

Self: Personal Growth & Development

Level 1: Player - Coping and Self-Management

A girl who plays sports learns about herself. In a safe and supportive environment with clear and consistent rules, she can learn to be aware of and manage her behaviour in the presence of peers – both teammates and competitors – and adults. She also learns that she is not alone in facing the difficult issues of adolescence, while learning about her rights and gaining support and skills to help her cope with her environment.

Increasing internal self-control	When a girl first joins a sports team, she is placed in a structured environment with rules, norms and responsibilities; and in which she has the ability to choose how to behave. This may be her first opportunity to become more aware of her own feelings, receive feedback, understand her options, and learn to choose her actions.
Setting personal goals	Educating girls on setting life goals for themselves and creating plans to reach those goals helps them realise their own value. Setting goals helps girls to focus and gain control over their behaviour and actions, make healthy decisions, and improve their confidence and self-esteem. By learning to set small goals and reach them – like juggling a football 10 times or running a kilometre without stopping – girls learn that the possibilities of developing skills and reaching goals are endless. A girl can learn that there isn't a big difference between working hard to run a certain distance and studying hard to pass a certain exam and continue her education.
Self-image	A girl's perception of her own physical body is at the very heart of her identity. If she dislikes her body, or is not able to own and attach to her physical self because of trauma, impairment or negative conditioning relative to her size or shape, she will be inhibited from developing strength in any other aspect of her life. A girl who values her own body is more likely to walk proudly, exercise bodily self-determination, and feel truly empowered in daily life. Playing sport requires that girls be attached to their physical selves. They can feel their heartbeats, work on motor skills and coordination, and experience injuries and soreness. Teach girls how to value the body they have, take care of and control it, and use it to their benefit. Sport programmes should also address body image for girls with disabilities, who are carrying the double body image burden of being a woman and physically different from their peers. [See IG for more information]
Self-awareness /skills & qualities	When girls are not celebrated for or encouraged to develop their skills and qualities, as is often the case, they have a hard time seeing their own value as part of a team or group or even a member of the family unit beyond cooking or cleaning. On the other hand, when a girl is given encouragement and shown how her personal qualities and skills can be of value to a group – such as a sports team – then she is more confident and willing to work in a team and cooperate with others around her. The [Goal Be Money Savvy] section helps girls identify and differentiate their skills from their qualities.
High personal standards	A girl may be hard working or organised, but she may not believe that she has the agency to set standards and achieve personal goals for herself. A girl who plays sports realises her value to a team by setting high personal standards, and inspiring her peers to aim and reach higher. Through focus, drive and energy, a girl can learn to achieve her potential on and off the field by setting and maintaining high personal standards.
Basic math & literacy skills	Teaching a girl basic math and literacy skills builds agency and expands a girl's world. The ability to read, write and sign her name gives a girl a means of expression and control, and opens her access to gaining knowledge beyond what she is told. Money can be the foundation for realising personal goals. The Goal curriculum [Be Money Savvy] for financial literacy is an excellent addition to existing sport programmes. In addition, these skills can be incorporated into practice sessions in simple ways, such as rotating the job of reading instructions, recording practice notes, and score-keeping.

Level 2: Peer Leader – Managing Feelings, Emotions and Stress

Adolescence can be a very confusing and emotional time for girls, due to significant bodily changes such as menstruation, breasts growth, and other physical and hormonal changes. It is important for girls to be able to understand what is happening to them, not only physically but emotionally as well, and to learn how to express those feelings, emotions, fears and confusions in healthy and positive ways. Girls can find safe spaces (both physically and emotionally) in a sport programme where they can discuss and express what is going on inside their heads, with the help of role models such as coaches and facilitators. Through sport, a girl learns how to manage stress, how to win and celebrate, but also how to lose and try again, emphasising resilience in the face of obstacles and failure.

