

## Competences Children and Youth (13 – 16 years) gain in Sport for GENDER EQUALITY Programmes

**Goal 5** of the Sustainable Development Goals (SDGs) promotes gender equality and focuses on ending all forms of discrimination against all women and girls through promoting the empowerment of women across the world. Due to the facts that sport is often seen as a male domain and women are underrepresented in almost all areas of sport, the participation of women and girls in sport activities challenges **gender stereotypes** related to their physical abilities and their roles in society. Furthermore, they provide safe spaces for women and girls to practice sports and sport can also be used as a tool to promote **women's education**, improve women's and girls' **leadership** roles and their participation in decision-making. Also, participating in sports means 'being physical', which makes it easier for women and girls to talk about sensitive topics like sexuality and reproductive health. Therefore, **gender mainstreaming** is essential and requires a deep understanding of the barriers women and girls face in accessing, participating and benefiting from sport and physical activities.

**S4D programmes which are designed to contribute to selected SDG 5 targets should include activities for boys and girls (13 – 16 years old) in order to enable them to...**

- ... understand the difference between the concepts of sex and gender.
- ... critically reflect on underlying cultural and normative assumptions and practices in terms of gender.
- ... reflect about all forms of gender discrimination, violence and inequality and understand historical causes of gender inequality.
- ... explain the basic rights of women and girls, including their right to freedom from exploitation and violence, as well as their reproductive rights.
- ... critically reflect on levels of gender equality within their own country and culture in comparison to global norms (while respecting cultural sensitivity), including the influence of other social categories such as religion and race.
- ... describe the opportunities and benefits provided by gender equality and participation in legislation and governance, including public budget allocation, the labour market, as well as public and private decision-making.

In the following, the outlined **gender competences** are simplified in a systematic way, including **specific competences** in the area of self-competence, social competence, methodological/ strategic competence and sport specific competence. The competence framework is not to be understood as complete and not all competences are automatically gained by all participants.<sup>1</sup>

<sup>1</sup>Parts of the following 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 \(CARE, 2016\)](#).

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<b>Self-competence:</b> <b>Children and youth are able to...</b>	<b>Self-confidence and Trust</b> ... develop a positive self-perception. ... give examples of situations when they acted in a self-confident way regarding their gender identities despite adverse conditions or different cultural norms. ... address trainers and teammates of the same and of the opposite sex and gender. ... turn to teammates or trainer when facing gender-based discrimination or violence. ... claim privacy when changing into sports gear.
	<b>Motivation</b> ... accept both male and female athletes' as role models. ... make concrete plans to become a male or female sport role model. ... demonstrate their motivation to realize their own objectives, independent of gender stereotypes.
	<b>Responsibility</b> ...demonstrate that they are responsible for their own actions and their consequences. ... take courage to work against gender stereotypes. ... actively plead for gender equality. ... take over leadership in sport activities.
	<b>Critical Ability, Conflict Ability</b> ...reflect their own gender identities and gender roles. ...decide on their own gender identities and gender roles.
	<b>Resilience</b> ...recover from difficulties in life arisen from sex and gender questions. ...stick to their goals despite backlashes and ongoing inequalities based on sex and gender.
	<b>Goal Orientation</b> ...persist on their goals regardless of their gender identities and other people's opinion. ... take the necessary actions to achieve their goals.
	<b>Adaptability</b> ... adjust their behaviour after becoming aware of sex and gender inequalities. ... alter their responses and reactions to changed circumstances and environment.
	<b>Creativity</b> ... brainstorm with others to find ways for more equal opportunities for boys and girls on and off the pitch. ... implement innovative activities that allow for the joint participation of girls and boys, young women and young men. ... find safe spaces to go in for sports.

