A HANDS-ON INTRODUCTION TO THE THEORETICAL CONCEPT OF

SPORT FOR DEVELOPMENT

german cooperation
DEUTSCHE ZUSAMMENARBEIT

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SPORT FOR DEVELOPMENT

SPIN SPORT INNOVATION

Introduction

1. INTRODUCTION

This section explains who is the target group for this introduction and how you can navigate through this presentation.

Who is this introduction for?

This hands-on introduction is for:

- 'sport for development' coaches

- teachers, social workers & sport coaches

This introduction to 'sport for development' is primarily aimed at sport coaches, teachers and social workers who regularly work with children and adolescents in their professional field and who therefore have the opportunity to use sport as a specific or complementary tool for development and social inclusion.

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How is this presentation structured?

- This presentation is divided into 8 sections (*see next slide*).

- Each section provides both, basic information on 'sport for development' as well as some additional, more detailed explanations.

- You can either follow the proposed order or use the red icons at the bottom of each page to jump between sections.

- In some sections we refer to specific tools which can be found at the end of this presentation. The kangaroo allows you to hop to these materials and back during your presentation.

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How is this presentation structured?

1. INTRODUCTION

2. TERMINOLOGY

3. OBJECTIVES

4. TARGET GROUPS

5. FUNCTIONS

6. LEARNING THEORIES

7. TEACHING GUIDELINES

8. INTERNATIONAL BACKGROUND

2. TERMINOLOGY

This section will introduce you to the terminology and definitions, used in 'sport for development'. You will get to know what 'sport for development' (S4D) is and how it relates to or differs from similar concepts.

What is 'sport for development'?

There are several descriptions of what 'sport for development' actually is. One of the most frequently used definitions was brought forward in 2008 by the *International Working Group on Sport for Development and Peace (SDPIWG)*:

"Sport for development refers to the intentional use of sport, physical activity and play to attain specific development objectives, including, most notably, the Sustainable Development Goals."
(acc. SDPIWG, 2008)
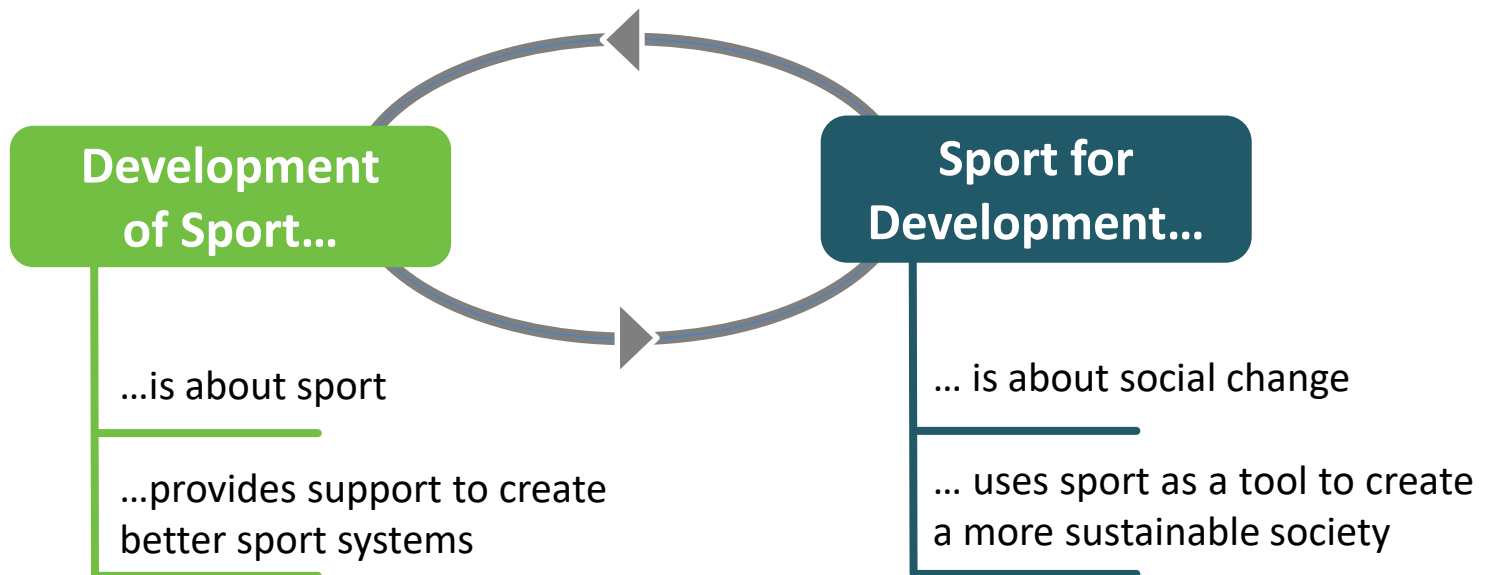
What is 'sport for development'?

In their attempt to define the concept of S4D, the SDPIWG also emphasized that S4D can include all forms of physical activity and that it must be designed to be inclusive. Furthermore the expert group refers to the priority of the development objectives and the aspiration that S4D must embody the best values of sport, emphasise safeguarding and inclusiveness while upholding the quality and integrity of the sport experience.'

S4D

— all forms of physical activity

— priority to development objectives

— designed to be inclusive

— values, quality and integrity of sport

What is the difference between the 'development of sport' and 'sport for development'?

Both approaches are well established and valuable tools in international collaboration, but they pursuit different goals. Although there is a clear difference, both concepts can also partially overlap:

Development of Sport…

Sport for Development…

…is about sport

…provides support to create better sport systems

… is about social change

… uses sport as a tool to create a more sustainable society

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What is the difference between the 'development of sport' and 'sport for development'?

Development of Sport aims at `internal objectives´ of the sport system. This includes for example better sports infrastructure; increased participation in a particular sport; increased numbers of teams, athletes, coaches or competitions; more effective talent scouting or athlete pathways; improved competences of coaches, referees or officials; the professionalization of clubs and federations; an increased numbers of top athletes that qualify for international competitions such as the Olympic and Paralympic Games etc. The 'development of sport' is primarily supported by major international sport organisations such as the International Olympic Committee (IOC) or the International Football Federation (FIFA), by parasport foundations such as the AGITOS Foundation or through bilateral cooperation between sports federations around the world.

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What is the difference between the 'development of sport' and 'sport for development'?

Sport for development aims at 'external objectives' which may also be relevant for the sport system but are primarily directed to society at large. This includes a broad variety of social objectives such as better health and well-being; increased participation in formal and non-formal education; gender equality through the empowerment of women and girls; mitigation of conflicts between different social groups or improved social cohesion and social inclusion. *'Sport for development'* is primarily led and supported by international organisations (IOs) such as the United Nations, by national governments and their development agencies such as GIZ and a wide spectrum of small and large foundations and non-governmental organisations (NGOs) such *Bola Pra Frente*, *Mathare Youth Sports Association, Kick Fair, Right to Play, the Laureus Sport for Good Foundation* or *streetfootballworld*.

