

9 Training and education



► **Planning and organising gender training for coaches, trainers, officials and decision makers in sports organisations and/or ensuring that all training opportunities adopt a gender-sensitive approach**



► Free sport education and training practices and material from explicit and implicit gender stereotypes and sexism

► Organise training and education programmes on gender equality dedicated to sport and sports organisations



Training and education are powerful tools for raising awareness of, exploring and combating gender inequalities and existing stereotypes. Training can focus specifically on gender equality, but all training can also be tailored to take into account the respective situations of women and girls, men and boys, and of the factors favouring the participation of one group over another in the sports world.

ON YOUR MARKS

Understand the issue

Generally, education and training activities do not consider gender equality aspects as relevant while they should be included both in content and practicalities. Specific training on gender equality is also effective at raising awareness and informing people in charge of sports organisations' management and activities.

Key elements to consider

- Practical aspects: time, venue, participation (notably ensuring gender-balanced participation in specific gender equality training).
- Relevance of gender equality aspects in any training.
- Specific issues in relation to gender equality that must be addressed.
- Specific gender equality training raises awareness and addresses gender equality issues in a specific area.

Gender-blind training assumes wrongly that differences between men/women and girls/boys, whether biological, social or cultural, are not relevant for their specific purpose. As a consequence, such training can contribute to perpetuating sex-based discriminations as well as traditional gender roles and stereotypes.

TAKE ACTION

Prepare

Practicalities

■ **Schedule:** avoid busy family time (early evenings, school holidays, etc.) and enquire informally about appropriate timing for your target group, making sure that you are not excluding some groups (such as people with caring responsibilities or without private cars).

■ **Venue:** safety and comfortable and easy access should be paramount for the choice of venue. Prefer locally organised training. If possible, organise common transportation solutions (for example, car-sharing) to facilitate participation for all, including people with disabilities, without private travel means, etc.

■ **Participation:** who is the training for?

▶ **Be inclusive** when considering potential attendees. For example, if the training is for coaches from your sporting organisation, can you extend your invitation to coaches from other sporting fields? Or to potential future coaches, such as athletes (male and female) in your discipline and outside of it?

▶ **Be attractive** to the under-represented sex, for example, avoid using prerequisites (competences, experience, etc.) as criteria that can discourage participation by the under-represented sex.

▶ **Be attentive** to the fact that the price of the training might exclude some targeted groups. Explore different pricing options and/or external financial support for reducing attendance costs.

▶ For **specific gender equality training:** ensure the **participation of leaders** from within the organisation to send a clear message about how important the training is.

▶ **Set targets in terms of the characteristics of people attending**, including a gender balance of participants. For example, request all invited organisations to send one man and one woman to reach a gender-balanced group.

Topics

■ **Relevance of gender equality in all training/education.** For example, training/education to become a certified coach should question what a “good coach” is considered to be, what qualities are required, how these qualities are assessed, which traits are usually attributed to male and female coaches, etc.

■ **What are the needs of male and female participants in terms of skills and knowledge?** For example: assertiveness in leadership is generally valued positively in men but negatively in women. So, training in leadership can first explore different ways to be a leader and how to react when leadership is contested.

■ **What support material can you use to design your training?** For example, contacting a gender equality trainer for the preparation of the training or even considering some co-supervision of sessions. Check manuals on gender-sensitive training and/or publications on gender issues on the topic of your training.

■ **See if specific issues relating to gender can be raised.** For example, the qualification training for coaches should also address violence and harassment between teammates.

■ **Look at ways to integrate a gender-sensitive approach to the training content.** For example, in training on coaching skills, reflect on the skills that are actually needed in technical but also human terms: the techniques for passing on knowledge to learners but also the softer skills such as empathy, the capacity to listen, understand and motivate, which can make a difference. Do not hesitate to plan a session on specific gender-related barriers, for example issues that a female coach can face in order to be accepted by a male team.

■ **Specific gender equality training** should be organised, such as training for certified coaches focusing on developing gender-sensitive coaching techniques. Ensure that the training includes specific content on preventing and combating gender-based violence in sport.

During the training

Methodology

- Participative methods have the greatest potential to ensure that all voices and opinions can be expressed. For example, ask your audience to share their own experiences at every opportunity.

- Set out the rules: an equal voice for all, listening to others, respectful exchanges, no sexist humour.

- Make people aware about their representations of men and women and boys and girls to help them change their attitude (for example, “would you say the same for/to a female coach?”)

Support material

- Illustrate your points with sex-disaggregated data as much as possible.

- Use pictures, diagrams or illustrations that do not reinforce gender stereotypes.

After the training

- Look back at the number of participants sorted by sex and by any other relevant characteristic, for example by age, disability or level of responsibility.

- If a selection process for participants has taken place, how many men/women applied and how many were selected to participate in the training?

- Reflect on the dynamic of the group, previous knowledge and the topics covered.

- Analyse the answers to the evaluation questionnaire to assess how effective the training has been and if any need was not covered. Sort the answers by sex and by any other relevant characteristics.

EXAMPLES

TRAINING AND EDUCATIONAL MATERIAL ON CO-EDUCATIONAL PRACTICES

Organisation responsible: High Council for Sports (Spain)

Country: Spain

Target: physical education teachers and sports trainers

The High Council for Sports has devised educational materials and organises training courses to teach PE teachers and sports trainers about good co-educational practices.

It is still very common in PE classes for teachers to decide on the different activities for girls and boys by following stereotyped patterns.

That is why the High Council for Sports has created educational materials (in a digital format) and offers training free of charge to PE teachers on the topic.



For more information on these examples and to find out about other practices and resources, take a look at the ALL IN online library¹.

¹ <https://pjp-eu.coe.int/en/web/gender-equality-in-sport/online-library>

 **Notes**

ALL IN: Towards gender balance in sport (Erasmus +)

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