

Professional Competences of S4D Coaches in Sport for Health¹ Programmes

Goal 3 of the Sustainable Development Goals (SDGs) is to ensure healthy lives and promote wellbeing for all at all ages. In relation to this SDG, coaches can use sport to raise awareness around a variety of topics related to health, including **(non-)communicable diseases, psychosocial health,** and general ways to live a **healthy lifestyle**. They can improve **physical fitness, mental wellbeing and social interactions** of the participants through sport, but it is also a valuable tool for **health education, sensitisation, and mobilisation**. Given the broad appeal of sport, particularly among young people who are difficult to reach, sports activities are an ideal way for coaches **to promote health-related development goals**.

The **professional competences** of an S4D coach are key to ensure that children and youth will develop competences in different areas. So, **S4D coaches should be able to...**

**support, encourage, sensitise, teach, guide, stimulate, help, motivate, qualify, lead,
 raise/build/increase awareness of,
 foster knowledge of, offer opportunities to children/youth...**

so that children and youth can develop **self-, social and methodological/strategic competences** on the levels of **Recognising, Assessing** and **Acting**.²

This framework focuses on the **professional competences** of S4D coaches. If you want to know which self, social and methodological/strategic competences are needed at the coaching level, have a look in the general framework [Competences of S4D Coaches](#). It gives an overview of which **professional competences are needed at the coaching level** to foster the development of self-, social, methodological/strategic and sport-specific competences on the level of participants with the focus on **Sport for Health**. The different colours stand for different levels regarding the **competences of children and youth (recognising-assessing-acting)**. For further information, please have a look into the [Competence Framework Children & Youth Sport for Health](#).

The competence framework is considered a **comprehensive collection** and not all competences are necessarily held by all coaches, nor can all competences can be developed at the level of children and youth. For every S4D training session offered, the coach has to decide which competences he/she would like to focus on. However, the framework is a useful guide to the professional competences of coaches implementing S4D training sessions with a focus on SDG 3.

¹ Please have a look in our "[S4D Resource Toolkit](#)", if you want to know more about sport and SDG 3.

² It was decided to use this model (recognising-assessing-acting) which was developed in the context of "global learning" ([KMK & BMZ, 2016](#)), because it fits best to the thematic area of S4D. Similar models include the steps "knowledge-attitude-behaviour" or "connect-improve-transform" (see [Commonwealth, 2019](#), p. 42).

Professional Competences of S4D Coaches in Sport for HEALTH programmes ³	
Self-competences of children & youth: Coaches are able to...	<p>Self-confidence and trust</p> <p>... support participants in recognising the ability to develop a realistic self-perception regarding their bodies, fitness and sexual and reproductive health.</p> <p>... enhance participant's trust in their own power, abilities, and instinct regarding their health (especially sexual and reproductive health).</p> <p>... encourage participants to trust others, such as teammates, colleagues and job supervisors.</p>
	<p>Motivation</p> <p>... raise participant's motivation to learn about the different kinds of attitudes towards being physically active.</p> <p>... bring participants to realise that team activities can support them to be active.</p> <p>... support participants to deal with their emotions and desires experienced in sport and everyday life.</p>
	<p>Responsibility</p> <p>... foster participants knowledge about the importance of being disciplined and working consistently to be healthy.</p> <p>... sensitise participants to understand that they are responsible for their own wellbeing.</p> <p>... inspire participants to support the health and wellbeing of individuals in their inner circle (e.g. family and friends).</p>
	<p>Critical Ability, Conflict Ability</p> <p>... encourage participants to learn how to correct negative behaviours by making positive changes.</p> <p>... increase participant's awareness to reflect on feedback regarding their health.</p> <p>... teach participants to manage constructive criticism on health-related issues in an appropriate way.</p>
	<p>Resilience</p> <p>... raise participants knowledge on how to use sport as a recovery tool in challenging situations.</p> <p>... enhance participant's understanding of the significant mental health benefits gained by participating in sports and physical activities.</p> <p>... support participants in consistently making healthy choices despite negative influences in their lives.</p>
	<p>Goal Orientation</p> <p>... guide participants in recognising their personal unhealthy behaviours and make necessary adjustments for their own wellbeing.</p> <p>... stimulate participants to develop a personal commitment to promoting health and wellbeing for themselves, their family and others.</p> <p>... help participants in setting clear goals related to healthy behaviour.</p>
	<p>Adaptability</p> <p>... motivate participants to recognise ideas of healthy alternatives that can become future habits.</p> <p>... encourage participants to critically reflect on changing circumstances and their ability to stay flexible.</p>

³ The following competences listed are gathered from our [Teaching and Learning Materials](#) developed in different countries. Additionally, parts of the 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 \(UNESCO, 2017\)](#).

