

How to Use this Manual

The following course focuses on choosing and developing **appropriate educational goals**, which is one of the *five main principles of Sport for Development* (S4D).

The manual is divided into two parts.

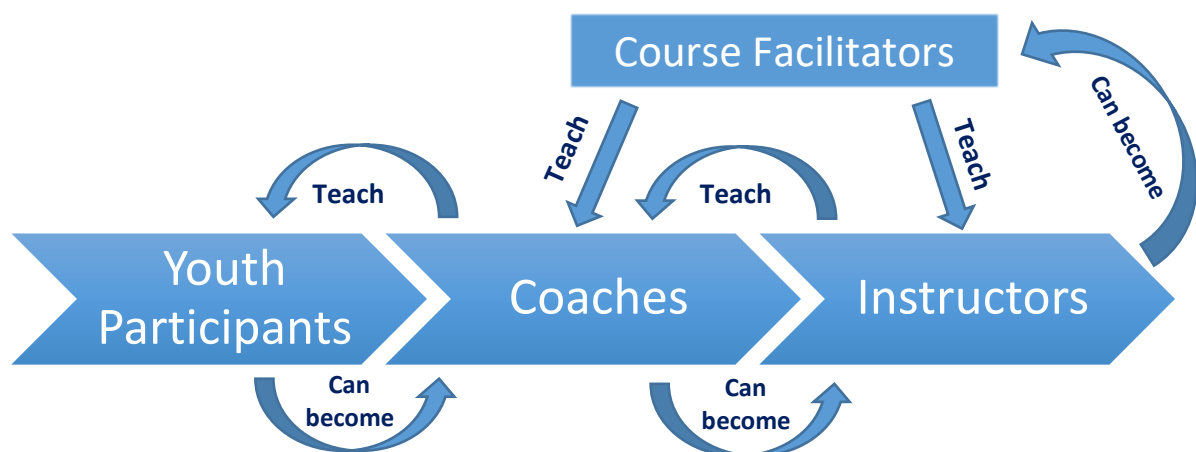
The first part introduces the topic itself. It explains what educational goals are and how to choose appropriate goals according to the personal context of youth participants. This is the **content part** of the course. It can be studied by anyone interested in finding out more about appropriate educational goals.

You should study it particularly carefully if you wish to convey the information in the content part as a course facilitator. A **course facilitator** is anyone who helps current S4D coaches acquire new knowledge and teaches them how to convey this knowledge, so that they can become instructors.

This is the focus of the second part of the course. It is the **facilitation part**, written in the form of guidelines on how to teach a course on appropriate educational goals. It takes the perspective of a course facilitator who wishes to teach coaches how to become instructors.

The course therefore aims to train current coaches as instructors.

This process is visualised in the following graphic.



In order for coaches to be able to become instructors, they must already possess the knowledge laid out below in the content part of *Appropriate Educational Goals*. They must also have experience in the field of S4D. The aim is to teach coaches how to convey their existing knowledge to other coaches.

This course can be used as part of an S4D workshop for instructors. Competence development should be one of the most important aims of such a workshop.

Remember that **all courses and workshops must be properly monitored and evaluated** according to their specific content and context. This helps to ensure that outputs and outcomes are successfully evaluated, and goals are verifiably reached.

