How to Use this Manual

The following course focuses on the **Sustainable Development Goals (SDGs)** and how sport can be used to help reach these goals.

The manual is divided into two parts.
The first part introduces the topic itself. It explains what Sport for Development (S4D) and the SDGs are and how S4D can be used to contribute to those goals. This is the **content part** of the course. It can be studied by anyone interested in finding out more about the topic of the SDGs in the context of S4D.
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 the SDGs and sport.
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.
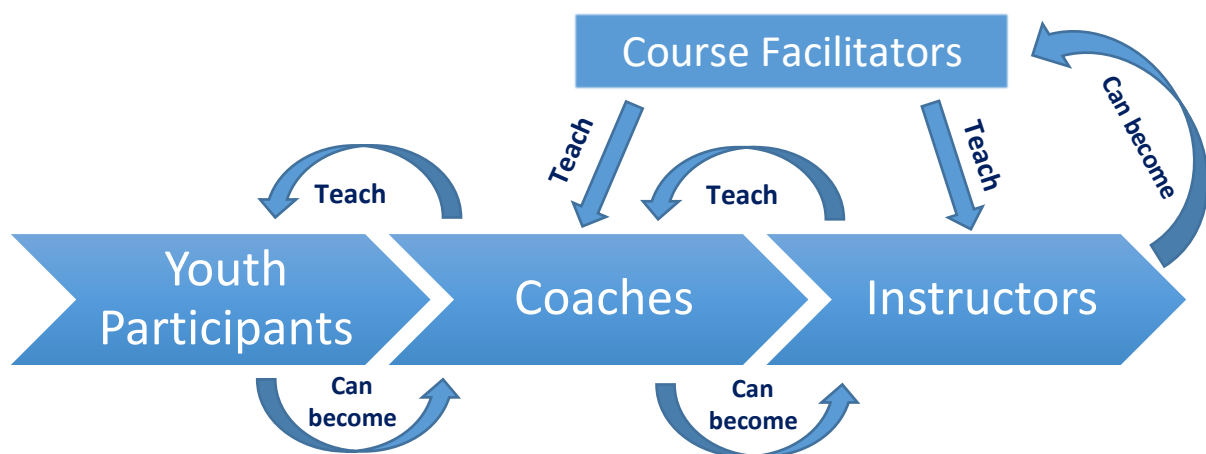
In order for coaches to be able to become instructors, they must already possess the knowledge laid out below in the content part of *SDGs and Sport*. They must also have experience in the field of S4D. The aim is to teach coaches how to convey their existing knowledge to other coaches.

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 individual 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*.

The SDGs and Sport

To understand how S4D can be used to contribute to the Sustainable Development Goals, it is important to first define what is meant by sport and Sport for Development.

Sport and Sport for Development

The German Federal Ministry for Economic Cooperation and Development uses a broad definition of sport and physical activity, which can be found in the text box.

Sport is a useful tool for achieving development goals because of its cross-cultural, universal popularity and its inherent contribution to **physical and mental wellbeing**. Important life skills such as **respect, fair play and teamwork** can be taught through sport.

Furthermore, sport has an important social component to it which can be used for the benefit of groups, communities and societies.

> ### What is Sport?
> *Sport means any physical activity that promotes physical and mental wellbeing and social interaction, including mass and recreational sport, games and physical exercise, and traditional forms of culture and expression, such as dance.[1]*

Sport in and of itself does not equal development, however. It is important to understand specifically what S4D entails and how its potential can be maximised.

S4D means the *intentional **pedagogical development and implementation of exercises*** that prioritise the ***personal and social development of (youth) participants*** over their sport and motoric development. In S4D, sport and physical activity are used to ***attain development objectives***, including, most notably, the ***Sustainable Development Goals***.

In order for sport to make a meaningful contribution to these goals, exercises need to be used in modified ways that explicitly and intentionally develop life skills/competences of participants. This includes ***self, social and methodological competences***. Extensive frameworks that offer more detail can be found on the *'Sport for Development Resource Toolkit'* website under: Essentials – S4D Competences.

A necessary precondition for (youth) participants to develop and attain life skills/competences are well-designed and well-conducted S4D activities delivered by S4D-trained coaches. A useful collection of activities and exercises can be found on the *'Sport for Development Resource Toolkit'* website under: Tools for Your Practice – S4D Teaching and Learning Materials**.**

To help with the development of such activities, coaches must take into account the *Five Principles of S4D Activities*:

- ✓ *Multidimensional Development of Participants*
- ✓ *Developing Life Skills*
- ✓ *Roles and Responsibilities of a Coach*
- ✓ *Appropriate Educational Goals*
- ✓ *Structure of an S4D Training*

In contrast to 'classic' sport exercises and training, sport for development offers a more complex and multidimensional approach. When implemented properly, **S4D can meaningfully contribute to important development goals, such as the SDGs**.

