



SPRINGBOARD 2 PROJECT

Project Output 2: Springboard Program Curriculum and Training Materials

Women in Sports Tech

101243471

Table of Contents

1. Introduction and Context	4
1.1 About This Document	4
1.2 Purpose and Scope	4
1.3 The Springboard Journey: From Springboard 1 to Springboard 2	4
1.4 Relationship Between WP2 Deliverables.....	5
2. Content Adaptation Methodology	5
2.1 Phase 1: Springboard 1 Content Audit (January 2026).....	5
2.2 Phase 2: Partner Review Process (February–March 2026).....	5
2.3 Phase 3: Integration of D2.1 Barrier Assessment Findings (April–May 2026)	6
2.4 Phase 4: Expert Validation and Finalisation (May–June 2026).....	6
2.5 KPI Achievement: Expert and Stakeholder Involvement	6
3. Springboard 1 Content Audit.....	6
3.1 Platform Structure Overview	6
3.2 Module 1: Introduction — Content Inventory.....	7
3.3 Module 2: Sports Entrepreneurs — Content Inventory	7
3.4 Module 3: Tech Investors — Content Inventory	8
3.5 Module 4: Business Mentors — Content Inventory	8
3.6 Conclusion and Platform Elements.....	8
3.7 New Content Pieces Required	8
3.8 Adaptation Decision Summary	9
4. Partner Review Synthesis	9
4.1 Question 1: Is the Content Still Relevant and Up to Date?.....	9
4.2 Question 2: Addressing the Needs of Women Athletes	10
4.3 Question 3: Cultural Applicability	10
4.4 Question 4: Missing Topics and Skills	10
4.5 Platform and User Experience Issues	11
4.6 Cross-Partner Analysis: Key Themes.....	11
5. D2.1 Barrier–Curriculum Mapping	12
Barrier 1: Lack of Knowledge About Sports Tech Sector (Rank #1 — Very High Confidence)	12
Barrier 2: Lack of Professional Network (Rank #2 — Very High Confidence)	13
Barrier 3: Insufficient Mentoring and Career Guidance (Rank #3 — Very High Confidence)	13
Barrier 4: Time Constraints and Dual Career (Rank #4 — High Confidence)	14
Barrier 5: Limited Access to Funding (Rank #5 — High Confidence)	15
Barrier 6: Lack of Business and Entrepreneurial Skills (Rank: #6 — High Confidence)	16
5.2 Barrier-to-Module Matrix.....	18
6. Adapted Curriculum Framework	19
6.1 Design Principles.....	19

6.2 Curriculum Overview	20
6.3 Module 1: Self-Discovery and Purpose Finding	20
6.4 Module 2: Sports Tech Ecosystem Literacy	22
6.5 Module 3: Entrepreneurship Fundamentals and Business Development	24
6.6 Module 4: Technology, AI, and Digital Tools	26
6.7 Module 5: Pitching, Communication, and Personal Branding	27
6.8 Module 6: Financial Planning and Funding	28
6.9 Module 7: Mentorship, Networking, and Community	30
6.10 Module 8: Career Pathways — Beyond Entrepreneurship	31
7. Workshop Designs for WP3	33
7.1 Skill-Development Workshops (T3.1)	33
7.2 Role Model Workshops (T3.2)	33
7.3 Interactive Exercises (T3.3)	34
8. Mentorship Programme Guidelines for WP4	34
8.1 Five Principles of Effective Mentoring	34
9. Country-Specific Adaptation Notes	34
9.1 Netherlands — ‘Structural Time and Pay Considerations’	34
9.2 Spain — ‘Foundational Knowledge Gap Prioritised’	35
9.3 Sweden — ‘Networking and Outreach Gap’	35
9.4 Türkiye — ‘Infrastructure and Ecosystem Development Priority’	35
9.5 Norway — ‘Team Formation and Collaborative Pathways’	35
10. KPI Achievement and Evidence	35
10.1 KPI 1: Content Pieces Reviewed and Adapted	35
10.2 KPI 2: Experts/Stakeholders Involved	36
11. D2.3 Case Study Integration Map	36
12. Conclusions	37

1. Introduction and Context

1.1 About This Document

This document constitutes Deliverable D2.2 (Adapted Curriculum and Training Materials) of the Springboard 2: Women in Sports Tech project, funded by the European Union under the Erasmus+ Sport Programme (Project No. 101243471). It has been produced under Work Package 2 (Comprehensive Barrier Assessment and Content Adaptation), Task 2.2 (Review and Adapt Existing Springboard Project Content), and is led by Collective Innovation AS (COLIN) as the WP2 Lead Partner.

The deliverable is classified as a Report (R), with a public dissemination level (PU), and is submitted in PDF format in English.

This document presents the adapted curriculum framework, module specifications, and training material guidelines. The detailed training materials (presentations, worksheets, facilitator guides, handouts) will be developed and finalised during WP3 implementation based on these specifications, ensuring that the materials are current at the time of delivery.

1.2 Purpose and Scope

The purpose of this deliverable is to present the adapted Springboard programme curriculum and training materials, developed through a systematic process of reviewing existing Springboard 1 content, integrating the findings of the Task 2.1 Barrier Assessment, incorporating feedback from five consortium partners and field experts, and designing new content to address identified gaps.

The adapted curriculum is designed to serve as the foundational educational framework for the project's subsequent work packages:

- Work Package 3 (Training and Skill Development): The curriculum provides the content basis for the four planned workshops, four role model workshops, and interactive activities.
- Work Package 4 (Mentorship Programme): The curriculum includes mentorship programme guidelines, matching criteria, and session structures to support the mentorship activities.

1.3 The Springboard Journey: From Springboard 1 to Springboard 2

The first Springboard project established a digital learning platform targeting athletes transitioning into the Sports Tech sector. It developed a four-module online course covering sports entrepreneurship fundamentals, investment principles, and business mentoring. The platform, hosted at portal.athletesnewcareer.com, contains 57 content pieces across four modules and a conclusion section, delivered through a combination of video content, written materials, external resources, and reflection exercises.

However, Springboard 1 did not specifically investigate the gendered dimension of barriers to Sports Tech careers. The content was designed for a general athlete audience, with no specific attention to the particular challenges that women athletes face in a sector that remains predominantly male. Furthermore, the content was developed before the emergence of generative AI tools, before the most recent developments in the Sports Tech ecosystem, and without the benefit of systematic cross-national barrier research.

Springboard 2 was designed to address these gaps. By focusing specifically on women athletes and women sports professionals aged 24–35, the project aims to understand not only the practical barriers (knowledge, funding, time) but also the structural, cultural, and psychological barriers that may disproportionately affect women's participation in Sports Tech. This deliverable represents the direct translation of that understanding into an adapted educational framework.

1.4 Relationship Between WP2 Deliverables

The three deliverables produced under Work Package 2 form an integrated evidence-to-action pipeline:

- D2.1 (Barrier Assessment Report) identified the barriers, needs, and priorities of the target group through mixed-methods research (survey n=44, interviews n=30, expert focus group n=6). It provides the empirical foundation upon which the curriculum adaptation is built.
- D2.2 (this document) translates the D2.1 findings into an adapted curriculum framework. It reviews and adapts existing Springboard 1 content, develops new modules to address identified gaps, and provides workshop designs and mentorship guidelines for WP3 and WP4.
- D2.3 (Case Study Collection) presents ten in-depth profiles of European women leaders in Sports Tech. These case studies are integrated into the curriculum as teaching materials, role model examples, and discussion resources.

Together, these three deliverables ensure that the project's training and mentorship activities are grounded in empirical evidence, informed by real-world practitioner experience, and designed to address the specific needs of the target group.

2. Content Adaptation Methodology

The content adaptation process followed a four-phase methodology designed to ensure systematic, evidence-based, and stakeholder-informed curriculum development.

2.1 Phase 1: Springboard 1 Content Audit (January 2026)

COLIN conducted a comprehensive audit of all existing Springboard 1 training materials hosted on the digital learning platform (portal.athletesnewcareer.com). The audit catalogued all 57 content pieces across the four modules and conclusion section, documenting each item's type (video, written content, external link, reflection exercise, tool, or assessment), topic, module location, and current status. The audit also reviewed the 16 original video recordings, external resource links, and platform functionality.

The audit identified several areas requiring updating: market data dating from 2017–2018, video content featuring a single presenter, limited gender-specific content or women role models, no coverage of AI or generative digital tools, a strong emphasis on investment (7 of 16 videos devoted to investment topics), and an absence of employment pathways as a career option.

2.2 Phase 2: Partner Review Process (February–March 2026)

The existing Springboard 1 training materials were shared with all consortium partners. Each partner was provided with a structured Content Review Template containing four core questions:

1. Is the content still relevant and up to date for today's Sports Tech landscape and entrepreneurship knowledge?
2. What are your suggestions to ensure that the content addresses the specific needs and challenges of women athletes and women sports entrepreneurs?
3. Is the content applicable in your country/region, or are there cultural adaptations needed?
4. Are there any important topics or skills that are missing and should be added?

Five completed reviews were received:

Partner Organisation	Country
GSIC	Spain
Guler Legacy	Türkiye
Igloo Innovation	Norway
Orange Sports Forum	Netherlands
SheSkillz Global	Sweden

2.3 Phase 3: Integration of D2.1 Barrier Assessment Findings (April–May 2026)

Following the completion of the D2.1 Barrier Assessment Report in April 2026, the research findings were systematically mapped to curriculum content. The D2.1 report provided:

- An integrated ranking of 10 barriers validated across survey, interview, and expert focus group data
- A confidence–knowledge disconnect skill relevance 3.64/5 vs ecosystem understanding 2.45/5 vs support awareness 2.05/5
- Five country-specific barrier profiles requiring differentiated curriculum approaches
- Eight evidence-based recommendations for programme design
- Expert-proposed first module sequence and five mentoring quality principles
- Learning format preferences: hybrid (45%), in-person (41%), mentorship (32%), online self-paced (27%)

2.4 Phase 4: Expert Validation and Finalisation (May–June 2026)

The expert focus group (six field experts, five countries) provided direct curriculum design input including a recommended first-module sequence, five principles of effective mentoring, guidance on learning format design, and validation of the overall curriculum structure. The D2.3 Case Study Collection was integrated as teaching material across the adapted modules.

2.5 KPI Achievement: Expert and Stakeholder Involvement

The T2.2 KPI requires the involvement of five experts and stakeholders in the review process. This was achieved through:

#	Organisation	Role in Review Process
1	GSIC (Spain)	Content review; most detailed topic recommendations
2	Guler Legacy (Türkiye)	Content review: relevance, gender, cultural applicability, missing topics
3	Igloo Innovation (Norway)	Content review; coordinator perspective
4	OSF (Netherlands)	UX assessment; platform functionality review
5	SheSkillz Global (Sweden)	Data-driven review integrating D2.1 findings

3. Springboard 1 Content Audit

The Springboard 1 digital learning platform (portal.athletesnewcareer.com) contains 57 trackable content pieces organised across four modules and a conclusion section. The platform uses a progress-tracking system (0/57 completion indicator) and is available in English. This section presents the complete content inventory, an analysis of each content piece, and the adaptation decision assigned to it.

3.1 Platform Structure Overview

The Springboard 1 platform is structured as follows:

Module	Title	Pages	Videos	Primary Content Type
Module 1	Introduction	6	2	Written + Video + Links + Reflection
Module 2	Sports Entrepreneurs	12	4	Written + Video + Tools + Links + Reflection
Module 3	Tech Investors	7	7	Video-heavy + Written + Resources
Module 4	Business Mentors	16	4	Video + Written + Reflection + Assessment
Conclusion	Final Words	1	1	Video
Platform	Certificate, Profile, Dashboard	3	—	Platform features
TOTAL	45+	16+		57 trackable content pieces

Several structural observations emerged from the audit:

Module 3 (Tech Investors) is disproportionately video-heavy, with 7 of 16 total videos devoted to investment topics alone. This represents 44% of all video content focused on a single topic area, whilst areas such as AI, personal branding, pitching, employment pathways, and networking have zero video coverage.

Module 4 (Business Mentors) is the largest module by page count (16 pages) but is framed entirely from the perspective of athletes becoming mentors to startups, not athletes seeking mentorship — despite the D2.1 finding that 83% of the target group identifies mentoring as their primary support need.

All 16 videos feature a single presenter, resulting in limited diversity of voice and perspective across the content. SheSkillz noted that the videos have 'a noticeably male-oriented look and feel,' which creates a disconnect for a programme whose entire target audience are women.

The platform contains no infographics, no interactive elements beyond basic reflection prompts, no visual learning aids, and minimal use of headings and formatting structure within content pages.

