

Competences of a Coach in Sport for GENDER¹ EQUALITY

Sport is more than physical exercise; sport is about the personal and social development of young people. Sport activities, offered in a pedagogically valuable way, impart and strengthen different competences children and youth need in their daily lives. A necessary precondition for children and youth to develop competences are well-designed and well-conducted Sport for Development (S4D) activities delivered through coaches. Therefore, coaches must develop their own specific competences to meet those requirements regarding to S4D activities. To address the entire range of competences, we developed clusters of S4D competences in which a coach needs when working in the field of S4D, with children and youth. The S4D competences include self, social, methodological/strategic and professional competences related to sport and related to specific S4D topics.

The following framework gives an overview on which competences are needed at the coaching level to foster the development of competences on the level of beneficiaries with the focus on Sport for Gender Equality. Derived from the fundamental S4D competence clusters, this framework was created in accordance with the development objective of gender equality. The competence framework is not to be considered as complete; further not all competences are automatically acquired by all coaches. Overall, coaches should be qualified and empowered in their S4D competences through capacity development measures. In S4D workshops for coaches, the development of competences should be one of the most important teaching and learning objectives.²

¹ Please have a look in our “S4D Resource Toolkit Glossary”, if you want to have further definitions explanations about the terms “gender”, “sex”, “gender identity” and “sex/gender discrimination”.

² Parts of the following table are quoted or adjusted from

The Commonwealth (2015). *Sport for Development and Peace and the 2030 Agenda for Sustainable Development*. Retrieved on 23.10.2017 from http://thecommonwealth.org/sites/default/files/inline/CW_SDP_2030%2BAgenda.pdf.

The Commonwealth (2017). *Enhancing the Contribution of Sport to the Sustainable Development Goals*. Commonwealth Secretariat. Retrieved on 27.11.2017 from https://www.sportanddev.org/sites/default/files/downloads/enhancing_the_contribution_of_sport_to_the_sustainable_development_goals_.pdf

UNESCO (2017). *Education for Sustainable Development Goals. Learning Objectives*. Retrieved on 23.10.2017 from

https://www.unesco.de/fileadmin/medien/Dokumente/Bibliothek/unesco_education_for_sustainable_development_goals.pdf.

UN Women Training Centre (n.y). *Gender Equality Glossary*. Retrieved on 31.01.2018 from

<https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36>

UNOSDP (n.y.). *Sport and the sustainable development goals. An overview outlining the contribution of sport to the SDGs*. Retrieved on 23.10.2017 from

https://www.un.org/sport/sites/www.un.org.sport/files/ckfiles/files/Sport_for_SDGs_finalversion9.pdf

CARE (2016). *Gender Equality, Women's Voice and Resilience. Guidance note for practitioners*. Retrieved on 23.10.2017 from <http://careclimatechange.org/wp-content/uploads/2016/08/Gender-Equality.pdf>

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Self-competence: The coach is able to...	Self-confidence and Trust ... support participants in developing a positive self-perception regarding their sex and/or gender identity. ... enhance participants' confidence about their sex and/or gender identity, despite contextual circumstances / cultural norms. ... motivate participants to have confidence in trainers and team colleagues, not only with the same, but also with the opposite sex and/or gender.
	Motivation ... identify male and female athletes, who are for the participants considered role models, and develop participants' motivation to realize their own objectives, independent of gender stereotypes.
	Responsibility ...sensitize the participants regarding their responsibility to have their own interpretation and living out the concept of gender. ...realize his/her responsibility and his/her function as a role-model, to actively work against gender stereotypes and advocate for sex and gender equality.
	Critical Ability, Conflict Ability ... critically reflect and decide on his/her own gender identity, gender role, and what this means for him/her as a role-model. ... lead the participants in critically reflecting on their own gender identity, their understanding of gender roles, and what this means for themselves and for others around them.
	Resilience ...encourage participants to follow their goals despite backlashes related to gender roles and present sex and gender inequalities. ... support participants in finding strategies on how to cope with challenges related to gender.
	Goal Orientation ...encourage participants to be persistence in making and achieving goals, regardless of their gender orientation and other people's opinions.
	Adaptability ... show participants ways how to adjust and adapt their behaviour through awareness of gender inequalities.
	Creativity ... offer safe spaces, in which participants are able to explore different co-educational gender, sport based activities. ... lead participants to find ways for more equal opportunities for both boys and girls.
Social Competence: The coach is able to...	Change of Perspective and Empathy ... feel empathy and solidarity toward those who differ from their own personal or the community's gender expectations and roles; further they are able to guide participants to do the same. ... support participants in developing empathy across genders, as well as both sexes, and breaking-down both sex and gender

