

THE S4D RESOURCE TOOLKIT GLOSSARY

Term	Definitions
Sport for Development (S4D)	<p>Sport for Development (S4D) refers to the intentional use of sport, physical activity and play to attain specific development objectives, including, most notably, the UN Sustainable Development Goals (SDGs).</p> <p>The approach is based on the conviction that sport-based initiatives can be powerful, practical and cost effective instruments for achieving development objectives, such as good health and well-being, quality education and gender equality.</p> <p>Sport for this purpose includes all forms of physical activity that contribute to physical and mental well-being and social interaction, such as play, recreation, organized or competitive sport, and indigenous sports and games.¹</p>
Sustainable Development Goals (SDGs)	<p>“The Sustainable Development Goals (SDGs), also known as Global Goals, build on the success of the Millennium Development Goals (MDGs) and aim to go further to end all forms of poverty. The new Goals are unique in that they call for action by all countries, poor, rich and middle-income to promote prosperity while protecting the planet. They recognize that ending poverty must go hand-in-hand with strategies that build economic growth and addresses a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection.”²</p>
(S4D) activities	<p>S4D activities include “intentionally give priority to development objectives (...) [and] combine sport and play with other non-sport components”³. Sport is hereby defined as “all forms of physical activity that contribute to physical fitness, mental well-being and social interaction. Examples of (these/such) are: play, recreation, organized or competitive sport, and indigenous sports and games”⁴.</p>
(S4D) approach	<p>A S4D approach is a theoretical concept using sport to pursue further development goals (<i>SDGs</i>), promoting capacities on various levels (individual, organizational, broader system). Such an approach should include strategies, processes and (a) S4D method(s). The developmental objectives are country-specific, e.g. in the S4D project in Namibia sport is used as a tool to promote health (SDG 3) and gender equity (SDG 5).</p>
capacity development (CD)	<p>Capacity development (CD) is a core task of development cooperation. German development cooperation understands CD as the development of the capability of people, organisations and societies to manage resources effectively and efficiently in order to realise their own goals on a sustainable basis. CD should take place on three levels: on the individual, organisational and societal level.⁵</p>

¹ Our definition contains parts of the following documents: [Sport, Recreation and Play](#) (UNICEF, 2004, S. 1); [Harnessing the Power of Sport for Development and Peace](#) (SDPIEG, 2008, S. 1); [Transforming our World, Agenda 2030](#) (UN A/RES/70/1, Art. 37); [Sport for Development and Peace, Towards achieving the MDGs](#) (UN, 2003, p. 5); [What is Sport for Development and Peace](#) (RTP, p. 1); [Introduction to Sport for Development and Peace](#) (p. 3);

² UN: <http://www.un.org/sustainabledevelopment/development-agenda/>

³ UN: <http://www.un.org/wcm/content/site/sport/home/sport>

⁴ UNOSDP: http://www.un.org/wcm/webdav/site/sport/shared/sport/pdfs/Reports/2003_interagency_report_ENGLISH.pdf

⁵ GIZ (2015). Cooperation Management for Practitioners – Managing Social Change with Capacity Works. Wiesbaden: Springer Gabler

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children and youth	The United Nations defines children as all people under the age of 18 years old and youth or young people as all people between the ages of 15 and 24 years old.
coach	A coach is a person involved in the direction, instruction, training and operations of a sports team or Physical Education class (<i>Children and youth</i>) and delivers <i>S4D activities</i> . They are trained in <i>workshops for coaches</i> . A <i>coach</i> can be a trainer of a club, a teacher, social worker or any other profession.
(S4D) competences	Regarding to S4D, several terms ((life-) skills, competences/competencies and abilities) are used in different contexts. We decided to work with the term competences having its origin in pedagogy and psychology: “Competences are pedagogic skills that can be learned, cognitively anchored and therefore are knowledge-based skills and abilities that aim to accomplish successfully tasks and requirements in everyday and professional situations.” In the <i>S4D</i> context, we talk about <i>competences</i> on different levels: To comprise the entire range of competences people can gain in the field of <i>S4D</i> , we developed clusters of <i>S4D competences</i> for <i>children and youth</i> as well as for <i>coaches</i> . The <i>S4D competences</i> include self, social, methodological/strategic and professional competences related to sport and related to specific <i>S4D Topics</i> .
(S4D) events	In some countries with past or current projects, GIZ and local partners offer different event formats for <i>children and youth</i> as well as for the general public (all people from the community), for example tournaments, orientation days or summer/holiday camps. Those <i>events</i> are self-contained and limited in time.
Further Readings	Further Readings include documents, which give more in-depths insights about a certain topic. They are divided into GIZ/BMZ publications (e.g. factsheets) and other publications (e.g. scientific publications, articles, UN documents etc.).
gender, sex	Gender refers to the roles, behaviours, activities, and attributes given by society, at a given time, and considers what is appropriate for men and women. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/time-specific and changeable. <i>Gender</i> determines what is expected, allowed and valued in a woman or a man in a given context. ⁶ Traditionally, sex refers to a biological pattern of being born female or male. Of course social and human reality (including e.g. transsexuals, transgender people, hermaphrodites or intersex individuals) goes beyond this traditional binary division. ⁷
gender identity	Gender identity refers to a person’s innate, deeply felt internal and individual experience of gender, which may or may not correlated within one’s physiology or sex at birth. ⁸

⁶ UN (2017): UN Women, OSAGI Gender Mainstreaming – Concepts and Definitions. (Source: <http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>)

⁷ Cameron & Meier (2015). Guidelines for the German Development Cooperation on Sport for Development to advance gender equity