3.2 Module 1: Introduction — Content Inventory

#	Content Piece	Type	Decision	Rationale
1	Introduction to Course	Text page	REPLACE	New curriculum structure requires redesigned introduction
2	Definitions	Text page	UPDATE	Core definitions valid; add career pathways beyond entrepreneurship
3	SportsTech Ecosystem	Text + Links	UPDATE	Market data from 2017–2018 outdated; update statistics and framework
4	SportsTech Trends	Video + Text	UPDATE	AI section too basic; add generative AI, wearables, women innovation
5	Actors	Text page	UPDATE	Add employee/consultant/advisor roles; include women examples
6	Reflection (Module 1)	Interactive	RETAIN	Update prompts to include gender perspective and skill mapping

3.3 Module 2: Sports Entrepreneurs — Content Inventory

#	Content Piece	Type	Decision	Rationale
7	Entrepreneurial Mindset	Text + Links	UPDATE	Add women athlete examples from D2.3; update TEDx links
8	Business Idea	Text page	UPDATE	Add AI ideation tools; add Sports Tech-specific examples
9	Business Idea — Reflection	Interactive	RETAIN	Check for Norwegian language errors
10	Business Model Canvas	Text + Links	RETAIN	Strongest content piece; add sport-specific BMC example
11	Lean Startup — Intro	Text + Link	UPDATE	Too brief; expand with practical application
12	Lean Startup — Reflection	Interactive	RETAIN	Check for language errors; update prompts
13	Entrepreneurial Team	Text + Links	UPDATE	Fix broken images; add gender-balanced team research
14	Growth Companies	Text + Video	UPDATE	Update examples; add women-led Sports Tech companies
15	Marketing and Sales	Text page	UPDATE	Expand with buyer persona, 4Ps, digital marketing basics

3.4 Module 3: Tech Investors — Content Inventory

#	Content Piece	Type	Decision	Rationale
16	What is Investment?	Video + Text	RESTRUCTURE	Reframe from investor to entrepreneur perspective
17	Key Metrics (ROI, ROC, CAC)	Video + Text	UPDATE	Simplify language; add Sports Tech examples
18	Accelerators & Incubators	Video + Text	UPDATE	Update with current European programmes
19	Resources	Links page	UPDATE	Add women-focused funding; EU grant programmes
20	Types of Investment	Video + Text	RESTRUCTURE	Simplify; reframe for entrepreneur perspective
21	How to Become Investor?	Video + Text	RESTRUCTURE	Add 'how to seek investment' as primary content
22	Why Athletes?	Video + Text	UPDATE	Reframe: why athletes succeed in Sports Tech

3.5 Module 4: Business Mentors — Content Inventory

#	Content Piece	Type	Decision	Rationale
23	Intro to Module	Video	RESTRUCTURE	Add mentor-seeking perspective; D2.1 shows 83% need mentoring
24	What is Business Mentoring?	Video + Text	RETAIN	Core definitions valid
25	Reflection	Interactive	RETAIN	Check for language errors
26	Resources	Links page	UPDATE	Add women-in-sport mentoring networks
27	Benefits of BM	Video + Text	RETAIN	Statistics and content remain relevant
28	Why Athletes? (as mentors)	Video + Text	UPDATE	Add reciprocal perspective; integrate D2.1 five principles
29–32	Roadmap, Communication, Confidentiality, Building Trust	Text pages	RETAIN	Content appropriate and current
33	Where to Start	Text page	UPDATE	Add starting points for women athletes; D2.3 models
34–38	Ground Rules, Questions, Start/Evaluate Session, Problems	Text pages	RETAIN	Content appropriate
39	Check Yourself!	Assessment	RETAIN	Add mentee readiness assessment

3.6 Conclusion and Platform Elements

#	Content Piece	Decision	Rationale
40	Final Words (Conclusion)	REPLACE	Record new video with female speaker(s)
41	Certificate	RETAIN	Functionality appropriate
42	My Profile	RETAIN	Functionality appropriate
43	Dashboard / Progress	UPDATE	Reflect new curriculum structure

3.7 New Content Pieces Required

Based on the partner review synthesis and D2.1 barrier–curriculum mapping, 14 entirely new content pieces are required:

#	New Content Piece	Module	Rationale
44	Self-Discovery: Skills and Tech Exposure	M1 (new)	Expert recommendation; confidence–knowledge gap
45	Sports Tech Career Pathways Map	M2 (new)	Employment 32% > entrepreneurship 27%
46	AI and Digital Tools	M4 (new)	All 5 partners requested

47	Personal Branding	M5 (new)	GSIC: critical success factor
48	Pitching and Value Communication	M5 (new)	GSIC + Expert E3: most critical skill
49	Strategic Frameworks (SWOT, PESTEL)	M3	GSIC recommendation
50	Financial Planning Basics	M6 (new)	GSIC: P&L, cash flow
51	Seeking and Receiving Mentorship	M7 (new)	D2.1: 83% need mentoring
52	European Ecosystem by Country	M2 (new)	All partners: regional examples needed
53	Women Role Models and Inspiration	M1 (new)	All partners; D2.1: visibility matters
54	Networking Strategies	M7 (new)	D2.1: 45% network barrier
55	Career Pathways Beyond Entrepreneurship	M8 (new)	Employment preferred; SB1 only entrepreneurship
56	Gender-Sensitive Design Notes	WP3 Reference	D2.1: gender paradox (14% vs 83%)
57	Country-Specific Resource Guide	WP3 Reference	D2.1: 5 distinct country profiles

3.8 Adaptation Decision Summary

Decision	Count	%	Description
RETAIN	16	28%	Content appropriate with minor adjustments
UPDATE	14	25%	Foundation sound; requires updating
RESTRUCTURE	4	7%	Significant reorganisation needed
REPLACE	2	4%	Must be entirely rewritten
NEW	14	25%	Entirely new content for identified gaps
Platform	3	5%	Dashboard, Certificate, Profile
TOTAL	57	100%	43 existing + 14 new = 57 total (KPI target: 30)

The KPI target of 30 reviewed and adapted content pieces has been substantially exceeded with 57 total content pieces documented, reviewed, and assigned adaptation decisions.

4. Partner Review Synthesis

This section consolidates the feedback received from five consortium partners who reviewed the Springboard 1 training materials using the structured Content Review Template. The synthesis identifies common themes, areas of consensus, country-specific observations, and priority recommendations that directly informed the curriculum adaptation decisions presented in Sections 5 and 6.

Each partner brought a distinct perspective to the review process: GSIC contributed detailed topic-level recommendations from a sports innovation ecosystem perspective; Guler Legacy provided the original content creator's reflective assessment; Igloo Innovation offered the project coordinator's strategic view with Nordic contextualisation; Orange Sports Forum delivered a practical UX and accelerator-informed critique; and SheSkillz Global produced the most analytically rigorous review, integrating T2.1 survey and interview data directly into their content assessment.

4.1 Question 1: Is the Content Still Relevant and Up to Date?

Consensus: Foundational topics remain valid, but significant gaps in currency and completeness exist.

- Artificial Intelligence and digital tools: All five partners identified this as the single most critical missing element. GSIC called for practical training on ChatGPT and Canva. Guler Legacy described AI as 'the main update.' Igloo listed AI, data analytics, and wearables. SheSkillz noted the disconnect between content assumptions and audience starting point.
- Video content quality: GSIC and Orange Forum identified the videos as overly technical and lengthy, with production quality that could be enhanced with additional resources. Orange Forum suggested improvements including editing, titles, animations, and updated links.

- Content presentation: SheSkillz noted absence of infographics, visual elements, interactive content, and structured formatting. Orange Forum described ‘a lot of plain text’ that is ‘not very motivational.’

4.2 Question 2: Addressing the Needs of Women Athletes

Consensus: Content must become more practical, inclusive of women’s perspectives, and grounded in real challenges.

- Women role models and success stories: All partners requested greater visibility of women's experiences and achievements in the training materials.
- Practical early-stage focus: SheSkillz identified that content ‘jumps straight into concepts like start-up ecosystems and angel investing’ — too advanced for 71% unfamiliar audience.
- Marketing and financial literacy: GSIC called for buyer persona, 4Ps, P&L, and cash flow content.
- Personal branding and pitching: GSIC identified as ‘critical success factors’ deserving dedicated modules.

4.3 Question 3: Cultural Applicability

Consensus: Core principles transferable; regional contextualisation needed.

- GSIC (Spain): Limited European/local references; need region-specific examples and ecosystem information.
- Guler Legacy (Türkiye): Cultural adaptations needed; global approach first, then local adjustment.
- Igloo (Norway): Regional contextualisation for Nordic public funding, dual-career models, gender equality frameworks.
- Orange Forum (NL): Country-specific information needed (organisations, funding, ecosystem facts).
- SheSkillz: Identified five distinct barrier profiles — ‘a single generic curriculum can’t address all of that.’

4.4 Question 4: Missing Topics and Skills

The partner reviews collectively identified a substantial set of topics and skills absent from the current Springboard 1 content. The following table consolidates these recommendations, ordered by the number of partners requesting each topic:

Missing Topic	Requested By	Priority
AI and digital tools	GSIC, Guler Legacy, Igloo, Orange Forum, SheSkillz	Critical — 5/5 partners
Women role models and female speakers in video content	GSIC, Igloo, SheSkillz	High — 3/5 partners
Country-specific ecosystem information and examples	GSIC, Guler Legacy, Igloo, Orange Forum	High — 4/5 partners
Personal branding and professional identity development	GSIC	High
Pitching skills and elevator pitch construction	GSIC	High
Strategic analysis frameworks (SWOT, PESTEL, SMART goals)	GSIC	High
Financial planning basics (P&L, cash flow forecasting)	GSIC	High
Marketing and communications (buyer persona, 4Ps, communication plans)	GSIC	High
Employment pathways in Sports Tech (not just entrepreneurship)	SheSkillz	High
Career pathways beyond founding (getting hired in the sector)	SheSkillz	High
Athlete-to-business skill translation guidance	Guler Legacy, SheSkillz	Medium — 2/5 partners

Structured accelerator programme content (BMC, Problem, Solution, Finance, Go-to-market)	Orange Forum	Medium
Sustainability and ESG in sport	Igloo Innovation	Medium
Infographics, visual learning elements, and interactive content design	SheSkillz, Orange Forum	Medium — 2/5 partners
Shorter, more practical video content with diverse speakers	GSIC, Orange Forum, SheSkillz	Medium — 3/5 partners

4.5 Platform and User Experience Issues

Orange Sports Forum provided the most detailed assessment of platform functionality and user experience. Their findings include:

Broken content elements: Several images are broken or display incorrectly, including on the Business Idea and Entrepreneurial Team pages. The alt text 'Diagram Description automatically generated' is visible in place of actual images, indicating either missing image files or broken references.

Language errors: Norwegian language text appears in Reflection sections when the platform is set to English mode. This suggests incomplete translation or a language-switching bug in the platform's content management system. This issue was also noted by other partners who encountered non-English text unexpectedly.

External content integration: Video content is not embedded within the platform but linked externally to YouTube. This creates a fragmented user experience where learners must leave the platform to access video content, then navigate back to continue. For mobile users in particular, this navigation pattern is disruptive.

Video production quality: Partners identified opportunities to enhance the existing videos through additional editing, visual design elements, and varied camera perspectives, which would strengthen alignment with current online learning expectations.

Content formatting: The platform relies heavily on long text blocks without adequate visual structure. The absence of infographics, summary boxes, pull quotes, progress indicators within modules, and visual navigation aids makes the content difficult to scan and engage with.

These platform issues will be addressed during the implementation phase when the adapted curriculum is deployed. Addressing them is outside the scope of D2.2 (which focuses on curriculum content and structure) but is documented here to ensure continuity between the content adaptation process and the platform update process.

4.6 Cross-Partner Analysis: Key Themes

Across the five partner reviews, four overarching themes emerge:

Theme 1 — The Currency Gap: Content was developed for a pre-generative-AI, pre-pandemic, pre-2020 Sports Tech landscape. Market data, examples, tools, and trends all require substantial updating. The AI gap alone represents the single largest content deficit.

Theme 2 — The Gender Gap: The content was designed for a gender-neutral audience, which in practice means it defaults to male perspectives, male speakers, and male examples. For a programme specifically targeting women athletes, this represents a fundamental misalignment that affects not only representation but also the relevance and credibility of the training materials.

Theme 3 — The Relevance Gap: The curriculum assumes participants start with entrepreneurial intent and sufficient prior knowledge to engage with business frameworks and investment strategies. The D2.1 data shows this assumption is incorrect: 71% are unfamiliar with Sports Tech, 32% prefer employment over entrepreneurship, and the majority need foundational ecosystem awareness before business skills.

Theme 4 — The Localisation Gap: A generic international approach cannot serve the diverse needs of participants across five distinct national contexts. Country-specific examples, funding sources, ecosystem information, and cultural sensitivity are required to make the programme actionable in each partner country.

These four themes — currency, gender, relevance, and localisation — collectively define the adaptation challenge that the new curriculum framework (Section 6) is designed to address.

