2019 amounted to almost as much as the contract of one of the highest-paid basketball players of Red Star Belgrade, which is only 5,430,000 euros for 68 clubs.

One positive example of state assistance is the Institute for Women's Sport, founded by the coach of the women's basketball national team, Marina Maljković. According to Jelena Pavićević from the Institute, with the financial support of the ministry, this organization has been conducting free sports schools for elementary school girls for the past three years, covering 14 sports at more than 20 locations across Serbia. Pavićević emphasized that during the past year, 3,000 girls were part of their program, which they see as their greatest success. According to the Institute's 2021 research, 65% of girls started participating in sports for the first time thanks to these schools.

Serbia has witnessed significant success in women's basketball, both at the national and international levels. The women's national team has achieved commendable results, gaining recognition for their skills and competitiveness. Female basketball clubs contribute to the development of the sport at grassroots levels, fostering young talents. However, the full potential of women's basketball may still face challenges in terms of resources, visibility, and opportunities. There are notable female basketball coaches in Serbia, such as Marina Maljković, who have made substantial contributions to the sport, but she is rare example. She has been Serbian national team coach since 2011 and until today she managed to bring Serbia a bronze medal at the Olympic games in 2016 in Rio de Janeiro, as well as 1 bronze medal at the EuroBasket Women in 2019 and 2 gold medals at the EuroBasket Women in 2015 and 2021.

Some of the problems and challenges in achieving equality can be found in underrepresentation of females in key decision-making bodies. Unfortunately, the Association of Basketball Coaches of Serbia faces a gender disparity in its governing board, with no female members currently holding positions. Furthermore, within the National Federation of Basketball in Serbia, out of the 13 members, only three are female. This gender imbalance in the leadership of the national federation raises concerns about the fair representation of women in influential roles within the basketball governing structure which can be also said for the absence of females among the registered delegates for the Assembly, indicating a lack of female participation and representation in the decision-making processes and discussions at the highest level. Unfortunately, information and statistical data on number of registered female coaches doesn't exist or it is not made public so it is difficult to determine the share of registered female coaches in national registers and it is difficult to monitor the changes and progress in basketball and sport in general.

The representation of women in basketball in Serbian media is a crucial aspect for promoting gender equality in the sport. However, women's sports achievements receive less media coverage on television, in print, and on websites compared to news related to male athletes. The representation of female athletes in the media often focuses on physical attributes, and when women pursue coaching roles, they encounter challenges in a predominantly male environment. Despite increased participation and success of women in sports, there is still an evident androcentric perception in the sporting world, reflected and perpetuated by conservative discourses. The media plays a significant role in constructing and maintaining these beliefs, often simplifying complex narratives and reinforcing traditional gender roles in sports. Unfortunately, the current situation indicates that coverage of women in sports is selective, primarily highlighting exceptional achievements and neglecting to provide comprehensive information about women in sports. The media tends to focus more on male successes and failures, leaving women in sports underrepresented and their issues often overlooked. Efforts are needed to challenge these stereotypes, encourage equal media representation, and support women in sports at all levels.

Situation analysis - Portugal

The number of legal Female Basketball Coaches in Portugal, in 2021, was 467 in 2171 Coaches registered in the Portuguese Basketball Federation. This means that 21,5% of the Portuguese Basketball Coaches are women.

In all Portuguese Sport System the number of female coaches in 2021 represent only 15% of the total number of coaches legally registered in all Federations.

Situation analysis - Poland

Analysis of the number of women serving as basketball coaches in Poland indicates a limited representation of the female gender in this role. Despite social progress and gender equality, women constitute a minority among basketball coaches in the country, as demonstrated in the attached information from the Polish Basketball Association. The limited number of women in coaching positions may stem from various factors such as traditional gender stereotypes, lack of role models and support for women in this field, and potential structural barriers.

It is worth noting that the low percentage of female basketball coaches can impact the development of sporting talents among girls and hinder the establishment of inspiring role models for young basketball enthusiasts. To increase the representation of women in coaching roles, it may be necessary to implement measures supporting the development of women in the coaching environment, such as training programs, mentorship, or campaigns promoting gender equality in sports.

Sports organizations, both at the national and international levels, recognize the need to enhance gender balance in coaching roles. Consequently, various initiatives, including training programs, mentorship, and campaigns promoting gender equality in sports, are being undertaken to encourage more women to engage in the coaching aspect of basketball.

Below, you can find a table prepared by Ms. Barbara Milewska, Assistant to the Board of the Polish Basketball Association, showing the number of male and female players as well as the number of male and female coaches registered with the Polish Basketball Association.

Specification			Numbers of people		
			together	female	male
Coaches		1	1063	162	901
Players	All (7-12)	6	16776	5822	10954
	seniors	7	3165	610	2555
	Juniors u18	8	1193	346	847
	junior	9	2088	701	1387
	cadets	10	4068	1591	2477
	youth	11	4420	1844	2576
	kids	12	1842	730	1112

The table clearly illustrates the significant disparity in this aspect. Only 162 women, accounting for a mere 15% of basketball coaches in Poland. Among players, there is also a dominance of men, with a distribution of 17% to 83% in this field.

From the above table, it can be inferred that the number of female basketball coaches may be directly related to the number of actively participating female players in this discipline. There is a possibility that the low number of female coaches reflects the limited number of women playing basketball at various levels of competition. As interest and participation of women in basketball grow, it can be expected that the number of women involved in talent development as coaches will also increase.

This trend may result from various factors, such as evolving traditional gender roles in sports, where women are increasingly becoming active participants in basketball. The increased presence of women among players may, in turn, stimulate women's interest in the coaching aspect of this field, leading to a more balanced gender representation among basketball coaches in the longer term.

Supporting the development of women in basketball, both as players and coaches, can contribute to the establishment of a more balanced sports environment, where everyone, regardless of gender, has the opportunity to pursue their passions and talents.

Situation analysis - Italy

In Italy numbers of female coaches is quite worrying.

There are 6 coach levels:

- student coach
- basic coach
- youth instructor
- coach
- national coach
- meritorious coach

The fifth level gives you the possibility to coach all division teams and all national teams. There are around 10 thousand regularly registered coaches. Only the 8% are women. 3% of these are national coaches.

In 13 serie A teams there is 1 female head coach and 6 assistant coaches.

In 28 serie A2 teams there is 1 female head coach and 6 assistant coaches.

Presidents don't trust women coaches. Men don't trust women coaches. Unfortunately, this is the reality.

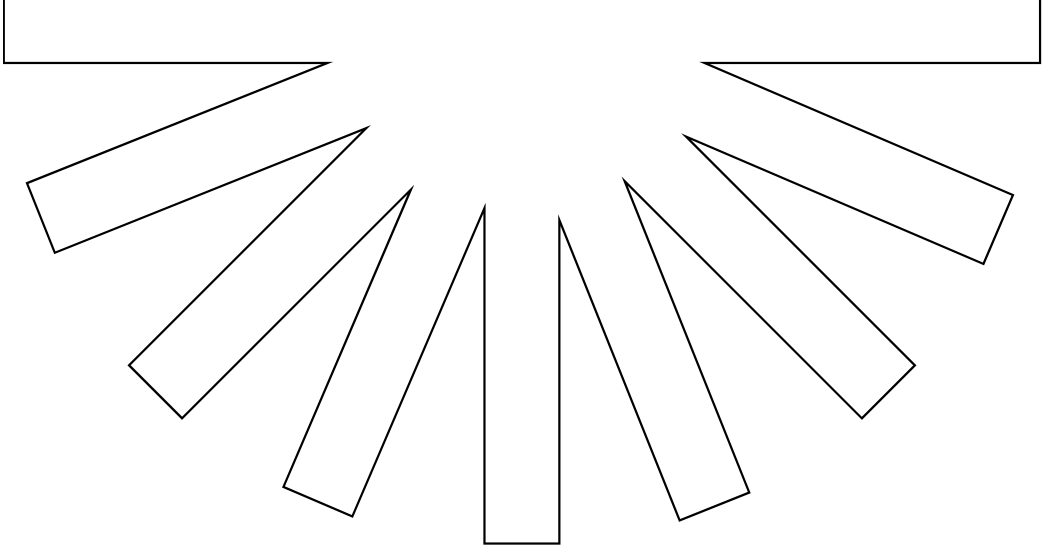
The Federation is trying to do something. Something similar to “pink quotas”. In every woman’s national team there is a woman but only as a second assistant. No woman as head coach of a national team. No woman in any men’s national team staff. Only once a woman, Angela Adamoli, have been the head coach of a senior national team. For 7 years she coached the 3x3 Italian team. In 2018 her team won the 3x3 World Cup in Manila.

The only world gold medal in the history of Italian Basketball Federation. It is not enough to empower female coaches.

