S4D Impact Indicator Framework SDG16

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 and Violence Prevention and it is therefore designed for the programme or project level. The overall aim is **to measure the contribution of sport activities to SDG 16**.

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 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:
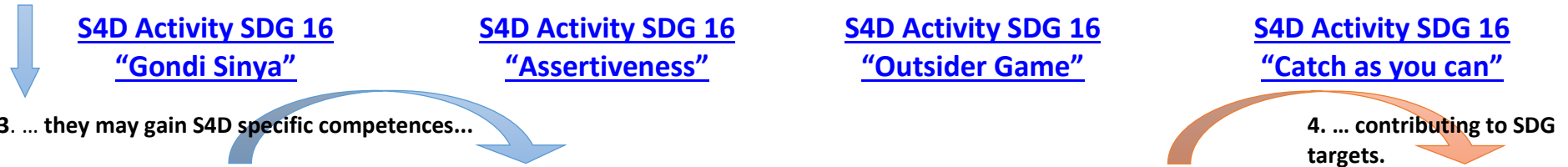
If children/youth (1) regularly take part in S4D Trainings[3], (2) involving S4D Activities, (3) they may gain S4D specific competences (4) contributing to SDG Targets.

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[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 16**, for example[4]…

S4D Activity SDG 16 "Gondi Sinya"   **S4D Activity SDG 16 "Assertiveness"**   **S4D Activity SDG 16 "Outsider Game"**   **S4D Activity SDG 16 "Catch as you can"**

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 16.1 Significantly reduce all forms of violence and related death rates everywhere**
Self-competence	Motivation	… recognise the importance of finding non-violent solutions for their own problems. … identify activities that promote a peaceful environment.	… know how to evaluate their own situation and their environment concerning different types of violence and abuse.	
	Responsibility	…take responsibility for their own actions in critical violent situations (i.e. not responding violently or defusing the situation).	… critically reflect on their underlying cultural and normative assumptions, and practices, regarding violence.	
	Critical Ability, Conflict Ability	… know about their role in conflict situations. … reflect before acting in either situation that is or might be threatening. … absorb points of criticism and manage them in a non-violent way.		
	Adaptability	… 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.	**…** apply strategies for peaceful conflict-solving.	

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[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

		… alter their reactions to changed circumstances in a non-violent way and adjust themselves in a peaceful way.		
	Creativity	… remind themselves that mostly violence occurs if people do not find ways to solve conflicts in a constructive manner, hence they know ways how to do so. ... open their minds and create innovative solutions to solve one's own issues in a peaceful way, through peaceful actions.		
	Goal Orientation	… understand that achieving and reaching one's goal in the end is greater than the momentary situation of violence.		
Social competence	Change of Perspectives/ Empathy	… anticipate how violent behaviour might affect others. ... put themselves in different roles, those of victims and perpetrators. … respect others, even if they are opponents.		
	Respect, Fair Play and Tolerance	… describe ways to stay tolerant and respect diverse people in difficult surroundings. … act politely in violent situations, or situations that run the risk of becoming violent, and act with regard.		
	Communication	… learn about their own behaviour in violent situations (incl. verbal and physical reactions). … communicate verbally and not by using violence to express themselves.		
Methodological competence/ Strategic competence	Critical Thinking	… critically reflect their own role, as role models, and how their own behaviour can contribute to violence/non-violence. … take necessary actions to enhance or decrease relationships that are not good for them.		
	Decision Making	… consider all options and weigh positive and negative aspects of each option. … 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.		

	Problem Solving	… analyse and correct errors, while retaining control of their own feelings and actions. … define a problem, analyse it and develop peaceful strategies.			
		XY % of children/youth…	**XY% of children/youth…**	**Target 16.2** **End abuse, exploitation, trafficking and all forms of violence against and torture of children**
Self-competence	Self Confidence and Trust	… know about "negative" actors in their communities and to communicate their feelings about them to individuals they identify as trustworthy. … consider violent incidents that they suffer(ed) from and/or that they perform(ed). … believe in their own power, abilities, qualities, and judgement, not based on violent actions.	… know how to defuse or manage a possible act of aggression. … comment on their feeling of fear and improve their relationships with other youth, as well as towards their surrounding environment. … contribute to overcoming different types of violence and abuse (physical, sexual, emotional, psychological, spiritual/religious, cultural, verbal, financial, neglect).	
	Resilience	… reflect on the psychological and social consequences of severe violence (trauma). … recover from, or adjust to, misfortune, life change, difficulties and/or tough situations without reacting violently.		
	Creativity	… open their minds and create innovative solutions to solve one's own issues peacefully.		
Social competence	Change of perspective and Empathy	… anticipate how violent behaviour might affect others. … put themselves in different roles, those of victims and perpetrators.		
	Cooperation	… learn about the positive effects of the sense of belonging. … enjoy being in a place where they can cooperate and feel secure.		
Methodological competence/ Strategic competence	Critical Thinking	… identify people in their environment who are good and not good for them.		
	Problem-Solving	… are physically and mentally fit and thus are able to manage conflicts in a peaceful way.		