

## Competences Children and Youth gain in Sport for VOCATIONAL EDUCATION AND EMPLOYABILITY

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Sport is more than physical exercises; sport is about the personal and social development of young people. Sport activities, offered in a pedagogically valuable way, impart and strengthen different competences children and youth need in their daily lives. To comprise the entire range of competences people can gain in the field of Sport for Development (S4D), we developed clusters of S4D competences. The S4D competences include self, social, methodological/strategic and professional competences related to sport and related to specific S4D topics.

The following competence framework lists competences children and youth gain when participating in well-designed and -conducted S4D activities with the focus on Sport for Vocational Training and Employability. Derived from the fundamental S4D competence clusters, this framework has been developed with the objective of preparing youth for the world of labour and life as a working professional. The competence framework is not to be considered as complete and not all competences are automatically gained by all participants. However, the framework is a useful presentation of competences that could be gained by beneficiaries taking part in Sport for Vocational Education and Employability activities.<sup>1</sup>

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<sup>1</sup> Parts of the following table are quoted or adjusted from

The Commonwealth (2015). *Sport for Development and Peace and the 2030 Agenda for Sustainable Development*. Retrieved on 23.10.2017 from [http://thecommonwealth.org/sites/default/files/inline/CW\\_SDP\\_2030%2BAgenda.pdf](http://thecommonwealth.org/sites/default/files/inline/CW_SDP_2030%2BAgenda.pdf).

The Commonwealth (2017). *Enhancing the Contribution of Sport to the Sustainable Development Goals*. Commonwealth Secretariat. Retrieved on 27.11.2017 from [https://www.sportanddev.org/sites/default/files/downloads/enhancing\\_the\\_contribution\\_of\\_sport\\_to\\_the\\_sustainable\\_development\\_goals\\_.pdf](https://www.sportanddev.org/sites/default/files/downloads/enhancing_the_contribution_of_sport_to_the_sustainable_development_goals_.pdf)

UNESCO (2017). *Education for Sustainable Development Goals. Learning Objectives*. Retrieved on 23.10.2017 from [https://www.unesco.de/fileadmin/medien/Dokumente/Bibliothek/unesco\\_education\\_for\\_sustainable\\_development\\_goals.pdf](https://www.unesco.de/fileadmin/medien/Dokumente/Bibliothek/unesco_education_for_sustainable_development_goals.pdf).

UNOSDP (n.y.). *Sport and the sustainable development goals. An overview outlining the contribution of sport to the SDGs*. Retrieved on 23.10.2017 from [https://www.un.org/sport/sites/www.un.org.sport/files/ckfiles/files/Sport\\_for\\_SDGs\\_finalversion9.pdf](https://www.un.org/sport/sites/www.un.org.sport/files/ckfiles/files/Sport_for_SDGs_finalversion9.pdf)

**Competences Children and Youth gain in Sport for VOCATIONAL EDUCATION AND EMPLOYABILITY**

**Self-competence:  
Children and youth are able to...**

**Self-confidence and Trust**

- ... develop a positive self-perception regarding vocational competences.
- ... be confident and trust in their abilities and qualifications to take (courageous) decisions (e.g. apply for a job).
- ... realize and assess their strengths and weaknesses regarding job aspirations and requirements to receive a job.
- ... communicate their strengths and competences to teammates, friends, parents, co-workers, and job supervisors in the professional sphere.
- ... not let themselves be intimidated by teammates, friends, parents, co-workers, and job supervisors.
- ... trust in others, such as teammates, colleagues and job supervisors, as well as themselves and their abilities.
- ... realize a person needs help to manage difficult situations in (working) life and accept support.
- ... reduce their feeling of insecurity about their future and take the courage to enter into and/or finish their vocational education.

**Motivation**

- ... motivate themselves, as well as their own social and professional environment.
- ... set professional aims and become active to attain them.
- ... realize their professional aims with determination and patience.
- ... evaluate their work and life situation and continue staying motivated.
- ... create and maintain a good work-life balance.
- ... create, maintain and work on competences acquired to keep and improve their employability.

