

# PILOT PROGRAM



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# Introduction

Train and take responsibility: BUILD YOURSELF



BE TRANSFORMING AGENTS

6 associated federations as well as 325 clubs.



Federació Catalana  
de Basquetbol



BULGARIAN  
BASKETBALL  
FEDERATION



FEDERATA E BASKETBOLLIT TË KOSOVËS  
KOSOVO BASKETBALL FEDERATION  
KOŠARKAŠKI SAVEZ KOSOVA



UNIVERSITAT  
RAMON  
LLULL

CHANGE OF MODELS AND GENDER RELATIONS



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# Introduction

To promote effective equality and promote a space of opportunities where the imagination does not only correspond to men's sports practice, it is necessary to open it up and give women's basketball its own identity.

Activate  
a change of mentality

Transform:

- Players
- Coaches
- Board Members
- Referees
- Media
- Federations

promoters of "change"

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# What's Pilot Program?

Guide in making political decisions about the aspects that need to be prioritized to effectively address the problem.

Following the pillars of the Promise Project



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# FIRST STEP: Analysis of the problem

*What is the current women's basketball situation in the different countries and from the different international levels?*

- Underrepresentation of women at different levels
- Existence of negative stereotypes related to the involvement and participation of women in basketball
- Lack of empowerment of women participating in this sport.

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# FIRST STEP: Analysis of the problem

Deepen and investigate with a qualitative analysis focusing on the **BARRIERS**, **PROBLEMS** and **PERCEPTIONS** of all the agents involved.

Not to forget:

- Differences and needs of each of these agents: players, referees, directors, coaches, or media professionals.
- Different realities of each territory

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# FIRST STEP: Analysis of the problem

BY EU Strategy for Gender Equality del Gener de 2021

| ROLES PER ORGANISATION | MAIN CHALLENGES   |
|------------------------|---|
| Board members          | Lack of self and external confidence<br>Difficulties managing family life and work-life balance<br>Lack of representation   |
| Managers               | Difficulties managing family life and work-life balance<br>Lack of representation<br>Lack of support from family members<br>Limited opportunities and access to senior positions (technical and decision-making roles)<br>Pay gap |

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***EU Strategy for  
Gender Equality del  
Gener de 2021***

| ROLES PER ORGANISATION | MAIN CHALLENGES   |
|------------------------|---|
| Coaches                | Lack of representation<br>Lack of financial support from clubs and local governments<br>Lack of role models<br>Lack of self-confidence<br>Lack of opportunities<br>Difficulties managing work-life balance<br>Coaching mainly girls/women's teams |
| Referees               | Sexist insults while on the job<br>Lack of role models<br>Lack of self-confidence<br>Difficulties managing family life and work-life balance<br>Officiating mainly girls/women's games  |
| Players                | Lack of encouragement from family to pursue a career in basketball<br>Lack of self-confidence<br>Lack of role models<br>Lack of representation within their own clubs<br>Difficulties to combine studies with sports career (dual career)         |

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# FIRST STEP: Analysis of the problem

## *BY URL (WP2): Needs assessments*

Identify and specify the current specific needs of the basketball federations participating in the study in terms of the gender dimension. Through focus groups





# SECOND STEP: Focus group

1. Elaboration of the "Supporting Guide to implement Focus Groups"
  - Number of participants
  - Duration of group interviews
  - Criteria for choosing the participant
  - Gender of participants
  - Data confidentiality
  - Execution procedure





## SECOND STEP: Focus group

2. **Training sessions:** support the coordinators of the focus groups in the process of training and assimilation of the didactic document

3. **Execution of the focus groups:** The group interviews were recorded and sent to be analyzed by the research team.

4. **Collection and analysis of the focus groups:** analyzed by a research team following qualitative research techniques

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# THIRD STEP: Conclusions de l'estudi

The theoretical framework consulted is reaffirmed

7 dimensions:

|                             |                                     |
|-----------------------------|-------------------------------------|
| Low resources               | Family life and work reconciliation |
| Low awareness and promotion | Low professional recognition        |
| Gender stereotypes          | Low self-esteem                     |
| Pay Gap                     |                                     |

