



Promoting Gender Equality in Sports Leadership

# GENDERWISE

## GENDERWISE EDUCATIONAL PROGRAM

### AUTHORS:



**Project acronym:**

GENDERWISE

**Project title:**

GENDERWISE - Gender Equality, New Directions, Education, Resilience, Women's Initiatives, Support, Empowerment

**Project N°:**

101183374

**Sub-programme or KA:**

ERASMUS-SPORT-2024, KA220

**Website:** [www.genderwise.eu](http://www.genderwise.eu)**Consortium:**

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## Contents

|   |    |
|---|----|
| PART I. GENERAL SECTION .....                     | 4  |
| PART II. MODULES AND LEARNING OUTCOMES .....      | 11 |
| PART III. – OVERVIEW OF EACH SPECIFIC MODULE..... | 16 |

**PART I. GENERAL SECTION**

| <b>GENERAL INFORMATION</b>                        |  |
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| <b>Sector</b>                                     | Sport and Education with a thematic focus on <b>Gender Equality, Inclusion, and Dual Careers</b>   |
| <b>Program title</b>                              | GENDERWISE – women's leadership and gender equality in sport   |
| <b>Program type</b>                               | Non-formal education program – online modular learning (MOOC format)   |
| <b>Requirements for enrollment in the program</b> | <p>Enrollment in the GENDERWISE Educational Program is open to <b>young female athletes aged 14 to 26</b>, as well as women interested in strengthening their leadership, coaching, and professional skills within the sports sector. Participants should have a general interest in gender equality, personal development, or career advancement in sport, even though the program is not limited to that, as the participants can learn and be motivated through the program itself.</p> <p>To enroll, each participant will need to <b>create an account on the GENDERWISE online learning platform</b> and be able to access the program using an electronic device with a stable internet connection. Basic familiarity with digital tools is recommended, as the program includes video materials, quizzes, and other interactive elements.</p> <p>The program is available in <b>six languages</b>:</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Croatian</li> <li>• Greek</li> <li>• Portuguese</li> <li>• Finnish</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Ukrainian</li> </ul> <p>No prior formal qualifications are required. The program is open to participants from diverse educational and sports backgrounds who wish to engage in a structured, non-formal learning experience.</p>   |
| <b>Terms and conditions for completing the program</b> | <p>To successfully complete the GENDERWISE Educational Program, participants must engage with all required learning materials and activities included in each module. This includes watching all instructional videos, completing reading materials, and participating in interactive elements such as quizzes, reflection questions, or short tasks provided throughout the program.</p> <p>Each module contains a short assessment aimed at verifying the participant’s understanding of the key concepts and skills. All module-level assessments must be completed to progress through the program. After finishing all six modules, participants are required to complete a <b>final assessment</b>, which serves as the concluding verification of the acquired knowledge and competencies.</p> <p>A certificate of completion will be issued only to participants who have fulfilled <b>all</b> academic requirements and assessment components.</p> |
| <b>Duration and teaching/learning methods</b>          | <p>The GENDERWISE Educational Program has a total duration of 24 school hours (1 school hour = 45 minutes), organised into six modules of 4 school hours each (approximately 18 hours in total). Learners are recommended to complete the programme within <b>8–10 weeks</b>, depending on availability and learning pace. This timeframe corresponds to an average pace of <b>one module every 1–2 weeks</b> and also takes into account the time that may be needed for mentoring sessions, guidance, and additional learning activities associated with</p>  |

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|   | <p>the programme. Learners may, of course, opt for a different pace that better fits their individual responsibilities, obligations, and schedules.</p> <p>The program is delivered in a <b>self-paced online format</b>, structured around the principles of MOOC-based learning. Across all modules, teaching and learning methods include short instructional videos, illustrated readings, infographics, case studies, guided reflection tasks, and practical “do-it-yourself” exercises. Interactive quizzes are incorporated into each learning unit to support knowledge retention and track progress.</p> <p>Learners move through a clear sequence of activities - watch, explore, apply, and reflect - designed to encourage gradual skill development and personal engagement with the topics. Each module concludes with a short assessment, ensuring alignment with the defined learning outcomes. The complete course/program concludes with one final assessment based on which the certificate is issued.</p> |
| <p><b>Tools, materials, and learning environment required for the implementation of the program</b></p> | <p>The GENDERWISE Educational Program is designed primarily for <b>self-paced online learning</b> and requires only basic digital tools. Participants need access to a <b>computer, tablet, or smartphone</b> with a stable internet connection and a <b>modern web browser</b> capable of displaying videos, interactive elements, and PDF materials. A simple <b>PDF reader</b> and a <b>video player with subtitle support</b> are also needed to access the provided resources.</p> <p>All learning materials, including videos, readings, infographics, quizzes, and worksheets, are available directly on the GENDERWISE online platform. The interface supports easy navigation, progress tracking, and flexible engagement with the content. Learners may also benefit from using a personal notebook or digital note-taking tool for reflections and tasks.</p>  |

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|   | <p>Although the program is designed for online delivery, it may also be implemented in <b>facilitated, in-person or blended learning settings</b>. In such cases, delivery should be led by <b>experts or trainers</b> who have sufficient knowledge of gender equality, leadership, and the specific topics covered in the modules. These facilitators should be familiar with the program structure and materials to ensure accurate and effective teaching.</p> |
| <p><b>Competencies to be acquired through the program</b></p>   |  |
| <p>This section provides a <b>summarized overview</b> of the competencies developed throughout the GENDERWISE Educational Program. The detailed and complete list of competencies is provided separately within each individual module.</p> <p>Throughout the GENDERWISE Educational Program, participants develop a broad range of competencies that support inclusive, ethical, and gender-responsive practice in sport, including:</p> <ul style="list-style-type: none"> <li>• The program strengthens their ability to recognise and address gender stereotypes, barriers, and discriminatory practices, while fostering the knowledge and confidence needed to promote gender equality in coaching, leadership, governance, and organisational settings.</li> <li>• Participants enhance their communication, collaboration, and decision-making skills, learn to design and implement gender-responsive strategies and action plans, and develop the capacity to support equitable participation and career advancement in sport.</li> <li>• The program also builds competencies in social responsibility, stakeholder engagement, and sustainable project planning, alongside personal skills such as self-reflection, emotional intelligence, and the ability to support and mentor others.</li> </ul> <p>Together, these competencies enable learners to contribute to more inclusive, fair, and supportive environments across the sports sector.</p> |  |
| <p><b>Quality management and quality of the implementation of the program (proposed)</b></p>  | <p>The quality of the GENDERWISE Educational Program is ensured through a combination of structured planning, continuous monitoring, and systematic feedback mechanisms. Quality</p>   |

**approach, methods,  
activities, tools, etc.)**

management begins at the design stage, where each module follows a consistent structure, clear learning outcomes, and evidence-based content aligned with the program’s objectives. All materials undergo internal review by partners with subject-matter expertise to ensure accuracy, relevance, and alignment with gender-equality and inclusion principles, but also external expert evaluation before the content is finally approved.

Throughout implementation, learners’ progress and engagement are monitored through platform analytics, including module completion rates, quiz performance, and interaction with learning materials. These insights help identify areas where content clarity or pacing may need adjustment. Each module includes built-in feedback opportunities, such as short surveys, rating tools, reflection questions, or optional comments, enabling participants to share their experiences and suggest improvements.

Quality is further supported through user testing prior to full rollout. A small group of target learners or pilot participants reviews selected modules to assess clarity, usability, accessibility, and overall learning experience. Their feedback informs final revisions before the program is made publicly available.

All learning materials follow accessibility guidelines, ensuring that videos, readings, and interactive elements are functional, understandable, and usable across different devices. Technical checks (video playback, quiz functionality, downloadable materials, navigation flow) are performed regularly to maintain a smooth learner experience.

After full implementation, a final evaluation gathers structured feedback on the program’s content, structure, usability, and impact.

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|   | <p>Results from this evaluation guide future updates, ensuring the program remains relevant, effective, and user-centred.</p>   |
| <p><b>Date of the final version of the program</b></p>                | <p><b><u>14. 1. 2026.</u></b></p>   |
| <p><b>Methods and examples of assessment of learning outcomes</b></p> | <p>Assessment in the GENDERWISE Educational Program follows a structured approach applied consistently across all six modules. Each module is organised into several learning units, with assessment activities embedded throughout the learning process to ensure gradual mastery of the content, encourage critical reflection, and support independent application of knowledge.</p> <p><b>Formative assessment</b> is integrated into every module and includes reflective questions, and practical exercises. <b>Reflective prompts</b>, usually <b>1-3 questions</b>, guide learners in examining their own experiences and connecting the material to real situations in sport. Some modules also include scenario-based exercises, self-assessment checklists, or small real-life application tasks designed to reinforce understanding and encourage active use of new competencies.</p> <p><b>At the end of each module</b>, learners complete a summative assessment in the form of a final quiz, generally consisting of <b>10-20</b> questions. These final quizzes combine multiple-choice items, true/false statements, ranking tasks, and scenario-based choices to evaluate both factual knowledge and the ability to apply concepts to realistic or simulated situations. Successful completion of the final quiz is required for advancing through the program. A minimum score of <b>90% correct answers</b> is required to pass.</p> <p>Together, these assessment components ensure a coherent and supportive learning progression, reinforce essential concepts, and</p> |

help learners develop the practical skills and critical awareness required for inclusive and gender-responsive practice in sport.

**Key assessment components (summary):**

- Reflective questions: 1-3 prompts at the end of subunits
- Scenario-based tasks: short applied activities integrated into selected units
- Application exercises: micro-tasks or real-life challenges within modules
- Self-assessment tools: checklists or progress ratings in selected modules
- Peer-review activities: used where deeper reflection or comparison is beneficial
- Action-planning tasks: small strategy or planning assignments in relevant modules
- Final module quiz: 10-20 questions assessing cumulative learning and application

**PART II. MODULES AND LEARNING OUTCOMES**

| No. | MODULE TITLE                                   | SET OF LEARNING OUTCOMES  | DURATION (HOURS) |                                  |       |
|-----|--|---|------------------|----------------------------------|-------|
|     |  |   | LEARNING PROCESS | PRACTICE/ REFLECTION/ ASSESSMENT | TOTAL |
| 1.  | Gender sensitivity and inclusivity in coaching | <ul style="list-style-type: none"> <li>To demonstrate an understanding of the principles of gender equality in sport and to analyse the impact of stereotypes and barriers on coaching roles and professional opportunities for women and men.</li> <li>To identify discriminatory practices in coaching activities and to adapt the coaching style in accordance with the principles of gender sensitivity.</li> <li>To analyse gender equality policies and strategies in sport and to implement</li> </ul> | 2h               | 1h                               | 3h    |

|    |   |   |    |    |    |
|----|---|---|----|----|----|
|    |   | <p>initiatives aimed at promoting gender inclusion in coaching practice.</p> <ul style="list-style-type: none"> <li>• To critically reflect on personal beliefs regarding gender, formulate professional goals, and implement changes to ensure gender equality in the sporting environment.</li> </ul>   |    |    |    |
| 2. | Men as Allies: how to recognize and engage allies in sports | <ul style="list-style-type: none"> <li>• To be able to understand and apply the concept of allyship to support women’s empowerment in sport.</li> <li>• To be able to recognize how privilege and unconscious bias shape women’s experiences and opportunities in sport.</li> <li>• To be able to identify and engage effective allyship strategies in everyday sports settings.</li> </ul> | 2h | 1h | 3h |

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|----|---|--|----|----|----|
|    |   | <ul style="list-style-type: none"> <li>To be able to actively promote inclusive, respectful, and gender-equitable cultures in sport.</li> </ul>  |    |    |    |
| 3. | Promoting women's participation in sports boards and management | <ul style="list-style-type: none"> <li>To gain skills to apply inclusive leadership approaches in diverse sport environments.</li> <li>To understand the structural and cultural barriers that limit women's access to leadership roles in sport.</li> <li>To develop the ability to propose or support gender-responsive leadership strategies and design action plans to increase women's participation in governance.</li> <li>To reflect on and evaluate personal and organizational inclusion practices in sport</li> </ul> | 2h | 1h | 3h |

|    |   |   |    |    |    |
|----|---|---|----|----|----|
| 4. | Socially Responsible Business in the Sports Sector            | <ul style="list-style-type: none"> <li>• To understand the foundations of CSR in the sports sector</li> <li>• To understand gender equality, inclusion, and stakeholder engagement in CSR</li> <li>• To be able to develop CSR strategy and sustainable partnerships</li> <li>• To use digital tools, monitoring, and action planning effectively</li> </ul>                    | 2h | 1h | 3h |
| 5. | Promoting equal opportunities for career advancement in sport | <ul style="list-style-type: none"> <li>• To gain skills to plan and support dual-career management on individual level.</li> <li>• To gain skills in managing personal branding and creating effective networks within sports.</li> <li>• To understand the career options and the changing environment in sports, taking into consideration equity and inclusivity.</li> </ul> | 2h | 1h | 3h |

|    |            |  |    |    |    |
|----|------------|--|----|----|----|
|    |            | <ul style="list-style-type: none"> <li>To understand the institutional frameworks and the importance of data-driven decision making.</li> </ul>  |    |    |    |
| 6. | Leadership | <ul style="list-style-type: none"> <li>To understand the foundations of inclusive leadership in sport</li> <li>To be able to recognize and address gender-based barriers</li> <li>To be able to engage in designing gender-responsive leadership strategies</li> <li>To understand how to use personal reflection and grow as an inclusive leader</li> </ul> | 2h | 1h | 3h |

