

Professional Competences of S4D Coaches in Sport for Violence Prevention¹ Programmes

Goal 16 of the Sustainable Development Goals (SDGs) aims at the promotion of a peaceful and inclusive society, access to justice for all and effective, accountable and inclusive institutions at all levels. Of course, sport alone cannot prevent conflict or build peace, but it can **contribute to relationships** across social, economic, and cultural divides. When applied effectively, sport can teach fundamental principles such as **tolerance, solidarity, cooperation and mutual respect**. Involvement in sport can provide participants with an **opportunity to connect** with other groups based on a shared identity. Furthermore, it fosters self-confidence and promotes communication competences which are important **to resolve conflicts non-violently** and peacefully exchange views. Empowering relationships and networks, sport activities can contribute to a greater sense of identity and feeling of belonging, which can lead to an active citizenship outside of the sporting environment.

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 Violence Prevention**. 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 Violence Prevention](#).

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 16.

¹ Please have a look in our "[S4D Resource Toolkit](#)", if you want to know more about sport and SDG 16.

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).

| Competences of a coach in Sport for VIOLENCE PREVENTION Programmes ³ | |
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| Self-competence: Coaches are able to... | Self-confidence and Trust ... help participants to know about “negative” actors in their communities and to communicate their feelings about them to individuals they identify as trustworthy. ... enhance participants to consider violent incidents that they suffer(ed) from and/or that they perform(ed). ... support participants to believe in their own power, abilities, qualities, and judgement, not based on violent actions. |
| | Motivation ... sensitize participants to recognise the importance of finding non-violent solutions for their own problems. ... enhance participants to identify activities that promote a peaceful environment. ... strengthen participant’s ability to deal with their feelings and desires through non-violent communication and actions. |
| | Responsibility ... teach participants how to anticipate the consequences of violent as well as non-violent behaviour. ... encourage participants to reflect on possibilities to take over responsibility in order to solve violent situations peacefully. ... motivate participants to take responsibility for their own actions in critical violent situations (i.e. not responding violently or defusing the situation). |
| | Critical Ability, Conflict Ability ... develop participant’s understanding about their role in conflict situations. ... sensitize participants to reflect before acting in either situation that is or might be threatening. ... support participants to absorb points of criticism and manage them in a non-violent way. |
| | Resilience ... help participants to learn from negative experiences and move on. ... encourage participants to reflect on the psychological and social consequences of severe violence (trauma). ... strengthen participant’s ability to recover from, or adjust to, misfortune, life change, difficulties and/or tough situations without reacting violently. |
| | Goal Orientation ... guide participants to understand the value of achieving and reaching one’s goal. ... support participants to think beyond a traumatic violent moment. ... motivate participants to resist distractions and keep track of their personal goals. |
| | 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 \(UNESCO, 2017\)](#).

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| | <p>... improve participant's understanding to recognise the ability to adjust themselves peacefully to different violent situations.</p> <p>... help participants to understand that through similar to violent situations they experience on the sport field, they can reflect on the violent situations they experience in their homes, schools and communities.</p> <p>... support participants to alter their reactions to changed circumstances in a non-violent way and peacefully adjust themselves.</p> <p>Creativity</p> <p>... instruct participants to identify their competences and experiences in order to act peacefully.</p> <p>... sensitize participants to understand that violence occurs if people do not find ways to solve conflicts in a constructive manner and learn ways how to do so.</p> <p>... inspire participants to open their minds and create innovative solutions to solve one's own issues peacefully.</p> |
| <p>Social Competence: Coaches are able to...</p> | <p>Change of Perspective and Empathy</p> <p>... build participant's awareness of how violent behaviour might affect others.</p> <p>... guide participants to put themselves in different roles, those of victims and perpetrators.</p> <p>... teach participants how to respect others, even if they are opponents.</p> <p>Respect, Fair Play and Tolerance</p> <p>... educate participants about ways to stay tolerant and respect diverse people in difficult surroundings.</p> <p>... sensitize participants to appreciate others regardless of age, sex, family backgrounds and origin.</p> <p>... show participants how to act politely in violent situations, or situations that run the risk of becoming violent, and act with regard.</p> <p>Solidarity</p> <p>... qualify participants to intervene in conflict situations.</p> <p>... help participants to understand how to avoid or manage conflict by creating an environment of support.</p> <p>... motivate participants to help each other and use the diversity of competences collectively instead of being violent against each other.</p> <p>Communication</p> <p>... guide participants to learn about their own behaviour in violent situations (incl. verbal and physical reactions).</p> <p>... encourage participants to reflect about their ability to formulate questions or statements respectfully.</p> <p>... show participants how to communicate verbally and not by using violence to express themselves.</p> <p>Cooperation</p> <p>... teach participants about the positive effects of the sense of belonging.</p> <p>... raise participant's awareness of enjoying to be in a place where they can cooperate and feel secure.</p> <p>... motivate participants to work together with others respectfully and peacefully.</p> |
| <p>Methodological Competence,</p> | <p>Critical Thinking</p> |

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| Strategic Competence: Coaches are able to... | <p>... support participants to identify people in their environment who are good and not good for them.</p> <p>... enhance participants to critically reflect their own role, as role models, and how their own behaviour can contribute to violence/non-violence.</p> <p>... support participants to take necessary actions to enhance or decrease relationships that are not good for them.</p> |
| | <p>Decision-Making</p> <p>... help participants to consider all options and weigh positive and negative aspects of each option.</p> <p>... sensitize participants to anticipate the different decision options and their outcomes to determine the best option for a particular situation, instead of choosing the violent option/reaction immediately.</p> <p>... inspire participants to make peaceful decisions.</p> |
| | <p>Problem-Solving</p> <p>... teach participants to analyse and correct errors, while retaining control of their own feelings and actions.</p> <p>... qualify participants to define a problem, analyse it and develop peaceful strategies.</p> <p>... help participants to become physically and mentally fit and thus be able to manage conflicts in a peaceful way.</p> |
| Sport-specific Competences⁴: Coaches are able to... | <p>... support and instruct the age-specific development of general motor competences (speed, endurance, strength, coordination, flexibility).</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 are 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 in a creative way and choose various solutions (“game creativity”). ○ ... comprehend the communicative and cooperative behaviours of individual team members. |

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