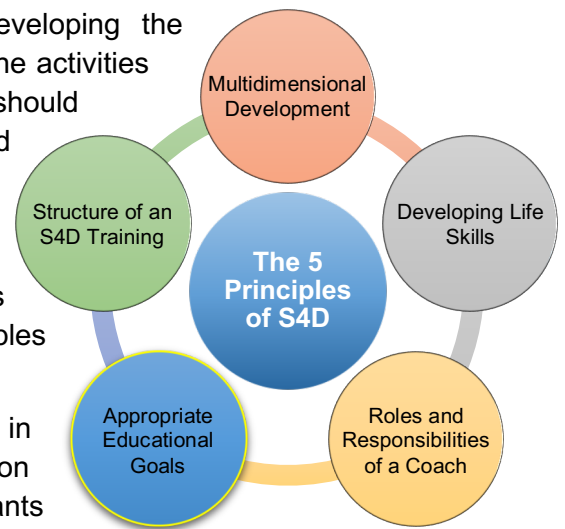
To properly assess different S4D activities, it is important to use the appropriate tools and methods. There is **no one-size-fits-all solution in M&E**. Coaches and instructors must be able to use the right approaches for the right situations. More information can be found on the '*Sport for Development Resource Toolkit*' website under: [Essentials – M&E in the field of S4D](#) and in the overarching course on *Monitoring and Evaluation*.

Appropriate Educational Goals

Appropriate educational goals are essential when developing the sporting and life skills of youth participants. Put simply, the activities chosen by a coach as part of an S4D training session should neither be too easy nor too difficult for participants and must always be **adjusted to the personal and sociocultural context and background of youth participants** in an attempt to manage diversity.

As always, bear in mind that there are five main principles and that S4D can only develop its full potential if all principles are taken into account and applied.

What may sound simple on paper can prove difficult in practice. A good coach is able to design a training session in a way that encourages and develops all youth participants equally, always considering their individual skill level and personal needs. In order to accomplish this, it is important to be aware of several key factors that determine the needs of youth participants.



The **personal background** of youth participants influences their needs at every stage in life.

For instance, a youth participant with a violent temper may benefit from activities with a special focus on violence prevention. Traumatized child soldiers, on the other hand, may benefit from an entirely different set of life skills. A good S4D coach is aware of these personal circumstances and plans activities accordingly. The coach also needs to be aware that participants will have differing personal goals and should design S4D activities to help youth participants reach their full personal potential.

Personal background

Skill level refers to the *four dimensions of development* through S4D (cognitive, social, sport and physical). Youth participants will be at different stages of development in terms of these dimensions and activities must be structured in a way that allows all participants to reach their full potential. This may include setting up different activities for participants with different skill levels.

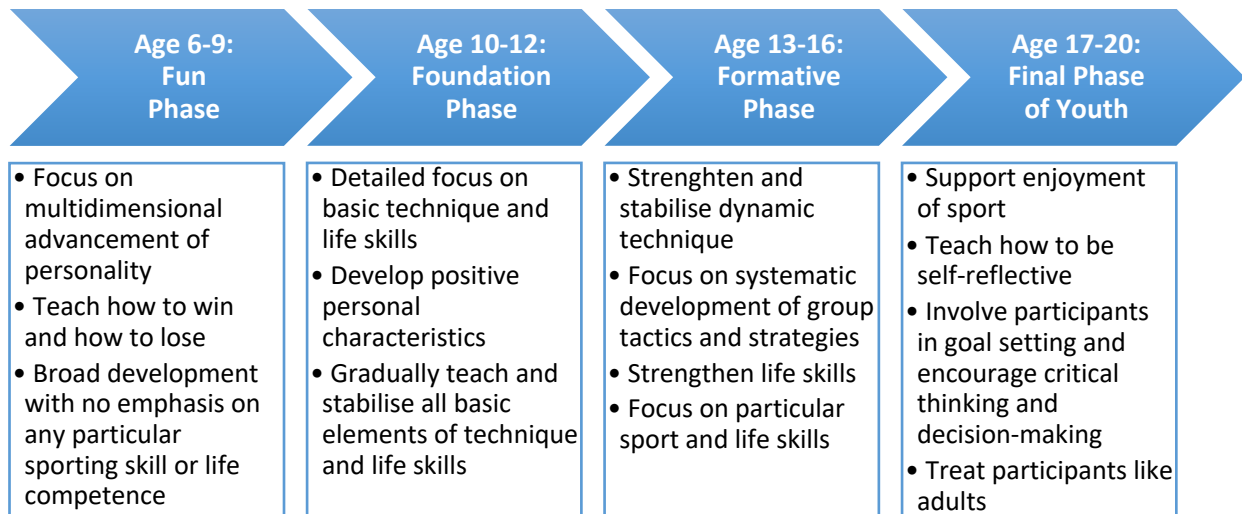
The **cultural setting** of an S4D programme plays an important role in shaping it. Whether it is gender roles and relations, the culture of learning or how strict or flexible hierarchical structures are, the cultural setting will always have to be taken into account when developing S4D activities.

