

S4D Impact Indicator Framework SDG 13

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 Environment](#) and it is therefore designed for the programme or project level. The overall aim is **to measure the contribution of sport activities to SDG 13**.

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 Frameworks](#) represent **S4D Sub-Indicators**. These Main Indicators and Sub-Indicators are variables to measure the impact on programme or project level with regards 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 and/or methodological/strategic 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 document [UNOSDP: Sport & the SDGs](#).

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 13**, for example⁴...

S4D Activity SDG 13
"Magic Forest"

S4D Activity SDG 13
"Our Planet"

S4D Activity SDG 13
"Polar Bear Breakfast"

S4D Activity SDG 13
"Waste Separation"

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...	
Self-competence	Resilience	<p>...know that despite increasing frequencies of extreme weather events there are many opportunities for them as individuals to take action to combat climate change.</p> <p>... reflect on the negative impacts that global warming has already caused and the efforts that can still be made to limit global temperature rise to well below 2°C.</p> <p>... find ways to encourage greater efforts to combat climate change despite negative global developments.</p>	<p>... recognise that their own behaviour has an impact on their environment and how they can change their behaviour to protect it.</p> <p>... work out innovative approaches and actions to reduce negative impacts of climate change.</p>	Target 13.1: Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries
	Adaptability	<p>... recognise ideas of sustainable behaviours and make necessary adjustments in their own lives.</p> <p>... critically reflect changing circumstances in the context of climate change and their ability to adapt to those.</p> <p>... include sustainable behaviours in their daily routines and lives.</p>	<p>... apply strategies to develop creative solutions to protect their environment.</p>	

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 Framework](#), 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

	Creativity	<p>... identify their knowledge, competences and experiences in order to take actions to combat climate change.</p> <p>... work out innovative approaches and actions to reduce the negative impact of climate change.</p> <p>... apply their knowledge, competences and experiences to find creative solutions to take care of their environment.</p>		
		XY % of children/youth...	XY% of children/youth...	
Self-competence	Critical Ability, Conflict Ability	<p>... know about the negative consequences of climate change such as extreme weather events that cause water management problems, reduced agriculture production and food security, increased health risks, damaged critical infrastructure and interrupted provision of basic services.</p> <p>... critically reflect on their own behaviour and negative consequences for the environment they live in.</p>	<p>... know facts about the impact of climate change on our planet and how to take actions to protect it.</p> <p>... develop a personal commitment to promoting climate action.</p>	<p>Target 13.3.: Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</p>
	Goal orientation	<p>... understand the importance to increase efforts to address climate change and to limit global temperature rise to well below 2°C.</p> <p>... set clear goals for themselves to act in a sustainable and environmentally friendly way.</p>	<p>... speak up for urgent action and work together to combat climate change and its negative impacts.</p>	
Social Competence	Change of Perspective and Empathy	<p>... understand how others may be affected by the consequences of global warming.</p> <p>... put themselves in the position of others affected by climate change and critically reflect on their own behaviour and the behaviour of their communities.</p>		
	Solidarity	<p>... generate ideas on how to raise awareness about climate change and how to reduce its impact.</p>		
	Communication	<p>... learn about ways to inform people about climate change and its impact.</p> <p>... reflect on their ability to formulate, create and vocalize statements related to climate action.</p>		

		... speak up for urgent action to combat climate change and its negative impacts.		
	Cooperation	... learn about the positive effects of joint efforts to achieve a common goal. ... combine their efforts to achieve a global temperature limit of well below 2°C. ... work together for climate action.		
Methodological competence/ Strategic competence	Critical Thinking	... take necessary actions to foster climate friendly behaviour from communities, governments and companies.		
	Decision Making	... anticipate the different decision options and their outcomes and determine which would be the most sustainable.		
	Problem Solving	... analyse problems related to climate change. ... apply sustainable, innovative and environmentally friendly problem-solving strategies.		