

## S4D Impact Indicator Framework SDG 3

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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 Health](#) and it is therefore designed for the programme or project level. The overall aim is **to measure the contribution of sport activities to SDG 3**.

Therefore, relevant **SDG Targets** are listed.<sup>1</sup> For each of the targets **S4D Main Indicators** are formulated. Selected S4D specific Competences from the [S4D Competence Framework](#) represent **S4D Sub-Indicators**. These S4D 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.).<sup>2</sup> 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<sup>3</sup>, (2) involving S4D Activities, (3) they may gain S4D specific competences (4) contributing to SDG Targets.**

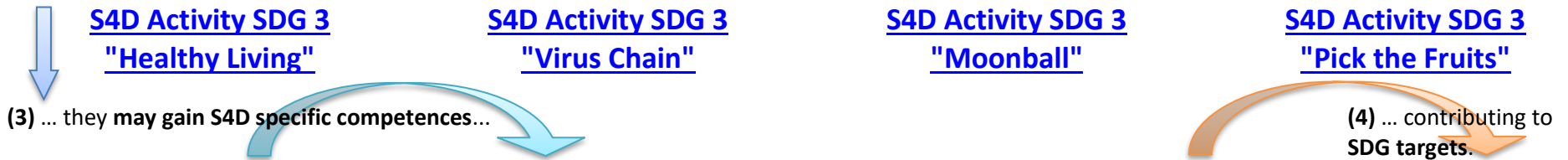
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<sup>1</sup> The selection of targets is based on the [Commonwealth Publication “Enhancing the Contribution of Sport to the SDGs”](#) (Lindsey & Chapman, 2017).

<sup>2</sup> 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).

<sup>3</sup> 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 3**, for example<sup>4</sup>...



General Dimension: S4D Competence Cluster	Sub Dimension: S4D Competences	S4D Sub-Indicator: Selected <sup>5</sup> S4D specific competences	S4D Main Indicators:	SDG Target:
		<b>XY % of children/youth...<sup>6</sup></b>	<b>XY% of children/youth...</b>	<b>Target 3.4</b>
<b>Self-competence</b>	Self confidence and trust	... recognise the ability to develop a positive and realistic self-perception regarding their bodies, fitness, as well as their sexual and reproductive health. ... trust in their own power, abilities, and instinct regarding their health (especially sexual and reproductive health).	... learn about the importance of physical activity and sport for their own well-being.	<b>By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being</b>
	Responsibility	... realise that they are responsible for their own well-being. ... support the health and well-being of individuals in their inner circle (e.g. family and friends).	... critically reflect on cultural and normative assumptions and practices underlying their behaviour and actions in terms of health.	
	Resilience	... realise the significant mental health benefits gained by participating in sports and physical activities.	... use relevant prevention strategies to foster	
	Motivation	... learn about the different kinds of attitudes towards being physically active.		
	Goal Orientation	... develop a personal commitment to promoting health and well-being for themselves, their family and others.		

<sup>4</sup> The S4D Activities are *examples*. They are covering only some of the competences listed. Remember: If you modify reflection questions during your training session, you can focus on any competence you want (see guideline [HERE](#))!

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

<sup>6</sup> Scale: 0 = Children/ Youth don't show the competence; 1= Children/ Youth show the competence

Social competence	Solidarity	<p>...understand the benefits of public action geared towards physical activity.</p> <p>... exhibit an attitude of inclusiveness and care about other people's health.</p>	physical health (including sexual and reproductive health), mental health and well-being.	
	Communication	<p>... recognise physical literacy<sup>7</sup> as a core outcome of education and an important strategy to improve the overall health by achieving physical activity targets.</p> <p>... argue in favour of prevention strategies to promote health and well-being.</p>		
	Cooperation	<p>... learn to develop (common) goals and strategies to implement healthy choices and activities.</p> <p>... consider that physical and sporting activities are great ways to learn the characteristics of teamwork.</p>		
Methodological competence/ Strategic competence	Critical Thinking	<p>... identify a rationale for maintaining good attitudes towards health and sports.</p> <p>... question norms, opinions and practices concerning health and well-being, including sexual and reproductive health.</p>		
	Decision Making	<p>... understand the importance of healthy behaviour in their daily routines.</p> <p>... take action on the basis of informed decisions with regards to health and well-being even when they are in difficult situation.</p>		
	Problem Solving	<p>... analyse problems regarding health and well-being for themselves, their families or peers.</p> <p>... develop ideas how to use sport and physical activity to tackle health problems.</p>		

