

Competences Children and Youth gain in Sport for Employability¹ Programmes

Goal 8 of the Sustainable Development Goals (SDGs) promotes sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. The **attractiveness of sport** may be relevant to reach marginalized youth or youth that are difficult to approach (i.e. early school drop-outs, (former) criminals, (former) drug addicts). Sport training can contribute to **(re-)integrate** them into the education system. Also, within many countries, the sport sector offers a **growing labour market** with jobs in science, economics, politics and civil society. Through the environment and an adequate atmosphere in a sport training, youth can achieve **key competences** that contribute at the same time to improving their employability. Apart from conveying competences you can use sport training for **giving information** and advising youth about advanced vocational education and prospects and options as well as **support** youth in networking and provide connections with potential employers.

In the following competence framework, the outlined **employability 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**.² **S4D programmes** that are designed to contribute to selected **SDG 8 targets** should include activities for boys and girls (13 – 16 years old) in order to enable them to...

... know about vocational education and employment opportunities in their environment and the steps to take to access these opportunities.

... recognise the responsibility for oneself and others and act accordingly.

... understand the importance of physical activity and sport for their own well-being (e.g. work-life-balance).

... reflect on their personal strengths and weaknesses, which in turn allows them to draw conclusions regarding their professional career.

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

... work in a disciplined way on achieving their goals.

... improve their skills and competences in order to (re-) enter into the job market/ educational settings/ trainings.

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.

¹ Please have a look in our "[S4D Resource Toolkit](#)", if you want to know more about sport and SDG 8.

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 EMPLOYABILITY Programmes (13 – 16 years)³

Self-competence: Children and youth are able to...	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. ... behave in a trustworthy way towards others, such as teammates, colleagues and job supervisors, as well as themselves and their abilities.
	Motivation ... understand the importance to motivate themselves, as well as their own social and professional environment. ... evaluate their work and life situation and continue staying motivated. ... set professional aims and actively work to attain them.
	Responsibility ... anticipate the consequences of (professional) choices (i.e. taken or not taken) and create solutions. ... reflect about the possibility take over responsibility for their own actions on the sport field and in professional life. ... take responsibility for tasks given in their daily and professional life.
	Critical Ability ... recognise negative and positive criticism in their professional lives about their job performance. ... draw realistic conclusions on their professional competences and performance. ... manage justifiable criticism on job-related issues appropriately.
	Resilience ... know how to recover from misfortune, changes and/or difficulties in daily life that could influence work life. ... reflect about the importance of good relations with significant others. ... establish and maintain good relations with teammates, colleagues, and job supervisors.
	Goal Orientation ... know about ways to develop plans for their own work-life balance. ... 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.
	Adaptability ... recognise the ability to adjust themselves to different/new (job) conditions. ... comment on different/changing situations and develop their ability to stay flexible.

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>... alter their actions to changed circumstances, constraints or conditions.</p> <p>Creativity ... identify their 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.</p>
<p>Social Competence: Children and youth are able to...</p>	<p>Change of Perspective and Empathy ... understand how others make decisions about their work-life-balance and are able to make decisions from their own perspectives. ... reflect about the values, attitudes, feelings, and actions of colleagues and job supervisors. ... respect the needs and actions of others with regard to education, training or career choices.</p> <p>Respect, Fair Play and Tolerance ... understand the importance to act politely in difficult situations at the workplace. ... 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.</p> <p>Solidarity ... recognise situations when others need support. ... reflect about ways to help others. ... cooperate with others and maintain cooperation until the task is solved.</p> <p>Communication ... know about the right behaviour and reactions in terms of communication (e.g. during a job interview). ... reflect about the ability to formulate, create and vocalize questions to both peers and job supervisors. ... listen well to teammates, colleagues and job supervisors including interpreting body language.</p> <p>Cooperation ... recognise the steps necessary to include all members of a (working) group. ... reflect on individual strengths of group members and use them to reach a common aim or task. ... work together for the achievement of their individual and/or collective goals.</p>
<p>Methodological Competence, Strategic Competence: Children and youth are able to...</p>	<p>Critical Thinking ... recognise challenges to have access to employment opportunities. ... reflect upon their behaviour and relate it to their own goals and work achievements. ... communicate their opinions regarding their job achievement.</p> <p>Decision-Making ... consider all options and weigh the positive and negative aspects of each option. ... evaluate a given situation on the pitch, or at the workplace, and select an appropriate course of action. ... make decisions regarding their professional life (e.g. choosing jobs or fulfilling tasks).</p>

	<p>Problem-Solving</p> <p>... analyse and correct errors, while retaining control of their own feelings and actions.</p> <p>... identify a problem and develop strategies to be able to reach a solution.</p> <p>... apply different problem-solving frameworks to complex problems.</p>
<p>Sport-specific Competences⁴:</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 in a creative way and choose various solutions (“game creativity”). o ... comprehend communicative and cooperative behaviour of individual team members.

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