

Competences Children and Youth gain 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. In the following competence framework, the outlined **gender-related competences** are streamlined, including specific competences in the areas of **self-competence, social competence, methodological/ strategic competence and sport-specific competence**. In line with other theoretical systems and in order to **explain change on an individual level**, we divided the competences into **three levels: Recognising, Assessing and Acting**.² **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...

... recognise the concept of "diversity" in the context of gender and sexual orientation (incl. LGBT+)³

... explain the basic rights of women, girls, LGBT+, including their right to freedom from exploitation and violence, as well as their reproductive rights.

... 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.

... reflect on underlying cultural and normative assumptions and practices in terms of gender and gender stereotypes.

...reflect about all forms of violence against girls and women (incl. trafficking and other forms of exploitation)

... 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 sexual orientation, religion and race.

... contribute to overcome all forms of discrimination, violence and inequality based on gender and/ or sexual orientation and understand historical and cultural causes of related inequalities.

... decide about their individual goals and achievements despite existing stereotypes, cultural norms and inequalities based on the diversity.

The competence framework is considered as a **comprehensive collection** and not all competences are automatically gained by all children and youth. Additionally, not all levels are always represented. Each S4D Programme has to decide on the **selection of competences** that they would like to develop with their beneficiaries. However, the frameworks are a useful presentation of competences that may and could be gained by children and youth taking part in S4D activities.

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 into the thematic area of S4D. Similar models include the steps "knowledge-attitude-behaviour" or "connect-improve-transform" (see [Commonwealth, 2019](#), p. 42).

³ *LGBT* is an initialism that stands for *lesbian, gay, bisexual, transgender and others*.

Competences Children and Youth gain in Sport for GENDER EQUALITY Programmes (13 – 16 years)⁴

Self-competence: Children and youth are able to...	Self-confidence and Trust ... recognise the importance to turn to teammates or trainers when facing discrimination or violence based on gender and/or sexual orientation. ... reflect on situations where they were confident regarding their gender identities and/or sexual orientation despite adverse conditions or different cultural norms. ... ensure privacy when changing into sports gear.
	Motivation ... recognise the importance of role models (such as female/ male as well as LGBT+ athletes/ coaches/ teachers). ... demonstrate their motivation to realize their own objectives, independent of stereotypes based on gender and/or sexual orientation. ... make concrete plans to become sport role models.
	Responsibility ... recognise that they are responsible for their own actions and their consequences. ... demonstrate their motivation to take over leadership in sport activities. ... work against stereotypes based on gender and/or sexual orientation.
	Critical Ability, Conflict Ability ... analyse and de-construct their own gender stereotypes. ...reflect on their own gender identities and gender roles. ...decide on their own gender identities and gender roles.
	Resilience ...acquire information on strategies to recover from difficulties in life created by discriminations based on sexual orientation and/or gender. ... reflect about the importance of good relations with significant others. ...stick to their goals despite ongoing inequalities based on sexual orientation and/or gender.
	Goal Orientation ... analyse necessary actions to achieve their goals. ... consider the steps necessary to reach a certain gender equality in their environment.

⁴ 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>...persist on their goals regardless of their gender identities or sexual orientation and other people's opinions.</p> <p>Creativity ... acquire information about safe spaces to go in for sports. ... critical reflect with others to find ways for more equal opportunities for boys, girls, LGBT on and off the pitch. ... implement innovative activities that allow for the joint participation of girls, boys, young women, young men as well as LGBT.</p>
<p>Social Competence: Children and youth are able to...</p>	<p>Change of Perspective and Empathy ... identify their own attitudes, stereotypes and actions concerning gender and sexual orientation as well as put themselves in the position of others. ... comment on behaviour that shows solidarity with those who differ from their own personal or the community's gender expectations and roles. ... take into account that all players may have specific needs regarding hygiene, clothing, sexuality, nutrition.</p> <p>Respect, Fair Play and Tolerance ... know about the importance to accept defeat or victory honourably. ... appreciate coaches, teammates as well as other teams regardless of their sexual orientation and gender identities. ... follow rules and regulations.</p> <p>Solidarity ... recognise actions to empower themselves or others who are discriminated. ... work out relationships of trust with their peers. ... take united actions towards a common interest.</p> <p>Communication ... analyse their ability to communicate ... work out approaches to communicate in a gender-sensitive manner. ... speak up against all forms of discrimination.</p> <p>Cooperation ... acquire information about the possibility for girls as well as LGBT individuals to take leadership roles. ... work out a vision of gender equality and their social relations through planned gender activities. ... contribute to empower those who may still be deprived of influence because of discrimination based on sexual orientation and/or gender.</p>
<p>Methodological Competence, Strategic Competence: Children and youth are able to ...</p>	<p>Critical Thinking ... analyse barriers for girls and young women to participate in sport activities. ... question norms, practices and opinions with regard to stereotypes concerning gender and sexual orientation. ... apply alternative behaviours in the area of gender and sexual orientation.</p>

	<p>Decision-Making ... take “informed decisions” by improving their knowledge on gender inequality and diversity. ... assess the consequences of gender-sensitive actions. ... combat any inequality based on diversity.</p> <p>Problem-solving ... analyse ways to overcome challenges and barriers to girls’ participation in sports. ... recommend sport activities to dissolve discrimination patterns, which are based on gender and/or sexual orientation. ... implement strategies to overcome barriers for girls, young women and LGBT to participate in sport activities.</p>
<p>Sport-specific Competence⁵</p>	<ul style="list-style-type: none"> - Age-specific development of general motor competences (speed, endurance, strength, coordination, flexibility). - Age-appropriate development of basic technical competences (sport-specific): Children and youth are able to... <ul style="list-style-type: none"> o ... run, jump, skip, dribble, pass, shoot, throw, catch etc. o ... use different sensory and motor techniques in various ways. - Age-appropriate development of basic tactical competences: Children and youth are able to... <ul style="list-style-type: none"> o ... explain the structures and strategies of a game. 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. o ... know in specific game situations which action leads to success (“game intelligence”). o ... act in a creative way and choose various solutions (“game creativity”). o ... comprehend the communicative and cooperative behaviours of individual team members.

⁵ Baur, J., Bös, K., Conzelmann, A. & Singer, R. (2009). *Handbuch motorische Entwicklung*. Schorndorf.