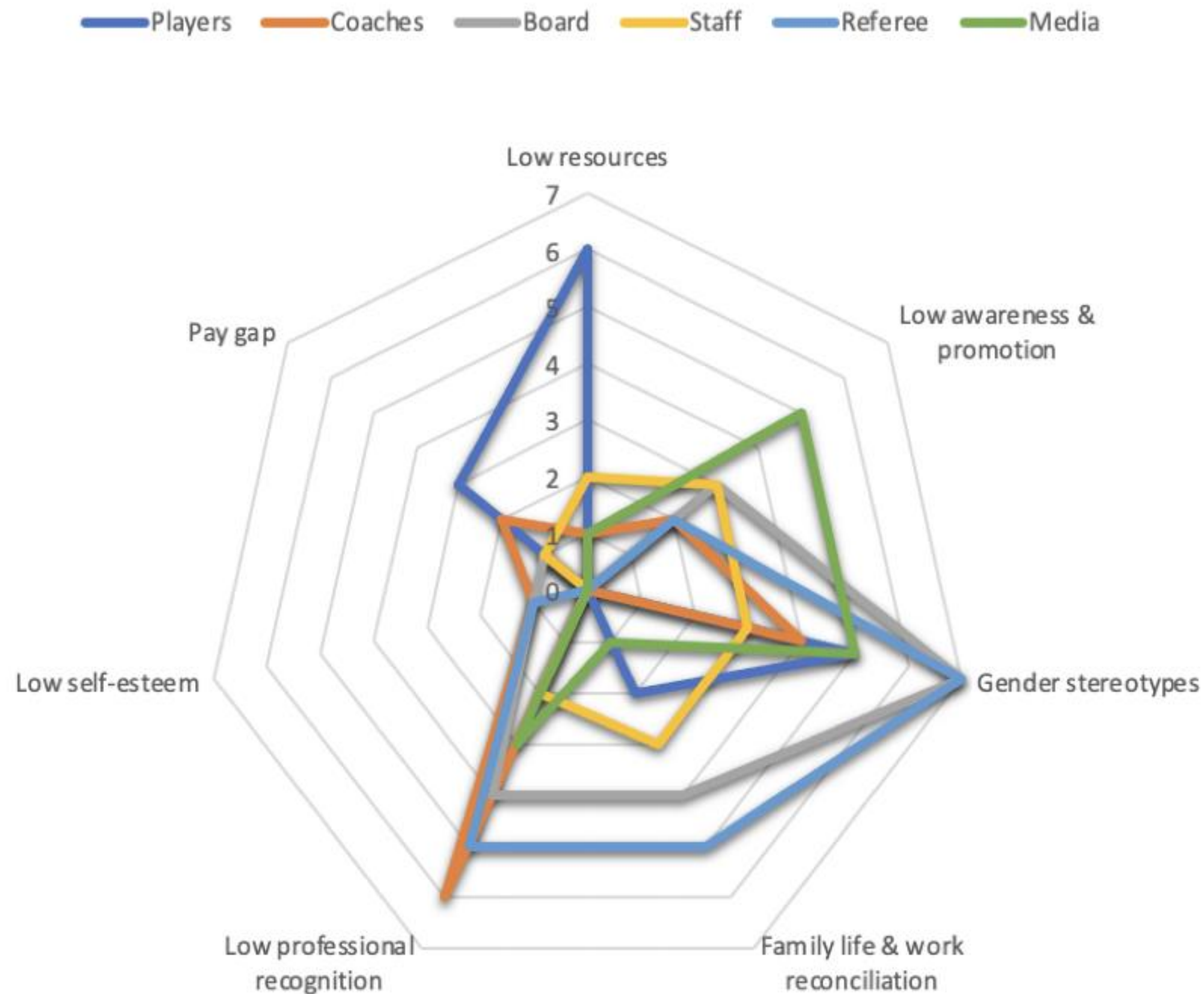
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# THIRD STEP: Conclusions de l'estudi

***DIMENSIONS  
ALL AGENTS***



*From the document: Needs assessment report, URL (July 2023).*

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# THIRD STEP: study conclusions

## GENDER STEREOTYPES

Female body unable to perform sport  
Sexualization of women's bodies  
Lack of visibility in media

## PAY GAP

Differences between women's and men's teams in terms of labor contracts and pay

## WORK-LIFE BALANCE

Maternity (in)securities  
Difficulties with work-life balance due to the nonprofessionalization of the highest level women's leagues

## LACK OF RESOURCES

Differences between women's and men's teams in availability of human and material resources  
Lack of financial investment by sponsors and of marketing opportunities  
Less scholarship funding for female players

**PLAYERS**

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# THIRD STEP: study conclusions

## GENDER STEREOTYPES

Men are the dominant gender.