What is the difference between 'Sport', 'Sport–Plus' and 'Plus–Sport'?

Another distinction that is often made refers to the concepts of *sport*, s*port-plus* and p*lus-sport*. Although these three concepts are not fully separable and rather overlap in practice, they can provide an additional perspective to understand the approach of 'sport for development'.

Sport	Sport *Plus*	Plus *Sport*
The focus is on sport and athletic development.	Sport is the starting point, but personal and social development are also pursued as important objectives.	Personal and social development are the starting point and sport comes in as a tool.

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What is the difference between 'Sport', 'Sport–Plus' and 'Plus–Sport'?

Sport in its traditional form has a strong emphasize on competition and sport related performance. The logic of the traditional sport system is to identify sporting talent, train hard and then ultimately become the best athlete in your class, your club, your country or even in the world. Of course, the traditional sport system also builds on a strong base of personal and educational values such as fairness, honesty, sportsmanship, teamwork, mutual respect and friendship. But due to its key concept of competition and athletic success the traditional sport system is highly selective and exclusive. And because of the dominating endeavor 'to win', potential social and pedagogical goals often come second, and some actors unfortunately fail to live up to the above-mentioned values.

Sport ^{Plus} is also part of the practices of many traditional sports organisations. But this concept is more open, with increased opportunities and participation in sports being a key objective. *Sport-plus* providers are deliberately trying to reduce the barriers to enter sports by providing resources, equipment or coaching for all. Secondary benefits such as improved health, life skills and education are also sought and may result from these programmes. However, the starting point in this approach is sport, which is supplemented by additional social and developmental objectives and aspects. The 'plus' in the approach can be relatively broad, assuming that participating in sport yields many different benefits for youth in general. But it can also be more focused and specific. Sport programmes that are specifically aiming at equal participation opportunities for girls might be an example.
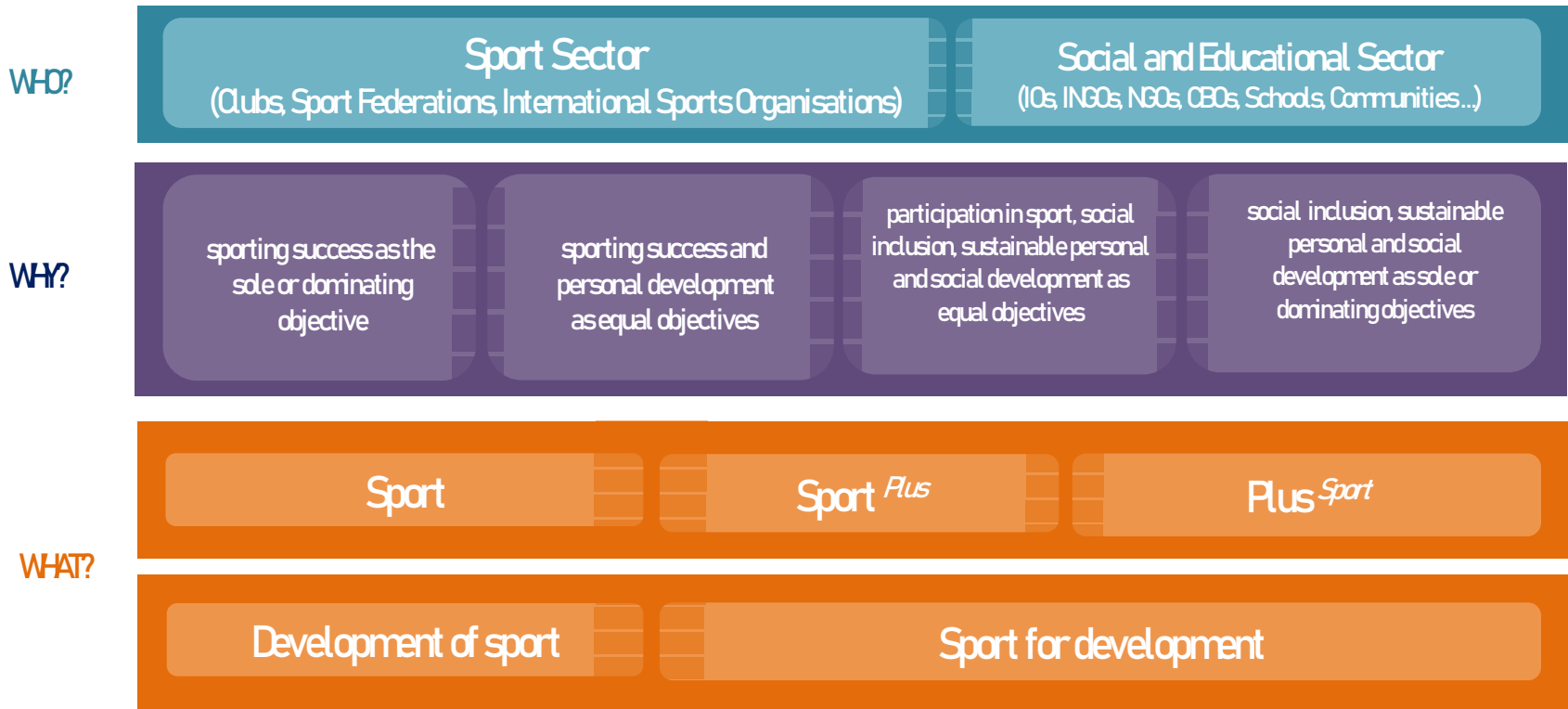
What is the difference between 'Sport', 'Sport–Plus' and 'Plus–Sport'?

Plus *Sport* enters the field from the other side. *Plus-sport* providers are more focused on the non-sporting outcomes, such as social inclusion, peace building or sustainable development. These organizations consider sport primarily as a 'means to an end' and put the emphasis on sport being used as the tool that is able to help forge social change. Their starting point is usually a clearly defined social issue such as high school drop-outs, gang violence, teen pregnancy or a specific target group like an ethnic minority, disabled youth or newly arrived migrants. Therefore sport is usually used as a specific tool within a larger package of measures, directed towards solving the identified challenge or support the selected target group.

How do the existing terms and concepts differ or relate?

The terminology surrounding 'sport for development' can be a bit confusing.
The following figure therefore tries to structure the existing terms and concepts:

WHO?

Sport Sector (Clubs, Sport Federations, International Sports Organisations)	Social and Educational Sector (IOs, INGOs, NGOs, CBOs, Schools, Communities…)

WHY?

sporting success as the sole or dominating objective	sporting success and personal development as equal objectives	participation in sport, social inclusion, sustainable personal and social development as equal objectives	social inclusion, sustainable personal and social development as sole or dominating objectives

WHAT?

Sport	Sport *Plus*	Plus *Sport*

Development of sport	Sport for development

3. OBJECTIVES

In section 3 you will be introduced to the United Nation´s Sustainable Development Goals (SDGs) and learn how they link to your local objectives for social development and your S4D activities in particular.

What are the objectives of 'sport for development'

In the previous section, it was shown that 'sport for development' differs from 'normal' sport primarily through its objectives.

