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 Sport for Development (S4D) activities delivered through coaches. Therefore, coaches must develop their own specific competences to meet those requirements regarding to S4D activities. To address the entire range of competences, we developed clusters of S4D competences in which a coach needs when working in the field of S4D, with children and youth. The S4D competences include self, social, methodological/strategic and professional competences related to sport and related to specific S4D topics.

The following framework gives an overview on which 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, the development of competences should be one of the most important teaching and learning objectives.[1]

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[1] Parts of the following table are quoted or adjusted from

The Commonwealth (2015). *Sport for Development and Peace and the 2030 Agenda for Sustainable Development.* Retrieved on 23.10.2017 from http://thecommonwealth.org/sites/default/files/inline/CW_SDP_2030%2BAgenda.pdf.

The Commonwealth (2017). *Enhancing the Contribution of Sport to the Sustainable Development Goals.* Commonwealth Secretariat. Retrieved on 27.11.2017 from https://www.sportanddev.org/sites/default/files/downloads/enhancing_the_contribution_of_sport_to_the_sustainable_development_goals_.pdf

UNESCO (2017). *Education for Sustainable Development Goals. Learning Objectives.* Retrieved on 23.10.2017 from https://www.unesco.de/fileadmin/medien/Dokumente/Bibliothek/unesco_education_for_sustainable_development_goals.pdf.

UNOSDP (n.y.). *Sport and the sustainable development goals. An overview outlining the contribution of sport to the SDGs.* Retrieved on 23.10.2017 from https://www.un.org/sport/sites/www.un.org.sport/files/ckfiles/files/Sport_for_SDGs_finalversion9.pdf

Competences of a Coach in SPORT FOR DEVELOPMENT (S4D)	
Self-competence: **The coach is able to…**	**Self-Confidence and Trust** … support the development of a positive self-perception of the participants. … support the participants to resort to their strengths. … enhance the confidence and trust of participants in their own power, abilities, qualities, and judgement. … encourage participants to trust in others and their abilities. **…** help participants reflect on how to manage life's difficult situations and encourage them to accept support.
	Motivation … reflect on the aims participants want to reach and support them to become active in attaining them. … effectively support participants in realizing their aims, support their efforts to fulfil them in a self-disciplined manner. … continually evaluate and further motivate participants 'actions. … deal with participants' feelings and desires.
	Responsibility … encourage the belief that participants are responsible for their own actions, as well as encourage participants to anticipate the consequences of their own actions and act accordingly. … support participants to have courage when taking over responsibility for others.
	Critical Ability, Conflict Ability … help participants accept and identify both negative and positive criticism. … support his/her participants to accept points of criticism and how to manage and utilize it. … enhance participants' abilities to draw realistic conclusions on their own abilities.
	Resilience … employ all reasonable measures to help participants recover from, or adjust easily to, misfortune, changes and/or difficulties. … set-up a strategy for participants to follow their own goals despite failure or defects.
	Goal Orientation … educate participants to consider the steps necessary to achieve a certain goal. … support participants to focus on their tasks and the end results of them. … enhance the ability of participants to resist distractions and keep track of their goals. … educate participants to enhance their ability to act in a self-disciplined manner. … educate participants to enhance their ability to think or act for themselves, instead of being influenced or controlled by others in matters of opinion, conduct etc.
	Adaptability … empower participants to incorporate knowledge gained in former experiences into current experiences and actions.