Poor relationship between men and women coaches

Lack of trust and lack of individual approach

Discrimination by other basketball stakeholders:  
referees, families, board members, technical management

## PAY GAP

Financial differences between genders

## LACK OF AWARENESS AND PROMOTION:

Need to raise awareness among different stakeholders. Sports culture. Long-term project.  
Visibility

## COACHES

## LACK OF PROFESSIONAL RECOGNITION

Women must work harder than men to prove that they have skills

Lack of trust and lack of individual approach

Female coaches must constantly legitimize themselves

Glass ceiling for female coaches

## LACK OF RESOURCES

Increasing investments

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# THIRD STEP: study conclusions

## GENDER STEREOTYPES

Glass ceiling

Leadership style/male culture

Sexualization of women

Presumption that a female cannot be as competent as a male

Men tend to have more of an internal impulse to dominate

## BOARD MEMBERS

## LACK OF AWARENESS AND PROMOTION:

Little presence and visibility

Awareness raising between society and government

Little participation by women in sports.  
No motivation, no visibility.

## PAY GAP

Pay gap between men and women

## WORK-LIFE BALANCE

Difficulties managing family life and work-life balance.

## LACK OF PROFESSIONAL RECOGNITION

Glass ceiling

Women must work harder to legitimize and prove themselves professionally

## LOW SELF-ESTEEM

Low self-esteem

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# THIRD STEP: study conclusions

## LACK OF PROFESSIONAL RECOGNITION

.Need for support and training for female referees.

Inequality of opportunities

Lack of trust and recognition from male referees, coaches and technical teams

Women must work harder to legitimize and prove themselves professionally

## GENDER STEREOTYPES

Discrimination against female referees

Paternalism towards female referees

Gender stereotypes

Crisis of authority

Sexist language

## REFEREES

## LOW SELF-ESTEEM

Lack of self-confidence and self-esteem

## WORK-LIFE BALANCE

Difficulties managing family life and worklife balance

Difficulties in recovering after giving birth

No point in investing in the development of women referees, as once they become mothers they tend to quit

## LACK OF AWARENESS AND PROMOTION:

Loneliness in a masculinized world

Need for awareness raising in society and government

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# THIRD STEP: study conclusions

## GENDER STEREOTYPES

Gender stereotypes from patriarchal education

Leadership style /male culture

## LACK OF AWARENESS AND PROMOTION

Visibility of good practices

Promotion of active participation of girls in sports activities

The presence of women on boards encourages other ways of working

## PAY GAP

Gender pay gap

## STAFF OF FEDERATION

## LACK OF PROFESSIONAL RECOGNITION

Boards that are more aware of gender issues lead to women being more valued as professionals.

## LACK OF RESOURCES

Lack of investment

## WORK-LIFE BALANCE

Difficulties managing family life and work-life balance

Maternity issues

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# THIRD STEP: study conclusions

## GENDER STEREOTYPES

basketball is a men's sport

No glass ceiling, but there are more men in media leadership  
because of patriarchal society

Sexualization of women on TV

Sexist language and not in favor of quotas

## LACK OF AWARENESS AND PROMOTION:

Lack of female presence

No interest in women's sport results

Need to raise awareness

Lack of media coverage of women's sports

Exclusive platforms for women's sports

## MEDIA

## WORK-LIFE BALANCE

Difficulties managing family life and worklife balance

## LACK OF PROFESSIONAL RECOGNITION

Women must work harder to legitimize and prove themselves professionally

Women are very well accepted as reporters, but not as commentators / experts

Women's voices are not as convincing as men's

## LACK OF RESOURCES

The smaller women's sport budget

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# FOURTH STEP: Define axes, objectives, dimensions of the Pilot Program

## EIXOS

- ❖ Transformation
- ❖ Awareness
- ❖ Visibility

## GENERAL OBJECTIVES:

- Empower women in any of their profiles on and off the court.
- Give visibility to the role of women in the world of basketball.
- Break with negative stereotypes

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# FOURTH STEP: Define axes, objectives, dimensions of the Pilot Program

| DIMENSION                          | MAIN CATEGORIES  |
|------------------------------------|--|
| <b>LOW RESOURCES</b>               | <ul style="list-style-type: none"> <li>- Differences according to human and material resources between women's and men's teams.</li> <li>- The low financial investment of the sponsors and the low marketing opportunities.</li> <li>- A low investment</li> </ul>              |
| <b>LOW AWARENESS AND PROMOTION</b> | <ul style="list-style-type: none"> <li>- Need for awareness among agents. Sport culture. Long term project.</li> <li>- There is no media content for women's sports.</li> <li>- There is no interest in women's sports results-Exclusive platform for women's sports.</li> </ul> |



