

S4D Impact Indicator Framework SDG 4

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 Education](#) and it is therefore designed for the programme or project level. The overall aim is **to measure the contribution of sport activities to SDG 4.**

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 Framework](#) 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 regularly take part in S4D Trainings³, they may gain S4D specific competences contributing to SDG Targets.

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 in all parts of the training](#); including S4D activities focusing on S4D competences (see first column of the table).

If children/youth...

...regularly take part in S4D Trainings...

...they may gain S4D specific competences...

... contributing to SDG targets:

| S4D Activity ⁴ | 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 4.1. |
| S4D Activity 1 S4D Activity 2 | Self-competence | Self confidence and trust | ... communicate about their strengths and competences to teammates, friends, parents, peers, and teachers/coaches in their respective learning environment. ... enter, maintain and finish their education. | ... recognise that they can gain important and relevant competences, for their future career through their sport participation. | By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes |
| | | 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. | ... reflect on underlying cultural and normative assumptions and practices regarding education, career options and choices ... become engaged learners at all levels of their formal and non-formal education | |
| | | Resilience | ... recover from or adjust to misfortune, changes | | |

⁴S4D activities are drills, games or exercises focusing on teaching different personal, social, strategic and sport-specific-competences to children and youth. They are part of all [Teaching and Learning Materials](#). For each S4D Impact Indicator Framework a special Activity Handbook will be developed.

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



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| | | | and/or difficulties in their daily lives that could influence learning or their participation in educational settings. | | |
| | | Motivation | ... recognise their professional targets. ... contribute to the achievement of their learning aims with determination and patience. | | |
| | | Goal Orientation | ... consider the steps necessary to succeed in their studies/learning and/or school life. | | |
| S4D Activity 3 S4D Activity 4 | Social competence | Solidarity | ... develop a mindset of solidarity that supports cooperation in the learning environment. | | |
| | | Communication | ... work out approaches to communicate in an effective and useful manner in their learning environment. | | |
| | | Cooperation | ... work together for their learning or professional achievement. | | |
| S4D Activity 5 S4D Activity 6 | Methodological competence/ Strategic competence | Critical thinking | ... recognise challenges that limit access to learning opportunities. ... critically reflect on given tasks, or on learning challenges. | | |
| | | Decision making | ... 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. | | |
| | | Problem solving | ... identify problems within the learning environment and develop strategies to solve problem within the learning environment. | | |

| | | | XY % of children/youth... | XY% of children/youth... | Target 4.5. |
|----------------------------------|-------------------------------------------------------------------|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S4D Activity 7 S4D Activity 8 | Self-competence | Self Confidence and Trust | ... reflect on their strengths related to their learning aspirations. | <p>... learn the importance of making decisions regarding their educational/professional life.</p> <p>... realize their strengths and weaknesses regarding education aspirations and requirements to accomplish schooling.</p> <p>... implement decisions taken regarding their professional life.</p> | <p>By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disability, indigenous people and children in vulnerable situations</p> |
| | | Creativity | ... find new ways of solving problems or fulfilling tasks in their educational/learning environment. | | |
| | | Responsibility | <p>... know that they are responsible for their success in their educational/learning environment.</p> <p>... anticipate the consequences of their choices (i.e. taken or not taken) and create solutions.</p> | | |
| | | Resilience | ... 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 | ... 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). | | |
| | | Adaptability | ... to deal with pressure or stressful situations in their educational/learning environment. | | |
| | | S4D Activity 9 S4D Activity 10 | Social competence | | |
| Solidarity | ... know how to intervene in situations when others need support. | | | | |
| Cooperation | ... recognise the individual strengths of group | | | | |



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| | | | members and use them to reach a common educational/professional goal. | | |
| | | Communication | <p>... analyse their ability to communicate.</p> <p>... work out approaches to communicate in an effective and useful manner in their learning environment.</p> | | |
| S4D Activity 11 S4D Activity 12 | Methodological competence/ Strategic competence | Critical Thinking | ... recognise challenges that limit access to learning opportunities. | | |
| | | Decision Making | ... 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. | | |