SPORT FOR DEVELOPMENT

The **5** Principles
of Sport for Development (S4D)

Keep in mind: S4D can only develop its full potential if you consider and employ all principles!

1 — Multidimensional Development of Participants

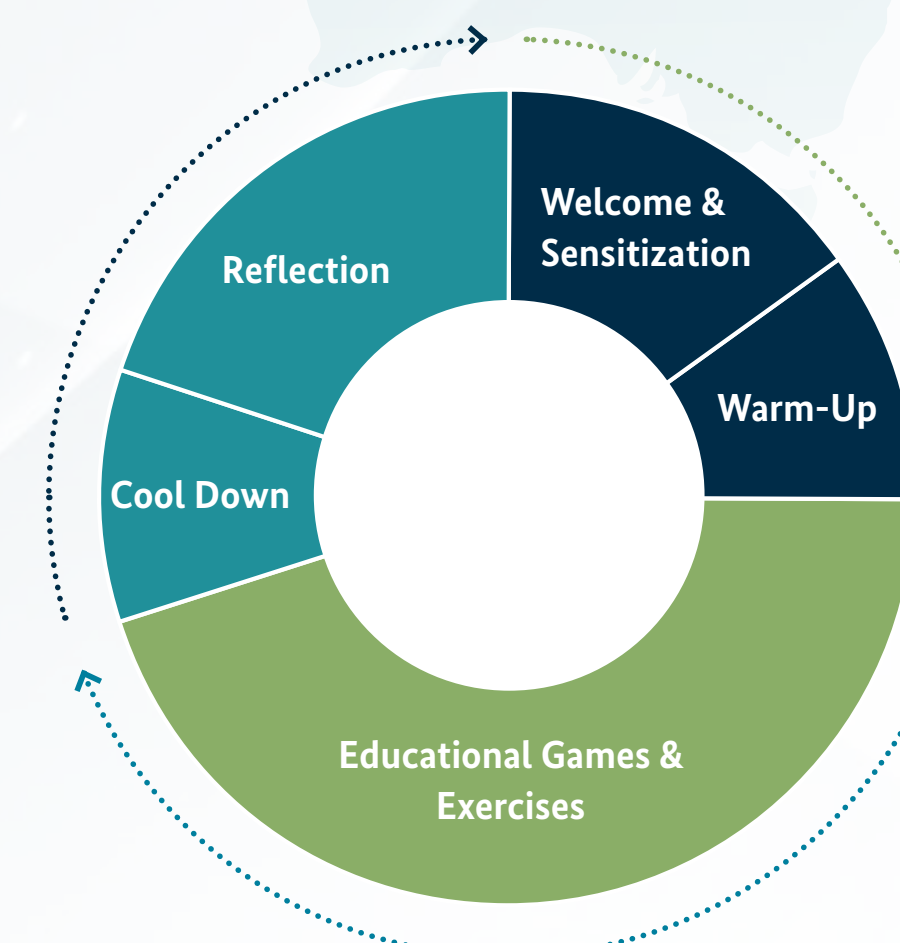An S4D training session should always foster the development of the following 4 dimensions.

- Cognitive Development
- Social Development
- Sport-related Development
- Physical Development

2 — Developing Life Skills/ Competences

The aim of S4D is to integrate the acquisition of life skills into the training sessions in such a way that the youth participants can transfer them to their everyday life contexts. Through sport, young people can acquire a great many life skills:

Self Perception	Trust	Motivation	Responsibility	Resilience	Discipline	Conflict Resolution
Goal Orientation	Adaptability	Creativity	Empathy	Solidarity	Cooperation	Respect & Tolerance
	Fair Play & Equality	Communication	Critical thinking	Decision-making	Problem-solving	

Each life skill/competence can be **adjusted to specific contexts and topics** such as Sport for Health, Sport for Gender Equality, Sport for Violence Prevention or Sport for Vocational Education and Employability.

3 — Roles and Responsibilities of a Coach

Above all, the S4D coach is a role model, on and off the pitch. He/she not only has an impact on the individual children and youth, but also on the communities they come from. It is important that the coach is aware of his/her different roles and responsibilities.

The S4D Coach as a(n)...

Expert
... supports children and youth to develop motor, technical and tactical competences
... knows his/her target group, the sport in question and how to use it as a tool for development.

Teacher
... is aware of his/her teaching responsibilities and has didactic and methodological knowledge.
... guides youth participants to recognise problems and implement strategies to solve them.

Planner & Organiser
... is able to organise and structure training activities or sessions effectively

Team-builder & Mentor
... provides opportunities for youth participants to involve them actively during the trainings
... empowers youth to develop and maintain a mindset of respect and solidarity