# FOURTH STEP: Define axes, objectives, dimensions of the Pilot Program

| DIMENSION                                  | MAIN CATEGORIES  |
|--|--|
| <b>GENDER STEREOTYPES</b>                  | <ul style="list-style-type: none"><li>-Low visibility in the media.</li><li>-Different treatment by referees</li><li>-Sexualization of the woman's body. (also in media)</li><li>-Sexist language</li><li>-Gender stereotypes from patriarchal education.</li><li>-Paternalism towards the referring referees.</li></ul> |
| <b>FAMILY LIFE AND WORK RECONCILIATION</b> | <ul style="list-style-type: none"><li>-Motherhood and insecurities</li><li>-Difficulties in recovery after giving birth.</li><li>-Difficulties managing family and work life.</li><li>-It makes no sense to invest in the development of female referees, since once they become mothers, they leave.</li></ul>          |

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# FOURTH STEP: Define axes, objectives, dimensions of the Pilot Program

| DIMENSION                           | MAIN CATEGORIES   |
|-------------------------------------|---|
| <b>LOW PROFESSIONAL RECOGNITION</b> | <ul style="list-style-type: none"><li>-Women have to work harder than men to prove they have skills.</li><li>-Lack of confidence and lack of individual focus.</li><li>-Glass ceiling for female coaches.</li><li>-Gender sensitized bars have an impact on women valued as professionals.</li><li>-Lack of trust and recognition between referees, coaches and technical teams.</li></ul> <p>The female voice is not as convincing as the male voice.</p> <ul style="list-style-type: none"><li>-Women are very well accepted as reporters, but not as commentators or experts</li></ul> |

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# FOURTH STEP: Define axes, objectives, dimensions of the Pilot Program

| DIMENSION       | MAIN CATEGORIES  |
|-----------------|--|
| LOW SELF-ESTEEM | <ul style="list-style-type: none"><li>- Lack of self-confidence</li><li>- Low self-esteem</li></ul>  |
| PAY GAP         | <ul style="list-style-type: none"><li>- Differences according to labor contracts and pay gap between women's and men's teams.</li><li>- Gender pay gap</li></ul> |

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# **FIFTH STEP: Define how to implement the Pilot program**

## IMPLEMENTACIÓ

Per assolir els objectius, i poder desenvolupar totes les estratègies i accions, hem d'analitzar, entendre i implementar bé el contingut.

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# FIFTH STEP: Define how to implement the Pilot program

RELEVANT ASPECTS

**T**

**TARGET**

Transversal work with all agents involved in basketball

**TP**

**TARGET PLAYERS**

**TR**

**TARGET REFEREES**

**TF**

**TARGET  
FEDERATIONS**

**TC**

**TARGET COACHES**

**TB**

**TARGET BOARD  
MEMBERS**

**TM**

**TARGET MEDIA**

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# FIFTH STEP: Define how to implement the Pilot program

TD

## TERRITORIAL DIFFERENCES

characteristics of the different territories(culture and other realities, etc.)

L

## LANGUAGE

- ☐ Use neutral language or visual language
  - ☐ Avoid sexism.
  - ☐ Avoid the generic masculine.
- ☐ Avoid comparisons, the referent of the male imaginary.

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# FIFTH STEP: Define how to implement the Pilot program

## I

### IMAGES

- ☐ Make women visible in dissemination materials, communication channels, etc.
- ☐ Figure of women in diverse roles
- ☐ Exclude sexualized images of women
- ☐ Avoid materials that reproduce gender stereotypes

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# FIFTH STEP: Define how to implement the Pilot program

- Presence of women coaches, players, directors, women referees and journalists as models and references in all the dissemination, communication of the different actions.

## R REFERENCES

- Having female trainers and role models can contribute to reducing the high dropout rate of girls and women, especially in the adolescent age gap.

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# FIFTH STEP: Define how to implement the Pilot program

D

## DIVERSIFY CHANNELS

Diversify the dissemination channels so that they reach the different target groups

WM

## WOMEN & MEN

Tasks aimed at the public in a global way and cooperate to achieve the same goals

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# FIFTH STEP: Define how to implement the Pilot program

## REVIEW OF THE IMPLEMENTATION

Each organization and entity reviews the documentation and material issued so far; be it internal documentation, protocols, social networks, general communication...etc.

