

How to Use this Manual

The following course focuses on the **multidimensional development of participants**, 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 multidimensional development is and how it can be used to increase S4D's effectiveness. This is the **content part** of the course. It can be studied by anyone interested in finding out more about the topic of multidimensional development.

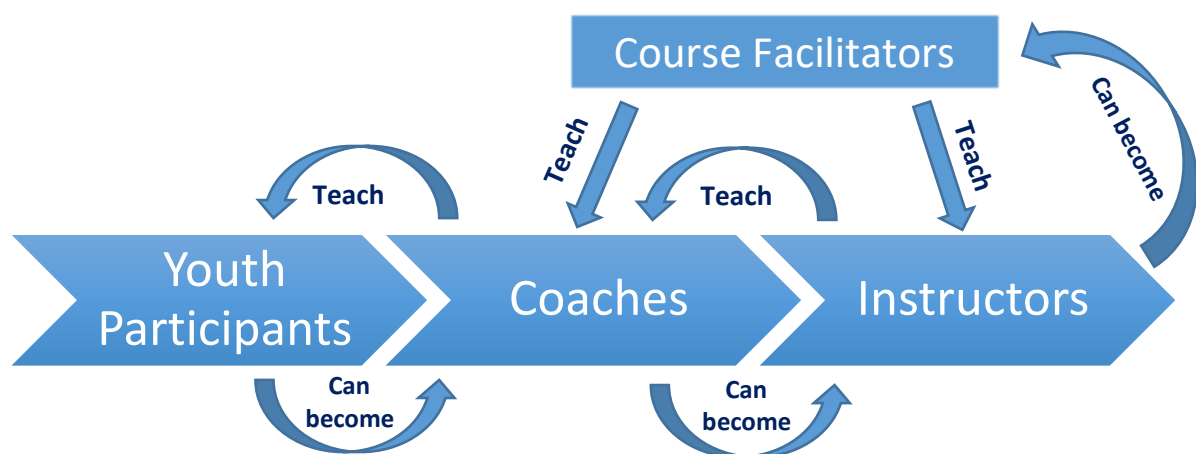
You should study it particularly carefully if you wish to convey the information of the content part as a course facilitator. A **course facilitator** is anyone who helps current S4D coaches acquire new knowledge and teaches them how to convey this knowledge, so that they can become instructors.

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 multidimensional development.

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 *Multidimensional Development*. 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.

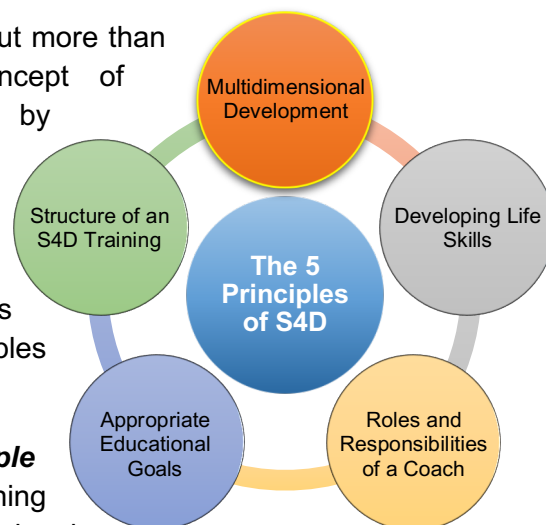
Remember that **all courses and workshops must be properly monitored and evaluated** according to their specific content and context. This helps to ensure that outputs and outcomes are successfully evaluated, and goals are verifiably reached.

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**.

Multidimensional Development of Participants

Especially in a sport for development context, sport is about more than 'just' physical exercise and skill training. The concept of multidimensional development captures this sentiment by putting the focus not just on the sport-related development of (youth) participants but instead capturing the entire range of dimensions that contribute to the comprehensive development of (youth) participants.

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.