	<p>discrimination and violence. ...offer opportunities for participants to develop a structured space for self-reflection with their peers.</p>
	<p>Respect, fair play and tolerance ... motivate participants to take coaches, team members as well as other teams seriously and appreciate them regardless of their sex and gender identity. ... act as role model regarding respect, fair-play, tolerance, and show participants the benefits of these qualities. ... inspire and motivate participants to be tolerant and respect people of a different sex and gender.</p>
	<p>Solidarity ... sensitize and encourage participants to take the measure of their surroundings - to empower themselves or others who are discriminated against because of their sex or gender. ...establish and nurture relationships of trust with participants and offer safe spaces for them to do the same with their counterpart gender peers.</p>
	<p>Communication ... be a role model in identifying and speaking up against all forms of sex and gender discrimination. ... debate the benefits of full empowerment of both sexes and all genders with participants. ... conduct tasks leading toward communication that is more inclusive and motivating for participants, and their peers, to engage during sport-based activities. ...encourage participants to discern sex- and gender-based issues presented in social media, as well as take a critical and informed approach to understand them. ... listen to the participants and comprehend what they are communicating verbally, and with their body language. Through the comprehension coaches are able to learn about participants' understanding of, possible challenges regarding, and overall living out gender. ... teach participants about their roles as a "sender" or "receiver" regarding gender, as well as the behaviours and the reactions (i.e. verbally and physically) associated with each role in terms of communication.</p>
	<p>Cooperation ... create network opportunities for participants to work with those who aim at ending sex and gender discrimination and violence. ... empower those who may still be disempowered, as well as promote respect and full equality on all levels. ... develop a shared vision of sex and gender equality among participants through planned co-gender activities within the team. ... educate participants how to include excluded and vulnerable sex- and gender-related groups through the engaging them in a game.</p>

Methodological Competence, Strategic Competence: The coach is able to...	Critical Thinking ... explain to participants how to recognize and question traditional perceptions of gender roles in a critical way, while being respectful and culturally sensitive. ... sensitize participants to observe and identify sex and gender discrimination in their daily routines/living. ... point out the lack of opportunities for participants, due to sex and gender inequality, and enable participants to become more critically aware of these inequalities of opportunities. ...create learning opportunities for participants to discern about their role as individuals from a specific gender point of view. ...become aware of disrespectful sex and gender based leadership positions, especially for young females that can be vulnerable if coaches and administrators abuse their positions of trust.
	Decision-Making ... encourage participants to evaluate, participate in, and influence decision-making about sex and gender equality and participation ... employ measures for participants to recognize the unequal balance of sex and gender within their home and the community ...enhance participants' knowledge on sex and gender inequality and encourage them to make "informed decisions" ...change the perception of parents and community leaders, regarding sex, by letting girls take part in sports together with boys, providing them with a new perspective on the preconceptions boys and men have about girls.
	Problem-solving ...educate about the various sex and gender related challenges and barriers, as well as physical and psychological well-being. Further, coaches are able to guide students in finding solutions to overcome these.
Professional Competence; Expertise: The coach is able to...	Related to specific types sport / to sport³: ... teach and develop general motor competences (speed, endurance, strength, coordination, flexibility) of children and youth, in an age and ability appropriate way. ... teach and develop basic technical competences (sport-specific) of children and youth in an age and ability appropriate way: The coach is able to make participants... <ul style="list-style-type: none"> - ... dribble, pass, shoot, throw, catch etc. - ... use different sensory and motor techniques in various ways.
	... teach and develop basic tactical competences of children and youth in an age and ability appropriate way: The coach is able to make participants... <ul style="list-style-type: none"> - ... understand 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

³ Baur, J., Bös, K., Conzelmann, A. & Singer, R. (2009). *Handbuch motorische Entwicklung*. Schorndorf.

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 communicative and cooperative behaviour of individual team members.

Related to Gender Equality

... understand the difference between the concepts of sex and gender.

... explain, evaluate, and apply the concept of using sport as a tool for sex and gender equality.

... make participants understand the concept of using sport as a tool for gender equality.

... critically reflect on how he/she can use sport as a tool for sex and gender equality in his/her working environment in an effective way.

... use the tool of sport, in terms of sex and gender equality, in his/her own training activities.

... make participants understand the importance of physical activities and sport for their own well-being and a healthy development of their sex.

... make participants critically reflect on underlying cultural and normative assumptions and practices.

... accept being a role model for participants with regard to sex and gender equality and act accordingly.

... make participants understand the concepts of gender, gender equality and gender discrimination as well as concepts related to the concept of sex, equality based on sex, and sex discrimination.. Further, they make participants know about all forms of sex (e.g. discrimination their biological physical attributes, their biological reproductive system) and gender discrimination, violence and inequality (e.g. harmful practices such as female genital mutilation, honour killings and child marriage, unequal employment opportunities and pay, language construction, traditional gender roles, gendered impact of natural hazards), as well as understand the current and historical causes of gender inequality.

... make participants know the basic rights of women and girls, including their right to freedom from exploitation and violence, as well as their reproductive rights.

... make participants understand levels of sex and gender equality within their own country and culture in comparison to global norms (while respecting cultural sensitivity), including the intersectionality of gender with other social categories such as ability, religion and race.

... make participants describe the opportunities and benefits provided by having complete sex and gender equality and participation in legislation and governance, including public budget allocation, the labour market and public and private decision-making.

... make participants reflect on the role of education, enabling technology and legislation in empowering and ensuring the full participation of both sexes and of all genders.