

## S4D Impact Indicator Framework SDG 4

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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 Education](#) and it is therefore designed for the programme or project level. The overall aim is **to measure the contribution of sport activities to SDG 4**.

Therefore, relevant **SDG Targets** are listed.<sup>1</sup> For each of the targets, **S4D Main Indicators** are formulated. Selected S4D specific Competences from the [S4D Competence Framework](#) represent **S4D Sub-Indicators**. These Main Indicators and Sub-Indicators are variables to measure the impact on programme or project level with regard to different depth and types (cf. The Commonwealth 2019, p. 44f.).<sup>2</sup> 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 (1) regularly take part in S4D Trainings<sup>3</sup>, (2) involving S4D Activities, (3) they may gain S4D specific competences (4) contributing to SDG Targets.**

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<sup>1</sup> The selection of targets is based on the [Commonwealth Publication “Enhancing the Contribution of Sport to the SDGs”](#) (Lindsey & Chapman, 2017).

<sup>2</sup> 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).

<sup>3</sup> Implemented by [qualified S4D coaches](#); focusing on S4D topics and the development of [competences in all parts of the training](#);

1. If children/youth **regularly take part** in S4D training sessions...
2. ... **involving S4D Activities focusing on SDG 4**, for example<sup>4</sup>...



S4D Activity SDG 4  
"Adapting Games"

S4D Activity SDG 4  
"PE online/at home"

S4D Activity SDG 4  
"Shuttle Divisions"

S4D Activity SDG 4  
"Physical Activity in the Classroom"

3. ... they may gain S4D specific competences...

4. ... contributing to SDG targets.

General Dimension: S4D Competence Cluster	Sub Dimension: S4D Competences	S4D Sub-Indicator: Selected <sup>5</sup> S4D specific competences	S4D Main Indicators:	SDG Target:
		<b>XY % of children/youth...<sup>6</sup></b>	<b>XY% of children/youth...</b>	<b>Target 4.1.</b>
<b>Self-competence</b>	Self confidence and trust	... communicate about their strengths and competences to teammates, friends, parents, peers, and teachers/coaches in their respective learning environment. ... enter, maintain and finish their education.	... recognise that they can gain important and relevant competences, for their future career through their sport participation.	<b>By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</b>
	Responsibility	... know that they are responsible for their success in their educational/learning environment. ... anticipate the consequences of their choices (i.e. taken or not taken) and create solutions. ... take over responsibility for tasks given in their daily professional life.	... reflect on underlying cultural and normative assumptions and practices regarding education, career options and choices	
	Resilience	... recover from or adjust to misfortune, changes and/or difficulties in their daily lives that could influence learning or their participation in educational settings.		
	Motivation	... recognise their professional targets.		

<sup>4</sup> The S4D Activities are *examples*. They are covering only some of the competences listed. Remember: If you modify reflection questions you can focus on any competence you want!

<sup>5</sup> The S4D specific competences are selected from the [S4D Competence Framework](#), depending on how they match with the SDG Target.

<sup>6</sup> Scale: 0 = Children/ Youth don't show the competence; 1= Children/ Youth show the competence

		... contribute to the achievement of their learning aims with determination and patience.	... become engaged learners at all levels of their formal and non-formal education	
	Goal Orientation	... consider the steps necessary to succeed in their studies/learning and/or school life.		
Social competence	Solidarity	... develop a mindset of solidarity that supports cooperation in the learning environment.		
	Communication	... work out approaches to communicate in an effective and useful manner in their learning environment.		
	Cooperation	... work together for their learning or professional achievement.		
Methodological competence/ Strategic competence	Critical thinking	... recognise challenges that limit access to learning opportunities. ... critically reflect on given tasks, or on learning challenges.		
	Decision making	... assess the consequences of decisions concerning the educational environment (such as drop out) and judge whether one is willing and capable to deal with them.		
	Problem solving	... identify problems within the learning environment and develop strategies to solve problem within the learning environment.		
		<b>XY % of children/youth...</b>	<b>XY% of children/youth...</b>	<b>Target 4.5.</b>
Self-competence	Self Confidence and Trust	... reflect on their strengths related to their learning aspirations.	... learn the importance of making decisions regarding their educational/ professional life.  ... realize their strengths and weaknesses	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disability, indigenous people and
	Creativity	... find new ways of solving problems or fulfilling tasks in their educational/learning environment.		
	Responsibility	... know that they are responsible for their success in their educational/learning environment. ... anticipate the consequences of their choices (i.e. taken or not taken) and create solutions.		

	Resilience	... recover from or adjust to misfortune, changes and/or difficulties in their daily lives that could influence learning or their participation in educational settings.	<p>regarding education aspirations and requirements to accomplish schooling.</p> <p>... implement decisions taken regarding their professional life.</p>	<p><b>children in vulnerable situations</b></p>
	Goal Orientation	... develop a vision and plans for their own academic life based on an analysis of their competences and socio-economic contexts (e.g. family background).		
	Adaptability	... to deal with pressure or stressful situations in their educational/learning environment.		
<b>Social competence</b>	Respect, Fair Play and Tolerance	... understand the importance of respecting rules set in their learning environment in order to work and collaborate with others		
	Solidarity	... know how to intervene in situations when others need support.		
	Cooperation	... recognise the individual strengths of group members and use them to reach a common educational/professional goal.		
	Communication	... analyse their ability to communicate. ... work out approaches to communicate in an effective and useful manner in their learning environment.		
<b>Methodological competence/ Strategic competence</b>	Critical Thinking	... recognise challenges that limit access to learning opportunities.		
	Decision Making	... assess the consequences of decisions concerning the educational environment (such as drop out) and judge whether one is willing and capable to deal with them.		