At the beginning of 2023 the Italian Federation (FIP) together with the National Coaches committee (CNA) started a project to involve women coaches, called “Free yourself”. 13 women, former players or coaches, 12 online sessions (32 hours) and 3 in presence sessions (36 hours). 4 male tutors and a female supervisor were part of the staff. This project started in March 2023 and ended in June 2023. At the end of the project the best 3 coaches were invited to a youth national team camp. It is desirable that there will be continuity of this project, improving it. 2023 WNBA FINALS

This photo represents a drop in the ocean.





SESSIONS

Social Context for Female Basketball Coaches

I. Introduction

A. The importance of understanding social context for female coaches in sports.

Understanding the social context for female coaches in sports is crucial for promoting gender equality, breaking stereotypes, creating inclusive environments, empowering female athletes and coaches, tackle the sport dropout, enhancing communication and leadership skills, promoting diversity and representation, and supporting personal and professional growth. It enables coaches to navigate the unique challenges they may face and contribute to positive change in the sports sector.



II. Situation Analysis

A1. Historical perspective: evolution of women participation in sports

If we analyze only the participation of women in the modern Olympics, we will see that it takes a very long time till women have been accepted in all Olympic program sport competitions.

The Olympic Games have grown to be the largest, gender equal sporting event in the world. However, this was not always the case. Women athletes first took part in the Olympic Games in Paris in 1900, four years after the first Olympic Games of the modern era in Athens (1896). Despite the reticence of Pierre de Coubertin, 22 women out of a total of 997 athletes competed in five sports: tennis, sailing, croquet, equestrian and golf, though only golf and tennis had women-only events. Female participation has increased steadily since then, with women accounting for more than 48 percent of the participants at the 2020 Olympic Games in Tokyo (5,457 women out of 11,420 athletes), compared with 23 per cent at the 1984 Games in Los Angeles, and just over 13 per cent at the 1964 Games in Tokyo. In the last 20 years, the IOC has also increased the number of women's events on the Olympic programme, in cooperation with the International Federations and the Organising Committees. With the addition of women's boxing, the 2012 Olympic Games in London were the first in which women could compete in every sport on the Olympic programme. At the Tokyo 2020 Olympics the number of female athletes was 48% but the number of female coaches was only 13%, anyway the number of female coaches was increased by 2% since the Rio Olympics in 2016.



A2. Women in Basketball

Women's basketball has come a long way from its humble beginnings in 1892. It may be surprising to discover that women began playing basketball less than a year after the game was invented. Coached by Senda Berenson Abbott, women started playing basketball for the first time at Smith College. But traditional corsets of the day made it difficult for them to play the game. Dr. Edward Morton Schaeffer urged society to ditch the corset, calling it a "figure and health-wrecking contrivance." It's interesting to notice that in the beginning of basketball women accepted and engage with the game more easily than men, maybe because of the adaptation of the rules and the guidelines created by Senda Berenson to create the game less physical. On the other hand men had a big tradition already in participation in team games like Football, Baseball or Ice Hockey. As modern sports began to develop in the late 19th century, women faced significant barriers to participation in sports in general. They were often excluded from mainstream sports activities due to concerns about their physical ability and societal expectations of femininity. However, some women's sports clubs and organizations emerged during this period, fostering more opportunities for participation in activities like tennis, croquet, and golf. Society, back in that time impose what where the sports that where for women and the ones that where for men.

In the United States, the passing of Title IX in 1972 had a transformative impact on women's sports. This legislation prohibited sex-based discrimination in federally funded educational institutions, including the athletic programs (all sports). As a result, opportunities for women to participate in sports at the school and college levels increased significantly, leading to improved facilities, scholarships, and competitive programs



A3. First Female Basketball Coaches

Coached by **Senda Berenson Abbott**, women started playing basketball for the first time at Smith College in 1892.



Lidia Alexeeva took her place on the world stage during the 1976 Olympic Games in Montreal, Canada. The Soviet national team marched straight to the gold medal game of the basketball tournament in grand fashion winning games by an average of more than 31 points per game. The repeat performance in the 1980 Moscow Olympics reinforced her reputation as one of the premier coaches in basketball. The unblemished record of Alexeeva in international competition included the first-ever gold medal in Olympic women's basketball as well as ten first place finishes in the European Championships. Alexeeva, the coach of the Soviet national team for twenty years, ushered in the first dynasty in women's basketball at the international level. Her teams won twenty gold medals in international competition including four first place finishes in the FIBA World Championships for Women. Alexeeva and her teams were light years ahead of the rest of the world in women's basketball.



During her career as head coach at the University of Tennessee, **Pat Summitt** has created a legacy of success and integrity unparalleled in women's basketball. Named the Naismith Coach of the Century, Summitt led the "Lady Vols" to postseason appearances each season, including 22 Final Fours (four AIAW), and 13 title games, with 8 NCAA titles wins. Leading the Lady Vols to national titles in 1987 and 1989, she was named SEC Coach of the Year three times. Dominating the 1990s with four NCAA championships, she led the "Lady Vols" to a perfect 39-0 record in 1998. In total, she has coached University of Tennessee to 14 Southeast Conference regular season titles and thirteen SEC Tournament titles. In 2009 Summitt achieved the singular event of 1000 victories and completed the season with 1005, establishing her as the winningest coach in NCAA history, with the University of Tennessee she had 1098 wins and 208 losses (.841). Summitt also coached U.S. teams to gold medals at the Olympics and Pan American Games.



After retiring from playing in the WNBA and at international level, **Becky Hammon** transitioned to coaching and was hired as an assistant coach for the San Antonio Spurs in 2014, becoming the first full-time female assistant coach in NBA history. Since then, she has continued to thrive in her role and has been widely praised for her knowledge, work ethic, and ability to connect with players. Becky Hammon made history when she became the first female head coach in the NBA summer league in 2015. Leading the San Antonio Spurs to the Las Vegas Summer League championship just made the experience that much sweeter. In December 2021, Hammon was appointed as the head coach for the Las Vegas Aces in the WNBA. Under her leadership, the Aces emerged victorious in the 2022 WNBA Finals, making her the first rookie head coach to win the WNBA championship.



Maria Planas was a true pioneer of Spanish women's basketball and to this day, she remains the only female head coach in the long and rich history of her nation's women's senior national teams. She was at the forefront of the Spanish teams between 1978 and 1985.



Serbia has witnessed significant success in women's basketball, both at the national and international levels. The women's national team has achieved commendable results, gaining recognition for their skills and competitiveness. There are notable female basketball coaches in Serbia, such as **Marina Maljković**, who have made substantial contributions to the sport. She has been Serbian national team coach since 2011 and until today she managed to bring Serbia a bronze medal at the Olympic games in 2016 in Rio de Janeiro, as well as 1 bronze medal at the EuroBasket Women in 2019 and 2 gold medals at the EuroBasket Women in 2015 and 2021.



From Portugal Coach **Mariyana Kostourkova**, she is the main female basketball coach in the country, she coached the youth female national basketball teams during many years and she is the key figure on the success of the youth girls national teams. Many of her players have been recruited by NCAA Universities from the United States of America. She is originally from Bulgaria and a former player from CSKA Sofia.



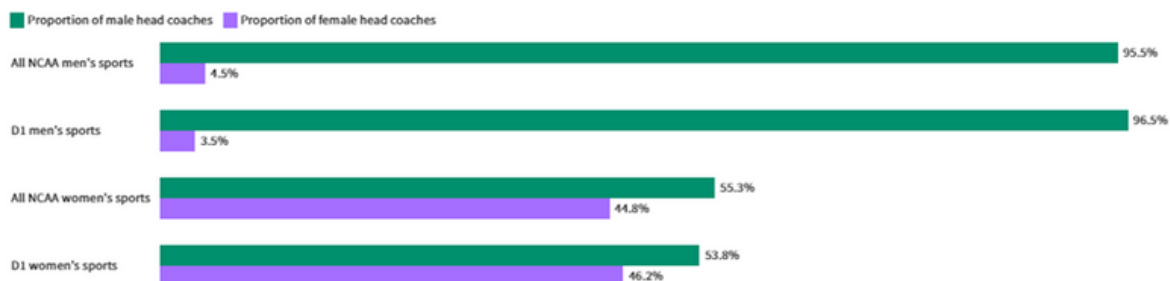
As a short summary of this historical perspective, we can say that Basketball accepted since the beginning not only the female players but also the female coaches, the legacy of the work developed by Senda Berenson Abbott at Smith College open the door for the development of women's game, first in North America and later around the world. Many female coaches around the world developed great programs and very successful teams in women and men's basketball of all age groups. Basketball has its own traditions, values and culture and it was always a sport that try to give opportunities to all, the true is that Basketball was always ahead of his time in relation with other sports and the society itself, not only breaking stereotypes like race but also promoting gender equality and inclusion of people with disabilities. In the most relevant social issues of the modern society Basketball was always one step ahead.

B.Current Landscape

Statistics on female coaches in Basketball NCAA

Division I Sports have similar head coach gender breakdowns to the rest of the NCAA.