Listening, reflection and intuition	Learning new sport skills requires listening and observing, doing, and then reflecting to improve performance. Good listeners seek feedback while monitoring their feelings and emotions, as a means of self-improvement. The ability to be aware in the moment and to make rapid decisions teaches a girl to use both her analytical and intuitive skills. On the field of play and in the workplace, intuition helps a girl hear what is unspoken, read a situation, and then respond proactively.
Flexibility & situational awareness	When a girl learns to reads a situation, she gives herself time to decide how to respond. Just as she adjusts her position on the field in anticipation to a changing situation, she can learn when to be flexible and when to stand her ground off the field. The ability to be flexible and to adjust behaviour or response, without compromising her own values, builds a girl's sense of agency.
Resilience	<p>A skill like resiliency - which is generally defined as maintaining effort and interest despite failure and adversity – is likely to help a girl succeed on her sport team, at school, or in her job, despite societal obstacles. This skill is especially important when girls must cope with traumatic events such as being pulled out of school by their family, barred from participation in sport or other leisure activities, engaged in forced labour at a young age, or subjected to any form of gender-based violence.</p> <p>Managing and coping with stress is critical to staying resilient and moving on. Sport can be a platform where girls learn about violence and aggression, how to identify it in their own lives, and develop strategies and skills for confronting and standing against it. [See the International Guide to Addressing Gender Based Violence (GBV) Guide for more information]</p>
Prioritising wants and needs	Learning to prioritise your needs over wants help girls create and stick to long term goals that support their future development.

Level 3: Coach – Taking Action with Integrity

Girls, who are ethical, take responsibility for their actions, and treat others honestly and fairly are respected for their good sportsmanship. Learning skills such as basic financial literacy and how to manage confidential information will make a girl feel more empowered and confident and able to act with integrity. Off the field, these life skills translate to a fundamental quality required for teamwork and for building trust in any setting.

Personal responsibility and accountability	Participating in sport teaches a girl to be dependable. She shows up on time for practice, can be counted on to fulfil the requirements of her team position, and follows through on agreed tasks. She sticks to deadlines and communicates to others who are impacted by her work. A peer leader or coach, who develops strong personal responsibility and accountability qualities through sport, will believe that she can take charge of her own future. She will recognise her ability to influence outside forces and decline to attribute her successes or failures to luck or to outside powerful forces.
Honesty	A girl learns to play fair on the field. She knows and plays by the rules, and understands that an honest loss is better than a dishonest win. A peer leader or coach is honest with herself

	and with others. Through her consistent, fair and transparent actions, she earns the trust of those with whom she interacts on and off the field of play.
Confidentiality	A peer leader or coach will often have access to personal information about individual players on her team. She understands the responsibility that comes with her role and realises that she cannot build a relationship with her team unless all of her players know she can be trusted with confidential information. A peer leader knows when to hold a player's confidence, and when an issue requires reporting to a coach or appropriate authority.
Financial literacy	Financial literacy – including budgeting, earning, saving and borrowing – is a critical component of education. Sports programmes can integrate progressive levels of financial literacy into curricula to prepare adolescents for the financial roles they will assume as adults, and assist young women in achieving economic independence. The [Goal, Be Money Savvy] curriculum should be reinforced, as it may have greater relevancy at this point in a peer leader's education. Financial literacy is a core component of entrepreneurship programmes and should be tailored to the needs of girls at different stages in their lives. [See Empower, Chapter 9]. Savings clubs can be a natural extension to teamwork, creating yet another role for peer leaders. Organisations can partner with micro-lending organisations if they do not have the expertise or time to oversee this type of club activity.

Level 4: Employability – Personal Skill Development

A peer leader is curious. She is intrigued by things that are new, unknown and unique, and she seeks opportunities to learn. A peer leader will develop systems thinking and communication skills as she sets strategy and directs execution in her sport role. If properly designed, she can also gain transferable technical skills, such as computer usage, public speaking and writing skills, along with the confidence to transfer her skills off the field. Sport, with its natural ability to convene audiences, will provide a peer leader the opportunity to interact with all manner of community members and external stakeholders, expanding both her network and her horizons.

