



## Competences Children and Youth gain in Sport for **Violence Prevention** contribute to **SDG 16 Peace, Justice and Strong Institutions**

*(Please note: As the following competence framework solely addresses competences in relation to violence prevention, only the targets and indicators connected to Peace and Justice are listed. Targets and indicators related to Strong Institutions will be addressed in a separate framework yet to be developed.)*

In relation to SDG 16 Sport for Violence Prevention can create the following benefits:

- Promoting peaceful and inclusive societies
- Preventing conflicts, reducing tension
- Establishing platforms for dialogue
- Generating respect and understanding
- Addressing abuse, violence, and exploitation in sport

Sport activities, offered in a pedagogically valuable way, impart and strengthen competences children and youth need in their daily lives. The competence framework is not to be understood as complete and not all competences are automatically gained by all participants. However, the framework is a useful presentation of competences that may and could be gained by beneficiaries taking part in S4D activities with the focus on violence prevention & peace.

The following table connects competences children and youth gain in sport for violence prevention with selected SDG 16 targets and indicators. They were selected by GIZ based on their concepts and experiences.

S4D related SDG 16 Targets	SDG 16 Indicators	Competences Sport for Development helps children and youth to...	
<b>Target 16.1</b>  Significantly reduce all forms of violence and related death rates every-	<b>Indicator 16.1.1:</b>  Number of victims of intentional homicide per 100,000 population, by sex and	<b>Self-Competence</b>	<b>Self-confidence and Trust</b> ... develop a positive self-perception based on their sport and social competences, not on their violent behaviour. ... be confident and trust their own power, abilities, qualities, and judgement, not based on violent actions. ... speak about violent incidents that they suffer(ed) from and/or that they perform(ed). ... identify negative actors in their communities and to communicate their feelings about them to individuals they identify as trustworthy.

<p>where</p>	<p>age</p> <p><b>Indicator 16.1.2:</b></p> <p>Conflict-related deaths per 100,000 population, by sex, age and cause</p> <p><b>Indicator 16.1.3:</b></p> <p>Proportion of population subjected to physical, psychological or sexual violence in the previous 12 months</p> <p><b>Indicator 16.1.4:</b></p> <p>Proportion of population that feel safe walking alone around the area they live</p>		<p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>... engage in finding non-violent solutions for their own problems.</li> <li>... deal with their feelings and desires through non-violent communication and actions.</li> <li>... set goals that promote a peaceful environment and be motivated to reach these goals.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>... take responsibility for their own actions in critical violent situations (i.e. not responding violently or defusing the situation).</li> </ul> <p><b>Critical Ability, Conflict Ability</b></p> <ul style="list-style-type: none"> <li>... think before acting: either action that is or might be threatening.</li> <li>... absorb points of criticism and manage them in a non-violent way.</li> <li>... learn about their role in conflict situations.</li> </ul> <p><b>Resilience</b></p> <ul style="list-style-type: none"> <li>... recover from, or adjust to, misfortune, life change, difficulties and/or tough situations without reacting violently.</li> <li>... overcome emotions that impede the process of learning; they are able to learn from bad experiences and move on.</li> <li>... understand the psychological and social consequences of severe violence (trauma).</li> </ul> <p><b>Goal Orientation</b></p> <ul style="list-style-type: none"> <li>... resist distractions and keep track of their own personal goals.</li> <li>... remind themselves that achieving and reaching one's goal in the end is greater than the momentary situation of violence.</li> <li>... think beyond a traumatic violent moment and place their mindset on reaching farther than a given point in time.</li> </ul> <p><b>Adaptability</b></p> <ul style="list-style-type: none"> <li>... alter their responses and reactions to changed circumstances and environment in a non-violent way, as well as adjust themselves to different/new conditions in a peaceful way.</li> <li>... realize that similar to violent situations they experience on the sport field, they are able to reflect about the violent situations they experience in their homes, schools and communities.</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>... open their minds and create innovative solutions to solve one's own issues in a peaceful way, through peaceful actions.</li> <li>... remind themselves that most violence occurs if people do not find ways to solve conflicts in a constructive manner, hence they know ways how to do so.</li> </ul>
<p><b>Target 16.2</b></p> <p>End abuse, exploitation, trafficking and all</p>	<p><b>Indicator 16.2.1:</b></p> <p>Proportion of children aged 1-17 years who</p>	<p><b>Social Competence</b></p>	<p><b>Change of Perspective and Empathy</b></p> <ul style="list-style-type: none"> <li>... put themselves in the position of others and understand that a different position is not one to violently fight against.</li> <li>... reflect how violent behaviour might affect others.</li> <li>... put themselves in different roles, of victims and perpetrators.</li> </ul>