⁸ UNFPA and Promundo (2010). Engaging Men and Boys in Gender Equality and Health. A Global toolkit for action; (Source: <http://www.unfpa.org/publications/engaging-men-and-boys-gender-equality-and-health>)

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gender discrimination or violence	Gender discrimination or violence: is discrimination or violence that is performed due to the actions of a person who is acting outside the “normal” socially constructed roles, behaviours, activities and attributes that are considered appropriate for their biological sex.
sex discrimination or violence	Sex discrimination or violence: is discrimination expressed or violence that is performed only based on someone’s physical and biological characteristics associated with them being a male or female. (e.g. discrimination due to their physical reproductive organs and their potentially visible biological characteristics; i.e. female breasts)
health	The term health in our toolkit is based on the definition of the World Health Organization (WHO): “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”. ⁹
instructor	An instructor is someone who teaches other <i>coaches</i> or individuals in the <i>S4D approach</i> and <i>method</i> . They are trained in <i>workshop for instructors</i> , or take part in the delivery of <i>S4D workshops for coaches</i> .
(S4D) method(s)	A S4D method is the didactical implementation of a <i>S4D approach</i> . In the S4D context the term ‘method’ refers to the way/manner to reach a certain goal: In different countries several <i>S4D methods</i> were developed to reach certain development goals. E.g. in Colombia the method “Fútbol con principios” is used for violence prevention.
Monitoring and Evaluation (M&E) in the field of S4D	<p>Monitoring and Evaluation (M&E) is an essential part of the cycle of a <i>S4D</i> programme and part of all activities on the ground. In general, monitoring is integral to evaluation. During an evaluation, information from previous monitoring processes is used to understand the ways in which the project or programme developed and stimulated change. Monitoring focuses on the measurement of the following aspects of an intervention:</p> <ul style="list-style-type: none"> • On quantity and quality of the implemented activities (outputs: What do we do? How do we manage our activities?) • On processes inherent to a project or programme (outcomes: What were the effects /changes that occurred as a result of your intervention?) • On processes external to an intervention (impact: Which broader, long-term effects were triggered by the implemented activities in combination with other environmental factors?) <p>The evaluation process is an analysis or interpretation of the collected data which delves deeper into the relationships between the results of the project/programme, the effects produced by the project/programme and the overall impact of the project/programme.¹⁰</p>
(S4D) Tools	<p>(S4D) Tools can be defined as any kind of instruments, documents, handbooks etc. They aim to support any practitioner who wants to make <i>S4D</i> part of his/her own work.</p> <p>The S4D Tools in the S4D Resource Toolkit can be differentiated as follows:</p>

⁹ WHO (1948). <http://www.who.int/suggestions/faq/en/>

¹⁰ SAD (2016). <https://www.sportanddev.org/en/toolkit/monitoring-and-evaluation/what-monitoring-and-evaluation-me>

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	<ul style="list-style-type: none"> • The S4D Teaching and Learning Material contains manuals, handbooks and curricula for any practitioner (coaches, teachers, etc.) who want to implement <i>S4D</i> in their own working context (formal and non-formal settings). • The S4D Guidelines contain helpful recommendations on how to organize and structure certain processes and/or activities in the working area of <i>S4D</i>. • The S4D M&E Tools allow to measure and understand outputs and outcomes of certain S4D processes and/or activities in your working context. In the <i>S4D Topic</i> collection you'll find exemplarily <i>M&E Tools</i> developed for certain regions and contexts, in the section <i>S4D Tools</i> for your Practice you'll find templates as blank forms which can be adapted and used in different working contexts.
(S4D) Topics	<p>The S4D Topics</p> <ul style="list-style-type: none"> - are subjects of the <i>SDGs</i> (e.g. health, gender, education) and sport has a potential to contribute to. - are about certain contexts you might be working in (e.g. refugee context, educational context etc.).
(S4D) Teaching and Learning Material	<p>The S4D Teaching and Learning Material comprises any kind of didactical material, such as any developed handbook, manual, curriculum that is based on a country-specific <i>approach</i> and <i>method</i> (incl. <i>S4D activities</i>). It is addressed to <i>coaches</i> (trainers, teachers, social workers) and <i>instructors</i> in the areas of formal and informal education. They introduce and explain various <i>S4D topics</i> as well as methodological and didactical core aspects, such as the structure of a training session/of Physical Education (PE) classes, the function of coaches/teachers as role models, as well as the development phases of <i>children and youth</i>. Additionally, the material outlines numerous practical <i>S4D activities</i> with helpful recommendations to promote <i>S4D competences</i>.</p>
(S4D) workshop, workshop for coaches, workshop for instructors	<p>A S4D workshop is an educational workshop and can be designed for both <i>coaches</i> and <i>instructors</i>. The overall objective is to sensitise the participants for the <i>S4D approach</i> and to enable participants to implement <i>S4D methods</i> in their own working environment (either as coach for children and youth or as instructor for adults). In terms of contents, a <i>S4D Workshop</i> focuses on how to use sport (e.g. football, basketball), physical activity and play to attain specific development objectives (e.g. gender equality) through the empowerment of <i>competences</i>.</p> <p>A workshop for coaches is an educational workshop for <i>coaches</i> and refers to the complete delivery of practical and theoretical knowledge in the field of sport, including a specific <i>S4D approach</i> and the corresponding <i>method(s)</i>.</p> <p>A workshop for instructors is an educational workshop for <i>instructors</i>. Besides deeper theoretical and practical insights in the <i>S4D approach</i> and <i>method</i>, the <i>workshop for instructors</i> also implies educational aspects (methods and didactics) in adult education (e.g. coaching, giving feedback etc.).</p>