The **17 Sustainable Development Goals** of the United Nations became the overarching orientation framework from which most development programmes and projects worldwide derive their specific local objectives, which they then pursue with their 'sport for development' measures.

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What are the objectives of 'sport for development'

*"The processes and milestones which led to the historic adoption of the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs) in 2015 were followed by the 'sport for development and peace community' with **strong interest and a commitment** to continue using **sport as a unique tool** to support this new **global plan of action**. [....]. With the aspiration of **leaving no one behind** and **maximizing the contribution of sport** for a better and peaceful world, sport will continue advancing development as a **powerful enabler of the SDGs**."*

(United Nation Office on Sport for Development and Peace (UNOSDP), 2016)

What are the objectives of 'sport for development'

What are the objectives of 'sport for development'

In principle sport can be used to make a contribution to any of the 17 Sustainable Development Goals. Within the scope of our programme on "Social inclusion through sport in the Western Balkan Region" the focus that guides our sport-based interventions is on **Social Cohesion and Social Inclusion**.

These cross-cutting aspects are in particular reflected by **SDG 10 (Reduced Inequalities), SDG 4 (Quality Education)** and **SDG 5 (Gender Equality)**.

Within the larger sub-regional context of the Western Balkan´s multi-ethnic post-conflict societies **SDG 16 (Peace, Justice and Strong Institutions)** plays an important role and links with our aspiration for social cohesion.

And finally, we break **SDG 17 (Partnership for the Goals)** down to the local level, where we want to use S4D as an instrument for targeted development through strong local networks, composed by organisations from the sport, social, educational and public sectors.

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What are the objectives of 'sport for development'

10 REDUCED INEQUALITIES

Reduce inequality within and among countries

As an overall objective, the S4D activities of GIZ in the Western Balkans are intended to make a general contribution to social cohesion, with a particular emphasis on the social inclusion of vulnerable social groups.

Among other aspects this requires that social inequality in society is addressed and combated. Through sport this can be achieved by raising awareness towards existent inequalities and establishing sport-related policies and programmes aimed at reducing them.

To improve the level of social cohesion, it is also important that within the Western Balkan´s multi-ethnic societies diversity is recognised and accepted as a social reality and that the opportunities offered by diversity are made visible.

Sport is an opportunity for personal and positive encounters between different population groups and sport can serve as a platform to promote the value of diversity and amplify the message of equality and respect for diversity.

As a contributor to the empowerment of individuals, sport can be effectively used for the inclusion of all irrespective of age, sex, race, ethnicity etc. Conversely, this means that vulnerable population groups in particular are strengthened or immunized against the known risks of social exclusion.

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What are the objectives of 'sport for development'

4 QUALITY EDUCATION

Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

As an indirect tool, sport and physical education can motivate children and youth to attend and engage in formal and non-formal education, as well as improve academic performance and learning outcomes..

As a direct tool, sport itself, can teach transferable life skills and key values such as tolerance or inclusion and can lead towards learning opportunities beyond school..

All available evidence shows that, in the long run, access to the education system and the acquisition of qualified education and training is the best protection mechanism against the risk of social exclusion.

The sports-based promotion of education and training is therefore one of the priorities of our S4D programme in the Western Balkan Region.

Against this background our goal is to use sport both, as an indirect and direct tool for education:

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What are the objectives of 'sport for development'

5 GENDER EQUALITY

Achieve gender equality and empower all women and girls

Sport can also advocate for gender equality, address constricting gender norms, and provide inclusive safe spaces. In our S4D activities in the Western Balkan Region we consider gender equality as a cross-cutting goal.

In groups at risk of social exclusion, girls and women are often particularly vulnerable. This also applies for the traditionally shaped rural communities of the Western Balkans, where girls and women are denied equal rights and opportunities on the grounds of conservative or religious values.

This means that although our sport-based activities may focus on other aspects of social inclusion they should also contribute to awareness on gender equality, challenge gender stereotypes or sensitize boys and men for gender issues.

In this type of social environment sport can contribute to the elimination of discrimination against girls and women by empowering individuals and equipping them with knowledge and skills needed to progress in society.

SPORT FOR DEVELOPMENT

What are the objectives of 'sport for development'

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

Promote peaceful and inclusive societies for sustainable development

As part of our S4D activities in the Western Balkans, personal exchange in sport across ethnic, religious or regional borders shall immunize young people in particular against the globally emerging messages of nationalism and xenophobia.

Within the larger sub-regional context of the Western Balkan´s multi-ethnic, post-conflict societies peaceful coexistence and social cohesion are key for any form of social and economic development.

If applied in a sensitive and responsible manner sport can provide a powerful communication platform for disseminating solidarity and reconciliation messages and fostering a culture of peace and dialogue, If sport is not misused to foster national stereotypes and nationalism it offers a powerful playing field to promote core values such as respect, fair play and teamwork.

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What are the objectives of 'sport for development'

17 PARTNERSHIPS FOR THE GOALS

Strengthen the [...] partnership for sustainable development

On a second level we strive to connect local networks and organisations across national borders in order to contribute to reconciliation trough regular regional exchange and activities.

While SDG 17: Partnership for the Goals in general calls for a strong and vital global partnership for sustainable development, we are aiming to break down this quest for effective cross-sector collaboration to the local level.

Within the Western Balkan Region we want to use S4D as an instrument for targeted development activities of strong local networks, composed by organisations from the sport-, social-, educational- and public sectors.

What are the objectives of 'sport for development'

