

Professional Competences of S4D Coaches in Sport for Gender Equality¹ Programmes

Goal 5 of the Sustainable Development Goals (SDGs) promotes gender equality and focuses on ending all forms of discrimination against women and girls through promoting the empowerment of women across the world. In relation to this SDG, sport can contribute to **raise awareness on gender issues**. Additionally, the participation of women and girls in sport activities challenges **gender stereotypes** related to their physical abilities, can improve their **leadership skills** and their position in society in general. Furthermore, sport activities provide **safe spaces** for women and girls to practice sports. Also, participating in sports means 'being physical', which could make it easier for women and girls as well as men and boys to **talk about sensitive topics**. Therefore, **gender mainstreaming** is essential and requires a deep understanding and cultural sensitivity about gender roles, both male and female in the respective country or society.

The **professional competences** of an S4D coach are key to ensure that children and youth will develop competences in different areas. So, **S4D coaches should be able to...**

support, encourage, sensitise, teach, guide, stimulate, help, motivate, qualify, lead, raise/build/increase awareness of, foster knowledge of, offer opportunities to children/youth...

so that children and youth can develop **self-, social and methodological/strategic competences** on the levels of **Recognising, Assessing** and **Acting**.²

This framework focuses on the **professional competences** of S4D coaches. If you want to know which self, social and methodological/strategic competences are needed at the coaching level, have a look in the general framework [Competences of S4D Coaches](#). It gives an overview of which **professional competences are needed at the coaching level** to foster the development of self-, social, methodological/strategic and sport-specific competences on the level of participants with the focus on **Sport for Gender Equality**. The different colours stand for different levels regarding the **competences of children and youth (recognising-assessing-acting)**. For further information, please have a look into the [Competence Framework Children & Youth Sport for Gender Equality](#).

The competence framework is considered a **comprehensive collection** and not all competences are necessarily held by all coaches, nor can all competences can be developed at the level of children and youth. For every S4D training session offered, the coach has to decide which competences he/she would like to focus on. However, the framework is a useful guide to the professional competences of coaches implementing S4D training sessions with a focus on SDG5.

¹ Please have a look in our "[S4D Resource Toolkit](#)", if you want to know more about sport and SDG 5.

² It was decided to use this model (recognising-assessing-acting) which was developed in the context of "global learning" ([KMK & BMZ, 2016](#)), because it fits best to the thematic area of S4D. Similar models include the steps "knowledge-attitude-behaviour" or "connect-improve-transform" (see [Commonwealth, 2019](#), p. 42).

Competences of a coach in Sport for GENDER EQUALITY programmes ³	
Self-competence: Coaches are able to...	Self-confidence and Trust ... support participants in recognising the importance to turn to teammates or trainers when facing discrimination or violence based on gender and/or sexual orientation. ... enhance participants to reflect on situations where they were confident regarding their gender identities and/or sexual orientation despite adverse conditions or different cultural norms. ... sensitize participants to claim privacy when changing into sports gear.
	Motivation ... guide participants in recognizing the importance of role models (such as female/ male as well as LGBT+ athletes/ coaches/ teachers). ... enhance participants in demonstrating their motivation to realize their own objectives, independent of stereotypes based on gender and/or sexual orientation. ... motivate participants in making concrete plans to become sport role models.
	Responsibility ... help participants to recognise that they are responsible for their own actions and their consequences. ... motivate participants to demonstrate their motivation to take over leadership in sport activities. ... support participants to work against stereotypes based on gender and/or sexual orientation.
	Critical Ability, Conflict Ability ... guide participants to analyse and de-construct their own gender stereotypes. ... encourage participants to reflect on their own gender identities and gender roles. ... help participants to decide on their own gender identities and gender roles.
	Resilience ... teach participants about strategies to recover from difficulties in life created by discriminations based on sexual orientation and/or gender. ... encourage participants to reflect about the importance of good relations with significant others. ... strengthen participant's ability to stick to their goals despite ongoing inequalities based on sexual orientation and/or gender.
	Goal Orientation ... teach participants how to analyse necessary actions to achieve their goals.

³ The following competences listed are gathered from our [Teaching and Learning Materials](#) developed in different countries. Additionally, parts of the table are quoted or adjusted from the following documents and websites: [Sport for Development and Peace and the 2030 Agenda for Sustainable Development \(Commonwealth Secretariat, 2015\)](#); [Enhancing the Contribution of Sport to the Sustainable Development Goals \(Commonwealth Secretariat, 2017\)](#); [Sport and the sustainable development goals. An overview outlining the contribution of sport to the SDGs \(UNOSDP\)](#); [Education for Sustainable Development Goals, Learning Objectives \(UNESCO, 2017\)](#); [Gender Equality Glossary \(UN Women Training Centre\)](#); [Gender Equality, Women's Voice and Resilience. Guidance note for practitioners \(CARE, 2016\)](#).