The 5 Principles of S4D:
- Multidimensional Development
- Developing Life Skills
- Roles and Responsibilities of a Coach
- Appropriate Educational Goals
- Structure of an S4D Training

[1] German Federal Ministry for Economic Cooperation and Development (2015). *The Role of Sport in German Development Cooperation.*

The SDGs

In 2015, the United Nations (UN) introduced its 2030 Agenda for Sustainable Development and with it the 17 Sustainable Development Goals. These goals aim to end all forms of poverty and inequality as well as a whole range of other global issues.

All 193 UN members have pledged to contribute to achievement of the universal Sustainable Development Goals. That makes the 2030 Agenda the **most important development policy** to date.

Importantly, Article 37 of the 2030 Agenda recognises that **sport can contribute to achievement of the SDGs**. This provides a great deal of legitimacy but also responsibility for the S4D sector. Sport can be used as a low-threshold, cost-effective and flexible tool in the field of development cooperation.

It is now up to S4D to prove its worth by effectively and sustainably contributing to the SDGs. For sport for be able to make a meaningful contribution to the 2030 Agenda, S4D activities, projects and workshops must be carefully

> ## *Article 37*
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> *Sport is also an important enabler of sustainable development.*
> *We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives.[2]*
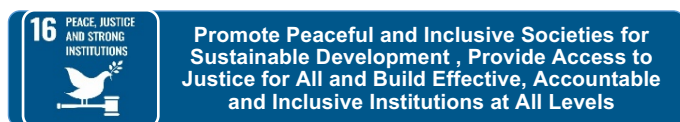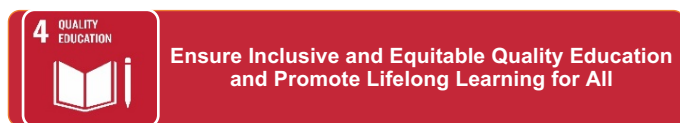
planned, implemented and *monitored and evaluated*. And just as importantly, all activities of S4D training should **focus on a specific SDG**.

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3 GOOD HEALTH AND WELL-BEING	**Ensure Healthy Lives and Promote Well-Being for All at All Ages**
4 QUALITY EDUCATION	**Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning for All**
5 GENDER EQUALITY	**Achieve Gender Equality and Empower All Women and Girls**
8 DECENT WORK AND ECONOMIC GROWTH	**Promote Sustained, Inclusive and Sustainable Economic Growth, Full and Productive Employment and Decent Work for All**
11 SUSTAINABLE CITIES AND COMMUNITIES	**Make Cities and Human Settlements Inclusive, Safe, Resilient and Sustainable**
16 PEACE, JUSTICE AND STRONG INSTITUTIONS	**Promote Peaceful and Inclusive Societies for Sustainable Development , Provide Access to Justice for All and Build Effective, Accountable and Inclusive Institutions at All Levels**
17 PARTNERSHIPS FOR THE GOALS	**Strengthen the Means of Implementation and Revitalize the Global Partnership for Sustainable Development**

However, it cannot and must not be expected that sport can meaningfully contribute to all 17 SDGs. A selection needs to be made. There is a consensus that sport can make the most significant contribution to the seven SDGs displayed on the left. As a lot of helpful material on this topic has already been gathered, further information should be taken from the *'Sport for Development Resource Toolkit'* website under: Essentials – Introduction: Sport & SDGs.

To ensure that sport can make a real contribution to an SDG, **S4D activities must be specifically aimed at and tailored to it**. To help with this, all SDGs are divided into targets and individual indicators. By specifically choosing to focus on certain targets and indicators, the larger goals, such as achieving gender equality, are broken down into manageable and achievable objectives. This way, S4D can make a meaningful contribution through carefully planned training sessions, workshops and additional activities.

[2] United Nations (2015). *Transforming Our World: the 2030 Agenda for Sustainable Development.* Report No. A/RES/70/1.

This process is based on the following underlying logic. Every planned activity and every competence that is to be developed centres around a specific SDG.
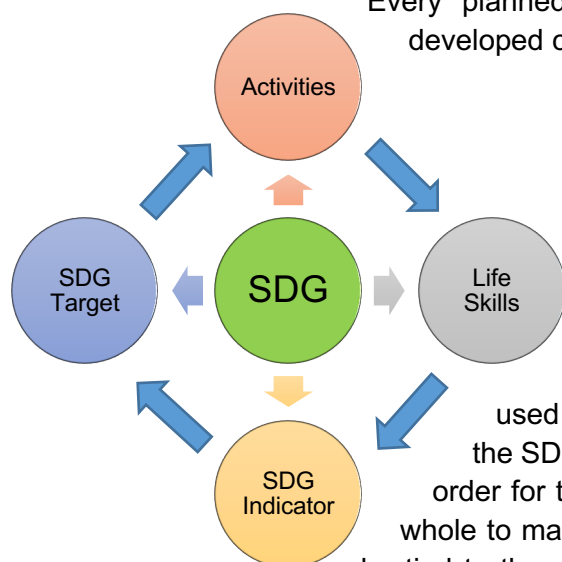
> ! *'Competence'* may be used as a synonym for *'life skill'*.