4 — Appropriate Educational Goals

The training activities must be neither too easy nor too difficult, they must fit. To this end, the coach must consider the following in relation to the participants:
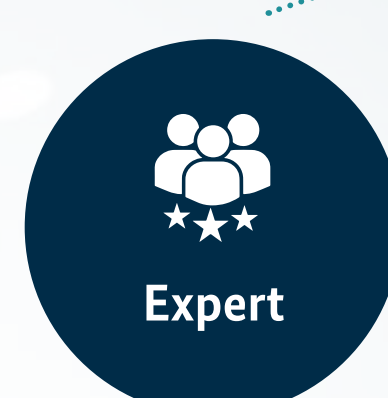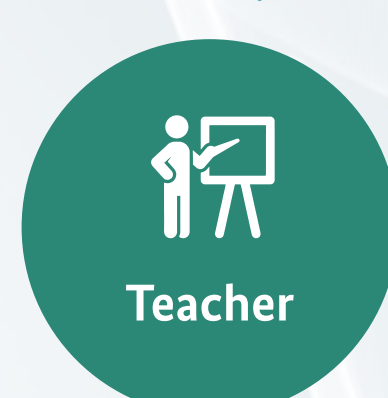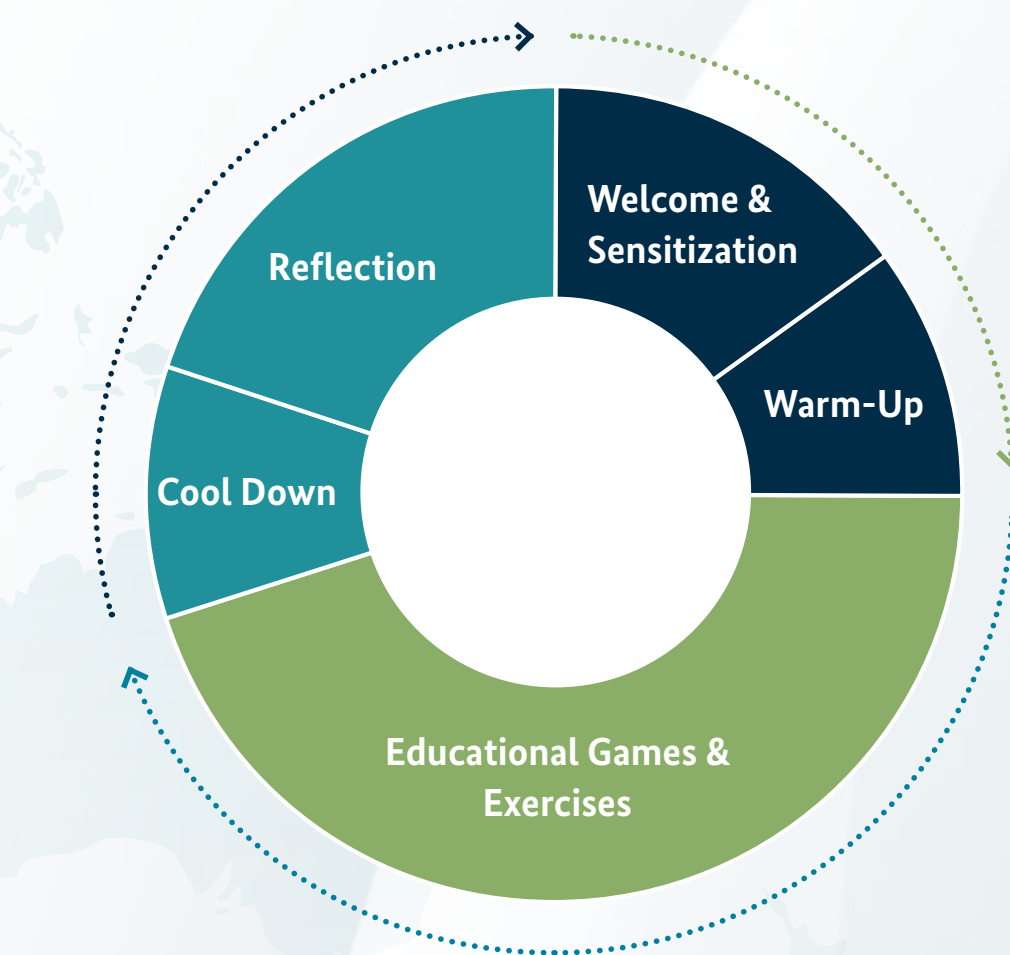
PERSONAL BACKGROUND
Personal living circumstances and goals of participants

SKILL LEVEL
Different levels of cognitive, social, sport and physical skills of participants

CULTURAL SETTING
The culture of learning, gender roles/ relations and dealing with hierarchies can differ depending on the setting.

AGE
At different stages in life participants bring with them different physical and mental conditions.

5 — Structure of an S4D Training

The reflection is a key element of the S4D approach. The transfer of life skills/competences from the pitch to daily life contexts is both the most important and the most difficult step. A clear training structure helps to facilitate this transfer.

Reflection · Welcome & Sensitization · Warm-Up · Educational Games & Exercises · Cool Down

Opening Phase (25%)
i. Welcome and Sensitization (15%)
ii. Warm-Up (10%)

Main Phase (45%)
iii. Educational Games & Exercises

Closing Phase (30%)
iv. Cool-Down
v. Reflection

Sport for Development – Achieving more together

SUSTAINABLE DEVELOPMENT GOALS

german cooperation DEUTSCHE ZUSAMMENARBEIT

giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

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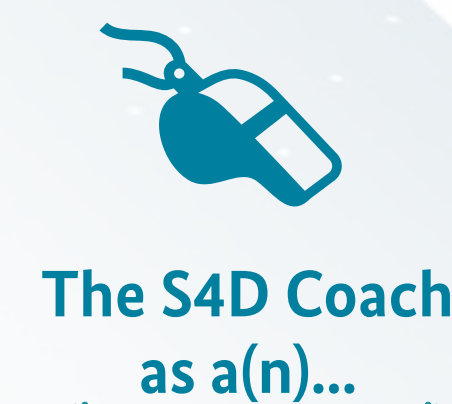
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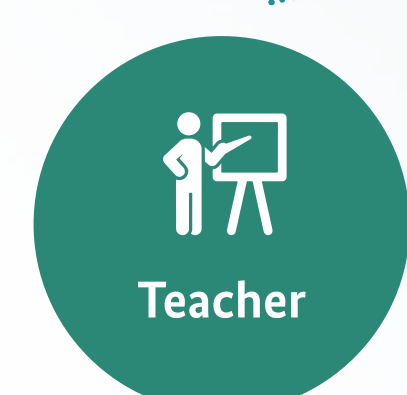
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