**PART III. – OVERVIEW OF EACH SPECIFIC MODULE**

| <b>MODULE TITLE</b>  | <b>MODULE 1. GENDER SENSITIVITY AND INCLUSIVITY IN COACHING</b>  |
|--|--|
| <b>Module objectives (and brief description of the module)</b> | <p>This module focuses on gender equality in sports coaching, examining barriers, stereotypes, and the development of skills for inclusive professional interaction within the sports environment.</p> <p><b>1. Key contents.</b></p> <ul style="list-style-type: none"> <li>• The module covers key aspects of gender equality and inclusivity in sports coaching.</li> <li>• Sociocultural factors influencing the professional development of coaches of all genders are explored, along with mechanisms for identifying and addressing discrimination and gender stereotypes.</li> <li>• Particular attention is given to tools for creating an inclusive coaching environment, showcasing examples of successful national and international programmes supporting women in coaching, as well as assessing the effectiveness of mentorship and equal opportunity policies in sport.</li> <li>• The module also addresses the ethical dimensions of sports coaching in the context of human rights and the coach’s responsibility to ensure a safe environment for all athletes.</li> <li>• Practical examples will be presented on the implementation of gender equality policies and strategies for increasing women’s participation in the professional coaching environment.</li> </ul> <p><b>2. Module objectives</b></p> <ul style="list-style-type: none"> <li>• Critically analyse the impact of gender-related factors on the development of a coaching career.</li> </ul> |

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|                  | <ul style="list-style-type: none"> <li>• Identify key barriers and determine opportunities for the active engagement of women in coaching.</li> <li>• Develop skills for gender-sensitive and inclusive coaching practice.</li> <li>• Explore international experience and best practices in supporting women in sports coaching and ensuring equal opportunities in sport.</li> <li>• Enhance coaches’ ability to identify and critically reflect on their own gender biases.</li> <li>• Familiarise participants with approaches to implementing equal opportunity policies and ethical standards in sport.</li> </ul> <p><b>3. Learning experience</b></p> <p>Within the module, participants will analyse case studies and video materials, take part in group discussions and practical tasks. Assessment formats include writing reflective essays, completing short quizzes, and developing individual action plans for integrating gender-sensitive practices into their own coaching activities. The module incorporates the use of interactive online tools, simulation-based tasks, and self-assessment exercises for identifying personal biases. Participants will also be provided with access to international resources and reference documents on gender equality and inclusivity in sports coaching.</p> |
| <b>Key terms</b> | <p><i>gender equality, coaching, inclusivity, women’s leadership, barriers, mentorship, stereotypes, sport, discrimination, strategy, leadership, ethics, social responsibility, equality policies, human rights, women’s participation, coach profile, role models, engagement, feminisation.</i></p>   |

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| <b>Set of learning outcomes</b>  | <ul style="list-style-type: none"> <li>• To demonstrate an understanding of the principles of gender equality in sport and to analyse the impact of stereotypes and barriers on coaching roles and professional opportunities for women and men.</li> <li>• To identify discriminatory practices in coaching activities and to adapt the coaching style in accordance with the principles of gender sensitivity.</li> <li>• To analyse gender equality policies and strategies in sport and to implement initiatives aimed at promoting gender inclusion in coaching practice.</li> <li>• To critically reflect on personal beliefs regarding gender, formulate professional goals, and implement changes to ensure gender equality in the sporting environment.</li> </ul> |
| <b>Learning outcomes</b>   |   |
| <p>1. To demonstrate an understanding of the principles of gender equality in sport and to analyse the impact of stereotypes and barriers on coaching roles and professional opportunities for women and men.</p> <ul style="list-style-type: none"> <li>• <b>to define the key concepts of gender equality, roles, and stereotypes in sports coaching;</b></li> <li>• <b>to analyse the impact of structural barriers and gender biases on access to coaching positions;</b></li> <li>• <b>to compare the professional opportunities of women and men within sports organisations.</b></li> </ul> |   |
| <p>2. To identify discriminatory practices in coaching activities and to adapt the coaching style in accordance with the principles of gender sensitivity.</p> <ul style="list-style-type: none"> <li>• <b>to identify manifestations of gender discrimination in coaching practice, communication, and interaction with athletes;</b></li> <li>• <b>to apply gender-sensitive methods in training process planning and team dynamics development;</b></li> </ul>  |   |

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| <ul style="list-style-type: none"> <li>• <b>to create an inclusive training environment that considers the needs of athletes of different genders and ensures equal access to resources and support.</b></li> </ul>  |
| <p>3. To analyse gender equality policies and strategies in sport and to implement initiatives aimed at promoting gender inclusion in coaching practice.</p> <ul style="list-style-type: none"> <li>• <b>to interpret the key provisions of national and international gender equality policies within the sports context;</b></li> <li>• <b>to evaluate the effectiveness of gender inclusion strategies in sports organisations;</b></li> <li>• <b>to develop and implement coaching initiatives that promote gender equality and inclusion.</b></li> </ul>  |
| <p>4. To critically reflect on personal beliefs regarding gender, formulate professional goals, and implement changes to ensure gender equality in the sporting environment.</p> <ul style="list-style-type: none"> <li>• <b>to critically evaluate personal beliefs and behavioural patterns related to gender;</b></li> <li>• <b>to formulate personal professional development goals in accordance with the principles of gender equality;</b></li> <li>• <b>to implement changes in one’s coaching practice based on reflection and feedback.</b></li> </ul>   |
| <b>Key competencies</b>  |
| <ul style="list-style-type: none"> <li>• <b>Inclusive Coaching</b> – ensuring equal opportunities for all team members, regardless of gender, background, age, or status.</li> <li>• <b>Ethical Responsibility</b> – acting responsibly with regard to gender equality, human rights, and social justice principles.</li> <li>• <b>Self-Reflection and Critical Thinking</b> – analysing one’s own beliefs, behaviour, and influence in the context of gender equality.</li> <li>• <b>Strategic Approach to Gender Equality</b> – integrating inclusive approaches into the development of coaching practice and organisational culture.</li> <li>• <b>Communication Competence</b> – communicating effectively and ethically on gender-related topics, ensuring engagement and a safe environment.</li> </ul> |

- **Policy Development and Implementation** – designing and sustaining initiatives to promote gender equality in sport.
- **Mentorship and Support** – serving as a role model and fostering the participation of individuals from underrepresented groups.
- **Intercultural and Gender Sensitivity** – recognising the intersection of gender with other social factors (e.g., ethnicity, disability, religion).

### Learning methods and the methodology of achieving learning outcomes

The module is delivered in a self-paced format, incorporating short video lectures, infographics, and adapted reading materials.

### TYPES OF CONTENT AND LEARNING ACTIVITIES

- Multimedia resources
- Video lectures with subtitles and slides
- Infographics and visual schemes
- Adapted articles
- Brochures
- Extracts from real policies of sports organisations.

### INTERACTIVE LEARNING ACTIVITIES

- Introductory video tutorials
- Analysis of texts and diagrams
- Self-reflection questions
- Mini case studies
- Interactive exercises (“identify bias”, “develop a micro-policy”)
- A coaching journal

## ASSESSMENT METHODS

- Learners consolidate their progress through the practical assignments within each unit, supported by self-reflection questions, interactive exercises, and the coaching journal.

## ADDITIONAL RESOURCES

- Recommended books and articles from the module bibliography
- Videos from international initiatives (Coach+, iCoachKids, IOC Women in Sport)
- An optional micro-project template for implementing gender-sensitive approaches
- Opportunities for integration into live sessions (workshops, focus groups) and potential addition of a forum or curator support

## ALIGNMENT WITH LEARNING OUTCOMES

- Video tutorials and readings build foundational knowledge
- Case studies and analysis tasks support understanding and application
- Interactive exercises (“identify bias”, “develop a micro-policy”) build practical skills
- Self-reflection questions and the coaching journal support personal reflection and professional development

All materials are adapted for distance learning without synchronous lecturer involvement.

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| <b>Learning units/subunits/ topics</b> | <b><u>LU1   GENDER EQUALITY IN COACHING</u></b>  |
|  | <p><i>In this learning unit, participants will explore the fundamental concepts of gender equality within the sports context, including gender roles, stereotypes, and discriminatory practices. The unit examines historical, sociocultural, and institutional factors that contribute to the formation of gender barriers in the coaching profession. Particular attention is given to the analysis of international and national principles ensuring equal opportunities in sport, as</i></p> |

*well as to the development of skills for identifying and critically reflecting on gender inequality in coaching practice.*

Indicative Subunits (SU):

- **SU1:** Concepts of gender, equality, and discrimination in sport.

*This subunit addresses the basic concepts of gender, gender equality, and gender discrimination, as well as their manifestations within the field of sport.*

- **SU2:** Gender stereotypes and their impact on coaching careers.

*An analysis of how gender stereotypes influence the development of coaching careers, the distribution of roles, access to resources, and the perception of the coaching role.*

- **SU3:** European and international equality standards in coaching.

*An overview of EU and international policies, legislation, and strategies aimed at ensuring gender equality within sports organisations.*

## **LU2 | PRACTICAL APPROACHES TO GENDER EQUALITY IN COACHING PRACTICE**

*This learning unit focuses on the practical aspects of ensuring gender equality in everyday coaching practice. Participants will explore methods for creating a psychologically safe and supportive environment for athletes of different genders, study the principles of fair distribution of roles and resources, and develop gender-sensitive communication skills. Particular attention is given to practical tools that foster inclusion and equal participation of all team members.*

Indicative Subunits (SU):

- **SU1:** Gender-sensitive training planning

*This subunit focuses on how to adjust training schedules, workloads, and roles to avoid hidden biases and ensure equal opportunities for all athletes.*

- **SU2:** Creating a supportive team microclimate

*This subunit examines verbal and behavioural coaching practices that promote an atmosphere of respect and trust, as well as mechanisms for obtaining feedback.*

- **SU3:** Examples of inclusive strategies in coaching practice

*An overview of European and international cases of gender-sensitive coaching practices, including gender-neutral language, transparent resource distribution, and mentorship programmes for women and girls.*

### **LU3 | STRATEGIES AND POLICIES ON GENDER EQUALITY**

*This learning unit explores strategic approaches to promoting gender equality in sport at the levels of policy, programmes, and organisational practice. Participants will become familiar with European standards, ethical principles, and examples of effective initiatives. Particular attention is given to the development of local solutions that foster gender inclusion in coaching activities.*

Indicative Subunits (SU):

- **SU1:** European and international standards on gender equality

*An overview of key documents and initiatives, including EU directives, EIGE recommendations, and IOC and UNESCO programmes that define the framework for gender equality in sport.*

- **SU2:** The ethical role of the coach as an agent of change

*An examination of the coach's role in shaping an inclusive culture within a sports organisation through the application of ethical principles, human rights, and social responsibility.*