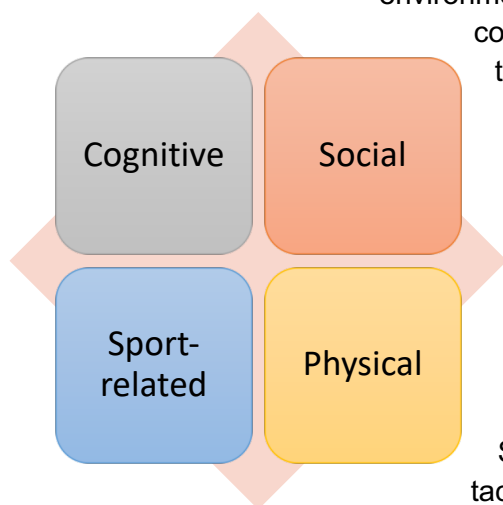
Multidimensional development is an overarching principle

that S4D coaches need to keep in mind for all S4D training sessions. It is important for a coach to avoid the one-dimensional development of (youth) participants that focuses too much on sport-related progress.

An S4D training session should always foster the development of the following 4 dimensions.

Cognitive Development

Cognitive development involves the progress youth make in understanding the world and its relationships, as well as the learning processes by which humans gain knowledge of their environment and thus develop their intelligence. The aim is to improve cognitive skills that contribute to the development of critical thinking.



Social Development

Social development can be defined as a socialisation process that involves building emotional bonds, acquiring values, social knowledge and norms, learning habits, social roles and behaviours in order to facilitate adaptation. The aim is to strengthen personal skills that contribute to the development of a social structure.

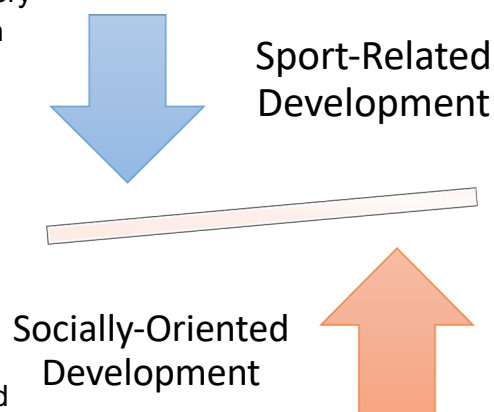
Sport-Related Development

Sport-related development should aim to improve the technical, tactical and motor skills required for the respective sport and encourage the pursuit of outstanding athletic performance.

Physical Development

Physical development involves the physical changes that every human being goes through and that have a particular effect on weight and height, including bone and muscle growth. The aim is to promote general motor skills, healthy habits and physical well-being.

In this regard, an S4D training session should be understood as a systematic pedagogical unit that seeks to promote all four dimensions of development in order for (youth) participants to be able to achieve improved results in different daily-life contexts. It is the coach's task to find the most appropriate balance between the cognitive, social, sport-related and physical development of (youth) participants.



Integrating the *development of life skills* and staying clearly focussed on the *structure of a training session* can help to achieve this balance. Ideally, the different development dimensions are not seen as opposing but as complementing each other. Coaches must bear in mind that **multidimensional development does not mean standardised development**. (Youth) participants will be at different stages of development, which means that you will need to adjust application of the four dimensions according to participants' personal and social context. More on this can be found in the basic course of *Appropriate Educational Goals*.

As part of multidimensional development, **fun-based learning** represents an important concept that should lie at the heart of all S4D activities.

It helps to tie the five main principles together and the S4D coach should always consider it as an underlying feature. Essentially, it must be ensured that **youth participants are placed at the centre of all activities**.

In order for youth participants to develop their full potential and gain important life skills through S4D, they must be able to enjoy themselves and have fun while learning. Fun-based learning is both a means to an end and an end in itself. It motivates youth participants to attend training sessions in the first place and promotes the long-term process and sustainability of competence development.

Sport offers a great opportunity to employ fun-based learning. It has the ability to attract children, youth and adults alike, in a way which traditional educational measures cannot. But fun-based learning is not a given and must not be taken for granted.