**Responsibility**

- ... realize that they themselves are responsible for their professional careers.
- ... anticipate the consequences of (professional) choices (i.e. taken or not taken) and create respective solutions.
- ... anticipate the consequences of their actions and their effects their actions have on themselves, as well as their social and professional environment.
- ... take over responsibility for their own actions on the sport field and in professional life.
- ... take courage and responsibility in tasks given in their daily and professional life.

**Critical Ability, Conflict Ability**

- ... accept and classify negative and positive criticism in their professional lives, with regard to their job performance.
- ... draw realistic conclusions on their professional competences and performance.
- ... to resist involvement in unnecessary arguments and conflict.
- ... cope and manage justifiable criticism on job-related issues in an appropriate way.

	<p><b>Resilience</b></p> <ul style="list-style-type: none"> <li>... recover from or adjust easily to misfortune, changes and/or difficulties in daily life that could influence work life, or in work life itself.</li> <li>... sustain their courage and follow their aims, or tasks given, despite past failure or defects.</li> <li>... not exaggerate or hold on to bad experiences.</li> <li>... to establish and maintain good relations with teammates, colleagues, and job supervisors even in unfavourable circumstances.</li> </ul>
	<p><b>Goal Orientation</b></p> <ul style="list-style-type: none"> <li>... consider the steps necessary to succeed/reach a certain goal on the job and in their professional life.</li> <li>... set a focus on special and normative tasks and the results of them.</li> <li>... resist distractions and track their progress of tasks given to them, as well as set aims in completing the tasks.</li> <li>... act in a self-disciplined manner towards teammates, colleagues, job supervisors, and people involved in their professional surroundings.</li> <li>... to develop a vision and plans for their own professional life based on an analysis of their competences and socio-economic contexts (e.g. family background).</li> </ul>
	<p><b>Adaptability</b></p> <ul style="list-style-type: none"> <li>... incorporate knowledge and competences gained in former tasks, or jobs, into current ones.</li> <li>... adjust themselves to different/new (job) conditions.</li> <li>... adapt to different/changing situations and have ability to stay flexible.</li> <li>... alter their actions to changed circumstances, constraints or conditions.</li> <li>... to deal with pressure or stressful situations.</li> </ul>
	<p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>... combine their knowledge, competences and experiences in a new way, thus generating new ideas to fulfil tasks or solve problems.</li> <li>... collectively develop and implement innovative approaches and actions.</li> <li>... find new ways of solving problems or fulfilling tasks, while still taking into consideration existing conditions.</li> </ul>
<p><b>Social Competence: Children and youth are able to...</b></p>	<p><b>Change of Perspective and Empathy</b></p> <ul style="list-style-type: none"> <li>... put themselves in the position of colleagues, or other individuals, in their working environment and comprehend their values, attitudes, feelings, thinking and acting.</li> <li>... put themselves in the position of others, like colleagues and job supervisors, and reflect how others might judge their own values, attitudes, feelings, and acting.</li> </ul>

**Respect, Fair Play and Tolerance**

- ... respect rules set in order to work and collaborate with others.
- ... retain their composure when facing failure or setbacks.
- ... be polite and act in a manner that regards others in a working environment.
- ... be tolerant and respect diversity in working environments.
- ... act polite in difficult situations at the workplace and in the presence of situations where there are different opinions on how to fulfil tasks.
- ... be respectful and stay tolerant with new colleagues, or teammates, who come from a different environment, or context, and bring with them different needs and qualifications.

**Solidarity**

- ... develop and maintain a mindset of solidarity that supports cooperation in the working environment.
- ... develop mutual professional support within a group.
- ... cooperate with others, and maintain cooperation until the task or aim is achieved.
- ... intervene in situations when others need support.
- ... help others, even when realizing that others are more competent in some things than themselves, and are able to use the diversity of competences of others collectively.

