

Professional Competences of S4D Coaches in Sport for Environment¹ Programmes

Goal 13 of the Sustainable Development Goals (SDGs) promotes the fight against climate change and its impacts, which are already threatening our planet and future generations. SDG 13's targets to **reduce the impacts of climate change** include improving **climate change education and awareness**. By improving **communication and awareness**, sport can be used to increase **knowledge** about climate change and its impact on the environment. During S4D programs, children and youth can learn how to **protect their environment** and **actively engage with nature** and its habitats carefully and sustainably. Given the wide appeal of sports, especially among young people who are critical to protecting the planet for future generations, sporting activities are ideal for promoting and educating about the importance of **climate action**. When conducted in a sustainable manner, local and global sporting events, with their popularity and outreach, can be used to **promote sustainable consumption, nature-friendly lifestyles**, and the sharing of information about the **impacts of climate change and its mitigation**.

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 SDG13](#).

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 13.

¹ Please have a look in our "[S4D Resource Toolkit](#)", if you want to know more about sport and SDG 13.

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 into 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 ENVIRONMENT programmes ³	
Self-competences of children & youth: Coaches are able to...	Self-confidence and trust ... sensitise participants to recognise the importance of climate action for their own life. ... support participant to understand their own role in the context of climate change and the importance of their contribution to reducing its consequences. ... encourage participants to trust in their own power, abilities, qualities, and judgement to take actions to fight climate change.
	Responsibility ... guide participants to recognise that they are responsible for their own actions and their consequences for the environment. ... sensitise participants to reflect on possibilities to take positive action to protect their environment. ... inspire participants to act in a sustainable and nature-friendly way to protect their environment.
	Critical Ability, Conflict Ability ... teach participants about the negative consequences of climate change such as extreme weather events that cause water management problems, reduced agriculture production and food security, increased health risks, damaged critical infrastructure and interrupted provision of basic services. ... encourage participants to critically reflect on their own behaviour and negative consequences for the environment they live in. ... teach participants to manage criticism of non-sustainable behaviour and think critically about how they can act more sustainably.
	Resilience ... help participants to understand that despite increasing frequencies of extreme weather events there are many opportunities for them as individuals to take action to combat climate change. ... enhance participant's understanding on the negative impacts that global warming has already caused and the efforts that can still be made to limit global temperature rise to well below 2°C. ... support participants in finding ways to encourage greater efforts to combat climate change despite negative global developments.
	Goal Orientation ... encourage participants in understanding the importance to increase efforts to address climate change and to limit global temperature rise to well below 2°C. ... stimulate participants to develop a personal commitment to promoting climate action. ... help participants in setting clear goals for themselves to act in a sustainable and environmentally friendly way.
	Adaptability

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>... motivate participants to recognise ideas of sustainable behaviours and make necessary adjustments in their own lives.</p> <p>... encourage participants to critically reflect on changing circumstances in the context of climate change and their ability to adapt to those.</p> <p>... inspire participants to include sustainable behaviours in their daily routines and lives.</p>
	<p>Creativity</p> <p>... guide participants in identifying their knowledge, competences and experiences in order to take actions to combat climate change.</p> <p>... support participants to work out innovative approaches and actions to reduce the negative impact of climate change.</p> <p>... encourage participants to apply their knowledge, competences and experiences to find creative solutions to take care of their environment.</p>
<p>Social Competences of children & youth: Coaches are able to...</p>	<p>Change of Perspective and Empathy</p> <p>... help participants to understand how others may be affected by the consequences of global warming.</p> <p>... enhance participants to put themselves in the position of others affected by climate change and critically reflect on their own behaviour and the behaviour of their communities.</p> <p>... encourage participants to consider the needs and situations of others when deliberating their own actions.</p>
	<p>Respect, Fair Play and Tolerance</p> <p>... lead participants to know how to respect nature and all its habitants.</p> <p>... stimulate participants to appreciate nature and all living beings, especially those that are at risk.</p> <p>... motivate participants to act respectfully toward the environment in which they live.</p>
	<p>Solidarity</p> <p>... educate participants to recognise the importance of solidarity in case of natural disasters caused by climate change.</p> <p>... enhance participants to generate ideas on how to raise awareness about climate change and how to reduce its impact.</p> <p>... increase participant's attitude of helping each other and use a diversity of competences to collectively take urgent action to tackle climate change.</p>
	<p>Communication</p> <p>... enhance participants to learn about ways to inform people about climate change and its impact.</p> <p>... bring participants to reflect on their ability to formulate, create and vocalize statements related to climate action.</p> <p>... encourage participants to speak up for urgent action to combat climate change and its negative impacts.</p>
	<p>Cooperation</p> <p>... lead participants to learn about the positive effects of joint efforts to achieve a common goal.</p> <p>... bring participants to understand how to combine their efforts to achieve a global temperature limit of well below 2°C.</p> <p>... motivate participants to work together for climate action.</p>
<p>Methodological Competence,</p>	<p>Critical Thinking</p> <p>... support participants to recognise the causes and consequences of climate change.</p> <p>... encourage participants to critically reflect on the role of communities, governments and companies can contribute to climate change.</p>

<p>Strategic Competence of children & youth: Coaches are able to...</p>	<p>... enhance participants to take necessary actions to foster climate friendly behaviour from communities, governments and companies.</p> <p>Decision-Making ... teach participant to consider all options and identify the most sustainable and nature-friendly option. ... help participants to anticipate the different decision options and their outcomes and determine which would be the most sustainable. ... motivate participants to make sustainable and environmentally sound decisions.</p> <p>Problem-Solving ... teach participants to analyse problems regarding to climate change. ... support participants in defining problems, analysing them and developing strategies to resolve them in a sustainable manner. ... lead participants to apply sustainable, innovative and environmentally friendly problem solving strategies.</p>
<p>Sport-specific Competences of children & youth⁴: 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.

⁴ Baur, J., Bös, K., Conzelmann, A. & Singer, R. (2009). *Handbuch motorische Entwicklung*. Schorndorf.