5. D2.1 Barrier–Curriculum Mapping

This section presents the systematic mapping between the barriers identified in the D2.1 Barrier Assessment Report and the adapted curriculum. It represents the core evidence-to-curriculum translation process the mechanism through which empirical research findings are converted into educational design decisions.

The D2.1 report identified and ranked ten barriers through a triangulation process that integrated survey data (n=44, 10 countries), semi-structured interview data (n=30, 5 partner countries), and expert focus group deliberation (n=6 experts, 5 countries). Each barrier was assigned a confidence level based on the degree of convergence across the three data sources. For each barrier, this section documents: the empirical evidence from D2.1, the existing coverage in Springboard 1, the gap between what exists and what is needed, the adaptation action taken, and the specific module(s) in the new curriculum framework that address the barrier.

This mapping ensures that every significant finding from the barrier assessment is directly and traceably addressed in the adapted training materials. An EU reviewer reading this section should be able to follow the complete chain from research evidence through gap identification to curriculum response.

Barrier 1: Lack of Knowledge About Sports Tech Sector (Rank #1 — Very High Confidence)

D2.1 Evidence:

The knowledge gap emerged as the most consistently identified barrier across all research strands. In the survey, 68% of respondents selected it as a barrier. The self-assessment scores revealed a critical pattern: athletes rated their own skill relevance at 3.64 out of 5, but their understanding of the Sports Tech ecosystem at only 2.45 out of 5, and their awareness of available support structures at just 2.05 out of 5. This 1.6-point gap between perceived skill relevance and ecosystem understanding indicates that the core problem is not a lack of confidence in one's own capabilities but a fundamental absence of information about how to apply those capabilities in the Sports Tech context.

In the interviews, 72% of participants (21 out of 30) identified the knowledge gap as a primary barrier. In the open-ended survey responses, 41% spontaneously wrote about not knowing enough about the sector, without being prompted. The expert focus group validated this as the top-ranked barrier and reframed it from 'lack of technical knowledge' to 'lack of ecosystem literacy and value communication skills' — an important distinction that shifted the curriculum design away from teaching coding or technical skills towards building understanding of where athletes fit in the ecosystem and how they can create value.

Springboard 1 Coverage:

The existing platform addresses this barrier only superficially. Video 1 (SportsTech Trends) provides a brief overview of AI, VAR, sustainability, and blockchain, but at a surface level without connecting these trends to career opportunities. The Definitions page offers academic definitions of sport entrepreneurship but does not define Sports Tech as a sector or explain what working in Sports Tech looks like in practice. The SportsTech Ecosystem page provides market data, but from 2017–2018, making it seven to eight years out of date.

Critically, the Springboard 1 content assumes a baseline of knowledge that 71% of the target audience does not possess. The course opens with startup ecosystems and investment principles, skipping entirely over the foundational question: 'What is Sports Tech and what could it mean for my career?'

Gap Identified:

No foundational 'what is Sports Tech and what does it mean for me' module exists. The curriculum lacks an entry point appropriate for participants at the Unaware or End-user stage (which accounts for 55% of interviewees). There is no content connecting athletes' existing technology exposure (performance tracking, wearables, video analysis) to Sports Tech career competence. Employment pathways — the most preferred career route at 32% — are completely absent.

Adaptation Action:

Three new modules directly address this barrier. Module 1 (Self-Discovery and Purpose Finding) helps athletes recognise the technology already present in their sport and the transferable skills they already possess, following the expert panel's recommendation to start with self-discovery before ecosystem literacy. Module 2 (Sports Tech Ecosystem Literacy) provides the foundational sector understanding that is currently absent, including updated market data, career pathway mapping, and country-specific ecosystem profiles. Module 8 (Career Pathways Beyond Entrepreneurship) addresses the finding that employment is one of the most commonly identified pathways by presenting the full range of career options. Additionally, existing ecosystem and trends content (Content Pieces 2–5) is updated with current data, examples, and frameworks.

Curriculum Response: Module 1, Module 2, Module 8; updates to existing Content Pieces 2–5.

Barrier 2: Lack of Professional Network (Rank #2 — Very High Confidence)**D2.1 Evidence:**

In the survey, 45% of respondents selected lack of professional network as a barrier. The interview data was even stronger: 69% of participants (20 out of 30) identified networking as a key need for entering the Sports Tech sector. A distinctive finding emerged across multiple partner samples: the 'outreach gap.' Athletes are not unwilling to engage with Sports Tech — many are actively interested — but they have never been approached, invited, or connected to opportunities in the sector. They are, in the D2.1 report's framing, Networking and Outreach Gap.'

The interview data further revealed that athletes' existing professional networks are predominantly within sport (coaches, athletes, federation officials, agents) and do not extend into the technology, business, or innovation communities that constitute the Sports Tech ecosystem. Without deliberate intervention, this network boundary is unlikely to be crossed organically.

Springboard 1 Coverage:

There is no dedicated networking or community-building content anywhere in the Springboard 1 platform. The 57 content pieces cover entrepreneurship, investment, and mentoring, but networking as a skill and strategy is entirely absent. The platform itself is a self-paced individual learning experience with no social or community features.

Gap Identified:

Complete absence of networking strategies, community building, peer connection mechanisms, or outreach approaches in the existing curriculum. No content addresses how to build a professional network in a male-dominated industry, how to identify and approach potential connections in Sports Tech, or how to leverage athletic identity and networks for career development in a new sector.

Adaptation Action:

Module 7 (Mentorship, Networking, and Community) is created as a dedicated module addressing networking strategies, community building, and peer learning. The module includes practical guidance on building professional networks in male-dominated industries, strategies for cross-sector networking (from sport into technology and business), and structured peer learning group formation. Additionally, all workshop designs (Section 7) incorporate networking components — structured networking exercises, mentor speed-dating, and peer group formation — ensuring that connection-building is embedded throughout the programme rather than isolated in a single module.

Curriculum Response: Module 7 (new); networking components integrated across all WP3 workshop designs.

Barrier 3: Insufficient Mentoring and Career Guidance (Rank #3 — Very High Confidence)**D2.1 Evidence:**

This barrier showed the strongest interview signal of any barrier in the study. In the survey, 52% selected career guidance and 43% selected mentorship as support needs. But in the interviews, the finding was dramatic: 83% of participants (24 out of 30) identified mentoring as their primary support need, making it the single most requested form of support across all five partner samples without exception.

The D2.1 expert focus group devoted significant attention to mentoring quality. The panel synthesised five principles of effective mentoring for the target group: (1) Industry-first — start with ecosystem exposure before emotional support; (2) Relatable — mentors should be close in age and experience, not distant authority figures; (3) Push-oriented — actively encourage women to take steps rather than waiting to be asked; (4) Sparring-based — discussion and feedback, not instruction; and (5) Non-prescriptive — guide through the mentee's own path, not the mentor's framework. These principles represent the collective professional experience of six field experts and are grounded in their work with athletes in transition.

Springboard 1 Coverage:

Module 4 (Business Mentors) is the largest module in the platform at 16 pages, containing extensive content on mentoring concepts, benefits, roadmaps, communication, trust-building, session management, and self-assessment. The content is well-structured and many elements (Ground Rules, Powerful Questions, Start a Session, Evaluate a Session, Common Problems) are directly useful.

However, the entire module is framed from a single perspective: athletes becoming mentors to startup founders. The underlying assumption is that athletes possess business knowledge and experience that they can share with entrepreneurs. The perspective of athletes seeking and receiving mentorship — which is overwhelmingly what the target audience needs — is completely absent.

Gap Identified:

Inverted perspective. The content teaches athletes how to mentor others, whilst the target audience overwhelmingly needs to learn how to find, approach, and benefit from mentoring relationships. The module assumes athletes are in a position of expertise rather than a position of exploration. Additionally, the existing content does not incorporate the five mentoring principles identified by the D2.1 expert panel, which provide an evidence-based framework for what effective mentoring of this specific population looks like.

Adaptation Action:

Module 4 content is restructured into Module 7 (Mentorship, Networking, and Community) with a dual perspective: both seeking/receiving mentorship and providing mentorship. New content on identifying potential mentors, initiating mentoring relationships, maximising value from sessions, and maintaining productive long-term relationships is developed. The D2.1 expert panel's five mentoring principles are integrated as the quality framework for the programme's approach to mentoring. The existing session management content (Ground Rules, Powerful Questions, etc.) is retained as it applies to both mentor and mentee roles. Section 8 (Mentorship Programme Guidelines for WP4) provides operational guidance for implementing the mentorship programme.

Module 7 (restructured + new content), which also informs Section 8 (WP4 Mentorship Programme Guidelines).

Barrier 4: Time Constraints and Dual Career (Rank #4 — High Confidence)

D2.1 Evidence:

The survey found that 57% of respondents are currently combining sport with education or work, and 34% selected time constraints as a barrier. The interview data was stronger: 79% of participants (23 out of 30) identified dual career challenges as a significant factor in their ability to pursue Sports Tech career development. The Dutch sample was particularly affected, where women's sport typically does not provide full-time income, forcing athletes to maintain parallel careers alongside competitive sport.

Springboard 1 Coverage:

No specific content addresses time management, dual-career strategies, or flexible learning design for athletes managing competing commitments. The platform offers self-paced online learning, which provides some scheduling flexibility, but does not acknowledge or design for the structural reality that the majority of women athletes manage multiple time-intensive commitments simultaneously.

Gap Identified:

The curriculum does not acknowledge or address the structural reality that most women athletes in the target group are managing sport, education or work, and often family responsibilities concurrently. There is no content on time management strategies for career development, no guidance on integrating learning into existing routines, and no explicit design for flexibility.

Adaptation Action:

Rather than creating a dedicated module on time management, this barrier is addressed through a cross-cutting design principle applied across the entire curriculum. All content is designed in modular, flexible formats that can be accessed in short sessions. The hybrid delivery model (the most preferred format at 45%) combines online self-paced content (which athletes can access around their training and competition schedules) with in-person sessions scheduled to accommodate athletes' commitments. Module 1 includes a practical element on integrating career development into existing routines. The country-specific adaptation notes (Section 9) address the particular time constraints faced in each national context — for example, the Dutch dual-career challenge and social expectations around career timing in other contexts.

Curriculum Response: Cross-cutting design principle across all modules; hybrid delivery model; addressed in Module 1 and Section 9.

Barrier 5: Limited Access to Funding (Rank #5 — High Confidence)**D2.1 Evidence:**

Funding was the second-highest barrier in the survey at 50%. However, the interviews ranked it lower at 38% (11 out of 30), revealing an important nuance: when athletes discuss their situations in depth, they prioritise knowledge and direction over funding. The D2.1 report identified a crucial sequencing principle — knowledge and direction must precede funding. One Spanish participant articulated this clearly: 'Without a clear idea of what I want to build, funding alone would not be useful.' The expert panel reinforced this: funding is important, but it is not the first intervention needed.

Additionally, 6 out of 30 interviewees expressed explicit financial risk aversion, particularly athletes transitioning from already financially precarious sporting careers. The prospect of leaving a known (if inadequate) income for the uncertainty of entrepreneurship was described as a significant deterrent.

Springboard 1 Coverage:

Module 3 (Tech Investors) devotes 7 pages and 7 videos to investment — the most video-heavy module in the platform. The content covers investment definitions, metrics (ROI, ROC, CAC), accelerators and incubators, types of investment (seed, angel, VC, Series A/B/C, private equity), how to become an investor, and why athletes should invest. The coverage is extensive in volume but fundamentally misaligned in perspective: it frames athletes as potential investors in startups, not as entrepreneurs seeking investment for their own ventures.

There is no content on grants, EU funding programmes, women-focused funding initiatives, accelerator application processes, bootstrapping strategies, or practical financial planning (P&L, cash flow).

Gap Identified:

Investment content is extensive but framed primarily from an investor perspective. Seven videos teaching athletes how to become angel investors address a need that relatively few participants currently have, whilst the more common need understanding how to fund an early-stage venture or navigate the funding landscape as an entrepreneur — is not addressed at all. No content exists on grants, EU funding, accelerator applications, practical financial planning, or managing financial risk during career transitions.

Adaptation Action:

Module 3 content is restructured to reframe investment from the entrepreneur's perspective: what each funding type means for your venture, what investors look for, and how to prepare for investment conversations. New Module 6 (Financial Planning and Funding) is created to cover basic financial planning (P&L, cash flow forecasting, break-even analysis), the funding landscape from the entrepreneur's perspective (bootstrapping, grants, angel investment, accelerators, venture capital), European and country-specific funding resources (Erasmus+, Horizon Europe, EIC

Accelerator, national grant programmes), women-focused funding initiatives, and risk management strategies for athletes in career transition.

Curriculum Response: Module 6 (new); restructured content from SB1 Module 3.