The goals of a specific 'sport for development' project or activity must be agreed at the local level. However, the regional and global goals of 'sport for development' should always be kept in mind in order to maintain the general direction.
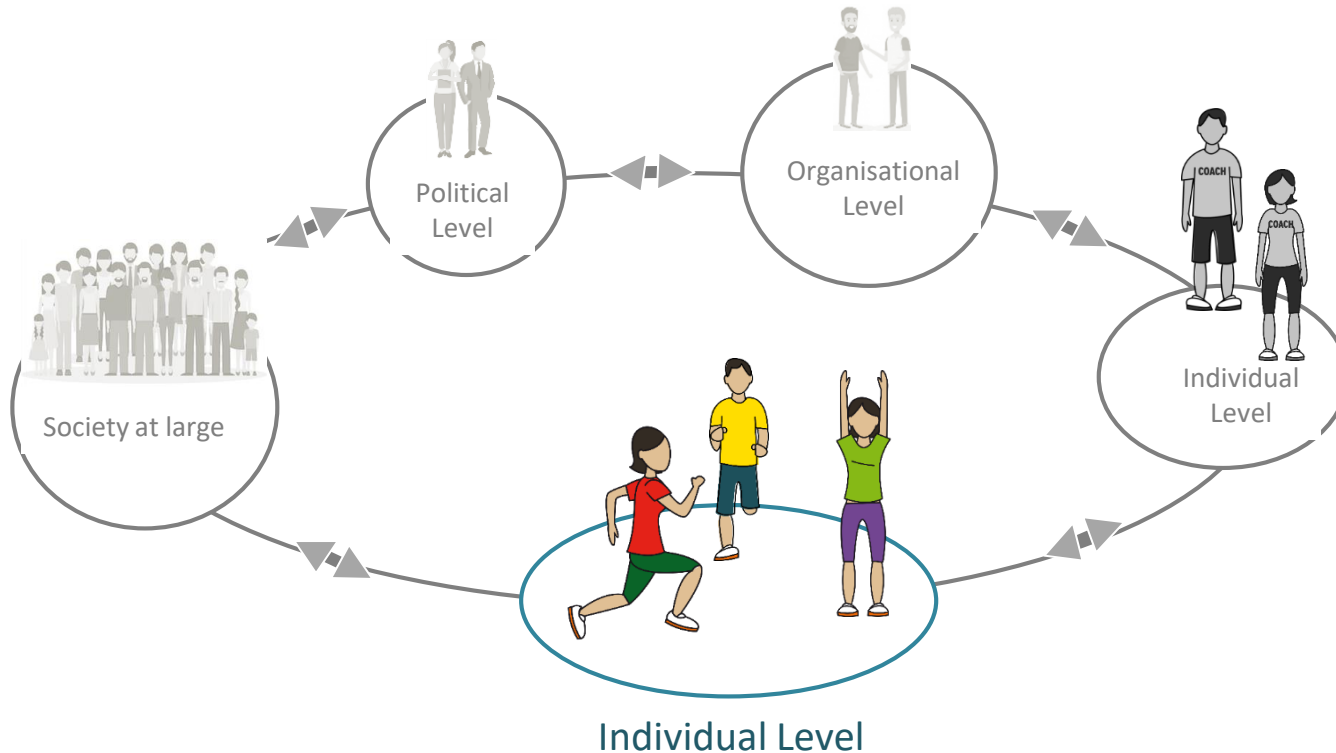
global focus of S4D

10 REDUCED INEQUALITIES   4 QUALITY EDUCATION   5 GENDER EQUALITY   16 PEACE, JUSTICE AND STRONG INSTITUTIONS   17 PARTNERSHIPS FOR THE GOALS

regional focus of S4D

SOCIAL COHESION AND SOCIAL INCLUSION

local focus of S4D

TO BE DEFINED BY THE LOCAL S4D-NETWORKS

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4. TARGET GROUPS

*Section 4 will help you to define the target group(s)
for your practical S4D activities.*

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Who are the target groups in 'sport and development'

'Sport for development' is based on a multi-level approach that includes a broad spectrum of policies and measures to **build capacities** at the social, political, organisational and individual levels. In this presentation, we focus exclusively on the final beneficiaries (children and youth) shown in the front.

Individual Level

Who are the target groups in 'sport and development'

Within the Western Balkan Region, children and young people at large are our primary target group.

The particular focus however is on young people which are more at risk of social exclusion e.g. through education and skills gaps, varied interdependencies, insecurity in living standards, political and social isolation, feelings of estrangement and unhealthy lifestyles.

This especially includes e.g. children and youth from ethnic minorities, young people in the less affluent rural areas as well as young girls and women.

Children and Youth

Primary Target Group

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Who are the target groups in 'sport and development'

'Sport for development' focuses on children and youth as its primary target group for various reasons:

- In many emerging countries young people form the largest population group.

- They are also the population group for whom sustainable social development is most important. Thus young people must be empowered to help shape their own future.

- In addition, S4D also works particularly well with children and youth because they often show great interest in sports, play and physical activity.

- And finally, S4D aims at developing values and competences that can be influenced especially at a young age.
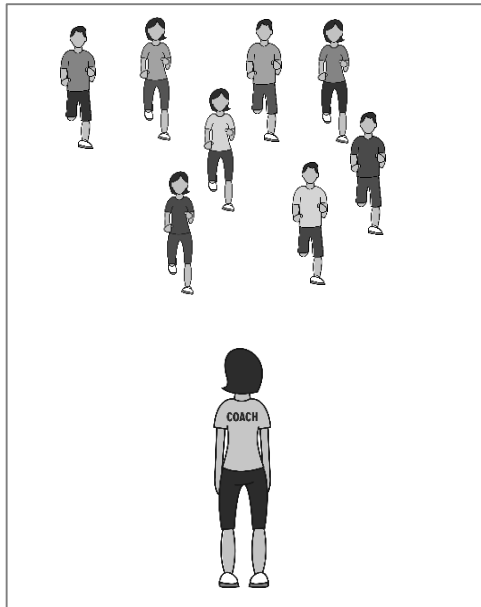
5. FUNCTIONS

In Section 5 we explain how sport can be used as a tool for development and social inclusion. Most important the pathway from a single S4D activity to the long term vision of the SDGs is described.

How can sport be used as a tool for development and social inclusion?

Most S4D programmes follow a similar process, in which sport takes on three overarching functions:
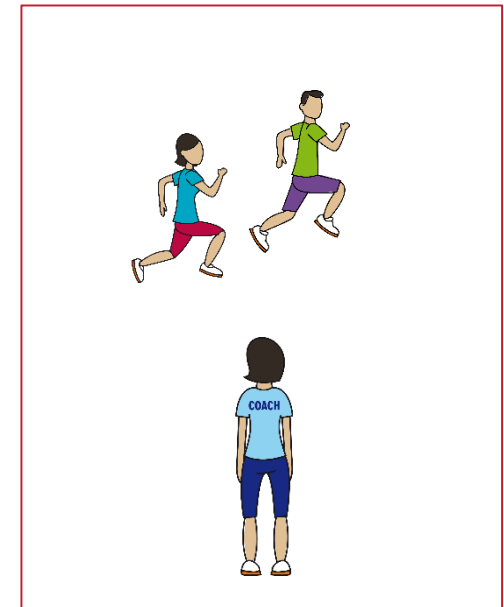
REACH OUT

CONNECT

EMPOWER

Being noticed by and reaching out to the target group

Establishing and maintaining a strong connection to the target group

Developing individual competences through sport-based interventions

How can sport be used as a tool for development and social inclusion?

Although the first two aspects play an important part in the popularity of S4D, we will focus on the third aspect in this presentation, which relates to the actual sport-pedagogical potential of S4D.