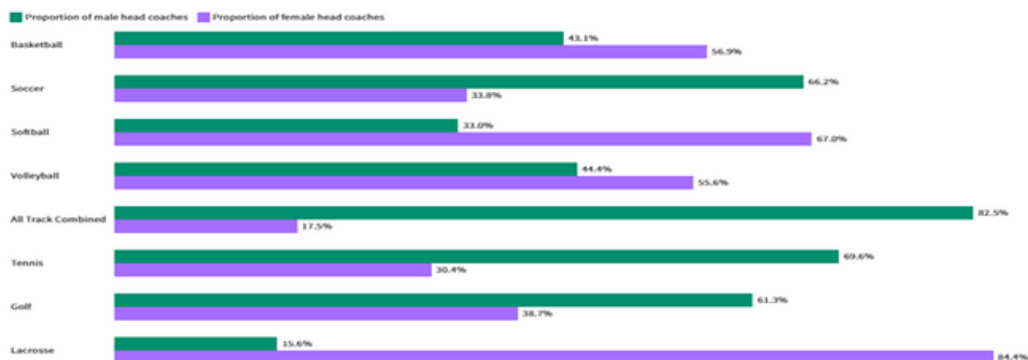
Head coach gender breakdowns across NCAA teams in 2020



Full-time and part-time positions were included in this analysis.
Source: Department of Education - Get the data - Download image

The gender breakdown of head coaches in the top eight women's sports varies.

Gender breakdown of head coaches in top eight NCAA men's sports by revenue in 2020



Full-time and part-time positions were included in this analysis. All track combined includes Track and Field Indoor, Track and Field Outdoor, and Track and Field Cross Country.
Source: Department of Education - Get the data - Download image

WNBA

There has been 82 Head Coaches since the beginning in the league in 1997, with 42 female Head Coaches, that's represent 51% of the Head Coaches.

In the 2021 Season, the WNBA had 5 female Head Coaches across the 12 teams (42%).

FIBA

In the last Women's FIBA World Cup in 2022, in 12 national teams only 5 of them had women's as head coaches (41.6%). In the last Men's FIBA World Cup in 2019 the number of women's coaching a men's national team was zero, 100% of the head coaches were men.

C. What it's being done currently to reduce the gap?

The International Olympic Committee (IOC) is committed to addressing the challenge and to supporting Olympic Movement stakeholders to find pathways for more women to reach the highest levels of coaching. Increasing the visibility of elite coaches who have broken those barriers and who are role models for more women to follow their lead is itself a goal.

Rising slowly from a low base, the proportion of female elite coaches at the Olympic Games has been around only 10 per cent over the past decade.

The challenge starts already at grassroots level, with fewer girls and women choosing to take on coaching roles. This unfortunately reinforces the gender gap, because if a sports club has only male coaches, girls will not see the possibility of becoming a coach as an option. A career in coaching typically consists of 10-12 years' experience at national level in regional competitions before reaching Olympic level. This in part explains why the process of becoming a coach is much slower than that of becoming an elite athlete.

The IOC is committed to working on creating pathways for female coaches, from grassroots up to elite level. WISH – the Women in Sport High-performance pathway programme – is a key element of its response. This four-year programme funded by Olympic Solidarity aims to equip over 100 women for coaching at elite levels by 2024.

Representing 17 sports and 53 countries, the 97 coaches who have enrolled in the programme to date were selected for the course by their International Federations (IFs) and National Olympic Committees (NOCs) on the basis of their individual achievements, potential and ambition.

The programme is designed to help female coaches develop their leadership skills, confidence and careers. Mentoring is also a very important part of the programme. Coaches benefit from one-to-one leadership mentoring plus ongoing support from a sport-specific mentor. Such expert advice and feedback on real-life challenges can be invaluable to any coach, let alone a woman striving to perform at the top of her game in a male-dominated environment.

Driven by its vision to build a better world through sport, the IOC sees gender equality as a must-have for every organisation and every country. In October last year, IOC President Thomas Bach told Olympic Movement stakeholders that all sports organisations – including the IOC – have a responsibility to advance gender equality, diversity and inclusion. “No organisation or country can afford to leave the skills of 50 per cent of the population behind,” he said at the time. The goal for the Paris 2024 Olympics it’s to increase the number of female coaches and reach the 50% of female participants between the athletes.

The Council of Europe (COE) developed some policy recommendations from to ensure gender-balanced and gender-sensitive coaching in European sport:

- Identify barriers faced by women and girls, including those from disadvantaged groups, as regards their access and participation in all levels and fields of sport, including in coaching positions.
- Identify female coaching role models and involve them in the promotion of equality between women and men in sport.
- Create gender-sensitive and transparent recruitment, selection, appointment and election procedures and practices to increase the number of women participating at all levels of sports organisations, including in coaching.
- Adopt policies which allow a balance of private and family life and sports careers, with a special focus on coaches.
- Ensure that statistics regarding individual participation and representation in all areas and all levels of organisations, including in coaching, are disaggregated by sex and published and disseminated regularly.
- Promote awareness initiatives and/or training on gender equality, gender mainstreaming and different needs of those involved in sport to provide personnel, coaches, athletes, sport managers and decision-makers at all levels with necessary tools and competences to implement gender mainstreaming and gender equality in the organisation.

In 2014 the European Commission presented the Proposal for Strategic Actions 2014 – 2020 for Gender Equality in Sport. In this document the objectives for 2020 clearly focus on the importance of equal opportunities for women to achieve a role or job as an instructor or coach of the sporting activity of their choice.

“The sport sector could increase women’s skills and knowledge, which makes them more employable in sport and the wider labour market. By doing this the sector could also benefit from more female coaches, as there is a lack of coaches in general. More female coaches could also lead to more women being physically active in sport. Due to their own personal preferences, cultural traditions or religious beliefs, some women feel more comfortable with female coaches”.

Some of the proposed actions have been:

- All national and international sport governing bodies should support, develop and
- implement policies which facilitate coaching by women including:
- Recruitment projects and campaigns for specific groups of women based on market segmentation profiles in an environment (including a virtual one) where female candidates frequent. These should be accompanied by measures, such as scholarships, that facilitate coach education for women.
- Adapted educational coaching pathways for first team female players and elite athletes, which recognizes the informal learning experiences of these (ex) players and organise, where appropriate, 'women only' coach courses as a mechanism for engaging, empowering and increasing the technical skills of female coaches.
- Recruitment of more female coaching educators at all levels of coach education.
- Awards programme for female coaches at all levels and/or actively welcome nominations of female coaches into annual awards programmes. Family friendly environments and offer childcare during coach education training, coaching sessions and competitions.
- Related with the Gender balance of female and male coaches in all national teams the European Commission recommend that the European and International sport governing bodies should:
- Consider employing a mixed male and female coaching staff where they have more national (team) coaches.
- Set up recruitment measures to get women to take the highest level of coach education in their sport and ensure female elite level coaches are provided with the opportunity to coach, and gain the experience of coaching high performance level athletes, during and after finishing their education through apprenticeships and trainee positions.

- Develop mechanisms, including mentoring programmes and a network of elite level female coaches both at national and European level, to ensure female elite level coaches' access further and specialized coach education and support.
- Use successful female elite coaches as role models in coach recruitment and educational material.

The European Commission also recommended that evidence based knowledge about gender and gender equality should be included in coach education.

All coaches in sport should be aware, and respectful of gender differences and the diversity of participants, aiming to create an active and challenging sports environment, which at the same time is safe and secure. They have to learn that gender equality is not synonymous with sameness nor with establishing men, their lifestyle and conditions as the norm. Biological differences between men and women cannot be used to deny female athletes access to sport and to specific training regimes, which historically have been the case. Coaches should understand that gender is a culture-specific definition of femininity and masculinity and therefore varies in different countries, in time and space, leading to women and men living different lives and developing different values. The inclusion of gender equality in coach education and training is essential as coaches should develop and adopt different coaching styles to suit the individuals they are coaching, addressing their needs at a personal level. Both male and female coaches need to be aware of the gendered variety between men/boys and women/girls and amongst men and women. This may help increase the retention of girls in sport and address the drop off of girls taking part in sport after school.

The European Commission recommend the following to all national, European and international sport governing bodies:

Initiate and support research which identifies situations that promote and counteract equality and equal treatment in coaching and coach education. This should include gender specific requirements, conditions and characteristics for women and men as professional and voluntary coaches.

Develop gender equality modules and educational materials that takes into account the specific needs or requirements of female and male coaches and of coaching girls/women and boys/men.

Implement codes of conduct and or ethical guidelines to ensure that the coaching environment is free from discrimination or harassment.