Barrier 6: Lack of Business and Entrepreneurial Skills (Rank: #6 — High Confidence)

D2.1 Evidence:

In the survey, 41% of respondents identified lack of business or entrepreneurial skills as a barrier. The interviews revealed a specific manifestation: the idea-to-execution gap. Eight out of 30 participants described having business ideas but lacking the knowledge and confidence to translate those ideas into action. The gap is not in having ideas — athletes are creative problem-solvers by nature — but in knowing how to structure, validate, and develop those ideas through established business frameworks.

Springboard 1 Coverage:

Module 2 (Sports Entrepreneurs) provides reasonable coverage of Business Model Canvas and introduces Lean Startup methodology. The Business Model Canvas page is the strongest content piece in the entire platform. However, Lean Startup is covered only briefly (a short paragraph and an external video link), and the module lacks pitching skills, strategic analysis frameworks (SWOT, PESTEL), financial planning, and practical application exercises.

Gap Identified:

Strong foundation in Business Model Canvas but significant gaps in lean startup application, strategic frameworks, pitching, financial planning, and hands-on practice. The content provides theoretical knowledge without sufficient practical application opportunities.

Adaptation Action:

Module 3 (Entrepreneurship Fundamentals and Business Development) retains and updates the strong BMC content, substantially expands the Lean Startup section with practical exercises, adds strategic frameworks (SWOT, PESTEL, SMART goals) per GSIC recommendation, and adds practical application exercises throughout. New Module 5 (Pitching, Communication, and Personal Branding) addresses the pitching and value communication gap. New Module 6 (Financial Planning and Funding) addresses the financial literacy gap.

Curriculum Response: Module 3 (updated); Module 5 (new); Module 6 (new).

Barrier 7: Financial Insecurity During Career Transition (Rank: #7 — Moderate-High Confidence)

D2.1 Evidence:

In the survey, 27% selected financial insecurity as a barrier. In the interviews, the finding was more nuanced: athletes in lower-paid women's sports face a compounding financial challenge — their current income is insufficient, and the prospect of foregoing even that income for the uncertainty of a new career is daunting. Six interviewees expressed explicit risk aversion related to financial uncertainty. This barrier intersects with the dual career challenge (Barrier 4) and the gender pay gap, particularly in the Dutch and Turkish contexts.

Springboard 1 Coverage:

No content addresses financial risk management during career transitions or strategies for managing financial uncertainty while developing new career opportunities.

Gap Identified:

Complete absence of content on managing financial risk during career transitions, building financial resilience, or developing career opportunities alongside (rather than instead of) existing income sources.

Adaptation Action:

Module 6 (Financial Planning and Funding) includes a section on risk management and financial resilience during career transitions. Module 8 (Career Pathways) emphasises that Sports Tech careers can be developed incrementally through part-time consulting, side projects, or employment — rather than requiring an all-or-nothing leap from sport to business. Country-specific adaptation notes (Section 9) address the particular financial pressures in each national context.

Curriculum Response: Module 6; Module 8; Section 9 (country-specific notes).

Barrier 8: Gender Bias and Stereotypes (Rank: #8 — High Confidence (strongest survey-interview divergence))

D2.1 Evidence:

This barrier produced the most striking methodological finding in the D2.1 research: the gender paradox. In the survey, only 14% of respondents identified gender bias as a barrier — ranking it among the lowest. But in the interviews, 83% of participants discussed gender-related challenges at length and in detail. A marked divergence between survey and interview reporting indicates systematic underreporting in closed-question formats, likely due to normalisation of gender bias (participants do not recognise everyday bias as a 'barrier'), social desirability effects, or the absence of a prompt that specifically named their experiences.

The interview data revealed a range of gender-related barriers including being taken less seriously in business conversations, receiving unsolicited personal comments instead of professional feedback, encountering assumptions about technical incompetence, navigating social expectations around marriage and family timing in some national contexts, experiencing a persistent gender pay gap in some contexts, and navigating male-dominated professional networks where informal information sharing occurs in spaces women cannot access.

Springboard 1 Coverage:

Zero gender-specific content exists anywhere in the Springboard 1 platform. All 16 videos feature a single male speaker. No women are featured as role models, case study subjects, or example entrepreneurs. The content is written in gender-neutral language, which in the absence of deliberate gender inclusion defaults to an implicitly male perspective.

Gap Identified:

The complete absence of gender awareness in the existing curriculum is itself a barrier. When a programme targeting women does not acknowledge, discuss, or address the gendered dimensions of the challenges they face, it implicitly communicates that those experiences are not relevant or important. The representation gap (all-male video content) reinforces this message.

Adaptation Action:

Gender perspective is integrated across all eight modules as a cross-cutting design principle rather than isolated in a standalone 'gender' module. Specific actions include: recording new video content with women speakers; integrating D2.3 case studies of women leaders throughout the curriculum; incorporating the gender paradox finding into facilitator guidance; addressing gender-specific challenges within each module's content (such as pitching as a woman in Module 5, navigating male-dominated networks in Module 7, and the gender funding gap in Module 6); and developing Gender-Sensitive Programme Design Notes as a standalone reference document during WP3 implementation.

Curriculum Response: Cross-cutting integration across all modules; D2.3 case studies throughout; new video content.

Barrier 9: Lack of Infrastructure and Sports Tech Ecosystem (Rank: #9 — Moderate Confidence (country-dependent))

D2.1 Evidence:

This barrier is highly country-dependent. In Türkiye, the Sports Tech ecosystem is nascent or absent, and infrastructure barriers are among the most severe challenges participants face. In the Netherlands and Nordic countries, substantial institutional infrastructure exists (innovation labs, accelerators, federal programmes) but awareness of and access to this infrastructure is uneven. In Spain, the ecosystem is growing rapidly (particularly around GSIC and the Olympic Committee) but many athletes are unaware of its existence.

Springboard 1 Coverage:

The platform takes a generic international approach with no country-specific ecosystem information, no regional funding directories, and no guidance on navigating local support structures. The Ecosystem page provides European-level market data (from 2017–2018) but does not break this down by country or region.

Gap Identified:

Athletes cannot act on knowledge of 'the European Sports Tech ecosystem' — they need to know what exists in their specific country, city, and professional context. The absence of localised information means that even motivated participants cannot easily take the next step in their own environment.

Adaptation Action:

Module 2 (Sports Tech Ecosystem Literacy) includes country-specific ecosystem profiles for the five partner countries, covering key organisations, innovation hubs, funding sources, networks, and relevant support structures. Section 9 (Country-Specific Adaptation Notes) provides further localised guidance. A Country-Specific Resource Guide will be developed as a standalone reference document during WP3 implementation, in collaboration with each partner organisation.

Curriculum Response: Module 2 (country-specific profiles).

Barrier 10: Cultural and Societal Expectations (Rank: #10 — Moderate Confidence (strong in qualitative data, underreported in survey))

D2.1 Evidence:

Only 5% of survey respondents (2 of 44) selected cultural expectations as a barrier, but the interview data told a different story. Across the sample, several participants described social expectations around marriage and family timing, and perceptions that women with family responsibilities may be seen as less professionally available. Other participants described more subtle dynamics: assumptions about women's technical competence, expectations about work-life balance priorities, and informal exclusion from professional networks that operate through social activities traditionally dominated by men.

Gap Identified:

The curriculum does not acknowledge or address the cultural and societal expectations that shape women's career decisions differently across European countries. These expectations are not merely contextual background — they are active barriers that influence which career pathways women consider, how they present themselves professionally, and what support they need to overcome internalised limitations.

Adaptation Action:

Gender-sensitive design principles are applied across the curriculum. Module formats are designed to accommodate parenting and family responsibilities (hybrid formats, recorded content for missed sessions, flexible scheduling). The country-specific adaptation notes (Section 9) address the particular cultural dynamics in each national context, with special attention to the Turkish context where cultural barriers are most acute. Facilitator guidance includes awareness of cultural dynamics and strategies for creating inclusive learning environments.

Curriculum Response: Cross-cutting design principle; Section 9 (country-specific notes); facilitator guidance.

5.2 Barrier-to-Module Matrix

The following matrix provides a consolidated view of which curriculum modules address which barriers:

Barrier	M1	M2	M3	M4	M5	M6	M7	M8	S9
1. Knowledge gap	•	•						•	
2. Network absence							•		
3. Mentoring need							•		
4. Time/dual career	•								•
5. Funding access						•			
6. Business skills			•		•	•			
7. Financial insecurity						•		•	•
8. Gender bias	•				•		•		•

9. Infrastructure		•							•
10. Cultural expectations									•

(• = primary module addressing this barrier; M = Module; S9 = Section 9 Country-Specific Notes)

This matrix demonstrates that every identified barrier is addressed by at least one curriculum module, and that the most critical barriers (knowledge gap, network absence, mentoring need) are addressed by multiple modules. The country-specific adaptation notes (Section 9) serve as a cross-cutting mechanism for barriers that manifest differently across national contexts.

6. Adapted Curriculum Framework

This section presents the complete adapted curriculum for the Springboard 2 programme. The curriculum has been restructured from the original four-module Springboard 1 format into an eight-module framework designed to address the full spectrum of barriers identified in D2.1, incorporate the consolidated feedback from the partner review process, and follow the pedagogical sequencing recommended by the expert focus group panel.

Specific tools and platforms referenced throughout this document (including but not limited to ChatGPT, Canva, Miro, Strategyzer, and TrackMan) are cited as illustrative examples of tool categories and do not constitute an endorsement or recommendation of any specific commercial product by the Springboard 2 consortium or the European Union.

6.1 Design Principles

The adapted curriculum is built on seven design principles derived from the D2.1 research findings and the expert panel's recommendations:

Principle 1 — Start with the person, not the content. The expert panel recommended that the programme begin with self-discovery rather than ecosystem knowledge. Expert E4 observed that athletes have 'a much more diversified skill set than they believe,' and Expert E6 emphasised that 'it starts with the purpose of the individual, the intrinsic motivation. If you find that, the athlete will search for the support needed.' The curriculum therefore opens with Module 1 (Self-Discovery and Purpose Finding) before introducing ecosystem literacy or business frameworks.

Principle 2 — Ecosystem literacy before business skills. The D2.1 data shows that 71% of the target audience is unfamiliar with Sports Tech. Teaching business frameworks to participants who do not yet understand the sector they would be applying those frameworks in creates a relevance gap. Module 2 (Sports Tech Ecosystem Literacy) therefore precedes Module 3 (Entrepreneurship Fundamentals), ensuring participants understand the landscape before they begin navigating it.

Principle 3 — Multiple pathways, not a single track. Springboard 1 assumed all participants would become entrepreneurs, investors, or mentors. The D2.1 survey found that employment (32%) slightly outranks entrepreneurship (27%) as the preferred career entry route. The adapted curriculum presents entrepreneurship as one of several pathways, alongside employment, consulting, coaching with technology, institutional roles, and other options.

Principle 4 — Experiential learning over passive consumption. Expert E3 stated that 'athletes are somatic learners — they learn by doing,' and Expert E5 confirmed that 'when you experience something, you really keep that knowledge. What you just read, you don't keep as deeply.' The curriculum therefore prioritises workshops, hands-on exercises, role-play, and practical application over reading-based content.

Principle 5 — Hybrid delivery for flexibility and connection. The survey showed hybrid formats are most preferred (45%), followed by in-person workshops (41%) and mentorship programmes (32%). The curriculum combines in-person sessions (for psychological safety, community building, and experiential learning) with online self-paced content (for flexibility around training and competition schedules).

Principle 6 — Gender-sensitive design throughout. Rather than isolating gender issues in a standalone module, the gender perspective is integrated across all eight modules. This includes women role models from D2.3 in every module, acknowledgement of gender-specific challenges within each topic area, inclusive facilitation guidance, and flexible formats accommodating diverse life circumstances.

Principle 7 — Country-sensitive adaptation. The five distinct national barrier profiles identified in D2.1 demonstrate that a uniform programme cannot serve all contexts equally. The curriculum provides a common framework with country-specific adaptation guidance (Section 9) that enables each partner to contextualise the content for their national environment.

6.2 Curriculum Overview

Module	Title	Format	Barriers	SB1 Basis
M1	Self-Discovery and Purpose Finding	In-person workshop	#1 Knowledge gap, #8 Gender bias	New
M2	Sports Tech Ecosystem Literacy	Hybrid (online + in-person)	#1 Knowledge gap, #9 Infrastructure	SB1 M1 updated + new
M3	Entrepreneurship Fundamentals and Business Development	Hybrid (online + in-person)	#6 Business skills gap	SB1 M2 updated + new
M4	Technology, AI, and Digital Tools	Hands-on workshop	#1 Knowledge gap	Entirely new
M5	Pitching, Communication, Personal Branding	Workshop + role-play	#6 Business skills, #2 Network access	Entirely new
M6	Financial Planning and Funding	Online + Q&A	#5 Funding access, #7 Financial insecurity	SB1 M3 restructured
M7	Mentorship, Networking, Community	In-person + online	#3 Mentoring, #2 Network, #4 Time	SB1 M4 restructured
M8	Career Pathways Beyond Entrepreneurship	Panel + planning	#1 Knowledge gap, #2 Network	Entirely new

6.3 Module 1: Self-Discovery and Purpose Finding

Rationale

The D2.1 Barrier Assessment identified a critical confidence–knowledge disconnect athletes rate their skill relevance at 3.64/5 but their ecosystem understanding at only 2.45/5 and their awareness of support structures at 2.05/5. This 1.6-point gap indicates that the core problem is not a lack of confidence in capabilities but a fundamental absence of information about how to translate those capabilities into the Sports Tech context.

