

S4D Impact Indicator Framework SDG 10

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 Inclusion](#) and [Social Cohesion through Sport](#) and it is therefore designed for the programme or project level. The overall aim is **to measure the contribution of sport activities to SDG 10**.

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 regards 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 and/or methodological/strategic 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 Trainings³, (2) involving S4D Activities, (3) they may gain S4D specific competences (4) contributing to SDG Targets.

¹ The selection of targets is based on the document [UNOSDP: Sport & the SDGs](#).

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 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 10**, for example⁴...



S4D Activity SDG 10
Social Cohesion
"Intercepting the Ball"

S4D Activity SDG 10
Social Cohesion
"Fair Game"

S4D Activity SDG 10
Social Cohesion
"Spider Web"

S4D Activity SDG 10
Social Cohesion
"Run, Turn, Combine"

S4D Activity SDG 10
Disability Inclusion
"Blanket Volleyball"

S4D Activity SDG 10
Disability Inclusion
"Dribbling into the Squares"

S4D Activity SDG 10
Disability Inclusion
"Mirroring"

S4D Activity SDG 10
Disability Inclusion
"Over and Under"

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

4. ... contributing to SDG targets.

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...	
Self-competence	Self Confidence and Trust	... know about social cohesion and disability inclusion in their community. ... consider the experiences and backgrounds of the people and structures in their community.	... know how to interact with individuals from different backgrounds and with different abilities.	Target 10.2: By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status
	Responsibility	... know about their role and ways to be involved in their community. ... reflect on possibilities to take action for more cohesion and disability inclusion in their community. ... actively engage in their own community to support cohesion and disability inclusion.	... critically reflect on their underlying cultural, social and political norms and how they impact social cohesion and inclusion.	
	Critical Ability, Conflict Ability	... know about their role in situations of exclusion or conflict. ... reflect before acting in a situation of exclusion or conflict.		

⁴ The S4D Activities are *examples*. They are covering only some of the competences listed. Remember: If you modify reflection questions you can focus on any competence you want!

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

	Creativity	<p>... identify their competences and experiences related to inclusive or exclusive behaviours in order to act inclusively and respectfully.</p> <p>... understand that exclusion often occurs because of discriminatory attitudes, environments or systems.</p> <p>... open their minds and create innovative solutions to create and promote disability inclusion and social cohesion.</p>	<p>... actively contribute to social cohesion and inclusion within their community and overall civic life.</p>	
Social Competence	Change of Perspective and Empathy	<p>... anticipate how exclusive behaviour might affect others.</p> <p>... imagine themselves as part of different groups or in a different role.</p> <p>... interact with and respect different people, and feel empathy for their situation and feelings.</p>		
	Respect, Fair Play and Tolerance	<p>... appreciate others regardless of age, sex, family background, physical ability, mental ability, and origin.</p> <p>... act respectfully and inclusively in new or challenging situations.</p>		
	Cooperation	<p>... work together with others respectfully and inclusively, helping others also gain a sense of belonging.</p>		
Methodological competence/ Strategic competence	Critical Thinking	<p>... identify inclusive and exclusive behaviours in their environment.</p> <p>... critically reflect their own role, as role models, and how their own behaviour can contribute to inclusion and social cohesion.</p> <p>... take necessary actions to build inclusive relationships.</p>		
	Decision Making	<p>... reflect on how decisions may be more or less inclusive.</p> <p>... make respectful, inclusive decisions.</p>		
	Problem Solving	<p>... understand problems related to social exclusion on the individual, organizational and societal levels.</p> <p>... identify ways of solving the problem of social exclusion on individual, organizational and societal levels.</p> <p>... implement inclusive problem-solving strategies considering different personal and cultural backgrounds.</p>		