Session name: Social Context

Theme: Historical perspective and current landscape

Time: 60 minutes

Overview: As modern sports began to develop in the late 19th century, women faced significant barriers to participation in sports in general. They were often excluded from mainstream sports activities due to concerns about their physical ability and societal expectations of femininity. However, some women's sports clubs and organizations emerged during this period, fostering more opportunities for participation in activities like tennis, croquet, and golf. Society, back in that time, imposed what were the sports that were for women and the ones that were for men. Basketball, accepted since the beginning not only, the female players but also the female coaches. Many female coaches around the world developed winning programs and very successful teams in women and men's basketball of all age groups. The current gap in the difference between the number of male and female coaches happens because of the history of modern sport itself and the relation between the sport and society.

Objectives:

- To understand the Modern Sport Origin
- To understand the 19th Century Society
- To understand the Origin of Basketball
- To understand the relation between History and the current landscape on Basketball
- To understand the current situation and initiatives to reduce the gap

Materials: Computer, PowerPoint with photos of old times female participation in sports.

Group size: No limit

Preparation:

It's important to understand history and be able to connect the dots between the evolution of sport and the evolution of society, because you cannot talk about this topic according to the values of the current society. Modern sport begins with the Industrial Revolution and with the birth of the "free time society". Facilitators should learn the facts and info from the "Social Context" (page 31. to 42.). The facilitators should prepare the presentation with the photos presented throughout this lecture.

Instructions:

Variante 1: Facilitator should talk about all the relevant data presented through “Social Context” part of this manual (page 31. to 42.). This session is done through the form of lecture. The facilitator can occasionally ask questions before giving the information to the participants. Example for this:

- Who was the first female coach in history? (Answer: Senda Berenson Abbott)
- When did women start playing basketball? (Answer: In 1892)
- What was the name of the famous Soviet female coach that won twenty gold medals in international competition including four first place finishes in the FIBA World Championships for Women? (Answer: Lidia Alexeeva)
- Name the most know female coach in Spain / Serbia / Portugal (Answer: Spain - Maria Planas, Serbia - Marina Maljković, Portugal - Mariyana Kostourkova)
- What is the largest, gender equal sporting event in the world? (Answer: Olympic games)
- When / Where did the female athletes first take part in the Olympic games? (Answer: Female athletes first took part in the Olympic Games in Paris in 1900)
- How many women did take part in the first Olympic Games that allowed women to compete? (Answer” 22 women out of a total of 997 athletes competed in five sports: tennis, sailing, croquet, equestrian and golf)
- What were the sports the women competed in the Olympic games in 1900 in Paris? (Answer: five sports: tennis, sailing, croquet, equestrian and golf)
- What was the percentage of female athletes at the Tokyo 2020 Olympics? (Answer: the percentage of female athletes was 48%)
- What was the percentage of female coaches at the Tokyo 2020 Olympics? (Answer: the percentage of female coaches was only 13%)
- How many female coaches were there in the last Women’s FIBA World Cup in 2022? (Answer: in 12 national teams only 5 of them had women as head coaches (41.6%)).
- How many female coaches were there in the last Men’s FIBA World Cup in 2019? (Answer: the number of women coaching a men’s national team was zero, 100% of the head coaches were men).
- Name at least 3 of international institutions and organizations that work on reducing the gender gap in sports (Answer: International Olympic Committee, Council of Europe, European Commission)
- Which document did the European Commission presented in 2014 to reduce the gender gap? (Answer: the Proposal for Strategic Actions 2014 – 2020 for Gender Equality in Sport)

Variante 2: In case facilitators want to avoid classical lecture, the “Social Context” part of this manual can be presented through quiz. Facilitators should prepare in advance. They should select 12 questions among offered ones:

- Who was the first female coach in history? (Answer: Senda Berenson Abbott)
- When did women start playing basketball? (Answer: In 1892)
- What was the name of the famous Soviet female coach that won twenty gold medals in international competition including four first place finishes in the FIBA World Championships for Women? (Answer: Lidia Alexeeva)
- Name the most know female coach in Spain / Serbia / Portugal (Answer: Spain - Maria Planas, Serbia - Marina Maljković, Portugal - Mariyana Kostourkova)
- What is the largest, gender equal sporting event in the world? (Answer: Olympic games)
- When / Where did the female athletes first take part in the Olympic games? (Answer: Female athletes first took part in the Olympic Games in Paris in 1900)
- How many women did take part in the first Olympic Games that allowed women to compete? (Answer” 22 women out of a total of 997 athletes competed in five sports: tennis, sailing, croquet, equestrian and golf)
- What were the sports the women competed in the Olympic games in 1900 in Paris? (Answer: five sports: tennis, sailing, croquet, equestrian and golf)
- What was the percentage of female athletes at the Tokyo 2020 Olympics? (Answer: the percentage of female athletes was 48%)
- What was the percentage of female coaches at the Tokyo 2020 Olympics? (Answer: the percentage of female coaches was only 13%)
- How many female coaches were there in the last Women’s FIBA World Cup in 2022? (Answer: in 12 national teams only 5 of them had women as head coaches (41.6%)).
- How many female coaches were there in the last Men’s FIBA World Cup in 2019? (Answer: the number of women coaching a men’s national team was zero, 100% of the head coaches were men).
- Name at least 3 of international institutions and organizations that work on reducing the gender gap in sports (Answer: International Olympic Committee, Council of Europe, European Commission)
- Which document did the European Commission presented in 2014 to reduce the gender gap? (Answer: the Proposal for Strategic Actions 2014 – 2020 for Gender Equality in Sport)

They should use applications such as **Mentimeter** (<https://www.mentimeter.com/>) or **Kahoot** (<https://kahoot.com/>) to create a quiz.

Facilitators should divide the group into 4 sub-groups who will compete against each other through Metimeter or Kahoot quiz. Group no. 1 opens the first question. They have 10-15 seconds to decide on the answer. If they guess the answer, they get 1 point; if not, the question goes to Group no. 2, who has a chance to answer and so on. When the first question is correctly answered, the second question is opened by Group 2, then the third question by Group 3 and so on until the end. Whenever the group answers the question correctly, the facilitators use this opportunity to provide additional information from “Social Context” part, related to that particular question. In this way, the participants will get different information in this field.

Debriefing and evaluation:

After the lecture or quiz, evaluation should be done verbally with the participants in order to discuss everything they learned and why this topic is useful and important for them. Questions for the debriefing can be:

- How did you feel during this activity?
- What did you learn?
- What was the most surprising information that you learned?
- What was the most important information that you learned?
- How would you additionally support the reduction of the gender gap in sports?

Conclusion that can be used by facilitators:

The road was long, and it will be a little more time till we have the same coaching opportunities for female and male coaches in sports, but the truth is that we are currently much better than in the past. We can say that Basketball accepted since the beginning not only the female players but also the female coaches, the legacy of the work developed by Senda Berenson Abbott at Smith College opened the door for the development of women’s game, first in North America and later around the world. Many female coaches around the world developed winning programs and very successful teams in women and men’s basketball of all age groups. Basketball has its own traditions, values and culture and it was always a sport that tried to give opportunities to all, we can say that Basketball was always ahead of its time in relation with other sports and the society itself, not only breaking stereotypes like race but also promoting gender equality and inclusion for all. In the most relevant social issues of modern society, Basketball was always one step ahead. International political organizations, national governmental organizations and all kinds of sport governing bodies had an important role and impact on the current tendency to reduce the gap between male and female coaches and achieve Gender Equality in Sport and in Sport Coaching.

We are in the right direction and our Erasmus+ Sport project “Empowered Female Coaches of Basketball” it’s a great example of the steps that are being implemented in Europe.

Tips for facilitator:

- The facilitators should decide which variant they want to use when working with the group and prepare for it. In any case, the facilitators must know “Social Context” part very well.
- In case the sessions are longer, and facilitators have more time, they can combine 2 variants, where first they do Variant 1 and then use Variant 2 to test what participants remembered from the lecture.

Session: Technical and tactical coach training

Coaching Children (6-12 years):

Understanding Fundamental Skills: A coach working with children should have a strong grasp of the basic basketball skills, including dribbling, shooting, and passing. They should be able to teach these skills effectively to young players.

Emphasis on Fun and Learning: Coaching children involves creating a positive and fun environment where they can learn and enjoy the game. Coaches should have knowledge of age-appropriate teaching methods and drills to keep the sessions engaging.

Basic Tactical Instruction: While the focus is on individual skills, a coach should introduce basic tactical concepts like teamwork, positioning, and basic defensive principles.

Coaching Youth (13-18 years):

Advanced Skill Development: Coaches working with youth players should have expertise in refining basketball skills. This includes teaching advanced dribbling techniques, precise shooting, and defensive strategies.

Tactical Understanding: A coach should possess a solid understanding of basketball tactics and strategies, including offensive plays, defensive schemes, and transition game. They should be able to convey these concepts to the players effectively.

Player Development: Youth coaches should have the ability to identify and nurture the potential of individual players, tailoring training programs to suit their strengths and weaknesses.