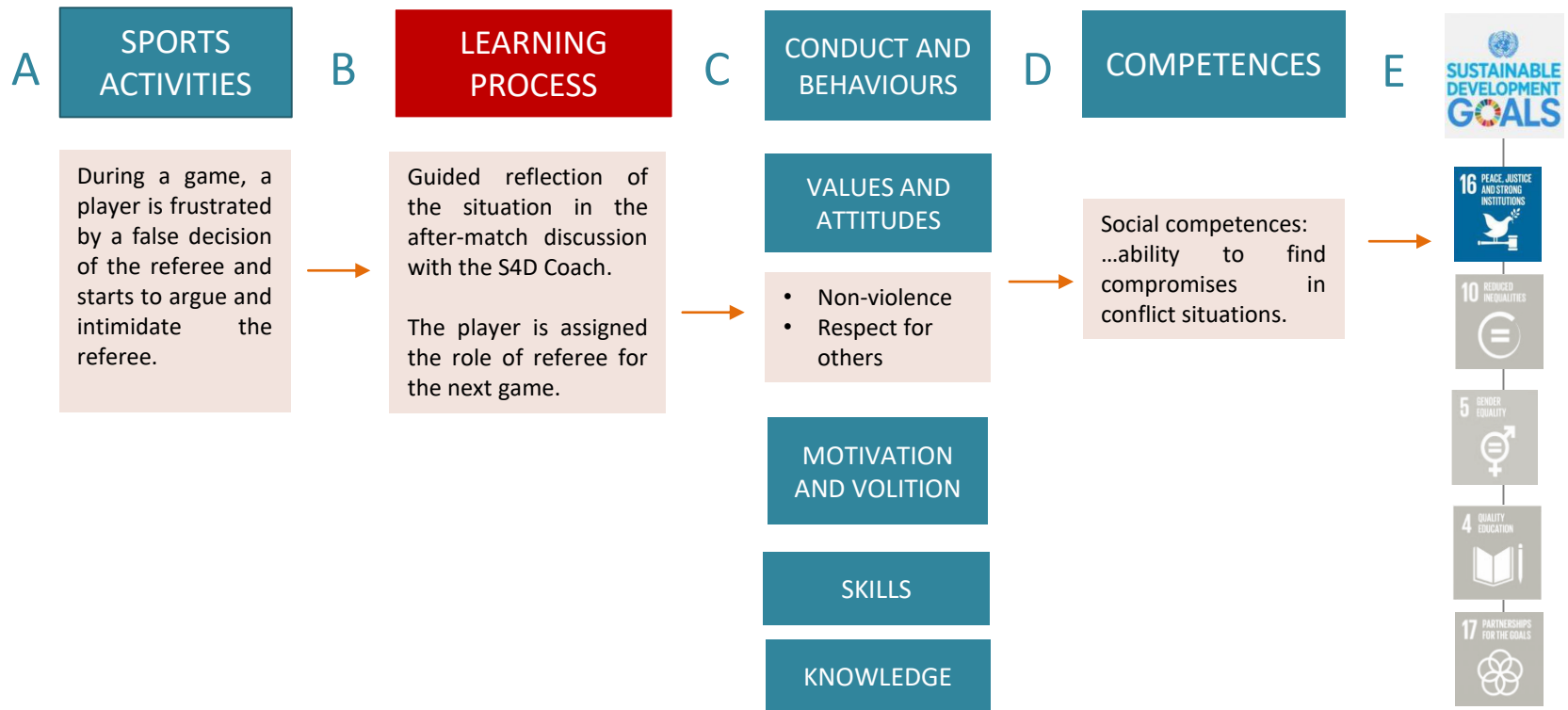| REACH OUT	CONNECT	EMPOWER
In the initial stage, the attractiveness of sports for young people is used to get their attention and to get into direct contact with the target group at all. A lot of well-designed interventions outside of sport already fail at this initial hurdle.	As a second function, the introduction of regular sports activities creates opportunities to build and maintain a long-term connection with the target group, which is an important prerequisite for the success of almost every educational intervention.	While it does not necessarily require a special form of sport to get in touch with young people or integrate them into a group, the development of their individual competences through sport must be based on a specific and targeted approach.
Being noticed by and reaching out to the target group	Establishing and maintaining a strong connection to the target group	Developing individual competences through sport-based interventions

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How can sport be used as a tool for development and social inclusion?

Our approach to 'sport for development' is based on *competences* which can help a coach or teacher to link the games and activities on the pitch to our long-term vision of sustainable societies.

A
SPORTS ACTIVITIES

B
LEARNING PROCESS

C
CONDUCT AND BEHAVIOURS

D
COMPETENCES

E
SUSTAINABLE DEVELOPMENT GOALS

During a game, a player is frustrated by a false decision of the referee and starts to argue and intimidate the referee.

Guided reflection of the situation in the after-match discussion with the S4D Coach.

The player is assigned the role of referee for the next game.

VALUES AND ATTITUDES

- Non-violence
- Respect for others

Social competences: …ability to find compromises in conflict situations.

MOTIVATION AND VOLITION

SKILLS

KNOWLEDGE

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

10 REDUCED INEQUALITIES

5 GENDER EQUALITY

4 QUALITY EDUCATION

17 PARTNERSHIPS FOR THE GOALS

Introduction

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How can sport be used as a tool for development and social inclusion?

Coaches and teachers can plan their 'sport for development' activities by following the proposed systematic backwards from E to A:

They must ask themselves, which competences their participants will need in order to contribute to a sustainable and inclusive society, what knowledge, values or skills make up the required competences, and how these qualities can be triggered and trained through sport based activities.

The process of the participants´ personal development follows the same systematic from A to E:

Participating in 'sport for development' creates learning opportunities. This helps to acquire new knowledge, skills or behaviors. And by gradually developing individual competences over time, participants are empowered to make an impact for themselves and others.

6. LEARNING THEORIES

Section 6 provides a brief insight into the different learning theories that have inspired the existing approaches to teaching in S4D.
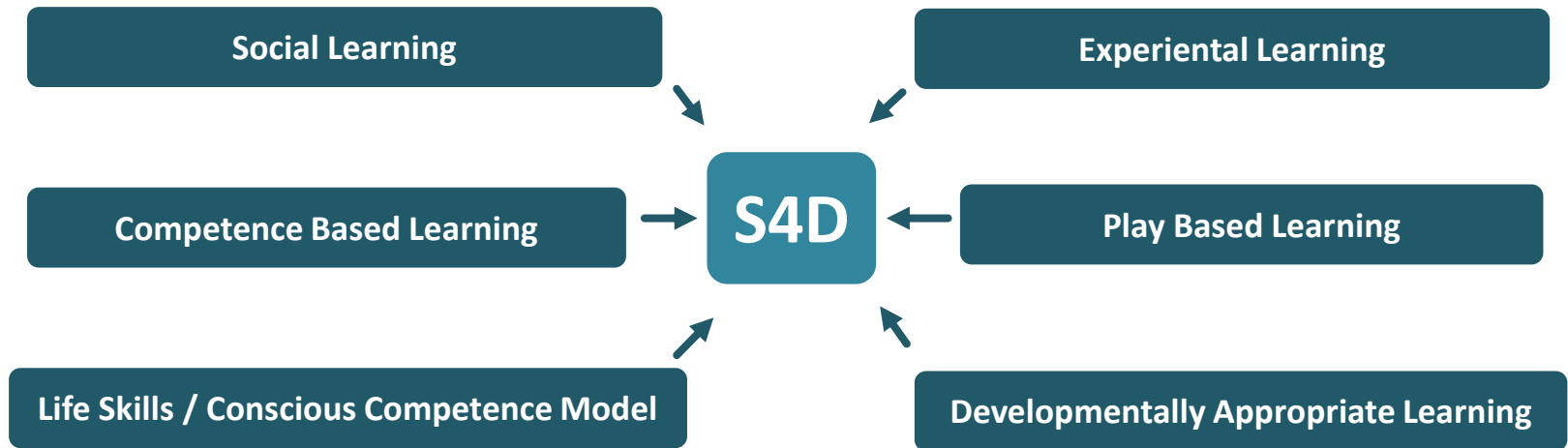
How can we 'learn' in 'sport for development'

- 'Sport for development' is not based on a single learning theory and does not represent a uniform methodology. Instead, there are many different approaches and procedures that have so far only been partially described in theoretical and methodological terms.

