

## Competences Children and Youth gain in Sport for Violence Prevention<sup>1</sup>

### Programmes

**Goal 16** of the Sustainable Development Goals (SDGs) aims at the promotion of a peaceful and inclusive society, access to justice for all and effective, accountable and inclusive institutions at all levels. Of course, sport alone cannot prevent conflict or build peace, but it can **contribute to relationships** across social, economic, and cultural divides. When applied effectively, sport can teach fundamental principles such as **tolerance, solidarity, cooperation and mutual respect**. Involvement in sport can provide participants with an **opportunity to connect** with other groups based on a shared identity. Furthermore, it fosters self-confidence and promotes communication competences which are important **to resolve conflicts non-violently** and peacefully exchange views. Empowering relationships and networks, sport activities can contribute to a greater sense of identity and feeling of belonging, which can lead to an active citizenship outside of the sporting environment.

In the following competence framework, the outlined **violence prevention-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 in order **to explain change on an individual level**, we divided the competences into **three levels: Recognising, Assessing and Acting**.<sup>2</sup>

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

... understand the importance of physical activity and sport for their own well-being and healthy development, especially in terms of nonviolent behaviour.

... know how to defuse or manage a possible act of aggression.

... know how to evaluate their own situation and their environment concerning different types of violence and abuse.

... critically reflect on their underlying cultural and normative assumptions and practices regarding violence.

... comment on their feeling of fear and improve their relationships with other youth, as well as towards their surrounding environment.

... feel affiliated to others on their sport team or involved in their physical activities.

... apply strategies for peaceful conflict-solving.

... contribute to overcoming different types of violence and abuse (physical, sexual, emotional, psychological, spiritual/religious, cultural, verbal, financial, neglect).

... behave open-minded and respectful against others.

The competence framework is considered as 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.

<sup>1</sup> Please have a look in our "[S4D Resource Toolkit](#)", if you want to know more about sport and SDG 16.

<sup>2</sup> 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 VIOLENCE PREVENTION Programmes (13 – 16 years)<sup>3</sup>**

<b>Self-competence:</b> <b>Children and youth are able to...</b>	<b>Self-confidence and Trust</b> ... 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.
	<b>Motivation</b> ... recognise the importance of finding non-violent solutions for their own problems. ... identify activities that promote a peaceful environment. ... deal with their feelings and desires through non-violent communication and actions.
	<b>Responsibility</b> ... anticipate the consequences of violent as well as non-violent behaviour. ... reflect on possibilities to take over responsibility in order to solve violent situations peacefully. ...take responsibility for their own actions in critical violent situations (i.e. not responding violently or defusing the situation).
	<b>Critical Ability, Conflict Ability</b> ... 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.
	<b>Resilience</b> ... learn from negative experiences and move on. ... 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.
	<b>Goal Orientation</b> ... understand the value of achieving and reaching one’s goal. ... think beyond a traumatic violent moment. ... resist distractions and keep track of their personal goals.
	<b>Adaptability</b> ... recognise the ability to adjust themselves peacefully to different violent situations. ... understand that through similar to violent situations they experience on the sport field, they can reflect on the violent

<sup>3</sup> 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>situations they experience in their homes, schools and communities. ... alter their reactions to changed circumstances in a non-violent way and peacefully adjust themselves.</p>
	<p><b>Creativity</b> ... identify their competences and experiences in order to act peacefully. ... understand that violence occurs if people do not find ways to solve conflicts in a constructive manner and learn ways how to do so. ... open their minds and create innovative solutions to solve one's own issues peacefully.</p>
<p><b>Social Competence:</b> <b>Children and youth are able to...</b></p>	<p><b>Change of Perspective and Empathy</b> ... anticipate how violent behaviour might affect others. ... put themselves in different roles, those of victims and perpetrators. ... respect others, even if they are opponents.</p>
	<p><b>Respect, Fair Play and Tolerance</b> ... describe ways to stay tolerant and respect diverse people in difficult surroundings. ... appreciate others regardless of age, sex, family backgrounds and origin. ... act politely in violent situations, or situations that run the risk of becoming violent, and act with regard.</p>
	<p><b>Solidarity</b> ... know how to intervene in conflict situations. ... understand how to avoid or manage conflict by creating an environment of support. ... help each other and use the diversity of competences collectively instead of being violent against each other.</p>
	<p><b>Communication</b> ... learn about their own behaviour in violent situations (incl. verbal and physical reactions). ... reflect about their ability to formulate questions or statements respectfully. ... communicate verbally and not by using violence to express themselves.</p>
	<p><b>Cooperation</b> ... learn about the positive effects of the sense of belonging. ... enjoy being in a place where they can cooperate and feel secure. ... work together with others respectfully and peacefully.</p>
<p><b>Methodological Competence, Strategic Competence: Children and youth are able to...</b></p>	<p><b>Critical Thinking</b> ... identify people in their environment who are good and not good for them. ... 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.</p>
	<p><b>Decision-Making</b> ... consider all options and weigh positive and negative aspects of each option. ... anticipate the different decision options and their outcomes to determine the best option for a particular situation, instead</p>

	<p>of choosing the violent option/reaction immediately. ... make peaceful decisions.</p> <p><b>Problem-Solving</b> ... analyse and correct errors, while retaining control of their own feelings and actions. ... define a problem, analyse it and develop peaceful strategies. ... are physically and mentally fit and thus are able to manage conflicts in a peaceful way.</p>
<p><b>Sport-specific Competences<sup>4</sup></b></p>	<ul style="list-style-type: none"> <li>- Development of general motor competences (speed, endurance, strength, coordination, flexibility)</li> <li>- Development of basic technical competences (sport-specific): Children and youth are able to...             <ul style="list-style-type: none"> <li>o ... run, jump, skip, dribble, pass, shoot, throw, catch etc.</li> <li>o ... use different sensory and motor techniques in various ways.</li> </ul> </li> <li>- Development of basic tactical competences: Children and youth are able to...             <ul style="list-style-type: none"> <li>o ... explain the structures and strategies of a game.</li> <li>o ... act in a planned and target-oriented manner with clever choice of available means and possibilities by the individual, a group or a team.</li> <li>o ... know in specific game situations which action leads to success (“game intelligence”).</li> <li>o ... act in a creative way and choose various solutions (“game creativity”).</li> <li>o ... comprehend communicative and cooperative behaviour of individual team members.</li> </ul> </li> </ul>

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