Coaching Adults (18+ years):

High-Level Tactical Knowledge: Coaches working with adult players need to have advanced tactical knowledge, including complex offensive sets, defensive strategies, and situational decision-making.

Skill Optimization: They should be experts in fine-tuning player skills, helping them achieve their peak performance. This includes refining shooting mechanics, dribbling efficiency, and defensive prowess.

Team Management: Adult coaches must be adept at managing team dynamics, motivating players, and fostering a cohesive team environment. They should be skilled at making critical in-game decisions.

Game Analysis: Coaches should possess the ability to analyze game footage, study opponents, and devise game plans tailored to the strengths and weaknesses of the team and opponents.

Example session for the youngest:

Practice Plan for Future Coaches Working with Youth Aged 9 and 10:

Objective:

- To create a positive and supportive learning environment where young players can develop their basketball skills and passion for the game.

Session Duration: 60 minutes

Group size: 15-30 persons

Material: cones/bollards x15, balls x15-30, basket

Warm-up (10 minutes):

1. Fun Warm-up Games: Start the session with enjoyable warm-up activities that involve running, jumping, and movement exercises to get the players engaged and excited.
2. Dribbling Circle: Form a circle and have the players practice dribbling with both hands while moving around the circle.

Technical Skills (20 minutes):

1. Shooting Fundamentals: Teach the basic shooting technique, focusing on proper hand positioning and follow-through. Have the players pair up and practice shooting from a short distance.
2. Passing and Catching: Demonstrate and explain different passing techniques (chest pass, bounce pass, overhead pass). Divide players into pairs and have them practice passing and catching back and forth.
3. Defensive Stance and Footwork: Show the players the proper defensive stance and footwork. Have them practice sliding and shuffling to stay in front of their partner.

Tactical Understanding (15 minutes):

1. Offensive and Defensive Concepts: Introduce basic offensive formations, such as a simple 2-on-2 setup and teach the players to move without the ball. Also, introduce basic defensive principles, such as staying between the player and the basket.
2. Teamwork and Communication: Emphasize the importance of teamwork and communication on the court. Have players practice calling out picks or switches during drills.

Psychological Skills (15 minutes):

1. **Positive Reinforcement:** Encourage and praise the players for their efforts and improvements throughout the session. Offer constructive feedback to help them understand what they can do better.
2. **Coping with Frustration:** Address moments of frustration and failure during drills. Teach the players that making mistakes is part of the learning process and encourage them to keep trying.
3. **Building Self-Confidence:** Implement confidence-building exercises, such as having players take turns demonstrating a skill, they feel confident in front of the group.
4. **Active Listening:** Create a safe space where players can express their thoughts and feelings about the game or the practice session. Be attentive and understanding to their needs.

Cool Down (5 minutes):

1. **Stretching:** Lead the players through a gentle stretching routine to cool down their muscles and prevent injuries.
2. **Reflection:** Gather the players in a circle and ask them to share one thing they enjoyed or learned during the practice.

Closing (5 minutes):

1. **Reinforce Positive Behavior:** Applaud the players for their efforts and positive attitude during the practice.
2. **Communicate Upcoming Events:** Share information about upcoming games, tournaments, or additional training opportunities.

Tips for facilitators: Remember that working with youth aged 9 and 10 requires patience and flexibility. Keep the practice sessions fun, engaging, and age appropriate. Always prioritize the wellbeing and development of the players, both on and off the court. Continuously improve your coaching skills by attending relevant workshops and seeking feedback from experienced coaches.

Session: Motivation why to be a coach?

Overview: Women love basketball. Know the game.

Have a lot and a different point of view.

Know to work on little details makes a big difference. Are passionate.
Are resilient.

Are tough and empathetic at the same time. Are brave, natural leaders.

Are aware of the importance of team spirit. Use to do sacrifices to reach goals.

YES, DEFINITELY!

We need more women coaches in basketball.

Session 1: Role model

Someone who believed it

Angela Adamoli 3x3 World Cup Champion 2018



Time: 45 minutes

Group size: 15 participants

Objectives:

- To support personal motivation
- To increase self-confidence
- To encourage to dream big

Instructions:

Role model has a basketball in her hands. Her speech should be a trip through personal experiences to give a concrete example of the steps, difficulties, failures and successes to be a coach. The role model has to explain how and when she met basketball world. When and how passion started. Who and what have been important to increase it. When and why she starts to see herself as a coach. Talking about obstacles and difficulties through the journey (loneliness, precariousness, to be far from family and beloved people, life-work balance, economic problem and gender gap), role model has to mention the stereotypes and discriminations that had to face and who and what helped her to fight them, it is important to underline what kind of personal skills helped the role model to reach goals. Finally, takes time to explain how fundamental sisterhood is.

The alliance between women is the starting point to empower female coaches.

During the speech role model passes the ball to participants to create empathy and bridges. Same thing during question time. Whoever receives the ball has to stand up saying his name.

Materials:

Role model's CV

Basketball

A screen to show highlights and videos during the speech.

Tips for facilitators: this session has to be held in a bright room where everyone has his space, comfortable seats, in circle position. Role model has to stand up. Must know verbal and non-verbal technique. Any obstacles between her and participants. Using irony could be an opportunity to keep low pressure.

Material for facilitators: personal highlights, photos, important objects (medals, trophies, shoes, uniform).

Session: Individual problem solving

Time: 60 minutes

Group size: 15 participants

Objectives:

- To support personal motivation
- To increase self-confidence
- To encourage to dream big
- To be able to solve problems

Instructions:

Through simple games switch on the light on one person to improve self-confidence. Goal of this session is to help to find a fast and clear solution through your own knowledge. When possible, it would be important the presence of a sport psychologist to observe every participant in order to give advice to be more confident.

At the beginning of the session every participant gives a brief individual presentation telling past basketball experiences explaining future goals. This is why we want to encourage participants to get to know each other.

The facilitator has to show 24 envelopes: every envelope has to be sealed containing one basketball word.

Everyone must take their own envelope and keep it closed.



The facilitator call or draws from the list of participants the first name. The chosen one reads and shows her word to the group. In 2 minutes has to create a logic speech about the meaning of this word (for ex.: "time out" ...how many time outs in a game; who calls it; when call it; how long is it...). The speaker has to talk using a board if needed. But talking and explaining is the main focus The facilitator has to help and push the aspiring coach to speak loudly, without rushing, to have the right body language, using the appropriate words. At the end of 2 minutes, discussion time is open and the other participants can add something. When the first argument is done, the facilitator chooses another person in order to repeat the same game analyzing different words. The facilitator has always to keep in mind time to give space to more people. The remaining time is for questions and discussion time. The facilitator has to tell the participants to keep their envelope sealed for the next sessions. They can open it only when the facilitator will ask for it.

Materials: Markers and basketball board, pens, papers and envelopes, Handout 1, basketball.

Preparation: The facilitator has to prepare 24 single sealed envelopes putting inside words (Handout 1) regarding technical and tactical rules game. Here there is a list of 24 words. It is within the facilitator power to add more words.

Tips for facilitators: This session has to be held in a bright room where everyone has his space, comfortable seats, in circle position. The facilitators has to know name, surname and history of every participants to help and support if needed. The presence of a sports psychologist would be a very important added value.

Material for facilitators: paper, pens, markers, envelopes, fiba rules to be ready for every situation.

HANDOUT 1

24
SECONDS

14
SECONDS

8
SECONDS

5
SECONDS

3
SECONDS

TIME OUT

FREE
THROWS

TRAVELLING

PRESSING

LAY UP

HESITATION

JUMP
SHOOT

CROSSOVER

EUROSTEP

JUMP
BALL

PERSONAL
FOUL

BONUS

OVER
TIME

FLOPPING

REBOUND

INBOUND

NO
CHARGE
AREA

REFEREE

DEFENSE



Session: Group problem solving - Sisterhood

Time: 60 minutes

Group size: 15 participants

Objectives:

- to support personal motivation
- to increase self-confidence
- to encourage to dream big
- to be able to solve problems
- to improve teamwork
- to boost sisterhood

Instructions:

It is the same game of session 2. This time we work with groups of 3. Through teamwork we want to underline the importance of helping and supporting one each other. We want to improve our own confidence through other people's respect and appreciation.

Participants must be sure to keep in their hands the personal sealed envelope of the previous session.

The facilitator creates 5 groups of 3 persons and every group chooses team name and captain. The captain tells her team's name to the facilitator. When the facilitator has all names, calls, or draws the first one. Every person of the group opens their own envelope of the previous session and reads the word. The group has 1 minute to prepare 3 minutes logical speech mixing the three words. They can decide if only one person speaks, or everybody speaks. At the end of 3 minutes, discussion time is open, and the other participants can add something. When the argument is over the facilitator calls another group.

If there is a sport psychologist this is the moment of his point of view. At the end of this session the facilitator gives homework: every participant chooses an argument and prepares a small clinic. She will have 6 minutes to present it during the next session.