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|  | <ul style="list-style-type: none"> <li>• <b>SU3:</b> Development and implementation of local initiatives<br/><i>Practical tools for creating micro-policies, programmes, or projects aimed at ensuring gender equality at the level of a team, club, or sports organisation.</i></li> </ul> <p><b><u>LU4   PERSONAL REFLECTION AND PROFESSIONAL DEVELOPMENT OF THE COACH</u></b></p> <p><i>This final learning unit helps participants identify and overcome personal biases while developing an individual trajectory for professional growth and leadership in the context of gender equality in sport.</i></p> <p>Indicative Subunits (SU):</p> <ul style="list-style-type: none"> <li>• <b>SU1:</b> Self-Analysis of Biases and Beliefs<br/><i>Focuses on identifying personal stereotypes and assessing their impact on coaching practice.</i></li> <li>• <b>SU2:</b> Professional Development Plan<br/><i>Development of SMART goals and a resource plan aimed at enhancing gender sensitivity in professional activities.</i></li> <li>• <b>SU3:</b> Mentoring and Supporting Colleagues<br/><i>This subunit demonstrates how a coach can act as a mentor and advocate for gender equality within their professional environment.</i></li> </ul> |
| <b>References, resources, and specific additional learning/teaching materials required for the</b> | <p><b><u>Books:</u></b></p> <ol style="list-style-type: none"> <li>1. LaVoi, N. M. (Ed.). (2016). <i>Women in sports coaching</i>. Routledge.<br/><a href="https://doi.org/10.4324/9781315732472">https://doi.org/10.4324/9781315732472</a></li> <li>2. Burton, L. J., &amp; Leberman, S. I. (2017). <i>Women in sport leadership: Research and practice for change</i>. Routledge.<br/><a href="https://doi.org/10.4324/9781315662267">https://doi.org/10.4324/9781315662267</a></li> </ol>  |

**implementation  
of the module**
**Articles:**

3. Adriaanse, J. A. (2016). Gender diversity in sport leadership: Current status and future directions. *Sport Management Review*, 19(5), 575–586. <https://doi.org/10.1016/j.smr.2016.05.003>
4. Pysarenko, I., & Serhiienko, K. (2023). Peculiarities of gender inequality in modern Ukrainian e-sports. *Molod ta olimpiiskyi rukh*, 16, 33–35. (in Ukrainian) <https://doi.org/10.31392/UDU-nc.series15.2023.06.33>

**Videos or other audiovisual media such as podcasts:**

5. BBC Sport. (2021, March 8). *Why are there so few female coaches?* [Video]. YouTube. <https://www.youtube.com/watch?v=6TQFs4h82xQ>
6. TEDx Talks. (2019, November 6). *Women in sports: Leveling the playing field | Jenny Nguyen | TEDxPortlandStateUniversity* [Video]. YouTube. <https://www.youtube.com/watch?v=HcO7XKywI2Q>
7. Ukrainian Association of Women in Sports. (2023, October 5). *Zhinky v sporti Ukrainy: holos liderok* [Women in sports of Ukraine: The voice of leaders] [Video]. YouTube. <https://www.youtube.com/watch?v=lmyv2gAihBo>

**Journals:**

8. *Sport Management Review*. (n.d.). Elsevier. <https://www.journals.elsevier.com/sport-management-review>
9. *Women in Sport and Physical Activity Journal*. (n.d.). Human Kinetics. <https://journals.humankinetics.com/view/journals/wspaj/wspaj-overview.xml>

10. *Fizychna kultura, sport ta zdorovia natsii* [Physical culture, sport and the health of the nation]. (n.d.). Zhytomyr Polytechnic State University. <https://journals.ztu.edu.ua/index.php/fkszn>

**Key Policy and Strategy Documents:**

11. European Institute for Gender Equality. (2020). *Gender equality in sport: Getting closer every day*.  
<https://eige.europa.eu/publications/gender-equality-sport>
12. UNESCO. (2015). *Gender equality and sport: Empowering women and girls*. <https://unesdoc.unesco.org/ark:/48223/pf0000234604>
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16. iCoach Kids EU. (2024). *MOOC on inclusive coaching*.  
<https://icoachkids.eu>

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|  | <p>17. University of Ukraine on Physical Education and Sport. (2024). <i>Hender i sport</i> [Gender and sport] [Pilot platform] — Access upon request for academic use.</p> <p>18. Google. (n.d.). <i>Google Forms</i> [Online survey tool]. <a href="https://forms.google.com">https://forms.google.com</a></p> <p>19. Mentimeter. (n.d.). <i>Mentimeter</i> [Interactive presentation and survey tool]. <a href="https://www.mentimeter.com">https://www.mentimeter.com</a></p> <p>20. Canva. (n.d.). <i>Canva</i> [Visual design platform]. <a href="https://www.canva.com">https://www.canva.com</a></p> <p>21. Padlet. (n.d.). <i>Padlet</i> [Online collaborative platform]. <a href="https://padlet.com">https://padlet.com</a></p> |
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| <b>MODULE TITLE</b>  | <b>MODULE 2. MEN AS ALLIES: HOW TO RECOGNIZE AND ENGAGE ALLIES IN SPORTS</b>  |
| <b>Module objectives (and brief description of the module)</b> | <p><b>Key contents:</b></p> <p>This module is designed to empower women in sports by enhancing their understanding of allyship and how it can serve as a transformative tool for achieving gender equality. It highlights how women can recognize, foster, and benefit from meaningful support from male allies, while also equipping them with the knowledge to navigate power dynamics, challenge biases, and advocate for inclusive change. The module offers practical tools for identifying effective allyship and building collaborative, respectful environments in which women can thrive as athletes, coaches, and leaders in sport.</p> <p><b>Module objectives:</b></p> <ul style="list-style-type: none"> <li>• to understand the concept of allyship and how it contributes to empowering women in sports</li> </ul> |

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|                  | <ul style="list-style-type: none"> <li>• to raise awareness of how privilege, unconscious bias, and gender norms affect women’s opportunities in leadership, coaching, and participation</li> <li>• to equip women with tools to recognize genuine allyship and engage allies in meaningful partnerships</li> <li>• to encourage reflection on personal experiences, support systems, and strategies for advancing gender equality in their sports environments</li> </ul> <p><b>Learning experience:</b></p> <p>Learners will navigate the module independently through a self-paced, interactive e-learning platform. The content includes short videos, real-life case studies, guided reflection tasks, and quizzes to support understanding and personal growth. Scenario-based exercises and practical examples will help learners connect the concept of allyship with their own experiences in sport. While peer discussions and shared reflections are encouraged when possible, they are not required as part of the learning path. The module is designed to promote internal reflection, awareness, and actionable insights that can be applied in everyday sporting contexts.</p> |
| <b>Key terms</b> | <p><i>Allyship, gender equality, inclusion, diversity, equity, support, respect, empowerment, advocacy, awareness, male engagement, responsibility, active bystander, privilege, collaboration, role models, cultural change, sport.</i></p>   |

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| <b>Set of learning outcomes</b>  | <ul style="list-style-type: none"> <li>• To be able to understand and apply the concept of allyship to support women’s empowerment in sport.</li> <li>• To be able to recognize how privilege and unconscious bias shape women’s experiences and opportunities in sport.</li> <li>• To be able to identify and engage effective allyship strategies in everyday sports settings.</li> <li>• To be able to actively promote inclusive, respectful, and gender-equitable cultures in sport.</li> </ul> |
| <b>Learning outcomes</b>   |  |
| <ol style="list-style-type: none"> <li>1. To be able to understand and apply the concept of allyship to support women’s empowerment in sport.             <ol style="list-style-type: none"> <li><b>1. to be able to define allyship and explain its importance for advancing women’s empowerment in different sport settings such as team selection, coaching, or leadership;</b></li> <li><b>2. to be able to identify actions that show genuine allyship in sport and distinguish them from performative gestures or superficial support;</b></li> <li><b>3. to be able to reflect on personal or observed sport experiences (e.g., team selection, coaching feedback, or sponsorship decisions) where allyship had - or could have had - a positive impact.</b></li> </ol> </li> </ol> |  |
| <ol style="list-style-type: none"> <li>2. To be able to recognize how privilege and unconscious bias shape women’s experiences and opportunities in sport.             <ul style="list-style-type: none"> <li><b>• to be able to explain male privilege and describe how it appears and influences important sport segments - coaching, leadership, media coverage, and sponsorship opportunities;</b></li> <li><b>• to be able to identify unconscious biases that shape decision-making, communication, and expectations within sport environments;</b></li> <li><b>• to be able to reflect on personal or observed examples in sport where privilege or bias affected participation, recognition, or advancement.</b></li> </ul> </li> </ol>  |  |

3. To be able to identify and engage effective allyship strategies as an individual in everyday sports settings.

- **to be able to demonstrate inclusive actions that show genuine support for women in sport - for example, challenging biased language, supporting fair team selection, or advocating for equal access to coaching or resources;**
- **to be able to respond constructively to incidents of bias or exclusion in sport environments, whether independently or in collaboration with others;**
- **to be able to create a personal action plan that outlines specific steps to strengthen allyship skills, build supportive networks, and promote inclusion within one's sport context.**

4. To be able to foster inclusive, respectful, and gender-equitable cultures across sport environments.

- **to be able to contribute to a positive and inclusive team culture by modeling allyship and encouraging open, respectful communication;**
- **to be able to collaborate with peers, coaches, or administrators to share knowledge and embed inclusive practices within training, competition, and team operations;**
- **to be able to support or lead initiatives that strengthen inclusive leadership, equitable policies, and accountability structures in clubs or sport organizations.**

### Key competencies

- **Inclusive leadership** - to be able to recognize your leadership potential and support fairness and inclusion in sport.
- **Allyship and advocacy** - to be able to identify and engage supportive allies, and advocate for actions that challenge discrimination and exclusion.
- **Self-awareness and reflection** - to be able to understand your own identity, experiences, and role in creating a more equal sport culture.
- **Ethical decision-making** - to be able to make choices based on respect, equity, and shared responsibility in sport settings.

- **Empathy and emotional intelligence** - to be able to listen to others, recognize different experiences, and respond with care and understanding.
- **Effective communication** - to be able to express yourself clearly and respectfully, and to promote inclusive language and behaviors.
- **Social responsibility** - to be able to see your role in making sport a more supportive and safe space for everyone.
- **Collaboration and teamwork** - to be able to build strong, respectful relationships and contribute to a team culture that supports women and girls.

### **Learning methods and the methodology of achieving learning outcomes**

The "Men as Allies" module is delivered through MOOCs structured, self-paced e-learning courses specifically designed to support both independent learning and personal reflection. The methodology used emphasizes accessibility, engagement, and transformation through active learning. All content is organized into four sequential, thematically linked learning units, each of which builds on the previous one to ensure cohesive and logical progression from awareness to action and cultural change.

### **TYPES OF CONTENT AND LEARNING MATERIALS**

Each unit consists of a blend of content types, including:

- Short video lessons (5–7 minutes) featuring voice-over presentations
- Illustrated readings and key-concept summaries
- Infographics and scenario-based visuals
- Guided reflection tasks and personal journaling exercises
- Interactive “Do-It-Yourself” (DIY) activities that simulate real-world allyship behavior
- Real-life case studies and problem-solving tasks

### **INTERACTIVE LEARNING ACTIVITIES**

- **Reflection Questions:** Learners engage with reflection questions throughout each subunit to support internalization of content and personal application. These questions prompt

critical thinking, emotional awareness, and connection to personal experience, especially in areas such as privilege, unconscious bias, and inclusive communication.

- “Do-It-Yourself” (DIY) Activities: Interactive DIY activities simulate real-world allyship behavior and support learners in moving from awareness to action.
- Case Studies and Problem-Solving Tasks: Learners engage with real-life case studies and problem-solving tasks to apply learning to practical situations and explore approaches to cultural change.
- Knowledge-Check Quizzes: Short self-check quizzes help learners consolidate knowledge, receive instant feedback, and track their progress throughout the module.

## **ASSESSMENT METHODS**

To support internalization of content and personal application, learners will engage with reflection questions throughout each subunit. These questions prompt critical thinking, emotional awareness, and connection to personal experience, especially in areas such as privilege, unconscious bias, and inclusive communication.

A final comprehensive knowledge assessment (10-20 questions) is provided at the end of the module, covering all four learning units. These quizzes use multiple-choice, true/false, and scenario-based formats. Successful completion of the final assessment is required for advancing through the program, with a minimum score of 90% correct answers required to pass.

Each unit starts with a clear introduction, outlines the learning objectives, and ends with a conclusion and knowledge check. The platform will visually guide learners through their progress and provide motivation to complete each stage. The learning experience is fully self-paced and allows learners to engage with materials in a flexible manner while maintaining a structured flow.

## **ADDITIONAL RESOURCES**

In addition to core materials, learners will have access to a curated list of additional resources for deeper exploration. These include articles, books, video materials, podcasts, and external platforms (e.g., HeForShe, MenEngage) that align with the themes of allyship, gender equality, and inclusive leadership in sport.

## ALIGNMENT WITH LEARNING OUTCOMES

- Videos, readings, and visuals build foundational knowledge and understanding of allyship and gender equality concepts.
- Reflection tasks and personal journaling support self-awareness, emotional engagement, and connection to personal experience.
- DIY activities, case studies, and problem-solving tasks support skill development and practical application, while quizzes reinforce and assess learning across the four units.