Cultural setting

The **age** of youth participants is one of the most influential factors governing their needs. Guidelines that outline fundamental characteristics and objectives of participants, based on common physical and mental conditions at different stages in life, can be found on the 'Sport for Development Resource Toolkit' website under: [Tools For Your Practice – S4D Teaching and Learning Materials – South Africa – YDF Manual for Coaches, South Africa.](#)

In general, youth participants can be divided into four age groups with differing main objectives that a coach should know about.

Remember that **children of the same age can be at different stages of development** however in terms of sporting and life skills, and that key factors, such as personal background, always influence their needs too.



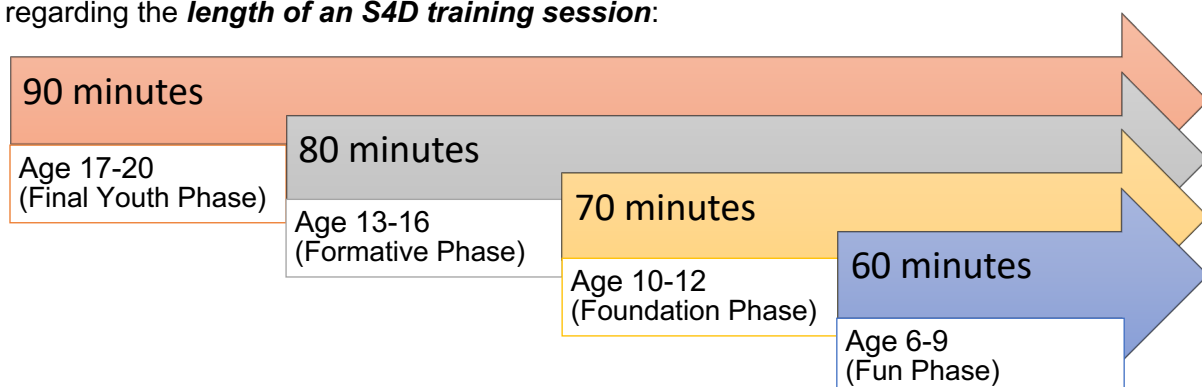
Examples of what an age-appropriate S4D training session in different sports could look like can be found on the 'Sport for Development Resource Toolkit' website under: [Tools For Your Practice – S4D Teaching and Learning Materials – Namibia.](#)

A coach should follow a certain set of guidelines to help determine appropriate educational goals, while taking into account all of the previously listed information. In order to develop successful training sessions, a coach should consider the following things: (These **guidelines are by no means exhaustive** or complete and should be expanded according to the personal needs and circumstances of the youth participants.)

- ✓ What are the participants' past achievements and personal backgrounds?
- ✓ What are the participants' current levels in terms of sporting and life skills?
- ✓ Identify sporting and life skills that will be addressed (for further information on this, see the basic course on *Developing Life Skills*)
- ✓ List the goals in order of their priority

Since participants will be at differing stages of development in terms of their cognitive skills, attention spans and endurance etc. depending on their age, a training session's time frame should be adjusted according to the demands and ages of participants.

As a general framework, coaches should try to adhere to the following recommendations regarding the **length of an S4D training session**:



How to Facilitate the Course

It is the course facilitator's task to **accurately and successfully convey the knowledge** of the *Content* part to the instructors in the class. It is also essential for **instructors to learn how to convey this knowledge to other coaches**.

