



Competences Children and Youth gain in Sport for Employability contribute to **SDG 8 Decent Work and Economic Growth**

In relation to SDG 8 Sport for Employability can create the following benefits:

- Promoting employment and vocational competences
- Connecting young people to vocational education settings
- Supporting growing labour markets in the sports industry

Sport activities, offered in a pedagogically valuable way, impart and strengthen competences children and youth need in their daily lives. The competence framework is not to be understood as complete and not all competences are automatically gained by all participants. However, the framework is a useful presentation of competences that may and could be gained by beneficiaries taking part in S4D activities with the focus on employability.

The following table connects competences children and youth gain in sport for employability with selected SDG 8 targets and indicators. They were selected by GIZ based on their concepts and experiences.

S4D related SDG 8 Targets	SDG 8 Indicators	Competences Sport for Development helps children and youth to...	
<p>Target 8.3</p> <p>Promote development-oriented policies that support productive activities, decent job creation,</p>	<p>Indicator 8.3.1:</p> <p>Proportion of informal employment in non-agriculture employment, by sex</p>	<p>Self-Competence</p>	<p>Self-confidence and Trust</p> <p>... 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.</p>

<p>entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services</p>			<p>Motivation</p> <ul style="list-style-type: none"> ... 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. <p>Responsibility</p> <ul style="list-style-type: none"> ... 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. <p>Critical Ability, Conflict Ability</p> <ul style="list-style-type: none"> ... 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>Target 8.5</p> <p>By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value</p>	<p>Indicator 8.5.1: Average hourly earnings of female and male employees, by occupation, age and persons with disabilities</p> <p>Indicator 8.5.2: Unemployment rate, by sex, age and persons with disabilities</p>	<p>Social Competence</p>	<p>Change of Perspective and Empathy</p> <ul style="list-style-type: none"> ... put themselves in the position of colleagues, or other individuals, in their working environment and comprehend their values, attitudes, feelings, thinking and acting. ... 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. <p>Respect, Fair Play and Tolerance</p> <ul style="list-style-type: none"> ... 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. <p>Solidarity</p> <ul style="list-style-type: none"> ... develop and maintain a mindset of solidarity that supports cooperation in the working environment. ... develop mutual professional support within a group.

<p>Target 8.6</p> <p>By 2020, substantially reduce the proportion of youth not in employment, education or training</p>	<p>Indicator 8.6.1:</p> <p>Proportion of youth (aged 15-24 years) not in education, employment or training</p>		<p>... 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.</p> <p>Communication</p> <p>... 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).</p> <p>Cooperation</p> <p>... 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.</p>
		<p>Methodological Competence, Strategic Competence</p>	<p>Critical Thinking</p> <p>... perform disciplined thinking that is clear, rational, open-minded and informed by evidence. ... assess relevant information, interpret it effectively and come to well-reasoned conclusions and solutions. ... carry out actions in a purposeful way. ... critically reflect on given tasks, or on professional challenges. ... give their opinions regarding their job achievement. ... 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. ... anticipate consequences of their learning efficiency and quality of results achieved for future actions. ... organize their work life autonomously and based on self-reflection.</p> <p>Decision-Making</p> <p>... 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. ... 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.</p>

			<p>... 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.</p> <p>... reflect on making good decisions versus bad decisions regarding their professional life (e.g. choosing jobs or fulfilling tasks).</p> <p>... forecast the outcome of each possible option and determine the best option for a particular job situation, or incident in their professional life.</p> <p>Problem-Solving</p> <p>... detect, analyse and correct errors that occur on the pitch, at the workplace, and/or in cooperation with teammates or co-workers.</p> <p>... define a problem, analyse it and develop strategies to be able to reach a solution and implement it.</p> <p>... apply different problem-solving frameworks to complex problems to then develop viable solution options and strategies related to the problem.</p>
		<p>Professional Competence /Expertise</p>	<p>Related to sport/specific types of sport¹</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 ... 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. <p>Related to Vocational Education and Employability: Children and Youth are able to....</p> <p>... explain the concept of using sport as a tool for vocational education and employability.</p> <p>... understand that important and relevant competences are able to be gained, through their sport participation, for their future professional career.</p> <p>... critically reflect on underlying cultural and normative assumptions and practices regarding vocational education, career options and choices.</p>

¹ Baur, J., Bös, K., Conzelmann, A. & Singer, R. (2009). *Handbuch motorische Entwicklung*. Schorndorf.

			<p>... 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.</p> <p>... 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.</p> <p>... know about vocational education and employment opportunities in their environment and are informed about steps to take to have access.</p> <p>... know their personal strengths and weaknesses, which in turn allows them to draw conclusions regarding their professional career.</p>
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