S4D Impact Indicator Framework SDG 8

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 Employability and it is therefore designed for the programme or project level. The overall aim is **to measure the contribution of sport activities to SDG 8**.

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, 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 8**, for example[4]…

| **S4D Activity SDG 8 "Dodgeball"** | **S4D Activity SDG 8 "Around the World"** | **S4D Activity SDG 8 "Supermarket"** | **S4D Activity SDG 8 "Voyage on the Caribbean Sea"** |

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

4. … contributing to SDG targets.

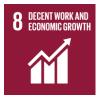| General Dimension: S4D Competence Cluster	Sub-Dimension: S4D Competences	S4D Sub-Indicator: Selected[5] S4D specific competences	S4D Main Indicators	SDG Target
		XY % of children/youth…[6]	XY% of children/youth…	Target 8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disability, and equal pay for work of equal value
Self-competence	Self confidence and trust	… know about their abilities and qualifications to take (courageous) decisions (e.g. apply for a job). … realise and assess their strengths and weaknesses regarding job aspirations and job requirements.	… know about vocational education and employment opportunities in their environment and the steps to take to access these opportunities. ... critically reflect on underlying cultural and normative assumptions and practices regarding vocational education, career options and choices. … improve their skills and competences in order to	
	Motivation	… set professional aims and actively work to attain them.		
	Critical Ability	… draw realistic conclusions on their professional competences and performance.		
	Goal Orientation	… know about ways to develop plans for their own work-life balance.		
Social competence	Respect, Fair Play and Tolerance	… apply rules in order to work and collaborate with others.		
	Communication	… know about the right behaviour and reactions in terms of communication (e.g. during a job interview).		
	Cooperation	… work together for the achievement of their individual and/or collective goals.		

[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
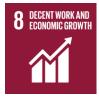
Methodological competence/ Strategic competence	Critical Thinking	… reflect upon their behaviour and relate it to their own goals and work achievements.	(re-) enter into the job market/ educational settings/ trainings.	
	Decision Making	… consider all options and weigh the positive and negative aspects of each option. … make decisions regarding their professional life (e.g. choosing jobs or fulfilling tasks).		
	Problem Solving	… identify a problem and develop strategies to be able to reach a solution.		
		XY % of children/youth…	XY% of children/youth…	Target 8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training
Self-competence	Self Confidence and Trust	… know about their abilities and qualifications to take (courageous) decisions (e.g. apply for a job). … realise and assess their strengths and weaknesses regarding job aspirations and job requirements.	… recognise the responsibility for oneself and others and act accordingly. … reflect on their personal strengths and weaknesses, which in turn allows them to draw conclusions regarding their professional career. … improve their skills and competences in order to (re-) enter into the job market/ educational settings/ trainings.	
	Motivation	… set professional aims and actively work to attain them.		
	Critical Ability	… draw realistic conclusions on their professional competences and performance.		
	Goal Orientation	… consider the steps necessary to succeed/reach a certain goal on the job and in their professional life.		
	Adaptability	… recognise the ability to adjust themselves to different/new (job) conditions.		
	Creativity	… combine their knowledge, competences and experiences in order to generate new ideas to fulfil tasks/ solve problems. … work out innovative approaches and actions. … find new ways of solving problems or fulfilling tasks.		
Social competence	Respect, Fair Play and Tolerance	… apply rules in order to work and collaborate with others.		
	Communication	… know about the right behaviour and reactions in terms of communication (e.g. during a job interview).		

			XY% of children/youth...	Target 8.3
Methodological competence/ Strategic competence	Cooperation	... work together for the achievement of their individual and/or collective goals.		
	Critical thinking	... reflect upon their behaviour and relate it to their own goals and work achievements.		
	Decision making	... consider all options and weigh the positive and negative aspects of each option. ... make decisions regarding their professional life (e.g. choosing jobs or fulfilling tasks).		
	Problem solving	... identify a problem and develop strategies to be able to reach a solution.		
		XY % of children/youth...	XY% of children/youth...	Target 8.3 **Promote development-oriented policies that support productive activities, decent job creation, entrepreneur-ship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services**
Self-competence	Self Confidence and Trust	... know about their abilities and qualifications to take (courageous) decisions (e.g. apply for a job). ... realise and assess their strengths and weaknesses regarding job aspirations and job requirements.	... recognise the responsibility for oneself and others and act accordingly.	
	Motivation	... understand the importance to motivate themselves, as well as their own social and professional environment. ... set professional aims and actively work to attain them.	... reflect on their personal strengths and weaknesses, which in turn allows them to draw conclusions regarding their professional career.	
	Critical Ability	... draw realistic conclusions on their professional competences and performance.		
	Goal Orientation	... consider the steps necessary to succeed/reach a certain goal on the job and in their professional life. ... set a focus on special and normative tasks and the results of them.	... work in a disciplined way on achieving their goals.	
	Adaptability	... recognise the ability to adjust themselves to different/new (job) conditions.		
	Creativity	... work out innovative approaches and actions. ... find new ways of solving problems or fulfilling tasks.		

Social competence	Respect, Fair Play and Tolerance	… apply rules in order to work and collaborate with others. … be respectful and stay tolerant with new colleagues, or teammates, who come from a different environment or context.		
	Communication	… reflect about the ability to formulate, create and vocalize questions to both peers and job supervisors.		
	Cooperation	… work together for the achievement of their individual and/or collective goals.		
Methodological competence/ Strategic competence	Critical Thinking	… reflect upon their behaviour and relate it to their own goals and work achievements.		
	Decision Making	… consider all options and weigh the positive and negative aspects of each option. … make decisions regarding their professional life (e.g. choosing jobs or fulfilling tasks).		
	Problem solving	… identify a problem and develop strategies to be able to reach a solution.		