

Professional Competences of S4D Coaches in Sport for Social Cohesion and Disability Inclusion¹ Programmes

Goal 10 of the Sustainable Development Goals (SDGs) aims to achieve numerous goals directly related to social cohesion and disability inclusion, including to promote universal social, economic and political inclusion, to ensure equal opportunities and to end discrimination. Of course, sport alone cannot create cohesive societies, but it can **contribute to building relationships and understanding** 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 and create a shared **identity**. Empowering relationships and networks, sport activities can contribute to a greater sense of identity and feeling of belonging, which can lead to active citizenship outside of the sporting environment. Sport can also provide a **safe, adapte space** to include people with different physical or mental abilities.

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

support, encourage, sensitize, 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 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 **on sport for social cohesion and disability inclusion**. 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 for sport and social cohesion and disability inclusion](#).

The competence framework is considered as a **comprehensive collection** and neither all competences are necessarily reprensted by all coaches, nor all competences can be developed at the level of children and youth. For every S4D training session offered, the coach has to decide on which competences he/she would like to focus on. However, the framework is a useful presentation of professional competences of coaches implementing S4D training sessions with the focus on SDG 10.

¹ Please have a look in our "S4D Resource Toolkit" ([Social Cohesion, Inclusion](#)), if you want to know more about sport and SDG 10.

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).

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Self-competences of children & youth: Coaches are able to...	Self-confidence and Trust ... support participants in recognising and understanding social cohesion and disability inclusion in their community. ... enhance participants' abilities to understand people, the environment and structures in their community. ... encourage participants to believe in their own power, abilities, qualities, and judgement to deal with different people and structures.
	Responsibility ... foster participants' knowledge about ways to get involved in their community. ... stimulate participants to reflect on possibilities to take action for more cohesion and disability inclusion in their community. ... inspire participants to become actively engaged in their community to support cohesion and disability inclusion.
	Critical Ability, Conflict Ability ... encourage participants to learn about their role in situations of exclusion or conflict. ... increase participants' abilities to reflect on and in situations of exclusion or conflict. ... teach participants to react appropriately and absorb criticism constructively.
	Resilience ... raise participants' knowledge on how to rebound from negative situations. ... enhance their ability to be resilient and move on from negative experiences. ... support participants to work towards social cohesion and disability inclusion despite challenges.
	Goal Orientation ... guide participants in recognising the value of achieving and reaching a goal. ... stimulate participants to develop their personal strategies to navigate their communities and enhance social cohesion and inclusion. ... help participants in resisting distractions and keeping track of their personal goals regardless of their personal backgrounds and abilities..
	Adaptability ... motivate participants to recognise different situations of inclusion or exclusion. ... encourage participants to critically reflect on how to translate experiences regarding inclusive/exclusive situations in sport to their communities. ... inspire participants to alter their reactions to changed circumstances in an inclusive, respectful manner.
	Creativity ... guide participants in identifying competences and experiences related to inclusive or exclusive behaviours in order to act inclusively and respectfully. ... support participants in understanding how discriminatory attitudes, environments or structures inhibit social cohesion and inclusion. ... guide participants to keep an open mind and find innovative ways to create and promote disability inclusion and social cohesion.
Social Competences of children & youth:	Change of Perspective and Empathy ... increase participants willingness to learn about how exclusive behaviours affect others.

Coaches are able to...	<p>... offer opportunities for participants to imagine themselves in different situations or groups.</p> <p>... encourage participants to interact with and respect different people, and feel empathy for their situation and feelings.</p>
	<p>Respect, Fair Play and Tolerance</p> <p>... guide participants to recognise the needs, perspectives and actions of diverse people.</p> <p>... stimulate participants to appreciate others regardless of age, sex, family background, physical ability, mental ability, and origin.</p> <p>... build participants' abilities to act respectfully and inclusively in a variety of situations.</p>
	<p>Solidarity</p> <p>... educate participants to understand the ways to counter exclusion.</p> <p>... encourage participants to create supportive and inclusive environments.</p> <p>... increase participants' attitudes of inclusiveness and abilities to recognize diverse competences.</p>
	<p>Communication</p> <p>... enhance participants' abilities to recognize their behaviours and choice of words vis-à-vis various groups.</p> <p>... teach participants to communicate and ask questions in a respectful, inclusive manner.</p> <p>... offer opportunities for participants to actively listen to teammates, colleagues and others including interpreting body language.</p>
	<p>Cooperation</p> <p>... lead participants to learn to understand the benefits of common goals and a sense of belonging.</p> <p>... support participants' enjoyment and sense of comfort working with different people.</p> <p>... motivate participants to work with others respectfully and inclusively, helping others also gain a sense of belonging.</p>
Methodological Competence, Strategic Competence of children & youth: Coaches are able to...	<p>Critical Thinking</p> <p>... support participants to identify inclusive and exclusive behaviours in their environment.</p> <p>... encourage participants to question their own role, as role models, and how their own behaviour can contribute to inclusion and social cohesion.</p> <p>... enhance participants' abilities to develop inclusive relationships.</p>
	<p>Decision Making</p> <p>... improve participants' understanding on the importance and consequences of their decisions.</p> <p>... help participants to realise how certain decisions may be more or less inclusive.</p> <p>... encourage participants to take inclusive, respectful decisions.</p>
	<p>Problem Solving</p> <p>...support understanding problems related to social exclusion on the individual, organizational and societal levels.</p> <p>...help identify ways of solving the problem of social exclusion on individual, organizational and societal levels.</p> <p>...enhance inclusive problem-solving strategies considering different personal and cultural backgrounds.</p>

<p>Sport-specific Competences of children & youth³: Coaches are able to...</p>	<p>... support and instruct the age- and ability-specific development of general motor competences (speed, endurance, strength, coordination, flexibility) of the participants.</p> <p>... adjust and modify activities to accommodate and include participants with a wide range of physical and mental abilities.</p> <p>... support and instruct the age- and ability-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- and ability-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 creatively and choose various solutions (“game creativity”). ○ ... comprehend the communicative and cooperative behaviour of individual team members.
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³ Baur, J., Bös, K., Conzelmann, A. & Singer, R. (2009). *Handbuch motorische Entwicklung*. Schorndorf.