- Some organizations work with self-contained concepts. **PLAY INTERNATIONAL**, for example, has developed the concept of "playdagogy", while **STREETFOOTBALLWORLD** mainly uses "Football3" as their method.

- However, within the 'sport for development' sector at large a more open theoretical and methodological approach prevails. This means that different theoretical considerations and proven practices are combined to create programme, or project-specific methodologies.

- Although the individual approaches differ from one another, some learning theories can be identified, which are reflected in the teaching concepts of 'sport for development'.

How can we 'learn' in 'sport for development'

The figure below provides an (incomplete) overview of some of the more relevant learning theories, reflected in 'sport for development '.

Social Learning		**Experiental Learning**
Competence Based Learning	**S4D**	**Play Based Learning**
Life Skills / Conscious Competence Model		**Developmentally Appropriate Learning**

How can we 'learn' in 'sport for development'

Social Learning occurs within social situations and is observational learning, imitation and modelling. Social learning theorists such as Albert Bandura say that people can (only) learn through observation. Based on this learning theory, moral thinking and moral behavior for example are influenced by observation and modelling, including moral judgments regarding right and wrong.

→ S4D This perspective is reflected by emphasizing the role of teachers and coaches. Train the trainer activities therefore play a key role in almost all S4D programmes and S4D coaches must exemplify to their participants on and off the field the same values and behaviors they want to develop among the young people.

How can we 'learn' in 'sport for development'

Experiental Learning   The theory behind "experiental learning" was developed by David Kolb in the early 1980´s. According to Kolb, "learning is the process whereby knowledge is created through the transformation of experience". Put into very simple terms, the theory suggests that deep and lasting learning occurs when we engage in an emotional and powerful experience (explore) before we step back and reflect on that experience (describe) , then interpret and try to make sense of it (understand and explain) and finally try and test (apply and transfer) our new skills and abilities in other situations.

→ S4D This idea is for example reflected in the goal-oriented training structure. There, sport and games are used in the first phases of a typical S4D training unit to make emotionally meaningful experiences possible for the participants and eventually set a targeted impulse. The final phase of a typical S4D training unit is then always reserved for reflection. Participants are supposed to reflect on the experiences they have made and transfer their learning to other areas of life.

How can we 'learn' in 'sport for development'

Competence Based Learning focuses on clearly defined cognitive abilities and skills that are required to successfully complete a specific task in a specific area of life. It begins by teaching the simpler skills needed to perform the more difficult tasks. The learning process does not follow a classical curriculum. Rather, it is based on the actual learning progress of the individual child or adolescent. Only when a required skill is mastered the subsequent skill can be practised and learned. Conversely, the learning process can also be faster if the participants have already mastered the skills required for a particular task.

➔ S4D On the part of teachers and coaches this approach requires a clear idea of which competences the children or youth need to master their specific life situation for which S4D wants to prepare them. We therefore develop competence frameworks for children and youth, to specify the required competences (e.g. social-, personal- or methodological competences) in relation to different practical challenges (e.g. health or employability) and the Sustainable Development Goals.

How can we 'learn' in 'sport for development'

Developmentally Appropriate Learning suggests a teaching practice that picks up children and youth where they are. The idea behind this thinking is that both, the learning objectives and the activities must be appropriate to the age and level of development of the learners and respond to the social and cultural context in which they live. Both approaches (competence-based learning and age appropriate learning) are reflected in Istvan Balyi and Richard Way's *Long Term Athlete Development Model* which has gained broad international recognition in sport.

→ S4D GIZ has transferred this model to the wider scope and specific requirements of S4D. The 'development of a player' approach describes four different developmental phases with regard to the learner´s social, psychological and motoric resources. Based on the competences and resources that can be expected in a certain age group, the model then describes the respective skills and abilities to be learned through S4D and suggests didactic principles and age appropriate training methods to reach these goals.

Jump to the 'Development of a Player' Poster

Introduction

How can we 'learn' in 'sport for development'

Play Based Learning   There are many studies about play and game-based learning that demonstrate the benefits of using play and games to enhance and reinforce other forms of learning.

Assumptions are that play- and game-based learning can keep learners motivated and more engaged, can increase learners attention, support creativity, diverse learning styles, and strategic thinking skills.

➔ S4D   This approach is for example reflected in the so called "small games", which provide a tool for many different learning purposes. In this context, simple games like playing catch, role play or basic ball games are often used to create analogies and parables to the real world.

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How can we 'learn' in 'sport for development'

Life Skills Learning and Conscious Competence   According to UNICEF 'life skills' are defined as psycho-social abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills: cognitive skills for analysing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others.

➔ S4D   A key assumption of S4D is that it can help a young person to develop these skills although the sector still lacks a clear theory „how" exactly this can be done. The conscious competence theory proposes a solution to this question. The theory provides a simple phase model that divides the learning process into five steps. Its origins are not a hundred percent clear and the approach cannot be assigned to a single author, but the current terminology was probably first introduced by Martin Broadwell in 1969.

Life Skills Learning and Conscious Competence   The 'Conscious Competence Model' provides a helpful pathway to describe how we learn new skills. The proposed learning stages are described as (1) unconscious incompetence, (2) conscious incompetence, (3) conscious competence, (4) unconscious competence and sometimes (5) reflective competence.

→ S4D   Sport based activities can be used to guide the learner from one stages to the next. A youngster may for example be made aware by his coach that he does not cooperate well with the rest of the team (the player becomes conscious of something he needs to learn). The coach may then focus on small games that require cooperation and team play to exercise that skill (the player learns to cooperate, although using the skill still needs some conscious effort). The longer the player then participates in the activities, the more self-evident this behavior becomes on and off the field (being a team player has then become an unconscious competence of that learner).

Jump to the "Conscious Competence Table"

7 – TEACHING GUIDELINES

Section 7 will bring the pieces together and provide you with some guidelines for teaching 'sport for development' in practice. Most important this section explains the 3 steps of the 'sport for development' methodology.

How do we 'teach' in 'sport for development'

Against the background of the afore mentioned learning theories a few guidelines can be derived for teachers and coaches in 'sport for development'. This includes a "specific methodology" which needs to be implemented with a certain "attitude" under certain "conditions".