**Learning  
units/subunits/  
topics**

### **LU1 | UNDERSTANDING ALLYSHIP IN SPORT**

*Learners will explore what allyship means in the context of sport. They will be introduced to the core values and behaviors of meaningful allyship, how it relates to fairness and inclusion, and how it can make a difference in their own sports environments.*

- **SU1 Defining allyship in sport**

*This subunit will cover what allyship means, why it matters in sport, and how it supports fairness, respect, and empowerment.*

- **SU2 Values and behaviors of genuine allyship**

*This subunit will cover the attitudes and actions that define authentic allyship and distinguish it from performative gestures.*

- **SU3 Allyship in practice**

*This subunit will cover real examples of allyship among athletes, coaches, and sport organizations to show how it creates impact.*

### **LU2 | RECOGNIZING PRIVILEGE AND UNCONSCIOUS BIAS IN SPORT**

*This unit helps learners understand the impact of male privilege and gender-based bias. It focuses on building awareness of stereotypes, unequal treatment,*

*and the ways in which unconscious bias can influence team dynamics, coaching, and leadership.*

- **SU1: Understanding privilege and bias in sport**

*This subunit will cover how male privilege and unconscious bias appear in coaching, leadership, participation, and media.*

- **SU2: Identifying and challenging stereotypes**

*This subunit will cover common gender stereotypes and how they shape communication, expectations, and opportunities in sport.*

### **LU3 | PRACTICING ACTIVE ALLYSHIP**

*This unit provides practical tools for recognizing and engaging with real allies. It offers strategies for dealing with exclusion or discrimination and helps learners consider how to build stronger support systems through inclusive actions and ally engagement.*

- **SU1: Demonstrating inclusive actions**

*This subunit will cover how to apply allyship through everyday actions such as equitable communication, fair team support, and inclusive behavior.*

- **SU2: Responding constructively to bias or exclusion**

*This subunit will cover how to recognize and address exclusion, discrimination, or microaggressions effectively in sport contexts.*

- **SU3: Developing a personal allyship plan**

*This subunit will cover how to create a personal plan to strengthen allyship skills and build supportive networks within sport.*

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|  | <p><b><u>LU4   BUILDING INCLUSIVE CULTURES THROUGH COLLABORATION</u></b></p> <p><i>The final unit focuses on how young women can actively contribute to shaping inclusive team and organizational cultures. Learners explore the power of collaboration, shared responsibility, and promoting equity-driven change within their own sport environments.</i></p> <ul style="list-style-type: none"> <li> <p><b>SU1: Contributing to inclusive team culture</b></p> <p><i>This subunit will cover how open communication, collaboration, and trust support an inclusive and respectful team environment.</i></p> </li> <li> <p><b>SU2: Collaborating for equity and shared responsibility</b></p> <p><i>This subunit will cover how learners can work collaboratively with coaches, teammates, and administrators to embed inclusive practices and equitable decision-making.</i></p> </li> <li> <p><b>SU3: Leading and sustaining inclusive change</b></p> <p><i>This subunit will cover how to take initiative in supporting leadership, policy, and accountability efforts that promote long-term equity in sport.</i></p> </li> </ul> |
| <p><b>References, resources, and specific additional learning/teaching materials required for the implementation of the module</b></p> | <p><b><u>Books</u></b></p> <ol style="list-style-type: none"> <li>UN Women. (2013). <i>The role of men and boys in achieving gender equality</i>. <a href="#">Link</a></li> <li>Messner, M. A., McKay, J., &amp; Sabo, D. (Eds.). (2000). <i>Masculinities, gender relations, and sport</i>. Sage Publications.</li> <li>Heffernan, C. (2018). <i>Gender Allyship: Considering the Role of Men in Addressing the Gender-Leadership Gap in Sport Organizations</i> (Unpublished doctoral dissertation). University of Minnesota. <a href="#">Link</a></li> </ol> <p><b><u>Articles and reports</u></b></p> <ol style="list-style-type: none"> <li>La Trobe University &amp; GippSport. (2023). <i>Men as allies: Supporting women and girls in community sport</i>. Change Our Game: <a href="#">Link</a></li> </ol> <p><b><u>Videos</u></b></p>   |

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|  | <ol style="list-style-type: none"> <li>1. <b>"Male Allies Have Such a Huge Impact in Women's Sport"</b> – a YouTube discussion featuring Sue Antiss MBE: <a href="#">YouTube</a>.</li> <li>2. <b>"Beyond the Sidelines: Male Leaders Advancing Women's Sports"</b> – highlights male executives championing women's sport: <a href="#">YouTube</a></li> </ol> <p><b><u>Platform &amp; campaign resources</u></b></p> <ol style="list-style-type: none"> <li>1. <b>HeForShe</b> – UN Women campaign encouraging men to stand for gender equality: <a href="#">Link</a></li> <li>2. <b>MenEngage Alliance</b> – Global network for engaging men and boys in gender justice: <a href="#">Link</a></li> </ol> <p><b>TrueSport: OUR WORDS MATTER – HOW TO BE AN ALLY IN SPORT</b> – practical guide for real-time ally actions: <a href="#">Link</a></p> |
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| <b>MODULE TITLE</b>  | <b>MODULE 3. PROMOTING WOMEN'S PARTICIPATION IN SPORTS BOARDS AND MANAGEMENT</b>  |
| <b>Module objectives (and brief description of the module)</b> | <p><b>Key contents:</b> This module examines gender equity in sports leadership, focusing on the underrepresentation of women in sports boards and management. It covers the structural and cultural barriers limiting women's participation, explores policy frameworks and best practices from sports organisations, and provides practical tools for promoting inclusive recruitment, retention, and leadership pathways for women in decision-making roles. Real-world case studies and examples of successful interventions are included to inspire practical application.</p> <p><b>Module objectives:</b></p> <ul style="list-style-type: none"> <li>• Identify barriers and enablers for women's participation in sports boards and management.</li> <li>• Apply strategies and tools to promote gender equity in sports governance structures.</li> <li>• Demonstrate the ability to advocate for and implement inclusive practices within their organisations.</li> </ul> |

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|                  | <ul style="list-style-type: none"> <li>• Develop an action plan to create supportive environments that encourage women’s leadership in sport.</li> </ul> <p><b>Learning experience:</b> Participants will engage with concise reading materials, guided reflection questions, and structured discussion prompts to deepen their understanding and link learning to their daily work. A practical worksheet will support participants in mapping simple, actionable steps they can take to advance women’s participation in their organisations, ensuring learning is directly connected to practical improvement.</p> |
| <b>Key terms</b> | <i>Gender equity, women in sports leadership, sports governance, inclusive boards, management, barriers, inclusion strategies, action planning, diversity.</i>  |

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| <b>Set of learning outcomes</b>  | <ul style="list-style-type: none"> <li>• To gain skills to apply inclusive leadership approaches in diverse sport environments.</li> <li>• To understand the structural and cultural barriers that limit women’s access to leadership roles in sport.</li> <li>• To develop the ability to propose or support gender-responsive leadership strategies and design action plans to increase women’s participation in governance.</li> <li>• To reflect on and evaluate personal and organizational inclusion practices in sport</li> </ul> |
| <b>Learning outcomes</b>   |  |
| <ol style="list-style-type: none"> <li>1. To gain skills to apply inclusive leadership approaches in diverse sport environments <ul style="list-style-type: none"> <li>• <b>to identify and apply inclusive leadership approaches and methods in various sporting situations;</b></li> <li>• <b>to adapt personal leadership practices to meet the needs of diverse groups;</b></li> <li>• <b>to examine how personal leadership style influences inclusion and overall team culture.</b></li> </ul> </li> </ol> |  |

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| <p>2. To understand the structural and cultural barriers that limit women’s access to leadership roles in sport</p> <ul style="list-style-type: none"> <li>• <b>to recognize the main structural barriers (e.g., policies, hierarchies, decision-making processes);</b></li> <li>• <b>to analyze cultural factors such as stereotypes, expectations, and informal networks;</b></li> <li>• <b>to assess how these barriers manifest in local, national, or organizational contexts.</b></li> </ul>   |
| <p>3. To develop the ability to propose or support gender-responsive leadership strategies and design action plans to increase women’s participation in governance</p> <ul style="list-style-type: none"> <li>• <b>to formulate and adapt gender-responsive leadership strategies across different sports disciplines and organizational levels;</b></li> <li>• <b>to advocate for the implementation of these strategies within sports organizations;</b></li> <li>• <b>to define objectives and action plans to increase women’s participation in governance, including timelines, responsibilities, and monitoring measures.</b></li> </ul> |
| <p>4. To reflect on and evaluate personal and organizational inclusion practices in sport</p> <ul style="list-style-type: none"> <li>• <b>to conduct a self-assessment of personal leadership style, identifying strengths and areas for growth;</b></li> <li>• <b>to examine how leadership style influences inclusion, motivation, and team culture, and enhance practices to foster inclusiveness;</b></li> <li>• <b>to establish criteria and indicators to evaluate inclusion strategies and recommend data-driven improvements.</b></li> </ul>   |
| <p><b>Key competencies</b></p>   |
| <ul style="list-style-type: none"> <li>• Inclusive Leadership Competence</li> <li>• Critical Awareness of Gender Barriers</li> <li>• Strategic Thinking for Gender-Responsive Leadership</li> <li>• Self-Reflection and Personal Development</li> <li>• Action Planning and Implementation Skills</li> <li>• Monitoring and Evaluation Competence</li> </ul>   |

- Advocacy and Change Management

### Learning methods and the methodology of achieving learning outcomes

The teaching and learning methods used in this module are MOOCs – structured e-learning courses designed for individual, self-paced learning. The content is delivered through a combination of short video lectures (including expert presentations and voiceover-supported slide decks), structured readings, and visually supported materials such as infographics and case study examples drawn from the Women’s Voice in Sport project by the Croatian Olympic Committee.

The module is organised into four sequential, thematic learning units, each addressing specific learning outcomes and building progressively toward practical application. Learners are guided through the material using a clear structure:

- Introduction to the unit and its objectives
- Core learning content (videos and readings)
- Interactive activities
- Reflection and knowledge checks
- Summary and additional resources.

### TYPES OF CONTENT AND LEARNING ACTIVITIES

- Video Lessons (5–7 minutes): Present core concepts in an accessible format, including best practices and examples related to promoting women’s participation in sports boards and management.
- Readings: Provide in-depth theoretical context, research findings, and policy examples relevant to gender equality and leadership in sport.
- Infographics and Visual Aids: Reinforce understanding of key data (e.g., barriers to women’s leadership, media representation statistics) and illustrate practical strategies.
- Case Studies: Highlight real-life initiatives, such as the workshops, media campaigns, and stakeholder collaborations from the Women’s Voice in Sport project, demonstrating how theory is applied in practice.

## **INTERACTIVE LEARNING ACTIVITIES**

- **Reflection Questions:** Encourage learners to critically assess their organisation’s practices and their personal attitudes toward gender equality in sports governance.
- **DIY Exercises:** Learners develop a draft action plan for increasing women’s participation in boards or design a simple media campaign to promote women’s leadership in sport.
- **Knowledge-Check Quizzes:** Short self-check quizzes help learners consolidate knowledge, receive instant feedback, and track their progress throughout the module.

## **ASSESSMENT METHODS**

- **Self-Check Quizzes:** Provide immediate feedback to reinforce key concepts and confirm understanding of learning outcomes.
- **Written Reflection Responses:** Optional activities encourage learners to apply learning to their context and can be used to document individual action plans.
- **End-of-Unit Summary:** Recaps key takeaways aligned with the learning outcomes, helping learners consolidate what they have learned before proceeding to the next unit.

## **ADDITIONAL RESOURCES**

At the end of each unit, learners are provided with suggested readings, toolkits, and links to further resources on gender equality in sport leadership and governance to deepen understanding and support ongoing learning beyond the module.

## **ALIGNMENT WITH LEARNING OUTCOMES**

- All methods and activities are directly aligned with the defined learning outcomes:
- Videos and readings build foundational knowledge,
- Interactive tasks and case studies develop skills in analysis and application,
- Reflection questions foster attitudes and personal commitment to gender equality in sport leadership.

This structured approach ensures that learners are actively engaged, supported in applying knowledge to real-life contexts, and encouraged to develop practical strategies for promoting women’s participation in sports boards and management within their organisations.

