

THE S4D RESOURCE TOOLKIT GLOSSARY

This Glossary contains our understanding of several S4D-related key terms and terms we use in the S4D Resource Toolkit.

S4D Terms	Definitions
Sport for Development (S4D)	Sport for Development (S4D) refers to the intentional use of sport, physical activity and play to attain specific development objectives, including, most notably, the UN Sustainable Development Goals (SDGs). The approach is based on the conviction that sport-based initiatives can be powerful, practical and cost effective instruments for achieving development objectives, such as good health and well-being, quality education and gender equality. Sport for this purpose includes all forms of physical activity that contribute to physical and mental well-being and social interaction, such as play, recreation, organized or competitive sport, and indigenous sports and games. ¹
S4D Activities	S4D Activities , “intentionally give priority to development objectives (...) [and] combine sport and play with other non-sport components” ² . Sport is hereby defined as “all forms of physical activity that contribute to physical fitness, mental well-being and social interaction. Examples of (these/such) are: play, recreation, organized or competitive sport, and indigenous sports and games” ³ .
S4D Approach	An S4D Approach is a theoretical concept using sport to pursue further development goals (<i>SDGs</i>), promoting capacities on various levels (e.g. individual, organisational, societal and political) An <i>S4D Approach</i> involves developing a strategic framework and defining development processes and methods on how S4D contributes to the desired development objectives. The developmental objectives are country-specific (e.g. in the S4D project in Namibia sport is used as a tool to promote health, SDG 3, and gender equity, SDG 5).
Capacity Development (CD)	Capacity development (CD) is a core task of development cooperation. German development cooperation understands CD as the development of the capability of people, organisations and societies to manage resources effectively in order to realise their goals sustainably. CD should take place on three levels: individual, organisational and societal. ⁴
children and youth	The United Nations defines children as all people under the age of 18 years old and youth or young people as all people between the ages of 15 and 24 years old. Children and youth are participants in <i>S4D Trainings</i> . However, definitions may vary from one country to the next.
S4D Coach	An S4D Coach is a person who directly works with young people and children and contributes to their development by facilitating <i>S4D</i>

¹ Our definition contains parts of the following documents: [Sport, Recreation and Play](#) (UNICEF, 2004, S. 1); [Harnessing the Power of Sport for Development and Peace](#) (SDPIEG, 2008, S. 1); [Transforming our World, Agenda 2030](#) (UN A/RES/70/1, Art. 37); [Sport for Development and Peace, Towards achieving the MDGs](#) (UN, 2003, p. 5); [What is Sport for Development and Peace](#) (RTP, p. 1); [Introduction to Sport for Development and Peace](#) (p. 3);

² UN: <http://www.un.org/wcm/content/site/sport/home/sport>

³ UNOSDP: http://www.un.org/wcm/webdav/site/sport/shared/sport/pdfs/Reports/2003_interagency_report_ENGLISH.pdf

⁴ GIZ (2015). Cooperation Management for Practitioners – Managing Social Change with Capacity Works. Wiesbaden: Springer Gabler

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	<p><i>Trainings.</i> S4D Coaches are trained in S4D workshops for coaches. Everyone can be an S4D coach (e.g. a trainer of a club, a physical education teacher, a TVET teacher, a social worker or a community coach). See GIZ Guideline Coaches and Instructors, (p. 5).</p>
S4D Competences	<p>Several terms are used in different contexts in the field of S4D including, life skills, competences and abilities. We decided to work with the overall term S4D competences. S4D competences contain <i>life competences/skills</i> and <i>sporting competences</i>:</p> <ul style="list-style-type: none"> - <i>Life competences/skills</i> are self- (personal), social and methodological/strategic competences as well as professional competences on the level of coaches and instructors - <i>Sport-specific competences</i> are motor, technical and tactical competences.⁵ <p>To present the entire range of competences people can gain in the field of S4D, we developed clusters for different target groups:</p> <ul style="list-style-type: none"> - S4D Competences for Children and Youth: We provide a cluster of General S4D competences as an overarching, comprehensive collection and SDG-specific competences clusters for different topics (e.g. gender equality, health and violence prevention).⁶ To explain change on the individual level of children and youth that is consistent with other theoretical systems, we divided the competences into three levels: Recognising, Assessing and Acting.⁷ - Competences for S4D Coaches: Professional, self-, social and methodological competences are needed at the coaching level to foster the development of competences of beneficiaries. We developed a General Competence cluster for S4D coaches and derived SDG-specific clusters regarding the professional competences of a coach for different topics (e.g. health, gender equality, social cohesion etc.).⁸ - Competences for S4D Instructors: Professional, self-, social and methodological competences are needed at the instructor level to foster the development of competences of coaches, which you can find in our General Competence cluster for S4D instructors.
S4D Events	<p>In some countries with past or current projects, GIZ and local partners offer different S4D Event formats for <i>children and youth</i> as well as for the general public (e.g. the wider community). Some examples include, tournaments, orientation days or summer/holiday camps. Those <i>events</i> are self-contained and one-time-events.</p>
Essentials	<p>The Essentials section in the Toolkit contains the basic aspects and elements of S4D, (e.g. the link between Sport and the <i>Sustainable</i></p>