To do so, it is recommended to split the course into the sections *Theory*, *Practice* and *Reflection*. It is essential to pursue the stated competences. Every course participant should have gained these competences by the end of the course in order to become a qualified instructor.

Furthermore, course facilitators must be aware of and **consider diversity among course participants**. Much like youth participants, coaches and future instructors come from diverse backgrounds with different levels of knowledge, needs and goals. This must always be taken into account. More information on this can be found in the overarching course on *Adult Education*.

1.) Theory

In the theoretical introduction of the course it is important for the course facilitator to **include all of the information of the content part** on appropriate educational goals. This information should be conveyed using several methodological and didactical approaches. It can be good to alternate and use different methods and approaches to convey the knowledge. The course facilitator may for example:

- Allow some instructors to present their own S4D projects, while focusing on the specific topic of appropriate educational goals
- Use group work to let instructors share their experiences of appropriate educational goals, describe any obstacles and try to find solutions to common problems

Since course participants should already be familiar with appropriate educational goals, it is especially important that they now **learn about different methods to convey this knowledge**. They must be able to use different approaches as future instructors. The course facilitator must therefore find a balance between conveying some new knowledge and conveying methods for course participants to use, so that they will be able to train coaches.

2.) Practice

A practical demonstration in the form of an S4D training session is an important part of the course. It helps to **consolidate the previously gained knowledge and visualise the content**. The S4D training session can either be led by the course facilitator or by an experienced course participant. It is important for instructors to focus on the educational goals used during the session.



Theory

Competences: Course participants...

- are able convey their knowledge about appropriate educational goals
- are able to improve coaches' ability to respect the needs, perspectives, and actions of each individual
- know about the importance of managing diversity between groups and how to consider and convey this knowledge to coaches
- know about the importance of managing diversity within groups and how to consider and convey this knowledge to coaches
- are able to encourage coaches to adapt their teaching style and methods to individuals and to different learning preferences

Note that not all course participants need to take part in the actual training session. They may be split, with one group acting as training participants while the other group observes the S4D training. The observer group must **pay particular attention to the educational goals that the coach has chosen and their appropriateness.**

A helpful instructor tool for conducting training observation can be found on the 'Sport for Development Resource Toolkit' website under: [Tools For Your Practice – S4D Tools for Ensuring Quality Education – M&E Tools for Follow-up Activities – M&E Tool/Template 'Follow-up Training Observation and Interview'](#).

The observations will be discussed in a subsequent *Reflection* session. Ideally, every instructor should observe at least one S4D training session and subsequently learn to give constructive feedback to the training session coach.



Practice

Competences: Course participants...

- are able to critically observe and assess an S4D training session, especially with regard to appropriate educational goals
- are able to enhance coaches' ability to identify the competences needed by participants and to develop appropriate activities accordingly
- are able to improve coaches' ability to explain and evaluate the appropriateness of chosen educational goals
- are able to give constructive feedback and recommendations to coaches on the appropriateness of chosen educational goals

3.) Reflection

In this session, the previous **observations are openly discussed** in the plenary, led by the course facilitator. Questions should be posed to the course participants, such as:



- Which educational goals were integrated into the training session?
- Were the educational goals appropriate, considering all of the relevant information that was discussed during the *Theory* session?
- Did the coach take into account the diversity of training participants?

To finish, the course facilitator should summarise the elaborations from the current and previous sessions and recap on the most important aspects of the entire course.



Reflection

Competences: Course participants...

- are able to critically assess an S4D training session, especially with regard to appropriate educational goals
- are able to give and receive feedback in a differentiated and professional way, especially concerning the appropriateness of educational goals
- are able to help coaches give and receive feedback in a differentiated and professional way, especially concerning the appropriateness of educational goals
- are able to encourage coaches to critically reflect on which development objectives and competences are important for youth participants

Further important competences that an instructor should possess can be found on the 'Sport for Development Resource Toolkit': [Essentials – S4D Competences – Instructor Competences](#).

