

Competences Children and Youth gain in Sport for Education¹ Programmes

Goal 4 of the Sustainable Development Goals (SDGs) seeks to ensure an inclusive and equitable quality education and to promote life-long learning opportunities for all. **Quality Physical Education (PE)** and well-delivered sport-based activities in school, as well as other formal and informal education settings, can make various contributions to SDG 4 and its targets. Sport and PE can motivate children and youth **to attend and engage in formal and informal education**. It supports them in acquiring competences like motivation, goal orientation, and perseverance and in learning social key values like tolerance. Sport, as part of **holistic education**, creates quality learning environments, engages learners and can contribute to improved education outcomes. The attractiveness of sport can be used **to reach school drop-outs or other children who do not attend school and (re-)integrate them into the education system**. Sport activities can also create **learning opportunities** during extra-curricular activities.

In the following competence framework, the outlined **education-related competences** are streamlined, including specific competences in the areas of **self-competence, social competence, methodological/ strategic competence and sport-specific competence**. In line with other theoretical systems and **to explain change on an individual level**, we divided the competences into **three levels: Recognising, Assessing and Acting**.²

S4D programmes that are designed to contribute to selected **SDG 4 targets** should include activities for boys and girls (13 – 16 years old) in order to enable them to...

... recognise that they can gain important and relevant competences for their future career through sport participation.

... learn the importance of making decisions regarding their educational/ professional life.

... reflect on underlying cultural and normative assumptions and practices regarding education, career options and choices.

... realise their strengths and weaknesses regarding education aspirations and requirements to accomplish schooling.

... become engaged learners at all levels of their formal and non-formal education.

... set targets in their respective learning environments.

... implement decisions taken regarding their professional life.

The competence framework is considered to be a **comprehensive collection** and not all competences are automatically gained by all children and youth. Additionally, not all levels are always represented. Each S4D Programme has to decide on the **selection of competences** that they would like to develop with their beneficiaries. However, the frameworks are a useful presentation of competences that may and could be gained by children and youth taking part in S4D activities.

¹ Please have a look in our "[S4D Resource Toolkit](#)", if you want to know more about sport and SDG 4.

² It was decided to use this model (recognising-assessing-acting) which was developed in the context of "global learning" ([KMK & BMZ, 2016](#)), because it fits best into the thematic area of S4D. Similar models include the steps "knowledge-attitude-behaviour" or "connect-improve-transform" (see [Commonwealth, 2019](#), p. 42).

Competences Children and Youth gain in Sport for EDUCATION programmes (13 – 16 years)³

Self-competence: Children and youth are able to...	Self-confidence and Trust ... communicate about their strengths and competences to teammates, friends, parents, peers, and teachers/coaches in their respective learning environments. ... reflect on their strengths related to their learning aspirations. ... enter, maintain and finish their education.
	Motivation ... recognise their professional targets. ... evaluate their educational situation and remain motivated. ... contribute to the achievement of their learning aims with determination and patience.
	Responsibility ... know that they are responsible for their success in their educational/learning environment. ... anticipate the consequences of their choices (i.e. taken or not taken) and create solutions. ... take over responsibility for tasks given in their daily professional life.
	Critical Ability ... recognise negative and positive criticism in their educational lives ... draw realistic conclusions on their educational competences and performance. ... accept criticism in their professional lives
	Resilience ... recognise the importance of good relations with teammates, peers, and teachers/coaches even in unfavourable circumstances. ... reflect on their ability to achieve goals or complete tasks despite past failure or defects. ... recover from or adjust to misfortune, changes and/or difficulties in their daily lives that could influence learning or their participation in educational settings.
	Goal Orientation ... consider the steps necessary to succeed in their studies/learning and/or school life. ... develop a vision and plans for their own academic life based on an analysis of their competences and socio-economic contexts (e.g. family background). ... act in a self-disciplined manner towards teammates, peers, teachers/coaches, and people involved in their learning

³ The following competences listed are gathered from our [Teaching and Learning Materials](#) developed in different countries. Additionally, parts of the table are quoted or adjusted from the following documents and websites: [Sport for Development and Peace and the 2030 Agenda for Sustainable Development \(Commonwealth Secretariat, 2015\)](#); [Enhancing the Contribution of Sport to the Sustainable Development Goals \(Commonwealth Secretariat, 2017\)](#); [Sport and the sustainable development goals. An overview outlining the contribution of sport to the SDGs \(UNOSDP\)](#); [Education for Sustainable Development Goals, Learning Objectives \(UNESCO, 2017\)](#).

	<p>surroundings.</p> <p>Adaptability ... recognise different/changing situations in their learning environment. ...reflect on their actions in changed circumstances, constraints or conditions. ... deal with pressure or stressful situations in their educational/learning environment.</p> <p>Creativity ... identify their competences and experiences in order to generate new ideas to fulfil tasks/ solve problems in their educational/learning environment ... work out innovative approaches and actions in their educational/learning environment. ... find new ways of solving problems or fulfilling tasks in their educational/learning environment.</p>
	<p>Social Competence: Children and youth are able to...</p> <p>Change of Perspective and Empathy ... learn a mindset of solidarity both individually and collectively in their educational/learning environment. ... put themselves in the position of peers, or other individuals, in their learning environment and understand their values, attitudes, feelings, thoughts and actions. ... respect the needs and actions of others concerning education and learning.</p> <p>Respect, Fair Play and Tolerance ... understand the importance of respecting rules set in their learning environment in order to work and collaborate with others. ... work out innovative approaches in order to be tolerant and respect diversity in learning environments. ... be polite in difficult situations in their learning environment and when there are different opinions on how to fulfil tasks.</p> <p>Solidarity ... know how to intervene in situations when others need support. ... develop a mindset of solidarity that supports cooperation in the learning environment. ... cooperate with others and maintain cooperation until the task or aim is achieved.</p> <p>Communication ... analyse their ability to communicate ... work out approaches to communicate in an effective and useful manner in their learning environment. ... listen well to classmates and teachers including interpreting body language.</p> <p>Cooperation ... recognise the individual strengths of group members and use them to reach a common educational/professional goal. ... combine efforts for the achievement of a common educational or professional goal. ... work together for their learning or professional achievement.</p>
<p>Methodological Competence, Strategic Competence: Children</p>	<p>Critical Thinking ... recognise challenges that limit access to learning opportunities.</p>

and youth are able to...	<p>... critically reflect on given tasks, or on learning challenges.</p> <p>... communicate their opinions regarding their learning achievement.</p>
	<p>Decision-Making</p> <p>... analyse a given situation and select an appropriate course of action when there are multiple possibilities to choose from.</p> <p>... assess the consequences of decisions concerning the educational environment (such as drop out) and judge whether one is willing and capable to deal with them.</p> <p>... make decisions regarding their professional life</p>
	<p>Problem-Solving</p> <p>... analyse and correct errors, while retaining control of their own feelings and actions.</p> <p>... identify problems in the learning environment and develop strategies to be able to reach a solution.</p> <p>... apply different problem-solving frameworks to complex problems.</p>
Sport-specific Competences⁴:	<p>Related to sport/specific types of sport</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 ... run, jump, skip, 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 creatively and choose various solutions (“game creativity”). o ... comprehend the communicative and cooperative behaviour of individual team members.

⁴ Baur, J., Bös, K., Conzelmann, A. & Singer, R. (2009). *Handbuch motorische Entwicklung*. Schorndorf.