S4D Impact Indicator Framework SDG 8

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 Employability and it is therefore designed for the programme or project level. The overall aim is **to measure the contribution of sport activities to SDG 8**.

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 Frameworks 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, 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 Trainings[3], they may gain S4D specific competences contributing to SDG Targets.

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[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 8.5** **By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disability, and equal pay for work of equal**
S4D Activity 1 S4D Activity 2	**Self-competence**	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.	… know about vocational education and employment opportunities in their environment and the steps to take to access these opportunities. … critically reflect on underlying cultural and normative assumptions and practices regarding	
		Motivation	… set professional aims and actively work to attain them.		
		Critical Ability	… draw realistic conclusions on their professional competences and performance.		

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[4] S4D 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.
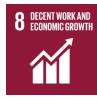
[6] Scale: 0 = Children/ Youth don´t show the competence; 1= Children/ Youth show the competence

				vocational education, career options and choices.	value
S4D Activity 3 S4D Activity 4	**Social competence**	Goal Orientation	… know about ways to develop plans for their own work-life balance.		
		Respect, Fair Play and Tolerance	… apply rules in order to work and collaborate with others.	… improve their skills and competences in order to (re-) enter into the job market/ educational settings/ trainings.	
		Communication	… know about the right behaviour and reactions in terms of communication (e.g. during a job interview).		
		Cooperation	… work together for the achievement of their individual and/or collective goals.		
S4D Activity 5 S4D Activity 6	**Methodological competence/ Strategic competence**	Critical Thinking	… reflect upon their behaviour and relate it to their own goals and work achievements.		
		Decision Making	… consider all options and weigh the positive and negative aspects of each option. … make decisions regarding their professional life (e.g. choosing jobs or fulfilling tasks).		
		Problem Solving	… identify a problem and develop strategies to be able to reach a solution.		
			XY % of children/youth…	**XY% of children/youth…**	**Target 8.6** **By 2020,**

S4D Activity 7 S4D Activity 8	**Self-competence**	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.	… recognise the responsibility for oneself and others and act accordingly. … reflect on their personal strengths and weaknesses, which in turn allows them to draw conclusions regarding their professional career. … improve their skills and competences in order to (re-) enter into the job market/ educational settings/ trainings.	**substantially reduce the proportion of youth not in employment, education or training**
		Motivation	… set professional aims and actively work to attain them.		
		Critical Ability	… draw realistic conclusions on their professional competences and performance.		
		Goal Orientation	… consider the steps necessary to succeed/reach a certain goal on the job and in their professional life.		
		Adaptability	… recognise the ability to adjust themselves to different/new (job) conditions.		
		Creativity	… combine their knowledge, 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.		
S4D Activity 9 S4D Activity 10	**Social competence**	Respect, Fair Play and Tolerance	… apply rules in order to work and collaborate with others.		
		Communication	… know about the right behaviour and reactions		

			XY % of children/youth...	XY% of children/youth...	Target 8.3
			in terms of communication (e.g. during a job interview).		
		Cooperation	... work together for the achievement of their individual and/or collective goals.		
S4D Activity 11 S4D Activity 12	**Methodological competence/ Strategic competence**	Critical thinking	... reflect upon their behaviour and relate it to their own goals and work achievements.		
		Decision making	... consider all options and weigh the positive and negative aspects of each option. ... make decisions regarding their professional life (e.g. choosing jobs or fulfilling tasks).		
		Problem solving	... identify a problem and develop strategies to be able to reach a solution.		
			XY % of children/youth...	**XY% of children/youth...**	**Target 8.3**
S4D Activity 13 S4D Activity 14	**Self-competence**	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.	... recognise the responsibility for oneself and others and act accordingly. ... reflect on their personal strengths and weaknesses, which in turn allows them to draw conclusions regarding their professional career.	**Promote development-oriented policies that support productive activities, decent job creation, entrepreneur-ship, creativity and innovation, and encourage**
		Motivation	... understand the importance to motivate themselves, as well as their own social and professional environment. ... set professional aims and actively work to		

				... work in a disciplined way on achieving their goals.	**the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services**
			attain them.		
		Critical Ability	... draw realistic conclusions on their professional competences and performance.		
		Goal Orientation	... 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.		
		Creativity	... work out innovative approaches and actions. ... find new ways of solving problems or fulfilling tasks.		
S4D Activity 15 S4D Activity 16	**Social competence**	Respect, Fair Play and Tolerance	... apply rules in order to work and collaborate with others.		
		Communication	... reflect about the ability to formulate, create and vocalize questions to both peers and job supervisors.		
		Cooperation	... work together for the achievement of their individual and/or collective goals.		
		Respect, Fair Play and Tolerance	... be respectful and stay tolerant with new colleagues, or teammates, who come from a different environment or context.		

S4D Activity 17 S4D Activity 18	Methodological competence/ Strategic competence	Critical Thinking	… reflect upon their behaviour and relate it to their own goals and work achievements.		
		Decision Making	… consider all options and weigh the positive and negative aspects of each option. … make decisions regarding their professional life (e.g. choosing jobs or fulfilling tasks).		
		Problem solving	… identify a problem and develop strategies to be able to reach a solution.		