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| <b>Learning<br/>units/subunits/<br/>topics</b> | <p><b><u>LU1   INCLUSIVE LEADERSHIP IN DIVERSE SPORT ENVIRONMENTS</u></b></p> <p><i>This unit explores the concept and practice of inclusive leadership in different sport contexts. It provides participants with the tools to understand how inclusion can strengthen team dynamics, foster respect and collaboration, and enhance overall performance. Learners will also reflect on how to adapt their leadership approach to meet the diverse needs of athletes and staff.</i></p> <ul style="list-style-type: none"> <li>• <b>SU1:</b> Understanding Inclusive Leadership Principles</li> <li>• <b>SU2:</b> Applying Inclusive Methods in Sports Settings</li> <li>• <b>SU3:</b> Adapting Leadership to Diverse Teams</li> </ul>                              |
|  | <p><b><u>LU 2   BARRIERS TO WOMEN’S LEADERSHIP IN SPORT</u></b></p> <p><i>This unit examines the various barriers—both structural and cultural—that limit women’s access to leadership positions in sport. It encourages critical thinking about how policies, traditions, and informal networks shape gender inequality. Learners will explore real-world examples and assess how these challenges manifest across local, national, and international sport contexts.</i></p> <p><b>Sub-units:</b></p> <ul style="list-style-type: none"> <li>• <b>SU1:</b> Structural Barriers and Organizational Systems</li> <li>• <b>SU2:</b> Cultural Factors and Stereotypes in Sport</li> <li>• <b>SU3:</b> Case Studies: Manifestations of Barriers in Practice</li> </ul> |
|  | <p><b><u>LU3   GENDER-RESPONSIVE LEADERSHIP STRATEGIES AND ACTION PLANNING</u></b></p>  |

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|  | <p><i>This unit focuses on equipping learners with the knowledge and skills to design and promote gender-responsive leadership strategies. Participants will explore methods to advocate for gender equity within sport organizations and develop concrete action plans. Through practical exercises, they will learn how to define objectives, allocate responsibilities, and establish monitoring frameworks to support women’s participation in governance.</i></p> <p><b>Sub-units:</b></p> <ul style="list-style-type: none"> <li>• <b>SU1:</b> Designing Gender-Responsive Leadership Approache</li> <li>• <b>SU2:</b> Advocacy and Implementation within Sport Organizations</li> <li>• <b>SU3:</b> Developing Action Plans for Governance and Participation</li> </ul> <p><b><u>LU 4: EVALUATING AND ENHANCING INCLUSION PRACTICES IN SPORT</u></b></p> <p><i>This unit provides participants with frameworks and tools to evaluate both personal and organizational inclusion practices. Learners will conduct self-assessments to identify strengths and development areas, and analyze how their leadership style affects team motivation and culture. They will also learn how to design evaluation criteria, use data effectively, and apply evidence-based strategies to promote continuous improvement in inclusion efforts.</i></p> <p><b>Sub-units:</b></p> <ul style="list-style-type: none"> <li>• <b>SU1:</b> Self-Assessment of Leadership and Inclusion Practices</li> <li>• <b>SU2:</b> Impact of Leadership on Team Motivation and Inclusion</li> <li>• <b>SU3:</b> Evaluation Criteria and Continuous Improvement</li> </ul> |
| <b>References, resources, and specific additional learning/teachin</b> | <p><b><u>Reports and case studies</u></b></p> <ol style="list-style-type: none"> <li>1. Croatian Olympic Committee. (n.d.). <i>Women’s Voice in Sport project</i> (education workshops and media visibility initiatives in Croatia). Details available through official COC communications and press</li> </ol>   |

**g materials  
required for the  
implementation  
of the module**

coverage [https://cijm.org.gr/the-7th-workshop-of-the-womens-voice-in-sport-project-in-croatia/?utm\\_source=chatgpt.com](https://cijm.org.gr/the-7th-workshop-of-the-womens-voice-in-sport-project-in-croatia/?utm_source=chatgpt.com).

2. International Working Group on Women and Sport. (1998). From Brighton to Windhoek: Progress Report. [https://iwgwomenandsport.org/wp-content/uploads/2020/01/1-1998-From-Brighton-to-Windhoek-Progress-Report.pdf?utm\\_source=chatgpt.com](https://iwgwomenandsport.org/wp-content/uploads/2020/01/1-1998-From-Brighton-to-Windhoek-Progress-Report.pdf?utm_source=chatgpt.com)

### **Academic Studies & Scholarly Articles**

1. St Louis, E., & Almas, A. (2023). Gender distribution in sport-for-development and peace organizations: A critical mass of women in leadership? *Journal of Sport for Development*, 12(1), 1–17. [https://jsfd.org/2024/05/03/gender-distribution-in-sport-for-development-and-peace-organizations-a-critical-mass-of-women-in-leadership-and-governance-positions/?utm\\_source=chatgpt.com](https://jsfd.org/2024/05/03/gender-distribution-in-sport-for-development-and-peace-organizations-a-critical-mass-of-women-in-leadership-and-governance-positions/?utm_source=chatgpt.com)
2. Lerner, B., et al. (2024). Gender equity in sport from the perspective of European women athletes, sports managers, and coaches. *Frontiers in Psychology*, 15, Article 1419578. <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2024.1419578/full>
3. Nicholson, M., & Holt, N. (2023). Driving change? Field containment of Gender Equality Committees in international federations. *Sport & Social Issues*, 42(2), 171–192. [https://journals.humankinetics.com/view/journals/ssj/42/2/article-p171.xml?utm\\_source=chatgpt.com](https://journals.humankinetics.com/view/journals/ssj/42/2/article-p171.xml?utm_source=chatgpt.com)

### **Videos**

TEDx Talks. (2023, October 11). Leadership, legacy, and the power of women's sports | Christine Sinclair | TEDxPortland YouTube.

<https://www.youtube.com/watch?v=ByYyCY8y26s>

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| <b>MODULE TITLE</b>  | <b>MODULE 4. SOCIALLY RESPONSIBLE BUSINESS IN THE SPORTS SECTOR</b>   |
| <b>Module objectives (and brief description of the module)</b> | <p>This module teaches participants how to integrate social responsibility into their core strategies and operations, with a special focus on advancing gender equality, inclusion, and community engagement. Drawing on international and local examples, it introduces them to the principles of Corporate Social Responsibility (CSR) in sport, explores its economic, social, and environmental dimensions, and highlights how CSR can create long-term value for both you and society. They will also learn how to design, implement, and evaluate CSR initiatives that go beyond compliance, actively shaping a more equitable and sustainable sports sector.</p> <p><b>Key contents:</b></p> <ul style="list-style-type: none"> <li>• Fundamentals of CSR in sport and its link to gender equality and inclusion.</li> <li>• Analysis of current CSR practices, challenges, and gaps in sports organizations.</li> <li>• Strategies for sustainable funding, partnership building, and stakeholder engagement.</li> <li>• Designing CSR projects where women lead as decision-makers, not only as beneficiaries.</li> <li>• Use of digital tools for visibility, monitoring, and impact measurement.</li> <li>• Case studies of successful CSR initiatives in sport from Europe and beyond.</li> </ul> <p><b>Module objectives:</b></p> <ol style="list-style-type: none"> <li>1. Equip participants with the knowledge to understand and critically evaluate CSR in the sports sector.</li> </ol> |

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|                  | <ol style="list-style-type: none"> <li>2. Develop skills to design and implement socially responsible initiatives that promote gender equality and community benefits.</li> <li>3. Foster the ability to secure sustainable resources and partnerships for CSR projects.</li> <li>4. Encourage the use of digital tools for transparent reporting and wider societal impact.</li> </ol> <p><b>Learning experience:</b></p> <p>Learners will engage in interactive workshops, real-world case analysis, and group project design exercises. The module will include short video lectures, optional peer-to-peer discussion prompts for self-reflection, and practical assignments culminating in the creation of a CSR action plan for a sports organization. Evaluation will be based on active participation, a final project presentation, and reflective self-assessment.</p> |
| <b>Key terms</b> | <p><i>corporate social responsibility (CSR), gender equality in sport, stakeholder engagement, sustainable development, social impact, inclusion, equity, equality, triple bottom line, sponsorship, partnership models, impact measurement, evaluation, role models in sport, digital inclusion.</i></p>  |

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| <b>Set of learning outcomes</b>                              | <ul style="list-style-type: none"> <li>• to understand the foundations of CSR in the sports sector</li> <li>• to understand gender equality, inclusion, and stakeholder engagement in CSR</li> <li>• to be able to develop CSR strategy and sustainable partnerships</li> <li>• to use digital tools, monitoring, and action planning effectively</li> </ul> |
| <b>Learning outcomes</b>                                     |  |
| 1. To understand the foundations of CSR in the sports sector |  |

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| <ul style="list-style-type: none"> <li>• learners will be able to explain the principles of CSR and their relevance for ethical and sustainable practices in sport;</li> <li>• learners will be able apply the triple bottom line (people, planet, profit) framework to sports organizations;</li> <li>• learners will evaluate the role of CSR in promoting ethical governance and community trust.</li> </ul>  |
| <p>2. To understand gender equality, inclusion, and stakeholder engagement in CSR</p> <ul style="list-style-type: none"> <li>• learners will be able to analyze CSR strategies that address gender inequality and foster diversity in sports organizations;</li> <li>• learners will be able to assess existing CSR examples where women and marginalized groups are active decision-makers;</li> <li>• learners will be able to map stakeholders in a sports organization and categorize them by influence and interest.</li> </ul> |
| <p>3. To be able to develop CSR strategy and sustainable partnerships</p> <ul style="list-style-type: none"> <li>• learners will be able to design a CSR initiative that integrates stakeholder perspectives and aligns with community needs;</li> <li>• learners will be able to formulate measurable CSR objectives using the smart framework;</li> <li>• learners will be able to identify potential funding sources and draft a partnership proposal to ensure project sustainability.</li> </ul>                                |
| <p>4. To use digital tools, monitoring, and action planning effectively</p> <ul style="list-style-type: none"> <li>• learners will be able to select and apply digital tools for csr communication, visibility, and transparency;</li> <li>• learners will be able to use csr reporting standards (e.g., gri, esrs) to monitor and evaluate project impact;</li> <li>• learners will be able to produce and present a csr action plan, reflecting on personal and organizational responsibility in sport.</li> </ul>                 |
| <p><b>Key competencies</b></p>   |
| <ul style="list-style-type: none"> <li>• <b>Strategic CSR planning</b> –ability to design socially responsible initiatives that align with organizational goals and community needs.</li> </ul>  |

- **Gender-inclusive practice** – capacity to integrate gender equality and diversity principles into CSR projects in sport.
- **Stakeholder engagement** – skills to identify, map, and effectively collaborate with diverse stakeholders.
- **Sustainable resource management** – competence in securing funding, building partnerships, and ensuring long-term project viability.
- **Digital literacy for CSR** – proficiency in using digital tools for CSR communication, monitoring, and reporting.
- **Impact measurement and reporting** – ability to apply recognized frameworks (e.g., GRI, ESRS) to evaluate and communicate project outcomes.
- **Ethical and social responsibility mindset** – commitment to fairness, transparency, and accountability in sports governance.
- **Collaborative problem-solving** – skills to work effectively in teams to address social, environmental, and ethical challenges in sport.

### Learning methods and the methodology of achieving learning outcomes

The **Socially Responsible Business in the Sports Sector** module is delivered as a structured, self-paced e-learning module designed to build both **theoretical understanding and practical skills** in applying CSR principles within sports organizations. The methodology is grounded in active, learner-centered engagement that blends knowledge acquisition with application-based exercises.

### TYPES OF CONTENT AND LEARNING ACTIVITIES

- Video lessons: Expert presentations, voiceover-supported slide decks, and case-based mini-lectures introducing key concepts and practical examples.
- Structured readings: Curated articles, reports, and excerpts from relevant publications to deepen conceptual understanding.
- Infographics and visual aids: Summaries of complex processes (e.g., CSR planning steps, stakeholder mapping frameworks) to aid retention.
- Case Studies: Real-world examples from the sports sector demonstrating successful CSR initiatives, with analysis prompts.

## INTERACTIVE LEARNING ACTIVITIES

- Reflection questions: Short prompts to encourage learners to connect new knowledge to their own experiences and contexts.
- DIY (do-it-yourself) exercises: Practical tasks such as drafting a CSR project outline, stakeholder map, or partnership proposal.
- Interactive decision-making scenarios: Guided activities simulating real-life CSR dilemmas and requiring learners to apply decision-making frameworks.
- Peer-sharing opportunities (optional if platform permits): Spaces to compare approaches, solutions, and reflections with other learners.

## ASSESSMENT METHODS

- Written Responses (Self-Practice): Learners will complete short written reflections or case study analyses to apply key CSR concepts. These responses are for self-check only and will not be externally evaluated.
- Final Project (DIY Activity): Learners will design a CSR action plan for a sports organization, combining concepts and skills from all units. This project serves as a capstone practice exercise to consolidate learning, with optional self-evaluation prompts.
- Self-Assessment: Learners will reflect on their progress, competencies gained, and personal commitment to CSR in sport through guided self-assessment questions provided at the end of the module.

