

Competences of a Coach in Sport for VIOLENCE PREVENTION

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 with the focus on Sport for Violence Prevention. Derived from the fundamental S4D competence clusters, this framework was created in accordance with the development objective of violence prevention. 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

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

GIZ (2011). *YDF Manual for Violence Prevention. Guidelines for teaching Football and Life Skills*. Retrieved on 23.10.2017 from <https://www.giz.de/expertise/downloads/giz2011-en-ydf-manual-for-violence-prevention.pdf>

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Self-competence: The coach is able to...	Self-confidence and Trust ... develop a positive self-perception of the participants that is based on their sport and social competences, and not on their violent behaviour. ... enhance the confidence and trust of the participants to their own power, abilities, qualities, and judgment not based on violent actions. ... engage the participants to speak about violent incidents that they suffer(ed) from and/or they perform(ed). ... reflect with participants about negative actors in their communities and communicate their feelings about these actors to other individuals they identify as trustworthy.
	Motivation ... engage the participants in finding non-violent solutions for their own problems. ... effectively support the participants to deal with their feelings and desires in non-violent communicative ways and actions. ... support the participants to set goals that enhance a peaceful environment and allow participants to be motivated to reach these goals.
	Responsibility ... sensitize to their role as coaches in regard to violence prevention and are encouraged to take responsibility for preventing violence. ... take responsibility for the behaviour of their participants; however they understand they do not have direct influence of the behaviour of opposing teams, referees, parents or the community in large. ... teach 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 ... enhance the ability of participants to think before taking action that is or might be threatening. ... discuss about point of criticism related to their coaching and management skill in a non-violent way. ... learn about their role when conflict situations arise, and reflect with participants on their role within the situation. ... critically reflect the role of different kind of sport (such as football) in violence prevention.
	Resilience ... strengthen the use of different coping mechanisms through sport activities. ... employ all reasonable measures to help the participants to recover from, or adjust to, misfortune, life change, difficulties and/or tough situations without reacting violently. ... strengthen the participants' ability to overcome emotion related to bad experiences, which impede the process of learning; coaches strength the participants ability to move on. ... understand the psychological and social consequences of severe violence (trauma).
	Goal Orientation ... plan and make a commitment to what they will implement in their work, as a coach, and enhance the ability of the participants to resist

	<p>distractions and keep track of their own personal goals. ... remind participants that achieving and reaching one's goal in the end is greater than the momentary situation of violence. ... guide participants to think beyond a traumatic violent moment and place their mindset on the future, on potential positive opportunities and experiences beyond this point in time.</p> <p>Adaptability ... show participants ways to adapt their responses and reactions to changed circumstances and environment in a non-violent way; adjust themselves to different/new conditions in a peaceful way. ... make participants realize that violent situations they experience on the football field reflects the violent situations they experience in their homes, schools and communities.</p> <p>Creativity ... initiate participants to open their minds and develop innovative solutions to solve their own issues in a peaceful way: through peaceful actions. ... remind participants that most violence occurs when people do not, or cannot, find ways to solve conflicts in a constructive manner; hence, coaches are able to show participants ways how to be constructive in resolving conflict.</p>
<p>Social Competence: The coach is able to...</p>	<p>Change of Perspective and Empathy ... recognize symptoms of trauma in their players. ... create opportunities for participants in which they must put themselves in the position of others, in order to make participants understand that a different position is not one to violently fight against. ... reflect with participants how violent behaviour might affect others. ... teach participants to put themselves in different roles, of victims and perpetrators. ... respect others and be a role-model for participants; further, they encourage participants to act in the same way.</p> <p>Respect, Fair Play and Tolerance ...offer tools that help participants to eliminate some of the risk factors in which football may contribute to violence (i.e. prevent/avoid issues and circumstances were players engage in fighting) ... take others seriously and try to appreciate them impartially regardless of age, sex, family backgrounds and origin. Coaches are able to be a role-models for participants, and place the expectation that participant act in the same way. ... illustrate and offer learning opportunities on how to act in polite manner when violent situations, or situations that run the risk of becoming violent, arise. ... illustrate and offer learning opportunities on how to be tolerant and respectful of diversity, in spite of difficult surroundings.</p> <p>Solidarity ... support participants who have suffered from, experienced, or witnessed, a violent incident. Also, coaches are able to guide participants on how to support others who suffered from a violent incident.</p>