<b>Social Competence:</b> <b>Children and youth are able to...</b>	<b>Change of Perspective and Empathy</b> ... analyse the attitudes and actions of other people with regard to gender equality by putting themselves in their positions. ... analyse their own attitudes and actions with regard to gender as well as put themselves in the position of others. ... display behaviour that shows solidarity with those who differ from their own personal or the community's gender expectations and roles. ... support others in developing empathy across different genders. ... develop a structured space for self-reflection with their peers. ... take into account that male/ female players may have specific needs regarding hygiene, clothing, sexuality, nutrition.
	<b>Respect, Fair Play and Tolerance</b> ... take care of their bodies. ... show appreciation of coaches, teammates as well as other teams regardless of their sex and gender identities. ... follow rules and regulations. ... accept defeat or victory honourably.
	<b>Solidarity</b> ... apply concepts to empower themselves or others who are discriminated against because of their sex or gender. ... nurture relationships of trust with their peers of the opposite sex or gender. ... unite with actions of others with a common interest.
	<b>Communication</b> ... develop the capacity of articulating themselves. ... develop the disposition of wanting to communicate well. ... speak up against all forms of sex and gender discrimination. ... improve gender-sensitive communication. ... analyse their own roles as "senders" or "receivers" regarding gender.
	<b>Cooperation</b> ... connect with others who work to end discrimination and violence based on sex and gender. ... empower those who may still be derived of influence because of sex and gender discrimination. ... develop a shared vision of gender equality and their social relations through planned gender activities. ... encourage other girls to take leadership roles.
<b>Methodological Competence, Strategic Competence:</b> <b>Children and youth are able to ...</b>	<b>Critical Thinking</b> ... perform rational and open-minded thinking with regard to sex and gender that is informed by evidence. ... identify sex and gender discrimination. ... question norms, practices and opinions with regard to gender stereotypes.

	<p>... reflect on their own knowledge, attitudes, and actions with regard to gender.</p> <p>... critically reflect the gender-related challenges and barriers to physical and psychological well-being.</p> <p>... critically recognize the lack of equal opportunities based on sex and gender.</p> <p>... describe barriers for girls and young women to participate in sport activities.</p> <p>... apply alternative ways of behaviour concerning gender stereotypes.</p> <p><b>Decision-Making</b></p> <p>... select courses of action that support equal participation on and off the pitch.</p> <p>... take steps to combat any inequality based on sex or gender at home and in the community.</p> <p>... take “informed decisions” by improving their knowledge on sex and gender inequality.</p> <p>... assess the consequences of gender-sensitive actions taken.</p> <p>... evaluate one’s willingness and capabilities to cope and manage consequences.</p> <p><b>Problem-solving</b></p> <p>... design problem-solving frameworks to gender-related challenges and barriers to physical and psychological well-being.</p> <p>... design ways to overcome challenges and barriers to girls’ participation in sports.</p> <p>... create ideas how to use sport to reverse behaviours that were developed to fit social expectations of gender roles.</p> <p>... recommend sport activities to dissolve gender-based discrimination patterns.</p> <p>... implement strategies to overcome barriers for girls and young women to participate in sport activities.</p>
<b>Sport specific Competence<sup>2</sup></b>	<ul style="list-style-type: none"> <li>- Age-specific development of general motor competences (speed, endurance, strength, coordination, flexibility).</li> <li>- Age-appropriate development of basic technical competences (sport-specific): Children and youth are able to...             <ul style="list-style-type: none"> <li>o ... dribble, pass, shoot, throw, catch etc.</li> <li>o ... use different sensory and motor techniques in various ways.</li> </ul> </li> <li>- Age-appropriate development of basic tactical competences: Children and youth are able to...             <ul style="list-style-type: none"> <li>o ... explain the structures and strategies of a game.</li> <li>o ...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.</li> <li>o ... know in specific game situations which action leads to success (“game intelligence”).</li> <li>o ... act in a creative way and choose various solutions (“game creativity”).</li> <li>o ... comprehend communicative and cooperative behaviour of individual team members.</li> </ul> </li> </ul>

<sup>2</sup> Baur, J., Bös, K., Conzelmann, A. & Singer, R. (2009). *Handbuch motorische Entwicklung*. Schorndorf.