Materials:

paper, pens, markers, envelopes, FIBA rules to be ready for every situation.

Tips for facilitators: This session can be held in a bright room. The facilitators have to know the name, surname and history of every participants to help and support if needed. Must memorize groups names.

Session: Be yourself

IV & V & VI SESSION:

Time: 60 minutes

Group size: 15 participant

Objectives:

- To support personal motivation
- To increase self-confident
- To encourage to dream big
- To be able to solve problems
- To train public speaking competences

Instructions:

This is the end of this module. We guess and hope that participants are more confident. Everyone has to be ready to talk to the public. Every participant prepared his own speech at home. This is the time to show their own personality. Everybody, after all the previous sessions, must know the other 14 people. Each person is unique, and it is important that this is recognized by others one. The facilitator calls or draws the first name. The facilitator will ask a volunteer between participants to stand up to say something learnt about the person who is extracted, to support and give strength. Everybody has to be ready to talk about everybody. No scheme is decided before. When the first one has finished talking, the facilitator calls or draws the second one. The sessions is over when 5 participants have talked. No discussion time. Only applause. Other 10 participants will talk the next sessions.

Materials: Markers and basketball board, basketball

Tips for facilitators: This session has to be held at the basketball court. The facilitator has to know name, surname and history of every participant to help and support if needed. Has to give some advices to relators: speak loud, use simple words, talk about something that you really know, change the rhythm of the voice to underline the importance of the moment, open shoulders, never cross arms, look for other people eyes, smile when you can.

Session 1: “The right leader”

THEME: “Different types of leadership”

TIME: 60 minutes

Time allocation:

- Participant introduction game..... 5 minutes
- Leadership brainstorming..... 10 minutes
- Presentation of the 3 types of leadership.....10 minutes
- Role Play.....20 minutes
- Debriefing.....10 minutes
- Closure..... 5 minutes

OVERVIEW: Develop a non-formal educational methodology to improve leadership skills.

OBJECTIVES:

- To learn the 3 types of leadership about communication, behavior and sports performance as coaches.
- To learn to face real game situations and player behavior adapting to the different dynamics that will take place thanks to role play exercises.
- To encourage coaches to pay more attention and train themselves to achieve their ideal leadership for team management.

MATERIALS: 1 Projector, 1 screen or big white wall, 1 laptop for facilitator

GROUP SIZE: 20 people.

PREPARATION: To prepare the meeting area, a large classroom or meeting room is needed to receive a group of approximately 20 people. Each of them must have a chair and table to be able to write or use a laptop computer. For the second part of the session, an open space should be prepared (separating the tables if the class space is not big enough) to carry out the corresponding role plays.

In order to implement this methodology effectively, facilitators should follow these preparation steps:

- Facilitator must have a good understanding of the content to be communicated, the philosophy of leadership and the 3 different types on which their work with players is based, and how to set up and roll out the role play activity to achieve the most learning from the participants.

- The enthusiasm of the facilitator will be decisive in motivating and inspiring their trainees. Facilitators must prepare themselves mentally for the session and try to find the words and the gestures which will encourage the trainees to participate.
- Preparing the necessary working materials.

INSTRUCTIONS:

STEP 1: Participant introduction game (5 minutes)

Intro explanation: Set the agenda and convey expectations for the session.

Script example:

“..Let's start by introducing ourselves with a fun little game this session. Afterwards, we would like to know what your idea is about what good leadership should be, we would like each one to explain what it means to lead a team well. Next, we will talk about the 3 types of leadership that we will touch on in this session and we will put them into practice with role plays, and finally, we will draw conclusions about what we have worked on..”

Participant introduction game: Game dynamics.

“..We are all going to introduce ourselves with a game that consists of saying 3 things about ourselves. 2 of them must be true and 1 must be a lie. The rest of the participants must find out which of the 3 things we have said about ourselves is not true, Did you understand? As an example, I'll start, first, I'm a lawyer, second, I like Lebanese cuisine and third, I don't have a driver's license...”

“..After working on the role plays of game situations, we will dedicate some time to resolve doubts and answer questions that you may have about the content worked on..”

Tips for facilitators:

-It is important to focus on creating a relaxed environment that encourages participants to want to participate and give their opinion. Break the ice!

STEP 2: Leadership brainstorming (10 minutes)

Intro explanation: Participants must briefly explain what types of leadership they know and develop their idea. It is important to distribute the time of each participant well so that everyone can speak. From each participant we should have a clear answer as to what is the type of leadership with which they identify most or that they are carrying out.

Script example:

“..In the next 10 minutes, we want to know what qualities you value in a leader, what you think a leader should have to get the most out of his or her team. We are 20 people and we would like to listen to everyone, so we ask you to be concise so that everyone has time to speak...”

Tips for facilitators:

- We must encourage the participation of everyone, so we must control the intervention of each one.

STEP 3: Presentation of the 3 types of leadership (10 minutes)

Intro explanation: The objective of this section of the session is to explain clearly and in detail the 3 types of leadership that we identify as existing in team management.

- *Authoritarian leadership.*

The trainer determines all the actions to follow (exercises, tasks, rules, etc.). She personalizes the criticism received and, as a general rule, does not accept it.

Players are a means to achieve goals.

- *“Laisser fer” leadership.*

The coach does not attempt to regulate or regulate the group's course of action. The leader provides the information requested and is a mere observer. He grants absolute freedom of decision to the group.

- *Democratic leadership.*

The leader designs the general steps towards the objective and, when he requires technical assistance or of any other type, suggests the possible alternatives that can be chosen. Group members have decision-making power over certain tasks, previously defined by the leader.

All leaders tend to follow one of these three types of leadership, although no one has the magic recipe for which type of leadership is best. We believe that the three types of leadership can be carried out in the same group, depending on the moment of the season in which we are, the time that the leader has been with the group and the characteristics of the group (is different a team of minibasket than a senior one, or a formation team than a professional team). In this way, a leader can choose any of the three leadership styles, depending on the circumstance in which he finds himself and that allows him to better adapt to the situation in which he finds himself.

A good definition of leading is:

"Getting players to do what we want them to do and make them think they've done it for themselves."

STEP 4: Role Play (20 minutes)

Intro explanation: The work on the usual situations with the team in terms of communication, we propose to carry out role plays where we will simulate these situations. These role plays will be divided into three blocks: Authoritarian leadership, Laisser fer leadership and Democratic leadership. In each of these blocks we will work on the situations that occur between players and coaches, where communication and interaction take place.

To work on these situations with role plays, we will do a first, simple example, so that the group of session participants understand what we are going to work on. A simple situation such as a lack of respect between players, or a lack of effort when performing a court exercise can be useful for the participants to gain confidence with the exercise that they will carry out later.

Once we have carried out the first example with 2/3 volunteers, we will make groups of 2/3 so that everyone can work on the contents. In the last 5 minutes of this section, the facilitator will choose 2 groups to represent a team situation that is interesting for the rest to see. Here, as facilitators, we can choose the group by how they have done it during the exercise or choose the content that has been more interesting or complicated to apply.

Script example:

"..We are going to work on the situations that can occur in group or team dynamics and in which we can be involved as coaches. We are going to do it through role plays and we will all participate, we will put ourselves in the shoes of the player, the coach and, of course, the referee if we find ourselves in a game situation. It is very important to understand and empathize with all the actors involved in a team or game.."

“..We have distributed the situations where we will use one of the types of leadership that we have learned in 3 parts or moments, these situations can be in a game or training session, in the locker room or in some other situation in which the team is representing its club. Each of them have different circumstances and objectives that we should try to achieve using these leadership skills..”

Role Play 1:

We will start with a fairly common one, one of the participants will play the role of a player who thinks he/she has suffered a foul and the referee has not called the foul. The player gets angry and protests to the referee.

Role Play 2:

While the players have been showering in the locker rooms, playing with each other, they have broken equipment from the sports facility. The coach wants to find out what happened and who was responsible. The players refuse to denounce the perpetrator(s).

Role Play 3:

During the training session, 2 players on the team got into an argument and training was interrupted.

Role Play 4:

During the training session, the team's performance is not as expected, especially from the 3 players with a more important role.

Role Play 5:

During a team trip, there are players who repeatedly lack punctuality.

In these 5 examples we should use the 3 types of leadership to see which one can adapt best and see which the participants feel most comfortable with.

Tips for facilitators:

The facilitator can ask the participants if they want to propose any other situation to work on through role play.

STEP 5: Debriefing and evaluation (10 minutes)

During this debriefing phase, the facilitator should try to make trainees think about what they have worked on in the role plays.

“..What would you do in a conflict situation over a player's protests?..”

“..What should we do in the face of repeated protests?..”

“..What do you think is the area that you should work on more? Listen? Empathize? Explain?..”