	<p>... stimulate participants to consider the steps necessary to reach a certain gender equality in their environment.</p> <p>... motivate participants to persist on their goals regardless of their gender identities or sexual orientation and other people's opinions.</p> <p>Creativity</p> <p>... provide information for participants to inform them about safe spaces to go in for sports.</p> <p>... encourage participants to critically reflect with others to find ways for more equal opportunities for boys, girls, LGBT on and off the pitch.</p> <p>... help participants to implement innovative activities that allow for the joint participation of girls, boys, young women, young men as well as LGBT.</p>
<p>Social Competence: Coaches are able to...</p>	<p>Change of Perspective and Empathy</p> <p>... lead participants to identify their own attitudes, stereotypes and actions concerning gender and sexual orientation as well as put themselves in the position of others.</p> <p>... motivate participants to comment on behaviour that shows solidarity with those who differ from their own personal or the community's gender expectations and roles.</p> <p>... build participant's awareness on specific needs regarding hygiene, clothing, sexuality, nutrition that other player may have and help them to take those into account.</p> <p>Respect, Fair Play and Tolerance</p> <p>... teach participants about the importance to accept defeat or victory honourably.</p> <p>... show participants how to appreciate coaches, teammates as well as other teams regardless of their sexual orientation and gender identities.</p> <p>... build participant's awareness regarding the importance to follow rules and regulations.</p> <p>Solidarity</p> <p>... help participants to recognise actions to empower themselves or others who are discriminated.</p> <p>... encourage participants to work out relationships of trust with their peers.</p> <p>... motivate participants to take united actions towards a common interest.</p> <p>Communication</p> <p>... enhance participants to analyse their ability to communicate.</p> <p>... stimulate participants to work out approaches to communicate in a gender-sensitive manner.</p> <p>... inspire participants to speak up against all forms of discrimination.</p> <p>Cooperation</p> <p>... teach participants about the possibility for girls as well as LGBT individuals to take leadership roles.</p> <p>... encourage participants to work out a vision of gender equality and their social relations through planned gender activities.</p> <p>... lead participants to contribute to empower those who may still be deprived of influence because of discrimination based on</p>

	sexual orientation and/or gender.
Methodological Competence, Strategic Competence: Coaches are able to ...	Critical Thinking ... instruct participants to analyse barriers for girls and young women to participate in sport activities. ... sensitize participants to question norms, practices and opinions with regard to stereotypes concerning gender and sexual orientation. ... motivate participants to apply alternative behaviours in the area of gender and sexual orientation.
	Decision-Making ... qualify participants to take “informed decisions” by improving their knowledge on gender inequality and diversity. ... teach participants how to assess the consequences of gender-sensitive actions. ... encourage participants to combat any inequality based on diversity.
	Problem-solving ... train participants to analyse ways to overcome challenges and barriers to girls’ participation in sports. ... encourage participants to recommend sport activities to dissolve discrimination patterns, which are based on gender and/or sexual orientation. ... guide participants to implement strategies to overcome barriers for girls, young women and LGBT to participate in sport activities.
Sport-specific Competence⁴: Coaches are able to...	... support and instruct the age-specific development of general motor competences (speed, endurance, strength, coordination, flexibility). ... support and instruct the age-appropriate development of basic technical competences (sport-specific) in a way, that the participants are able to... <ul style="list-style-type: none"> ○ ... run, jump, skip, dribble, pass, shoot, throw, catch etc. ○ ... use different sensory and motor techniques in various ways. ... support and instruct age-appropriate development of basic tactical competences in a way, that the participants are able to... <ul style="list-style-type: none"> ○ ... explain the structures and strategies of a game. ○ ...act in a planned and target-oriented manner. In this manner, participants make clever choices using available means and possibilities offered by another individual, a group or a team. ○ ... know in specific game situations which action leads to success (“game intelligence”). ○ ... act in a creative way and choose various solutions (“game creativity”). ○ ... comprehend the communicative and cooperative behaviours of individual team members.

⁴ Baur, J., Bös, K., Conzelmann, A. & Singer, R. (2009). *Handbuch motorische Entwicklung*. Schorndorf.