**Communication**

- ... develop and maintain the capacity of articulating and communicating themselves in a effective, deliberate, and profitable manner in their working environment.
- ... develop and maintain the disposition of wanting to communicate well in their working environment.
- ... develop 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.
- ... know about their own roles as a “sender” or “receiver”, as well as the behaviours and the reactions (i.e. verbally and physically) associated with each role in terms of communication (e.g. during a job interview).

**Cooperation**

- ... work together for the achievement of their individual and/or collective aims and tasks.
- ... combine efforts for the successful obtainment of a common aim or task.
- ... recognize individual strengths of group members and use them to reach a common aim or task.
- ... include all members of a (working) group and not excluding any member.
- ... facilitate collaborative and communal problem solving.

<b>Methodological Competence, Strategic Competence: Children and youth are able to...</b>	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>... perform disciplined thinking that is clear, rational, open-minded and informed by evidence.</li> <li>... assess relevant information, interpret it effectively and come to well-reasoned conclusions and solutions.</li> <li>... carry out actions in a purposeful way.</li> <li>... critically reflect on given tasks, or on professional challenges.</li> <li>... give their opinions regarding their job achievement.</li> <li>... reflect upon their behaviour and relate it to their own goals aims and work achievements. They are able to reflect and make suggestions for changes or improvements for the future.</li> <li>... anticipate consequences of their learning efficiency and quality of results achieved for future actions.</li> <li>... organize their work life autonomously and based on self-reflection.</li> </ul>
	<p><b>Decision-Making</b></p> <ul style="list-style-type: none"> <li>... evaluate a given situation on the pitch, or at the work place, and select an appropriate course of action when there are several possibilities to choose from.</li> <li>... consider all options and weigh positive and negative aspects of each option. From the consideration, they are able to produce a final rational and logical choice.</li> <li>... assess the consequences of actions on the pitch, or at the work place, and judge whether one is willing and capable to deal with them.</li> <li>... reflect on making good decisions versus bad decisions regarding their professional life (e.g. choosing jobs or fulfilling tasks).</li> <li>... forecast the outcome of each possible option and determine the best option for a particular job situation, or incident in their professional life.</li> </ul>
	<p><b>Problem-Solving</b></p> <ul style="list-style-type: none"> <li>... detect, analyse and correct errors that occur on the pitch, at the workplace, and/or in cooperation with teammates or co-workers.</li> <li>... define a problem, analyse it and develop strategies to be able to reach a solution and implement it.</li> <li>... apply different problem-solving frameworks to complex problems to then develop viable solution options and strategies related to the problem.</li> </ul>
<b>Professional Competence/Expertise:</b>	<p><b>Related to sport/specific types of sport<sup>2</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 ... dribble, pass, shoot, throw, catch etc.</li> </ul> </li> </ul>

<sup>2</sup> Baur, J., Bös, K., Conzelmann, A. & Singer, R. (2009). *Handbuch motorische Entwicklung*. Schorndorf.

- ... use different sensory and motor techniques in various ways.
- Development of basic tactical competences: Children and youth are able to...
  - ... explain the structures and strategies of a game.
  - ...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.
  - ... know in specific game situations which action leads to success (“game intelligence”).
  - ... act in a creative way and choose various solutions (“game creativity”).
  - ... comprehend communicative and cooperative behaviour of individual team members.

**Related to Vocational Education and Employability:** Children and Youth are able to....

... explain the concept of using sport as a tool for vocational education and employability.

... understand that important and relevant competences are able to be gained, through their sport participation, for their future professional career.

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

... explain the importance of physical activity and sport for their own well-being, physical and mental health as a necessary balance to their future professional life.

... know about the distribution of formal employment rates per sector, informal employment, and unemployment in different world regions or nations. In addition, they know which social groups are especially affected by unemployment and regarding the facts and figures they know how to evaluate their own situation and their environment.

... know about vocational education and employment opportunities in their environment and are informed about steps to take to have access.

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