



Competences Children and Youth gain in Sport for Gender contribute to **SDG 5 Gender Equality**

In relation to SDG 5 Sport for Gender can create the following benefits:

- Promoting female leaders and role models
- Raising awareness on gender issues
- Providing safe spaces for women and girls
- Challenging gender stereotypes
- Engaging men and boys with gender issues

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 gender equality.

The following table connects competences children and youth gain in sport for gender with selected SDG 5 targets and indicators. They were selected by GIZ based on their concepts and experiences.

S4D related SDG 5 Targets	SDG 5 Indicators	Competences	
		Sport for Development helps children and youth to...	
Target 5.1 End all forms of discrimination against all women and girls everywhere	Indicator 5.1.1: Whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of	Self-Competence	Self-confidence and Trust ... develop a positive self-perception regarding their gender identity. ... be confident about their gender identity, despite contextual circumstances/cultural norms. ... place trust and put confidence in trainers and teammates of the same and of the opposite sex and gender. Motivation ... be inspired by both male and female athletes' as role models, and be motivated to realize their own objectives, independent of gender stereotypes. Responsibility ...realize that they have the responsibility for their own interpretation of and living based on gender. ...take courage to actively work against gender stereotypes and advocate for gender equality.

<p>Target 5.2</p> <p>Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation</p>	<p>sex</p> <p>Indicator 5.2.1:</p> <p>Proportion of ever-partnered women and girls aged 15 years and older subjected to physical, sexual or psychological violence by a current or former intimate partner in the previous 12 months, by form of violence and by age</p> <p>Indicator 5.2.2:</p> <p>Proportion of women and girls aged 15 years and older subjected to sexual violence by persons other than an intimate partner in the previous 12 months, by age and place of occurrence</p>		<p>Critical Ability, Conflict Ability ...reflect, discuss and decide on their own gender identity and gender roles.</p> <p>Resilience ...follow one’s goal despite backlashes and ongoing inequalities based on sex and gender.</p> <p>Goal Orientation ...persist on their goals regardless of their gender identity and other people’s opinion and act accordingly to achieve their goals.</p> <p>Adaptability ... adjust and adapt their behaviour through awareness of sex and gender inequalities.</p> <p>Creativity ...make use of possible safe spaces to explore different co-educative sport based activities. ... encourage and brainstorm with others to find ways for more equal opportunities for both boys and girls to participate on and off the pitch.</p>
	<p>Social Competence</p>	<p>Change of Perspective and Empathy ... feel empathy and solidarity with those who differ from their own personal or the community’s gender expectations and roles. ... support others in developing empathy across genders, as well as both sexes, and breaking down both sex and gender discrimination and violence. ... develop a structured space for self-reflection with their peers.</p> <p>Respect, Fair Play and Tolerance ... take coaches, teammates as well as other teams seriously and appreciate them regardless of their sex and gender identity. ... be tolerant and respect people with the opposite sex or a different gender identity.</p> <p>Solidarity ... take into consideration their environment and learnt concepts to empower themselves or others who are discriminated against because of their sex or gender. ...establish and nurture relationships of trust with their peers of the opposite sex or gender.</p> <p>Communication ... identify and speak up against all forms of sex and gender discrimination and defend the benefits of full empowerment of all genders. ... improve communication that can be more inclusive and motivating for their peers to engage within sport-based activities. ... detect sex or gender-based issues on social media platforms and take a critical and informed approach to them. ... know about their own roles as a “sender” or “receiver” regarding gender, as well as the behaviours and the reactions (i.e. verbally and physically) associated with each role in terms of communication.</p> <p>Cooperation ... connect with others who work to end discrimination and violence based on sex and gender,</p>	

<p>Target 5.3</p> <p>Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation</p>	<p>Indicator 5.3.1:</p> <p>Proportion of women aged 20-24 years who were married or in a union before age 15 and before age 1</p> <p>Indicator 5.3.2:</p> <p>Proportion of girls and women aged 15-49 years who have undergone female genital mutilation/cutting, by age</p>	<p>as well as empower those who may still be deprived of influence and promote respect and full equality on all levels</p> <p>... develop a shared vision of gender equality and their social relations through planned gender activities.</p> <p>... learn to include excluded and vulnerable sex and gender related groups through the engagement of sport activities.</p>
		<p>Methodological Competence, Strategic Competence</p> <p>Critical Thinking</p> <p>... recognize and question traditional perceptions of gender roles in a critical approach, while being cultural sensitive.</p> <p>... observe and identify sex and gender discrimination.</p> <p>... critically recognize the lack of equal opportunities based on sex and gender.</p> <p>... discern their role as individuals from a specific gender point of view.</p> <p>Decision-Making</p> <p>... evaluate, participate in, and influence decision-making about sex and gender equality and participation on and off the pitch.</p> <p>... recognize any inequality based on sex or gender within the home and the community, and work to combat them.</p> <p>... improve their knowledge on sex and gender inequality and how to make “informed decisions”.</p> <p>Problem-solving</p> <p>...critically reflect the various challenges and barriers related to gender, as well as physical and psychological well-being, and make decisions to solve them.</p>
		<p>Professional Competence /Expertise</p> <p>Related to sport/specific types of sport¹</p> <ul style="list-style-type: none"> - Development of general motor competences (speed, endurance, strength, coordination, flexibility). - Development of basic technical competences (sport-specific): Children and youth are able to... <ul style="list-style-type: none"> o ... dribble, pass, shoot, throw, catch etc. o ... use different sensory and motor techniques in various ways. - 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”).
<p>Target 5.5</p> <p>Ensure women’s full and effective participation and equal opportunities for leadership at all levels of deci-</p>	<p>Indicator 5.5.1:</p> <p>Proportion of seats held by women in national parliaments and local governments</p>	

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

<p>sion-making in political, economic and public life</p> <p>Target 5.C</p> <p>Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels</p>	<p>Indicator 5.5.2:</p> <p>Proportion of women in managerial positions</p> <p>Indicator 5.C.1:</p> <p>Proportion of countries with systems to track and make public allocations for gender equality and women's empowerment</p>	<ul style="list-style-type: none"> ○ ... comprehend communicative and cooperative behaviour of individual team members. <p>Related to Gender Equality:</p> <p>... understand the difference between the concepts of sex and gender.</p> <p>... understand the concept of using sport as a tool for sex and gender equality.</p> <p>... critically reflect on underlying cultural and normative assumptions and practices in terms of gender.</p> <p>... explain the concept of gender, gender equality and gender discrimination, as well as concepts related to the concept of sex, equality based on sex, and sex discrimination. Describe all forms of sex and gender discrimination, violence and inequality (e.g. harmful practices such as female genital mutilation, honour killings and child marriage, unequal employment opportunities and pay, language construction, traditional gender roles, gendered impact of natural hazards), and understand the current and historical causes of sex and gender inequality.</p> <p>... explain the basic rights of women and girls, including their right to freedom from exploitation and violence, as well as their reproductive rights.</p> <p>... critically reflect on levels of gender equality within their own country and culture in comparison to global norms (while respecting cultural sensitivity), including the intersectionality of gender with other social categories such as religion and race.</p> <p>... describe the opportunities and benefits provided by full sex and gender equality and participation in legislation and governance, including public budget allocation, the labour market, as well as public and private decision-making.</p> <p>... reflect on the role of education, enabling technology and legislation in empowering and ensuring the full participation of both sexes and of all genders.</p>
---	---	--