

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 (1) regularly take part in S4D Trainings³, (2) involving S4D Activities, (3) they may gain S4D specific competences (4) 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 and the development of [competences in all parts of the training](#);

1. If children/youth **regularly take part** in S4D training sessions...
2. ... involving **S4D Activities focusing on SDG 5**, for example⁴...



S4D Activity SDG 5
"Dragon Tail Catching"

S4D Activity SDG 5
"Emotional Mirror"

S4D Activity SDG 5
"Gender Stereotypes"

S4D Activity SDG 5
"Make & Accept Rules"

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

4. ... contributing to SDG targets.

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
Self-competence	Critical ability	... analyse and de-construct their own gender stereotypes. ... reflect on their own gender identities and gender roles. ... decide on their own gender identities and gender roles.	... recognise the concept of "diversity" in the context of gender and sexual orientation (incl. LGBT+) ⁷ ... reflect on underlying cultural and normative assumptions and practices in terms of gender and gender stereotypes.	End all forms of discrimination against women and girls everywhere
	Goal orientation	... persist on their goals regardless of their gender identities or sexual orientation and other people's opinions.	... contribute to overcome all forms of discrimination, violence and inequality	
	Creativity	... critical reflect with others to find ways for more equal opportunities for boys, girls, LGBT+ on and off the pitch.		
Social competence	Change of Perspectives/ Empathy	... identify their own attitudes, stereotypes and actions concerning gender and sexual		

⁴ The S4D Activities are *examples*. They are covering only some of the competences listed. Remember: if you modify reflection questions, you can focus on any competence you want!

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

⁶ Scale: 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*.

		<p>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>	<p>based on gender and/ or sexual orientation and understand historical and cultural causes of related inequalities.</p>	
	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>		
<p>Methodological competence/ Strategic competence</p>	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>... combat any inequality based on diversity.</p>		
	Problem solving	<p>... analyse ways to overcome challenges and barriers to girls' participation in sports.</p>		
		XY % of children/youth...	XY% of children/youth...	Target 5.5
<p>Self-competence</p>	<p>Self Confidence and Trust</p>	<p>... reflect on situations where they were confident regarding their gender identities and/or sexual orientation despite adverse conditions or different cultural norms.</p>	<p>... describe the opportunities and benefits provided by gender equality and participation in legislation and</p>	<p>Ensure women's full and effective participation and equal opportunities for leadership at all levels of</p>

	Motivation	<p>... recognise the importance of role models (such as female/ male as well as LGBT+ athletes'/ coaches/ teachers.)</p> <p>... demonstrate their motivation to realize their own objectives, independent of stereotypes based on gender and/or sexual orientation.</p> <p>... make concrete plans to become sport role models.</p>	<p>governance, including public budget allocation, the labour market, as well as public and private decision-making.</p> <p>... 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.</p> <p>... decide about their individual goals and achievements despite existing stereotypes, cultural norms and inequalities based on the diversity.</p>	<p>decision making in political, economic and public life</p>
	Responsibility	<p>... recognise that they are responsible for their own actions and their consequences.</p> <p>... demonstrate their motivation to take over leadership in sport activities.</p>		
	Resilience	<p>...stick to their goals despite ongoing inequalities based on sexual orientation and/or gender.</p>		
	Goal Orientation	<p>... analyse necessary actions to achieve their goals.</p> <p>...persist on their goals regardless of their gender identities or sexual orientation and other people's opinions</p>		
	Creativity	<p>... acquire information about safe spaces to go in for sports.</p>		
Social competence	Change of perspective and 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>		
	Respect, Fair Play and Tolerance	<p>... follow rules and regulations.</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>		

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>		
	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...	
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>Target 5.2 Eliminate all forms of violence against women and girls in the public and private spheres, including trafficking and other types of exploitation</p>
	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.		
Social competence	Change of Perspective and Empathy	... take into account that all players may have specific needs regarding hygiene, clothing, sexuality, nutrition.	... contribute to overcome all forms of discrimination, violence and inequality	

	Solidarity	<p>... recognise actions to empower themselves or others who are discriminated.</p> <p>... work out relationships of trust with their peers.</p>	based on gender and/ or sexual orientation and understand historical and cultural causes of related inequalities.	
	Communication	... speak up against all forms of discrimination.		
	Cooperation	... contribute to empower those who may still be deprived of influence because of discrimination based on sexual orientation and/or gender.		
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> <p>... recommend sport activities to dissolve discrimination patterns, which are based on gender and/or sexual orientation.</p>		