	… support participants to adjust themselves to different/new conditions. … teach participants ways to alter their responses and reactions to changed circumstances and environment.
	Creativity … offer learning opportunities to participants, in which they are able to combine knowledge and experiences, rules, patterns, relationships in a new way; thus, generating new ideas and finding solutions to problems. … empower participants to collectively develop and implement innovative actions.
Social Competence: The coach is able to…	**Change of Perspective and Empathy** … create opportunities for participant where they are able to put themselves in the position of others and comprehend their values, attitudes, feelings, thinking and acting . … show participants ways how to put themselves in the position of others and reflect how others might judge their own values, attitudes, feelings, and acting. …enhance the ability of participants to respect the needs, perspectives, and actions of others. … enhance participants to relate to and be sensitive to others.
	Respect, Fair Play and Tolerance … 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 participants to do the same. … be polite and considerate of others, thus enforcing and enhancing these qualities in participants. … be tolerant and respectful toward diversity; thus becoming a good role model for participants. … empower participants to acknowledge human dignity as the basis of living together, as well as protecting physical and psychological integrity.
	Solidarity … allow participants to develop and maintain a mindset of solidarity that supports ideas, values, and activities of others. … offer learning opportunities to unite and agree with feelings or actions of others with a common interest. … empower participants to develop mutual support within a group. … show participants ways how they can collaborate with others.
	Communication … motivate participants to develop and maintain the capacity of articulating themselves. … support participants to develop and maintain the disposition of wanting to communicate well. … develop participants' readiness and ability to ask questions. … strengthen participants' abilities to listen to others and comprehend what the other person is saying verbally and through body language.

	… teach participants about their roles as a "sender" or "receiver", as well as the behaviours and the reactions (i.e. verbally and physically) associated with each role in terms of communication.
	Cooperation … create learning situations in which participants work together for the achievement of an individual and/or collective goal. … empower participants to combine efforts for the successful obtainment of a common goal. … make participants recognize individual strengths of group members and use these to reach a common goal. … include all participants and not exclude anyone; thus, being a role-model for participants and motivating them to do the same. … facilitate collaborative and participatory problem-solving among participants.
Methodological Competence, Strategic Competence: The coach is able to…	**Critical Thinking** … create opportunities for participants to learn how to perform disciplined thinking that is clear, rational, open-minded, and informed by evidence. … help participants to assess relevant information, interpret it, and come to well-reasoned conclusions and solutions. … empower participants to carry out their own actions in a purposeful way. … question norms, practices and opinions, as well as ask the participants to do the same … guide participants to reflect on their own values, perceptions, and actions.
	Decision-Making … teach participants how to evaluate the situation and select a course of action from several possibilities. … enhance participants' ability to weigh positive and negative aspects of options associated with a decision. Coaches should work with them to enhance their ability to consider all alternatives and to produce a final rational and logical choice. … empower participants to forecast the decision options, and the outcomes associated with each , to determine the best option for a situation. … support participants to assess the consequences of actions and judge whether one is willing and capable to deal with them.
	Problem-Solving … guide participants to define a problem, analyze it and develop strategies to implement a resolution and solve the problem. … offer learning opportunities to apply different problem-solving frameworks to complex problems and develop viable solution options.

| Professional Competence; Expertise: The coach is able to… | **Related to specific types sport / to sport[2]:**
... teach and develop general motor competences (speed, endurance, strength, coordination, flexibility) of children and youth, in an age and ability appropriate way.
... teach and develop basic technical competences (sport-specific) of children and youth in an age and ability appropriate way: The coach is able to make participants...
   - … dribble, pass, shoot, throw, catch etc.
   - ... use different sensory and motor techniques in various ways.
... teach and develop basic tactical competences of children and youth in an age and ability appropriate way: The coach is able to make participants...
   - … understand 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 communicative and cooperative behaviour of individual team members. |
| | **Related to Sport for Development:**
… explain, evaluate, and apply the concept of using sport as a tool for development.
... make participants understand the concept of using sport as a tool for development.
... acknowledge how he/she can use sport as a tool in his/her working environment in an effective way.
... critically reflect on which development objectives and competences are important for his/her participants.
… accept being a role model for participants and act accordingly.
... organize, plan and structure a S4D training session effectively and in sequential parts.
... use sport as a tool in certain development objectives in his/her own training activities.
... develop participants' (i.e. social, personal) competences in and through all parts of his/her training session.
... provide opportunities to the participants to reflect/express their opinion and to involve participants actively during the training session.
... make participants understand the importance of physical activity and sport for their own personal, social, emotional, health and physical development.
... make participants aware about their socio-economic environment and enable them to draw conclusions to their own lives.
→ with regard to specific professional competences please review the competences regarding the different topics (gender, health, violence prevention and vocational education)! |

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