<sup>7</sup> "Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life." (The International Physical Literacy Association, May 2014, Retrieved on 23.10.2017 from <http://physicalliteracy.ca/physical-literacy/>)

		XY % of children/youth...	XY% of children/youth...	Target 3.3
<b>Self-competence</b>	Self Confidence and Trust	... recognise the ability to develop a positive and realistic self-perception regarding their bodies, fitness, as well as their sexual and reproductive health.	<p>... know facts about the most severe communicable and non-communicable diseases.</p> <p>... realise existing conceptions of health, hygiene and well-being: including an understanding of the importance of gender in health and well-being.</p> <p>... use relevant prevention strategies to foster physical health (including sexual and reproductive health), mental health and well-being.</p>	<p><b>By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, waterborne diseases and other communicable diseases</b></p>
	Creativity	... encourage others to make decisions and act in favour of promoting health and well-being for all.		
	Responsibility	... realise that they are responsible for their own well-being. ... support the health and well-being of individuals in their inner circle (e.g. family and friends).		
	Resilience	... consistently make healthy choices despite negative influences in their lives.		
	Goal Orientation	... recognise their personal unhealthy behaviours and make necessary adjustments for their own well-being.		
	Adaptability	... include health-promoting behaviours in their daily routines and lives.		
<b>Social competence</b>	Change of perspective, empathy	... interact with people suffering from illness, and feel empathy for their situation and feelings.		
	Solidarity	...understand the benefits of public action geared towards physical activity.		
	Cooperation	... learn to develop (common) goals and strategies to implement healthy choices and activities.		
	Communication	...argue in favour of prevention strategies to promote health and well-being.		
<b>Methodological competence/ Strategic competence</b>	Critical Thinking	... question norms, opinions and practices concerning health and well-being, including sexual and reproductive health.		
	Decision Making	... realise self-control as the determining factor for healthy behaviour. ... take action based on informed decisions with regards to health and well-being even when they are in difficult situations		

		XY % of children/youth...	XY% of children/youth...	Target 3.5
<b>Self-competence</b>	Self Confidence and Trust	... trust in their own power, abilities, and instinct regarding their health (especially sexual and reproductive health).	<p>... know facts about the most severe communicable and non-communicable diseases.</p> <p>... realise how addictions to alcohol, tobacco or other drugs cause harm to health and well-being.</p> <p>... include health-enhancing behaviours in their daily routines.</p>	<p><b>Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol</b></p>
	Creativity	... encourage others to make decisions and act in favour of promoting health and well-being for all.		
	Responsibility	... realize that they are responsible for their own well-being. ... support the health and well-being of individuals in their inner circle (e.g. family and friends).		
	Goal Orientation	... recognise their personal unhealthy behaviours and make necessary adjustments for their own well-being.		
	Adaptability	... include health-promoting behaviours in their daily routines and lives.		
	Resilience	... consistently make healthy choices despite negative influences in their lives.		
<b>Social competence</b>	Change of Perspective and Empathy	... interact with people suffering from illness, and feel empathy for their situation and feelings.		
	Solidarity	...understand the benefits of public action geared towards physical activity.		
	Cooperation	... learn to develop (common) goals and strategies to implement healthy choices and activities. ... consider that physical and sporting activities are great ways to learn the characteristics of teamwork.		
	Communication	... argue in favour of prevention strategies to promote health and well-being.		
<b>Methodological competence/ Strategic competence</b>	Critical Thinking	... identify a rationale for maintaining good attitudes towards health and sports. ... question norms, opinions and practices concerning health and well-being, including sexual and reproductive health.		

	Decision Making	<p>... understand the importance of healthy behaviour in their daily routines.</p> <p>... take action based on informed decisions with regards to health and well-being even when they are in difficult situations.</p>		
	Problem Solving	<p>... analyse problems regarding health and well-being for themselves, their families or peers.</p> <p>... implement strategies that promote health and well-being for themselves, their families and others.</p>		