Openness and Accessibility	Appropriate Learning Environment	Clear Purpose and Direction
Learner Centered	Specific Methodology	Responsible Leadership

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How do we 'teach' in 'sport for development'

3-Step Methodology

The proposed methodology is based on three generic steps (see below). How these steps can be filled and implemented is what we teach in our S4D Training-of-Trainer Courses.

1 (Intentional) creation of a learning impulse	**2** (Guided) reflection of the triggered learning experiences	**3** Transferring the learning experiences from sport to other areas of life
The learning impulse can take many different forms. It can be an emotion, a problem, a social interaction, a specific behavior, a piece of information etc. It can either occur ad hoc, from situative interaction, or be intentionally planned and triggered by the S4D coach.	The learning impulse must be followed by a (guided) reflection process. This process usually needs to be initiated and guided by the S4D coach. It can either take place immediately after the activity or relate to learning experiences made over a longer period of time.	We cannot simply assume that skills, values, behaviors etc. developed in sport will automatically be transferred to other areas of life. This process must be systematically supported, starting by working towards relevant competencies and by creating learning impulses that allow for analogies. The reflection process must then prepare the transfer cognitively. And finally the S4D coach should observe if the learners act outside the pitch the way they've learned it on the pitch.

Jump to the "Reflection Guidelines"

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How do we 'teach' in 'sport for development'

Openness and Accessibility

'Sport for development' is supposed to be open and inclusive. S4D coaches must regularly ask themselves whether their offers are really open and accessible to all youth within their target group. Whether an offer is open and inclusive is decided on two levels, the organisational and the pedagogical level:

A	Organisational and practical considerations

To ensure that a S4D program is actually inclusive, appropriate framework conditions must also be created outside the pitch. This may for example include…

- that girls are trained by a female coach
- that participants can travel safely to the venue and back
- that no expensive equipment is required
- that disabled youth can access the venue
- etc.

B	Pedagogical considerations

Pedagogical consideration refer to the way how the activities are delivered on the pitch. This, first and foremost, requires an open attitude. The idea is to adapt the activities to the needs and resources of the participants instead of trying to make the participants fit into a pre-defined concept. The *Inclusion Spectrum* is a particularly helpful tool for the inclusive design of S4D activities.

Jump to the 'inclusion spectrum'

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How do we 'teach' in 'sport for development'

Appropriate Learning Environment

This means creating an environment in and through sport in which young people can learn, practice and test themselves without fear (save spaces, code of conduct, positive and playful atmosphere).

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Clear Purpose and Direction

This does not necessarily mean that every single unit or activity must be directly assigned to an SDG. In the long term, however, an S4D programme should make a comprehensible contribution to achieving the SDGs.

Orientation towards a specific competence framework can help the S4D coach to define the competences which they will develop in their participants and thus bridge the gap from the sports pitch to global development.

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Learner Centered Approach

'Sport for Development' is about building capacities in young people. As capacity building can be described as an ongoing, active and individual process it requires a learner centered approach.

In this regard the S4D coach should e.g. consider the following guidelines:

- Know your participants and pick them up from where they are (what are their needs, their resources, their capacities etc.?).

- Design your activities to be age-appropriate.

- Adapt your project to the participants, not the other way around.

- Let the participants help shape the activities and give them appropriate responsibilities.

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Responsible Leadership

In 'sport for development' the role of the coach is key. As be believe in the idea of social learning, we expect young people to closely observe the behavior of adult role models to learn.

The S4D coach should therefore pay attention to the following points:

- Be aware of your specific responsibility as a role model.

- Lead by example and follow a "practice what you preach" approach.

- Establish a clear value system in your groups and consequently implement this value system.

- Know your professional limits and get help where your own skills and resources are not sufficient.

8 – INTERNATIONAL BACKGROUND

'Sport for development' is more than a pedagogical concept or methodology. It is also a vision and an international movement. Section 8 provides a short description of the larger social and international, political context in which 'sport for development' has evolved.

Introduction

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What is the global context of 'sport for development' in which this programme is embedded

'Sport for development' first came to global prominence in in 2001, when the United Nations (UN) appointed a Special Adviser to the Secretary-General on Sport for Development and Peace to enhance the cooperation between the UN organisations and the sport sector. Two years later, the UN General Assembly adopted Resolution 58/5, 'Sport as a means to promote education, health, development and peace'. This resolution confirmed the contribution that sport can make in achieving the Millennium Development Goals. In 2005, which was declared as international year of sport and physical education, also the International Working Group on Sport for Development and Peace (SDPIWG) was introduced.

In 2007, the European Commission produced its White Paper on Sport, which called for greater promotion of sport within international development.
In order to raise public awareness for the importance of sport, in August 2013 the UN declared the 6th of April as the "International Day of Sport for Development and Peace". In 2015 sport was recognized in the Agenda 2030 with the 17 Sustainable Development Goals (SDG) as an important enabler of sustainable development.

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What is the global context of 'sport for development' in which this programme is embedded

In Germany, the Federal Ministry for Economic Cooperation and Development (BMZ) has assumed responsibility for this area and is seeking to make a significant contribution to the Sustainable Development Goals (SDG) by developing approaches using sport in international development cooperation. BMZ commissioned the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH to implement S4D more strategically from 2013 onwards.

Throughout the years, a number of strategies, approaches, and methods were tested in various countries worldwide and further developed together with local, national and international partners from politics, civil society, economy and academia.

Within this context German cooperation has initiated a 'sport for development' programme in the Western Balkan Region in 2017/18. The aim is to use sport and physical activity as a tool for social inclusion of marginalized and vulnerable groups.

Local networks in Albania, Bosnia and Herzegovina, Kosovo, North Macedonia and Serbia have started to implement S4D activities in their communities and more than 700 local experts from the sport, educational and social sector have been introduced to the concept of 'sport for development' and 'sport for social inclusion'.

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Jump back to the Learning Theories Section

