

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

Goal 8 of the Sustainable Development Goals (SDGs) promotes sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. Using the **attractiveness of sport** may be relevant to reach marginalized youth or youth that are difficult to approach (i.e. early school drop-outs, (former) criminals, (former) drug addicts). Sport training can contribute to **(re-)integrate** them into the education system. In addition, within many countries the sport sector offers a **growing labour market** with jobs in science, economics, politics and civil society. Through the environment and an adequate atmosphere in a sport training, youth can achieve **key competences** that contribute at the same time to improving their employability.

S4D programmes which are designed to contribute to selected SDG 8 targets should include activities for boys and girls (13 – 16 years old) in order to enable them to...

- ... 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 and health as a necessary balance to their future professional life.
- ... 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.
- ... recognize the responsibility for oneself and others and act accordingly.
- work in a disciplined way on achieving their goals.

Apart from conveying competences you can use sport training for **giving information** and advising youth about advanced vocational education and prospects and options as well as **support** youth in networking and provide connections with potential employers.

In the following, the outlined **employability 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 competence framework is not to be understood as complete and not all competences are automatically gained by all participants.¹

¹Parts 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 \(UNESCO, 2017\)](#);

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

Self-confidence and Trust

- ... 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.
- ... trust in others, such as teammates, colleagues and job supervisors, as well as themselves and their abilities.

Motivation

- ... motivate themselves, as well as their own social and professional environment.
- ... set professional aims and become active to attain them.
- ... evaluate their work and life situation and continue staying motivated.

Responsibility

- ... anticipate the consequences of (professional) choices (i.e. taken or not taken) and create respective solutions.
- ... 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

- ... 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.
- ... cope and manage justifiable criticism on job-related issues in an appropriate way.

Resilience

- ... recover from or adjust easily to misfortune, changes and/or difficulties in daily life that could influence work life.
- ... establish and maintain good relations with teammates, colleagues, and job supervisors.

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.
- ... develop a vision and plans for their own professional life.

Adaptability

- ... adjust themselves to different/new (job) conditions.

	<p>... adapt to different/changing situations and have their ability to stay flexible. ... alter their actions to changed circumstances, constraints or conditions.</p>
	<p>Creativity ... combine their knowledge, competences and experiences in order to generate new ideas to fulfil tasks/ solve problems. ... collectively develop and implement innovative approaches and actions. ... find new ways of solving problems or fulfilling tasks.</p>
Social Competence: Children and youth are able to...	<p>Change of Perspective and Empathy ... put themselves in the position of colleagues or other individuals and reflect about their values, attitudes, feelings, and acting. ... respect the needs and actions of others with regard to education, training or career choices.</p>
	<p>Respect, Fair Play and Tolerance ... respect rules set in order to work and collaborate with others. ... act politely in difficult situations at the workplace and in situations where there are different opinions about tasks. ... be respectful and stay tolerant with new colleagues, or teammates, who come from a different environment or context.</p>
	<p>Solidarity ... 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.</p>
	<p>Communication ... 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 the right behaviour and reactions in terms of communication (e.g. during a job interview).</p>
	<p>Cooperation ... work together for the achievement of their individual and/or collective aims and tasks. ... recognize individual strengths of group members and use them to reach a common aim or task. ... include all members of a (working) group.</p>

Methodological Competence, Strategic Competence: Children and youth are able to...	Critical Thinking ... 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 and work achievements.
	Decision-Making ... evaluate a given situation on the pitch, or at the work place, and select an appropriate course of action. ... consider all options and weigh positive and negative aspects of each option. ... reflect on making good decisions versus bad decisions regarding their professional life (e.g. choosing jobs or fulfilling tasks).
	Problem-Solving ... detect, analyse and correct errors that occur on the pitch, at the workplace, and/or in cooperation with teammates or co-workers. ... define a problem, analyse it and develop strategies to be able to reach a solution and implement it. ... apply different problem-solving frameworks to complex problems.
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"> ○ ... dribble, pass, shoot, throw, catch etc. ○ ... 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"> ○ ... 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.

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