Tips for facilitators:

-It is not the role of the facilitator to give the answers to these questions, but to encourage the trainees to find the answers themselves; in this way the facilitator will check if the participant has learned the content explained.

-Formulate questions in an open-ended way, forcing the trainees to think of their opinion instead of saying just yes or no.

-Try to involve as many trainees as possible, sometimes it is necessary to invite a quieter participant to give an opinion.

STEP 6: Closure (5 minutes)

Summarize at the end of the session.

“..Can you tell me what do you think is most important for you to remember of this session?..”

And finally, ask the trainees to give one word describing their impression of the session. The facilitator has to prepare one word too and contribute it at the end.

Session 2: Basketball relationships

THEME: “Relationships”

TIME: 60 minutes

Time allocation:

- Participant introduction game..... 5 minutes
- Relationships brainstorming exercise..... 10 minutes
- Presentation of the Relationships content.....10 minutes
- Role Play.....20 minutes
- Debriefing.....10 minutes
- Closure..... 5 minutes

OVERVIEW: Develop a non-formal educational methodology to improve communication skills.

OBJECTIVES:

- To create a guide that accompanies female basketball coaches in their development as coaches.
- To face real situations of interaction between the different actors of our daily activity as coaches thanks to role play exercises.
- To encourage coaches to pay more attention and train themselves to achieve their ideal communications skills for basketball environment.

MATERIALS:

To prepare the meeting area, a large classroom or meeting room is needed to receive a group of approximately 20 people. Each of them must have a chair and table to be able to write or use a laptop computer. For the second part of the session, an open space should be prepared (separating the tables if the class space is not big enough) to carry out the corresponding role plays. Set-Up:

- 1 Projector
- 1 Screen or big white wall
- 1 laptop for facilitator
- 4 large papers

GROUP SIZE: 20 people.

PREPARATION:

In order to implement this methodology effectively, facilitators should follow these preparation steps:

- Facilitator must have a good understanding of the content to be communicated, be familiar with the situations that occur with the 4 main actors in our activity as coaches, and how to set up and roll out the role play activity to achieve the most learning from the participants.
- The enthusiasm of the facilitator will be decisive in motivating and inspiring their trainees. Facilitators must prepare themselves mentally for the session and try to find the words and the gestures which will encourage the trainees to participate.
- Preparing the necessary working materials.

INSTRUCTIONS:

STEP 1: Participant introduction game (5 minutes)

Intro explanation: Set the agenda and convey expectations for the session.

Script example:

“..Let's start by introducing ourselves with a fun little game this session. Afterwards, we would like that each participant contributed their opinion and experience as a coach in the relationship with players, parents, directors and referees, to do this we will carry out a group brainstorming exercise. Next, we will present the content of this very important section, developing the relationship with each of the 4 actors that we have established and we will put them into practice with role plays, and finally, we will draw conclusions about what we have worked on..”

Participant introduction game: Game dynamics.

“..We are all going to introduce ourselves with a game that consists of saying 3 things about ourselves. 2 of them must be true and 1 must be a lie. The rest of the participants must find out which of the 3 things we have said about ourselves is not true, Did you understand? As an example, I'll start, first, I'm a lawyer, second, I like Lebanese cuisine and third, I don't have a driver's license...”

Tips for facilitators:

It is important to focus on creating a relaxed environment that encourages participants to want to participate and give their opinion. Break the ice!

STEP 2: Relationships brainstorming exercise (10 minutes)

Intro explanation: Participants will take part in a brainstorming exercise where the main objective is to capture the most important and relevant in her relationship with players, parents, board of directors/sports director and referees.

To carry out this exercise we will need 4 large sheets of paper so that participants can write the most important points in their relationship with the 4 previously mentioned actors.

Script example:

“..In the next 10 minutes, we want all participants to write on the sheets distributed in the room what you think is most important in our relationship with each of the following actors: Players, parents, board of directors/sports director and referees, people or positions that we encounter in our daily lives as coaches. We are 20 people and we want you all to participate and contribute your point of view...”

Tips for facilitators:

We must encourage the participation of everyone, so we should make sure that everyone contributes their ideas and puts them on the sheets.

STEP 3: Presentation of the Relationships content (10 minutes)

Intro explanation: The objective of this section of the session is to explain clearly and in detail all related to the relationship that we will maintain with all existing actors. We will divide the topic into 4 very important aspects for the development of the basketball coach, based on their relationship with the 4 main groups of people with whom they will interact in the performance of their basketball coaching activities:

- 1) PLAYERS.
- 2) PARENTS.
- 3) BOARD OF DIRECTORS/SPORTS DIRECTORS.
- 4) REFEREES.

1) PLAYERS

It is the most important group, as it will be the one with which you spend the most time and with which the coaches will have the most interactions.

The main objective that a basketball coach must have is to **GIVE AN EXAMPLE** to all her players. This is a very general concept, but it is very important for the trainer to achieve the main objective of any director of human groups: to become the **LEADER** of the group.

The main idea of **GIVING AN EXAMPLE** is that in all the actions and communications carried out by the coach they follow the idea of being an example of behavior and attitude. This is a very complicated way of acting, so it is very important that the coach is fully aware of always acting as an example to her players, until she manages to acquire the habit of setting an example in all her actions and behaviors.

Another important aspect of a basketball coach is **ASSIGNING ROLES** to her players. It is about granting functions and responsibilities to its players with the aim of becoming a **TEAM**. The assignment of roles, previously created reflexively for each player, must be communicated to each player, as well as understood and accepted by each one of the players. It is desirable that the role assignment is flexible, since both the players and the team evolve during the season.

A good assignment of roles will allow each one of the players to become an important piece for the team, that adds and contributes to the construction of the team, within their possibilities. The objective is to achieve the **CREATION OF A TEAM**, possibly the most difficult function of a basketball coach. With the **CREATION OF A TEAM**, we mean that all the members of the team go in the same direction, that they all add up and help to achieve the team's objectives, led by the coach. This is a very difficult job, since the basketball player is selfish by nature, and it is achieved with the perseverance and continuity over time of the coach, and her technical staff, in all their actions and activities with the team in the management of 12 different egos. Getting to **CREATE A TEAM** can take months, in the best of cases, and even more than a season, so the coach must remain patient and be constant in her actions. For this, the two aspects mentioned above are of vital importance:

- **GIVE EXAMPLE** in all their actions, fundamental for the **CREATION OF A TEAM**.

- **ASSIGN ROLES**, reflectively, to each of the players, according to the characteristics of each player, to ensure that each player adds and contributes to the team, within their possibilities, and that the sum of all the efforts of the players go in the same direction: the achievement of the group's objectives.

Phil Jackson, coach of the 6-time NBA champion Chicago Bulls, among other teams, often read the following passage from Rudyard Kipling's "The Second Jungle Book" to Michael Jordan's team:

"Now this is the Law of the Jungle,
as old and as true as heaven;
and the wolf that maintains it will prosper,
and the wolf that breaks it must die.
Like the vine that encircles the trunk of the tree,
the law works back and forth,
since the strength of the pack is the wolf,
and the strength of the wolf is the pack."

It will also help the **CREATION OF A TEAM** to transmit to the players values such as **RESPECT, SOLIDARITY, DISCIPLINE** and the **CULTURE OF EFFORT**.

COMMUNICATION is another key factor for a basketball coach. The clearer and more concise it is, the more effective it will be. **BODY LANGUAGE** is very important and will help overall communication. A coach leaning on the support of a basket or looking at the mobile phone while the team trains is very harmful, since the **EXAMPLE** that she is giving is completely the opposite of what we discussed at the beginning. **EMPATHY** is essential to achieve good communication with the players and with the Technical Staff.

CORRECTION is a very important factor for a basketball coach, since another of her main objectives is to get her players to improve as much as possible within her possibilities. There is a lot of talk about "team coaches" and "player coaches", often separating both concepts, when they can really occur in the same coach.

In the **CORRECTION** you have to find the balance: if it is applied in excess, the player can become saturated and even frustrated; if it is not applied, the player can perform a movement in the wrong way many times, acquiring a bad habit that is very difficult to eradicate later.

Finally, we will highlight 3 aspects that can help the basketball coach in the development of her functions:

- The **IMAGE**: it is very important to go to training in sportswear, to continue to **GIVE AN EXAMPLE**. There is a saying widely used among coaches and Technical Directors: "Not only do you have to be a good coach, you also have to look like one." We all know a coach who seems like a good coach and in reality is not.

- **EDUCATE IN THE COMPETITION:** it is about teaching, educating the players from the point of view of the competition. Training and competition are not separate, nor should they be at odds. In a training team, education and teaching must be a priority, without forgetting the competition. In a professional or elite team, competition is a priority, but without ruling out the training of the players, since there are no professional or elite players who know everything.
- Create some **RULES OF BEHAVIOR**, will help to achieve the main objective of a basketball coach: **CREATION OF A TEAM.**

2) PARENTS

This group has its raison for being in the training teams. Today, parents are increasingly having more influence on basketball teams. The relationship with the parents must be fluid and continuous over time, but it is also very important to maintain a certain **DISTANCE** to avoid breaches of trust by the parents, since more and more they try to influence the work of a coach.