L1- unconscious incompetence	L2- conscious incompetence	L3- conscious competence	L4- unconscious competence	L5- reflective competence
We don´t know, that we are missing a skill.	*We know, that we are missing a skill and we become motivated to learn it.*	*We´ve learned a skill, but we still need to focus and concentrate on it when we try to apply it.*	*We´ve learned a skill and trained it for so long, that we just apply it without thinking whenever we need it.*	*We can not only apply the skill at will at any time, we can also "externalize" it and describe it to others.*
skills level				
At this stage, a person is not aware of the existence or relevance of a specific skill. The person is either not aware that they have a particular deficiency in that field or the person denies the relevance or usefulness of the new skill.	At this stage the learner becomes aware of the existence and relevance of a skill and their own deficiency in this area. Ideally by trying to use the skill the person realises that by improving their skill or ability in this area their effectiveness will improve.	A person achieves 'conscious competence' in a skill when they can perform it reliably at will. However, the trainee will need to concentrate and think in order to perform the skill. At this stage, the skill is not yet 'second nature' or 'automatic'	At this level, the skill becomes so practised that it enters the unconscious parts of the brain - it becomes 'second nature'. Common examples are driving, typing, listening or communicating. It becomes possible for certain skills to be performed while doing something else, for example, knitting while reading a book.	The last level goes beyond the original learning process and asks how one can teach a skill that is unconsciously performed? At this level the potential teacher of a skill can look at their unconscious competence from the outside, in order to be able to explain what they do and how they do it.
requirements for the learning process				
At this stage, the person must become aware of the specific skills area and their own skills deficits <u>before</u> the learning process can actually begin. The aim of a trainer or teacher is to move the person into the 'conscious competence' stage, by demonstrating the skill or ability and the benefit that it will bring to the person's effectiveness	At this point the person ideally makes an intrinsically motivated commitment to learn and practice the new skill. The trainer or teacher will provide an environment in which the new skill can be practiced and actively assist the trainee, so they will understand the requirements and find the correct solutions.	Once a skill has been learned fundamentally, the trainee should practice the new skill continuously and in increasingly complex situations until he or she is 'unconsciously competent' in this skill. Practise is the single most effective way to move to the stage of unconscious competence.	Whatever we do as a daily routine and at the level of unconscious competence, becomes vulnerable to carelessness or sloppiness and should therefore from time to time be reflected and taken back to the level of consciousness. Finally, not everyone needs to aim for the final step to reach the level of reflective competence, but those who want to teach a specific skill to others need to make that extra effort and systematically analyse that skill and their own unconscious implementation of that skill.	
approaches to support the learning process through S4D activities				
Sport and play can be used to create situations in which one or more specific skills are required in order to identify skill deficits within a group. Typically, more complex games and teamsports could be played to observe the level of cooperation, communication, teamwork etc. Targeted activities (e.g. small games) can be used to make the relevance and/or lack of a specific skill visible to a group or to individual players in order to create awareness and motivate them to develop that skill.	Targeted activities (e.g. small games, specific exercises) can be used to make participants fully understand the nature of a specific skill and practice that skill in isolated, "undercomplex" situations.	Targeted as well as unspecific games and sports activities can be used to practice one or more skills in different and more and more complex situations. This can include a wide range of sports activities with team sports being the most typical example. Regular and long-term participation, preferably in stable groups is a precondition at this stage of skills development through S4D. Role model coaches and regular reflection are further key elements.	Mastering complex soft- or life skills such as leadership, teamwork, determination or outstanding communication through sport for development requires a committed, regular and ongoing sports participation in an individual or team sport. Here, sport can unfold its qualities when participants are challenged by a constantly evolving level of requirements through which they can grow continuously while being supported by their coach and peers committed, regular and ongoing participation.	

Source: Own presentation based on Input from Businessballs.com

Jump back to the "Learning Theories Section"

DESCRIBE: *What did you notice?* or *Did you notice that…?*

With this question we ask participants to <u>describe</u> what has happened during an activity or a game. The idea is to make them look back at the activity and direct their attention to a specific situation, skill or learning opportunity. This requires the coach to closely observe the activity to identify

EXPLAIN: *Why did that happen? What were the consequences? What could have been done better?*

With these questions we ask participants to <u>explain</u> what has happened during the game. They will describe the impact of their action or behavior and think about alternative action or behavior in that specific situation. This will help them to understand the relevance of a specific skill.

GENERALIZE: *Does that also happen in life, in school or at work?*

This question invites participants to <u>generalize</u> the experience, asking them to look at it in broader terms and see if there is a connection between the experience during the game and what happens in life or at work.

LEARN: *What do you take out of this experience? What will you do differently in the future?*

This question is at the heart of the reflection process. It asks participants about their <u>personal learning</u>. What would they do differently in the future? First of all, within the narrow scope of the game or activity, but also as a transfer of that learning experience in other areas of life.
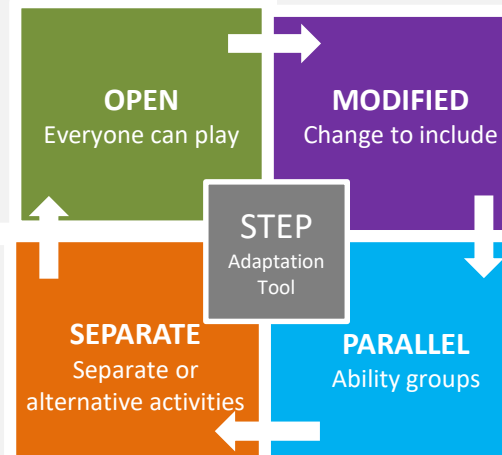
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In this context, participants engage with naturally inclusive activities based on what everyone can do with little or no modifications needed.

For example warm-ups and cool-downs, where players can find the level of participation that suits them.

Here, everyone does the same activity using adaptations to provide both support and challenge across a range of different abilities. The STEP adaptation tool (Space, Task, Equipment and People) provides a structure for adapting and modifying the activities. Changes in the way the activity is delivered can be made in one or more of the STEP areas, as the table below shows. This simple system helps facilitators to adapt the sport, game or activity for different abilities and ages.

OPEN
Everyone can play

MODIFIED
Change to include

STEP
Adaptation
Tool

SEPARATE
Separate or alternative activities

PARALLEL
Ability groups

In this approach, individuals work separately for a time on specific skills before joining the whole group. Sometimes, in order to include someone more effectively, they need to practise separately

first, although this should not be most of the time. In cricket or baseball, for example, participants may have more success in striking the ball if they start by hitting a static ball from a tee or post.

In this setting, participants are grouped according to ability, and each group does a version of the same activity, but at a level that suits the individuals in each group,

For example: Creating two or more versions of the same activity, such as a standing version and a seated version of volleyball. It may also be appropriate to group participants together based on their age, depending on the type of activity.

(Source: Different Just like You)

Jump to the "STEP Adaptation Tool"

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The **STEP adaptation tool** provides a structure for adapting and modifying the activities. Changes in the way the activity is delivered can be made in one or more of the STEP areas as the table below shows. This simple system helps facilitators to adapt the sport, game or activity for different abilities and ages.

Space	Increase or decrease the size of the playing area; vary the distance to be covered in activities to suit different abilities or mobility levels; use zoning, e.g. where players are matched by ability and therefore have more opportunity to participate.
Task	Ensure that everyone has equal opportunity to participate, e.g. in a ball game, all the players have the chance to carry, dribble, pass, shoot etc.; break down complex skills into smaller component parts if this helps players to more easily develop skills; ensure there is adequate opportunity for players to practise skills or components individually or with a partner before including in a small-sided team game.
Equipment	In ball games, increase or decrease the size of the ball to suit the ability or age range of the players, or depending on the kind of skill being practised; provide options that enable people to send or receive a ball in different ways, e.g. using a chute or gutter to send and a catching mitt/glove to receive; the use of bells or rattle balls can assist the inclusion of some players.
People	Match players of similar ability in small teams or close marking activities; balance team numbers according to the overall ability of the group, i.e. it may be preferable to play with teams of unequal numbers to facilitate inclusion of some players and maximise participation of others.

(Source: Different Just like You)

Jump back to the "Openness and Accessibility Section"

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