Activities must be explicitly targeted at developing SDG-specific life skills. That is not to say that the development of general life skills is not a worthwhile goal. Instead, this should be used as a basic framework that is extended by adding the SDG-specific component. This is important because in order for the S4D sector and development cooperation as a whole to make meaningful advances, life skills and goals must be tied to the overarching, universal SDGs. This helps to ***create synergies and harness global knowledge and resources***.

To complete the process depicted above, since the life skills are now SDG-specific, they contribute to a corresponding SDG indicator that in turn will contribute to the relevant SDG target. This process will thus help make a small contribution to the respective Sustainable Development Goal around which it is centred.

More detailed information can be found in the advanced course on *Life Skills and the SDGs*.

Last but not least, bear in mind that ***an SDG never stands on its own*** but is always tied to and influenced by other goals.

To name just one example: SDG5 Gender Equality cannot be fully reached if SDG4 Quality Education is neglected. Quality education can help empower girls and at the same time educate boys to be more respectful towards the opposite gender, which can ultimately improve gender equality. Even more so, achieving gender equality and quality education can lead to inclusive economic growth and decent work for all, which are at the heart of SDG8.

As this *Content* part can only provide a ***brief and basic overview of a complex topic***, it is important that as a course facilitator you make yourself familiar with further information, publications and examples that help consolidate your knowledge.

Besides the links provided in this manual, a lot of helpful material can be found on the *'Sport for Development Resource Toolkit'* website under: Essentials – Further Reading. Below are just a few links that will lead you to relevant documents on the SDGs and sport:

Guideline: S4D and the Agenda 2030 (GIZ, 2018)

Enhancing the Contribution of Sport to the SDGs (Commonwealth, 2017)

Sport and the Sustainable Development Goals (UNOSDP, 2014)

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 participating instructors. 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 SDGs and Sport. 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 contributions that their projects make to selected SDGs
- Use group work to let instructors share their experiences of selecting SDGs, describe any obstacles and explain how S4D can help resolve them and try to find solutions to common problems

> **Theory**
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> **Competences:** Course participants...
> - are able convey their knowledge about the differences between sport and S4D
> - are able to convey their knowledge about the SDGs and the framework within which they are set
> - are able to convey the importance of using S4D activities to help achieve the SDGs
> - are able to critically reflect on the contribution of sport to the SDGs and are aware of the challenges and limitations of S4D
> - are able to use a wide range of methods (e.g. group work) when teaching about the SDGs and sport and adapt their methodology if necessary

Since course participants should already be familiar with the SDGs and sport's role and contribution, it is especially important that they now **learn about different methods to convey this knowledge**. They must be able to use different approaches when acting as instructors. The course facilitator must therefore find a balance between conveying new knowledge as well as 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

[2] United Nations (2015). *Transforming Our World: the 2030 Agenda for Sustainable Development.* Report No. A/RES/70/1.

experienced course participant. It is **important that a specific SDG is chosen** that will be addressed during the training session. One example of what such training can look like can be found in the basic course on *Structure of an S4D Training*.

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 SDG that the coach has chosen to address** and to the **way in which the coach integrates it into the training session**. A helpful instructor tool for conducting a 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 how to give constructive feedback to the training session coach.

> ### *Practice*
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> **Competences:** Course participants...
> - are able to critically observe and assess an S4D training session that puts a focus on selected SDGs
> - are able to enhance coaches' ability to incorporate SDGs into their training sessions
> - are able to give constructive feedback and recommendations to coaches, concerning the integration and development of SDGs through S4D activities

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 SDG was addressed and targeted in the previous session?
- Did the coach use appropriate exercises that helped contribute to the selected SDG?
- How did the S4D activities contribute to SDG-specific life skills, indicators, targets and the SDG as a whole?

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*
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> **Competences:** Course participants...
> - are able to critically evaluate an S4D training session, especially with regard to sport's contribution to the SDGs
> - are able to give and receive feedback in a differentiated and professional way, especially concerning sport's contribution to the SDGs
> - are able to help coaches give and receive feedback in a differentiated and professional way, especially concerning sport's contribution to the SDGs
> - are able to encourage coaches to critically assess the purposefulness of other approaches and methods when using sport to contribute to the SDGs

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.