



Competences Children and Youth gain in Sport for VIOLENCE PREVENTION Programmes

Goal 16 of the Sustainable Development Goals (SDGs) aims at the promotion of a peaceful and inclusive society, access to justice for all and at effective, accountable and inclusive institutions at all levels. Of course, sport alone cannot prevent conflict or build peace, but it can **contribute to relationships** across social, economic, and cultural divides. When applied effectively, sport can teach fundamental principles such as **tolerance, solidarity, cooperation and mutual respect**. Involvement in sport can provide participants with an **opportunity to connect** with other groups based on a shared identity. Furthermore, it fosters self-confidence and promotes communication competences which are important **to resolve conflicts non-violently** and peacefully exchange views. Empowering relationships and networks, sport activities can contribute to a greater sense of identity and feeling of belonging, which can lead to an active citizenship outside of the sporting environment.

S4D programmes which are designed to contribute to selected SDG 16 targets should include activities for boys and girls (13 – 16 years old) in order to enable them to...

- ... understand the importance of physical activity and sport for their own well-being and healthy development, especially in terms of nonviolent behaviour.
- ... critically reflect on their underlying cultural and normative assumptions, and practices, regarding violence.
- ... know how to reduce a possible or potential act of aggression in a coordinated way.
- ... cope with their feeling of fear and improve their relationships with other youth, as well as towards their surrounding environment.
- ... accept existing rules in sporting activities/behaviour.
- ... feel affiliated to others on their sport team or involved in their physical activities.
- ... appraise different types of violence and abuse (physical, sexual, emotional, psychological, spiritual/religious, cultural, verbal, financial, neglect)
- ... know how to evaluate their own situation and their environment with regard to different types of violence and abuse.

In the following, the outlined **competences** related to violence prevention are simplified in a systematic way, including **specific competences** in the areas of self-competence, social competence, methodological/ strategic competence and sport specific competence. The competence framework is not to be understood as complete and not all competences are automatically gained by all participants.¹

¹ Parts of the following 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 \(UNESCO, 2017\)](#);



Competences Children and Youth gain in Sport for VIOLENCE PREVENTION Programmes (13 – 16 years)

Self-competence: Children and youth are able to...	Self-confidence and Trust <ul style="list-style-type: none"> ... trust in their own power, abilities, qualities, and judgement, not based on violent actions. ... speak about violent incidents that they suffer(ed) from and/or that they perform(ed). ... identify negative actors in their communities and to communicate their feelings about them to individuals they identify as trustworthy.
	Motivation <ul style="list-style-type: none"> ... engage in finding non-violent solutions for their own problems. ... deal with their feelings and desires through non-violent communication and actions. ... pursue goals that promote a peaceful environment.
	Responsibility <ul style="list-style-type: none"> ... take responsibility for their own actions in critical violent situations (i.e. not responding violently or defusing the situation).
	Critical Ability, Conflict Ability <ul style="list-style-type: none"> ... think before acting in either situation that is or might be threatening. ... absorb points of criticism and manage them in a non-violent way. ... learn about their role in conflict situations.
	Resilience <ul style="list-style-type: none"> ... recover from, or adjust to, misfortune, life change, difficulties and/or tough situations without reacting violently. ... overcome emotions that impede the process of learning. ... learn from bad experiences and move on. ... understand the psychological and social consequences of severe violence (trauma).
	Goal Orientation <ul style="list-style-type: none"> ... resist distractions and keep track of their own personal goals. ... remind themselves that achieving and reaching one's goal in the end is greater than the momentary situation of violence. ... think beyond a traumatic violent moment and place their mindset on reaching farther than a given point in time.
	Adaptability <ul style="list-style-type: none"> ... alter their reactions to changed circumstances in a non-violent way and adjust themselves in a peaceful way. ... realize that similar to violent situations they experience on the sport field, they are able to reflect about the violent situations they experience in their homes, schools and communities.
	Creativity <ul style="list-style-type: none"> ... open their minds and create innovative solutions to solve one's own issues in a peaceful way, through peaceful actions. ... remind themselves that mostly violence occurs if people do not find ways to solve conflicts in a constructive manner,



	<p>hence they know ways how to do so.</p>
Social Competence: Children and youth are able to...	<p>Change of Perspective and Empathy ... reflect how violent behaviour might affect others. ... put themselves in different roles, those of victims and perpetrators. ... respect others, even if they are opponents.</p> <p>Respect, Fair Play and Tolerance ... take others seriously and impartially regardless of age, sex, family backgrounds and origin. ... stay polite in violent situations, or situations that run the risk of becoming violent, and act with regard. ... stay tolerant and respect diverse people in difficult surroundings.</p> <p>Solidarity ... avoid conflict by creating a sense and environment of support after having suffered from a violent incident. ... help each other and use the diversity of competences collectively instead of being violent against each other. ... intervene in conflict situations.</p> <p>Communication ... interact with others/unknown persons. ... communicate verbally and not by using violence to express themselves. ... learn about their own behaviour in violent situations (incl. verbal and physical reactions).</p> <p>Cooperation ... enjoy physical activities that make them feel included. ... enjoy being in a place where they can cooperate and feel secure.</p>
Methodological Competence, Strategic Competence: Children and youth are able to...	<p>Critical Thinking ... identify people in their environment who are good and not good for them. ... take necessary actions to enhance or decrease relationships that are not good for them. ... take a position in a discourse or discussion in conflict situations or where violence is present. ... critically reflect their own role, as role models, and how their own behaviour can contribute to violence/non-violence.</p> <p>Decision-Making ... reflect on making good decisions versus bad decisions, regarding violent or illegal actions ... forecast the different decision options and their outcomes to determine the best option for a particular situation, instead of choosing the violent option/reaction immediately.</p> <p>Problem-Solving ... detect, analyse and correct errors, while retaining control of their own feelings and actions. ... define a problem, analyse it and develop peaceful strategies. ... not only be physically fit, but also mentally fit; thus, be capable of developing strategies in managing challenging problems.</p>



Sport specific Competences²	<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 with clever choice of available means and possibilities by the 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.
---	--

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