Organization

Way of working

+ rigor

+ consistency

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# SIXTH STEP: Define the activities and their content of the Pilot Program

| TIMETABLE ACTIVITIES |      |   |                              |     |     |     |     |     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |     |     |     |     |      |     |     |     |     |     |   |
|----------------------|------|---|------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|---|
|                      |      |   | 2023                         |     |     |     |     |     |     |     |     |     |     |     | 2024 |     |     |     |     |     |     |     |     |     |     |     | 2025 |     |     |     |     |     |   |
|                      |      |   | JAN                          | FEB | MAI | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC | JAN  | FEB | MAI | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC | JAN  | FEB | MAI | APR | MAY | JUN |   |
| WP                   |      | ACTIVITY                                    | M1                           | M2  | M3  | M4  | M5  | M6  | M7  | M8  | M9  | M10 | M11 | M12 | M13  | M14 | M15 | M16 | M17 | M18 | M19 | M20 | M21 | M22 | M23 | M24 | M25  | M26 | M27 | M28 | M29 | M30 |   |
| WP2                  |      | Best Practices Guidebook                    | X                            | X   | X   | X   | X   |     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |     |     |     |     |      |     |     |     |     |     |   |
| WP3                  | T3.2 | MOOC  | Learning tools and resources |     |     |     |     |     |     |     |     | x   | x   | x   | x    | P   | D   | D   | D   | D   | D   | D   | D   | D   | D   | D   | D    | D   | R   |     |     |     |   |
|                      |      | Networking space                            |                              |     |     |     |     |     |     |     |     | x   | x   | x   | x    | x   | P   | D   | D   | D   | D   | D   | D   | D   | D   | D   | D    | D   |     |     |     |     |   |
|                      |      | Presential Trainings                        |                              |     |     |     |     |     |     |     |     |     | x   | x   | x    | x   | x   | E   | E   | R   |     |     |     |     |     |     |      |     |     |     |     |     |   |
|                      |      | Mentorship                                  |                              |     |     |     |     |     |     |     |     |     | x   | x   | x    | E   | E   | E   | E   | E   | E   | R   |     |     |     |     |      |     |     |     |     |     |   |
|                      | T3.3 | Cartoons or Comic design                    |                              |     |     |     |     |     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |     | x   | x   | x   | P    | D   | D   | R   |     |     |   |
|                      |      | Short videos referent women’s of basketball |                              |     |     |     |     |     |     |     |     |     |     |     |      |     |     | x   | x   | x   | x   | x   | x   | P   | D   | D   | D    | D   | D   | R   |     |     |   |
|                      |      | Documentary of Women in basketball          |                              |     |     |     |     |     |     |     |     |     | X   | X   | X    | P   | D   | D   | D   | D   | D   |     |     |     |     |     |      |     |     | R   |     |     |   |
|                      | T3.4 | International Campus                        |                              |     |     |     |     |     |     |     |     |     | X   |     |      |     | x   | x   | x   | x   | x   | E   | R   |     |     |     |      |     |     |     |     |     |   |
|                      |      | Hackathon                                   |                              |     |     |     |     |     |     |     |     |     |     |     |      |     |     |     | x   | x   | x   | x   | x   | x   | x   | E   | R    |     |     |     |     |     |   |
| WP4                  | T4.3 | Workshops on Sustainability                 |                              |     |     |     |     |     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |     |     |     |     |      | x   | x   | x   | E   | R   |   |
|                      | T4.4 | Policy Recommendations                      |                              |     |     |     |     |     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |     |     |     | x   | x    | x   | x   | x   | E   | E/R |   |
| WP5                  | T5.2 | Project image guidebook                     |                              |     |     |     |     | x   | x   | x   | x   | x   |     |     |      |     |     |     |     |     |     |     |     |     |     |     |      |     |     |     |     | R   |   |
|                      |      | Online presence on social media             |                              |     |     |     |     |     | x   | x   | x   | x   | x   | x   | x    | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x    | x   | x   | x   |     |     |   |
|                      |      | Project leaflets and roll ups               |                              |     |     |     |     | x   | x   | x   | x   | x   | x   | x   | x    | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x    | x   | x   | x   |     |     |   |
|                      |      | Press reases and/or articles                |                              |     |     |     |     |     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |     |     |     |     |      |     |     |     |     |     |   |
|                      |      | E-newsletters                               |                              |     |     |     |     |     |     |     |     |     | x   | x   | x    | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   |      |     |     |     |     |     |   |
|                      | T5.3 | International Forum                         |                              |     |     |     |     |     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |     |     |     |     | x    | x   | x   | x   | x   | E/R |   |
|                      | T5.4 | Media Workshops                             |                              |     |     |     |     |     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |     |     |     |     | x    | x   | x   | x   | E   | E   | R |



# SIXTH STEP: Define the activities and their content of the Pilot Program

Description and objectives

Work plan: development of the activity

Through

Agents involved

dimensions

Implementation  
(important aspects)

initial meeting (FCBQ) → plan and specify the different phases of each activity..

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