## ADDITIONAL RESOURCES

- At the end of each unit, learners receive a curated list of further readings, videos, and open educational resources to expand their knowledge beyond the core module.
- These include links to CSR reporting standards (e.g., GRI, ESRS), sport-sector sustainability strategies, and gender equality toolkits to encourage continued professional development.

## ALIGNMENT WITH LEARNING OUTCOMES

- Video lessons, structured readings, and visual materials support knowledge acquisition of CSR principles, gender-inclusive practices, and stakeholder engagement strategies.
- Case studies, decision-making scenarios, and DIY exercises support skills development in project planning, partnership building, and the practical application of CSR in sport contexts.
- Reflection questions and self-assessment support attitudinal development, including ethical responsibility, inclusivity, and a long-term sustainability mindset.

**Learning  
units/subunits/  
topics**

### **LU1 | FOUNDATIONS OF SOCIALLY RESPONSIBLE BUSINESS IN SPORT**

- **SU1: Introduction to CSR in Sport**

*Explains the core concept of CSR, its origins, and why it matters in the sports sector.*

- **SU2: Triple Bottom Line in Practice**

*Focus on people, planet, and profit as guiding pillars for sports organizations.*

- **SU3: Ethical Governance and Community Impact**

*Highlights how ethical decision-making shapes trust and sustainable community engagement.*

- **SU4: CSR Frameworks and Standards**

*Overview of European and international CSR frameworks most relevant for sports.*

## **LU2 | GENDER EQUALITY AND INCLUSIVE PRACTICES IN CSR**

- **SU1: Barriers to Gender Equality in Sport**

*Identifies systemic and cultural challenges faced by women and underrepresented groups.*

- **SU2: Integrating Gender, Diversity & Inclusion**

*Presents practical approaches to embedding equality and inclusion into CSR design.*

- **SU3: Women-led CSR Initiatives**

*Case studies highlighting projects where women act as leaders and change-makers.*

- **SU4: Ensuring Decision-Making Power**

*Practical methods for positioning women as active contributors in CSR governance.*

## **LU3 | CSR STRATEGY, STAKEHOLDER ENGAGEMENT, AND SUSTAINABLE PARTNERSHIPS**

- **SU1: Steps to CSR Strategy Development**

*Outlines how to align CSR objectives with organizational and community needs.*

- **SU2: Stakeholder Mapping & Analysis**

*Tools and methods for identifying key stakeholders, their influence, and interests.*

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|                                   | <ul style="list-style-type: none"> <li>• <b>SU3: Building Partnerships &amp; Securing Funding</b><br/><br/><i>Strategies for approaching funders and creating long-term collaborative value.</i></li> <li>• <b>SU4: SMART Objectives and Outcomes</b><br/><br/><i>Applying SMART framework to ensure CSR projects are measurable and impactful.</i></li> </ul> <p><b><u>LU4   DIGITAL TOOLS, MONITORING, AND IMPLEMENTATION OF CSR PROJECTS</u></b></p> <ul style="list-style-type: none"> <li>• <b>SU1: Digital Communication for CSR</b><br/><br/><i>Using digital platforms to enhance CSR visibility, stakeholder engagement, and transparency.</i></li> <li>• <b>SU2: Monitoring &amp; Evaluation Frameworks</b><br/><br/><i>Simple approaches to track progress and impact using GRI, ESRS, or similar tools.</i></li> <li>• <b>SU3: Action Plan Development</b><br/><br/><i>How to draft a concrete CSR project plan with clear timelines, budgets, and responsibilities.</i></li> <li>• <b>SU4: Reflection on Responsibility in Sport</b><br/><br/><i>Encourages learners to reflect on personal and organizational roles in advancing CSR.</i></li> </ul> |
| <b>References, resources, and</b> | <b><u>Books</u></b>  |

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| <p><b>specific additional learning/teaching materials required for the implementation of the module</b></p> | <ol style="list-style-type: none"> <li>1. Paramio-Salcines, J. L., Babiak, K., &amp; Walters, G. (Eds.). (2013). <i>Routledge handbook of sport and corporate social responsibility</i>. Routledge. <a href="https://doi.org/10.4324/9780203747537">https://doi.org/10.4324/9780203747537</a></li> <li>2. McCullough, B. P., &amp; Kellison, T. B. (Eds.). (2017). <i>Routledge handbook of sport and the environment</i>. Routledge. <a href="https://api.taylorfrancis.com/content/books/oa-mono/download?identifierName=doi&amp;identifierValue=10.4324%2F9781315619514&amp;type=webpdf">https://api.taylorfrancis.com/content/books/oa-mono/download?identifierName=doi&amp;identifierValue=10.4324%2F9781315619514&amp;type=webpdf</a></li> <li>3. McCullough, B. P., Kellison, T. B., &amp; Melton, N. (Eds.). (2022). <i>The Routledge handbook of sport and sustainable development</i>. Routledge. <a href="https://www.taylorfrancis.com/books/oa-edit/10.4324/9781003023968/routledge-handbook-sport-sustainable-development-brian-mccullough-timothy-kellison-nicole-melton">https://www.taylorfrancis.com/books/oa-edit/10.4324/9781003023968/routledge-handbook-sport-sustainable-development-brian-mccullough-timothy-kellison-nicole-melton</a></li> </ol> <p><b><u>Articles</u></b></p> <ol style="list-style-type: none"> <li>4. Sheth, H., &amp; Babiak, K. (2010). Beyond the game: Perceptions and practices of corporate social responsibility in the professional sport industry. <i>Journal of Business Ethics</i>, 91(3), 433–450. <a href="https://doi.org/10.1007/s10551-009-0094-0">https://doi.org/10.1007/s10551-009-0094-0</a></li> <li>5. Babiak, K., &amp; Trendafilova, S. (2011). CSR and environmental responsibility: Motives and pressures to adopt green management practices. <i>Corporate Social Responsibility and Environmental Management</i>, 18(1), 11–24. <a href="https://doi.org/10.1002/CSR.229">https://doi.org/10.1002/CSR.229</a></li> <li>6. Anagnostopoulos, C., Byers, T., &amp; Shilbury, D. (2014). Corporate social responsibility in professional team sport organisations: Towards a theory of decision-making. <i>European Sport Management Quarterly</i>, 14(3), 259–281. <a href="https://doi.org/10.1080/16184742.2014.897736">https://doi.org/10.1080/16184742.2014.897736</a></li> <li>7. Walker, M., &amp; Kent, A. (2009). Do fans care? Assessing the influence of corporate social responsibility on consumer attitudes in the sport</li> </ol> |
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industry. *European Sport Management Quarterly*, 9(2), 203–219. <https://doi.org/10.1080/14660970903239905>

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### **Videos/Podcasts**

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12. Sport Positive. (n.d.). *The Climate of Sport* [Podcast]. <https://www.sportpositive.org/podcast/>

13. GOALS. (n.d.). *The Business Case for Women's Sports* [Podcast].

Spotify. <https://open.spotify.com/show/5u4dxdZkYfHo3Ym7aTcNLS>

### **Journals/Magazines**

14. *European Sport Management*

*Quarterly*. <https://onlinelibrary.wiley.com/journal/17461391>

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### **Reports / Standards / Frameworks**

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18. European Parliament. (2022). *Towards more gender equality in sport*. [https://www.europarl.europa.eu/thinktank/en/document/EPRS\\_IDA\(2022\)733641](https://www.europarl.europa.eu/thinktank/en/document/EPRS_IDA(2022)733641)
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### **Online Courses and Platforms**

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| <b>MODULE TITLE</b>  | <b>MODULE 5. PROMOTING EQUAL OPPORTUNITIES FOR CAREER ADVANCEMENT IN SPORT</b>  |
| <b>Module objectives (and brief description of the module)</b> | <p>The goals for this module are to assist the learners in balancing athletic and academic/professional pursuits, guide in building of sustainable careers beyond sport, preparing for the transitions in leadership roles within organizations and help to understand the underlying structures within institutions that help to succeed academically and professionally.</p> <p><b>Key contents</b> – this module covers career advancement in sports from four perspectives – dual-career management, long-term career development, succession planning and institutional support systems, with the focus on barriers and opportunities related to gender equality. The contents are viewed through scientific theories, real-world examples as well as practical strategies for implementation.</p> |

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|                  | <p><b>Module objectives</b> – the main objectives of this module are: 1. Building the understanding of the balance between athletic and academic/professional pursuits 2. Introducing tools for building sustainable careers beyond sport 3. Preparing for leadership transitions in sport organizations 4. Exploring structures that help athletes succeed academically and professionally.</p> <p><b>Learning experience</b> – learners will be engaged in a comprehensive learning pathway, that includes a rich mix of presentations (video), textual materials and scientific research. In addition to guided on-line materials, learners are presented with a variety of opportunities for self-learning from books and articles, followed by knowledge-check quizzes. Additionally there are several videomaterials, followed by reflection tasks that will help the learners to dwell deeper into the subject.</p> |
| <b>Key terms</b> | <p><i>Stress management, goal setting, communication skills, career planning, continuous learning, personal branding, leadership development, strategic communication, ethical decision making, advocacy and inclusion, data-informed decision making, cultural competence.</i></p>  |

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| <b>Set of learning outcomes</b> | <ul style="list-style-type: none"> <li>• To gain skills to plan and support dual-career management on individual level.</li> <li>• To gain skills in managing personal branding and creating effective networks within sports.</li> <li>• To understand the career options and the changing environment in sports, taking into consideration equity and inclusivity.</li> <li>• To understand the institutional frameworks and the importance of data-driven decision making.</li> </ul> |
| <b>Learning outcomes</b>        |  |

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| <p>1. To gain skills to plan and support dual-career management on individual level.</p> <ul style="list-style-type: none"> <li>• <b>to develop the ability to analyze personal sporting and academic/professional goals;</b></li> <li>• <b>to develop individual strategies to achieve balance between sport and academia.</b></li> </ul>                                     |
| <p>2. To gain skills in managing personal branding and creating effective networks within sports.</p> <ul style="list-style-type: none"> <li>• <b>to apply practical tools for bulding a sustainable career beyond sport;</b></li> <li>• <b>to develop individual strategies for personal branding and networking.</b></li> </ul>  |
| <p>3. To understand the career options and the changing environment in sports, taking into consideration equity and inclusivity.</p> <ul style="list-style-type: none"> <li>• <b>to assess one’s potential for possible future position within sports;</b></li> <li>• <b>to develop a plan for transitioning into leadership positions in sports organizations.</b></li> </ul> |
| <p>4. To understand the institutional frameworks and the importance of data-driven decision making.</p> <ul style="list-style-type: none"> <li>• <b>to identify key institutional support structures;</b></li> <li>• <b>to develop an individual strategy for utilizing support networks to achieve success.</b></li> </ul>  |
| <p><b>Key competencies</b></p> <ul style="list-style-type: none"> <li>• Time and stress management</li> <li>• Communication skills</li> <li>• Strategic planning and communication</li> <li>• Networking</li> <li>• Ethical decision making</li> <li>• Policy literacy</li> <li>• Data-informed decision making</li> </ul>   |
| <p><b>Learning methods and the methodology of achieving learning outcomes</b></p> <p>The methodology is designed to support flexible and self-paced learning, while ensuring that learners achieve the outcomes that have been defined. The structure integrates a variety of learning</p>   |

methods, chosen to cater diverse learning styles and to promote deeper understanding and practical application of acquired knowledge.

### **TYPES OF CONTENT AND LEARNING ACTIVITIES**

- Online lectures
- Reading materials (scientific literature, books etc)
- Visual aids such as infographics and statistical data
- Structured content that provides both theoretical foundations and contextual understanding

### **INTERACTIVE LEARNING ACTIVITIES**

- Do-it-yourself tasks, which encourage active experimentation and application of concepts
- Real-life examples, such as interviews and videos, which bridge theory and practice
- Quizzes, which reinforce learning and provide immediate feedback
- Peer-review activities, which foster collaborative learning and critical thinking

### **ASSESSMENT METHODS**

- Assessment quizzes are included to reinforce learning and provide immediate feedback, integrated after the end of each module.
- Each unit is concluded with key points, a summary, and reflection questions that reinforce the knowledge and provide content consolidation.
- Learners are encouraged to self-assess their skills in order to identify strengths and areas of improvement.

### **ADDITIONAL RESOURCES**

- Reading materials (scientific literature, books etc) to support deeper learning and continued exploration of the topic.