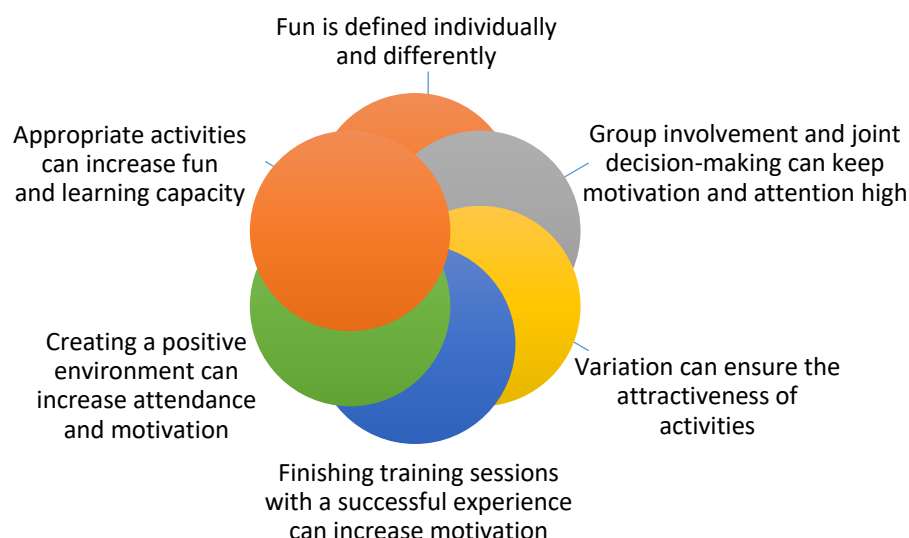
When planning and developing a training session, the coach should **consider the activities from the standpoint of youth participants**.



Youth participants stand to gain a lot through fun-based learning. Benefits include, for example:

- ✓ Higher attendance at training sessions
- ✓ Increased motivation and attention during training sessions
- ✓ More sustainable development of life skills

A few useful tips should therefore be borne in mind which can increase the success of training sessions and make them more fun.



More information can be found in the basic courses on the *Roles and Responsibilities of a Coach* and on developing *Appropriate Educational Goals*.

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 basic course on *Appropriate Educational Goals* and 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 multidimensional development of participants. 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 topic of multidimensional development
- Use group work to let instructors share their experiences and obstacles regarding the multidimensional development of participants and try to find solutions to common problems

Since course participants should already be familiar with the concept of multidimensional development, 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 more important for instructors to **focus on the concept of multidimensional development** than on the topics and exercises of the session.

Note that not all course participants need to take part in the actual training session. They may



Theory

Competences: Course participants...

- are able convey their knowledge about multidimensional development
- are able to raise coaches' awareness for the overarching importance of multidimensional development and fun-based learning
- are able to sensitise coaches to the individualisation and personalisation of the multidimensional development process
- are able to use a wide range of methods (e.g. group work) when teaching about multidimensional development and adapt their methodology if necessary

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 incorporation of all four dimensions of multidimensional development**.

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 the concept of multidimensional development
- are able to enhance coaches' ability to identify different aspects which add to a multidimensional and fun-based training session
- are able to improve coaches' ability to explain, evaluate and apply the concept of multidimensional development
- are able to give constructive feedback and recommendations to coaches on the use of multidimensional development

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:



- Did the coach successfully incorporate all four dimensions of multidimensional development in the training session, as discussed during the *Theory* session?
- Did the coach ensure that (youth) participants were placed at the centre of all activities?
- What could have been improved, especially regarding the multidimensional development of (youth) 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 the use of multidimensional development
- are able to give and receive feedback in a differentiated and professional way, especially concerning the concept of multidimensional development
- are able to help coaches give and receive feedback in a differentiated and professional way, especially concerning the concept of multidimensional development
- are able to encourage coaches to critically assess the purposefulness of other approaches and methods when considering the use of multidimensional development



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