<p>forms of violence against and torture of children</p> <p><b>Indicator 16.2.2:</b></p> <p>Number of victims of human trafficking per 100,000 population, by sex, age and form of exploitation</p> <p><b>Indicator 16.2.3:</b></p> <p>Proportion of young women and men aged 18?29 years who experienced sexual violence by age 18</p> <p><b>Indicator 16.3.1:</b></p> <p>Proportion of victims of violence in the previous 12 months who reported</p> <p><b>Target 16.3</b></p> <p>Promote the rule of law at the national and international levels</p>			<p>... respect others, even if they are opponents.</p> <p><b>Respect, Fair Play and Tolerance</b></p> <p>... take others seriously and try to appreciate them impartially regardless of age, sex, family backgrounds and origin.</p> <p>... be and stay polite in violent situations, or situations that run the risk of becoming violent, and act with regard.</p> <p>... be and stay tolerant and respect divers people in difficult surroundings.</p> <p><b>Solidarity</b></p> <p>... avoid conflict by creating a sense and environment of support after having suffered from a violent incident.</p> <p>... help each other, even when others are more competent in some things than oneself. They are able to use the diversity of competences collectively instead of being violent against each other.</p> <p>... intervene in conflict situations.</p> <p><b>Communication</b></p> <p>... interact with other members of their community who they did not know and who they would not have spoken to before.</p> <p>... communicate verbally and not by using violence to express themselves.</p> <p>... learn about their own roles as a “sender” or “receiver” in violent situations, as well as the behaviours and the reactions (i.e. verbally and physically) associated with each role in terms of communication.</p> <p><b>Cooperation</b></p> <p>... enjoy physical activities that make them feel included, like they themselves matter to others, and where they find new friends, coaches and teachers.</p> <p>... enjoy being in a place where they can cooperate and feel secure.</p>
		<p><b>Methodological Competence, Strategic Competence</b></p>	<p><b>Critical Thinking</b></p> <p>... identify people in their environment who are good and not good for them, and take necessary actions to enhance or decrease these relationships.</p> <p>... take a position in a discourse or discussion in conflict situations or where violence is present.</p> <p>... carry out actions in a purposeful way.</p> <p>... realize that it is often difficult to distinguish victims and perpetrators.</p> <p>... critically reflect their own role, as role models, and how their own behaviour can contribute to violence/non-violence.</p> <p><b>Decision-Making</b></p> <p>... reflect on making good decisions versus bad decisions, regarding violent or illegal actions</p> <p>... forecast the different decision options and their outcomes to determine the best option for a particular situation, instead of choosing the violent option/reaction immediately.</p> <p><b>Problem-Solving</b></p> <p>... detect, analyse and correct errors, while retaining control of their own feelings and actions.</p> <p>... define a problem, analyse it and develop peaceful strategies in order to resolve it, in the long</p>

<p>and ensure equal access to justice for all</p>	<p>their victimization to competent authorities or other officially recognized conflict resolution mechanisms</p>		<p>term. ... not only be physically fit, but also mentally fit; thus, be capable of developing strategies in managing challenging problems.</p>
<p><b>Target 16.B</b></p> <p>Promote and enforce non-discriminatory laws and policies for sustainable development</p>	<p><b>Indicator 16.3.2:</b></p> <p>Unsentenced detainees as a proportion of overall prison population</p> <p><b>Indicator 16.B.1:</b></p> <p>Proportion of population reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law</p>	<p><b>Professional Competence /Expertise</b></p>	<p><b>Related to specific types sport / to sport<sup>1</sup></b></p> <ul style="list-style-type: none"> <li>- Development of general motor competences (speed, endurance, strength, coordination, flexibility)</li> <li>- 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>- Development of basic tactical competences             <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 with clever choice of available means and possibilities by the 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> <p><b>Related to Violence Prevention:</b> Children and youth are able to...</p> <p>... understand the importance of physical activity and sport for their own well-being and healthy development, especially in terms of nonviolent behaviour.</p> <p>... critically reflect on their underlying cultural and normative assumptions, and practices, regarding violence.</p> <p>... know how to reduce a possible or potential acts of aggression in a coordinated way.</p> <p>... know how to reduce their feeling of fear and improve their relationships with other youth, as well as towards their surrounding environment.</p> <p>... accept existing rules in sporting activities/behaviour.</p> <p>... feel affiliated to others on their sport team or involved in their physical activities.</p> <p>... know about different types of violence and abuse (physical, sexual, emotional, psychological, spiritual/religious, cultural, verbal, financial, neglect) and know how to evaluate their own situation and their environment.</p>

<sup>1</sup> Baur, J., Bös, K., Conzelmann, A. & Singer, R. (2009). *Handbuch motorische Entwicklung*. Schorndorf.