Writing, presentation and language skills	A peer leader learns to communicate effectively on the field. Effective writing skills enhance leadership on and especially off the field. Narrative writing skills teach a girl to organise, design and edit words to communicate for specific purposes. Girls can practice these skills by writing thank-you letters to supporters, and developing resumes and cover letters in application for internships. Roles such as social media outreach or fundraising are ways to integrate livelihood skills into a sport programme and enhance English language skills, an important competency to work in a globalised economy. Peer leaders gain content and delivery skills by participating in presentations to their peers, community councils or other stakeholders. Whether to advocate for a safe space to play or to gain support for their programme, girls learn how to present compelling stories. [See Storytelling, Narrative and Presentation Tips for more information].
ICT & other technical skills	Most sport programmes now depend upon the Internet for some level of information access and communication with stakeholders. Some are now using cloud-computing services to manage their operations. Knowledge of basic technology tools, such as email services and Microsoft Office Word, Excel and PowerPoint, are necessary to work in any office environment. In addition, knowledge of data management software and customer relationship management (CRM) systems such as Salesforce are transferable livelihood skills. Financial literacy can incorporate the use of computer spreadsheets to teach a girl to manage money for the benefit of herself and for her programme.
Developing a network of colleagues and resources	Peer leaders need access to new resources, ideas, and ways of thinking, in order to realise their full potential. Sport convenes crowds and, as such, is a natural way to expose a girl to many different types of people. Gradually, a girl can build a network that reaches beyond her sport programme into the community and broader world. Coaches can involve peer leaders in their networks with other regional sports teams or national sport associations. Programme leaders can develop mentorship programmes with past participants and women leaders in their communities. At the global level, the Women Win's Young Leader Fellow is an

	excellent way for peer leaders to build their global network through a mentorship programme. [See the section on Programme Design, Mentors for more information.]
Systems thinking	Systems thinking is a concept that is widely accepted as a valuable tool to address the complex challenges facing society today. A system is any set of things – people or objects – interconnected in such a way that they produce their own pattern of behaviour over time. A sport team is a system, and competition highlights how well each team is working. Systems thinking can help a leader see the relationship between structure and behaviour, to understand how a system works, and where to intervene to shift the behaviour to better patterns. The late systems thinker, Donella Meadows, developed a list [‘places to intervene in a system’] with 12 points of intervention to change the structure and goals of a system. Peer leaders learn to operate within increasingly larger systems as they represent and advocate for their peers and programmes. The ability to manage, adapt and see a range of choices within the system is a critical leadership and economic empowerment skill.

Level 5: Entrepreneurship, Employability, Education – Professional Skill Development

The final step is to translate personal skills into specific professional skills for employment or entrepreneurship. Women Win has identified ways in which the skills valued by their business partners can be incorporated into existing sport programmes. These skills are needed to understand and run any organisation, whether a business, a community based programme, or government agency. Girls who have become peer leaders in sport programmes know when to think analytically and quantitatively, and when to use intuition. They are learning to approach problems methodically and analytically, use factual information and financial data to make decisions, and establish and monitor key indicators or metrics. These are the same skills needed for employment or entrepreneurship. At this level, many of the skill development opportunities should take the form of paid work, and programme leaders should budget for internships or work experience programmes. Women Win programme partners have chosen to either partner with other organisations, or get involved directly in running businesses to provide the skills training that prepares girls for employment or for starting their own business.

Product/Service design & development	Understanding market needs and being able to deliver a product or service that meets that need is the work of design and development. The [EMpower handbook, Part 3, Chap 5] provides a step-by-step guide to help a girl decide what product or service to offer to the market. Another good resource is IDEO’s [Human Centred Design methodology].
Marketing & sales	Marketing and sales functions are the face of the organisation to external customers and stakeholders. These skills require an understanding of what a team can offer to a customer in the face of competition. [EMpower handbook, Part 3] addresses how to help young women entrepreneurs choose, market, and launch their businesses. While developed for entrepreneurship, the basic principles of marketing and sales to meet needs are true for any organisation.
Financial management	The next step after achieving personal financial literacy is to understand how to manage finances for an organisation, balancing competing needs for financial resources. [EMpower Part 4, Chapters 10 & 11] covers important areas including “Fundamentals of Finance for a Beginning Entrepreneur” and “Capital, Savings, and Credit.”
Entrepreneurship & self-employment	Entrepreneurship has many definitions and forms, but an entrepreneur is generally considered to be a person who earns a living by taking a risk to meet a market or societal need. Women have made their livelihoods in this manner for millennia. Women Win applies a broad approach to entrepreneurship, which includes self-employment, in recognition of the many skills and risks involved in starting any business. Entrepreneurship is not for everyone, but for many young women it is an attractive, viable way to create a livelihood. [See the section on Programme Design for details on how to design and operate an entrepreneurship programme.]