### **ALIGNMENT WITH LEARNING OUTCOMES**

- Online lectures, reading materials, and visual resources support knowledge acquisition and contextual understanding.

- Do-it-yourself tasks, real-life examples, and peer-review activities support practical application, critical thinking, and skills development.
- Quizzes, summaries, and self-assessment support consolidation of learning and learner progress toward the defined outcomes.

**Learning  
units/topics**
**LU1 | DUAL CAREER MANAGEMENT**

*This unit equips participants with the skills needed to plan and support dual-career management at the individual level, enabling tailored guidance for athletes balancing sport and education or employment.*

- **SU1: Identifying and Reflecting on Dual-Career Goals in Sport and Education/Work.**

*This subunit focuses on self-assessment and goal-setting across both domains.*

- **SU2: Strategic Planning for Achieving Balance Between Athletic and Professional Pathways.**

*This subunit covers tools and methods for creating a personalized dual-career strategy.*

**LU2 | LONG TERM CAREER DEVELOPMENT**

*This unit develops participants' ability to manage personal branding and build effective professional networks within the sports context, enhancing visibility and career opportunities.*

- **SU1: Practical Tools for Career Transition and Long-Term Planning.**

*This unit focuses on identifying and applying tools that support athletes in preparing for life after sport.*

- **Subunit 2: Building a Sustainable Career Pathway Beyond Athletic Performance.**

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|   | <p><i>This unit emphasizes strategies for career sustainability, including skill development, adaptability, and long-term vision.</i></p> <p><b><u>LU3   SUCCESSION PLANNING</u></b></p> <p><i>This unit helps participants understand the evolving career landscape in sports, with a focus on equity and inclusivity in exploring diverse career pathways.</i></p> <ul style="list-style-type: none"> <li> <p><b>SU1: Self-Assessment and Identifying Leadership Potential in Sport.</b></p> <p><i>This unit focuses on evaluating personal strengths, leadership traits, and readiness for leadership roles.</i></p> </li> <li> <p><b>SU2: Planning Career Development for Leadership Roles in Sports Organizations.</b></p> <p><i>This unit covers creating actionable strategies and pathways for transitioning into leadership positions.</i></p> </li> </ul> <p><b><u>LU4   INSTITUTIONAL SUPPORT SYSTEMS</u></b></p> <p><i>This unit introduces participants to key institutional frameworks in sport and emphasizes the role of data-driven decision-making in effective career planning and policy development.</i></p> <ul style="list-style-type: none"> <li> <p><b>SU1: Mapping Institutional Support Structures in Sport.</b></p> <p><i>This unit focuses on recognizing and understanding the roles of key organizations, networks, and systems that support athlete development and career transitions.</i></p> </li> <li> <p><b>SU2: Strategic engagement with institutions for career success.</b></p> <p><i>This unit covers planning and implementing approaches to collaborate with and leverage institutional support for personal and professional growth.</i></p> </li> </ul> |
| <p><b>References, resources, and specific</b></p> | <p><b><u>Books</u></b></p>  |

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| <b>additional learning/teaching materials required for the implementation of the module</b> | <ol style="list-style-type: none"> <li>1. Aronson, J. &amp; McGlone, M.S. (2009). <i>Stereotype and social identity threat</i>. In T.D. Nelson (Ed.), <i>Handbook of prejudice, stereotyping, and discrimination</i> (pp. 153-178). 2<sup>nd</sup> edition. Psychology Press. <a href="https://doi.org/10.1037/0000168-000">https://doi.org/10.1037/0000168-000</a></li> <li>2. Druckman, J.M &amp; Sharrow, E.A. (2023). <i>Equality unfulfilled</i>. Cambridge University Press. <a href="https://doi.org/10.1017/9781009338356">https://doi.org/10.1017/9781009338356</a></li> <li>3. Gillard, J. &amp; Okonjo-Iweala, N. (2022). <i>women and leadership. Real lives, Real lessons</i>. The MIT Press.</li> </ol> <p><b><u>Articles</u></b></p> <ol style="list-style-type: none"> <li>1. UN Women. 11.7.2025. How to keep girls playing sport. <a href="https://knowledge.unwomen.org/en/articles/explainer/how-to-keep-girls-playing-sport">https://knowledge.unwomen.org/en/articles/explainer/how-to-keep-girls-playing-sport</a></li> <li>2. Quinaud, R.T. et al (2022). <i>The holistic development of talented sportspersons through dual-career</i>. Front. Sports Act. Living, Vol 4. <a href="https://doi.org/10.3389/fspor.2022.929981">https://doi.org/10.3389/fspor.2022.929981</a></li> <li>3. Hartzell, A.C et al. (2018). <i>A Holistic Perspective on Women’s Career Pathways in Athletics Administration</i>. Human Kinetics. Vol 22;2. 79-92. <a href="https://doi.org/10.1123/jsm.2018-0127">https://doi.org/10.1123/jsm.2018-0127</a></li> <li>4. Nessler C. et al (2020). <i>Head coach tenure in college women’s soccer. Do race, gender and career background matter?</i> Sport in Society, Vol 24;6. 972-989.</li> <li>5. Soler, S. et al (2016). <i>Implementing Gender Equity Policies in a University Sport Organization: Competing Discourses from Enthusiasm to Resistance</i>. Quest. Vol 69;2. 276-289.</li> <li>6. Murray, H. (2022). <i>Female Leader’s Experiences within Sport Organizations: A Thematic Analysis</i>. J Nurs Women’s Health 6: 183. <a href="https://doi.org/10.29011/2577-1450.100083">https://doi.org/10.29011/2577-1450.100083</a></li> </ol> |
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### **Videos**

1. Track talk, episode 2. (2024, July 26). *Lea Sprunger about mental health & dual career / a recap of a athletic season*. [Video]. YouTube. <https://www.youtube.com/watch?v=OWSc5fBWS0c>
2. Careers in Sports (2020, June 26). *Career in Sports Coaching*. [Video]. YouTube. <https://www.youtube.com/watch?v=jyLh2seXTnc>
3. TEDx Talks (2018, Apr 4). *The Science of Women's Leadership, Alexis Kanda-Olmstead*. [Video]. Youtube: <https://www.youtube.com/watch?v=FVzHBWoIGew>
4. TEDx Talks (2024, Feb 5). *Empowering Women Leadership from Home to the World, Pranayna KC*. [Video]. Youtube: <https://www.youtube.com/watch?v=I4GR2Q83iU>

### **Blogs and downloads**

1. Women business collaborative. 13.7.2025. *The Power Of Presence: The Evolving Role Of Women In SPorts Leadership*. <https://www.wbcollaborative.org/insights/the-power-of-presence-the-evolving-role-of-women-in-sports-leadership/>
2. International Olympic Committee. Career+. *Balancing Sport and Education*. <https://www.olympics.com/athlete365/app/uploads/2020/12/Athlete365-Career-BalancingSport-Education.pdf>

### **Optional online courses**

1. Coursera. *Transformational Leadership for Inclusive Innovation*. <https://www.coursera.org/learn/gender-analytics-transformational-leadership>

2. LinkedIn. Skills for Advancing as a Woman in Leadership.  
<https://www.linkedin.com/learning/paths/skills-for-advancing-as-a-woman-in-leadership>
3. Harvard University. Exercising Leadership: Foundational Principles.  
<https://pll.harvard.edu/course/exercising-leadership-foundational-principles>
4. The Open University. The athlete's journey: transitions through sport.  
<https://www.open.edu/openlearn/health-sports-psychology/the-athletes-journey-transitions-through-sport/content-section-overview?active-tab=description-tab>

The list of resources includes additionally a variety of free online courses that the learner can use in order to learn more about the subjects. Online courses would require access to a internet-enabled device and a videoplayer on regular basis. These courses are suitable for self-paced learning and provide the opportunity to concentrate more specifically to the subjects on this module that interest the learner most.

The downloadable PDF –format “balancing sport and education” material from IOC, includes also personal reflection and planning tasks that can be done anywhere, as long as the material has been downloaded to a device or printed on paper.

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| <b>MODULE TITLE</b>  | <b>MODULE 6: LEADERSHIP</b>  |
| <b>Module objectives (and brief description of the module)</b> | <p><b>Key contents:</b> This module explores gender-inclusive leadership in sport, focusing on structural barriers, inclusive practices, and personal leadership growth. It covers foundational theory on transformational and gender-responsive leadership, real-world examples from sports organizations, and practical strategies for implementation. The module addresses the unique challenges women face in sports leadership, including cultural stereotypes, lack of female role models, and systemic discrimination, while providing tools to develop authentic, inclusive leadership approaches.</p> <p><b>Module objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop inclusive leadership competencies tailored to diverse sport environments</li> <li>2. Analyze and address structural and cultural barriers to women's leadership in sport</li> <li>3. Design and implement gender-responsive leadership strategies</li> <li>4. Foster personal leadership growth and authentic, inclusive approaches</li> </ol> |
| <b>Key terms</b>   | <p><i>inclusive Leadership, Gender Equity, Transformational Leadership, Psychological Safety, Unconscious Bias, Structural Barriers, Empowerment, Equity, Role Models, Mentoring, SelfAwareness, Emotional Intelligence, Decision-Making, Strategic Vision</i></p>   |

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| <b>Set of learning outcomes</b> | <ul style="list-style-type: none"> <li>• To understand the foundations of inclusive leadership in sport</li> <li>• To be able to recognize and address gender-based barriers</li> <li>• To be able to engage in designing gender-responsive leadership strategies</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• To understand how to use personal reflection and grow as an inclusive leader</li> </ul> |
| <b>Learning outcomes</b>   |  |
| <ol style="list-style-type: none"> <li>1. To understand the foundations of inclusive leadership in sport <ul style="list-style-type: none"> <li>• <b>To understand the principles, values, and behaviours that define inclusive leadership in sport.</b></li> <li>• <b>To be able to apply transformational leadership concepts to real sport contexts.</b></li> </ul> </li> <li>2. To be able to recognize and address gender-based barriers <ul style="list-style-type: none"> <li>• <b>To understand structural, cultural, and intersectional barriers affecting women in sport leadership.</b></li> <li>• <b>To be able to identify bias, discriminatory behaviour, and exclusionary practices.</b></li> <li>• <b>To be able to design initial actions or responses that address gender-based barriers in sport settings.</b></li> </ul> </li> <li>3. To be able to engage in designing gender-responsive leadership strategies <ul style="list-style-type: none"> <li>• <b>To understand evidence-based strategies that support gender equity in sport organisations.</b></li> <li>• <b>To be able to develop practical initiatives or policies that promote inclusive organisational culture.</b></li> <li>• <b>To be able to build networks and partnerships that support sustainable gender-responsive change.</b></li> </ul> </li> <li>4. To understand how to use personal reflection and grow as an inclusive leader <ul style="list-style-type: none"> <li>• <b>To be able to critically assess one’s own leadership behaviour, values, and influence.</b></li> <li>• <b>To be able to develop an authentic, values-based leadership identity.</b></li> <li>• <b>To be able to create a personal development plan that supports continuous growth as an inclusive leader.</b></li> </ul> </li> </ol> |  |

### Key competencies

- **Inclusive leadership** - creating safe, empowering environments for all team members.
- **Self-awareness and reflection** - critically examining personal leadership style and impact.
- **Emotional intelligence** - managing emotions and empathizing with diverse perspectives.
- **Transformational vision and communication** - inspiring others toward gender equity goals.
- **Strategic thinking and decision-making** - analyzing barriers and designing evidence-based strategies.
- **Partnership building and active support** - cultivating allies and collaborative networks.
- **Empowerment and development of others** - mentoring and developing team members.
- **Resilience and adaptability** - navigating challenges while maintaining commitment to equity.

### Learning methods and the methodology of achieving learning outcomes

#### TYPES OF CONTENT AND LEARNING ACTIVITIES

- Four self-paced MOOCs that blend micro-content with active practice, following MOOC principles of meaningful, engaging, measurable, accessible and scalable learning.
- Short expert videos or animated explainers introducing every sub-unit, supported by illustrated readings, infographics and downloadable worksheets reinforcing key models.
- Links to the GENDERWISE Consolidated Report and external toolkits to enable deeper study.

#### INTERACTIVE LEARNING ACTIVITIES

- Learners progress through LU 1–4 sequentially, with each learning unit (~45 min) broken into 3–4 sub-units following a "watch → explore → apply → reflect" cycle to support retention and transfer.
- Each sub-unit includes DIY micro-challenges, scenario-based decision simulations, real-life case studies of gender-equity initiatives in sport, and guided reflection prompts connecting content to personal leadership contexts.