The expert panel recommended that the first module follow a specific sequence: (1) Self-Discovery — help athletes recognise the technology already in their sport and the skills they already possess; (2) Purpose — connect to intrinsic motivation; (3) Inspiration — show real-world best practices of technology in sport; (4) Community — build psychological safety through in-person connection. Expert E4 identified that athletes already interact with technology extensively through sensors, equipment, and apps but do not recognise this as Sports Tech competence. Expert E6 stated that 'it starts with the purpose of the individual, the intrinsic motivation. If you find that, the athlete will search for the support needed.

This module is entirely new — no equivalent exists in Springboard 1.

Learning Objectives

- By the end of this module, participants will be able to:
- Identify and articulate at least five transferable skills from their sporting career that are relevant to Sports Tech careers
- Recognise and name the technology they already use in their sporting practice
- Articulate a preliminary personal purpose statement connecting their values and motivations to potential Sports Tech career directions
- Name at least three women who have successfully built careers in Sports Tech and describe the pathway each took

Content

Unit 1.1 — Transferable Skills Mapping

A structured exercise in which participants map their athletic competencies to Sports Tech career requirements. The exercise uses a skills card-sort methodology: participants are provided with a set of competency cards (discipline, resilience, goal orientation, teamwork, performing under pressure, time management, strategic thinking, adaptability, competitive drive, coachability, media skills, international experience) and physically map these to Sports Tech career role descriptions.

The exercise is grounded in the D2.1 consolidated transferable skills findings (Section 15), where discipline was cited by 93% of interviewees, resilience by 83%, goal orientation by 76%, teamwork by 72%, and performing under pressure by 69%. The exercise helps participants move from an abstract sense that 'my skills might be relevant' (3.64/5 self-assessment) to a concrete, documented understanding of exactly how their specific capabilities map to specific career opportunities.

Facilitator guidance: This exercise often produces emotional responses as participants realise the breadth of their competencies. Create space for this. Allow participants to share discoveries with the group. The peer recognition effect — hearing others affirm that your skill is valuable — is a powerful confidence mechanism.

Unit 1.2 — Technology Already in Your Sport

A guided reflection exercise helping participants identify the technology they already use as athletes. The facilitator leads participants through a systematic audit of their sporting practice: performance tracking devices and apps, wearable sensors and monitors, video analysis tools, communication platforms used by their team or federation, recovery and rehabilitation technology, nutrition and wellness apps, competition management systems, travel and logistics platforms, social media and personal brand management tools, and equipment technology.

This exercise is based on Expert E4's observation that athletes have 'a much more diversified skill set than they believe' and that they interact with technology daily without recognising it as Sports Tech competence. The module's core message is: you are already in Sports Tech — you just haven't named it yet.

The D2.3 case study of Therese Larsson directly illustrates this point. In her interview, she reflected: 'I'm genuinely quite involved in technology, and I think in many roles in sport, we forget to notice that.' This quote can be used as an opening prompt for the exercise.

Unit 1.3 — Purpose and Motivation Discovery

An intrinsic motivation exercise adapted from Expert E6's recommendation. Participants work through a structured reflection exploring three questions: What problems in sport frustrate you most? What change would you most like to see in your sport or in the sporting experience? What kind of impact do you want to have after your competitive career?

The exercise connects personal values to potential career directions. It does not require participants to have a business idea or a career plan — it asks them to identify what they care about and what drives them. This foundational motivation work ensures that subsequent modules (ecosystem literacy, business frameworks, financial planning) are anchored in personal purpose rather than abstract career strategy.

Facilitator guidance: Some participants will have clear motivations; others will be uncertain. Both responses are valid. The exercise should normalise uncertainty as a starting point, not a deficiency. Expert E6's insight is key: if the purpose is found, the individual will seek the support needed. The programme's role is to help find that purpose, then provide the support.

Unit 1.4 — Role Model Inspiration

Introduction to women leaders from the D2.3 Case Study Collection whose stories illustrate the connection between athletic experience and Sports Tech careers. This unit uses two or three selected case studies as inspiration and discussion material. Recommended profiles:

Bente Svensson (Norway): Her approach to learning from 20–30 people rather than seeking one perfect role model provides a practical framework for participants. Her concept of a 'tapas menu' of role models — taking specific qualities from different people — is both memorable and actionable. Her career journey from elite cross-country skiing through Accenture consulting to Olympiatoppen leadership demonstrates the non-linear nature of career development.

Therese Larsson (Sweden): Her realisation that she was 'genuinely quite involved in technology' without having recognised it directly mirrors the module's core message. Her experience with the TrackMan female-only education session — where participants engaged with more questions than typically experienced in mixed-gender settings, according to her account — demonstrates that psychologically safe learning environments produce better outcomes.

Özgül Dalkılıç (Türkiye): Her journey from professional basketball to founding Wear Tech Club in the deep-tech smart textiles space demonstrates how athletic discipline and resilience translate directly into entrepreneurial capability. Her story is particularly powerful for participants who cannot yet see the connection between their athletic identity and a technology career.

The case studies are not presented as lectures but as discussion material. Participants read or watch excerpts, then discuss in small groups: What resonates with your own experience? What surprised you? What pathway does this suggest that you hadn't considered?

Delivery Format

In-person workshop, half-day duration (approximately four hours including breaks).

The expert panel strongly recommended that the first session be in-person to create psychological safety. Expert E3 stated: 'A first in-person session to create psychological safety so they can be vulnerable about their needs and blocks. Build a team for them — athletes always have a team behind them.' Expert E5 confirmed: 'When you experience something, you really keep that knowledge. What you just read, you don't keep as deeply.'

The in-person format also serves a community-building function: participants meet each other, begin forming peer connections, and establish the interpersonal foundation that will support their engagement throughout the programme.

6.4 Module 2: Sports Tech Ecosystem Literacy

Rationale

The D2.1 research found that 71% of surveyed athletes are either 'not at all' or only 'slightly' familiar with Sports Tech, and 55% of interviewees were at the 'Unaware' or 'End-user' stage on the engagement spectrum. The expert panel reframed the number one barrier from 'lack of technical knowledge' to 'lack of ecosystem literacy and value communication skills' — meaning the priority is not teaching participants how technology works but helping them understand where technology creates value in sport and where they might contribute to that value creation.

Crucially, the survey revealed that employment in a Sports Tech company (32%, or 14 of 44 respondents) and entrepreneurship (27%, or 12 of 44 respondents) were closely ranked as preferred entry routes, with the marginal difference falling within the sample's margin of error. Yet the original Springboard 1 curriculum focused almost exclusively on founding companies, making investments, and mentoring startups. This module addresses the full spectrum of career entry points.

Learning Objectives

- Define Sports Tech and identify its major sub-sectors and application areas
- Describe at least three different career pathways into the Sports Tech sector (beyond entrepreneurship)
- Identify key organisations, innovation hubs, and support structures in their own country's Sports Tech ecosystem
- Explain how the European Sports Tech ecosystem is structured and where the major opportunities exist

Content

Unit 2.1 — What is Sports Tech?

Updated definition and sector map covering the full scope of Sports Tech. The definition is drawn from D2.1 Section 2.1 and expanded to reflect the current landscape. Sports Tech encompasses all technology applications that enhance, support, or transform the sports experience — from how athletes train and compete to how fans engage, how organisations operate, and how the broader sports industry creates and captures value.

The sector map covers: performance analysis and coaching technology, wearable technology and biometric monitoring, data analytics and artificial intelligence applications, fan engagement and digital media, sports management and operations platforms, health, recovery, and injury prevention technology, smart venue and event technology, esports and gaming technology, sustainability and environmental monitoring in sport, and governance and integrity technology.

For each sub-sector, the content identifies: what it does, who the key companies and organisations are, what career roles exist within it, and what skills are required. This structure enables participants to see themselves not as outsiders looking at a monolithic 'tech industry' but as potential contributors to specific sub-sectors aligned with their interests and experience.

Unit 2.2 — The Sports Tech Career Map

A visual framework presenting the full range of career roles in Sports Tech, organised into four categories:

Technical roles: software development, data science, machine learning engineering, UX/UI design, hardware engineering, systems architecture. These roles typically require formal technical education or significant self-taught expertise, but athletes with analytical backgrounds or technology aptitude may pursue them through retraining programmes.

Business roles: product management, marketing and communications, sales and partnerships, business development, project management, operations management, customer success. These roles leverage many of the transferable skills identified in Module 1 (communication, relationship management, strategic thinking, resilience, teamwork) and represent accessible entry points for athletes without formal technical backgrounds.

Hybrid roles: performance analysis, sports science with technology integration, innovation management, coaching with technology, athlete liaison and user research, technology scouting. These roles sit at the intersection of sport expertise and technology application — precisely where athletes' domain knowledge provides the most distinctive competitive advantage.

Institutional roles: federation technology strategy, sports governance and policy, sports diplomacy and international relations, research and academia, ecosystem building and advocacy. These roles leverage athletes' understanding of the sports system, their networks, and their credibility as practitioners.

For each category, the content includes example job titles, typical entry requirements, skill profiles, progression routes, and relevant D2.3 case study references demonstrating real women who occupy these roles.

Unit 2.3 — European Sports Tech Ecosystem by Country

Country-specific ecosystem profiles for the five partner countries, based on D2.1 Section 17 country profiles and partner review feedback. Each profile includes:

Netherlands: Key organisations (InnoBeweegLab, JADS, SportUp, Innovation Lab Thialf, Sportinnovator), funding sources, innovation hubs, and the particular strength of the Dutch dual-career support infrastructure. Reference to D2.3 case studies: Inge Stoter (Innovation Lab Thialf), Merit Clocquet (Sportinnovator).

Spain: Key organisations (GSIC network, Spanish Olympic Committee innovation programmes, LaLiga Tech, Barcelona Innovation Hub), emerging startup ecosystem, academic programmes, and the growing Madrid-Barcelona Sports Tech corridor. Reference to D2.3 case study: Iris Córdoba (GSIC).

Norway: Key organisations (Olympiatoppen, Norwegian startup hubs, Karrieresenter, Innovation Norway), public funding landscape, dual-career support, and connections to the Nordic Sports Tech ecosystem. Reference to D2.3 case studies: Bente Svensson (Olympiatoppen), Elin Årseth (Løpeglad).

Türkiye: Emerging ecosystem landscape, key organisations (Guler Legacy network, university incubators, international connections), challenges and opportunities, and the importance of cross-border networking for Turkish participants given the nascent domestic ecosystem. Reference to D2.3 case studies: Özgül Dalkılıç (Wear Tech Club), Yasemin Uluk (UniqueGenie), Jessica Çarmıklı.

Sweden: Key organisations (Swedish Sports Confederation, Chalmers Ventures, RISE, SheSkillz Global network), innovation infrastructure, gender equality framework strengths, and connections to Nordic Sports Tech networks. Reference to D2.3 case studies: Alberte Lindberg, Therese Larsson.

Unit 2.4 — Reimagine the Sport Industry

Inspired by Expert E1's recommendation to 'show athletes amazing best practices where technology is used. Inspire them to say: I want to be there, I can do this.' This unit showcases compelling examples of how technology is transforming different areas of sport — not as a technology tutorial but as inspiration demonstrating the breadth of opportunity and the types of problems being solved. Examples are selected to illustrate the diversity of Sports Tech applications, to feature women-led or women-relevant innovations where possible, and to connect each example to potential career roles that participants might occupy.

Delivery Format

Hybrid: online self-paced content (ecosystem information, career map, country profiles — approximately 3–4 hours of material) supplemented by an in-person or live online session (half-day) featuring industry guest speakers, interactive Q&A, and small-group discussion. The online component provides foundational knowledge; the in-person component brings that knowledge to life through real people and real conversations.

6.5 Module 3: Entrepreneurship Fundamentals and Business Development

Rationale

The D2.1 survey identified lack of business or entrepreneurial skills as a barrier for 41% of respondents. The interviews revealed an idea-to-execution gap in 8 out of 30 participants: athletes who had business ideas but lacked the knowledge and confidence to translate those ideas into action. The partner reviews identified specific tools and frameworks that should be added: Lean Canvas, SWOT analysis, PESTEL analysis, and SMART goals per GSIC's recommendation. Orange Sports Forum's accelerator programme experience suggested five core topic areas that any entrepreneurship module should cover: Business Model Canvas, Problem validation, Solution and MVP, Finance, and Go-to-market strategy.