It is convenient to hold a meeting at the beginning of the season to explain the objectives of the group and encourage them to get to know each other. Creating a WhatsApp group facilitates the communication of the most objective aspects: staying for a match, information on extraordinary activities (such as participation in a Tournament, activities outside the usual team dynamics), schedule changes, etc. You have to be very careful with the WhatsApp group, as it can generate many conflicts, since there are parents who use it to give opinions that can be very toxic for the team and generate conflicts out of the blue. These opinions usually do not dare to make them directly to the face of the coach.

When a conflict arises with a player, the first thing to do is talk to the player individually to try to resolve the conflict. If the conflict still remains, the next step will be to meet with the player's parents to resolve the conflict. If it is not possible either, go to the Sports Director to help us solve the problem.

It is very important to detect the conflict in time, and act quickly, so that it does not drag on over time and the problem becomes entrenched and exacerbated. An experienced trainer often anticipates the problem, detecting it when it is incubating.

Finally, **EMPATHY** is once again fundamental, because if we put ourselves in the place of parents, they want the best for their children, even though sometimes we think that they are attacking us with the ways they can use when addressing the coaches, since they are very angry because their son is too.

3) BOARD OF DIRECTORS/SPORTS DIRECTORS

It is essential to maintain a good relationship with the Club's Board of Directors, as well as with its Sports Directors, in order to work and develop the activities of the coach in an optimal way.

The saying "You don't just have to be a good coach, you also have to look like one" is very important in this group, since there are excellent coaches who focus only on their team, regardless of their relationship with the rest of the Club, and this ends harming them, because the relationship with the Club, especially with the Sports Directors and the Board of Directors, does not exist or is not good. And conversely, there are mediocre or even bad coaches who have a very good personal relationship with the Technical Director or with a member of the Board of Directors, and they prosper more than the excellent coach, who is not related to the Club.

Knowing the **PHILOSOPHY OF THE CLUB**, both gaming and social, is essential to carry out their work and maintain a good relationship with the Club. The basketball coach has to adapt her game philosophy to the Club's game philosophy.

The figure of the Sports Director is essential for any coach. He/she is the person who normally places his/her trust in the coach to lead the Club team. For the relationship between the two to work, it is very important to see the Sports Directors as an experienced ally that will help us in the development of our activity. Therefore, it is essential to follow his instructions, accept his corrections, to achieve a relationship of trust between both parties. The Sports Directors will guide the coach and help her in the event of possible conflicts and problems.

4) REFEREES

The referee is an indispensable part of basketball. Without the referees, the games would be chaos and there would be no basketball as we know it today. They have always been and always will be.

The first aspect to take into account, and the most important, is **RESPECT** for the arbitration team. The mental exercise consisting of the coach imagining that she is going to referee the game is very useful. Surely, many of the coaches will not find it very pleasant to have to referee the game instead of directing their team.

An action that greatly facilitates the relationship with the referees is to reaffirm a correct decision that the referees have just made and that the player believes that they have made a mistake, when it is the player who made a mistake. This action is doubly positive:

-On the one hand, we correct and teach the player who believes, for example, that he has not taken steps, when he really has. And we explain why he has made steps.

-On the other hand, we began to win over the referee and gain his trust. If we repeat it one more time, we will have earned the trust of the referee.

Protests must be respectful and with arguments, that is, we have to be totally convinced that the referee was wrong, in order to claim the action. If before we have reaffirmed any of his decisions, when the player does not agree, the protest will have more effect.

The important thing is not to generate controversy with the referees and, on many occasions, before causing discomfort in the referees with a protest, it is better to leave the protest and, when there is a stoppage in the game, speak to the referee alone and comment coldly his/her decision.

With respect to the players, it must be made very clear to them that the referees make mistakes, just like the players and the coaches, and that the players have to maintain their concentration on the game, even if it annoys them and, a lot, when they are called for actions that they are not. This, like everything, can also be trained: making voluntary errors in the arbitrations made by the coaches in training matches, previously warning the players that we will voluntarily make mistakes in refereeing so that they can maintain their concentration on the game. In this way, we must make it clear to them that the protests are made by the coaches and that they are dedicated to playing. A mistake by the referee can't get them out of the game, it shouldn't bother their day. It is also convenient to greet the referees before and after the game.

STEP 4: Role Play (20 minutes)

Intro explanation: The work on the usual situations with the team in terms of communication, we propose to carry out role plays where we will simulate these situations. These role plays will be divided into four blocks: Players, Parents, Board/Sports director and referees. In each of these blocks we will work on the situations that occur between them in terms of communication depending on the type of relationship.

To work on these situations with role plays, we will do a first, simple example, so that the group of session participants understand what we are going to work on. A simple situation such as a complaint of parents because their daughter does not play many minutes, or the discussion with the sports director due to differences in the competition approach can be useful for the participants to gain confidence with the exercise that they will carry out later.

Once we have carried out the first example with 2/3 volunteers, we will make groups of 2/3 so that everyone can work on the contents. In the last 5 minutes of this section, the facilitator will choose 2 groups to represent a team situation that is interesting for the rest to see. Here, as facilitators, we can choose the group by how they have done it during the exercise or choose the content that has been more interesting or complicated to apply.

Script example:

“..We are going to work on the situations that can occur in our relationship with players, parents, board/Sports director and referees which we can be involved as coaches. We are going to do it through role plays and we will all participate, we will put ourselves in the shoes of the player, the parents, the sports directors, referees and, of course of coaches. It is very important to understand and empathize with all the actors involved in this exercise..”

“..We have distributed the situations in the 4 types of actors that we are analyzing and these situations can be in at different moments of our activity as basketball coaches. Each of them have different circumstances and objectives that we should try to achieve using these communication skills mainly..”

Role Play 1:

We will start with a fairly common one, one of the participants will play the role of a player who thinks he should play more than he usually plays and asks us for explanations.

Role Play 2:

The second role play will feature parents who complain about the bad behavior of a teammate with their daughter, who is sad and worried about this situation and she doesn't want to train again.

Tips for facilitators:

The facilitator can ask the participants if they want to propose any other situation to work on through role play.

STEP 5: Debriefing and evaluation (10 minutes)

During this debriefing phase, the facilitator should try to make trainees think about what they have worked on in the role plays.

“..What would you do in a conflict situation?..”

“..What should we do in the face of repeated protests of players, parents, etc..?..”

“..What do you think is the area that you should work on more? Listen? Empathize? Explain?..”

Tips for facilitators:

-It is not the role of the facilitator to give the answers to these questions, but to encourage the trainees to find the answers themselves; in this way the facilitator will check if the participant has learned the content explained.

-Formulate questions in an open-ended way, forcing the trainees to think of their opinion instead of saying just yes or no.

-Try to involve as many trainees as possible, sometimes it is necessary to invite a quieter participant to give an opinion.

STEP 6: Closure (5 minutes)

Summarize at the end of the session.

“..Can you tell me what do you think is most important for you to remember of this session?..”

And finally, ask the trainees to give one word describing their impression of the session. The facilitator has to prepare one word too and contribute it at the end.

About Erasmus + Sport

The aim of Erasmus+, as a program, is to support the educational, professional and personal development of people in education, training, youth and sport, to contribute to sustainable growth, quality jobs and social cohesion, to drive innovation and to strengthen European identity and active citizenship.

Erasmus+ actions in the field of sport promote participation in sport, physical activity, and voluntary activities.

They are designed to tackle societal and sport-related challenges. Opportunities are available for organizations under 3 Calls which address these challenges.

A specific call on Capacity Building in the field of sport is also available as of 2022. It targets EU Member States and third countries associated to the Program (previously called Program countries) and the Western Balkans.

The actions

Cooperation Partnerships

Designed for organizations to develop and implement joint activities to promote (among others) sport and physical activity, as well as deal with threats to the integrity of sport (such as doping or match-fixing), promote dual careers for athletes, improve good governance, and foster tolerance and social inclusion.

Small-scale Partnerships

For grassroots organizations, less experienced organizations and newcomers to the Program. Small-Scale Partnerships have simpler administration, smaller grants and shorter durations than Cooperation Partnerships.

Not-for-profit European Sport Events

Designed to encourage sporting activity, implement EU strategies for social inclusion through sport, foster volunteering in sport, fight against discrimination and encourage participation in sport and physical activity.

Capacity Building in the field of sport

Capacity-building projects are international cooperation projects based on multilateral partnerships between organizations active in the field of sport in EU Member States and third countries associated to the Program (previously called Program countries) and the Western Balkans. They aim to support sport activities and policies in as a vehicle to promote values as well as an educational tool to promote the personal and social development of individuals and build more cohesive communities.

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