#### ASSESSMENT METHODS

- A reflection closes every sub-unit.

- A final 10-20-item quiz at module completion includes objective items and short applied responses with instant feedback.
- Progress bars, completion badges and optional discussion prompts to foster persistence without requiring live facilitation.

### **ADDITIONAL RESOURCES**

- "Further learning" boxes curating optional podcasts, journal articles and TED-style talks for extended exploration.

### **ALIGNMENT WITH LEARNING OUTCOMES**

- Short videos, readings, infographics, worksheets and linked resources support knowledge acquisition and understanding of key leadership models.
- DIY micro-challenges, simulations, case studies and reflection prompts support skills development, application in realistic contexts, and transfer to personal leadership practice.
- Continuous quizzes and instant feedback support consolidation of learning and learner progress across learning units and the full module.

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| <b>Learning units/topics</b> | <p>This module is structured in four learning units that guide participants from the foundations of inclusive leadership in sport to the development of personal and organizational strategies for gender equity. Each unit blends theory, practice, and reflection for effective self-paced learning.</p> <p><b><u>LU 1   FOUNDATIONS OF INCLUSIVE LEADERSHIP IN SPORT</u></b></p> <p><i>Explore the core principles, values, and practices that define inclusive leadership in sports, building essential self-awareness and communication skills.</i></p> <ul style="list-style-type: none"> <li>• <b>SU1: What is inclusive leadership in sport?</b><br/><i>Definition, key characteristics, and value of inclusion in sport contexts.</i></li> <li>• <b>SU2: Transformational leadership models</b></li> </ul> |
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*Introduction to transformational leadership frameworks with practical examples.*

- **SU3: Emotional intelligence and communication**

*Active listening, empathy, psychological safety, and inclusive interaction skills.*

## **LU 2 | RECOGNIZING AND ADDRESSING GENDER-BASED BARRIERS**

*Analyze structural, cultural, and systemic barriers to women's leadership, developing intervention skills and sensitivity to intersectional challenges in sport environments.*

- **SU1: Structural and cultural barriers in sport leadership**

*Mapping organizational and systemic obstacles to women's advancement.*

- **SU2 Intersectionality and multiple identities**

*How gender, race, and other identities overlap in sports contexts.*

- **SU3: Challenging bias and discrimination**

*Practical intervention strategies and bystander actions.*

- **SU4: Creating an inclusive action plan**

*From awareness to change through guided action planning.*

## **LU 3 | DESIGNING GENDER-RESPONSIVE LEADERSHIP STRATEGIES**

*Learn to create and implement practical, evidence-based strategies and policies to foster gender equity in sports organizations and advance women's participation.*

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|   | <ul style="list-style-type: none"> <li>• <b>SU1: Evidence-based strategies for gender equity</b><br/><i>Reviewing best practices and research-based solutions.</i></li> <li>• <b>SU2: Transforming organizational culture</b><br/><i>Mentoring, inclusive recruitment, and policy change.</i></li> <li>• <b>SU3: Building networks and active support</b><br/><i>Cultivating allies and establishing partnerships.</i></li> <li>• <b>SU4: From strategy to sustainable change</b><br/><i>Implementing and reviewing gender equity initiatives.</i></li> </ul> <p><b><u>LU 4   PERSONAL REFLECTION AND GROWTH AS AN INCLUSIVE LEADER</u></b></p> <p><i>Engage in critical self-assessment, develop an authentic leadership identity, and establish sustainable personal development plans towards lifelong inclusive leadership.</i></p> <ul style="list-style-type: none"> <li>• <b>SU1: Self-assessment and leadership impact</b><br/><i>Reflecting on leadership behavior and influence.</i></li> <li>• <b>SU2: Building authentic leadership identity</b><br/><i>Confidence, values-based leadership, and resilience.</i></li> <li>• <b>SU3: Sustaining growth and accountability</b><br/><i>Personal development plans, mentoring, and continuous learning.</i></li> </ul> |
| <b>References, resources, and specific additional learning/teaching</b> | <p><b>Materials</b></p> <p>Below is a curated, diverse selection of recommended resources to support learning and teaching throughout the Leadership module. These materials align with the module's focus on inclusive and gender-responsive leadership in sport, and are suitable for self-paced, online learning environments.</p> <p><b><u>Books</u></b></p>   |

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| <b>g materials required for the implementation of the module</b> | <ol style="list-style-type: none"> <li>1. Kouzes, J. M., &amp; Posner, B. Z. (2017). <i>The Leadership Challenge</i> (6th ed.). Wiley.</li> <li>2. Krzyzewski, M. (Coach K). (2001). <i>Leading With the Heart: Coach K's Successful Strategies for Basketball, Business, and Life</i>. Warner Books.</li> <li>3. Coyle, D. (2018). <i>The Culture Code: The Secrets of Highly Successful Groups</i>. Bantam.</li> <li>4. Dweck, C. S. (2006). <i>Mindset: The New Psychology of Success</i>. Random House.</li> <li>5. Næss, H. E., &amp; Svendsen, M. (2025). <i>Sport, Leadership, and Social Inclusion</i> (1st ed.). Routledge. <a href="https://doi.org/10.4324/9781003527848">https://doi.org/10.4324/9781003527848</a></li> <li>6. Cunningham, G. B. (2023). <i>Diversity and Inclusion in Sport Organizations: A Multilevel Perspective</i> (5th ed.). Routledge.</li> </ol> <p><b><u>Articles</u></b></p> <ol style="list-style-type: none"> <li>1. Sotiriadou, P., &amp; de Haan, D. (2019). Women and leadership: advancing gender equity policies in sport leadership through sport governance. <i>International Journal of Sport Policy and Politics</i>, 11(3), 365–386.<br/><a href="https://doi.org/10.1080/19406940.2019.1634628">https://doi.org/10.1080/19406940.2019.1634628</a></li> <li>2. Lotfy, C., Bennis Bennani, Y., &amp; Cornet, A. (2023). A meta-analysis of women professional evolution in sports leadership. <i>Problems and Perspectives in Management</i>, 21(3), 38-51.</li> <li>3. Bradbury, S. (2025). Ethnic Diversity and Inclusion in Sports Leadership. <i>Experts in Sport Podcast</i>, Loughborough University. <a href="https://www.youtube.com/watch?v=CALS4rfDtC4">https://www.youtube.com/watch?v=CALS4rfDtC4</a></li> <li>4. Kwon, H. J., Kim, Y., &amp; Jeon, J. (2024). How Does Interorganizational Inclusive Leadership influence Affiliated Sport Organization Employees? <i>Korean Journal of Sport Science</i>, 35(1), 72–89.</li> <li>5. Storr, R., &amp; Nicholson, M. (2023). Diverse and inclusive tennis governance: Threading inclusive leadership practices into director selection. <i>ITF Coaching Review</i>, 30(3), 461–474.</li> </ol> |
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### **Reports and Brochures**

- GENDERWISE Project Consortium. (2025). *GENDERWISE Consolidated Report*. [Provided in the course platform]
- Special Olympics. (2017). *Leadership Academy: Developing Inclusive Leadership Globally*.
- International Olympic Committee (IOC). (2020). *Equity, Diversity & Inclusion Strategy*.

### **Videos and Podcasts**

1. Messier, M.-K. (2023). *The Power of Equity in Sport* [TEDx Talk]. YouTube. <https://www.youtube.com/watch?v=70p08c5EJSc>
2. “Daily Practices of Inclusive Leaders.” (2024). YouTube. <https://www.youtube.com/watch?v=LUa-0miy3QE>
3. Loughborough University, Experts in Sport Podcast. (2025). *E84 - Ethnic Diversity and Inclusion in Sports Leadership*. <https://www.youtube.com/watch?v=CALS4rfDtC4>
4. “Sport is for Every Body” podcast by Inclusive Sport Design. (2025). <https://open.spotify.com/show/2NMchlJhl445obVghaixL3>
5. AdaptX Podcast #059. *Coaching Strategies to Create Inclusive Environments*. YouTube. <https://www.youtube.com/watch?v=KzWmEhCkP9A>

### **Open Educational Resources & Online Courses**

1. Coursera. *Transformational Leadership for Inclusive Innovation*.
2. Special Olympics. *Leadership Academy: Inclusive Leadership eModules*. <https://resources.specialolympics.org/leadership-excellence/leadership-academy>

### **Journals/Magazines**

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|  | <ul style="list-style-type: none"> <li>• <i>Sport Management Review</i></li> <li>• <i>International Journal of Sport Policy and Politics</i></li> <li>• <i>Journal of Sport Management</i></li> <li>• <i>Equality, Diversity and Inclusion: An International Journal</i></li> <li>• <i>Sport in Society</i></li> </ul> <p><b><u>Other Materials and Tools</u></b></p> <ul style="list-style-type: none"> <li>• Downloadable self-assessment and action plan worksheets (available within the module platform).</li> <li>• Interactive video players compatible with closed captions.</li> </ul> <p>Infographics and summary posters for key models and leadership strategies.</p> |
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| <b>Adaptation of learning experiences for students/persons with disabilities</b>   |  |
| <b>1. TECHNICAL SPECIFICATIONS GENDERWISE PLATFORM DEVELOPMENT AIMS TO COMPLY WITH WCAG 2.1 LEVEL AA STANDARDS.</b>  |  |
| <ul style="list-style-type: none"> <li>• Keyboard Navigation Support: All interactive elements will be operable via keyboard (e.g., Tab, Shift+Tab, Enter, Arrow keys).</li> <li>• Visible Focus: When navigating with a keyboard, the currently focused element will be clearly visible.</li> <li>• Cross-Device Compatibility: Full functionality and accessibility will be ensured across PCs, tablets, and mobile devices.</li> <li>• Color Contrast: Text and graphical elements will maintain a minimum contrast ratio of 4.5:1 to support readability for users with visual impairments.</li> <li>• Large and resizable text: Text must be resizable without loss of content or functionality.</li> <li>• Adjustable text spacing (increasing line spacing, letter spacing, and paragraph spacing without loss of content could improve readability for people with dyslexia).</li> <li>• Screen Reader Compatibility: Use of semantic HTML (correct use of headings, landmarks, lists).</li> </ul> |  |

## **2. UNDERSTANDABILITY**

- **Clear Headings and Labels:** All headings, links, buttons, and form fields will have descriptive and unambiguous text.
- **Error Identification:** Forms will include clear error messages and guidance to help users correct mistakes.

## **3. DESIGN ACCESSIBILITY**

- **Color Blind-Friendly Design:** Information will not rely on color alone; additional indicators (e.g., patterns, icons, labels) will be used where necessary.
- **Responsive Design:** The platform will be fully responsive, adapting to all screen sizes and orientations without compromising accessibility.
- **Consistent Navigation:** Menus and layout elements will be consistent across the platform to reduce cognitive load and increase predictability.

## **4. MULTIMEDIA ACCESSIBILITY**

- **Videos:** Provided with subtitles, closed captions (CC), and visual aids.
- **Audio/Video Control:** Any media playing automatically for more than 3 seconds will include play/pause/stop controls.
- **Accessible Hyperlinks:** Hyperlinks will be clearly labeled and structured for screen reader compatibility.

## **5. CONTENT ACCESSIBILITY**

- **Plain Language / Easy Read Version:** Use clear, simple language.
- **Alternative Text for Images:** Add alternative text (alt text) to every meaningful image.
- **Appropriate Fonts for Accessibility:** Choose simple, legible, sans-serif fonts that are easy to read both on screen and in print (e.g., Arial).

- Use Heading styles (Normal, Heading 1, Heading 2, etc.) to create a clear structure.
- Use Lists (bulleted or numbered) instead of manual formatting.
- Hyperlinks: Use descriptive link text, not URLs (e.g., “Download the report” instead of “https://...”). Also, ensure links are underlined and distinguishable by color and style.
- Accessibility Checker: Use Word's built-in Accessibility Checker:
  - o Go to Review → Check Accessibility
  - o It will flag issues and give guidance (e.g., missing alt text, table structure problems, etc.).
- Multimodal delivery of information: The core content of the module is presented in multiple formats — text, audio/video, graphics — allowing each learner to choose the most convenient channel of perception.

## 6. OPERATIONAL CONSIDERATIONS

- Accessibility Statement: A public-facing accessibility statement will outline the platform’s accessibility features and commitment.
- Accessibility Audits: Both manual and automated accessibility audits will be conducted to ensure ongoing compliance and improvement.
- Feedback Mechanism: Users will be able to report accessibility issues or suggest improvements (e.g., through a questionnaire).
- Guidance and Contact for Support: Clear information on whom to contact for individualized adjustments or technical support will be provided, enabling all learners to request further accommodations as needed.