

S4D Impact Indicator Framework SDG 5

This S4D Impact Indicator Framework advocates for a systematic and specific approach to measure the contribution of sport, physical education and physical activity to the SDGs.

The framework is based on the competences that children and youth (13 – 16 years old) gain in the area of [Sport for Gender Equality](#) and it is therefore designed for the programme or project level. The overall aim is **to measure the contribution of sport activities to SDG 5**.

Therefore, relevant **SDG Targets** are listed.¹ For each of the targets, **S4D Main Indicators** are formulated. Selected S4D specific Competences from the [S4D Competence Framework](#) represent **S4D Sub-Indicators**. These Main Indicators and Sub-Indicators are variables to measure the impact on programme or project level with regard to different depth and types (cf. The Commonwealth 2019, p. 44f.).² In the following, the outlined **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 competences are divided into three levels: Recognising, Assessing and Acting**. The Impact Indicator Framework is not to be understood as complete and each S4D Programme has to decide on the selection of competences that they would like to develop with their beneficiaries. The overall **impact hypothesis** behind this framework is the following:

If children/youth regularly take part in S4D Trainings³, they may gain S4D specific competences contributing to SDG Targets.

¹ The selection of targets is based on the [Commonwealth Publication “Enhancing the Contribution of Sport to the SDGs”](#) (Lindsey & Chapman, 2017).

² Based on the [Commonwealth Toolkit and model indicators draft document](#), these indicators are so-called *category 3 (Programmatic) indicators*. “The Category 3 indicators are not meant to act as a common approach to measurement, given the variety of programme types, methodologies and contexts. Instead, we aim to utilise them to establish a common language to describe the type and depth of impact of sport, physical education and physical activity on sustainable development. This will support a more coherent approach across a diverse range of contexts, explicitly linked to national development priorities and SDGs and targets. Category 3 indicators are not necessarily designed for national or network-level aggregation, given the significant resource and logistical requirements involved in capturing this; however, a common process creates this possibility” (p. 42).

³ Implemented by [qualified S4D coaches](#); focusing on [S4D topics in all parts of the training](#); including S4D activities focusing on S4D competences (see first column of the table).

If children/youth...

...regularly take part in S4D Trainings...



...they may gain S4D specific competences...



... contributing to SDG targets.



S4D Activity ⁴	General Dimension: S4D Competence Cluster	Sub-Dimension: S4D Competences	S4D Sub-Indicator: Selected ⁵ S4D specific competences	S4D Main Indicators:	SDG Target:
			XY % of children/youth...⁶	XY% of children/youth...	Target 5.1
S4D Activity 1 S4D Activity 2	Self-competence	Critical ability	<p>... analyse and de-construct their own gender stereotypes.</p> <p>... reflect on their own gender identities and gender roles.</p> <p>... decide on their own gender identities and gender roles.</p>	<p>... recognise the concept of “diversity” in the context of gender and sexual orientation (incl. LGBT+)⁷</p> <p>... reflect on underlying cultural and normative assumptions and practices in terms of gender and gender stereotypes.</p> <p>... contribute to overcome all forms of</p>	End all forms of discrimination against women and girls everywhere
		Goal orientation	<p>... persist on their goals regardless of their gender identities or sexual orientation and other people’s opinions.</p>		
		Creativity	<p>... critical reflect with others to find ways for more equal opportunities for boys, girls,</p>		

⁴S4D activities are drills, games or exercises focusing on teaching different personal, social, strategic and sport-specific-competences to children and youth. They are part of all [Teaching and Learning Materials](#). For each S4D Impact Indicator Framework a special Activity Handbook will be developed.

⁵The S4D specific competences are selected from the [S4D Competence Cluster](#), depending on how they match with the SDG Target.

⁶Scale: 0 = Children/ Youth don’t show the competence; 1= Children/ Youth show the competence

⁷ *LGBT* is an initialism that stands for *lesbian, gay, bisexual, transgender and others*.

