

## Competences of S4D Coaches

Sport is more than physical exercise; sport is about the personal and social development of young people. Sport activities, offered in a pedagogically valuable way, impart and strengthen different competences children and youth need in their daily lives. A necessary **precondition** for children and youth to develop competences are well-designed and well-conducted S4D training sessions delivered through **S4D coaches**. S4D coaches have different **roles and responsibilities**<sup>1</sup>: He/she is a(n)

- **Expert**, i.e. he/she has to know his/her type of sport, target group and the S4D approach.
- **Teacher**, i.e. he/she has to be aware of his/her teaching responsibilities and needs to have methodical and didactic knowledge.
- **Planner and Organiser**, i.e. he/she is able to plan, organize and implement S4D training sessions and adapt/modify them flexibly according to different situations and circumstances.
- **Team-builder and Mentor** for children and youth on and off the pitch.
- **Role model** for children and youth, i.e. he/she should behave as he/she expects his team to do (e.g. punctual, self-critical, willing to learn, etc.).

These different roles can be assigned to different kind of competences:<sup>2</sup>

Professional Competences <sup>3</sup>	Self-competences	Social Competences	Methodological Competences:
... are the knowledge and competences required in order to work in the profession as S4D coach. They include patterns of action and routines in order to implement S4D training sessions professionally and in a pedagogically valuable way in order to develop life and sporting competences/skills of children & youth.	... are personal attitudes and characteristics. They enable the coach to consciously deal with his/her own possibilities and demands (e.g. being a role model for children & youth).	... help a coach relate to and have compassion for children and youth he/she is working with. They help the coach connect and maintain relationships with them.	... enable the coach to plan and organize S4D training sessions effectively. They include teaching/learning as well as reviewing/analysing strategies.

It might be an advantage if S4D coaches have an own sporting background and are equipped with sporting competences, especially if they teach a special type of sport. But it is not necessary to be a professional athlete to become a S4D coach. That is why we decided **not to consider sporting competences** in our competence framework for coaches.

The following framework gives an overview on which **professional, self, social and methodological competences are needed at the coaching level** to foster the development of competences on the level of beneficiaries. The competence framework is not to be considered as complete and not all competences are automatically acquired by all coaches. Overall, coaches should be qualified and empowered in their S4D competences through capacity development measures. In **S4D workshops for coaches** delivered by S4D instructors, the **development of competences** should be the most important objective.<sup>4</sup>

<sup>1</sup> For further information about roles/responsibilities of S4D coaches, see [Guideline Coaches&Instructors](#), Part I and the [Principle "Roles and Responsibilities"](#) of the 5 Principles.

<sup>2</sup> The definitions are merged from different resources, e.g. the [Manual Sport builds Generations](#).

<sup>3</sup> We derived SDG-specific clusters regarding the professional competences of a coach for different topics, (e.g. health, gender equality etc.), see [HERE](#) in the S4D Resource Toolkit.

<sup>4</sup> For further information about about roles/responsibilities of S4D instructors and S4D Workshops for Coaches see [Guideline Coaches&Instructors](#), Part I & III and the [Guideline Ensuring Quality Education in S4D](#).

Competences of S4D Coaches <sup>5</sup>	
<b>Professional Competences: S4D Coaches are able to...</b>	... explain, assess, and apply the <b>concept of using sport as a tool for development</b> (e.g. referring to SDGs, competence-based learning etc.).
	... explain, assess, and apply their knowledge in terms of <b>sporting competences</b> (motor, technical, tactical) and <b>sport pedagogy</b> in general (e.g. how to develop age-appropriate training, methodically developed exercise rows etc.)
	... support the <b>development of children and youths' (1) self-, social and methodological/strategic competences</b> and <b>(2) sporting competences<sup>6</sup></b> in and through all parts of their S4D training sessions <sup>7</sup> :
	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><b>(1) S4D coaches are able to...</b> support, encourage, sensitize, teach, guide, stimulate, help, motivate, qualify, lead, raise/build/increase awareness of, foster knowledge of, offer opportunities to children/youth...</p> <p>...so that children and youth can develop <b>self-, social and methodological/strategic competences</b> regarding different <b>S4D topics</b>:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> </div> <p style="text-align: center; margin-top: 10px;">→ Please click on on of the SDG-icons to get access to the SDG-specific competence frameworks for coaches</p> </div> <div style="width: 48%;"> <p><b>(2) S4D coaches are able to...</b> ... teach and develop general <b>motor competences (speed, endurance, strength, coordination, flexibility) of children and youth</b>, in an age and ability appropriate way. ... teach and develop basic <b>technical competences (sport-specific) of children and youth</b> in an age and ability appropriate way. ... teach and develop basic <b>tactical competences of children and youth</b> in an age and ability appropriate way.</p> </div> </div>
<b>Self-competence: S4D Coaches are able to...</b>	<p><b>Self-confidence and trust</b> ... trust in their own abilities, qualities and instinct and can therefore be important role models for children/youth. ... accept being a role model for children/youth and act accordingly.</p>
	<p><b>Motivation</b> ... motivate themselves to be a good role model for children/youth every day. ... motivate children/youth taking regularly part in S4D activities. ... show a high level of motivation and commitment to his/her work, promoting child/youth development;</p>
	<p><b>Responsibility</b> ... implement regular S4D trainings with a thematic focus (SDGs).</p>