This module retains and updates the strongest content from Springboard 1 Module 2 (particularly the Business Model Canvas, which was identified as the best content piece in the entire platform) whilst adding new frameworks, practical exercises, and women-led Sports Tech company examples.

Learning Objectives

- Develop and articulate a business idea in the Sports Tech context, including a one-page idea description
- Apply the Business Model Canvas to structure and communicate a business concept
- Apply lean startup principles to validate a concept through customer discovery and MVP development
- Conduct basic strategic analysis using SWOT and PESTEL frameworks
- Set structured goals using the SMART framework

Content

Unit 3.1 — From Idea to Concept

Updated business idea development process, retained and expanded from SB1 Module 2 (Content Pieces 8–9). The unit covers: sources of business ideas (personal frustration, market gaps, technology trends, geographical transfer, product adaptation), idea generation tools (brainstorming, brainwriting, AI-powered ideation using ChatGPT and similar tools — connecting to Module 4), the importance of commercialising ideas, and creating a business idea description.

The key addition is practical exercises: participants work through the idea development process using their own concepts, guided by facilitator prompts. The exercise builds on the Purpose and Motivation Discovery from Module 1, asking participants to translate their identified frustrations and aspirations into potential business concepts.

New content addresses common early-stage mistakes, based on GSIC's recommendation: confusing customers with users, building solutions before validating problems, premature investment in branding before product-market fit, and attempting to address too broad a market.

Unit 3.2 — Business Model Canvas

Retained from SB1 as the strongest existing content piece and expanded with sports-specific application. The nine building blocks (customer segments, value propositions, channels, customer relationships, revenue streams, key resources, key activities, key partnerships, cost structure) are presented with the existing clear explanation and supplemented with:

A worked Sports Tech example: a hypothetical (or real, from D2.3) women's Sports Tech company, with each canvas block completed and explained. The Strategyzer reference and Miro template link are retained. The 2-minute external 'Business Model Canvas Explained' video is retained if the link remains valid.

Workshop exercise: participants build their own BMC for a Sports Tech concept using collaborative templates. This is a core activity in Workshop W2 (Section 7).

D2.3 case study integration: Özgül Dalkılıç's Wear Tech Club journey illustrates business model pivots in practice. Her evolution from initial concept through multiple market positioning changes demonstrates that the canvas is a living document, not a one-time exercise. Yasemin Uluk's UniqueGenie evolution from physical genetic testing kits to AI-driven performance applications demonstrates business model adaptation.

Unit 3.3 — Lean Startup in Practice

Substantially expanded from SB1's brief introduction (Content Piece 11, which consisted of only a short paragraph and an external video link). The expanded content covers: the Build-Measure-Learn feedback loop, Minimum Viable Product (MVP) concept and practical construction, customer discovery methods (problem interviews, solution interviews, landing page tests), pivot decisions and when to change direction, and validation metrics.

The content is presented through Sports Tech examples and includes practical exercises: participants identify the riskiest assumption in their business concept and design a simple experiment to test it. The Orange Sports Forum accelerator framework (Problem validation → Solution/MVP → Finance → Go-to-market) provides the structural backbone.

Unit 3.4 — Strategic Frameworks

New content introducing three strategic analysis tools as recommended by GSIC:

SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats): Introduced with a Sports Tech-specific worked example. Participants apply SWOT to their own business concept or career plan.

PESTEL Analysis (Political, Economic, Social, Technological, Environmental, Legal): Introduced with a focus on factors particularly relevant to Sports Tech in Europe — EU regulation, data privacy (GDPR), sustainability requirements, public funding landscapes, and technology adoption trends.

SMART Goals (Specific, Measurable, Achievable, Relevant, Time-bound): Practical goal-setting framework applied to both business development milestones and personal career development. Connects to the Personal Career Plan developed in Module 8.

Unit 3.5 — Go-to-Market Foundation

A bridging unit connecting Module 3 to Module 5 (Pitching and Communication) and Module 6 (Financial Planning).

Covers: identifying your target customer, understanding the difference between customers and users, basic pricing concepts, and initial channel strategy. This unit draws on the Marketing and Sales content from SB1 (Content Piece 15) and expands it with the buyer persona methodology and communication plan basics recommended by GSIC.

Delivery Format

Hybrid: online theoretical content (4–5 hours self-paced) with in-person workshop application (full day). Participants study frameworks online at their own pace, then apply them hands-on during the workshop. Expert E3 noted that 'athletes are somatic learners — they learn by doing,' supporting hands-on application over passive reading.

6.6 Module 4: Technology, AI, and Digital Tools

Rationale

This is an entirely new module with no equivalent in Springboard 1, requested unanimously by all five consortium partners. The expert panel reached a critical consensus on the nature of the technology skill gap: the priority is not coding but ecosystem understanding and value communication. Expert E1 stated: 'They don't need to learn how to code — they need to understand where they fit in the ecosystem and how to create value.' Expert E2 reinforced: 'It's not about coding — it's about understanding where technology exists across all of sport.' Expert E3 added: 'The biggest mistake in pitches is not having the language to explain value to a club.'

This module is therefore designed as a technology literacy module, not a technical training programme. Its purpose is to help participants understand what technology can do, where it creates value, and how to use accessible digital tools for professional purposes — not to turn athletes into software developers.

Learning Objectives

- Describe how AI and other technologies are currently applied across at least five areas of sport
- Use generative AI tools (such as ChatGPT) for business ideation, content creation, market research, and professional communication
- Use digital design tools (such as Canva) to create professional visual materials
- Interpret basic data concepts relevant to evaluating Sports Tech products and opportunities
- Describe current developments in wearable technology and biometric monitoring

Content

Unit 4.1 — AI in Sport: A Practical Overview

How AI is currently used across the sports industry. The content is organised by application area rather than by technology type, making it accessible for non-technical participants: performance analysis and prediction (tracking systems, movement analysis, game strategy optimisation), injury prevention and management (load monitoring, risk prediction, rehabilitation technology), fan engagement and media (automated highlights, personalised content, chatbots, virtual reality experiences), coaching and training (AI-assisted coaching tools, personalised training programmes, technique analysis), sports management and operations (scheduling optimisation, talent identification, financial modelling), and integrity and governance (anti-doping analysis, match-fixing detection, fair play monitoring).

For each application area, the content identifies: what the technology does, who uses it and why, what career roles are involved in developing and implementing it, and one or two specific company or product examples. This approach demystifies AI by connecting abstract technology concepts to concrete, recognisable sporting contexts.

Unit 4.2 — Generative AI as a Professional Tool

Hands-on introduction to using generative AI tools for professional purposes. This is a practical, workshop-based unit where participants work directly with the tools during the session. Based on GSIC's specific recommendation for 'basic, practical training on tools such as ChatGPT and Canva.'

Exercises include: using ChatGPT for business ideation (generating and refining business concepts, exploring market opportunities, identifying potential customer segments), using ChatGPT for market research (analysing industry trends, identifying competitors, understanding market dynamics), using ChatGPT for content creation (writing professional emails, creating presentation outlines, drafting social media content, preparing meeting agendas), using ChatGPT for communication preparation (preparing for networking events, drafting elevator pitches, preparing for investor or employer conversations), and understanding the limitations and responsible use of AI tools (accuracy limitations, bias awareness, data privacy, when not to rely on AI).

Unit 4.3 — Digital Design and Communication Tools

Practical introduction to Canva and similar accessible design tools. Participants create professional visual materials during the session: a personal branding visual (connecting to Module 5), a simple infographic explaining a Sports Tech concept, and a presentation slide deck for a business idea or career pitch.

Unit 4.4 — Data Literacy for Non-Technical Professionals

Understanding basic data concepts without requiring coding skills. The content covers: what data is collected in sport (performance metrics, biometric data, fan behaviour data, financial data), how data is analysed (basic concepts of pattern recognition, correlation, prediction), what insights data generates and how they are used in decision-making, how to evaluate data-driven Sports Tech products (asking the right questions about data sources, accuracy, privacy), and basic data visualisation literacy (reading and interpreting charts, dashboards, and reports).

Practical exercise: participants are provided with a sample dataset (anonymised and/or synthetically generated for training purposes, sourced and prepared by the facilitating partner in compliance with GDPR) and guided through a structured interpretation exercise. The exercise demonstrates that data literacy is about asking good questions and understanding context, not about technical analysis skills.

Unit 4.5 — Wearables and Performance Technology

Overview of current wearable technology, sensor systems, and biometric monitoring. Based on Igloo Innovation's recommendation to add wearables content. The content covers: current wearable devices and their applications in sport, smart textiles and next-generation wearables (connecting to Özgül Dalkılıç's Wear Tech Club case study from D2.3), biometric monitoring and athlete wellness, the data ecosystem around wearables (collection, analysis, action), career opportunities in wearable technology, and ethical considerations (athlete data rights, privacy, consent).

Delivery Format

Hands-on workshop, full day duration. Participants work directly with the tools during the session. Every unit includes a practical exercise where participants use the technology themselves rather than watching someone else demonstrate it.

The TrackMan female-only education session described by Therese Larsson (D2.3) provides a model for the workshop environment. In that session, participants engaged with more questions than the trainer had typically experienced in mixed-gender settings, according to Therese Larsson's account. This finding supports creating psychologically safe, women-centred learning environments for technology education, consistent with positive action measures permitted under EU gender equality frameworks where they address a demonstrated disadvantage.

Facilitator guidance: Technology workshops can trigger imposter syndrome in participants who define themselves as 'not technical.' Begin the session by explicitly naming this dynamic and normalising it. Reference the Module 1 Technology Audit exercise — participants have already identified the technology in their sport. This module builds on that foundation, not from zero.

6.7 Module 5: Pitching, Communication, and Personal Branding

Rationale

Expert E3 identified value communication as the most critical skill gap: 'The biggest mistake in pitches is not having the language to explain value to a club.' GSIC called for a dedicated pitching section and a personal branding module, identifying personal branding as 'a critical success factor in today's sports industry.' Multiple D2.3 case study leaders identified communication and storytelling as among the most important skills for Sports Tech careers. Iris Córdoba observed that the ability to articulate a value proposition, to translate technical complexity into human meaning, and to build narrative around data has become as important as any technical skill in the Sports Tech industry.

This module is entirely new — Springboard 1 contained no content on pitching, personal branding, or strategic communication.

Learning Objectives

- Construct and deliver a 60-second elevator pitch for a Sports Tech concept, career proposition, or personal value statement
- Articulate their personal professional brand and unique value proposition
- Develop a basic marketing and communication plan for a product, service, or personal career
- Apply storytelling techniques to translate technical or abstract concepts into compelling narratives

Content

Unit 5.1 — The Elevator Pitch

Structure, delivery, and practice of the elevator pitch. The content covers: the anatomy of an effective pitch (problem, solution, value proposition, ask), structuring a 60-second pitch, adapting the pitch for different audiences (investors, employers, partners, customers, media), common pitching mistakes and how to avoid them, and delivery techniques (confidence, clarity, pace, engagement).

The unit uses a progressive practice methodology: participants draft their pitch individually, practise in pairs with structured feedback, refine based on feedback, then deliver to a small group. Multiple rounds of practice with different audiences build both skill and confidence.

Connecting to D2.1 findings: the confidence–knowledge disconnect (3.64 vs 2.45) suggests that participants have the underlying confidence but lack the specific language and frameworks. This unit provides the language and the practice repetitions to bridge that gap.

Unit 5.2 — Personal Branding for Athletes in Transition

How to translate athletic identity into professional positioning. The content covers: understanding personal brand (what it is, why it matters, how it differs from corporate branding), identifying your unique value proposition as an athlete entering a new field, LinkedIn profile optimisation (headline, summary, experience, skills, recommendations), building a professional online presence beyond LinkedIn (personal website, social media strategy, content creation), and managing the athlete-to-professional identity transition.

Athletes have significant personal branding advantages: name recognition, media experience, discipline narratives, achievement stories, and established audiences. This unit helps participants recognise and strategically leverage these assets for professional positioning in Sports Tech.

Practical exercise: participants audit their current online presence, identify gaps, and create an optimised LinkedIn headline and summary during the session. This connects to Unit 4.3 (Digital Design Tools) from Module 4, where participants created visual branding materials.

Unit 5.3 — Marketing and Communication Fundamentals

Foundational marketing concepts as recommended by GSIC. The content covers: buyer persona development (who is your customer, what are their needs, how do they make decisions), the 4Ps framework (product, price, place, promotion) applied to Sports Tech contexts, developing a basic communication plan (target audience, key messages, channels, timing), and digital marketing basics (social media strategy, content marketing principles, email communication, basic SEO awareness).

Unit 5.4 — Storytelling and Value Communication

How to translate technical complexity into compelling narratives. The content covers: the storytelling framework (character, challenge, journey, transformation), using data to tell stories (presenting numbers in context, creating meaning from metrics), communicating with different stakeholder audiences (investors want ROI and market size; customers want solutions and outcomes; partners want synergies and shared value; media want narrative and novelty), and practising 'translation' — taking a technical Sports Tech concept and explaining it to a non-technical audience in under two minutes.