	<p>... inspire participants to include health-promoting behaviours in their daily routines and lives.</p> <p>Creativity ... guide participants in identifying their knowledge, competences and experiences in order to generate new ideas to avoid unhealthy behaviour. ... support participants in generating new ideas regarding sport and health-related behaviour. ... qualify participants to encourage others to make decisions and act in favour of promoting health and wellbeing for all.</p>
<p>Social Competences of children & youth: Coaches are able to...</p>	<p>Change of Perspective and Empathy ... increase participants willingness to learn about solidarity both individually and collectively for the wellbeing of others. ... offer opportunities for participants to reflect on how others make decisions about their health and can make decisions from their own perspectives. ... encourage participants to interact with people suffering from illness, and feel empathy for their situation and feelings.</p> <p>Respect, Fair Play and Tolerance ... guide participants to recognise the health needs, perspectives and actions of others. ... stimulate participants to realise that health and wellbeing in sports are based on values (respect, fair play and tolerance) that apply to everybody. ... build participant's awareness to take care of their bodies.</p> <p>Solidarity ... educate participants to understand the benefits of public action geared towards physical activity. ... encourage participants to develop sporting habits that can become an opportunity to unite their community. ... increase participant's attitude of inclusiveness and care about other people's health.</p> <p>Communication ... enhance participant's ability to recognise physical literacy⁴ as a core outcome of education and an important strategy to improve overall health by achieving physical activity targets. ... teach participants to argue in favour of prevention strategies to promote health and wellbeing. ... encourage participants to listen to teammates, colleagues and others including interpreting body language.</p> <p>Cooperation ... lead participants to learn to develop (common) goals and strategies to implement healthy choices and activities. ... bring participants to consider that physical and sporting activities are great ways to learn the characteristics of teamwork. ... motivate participants to work with others towards health-related achievements.</p>
<p>Methodological Competence,</p>	<p>Critical Thinking ... support participants to identify a rationale for maintaining good attitudes towards health and sports.</p>

⁴ "Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life." (The International Physical Literacy Association, May 2014, Retrieved on 23.10.2017 from <http://physicalliteracy.ca/physical-literacy/>)

<p>Strategic Competence of children & youth: Coaches are able to...</p>	<p>... encourage participants to question norms, opinions and practices concerning health and wellbeing, including sexual and reproductive health.</p> <p>... enhance participant's ability to cope with the consequences of their actions in the area of health.</p> <p>Decision-Making</p> <p>... improve participant understanding on the importance of healthy behaviour in their daily routines.</p> <p>... help participants to realise self-control as the determining factor for healthy behaviour.</p> <p>... encourage participants to take action based on informed decisions with regards to health and wellbeing even when they are in difficult situations.</p> <p>Problem-Solving</p> <p>... teach participants to analyse problems regarding health and wellbeing for themselves, their families or peers.</p> <p>... support participants in developing ideas on how to use sport and physical activity to tackle health problems.</p> <p>... lead participants to implement strategies that promote health and wellbeing for themselves, their families and others.</p>
<p>Sport-specific Competences of children & youth⁵: Coaches are able to...</p>	<p>... support and instruct the age specific-development of general motor competences (speed, endurance, strength, coordination, flexibility) of the participants.</p> <p>... support and instruct the age-appropriate development of basic technical competences (sport-specific) in a way, that the participants are able to...</p> <ul style="list-style-type: none"> ○ ... run, jump, skip, dribble, pass, shoot, throw, catch etc. ○ ... use different sensory and motor techniques in various ways. <p>... support and instruct age-appropriate development of basic tactical competences in a way, that the participants able to...</p> <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 creatively and choose various solutions ("game creativity"). ○ ... comprehend the communicative and cooperative behaviour of individual team members.

⁵ Baur, J., Bös, K., Conzelmann, A. & Singer, R. (2009). *Handbuch motorische Entwicklung*. Schorndorf.