<sup>5</sup> The following competences listed are gathered from different resources, e.g. the [Guideline S4D Coaches and Instructors](#), different [Teaching and Learning Materials](#) and internal workshop documents.

<sup>6</sup> To get more information, have a look into the [S4D Competence Framework for Children and Youth](#).

<sup>7</sup> See [Guideline S4D Training Session Cycle](#).

	<p>... take care of every participant and that they take part in S4D trainings regularly. ... takes responsibility for young people’s holistic development,</p>
	<p><b>Critical Ability, Conflict Ability</b> ... manage conflicts with children/youth and other persons (e.g. parents). ... reflect critically regarding their own roles, responsibilities and training implementation. ... accept constructive criticism regarding their role as S4D coach and training implementation in an appropriate way.</p>
	<p><b>Resilience</b> ... to handle difficult or stressful situations in an appropriate way. ...maintain a positive attitude in difficult situations without letting his/her personal feelings interfere</p>
	<p><b>Goal Orientation</b> ... set clear goals in terms of their own development as S4D coach. ... set clear goal in terms of the holistic competence development of their participants. ... implement goal-oriented S4D training sessions.</p>
	<p><b>Adaptability</b> ... change their S4D training regarding circumstances and needs of children/youth flexibly. ... to handle unforeseen incidents (flexibility). ...modify the training according to availability of material, space, number of players, etc.; ... adapt and modify S4D activities regarding specific SDG topics.<sup>8</sup></p>
	<p><b>Creativity</b> ... generate creative ideas regarding S4D training implementation.</p>
<p><b>Social Competence: S4D Coaches are able to...</b></p>	<p><b>Change of Perspective and Empathy</b> ... assess and respond to the children’s needs (e.g. adapt teaching style and methods to individuals and different learning preferences).</p>
	<p><b>Respect, Fair Play and Tolerance</b> ... take others seriously and appreciate them regardless of race, sex, sexual orientation, religion, age, marital status, family situation, national and/or ethnic origin or disability; thus, becoming a role model for children/youth to do the same. ...be open, polite and honest to the children and youth, treating each of them equally and with respect; ... involve the children’s experiences (asking questions, listening) and appreciates input. ... be tolerant and respectful toward diversity, thus becoming a good role model for participants.</p>
	<p><b>Solidarity</b> ... exhibit an attitude of inclusiveness and care about children/youth, their families, friends and the community.</p>

<sup>8</sup> See exemplarily SDG-specific S4D activities in the [S4D Resource Toolkit](#).

	<p><b>Communication</b></p> <p>... interacts and communicates with the children and youth in an appropriate manner;          ... listen to participants' concerns both on and off the pitch, seeking to support and advise them as much as possible          ... to give and receive feedback in a differentiated and professional way.          ... provide opportunities to the to reflect/express their experiences and opinions.<sup>9</sup></p>
	<p><b>Cooperation</b></p> <p>...exchange ideas and work with other coaches towards the achievement of an individual and/or collective goal.          ... involve children/youth actively during the training sessions.</p>
<p><b>Methodological Competence:</b>  <b>S4D Coaches are able to...</b></p>	<p><b>Organizational/Management competences<sup>10</sup></b></p> <p>... organize, plan and structure S4D training sessions effectively and in sequential parts (methodologically series).          ... handle different group sizes (all children/youth are active) and use space and equipment available in an effective way.          ... manage time available effectively and efficiently.          ... monitor and evaluate their own training sessions, adjust when considered necessary and use reviews for planning.</p>
	<p><b>Decision-Making</b></p> <p>... evaluate the situation in and around the training sessions and select a course of action from several possibilities.          ... forecast the decision options, and the outcomes associated with each, to determine the best option for a situation.</p>
	<p><b>Problem-Solving</b></p> <p>... handle problems, conflicts/social tensions within a group.          ... define a problem, analyze it and develop strategies to implement a resolution and solve the problem in and around training sessions.</p>

<sup>9</sup> See [Reflection Guideline for S4D Training Sessions](#).

<sup>10</sup> See [Template Planning and Reviewing Sheet for S4D Training Sessions](#); [Guideline "Planning a Training Session"](#) and exemplarily S4D training sessions in the [S4D Resource Toolkit](#).