Delivery Format

Interactive workshop with role-play exercises, half-day duration. Participants practise pitching to peer 'investors' and receive structured feedback. The role-play format creates a safe space for practice: participants take turns playing the pitcher and the audience, experiencing both perspectives. This format supports the D2.1 finding that in-person workshops (41%) and hybrid formats (45%) are strongly preferred over online self-paced learning alone.

6.8 Module 6: Financial Planning and Funding

Rationale

The D2.1 research identified a crucial sequencing principle: knowledge and direction must precede funding. The survey placed funding as the number two barrier (50%), but interviews ranked it lower (38%), suggesting that when athletes discuss their situation in depth, they prioritise understanding and direction over money. GSIC specifically

recommended a 'basic financial planning module, explaining essential concepts such as how to build a profit and loss statement and a cash flow forecast.

The original Springboard 1 Module 3 (Tech Investors) devoted seven pages and seven videos to investment, but from the investor's perspective. This module restructures that content from the entrepreneur's perspective and adds the practical financial planning skills that were missing.

Learning Objectives

- Construct a basic profit and loss statement and cash flow forecast for an early-stage venture
- Identify and evaluate funding sources appropriate to different venture stages and career situations
- Navigate European and country-specific grant programmes and accelerator application processes
- Develop a personal financial risk management strategy for career transition

Content

Unit 6.1 — Financial Planning Basics

Practical financial literacy for non-finance professionals. The content covers: understanding revenue and costs (fixed vs variable), building a simple profit and loss statement (with a Sports Tech startup worked example), cash flow forecasting (why profitable companies can still run out of cash), break-even analysis (how many customers/sales do you need to cover costs), and basic financial vocabulary (burn rate, runway, margins, unit economics).

The content is presented in accessible, non-technical language with step-by-step worked examples from the Sports Tech context. Participants build their own P&L and cash flow forecast during the session using simplified templates.

Unit 6.2 — The Funding Landscape

Restructured from SB1 Module 3 content, reframed from the entrepreneur's perspective. The content covers all funding stages but from the standpoint of 'what does each type mean for my venture and when might I need it': bootstrapping and self-funding (starting with personal resources, the Elin Årseth model of customer-funded growth), grants and public funding (EU programmes, national innovation grants, sports-specific funding), angel investment (what angels look for, how to approach them, what you give up), accelerators and incubators (application processes, what they provide, equity expectations), venture capital (when it's appropriate, what VCs expect, the fundraising timeline), and alternative funding models (crowdfunding, revenue-based financing, strategic partnerships).

SB1 content on investment types (Content Pieces 16, 17, 20, 21) is retained as background knowledge but repositioned from 'how to invest' to 'how to navigate investors.' The detailed investment mechanics (Series A/B/C structures, private equity) are condensed and presented as reference material rather than core curriculum.

Unit 6.3 — European and Country-Specific Funding Resources

Practical guide to funding opportunities across the partner countries. The content covers: EU funding programmes relevant to Sports Tech (Erasmus+ Sport, Horizon Europe, EIC Accelerator, European Innovation Council, regional development funds), national grant programmes and innovation funding in each partner country, sports-specific accelerators and incubators in Europe, women-focused funding initiatives and programmes, and practical guidance on grant writing and accelerator applications.

Unit 6.4 — Financial Resilience During Career Transition

Addressing the D2.1 finding of financial risk aversion (6 out of 30 interviewees explicitly expressed this concern). The content covers: understanding your personal financial situation and risk tolerance, strategies for reducing financial risk during career transitions (maintaining income while exploring, phased transitions, part-time consulting), building financial resilience (emergency funds, multiple income streams, reducing expenses strategically), the psychology of financial decision-making for athletes (transitioning from structured athletic income to entrepreneurial uncertainty), and when to seek professional financial advice.

Delivery Format

Online self-paced module (3–4 hours of content) with a live expert Q&A session (90 minutes). Financial concepts are presented through online content that participants can study at their own pace, revisit as needed, and work through with the provided templates. The live Q&A session features an experienced entrepreneur, financial advisor, or accelerator programme manager who can answer personalised questions. This format accommodates athletes' scheduling constraints whilst ensuring access to expert guidance on what can be an intimidating topic.



6.9 Module 7: Mentorship, Networking, and Community

Rationale

Mentoring was identified as the single most requested form of support across all five partner samples, with 83% (24 out of 30) of interviewees identifying it as their primary need. The D2.1 expert panel developed five principles of effective mentoring based on their collective professional experience. Additionally, 45% of survey respondents selected lack of professional network as a barrier, and the interview data revealed a significant ‘outreach gap’ — athletes who are willing to engage with Sports Tech but have never been approached or connected to opportunities.

This module restructures the strong existing content from SB1 Module 4 (mentoring session management) and adds entirely new content on seeking mentorship and building professional networks — addressing the critical perspective gap identified in the content audit.

Learning Objectives

- Identify potential mentors in their area of interest and develop a strategy for approaching them
- Describe the five principles of effective mentoring and apply them to evaluate and improve their own mentoring relationships
- Build and maintain a professional network that extends beyond their existing sport connections
- Contribute to and benefit from a peer learning community

Content

Unit 7.1 — Seeking and Receiving Mentorship

Entirely new content addressing the target audience’s primary need. The unit covers: understanding what mentorship is and what it is not (it is not coaching, not therapy, not instruction — it is a developmental relationship based on mutual respect and shared exploration), identifying potential mentors (how to find people whose experience and perspective can inform your journey — not necessarily famous people or senior executives, but individuals five to ten years ahead in their career stage), approaching potential mentors (how to make the first contact, what to say, what to offer in return, how to structure an initial meeting), maximising value from mentoring sessions (preparation, active listening, specific question-asking, follow-through on commitments, reflection), and maintaining productive long-term relationships (frequency, boundaries, evolving needs, knowing when a mentoring relationship has run its course).

The unit integrates the five expert-validated mentoring principles from the D2.1 focus group:

Industry-first: Start with ecosystem exposure before emotional support. The first mentoring conversations should focus on understanding the landscape — key players, opportunities, terminology, trends — before diving into personal challenges or emotional processing.

Relatable: Seek mentors who are close in age and experience, not distant authority figures. Expert E2 explained that mentees need someone they can recognise themselves in — someone whose success feels achievable, not intimidating.

Push-oriented: Good mentors actively encourage mentees to take steps rather than waiting to be asked. Expert E2 observed that in environments with limited access to industry information, opportunities are less likely to be pursued proactively unless someone explicitly encourages that step. Effective mentors recognise this dynamic and deliberately encourage mentees towards action.

Sparring-based: The mentoring relationship should be a two-way exchange of perspectives and ideas, not a one-way transfer of instruction. This principle aligns with the athletic concept of a training partner — someone who challenges you and is challenged by you.

Non-prescriptive: Each person’s path is unique. Good mentors guide through the mentee’s own goals and context, not through the mentor’s framework or assumptions about what the mentee should want.

Unit 7.2 — Becoming a Mentor

Restructured content from SB1 Module 4, retaining the strong existing material on mentoring session structure. This unit preserves: characteristics of effective business mentors (Content Piece 24), benefits of business mentoring (Content Piece 27), the mentoring roadmap (Content Piece 29), communication in mentoring (Content Piece 30), confidentiality principles (Content Piece 31), building trust (Content Piece 32), ground rules for sessions (Content Piece

34), powerful questions technique (Content Piece 35), starting a mentoring session (Content Piece 36), evaluating a session (Content Piece 37), and common problems and solutions (Content Piece 38).

The content is presented with the updated framing that these skills apply to both the mentor and the mentee role. Understanding what makes a good mentoring session, how to ask powerful questions, and how to evaluate progress are skills that benefit both parties in the relationship.

Unit 7.3 — Networking Strategies

Practical guidance on building professional networks, with specific attention to the challenges of networking in male-dominated industries. The content covers: understanding your current network (mapping exercise), identifying network gaps and opportunities, strategic networking at professional events (preparation, conversation starters, follow-up), online networking (LinkedIn strategy, online communities, professional forums), cross-sector networking (bridging from sport to technology, business, and innovation communities), building reciprocal relationships (what you can offer, not just what you need), and overcoming networking barriers specific to women (navigating informal networks, building credibility in new domains, addressing imposter syndrome).

The content addresses the D2.1 finding that athletes' existing networks are predominantly within sport. The key intervention is not 'go to more networking events' but 'strategically build bridges from your strong sport network into the Sports Tech, technology, and business communities where opportunities exist.

Unit 7.4 — Community Building and Peer Learning

Peer learning group formation, accountability partnerships, and online community engagement. The content covers: forming peer learning groups (small groups of 3–5 participants at similar stages who meet regularly to share progress, challenges, and resources), accountability partnerships (paired commitments to specific actions with regular check-ins), online community participation (existing Sports Tech communities, women-in-sport networks, professional forums), and creating new community spaces (how to organise informal meetups, create online groups, or establish regular gatherings).

Based on Expert E3's recommendation to 'build a team for them — athletes always have a team behind them.' This unit recognises that athletes are accustomed to operating within team structures and may feel isolated when pursuing individual career development. The peer learning group recreates the team dynamic within the programme.

Delivery Format

In-person networking event (full day) combined with online continuation. The in-person component focuses on structured networking exercises, mentor speed-dating (short, structured meetings between participants and potential mentors from the Sports Tech ecosystem), peer learning group formation, and community launch activities. The online continuation supports ongoing mentoring relationships, peer learning group meetings, and community engagement through digital platforms.

6.10 Module 8: Career Pathways — Beyond Entrepreneurship

Rationale

The D2.1 survey revealed that employment in a Sports Tech company (32%) slightly outranks entrepreneurship (27%) as the preferred entry route, with consulting/advisory at 23% and investment at just 14%. The SheSkillz review noted that 'the most commonly desired pathway (getting a job in the sector) isn't covered at all' in Springboard 1. The original curriculum assumed all participants would become founders, investors, or mentors — excluding the majority who envision different career paths.

The D2.3 case studies demonstrate the real-world diversity of Sports Tech careers: Bente Svensson moved from elite sport through management consulting to institutional sports leadership (intrapreneurship); Merit Clouquet built a career in sports policy and innovation ecosystem development; Inge Stoter transitioned from sports science research to innovation lab management; Alberte Lindberg integrates technology into competitive sailing coaching; and Jessica Çarmıklı moved from sports management to venture capital advisory.

This module is entirely new — no equivalent exists in Springboard 1.

Learning Objectives

- Describe at least five distinct career pathways into the Sports Tech sector beyond founding a company
- Evaluate which career pathways align best with their personal skills, interests, and circumstances
- Develop a personalised career plan with short-term, medium-term, and long-term goals
- Identify concrete next steps for career development, including specific actions to take within the next month

Content

Unit 8.1 — Career Pathway Mapping

A comprehensive overview of Sports Tech career options, expanding far beyond the entrepreneurship focus of Springboard 1. Each pathway includes typical entry requirements, key skills needed, progression routes, advantages and challenges, and at least one real-world example from the D2.3 case studies or partner networks:

Founding a company: The entrepreneurial path, covered in depth in Modules 3–6. Examples: Özgül Dalkılıç (Wear Tech Club), Yasemin Uluk (UniqueGenie), Elin Årseth (Løpeglad).

Employment in Sports Tech organisations: Working for established Sports Tech companies, sports data firms, technology departments of sports organisations, or tech companies serving the sports market. This is one of the most commonly identified pathways (32%, or 14 of 44 respondents) and is generally accessible for athletes without entrepreneurial ambitions.

Consulting and advisory: Leveraging athletic expertise and industry knowledge to advise Sports Tech companies, sports organisations adopting technology, or investors evaluating sports ventures. This pathway offers flexibility compatible with ongoing athletic commitments. Example: Jessica Çarmıklı's advisory work.

Intrapreneurship: Driving innovation within existing organisations — federations, clubs, sports agencies, or technology companies. This pathway combines entrepreneurial impact with the security of employment. Example: Bente Svensson's work within Accenture and subsequently Olympiatoppen.

Coaching with technology: Integrating technology into coaching practice — using data analytics, performance tracking, video analysis, and AI tools to enhance coaching effectiveness. Examples: Therese Larsson (golf coaching with TrackMan), Alberte Lindberg (sailing with performance analysis tools).

Policy, governance, and ecosystem building: Working in sports policy, federation governance, or innovation ecosystem development. These roles shape the conditions under which the entire Sports Tech sector operates. Example: Merit Clocquet (Sportinnovator).

Research and academia: Contributing to the knowledge base through sports science research, technology development research, or academic teaching in sports management and technology programmes. Example: Inge Stoter's background in sports science informing her innovation leadership.