	<p>... empower participants to help each other, even when others are more competent in some things than oneself. Further, coaches empower participants to use the diversity of competences collectively, instead of being violent against each other.</p> <p>... offer learning opportunities for participants on how to intervene in conflict situations and enhance participants abilities to intervene.</p> <p>Communication</p> <p>...motivate participants to interact with other members of their community who they did not know before and who they would not have spoken to before.</p> <p>... strengthen participants abilities to communicate verbally and empower them to not use violence to express themselves.</p> <p>... teach participants about their own roles as a “sender” or “receiver” in violent situations, as well as the behaviours and the reactions (i.e. verbally and physically) associated with each role in terms of communication.</p> <p>Cooperation</p> <p>... offer physical activity opportunities that allow participants to feel included and like they matter to others. Further, coaches understand the balance and are able to give participants space and time to develop new relationships.</p> <p>... create learning situations where participants are asked to work in a group and where they have the opportunity to experience the benefit of working in group.</p>
<p>Methodological Competence, Strategic Competence: The coach is able to...</p>	<p>Critical Thinking</p> <p>... teach participants ways to identify people in their environment who are good and not good for them. Coaches empower participants to take necessary actions or steps to enhance or decrease these relationships.</p> <p>... guide and empower participants in having an opinion and taking up a position in a discourse, or discussion.</p> <p>... make participants realize it is often difficult to distinguish victims and perpetrators.</p> <p>... critically reflect their own role as role-models and how their own behaviour can contribute to violence/non-violence. They are able to demonstrate to participants their own opportunities as role-models in this regard.</p> <p>... critically discuss the role (and limitations) of coaches and football in supporting victim and perpetrator.</p> <p>Decision-Making</p> <p>... enhance participants to reflect on making good decisions versus bad decisions, regarding violent or illegal actions.</p> <p>... empower participants to forecast the outcomes associated with each option of a decision and empower participants to determine the best option for a particular situation, instead of choosing the violent reaction straight away.</p> <p>Problem-Solving</p> <p>... guide participants to define and analyse a problem, as well as help participants develop long-term strategies in order to reach a solution to problem, instead of immediate resolution.</p> <p>... offer learning opportunities to become both physically and mentally fit; thus, coaches empower participants to be capable of developing strategies to challenging problems.</p>

<p>Professional Competence; Expertise: The coach is able to...</p>	<p>Related to specific types sport / to sport²:</p> <p>... teach and develop general motor competences (speed, endurance, strength, coordination, flexibility) of children and youth, in an age and ability appropriate way.</p> <p>... 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...</p> <ul style="list-style-type: none"> - ... dribble, pass, shoot, throw, catch etc. - ... use different sensory and motor techniques in various ways. <p>... teach and develop basic tactical competences of children and youth in an age and ability appropriate way: He/she helps participants...</p> <ul style="list-style-type: none"> - ... 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.
	<p>Related to Violence Prevention</p> <p>... explain, evaluate, and apply the concept of using sport as a tool for violence prevention.</p> <p>... make participants understand the concept of using sport as a tool for violence prevention.</p> <p>... accept being a role model for participants with regard to violence prevention and act accordingly.</p> <p>... critically reflect on how he/she can effectively use sport as a tool in his/her working environment.</p> <p>... use the tool of sport in terms of violence prevention in his/her own training activities.</p> <p>... make participants understand the importance of physical activity and sport for their own well-being and healthy development, especially in terms of nonviolent behaviour.</p> <p>... make participants critically reflect on their underlying cultural and normative assumptions, and practices, regarding violence.</p> <p>... make participants reduce a possible or potential acts of aggression in a coordinated way.</p> <p>... make participants know how to reduce their feeling of fear and improve their relationships with other youth, as well as towards their surrounding environment.</p> <p>... make participants accept existing rules in sporting activities/behaviour.</p> <p>... make participants feel affiliated to others on their sport team or involved in their physical activities.</p> <p>... make participants know about different types of violence and abuse (physical, sexual, emotional, psychological, spiritual/religious, cultural, verbal, financial, neglect) and know how to evaluate their own situation and their environment.</p>

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