			LGBT+ on and off the pitch.		
S4D Activity 3 S4D Activity 4	Social competence	Change of Perspectives/ Empathy	<p>... identify their own attitudes, stereotypes and actions concerning gender and sexual orientation as well as put themselves in the position of others.</p> <p>... comment on behaviour that shows solidarity with those who differ from their own personal or the community's gender expectations and roles.</p> <p>... take into account that all players may have specific needs regarding hygiene, clothing, sexuality, nutrition.</p>	discrimination, violence and inequality based on gender and/ or sexual orientation and understand historical and cultural causes of related inequalities.	
		Communication	<p>... work out approaches to communicate in a gender sensitive manner.</p> <p>... speak up against all forms of discrimination.</p>		
		Cooperation	<p>... work out a vision of gender equality and their social relations through planned gender activities.</p>		
S4D Activity 5 S4D Activity 6	Methodological competence/ Strategic competence	Critical thinking	<p>... analyse barriers for girls and young women to participate in sport activities.</p> <p>... question norms, practices and opinions with regard to stereotypes concerning gender and sexual orientation.</p> <p>... apply alternative behaviours in the area of gender and sexual orientation.</p>		

		Decision making	... combat any inequality based on diversity.		
		Problem solving	... analyse ways to overcome challenges and barriers to girls' participation in sports.		
			XY % of children/youth...	XY% of children/youth...	Target 5.5
S4D Activity 7 S4D Activity 8	Self-competence	Self Confidence and Trust	... reflect on situations where they were confident regarding their gender identities and/or sexual orientation despite adverse conditions or different cultural norms.	... 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 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.	Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life
		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.		
		Resilience	...stick to their goals despite ongoing inequalities based on sexual orientation		

			and/or gender.	... decide about their individual goals and achievements despite existing stereotypes, cultural norms and inequalities based on the diversity.	
		Goal Orientation	... analyse necessary actions to achieve their goals. ...persist on their goals regardless of their gender identities or sexual orientation and other people's opinions		
		Creativity	... acquire information about safe spaces to go in for sports.		
S4D Activity 9 S4D Activity 10	Social competence	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.		
		Respect, Fair Play and Tolerance	... follow rules and regulations.		
		Cooperation	... contribute to empower those who may still be deprived of influence because of discrimination based on sexual orientation and/or gender.		
S4D Activity 11 S4D Activity 12	Methodological competence/ Strategic competence	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.		

		Problem-solving	<p>... analyse ways to overcome challenges and barriers to girls' participation in sports.</p> <p>... recommend sport activities to dissolve discrimination patterns, which are based on gender and/or sexual orientation.</p> <p>... implement strategies to overcome barriers for girls, young women and LGBT to participate in sport activities.</p>		
			XY % of children/youth...	XY% of children/youth...	Target 5.2
S4D Activity 13 S4D Activity 14	Self-competence	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.	<p>... explain the basic rights of women, girls, LGBT+, including their right to freedom from exploitation and violence, as well as their reproductive rights.</p> <p>...reflect about all forms of violence against girls and women (incl. trafficking and other forms of exploitation)</p> <p>... contribute to overcome all forms of discrimination, violence and inequality based on gender and/ or sexual orientation and</p>	Eliminate all forms of violence against women and girls in the public and private spheres, including trafficking and other types of exploitation
		Resilience	<p>...acquire information on strategies to recover from difficulties in life created by discriminations based on sexual orientation and/or gender.</p> <p>...stick to their goals despite ongoing inequalities based on sexual orientation and/or gender.</p>		
		Creativity	... acquire information about safe spaces to go in for sports.		
S4D Activity 15 S4D Activity 16	Social competence	Change of Perspective and Empathy	... take into account that all players may have specific needs regarding hygiene, clothing, sexuality, nutrition.		

		Solidarity	<p>... recognise actions to empower themselves or others who are discriminated.</p> <p>... work out relationships of trust with their peers.</p>	understand historical and cultural causes of related inequalities.	
		Communication	<p>... speak up against all forms of discrimination.</p>		
		Cooperation	<p>... contribute to empower those who may still be deprived of influence because of discrimination based on sexual orientation and/or gender.</p>		
S4D Activity 17 S4D Activity 18	Methodological competence/ Strategic competence	Critical Thinking	<p>... analyse barriers for girls and young women to participate in sport activities.</p> <p>... question norms, practices and opinions with regard to stereotypes concerning gender and sexual orientation.</p> <p>... apply alternative behaviours in the area of gender and sexual orientation.</p>		
		Decision Making	<p>... take “informed decisions” by improving their knowledge on gender inequality and diversity.</p> <p>... assess the consequences of gender-sensitive actions.</p> <p>... combat any inequality based on diversity.</p>		
		Problem Solving	<p>... analyse ways to overcome challenges and barriers to girls’ participation in sports.</p>		

			... recommend sport activities to dissolve discrimination patterns, which are based on gender and/or sexual orientation.		
--	--	--	--	--	--