Investment: For athletes with financial resources and interest, angel investing or venture capital roles in the Sports Tech sector. This pathway, which was the primary focus of SB1 Module 3, is presented here as one option among many rather than as the default.

Unit 8.2 — Structured Exposure Model

Based on Bente Svensson's recommendation from D2.3 for a structured placement programme. The concept: rather than asking athletes to choose a career pathway based on limited information, provide structured exposure to multiple pathways through short placements. The proposed model involves three to four placements of three to four months each across different types of Sports Tech organisations (a startup, an established company, a federation or institutional body, and a consulting or advisory firm), supported by a mentor or facilitator who helps the participant reflect on each experience and refine their career direction.

This model addresses several D2.1 findings simultaneously: it provides ecosystem knowledge (#1 barrier) through immersion rather than education, it builds professional networks (#2 barrier) organically through workplace relationships, it provides mentoring (#3 barrier) through a structured support system, and it reduces financial risk (#7 barrier) by providing a supported transition rather than an unsupported leap.

Unit 8.3 — Personal Career Plan Development

A guided exercise in which participants develop their individual career plan based on the skills, knowledge, and connections developed throughout the programme. The exercise builds on the Personal Skills and Purpose Canvas from Module 1, the Ecosystem Exploration Worksheet from Module 2, the Business Concept Canvas from Module 3, and the Network and Mentoring Action Plan from Module 7.

The career plan includes: a career vision statement (what kind of impact I want to have and what kind of work I want to do), short-term goals (next 3 months — specific, actionable steps I can take immediately), medium-term goals (next 12 months — milestones I want to achieve), long-term goals (next 3 years — the career position or trajectory I am working towards), resource needs (skills to develop, connections to make, knowledge to acquire), and potential obstacles and mitigation strategies.

Delivery Format

Panel discussion (half-day) featuring women in different Sports Tech career paths, drawing from D2.3 case study leaders where possible, followed by an individual career planning workshop. The panel provides real-world exposure to diverse pathways through direct interaction with practitioners. The career planning workshop provides structured time for participants to synthesise everything they have learned across the programme into a personalised action plan.

The panel format is recommended because it presents multiple pathways simultaneously, allowing participants to compare and contrast different career models in real time. Each panellist shares their journey for ten minutes, followed by a moderated discussion and audience Q&A.

7. Workshop Designs for WP3

This section provides designs for WP3: four skill-development workshops (T3.1), four role model workshops (T3.2), and interactive exercises (T3.3). These designs establish the curriculum linkage, thematic focus, format, and duration for each workshop, providing the foundation for WP3. The detailed session structure, facilitator materials, and delivery logistics will be developed by the WP3 Lead (Guler Legacy) during implementation, ensuring workshops are tailored to participant cohorts and delivery contexts as they are organised.

7.1 Skill-Development Workshops (T3.1)

Workshop	Title	Modules	Duration	Format	Key Activities
W1	From Athlete to Innovator	M1 + M2	Half-day	In-person	Skills mapping; tech audit; ecosystem overview; role model inspiration; peer networking
W2	Building Your Business	M3 + M4	Full day	In-person	Idea generation; BMC workshop; lean validation; AI tools lab; pitch preparation
W3	Pitch, Brand, Communicate	M5	Half-day	In-person	Pitch clinic (3 rounds); personal branding; marketing plan; storytelling exercise
W4	Funding, Planning, Next Steps	M6 + M8	Half-day	Hybrid	Financial clinic; funding navigation; career panel; personal career plan

7.2 Role Model Workshops (T3.2)

Workshop	Theme	Recommended D2.3 Speakers	Format
R1	Non-Linear Career Journeys	Iris Córdoba, Elin Årseth	Fireside chat + Q&A
R2	Lessons from Women Founders	Özgül Dalkılıç, Yasemin Uluk	Panel + Q&A + breakout
R3	Technology as Empowerment	Therese Larsson, Alberte Lindberg	Demo + discussion + exercise
R4	Leadership and Systemic Change	Bente Svensson, Jessica Çarmıklı, Merit Clocquet	Panel + networking

7.3 Interactive Exercises (T3.3)

- Transferable Skills Card Sort: Matching athletic competencies to Sports Tech career requirements
- Business Model Canvas Workshop: Building own BMC with collaborative templates and peer review
- AI Tools Lab: Hands-on ChatGPT, Canva, and data tools for sports business applications
- Progressive Pitch Practice: Three-round methodology with structured peer feedback
- Mentor Speed-Dating: Structured 8–10 minute meetings with potential mentors
- Career Pathway Mapping: Personalised 3-month, 1-year, 3-year career plan
- Case Study Analysis: Small-group D2.3 case study discussion with structured templates

8. Mentorship Programme Guidelines for WP4

This section outlines how the adapted curriculum provides the foundation for the WP4 Mentorship Programme.

8.1 Five Principles of Effective Mentoring

Principle	Description	Implication for WP4
1. Industry-First	Ecosystem exposure before emotional support	First sessions focus on industry orientation
2. Relatable	Mentors close in age/experience, not distant authority figures	Match mentors 5–10 years ahead in career
3. Push-Oriented	Actively encourage mentees to take initiative	Train mentors to proactively suggest actions
4. Sparring-Based	Two-way discussion and feedback, not instruction	Structure sessions around dialogue
5. Non-Prescriptive	Guide through mentee's own path	Mentors ask before telling

Module 7 prepares participants for mentoring relationships. D2.3 documents four models: formal one-to-one (Project Q), eclectic multi-source (tapas menu), peer mentoring, and ecosystem based. WP4 should offer multiple models. The mentor pool should include both women and men (Expert E6). Country-specific barrier profiles should inform matching.

9. Country-Specific Adaptation Notes

The D2.1 Barrier Assessment identified five distinctly different national barrier profiles across the consortium's partner countries. These profiles demonstrate that a one-size-fits-all approach to programme delivery is inadequate: the same curriculum content must be contextualised, prioritised, and delivered differently depending on the national environment in which participants are situated.

These profiles are derived from a specific research sample (survey n=44, interviews n=30) and describe patterns observed within that sample. They are not intended as generalisations about national character or culture and should be read as context-specific adaptation guidance rather than fixed country characterisations.

This section provides guidance for each partner organisation on how to adapt the common curriculum framework to their specific national context. The guidance covers: the country's barrier profile summary from D2.1, priority modules and content areas, recommended delivery adaptations, local ecosystem resources to integrate, and cultural considerations for facilitation.

9.1 Netherlands — 'Structural Time and Pay Considerations'

Primary barriers: Structural time pressure and gender pay inequality

Dutch athletes are well-educated and dual-career experienced. Primary constraint is time: women's sport doesn't provide full-time income. Gender pay gap is most concrete barrier.

- Priority: M5 (Personal Branding), M8 (Career Pathways) — leverage existing qualifications



- Ecosystem: Innovation Lab Thialf, InnoBeweegLab, JADS, SportUp, Sportinnovator
- Schedule workshops around dual-career commitments

9.2 Spain — ‘Foundational Knowledge Gap Prioritised’

Primary barriers: Foundational knowledge and information gap

High-performance athletes with strong motivation but limited Sports Tech awareness. Need foundational ecosystem understanding before business skills.

- Priority: M1 (Self-Discovery), M2 (Ecosystem Literacy) as essential entry points
- Combine education with mentoring from the start
- Ecosystem: GSIC network, Spanish Olympic Committee, LaLiga Tech

9.3 Sweden — ‘Networking and Outreach Gap’

Primary barriers: Outreach and visibility gap; risk aversion

Athletes willing to engage but never approached. Barrier is not motivation but visibility and access.

- Priority: M7 (Networking) — create connections; active outreach to athletes
- Address risk aversion through M6 (Financial Planning) and M8 (incremental pathways)
- Ecosystem: Swedish Sports Confederation, Chalmers Ventures, RISE, SheSkillz network

9.4 Türkiye — ‘Infrastructure and Ecosystem Development Priority’

Primary barriers: Infrastructure deficit, ecosystem absence, cultural gender barriers

Highest entrepreneurial motivation alongside greatest structural obstacles. Nascent ecosystem. Cultural gender expectations are a factor for some participants in this context.

- Priority: Maximise cross-border components — international exposure has strongest effect
- M7 (international networking) and M4 (technology access) as high priorities
- Address cultural barriers explicitly through gender-sensitive design
- Ecosystem: Guler Legacy network, TÜBİTAK, university incubators, international bridges

9.5 Norway — ‘Team Formation and Collaborative Pathways’

Primary barriers: Awareness gap, financial risk aversion, desire for collective action

Strong collaborative values. Gender barriers reframed as market opportunities. Injury periods identified as career exploration windows.

- Priority: M3 (structured idea-to-execution) and M7 (co-founder matching)
- Integrate career exploration into injury rehabilitation support
- Ecosystem: Olympiatoppen, Karrieresenter, Innovation Norway, startup hubs

10. KPI Achievement and Evidence

10.1 KPI 1: Content Pieces Reviewed and Adapted

The KPI definition of 'reviewed and adapted' encompasses all content pieces that underwent systematic review, including those retained without modification following review (16 items), those updated or restructured (18 items), those replaced (2 items), newly developed content (14 items), and platform feature updates (3 items). This comprehensive review approach — auditing the entire platform rather than a sample — reflects the scope of the content adaptation exercise.

Target: 30 | Achieved: 57 (190% of target)

Category	Count	Description
RETAIN	16	Content appropriate with minor adjustments
UPDATE	14	Foundation sound; requires updating
RESTRUCTURE	4	Significant reorganisation needed
REPLACE	2	Entirely rewritten
NEW	14	Entirely new content developed
Platform	3	Dashboard, Certificate, Profile
TOTAL	57	43 existing + 14 new

10.2 KPI 2: Experts/Stakeholders Involved

Target: 5 | Achieved: 5 partner organisations (100% of target)

Target: 5 | Achieved: 5 partner organisations (target met). In addition, the six field experts engaged under the D2.1 focus group (Task 2.1) provided validation input that directly informed the curriculum design in Phase 4, though these individuals are not counted separately against the T2.2 KPI to avoid double-counting across tasks.

KPI	Target	Achieved	Evidence
Content pieces	30	57	Section 3 tables
Experts/stakeholders	5	5 partners organisations	Section 2.2 + D2.1 Section 4.4

11. D2.3 Case Study Integration Map

The ten D2.3 case studies are systematically integrated across the curriculum:

Leader	Country	Module(s)	Teaching Theme	Usage
Iris Córdoba	Spain	M1, M5	Non-linear career; communication	Role model; pitching exemplar
Özgül Dalkılıç	Türkiye	M3, M4, M6	Deep-tech; pivots; funding	Entrepreneurship case; tech example
Yasemin Uluk	Türkiye	M3, M6	Biotech-sport; model evolution	Lean startup case; finance
Jessica Çarmıklı	Türkiye	M5, M7, M8	Visibility; ecosystem advocacy	Panel speaker; networking
Bente Svensson	Norway	M1, M7, M8	Tapas menu; intrapreneurship	Self-discovery model; career panel
Elin Årseth	Norway	M3, M6	Organic growth; courage	Alternative funding model
Inge Stoter	Netherlands	M2, M8	Science to innovation	Ecosystem example; career case
Merit Clocquet	Netherlands	M2, M8	Policy; ecosystem building	Institutional pathway case
Alberte Lindberg	Sweden	M4, M7	Coaching with tech; gender	Technology as daily tool
Therese Larsson	Sweden	M1, M4, M7	Tech empowerment; safe spaces	Confidence building; Project Q

All individuals featured in the D2.3 Case Study Collection provided informed consent for the public use of their names, professional biographies, and quotations across Springboard 2 project deliverables, including this document.

12. Conclusions

This deliverable presents the adapted Springboard 2 programme curriculum, developed through a four-phase process reviewing all existing content, incorporating five partner reviews, integrating D2.1 barrier assessment findings, and drawing on D2.3 case study experiences.

Six fundamental transformations define the adapted curriculum:

- From assumption to evidence: Grounded in research involving 44 survey respondents, 30 interviewees, and 6 field experts across 10 countries.
- From four modules to eight: Expanded to address the full barrier spectrum. Four entirely new modules.
- From generic to gender-specific: Gender perspective integrated throughout; 10 women role models; D2.3 case studies in every module.
- From entrepreneurship-only to multiple pathways: Employment (32%), consulting (23%), and other routes alongside entrepreneurship (27%).
- From investor to entrepreneur perspective: Financial content restructured for athletes seeking funding, not making investments.
- From mentor-giving to mentor-receiving: Mentorship now addresses the 83% who need to receive mentoring.

KPI Achievement:

- Content pieces: 57 achieved vs 30 target (190%)
- Experts/stakeholders: 5 involved vs 5 target (100%)

The adapted curriculum is ready to serve as the foundation for WP3 (Training and Skill Development) and WP4 (Mentorship Programme), ensuring all project activities are grounded in evidence, informed by practitioner experience, and designed to meet the real needs of European women athletes pursuing Sports Tech careers.