⁵ Baur, J., Bös, K., Conzelmann, A. & Singer, R. (2009). *Handbuch motorische Entwicklung*. Schorndorf.

⁶ See [HERE](#) in the S4D Resource Toolkit.

⁷ It was decided to use this model 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).

⁸ See [HERE](#) in the S4D Resource Toolkit.

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	<i>Development Goals</i> and the Five Principles of implementing <i>S4D training sessions for children and youth</i>).
Further Readings	In the Toolkit, Further Readings include documents, which give in-depth insights about a certain topic. They are divided into GIZ/BMZ publications (e.g. factsheets) and other publications (e.g. scientific publications, articles, UN documents etc.).
S4D Instructor	An S4D Instructor is the person who teaches other <i>coaches</i> or individuals in the <i>S4D approach</i> and <i>method</i> (adult education). They have participated in a <i>workshop for instructors</i> . Everyone can be an <i>S4D instructor</i> , (e.g. people working at schools, universities, non-governmental organisations or sports associations). S/he is responsible for conveying key methodological elements, showing in a practical way how <i>S4D</i> works, and supporting the <i>S4D coach</i> in putting it into practice. An instructor promotes the sustainable implementation of <i>S4D</i> as well as the organisational embedding of the <i>S4D approach</i> . See GIZ Guideline Coaches and Instructors (p. 5).
Learning objectives	Learning objectives should be formulated for each <i>S4D Training Session</i> in the following way: “after the training session the <i>children/youth</i> should be able to...”. They should also be formulated for each <i>S4D workshop</i> in the following way: “after the workshop the participants should be able to...”. The formulation of <i>learning objectives</i> aims at the development of competences (<i>competences of children and youth, coach competences</i>); in other words, in terms of a learning process <i>learning objectives</i> are smaller units, competences are of a larger scale and represent the intended outcome at the end of a longer learning process.
Learning Lab	As part of our <i>Capacity Development</i> activities, we provide web seminars and workshops exploring how <i>S4D</i> can contribute to development objectives, such as, gender equality, employability, quality education and <i>monitoring and evaluation (M&E)</i> in the S4D Learning Lab . Web-Seminars are short inputs in a lecture format that are scheduled on a rolling basis. They are made for anybody who wants to get a first impression on how sport can be used as a tool for social change, without having any prior knowledge. Workshops consist of several modules that are scheduled periodically and include self-study and group assignments. Participation in an introductory <i>Web-Seminar</i> (“Introduction to <i>S4D</i> ”) or prior knowledge of <i>S4D</i> are required to participate in the workshops. In order to guarantee an interactive and participatory workshop atmosphere, full-time attendance, active engagement and a stable internet connection are requested. The different types of learning opportunities are offered in English, French and Spanish.
S4D Method	An S4D method is the didactical implementation of an <i>S4D approach</i> . In the context of <i>S4D</i> the term ‘method’ refers to the way or manner in which we reach a certain goal. In different countries several <i>S4D methods</i> were developed to reach certain development goals (e.g. in Colombia the method “ <i>Fútbol con principios</i> ” is used for violence prevention).

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Monitoring and Evaluation (M&E)	<p>Monitoring and Evaluation (M&E) is an essential part of the cycle of an S4D programme and is part of all activities on the ground. Monitoring is integral to evaluation. During an evaluation, information from previous monitoring processes is used to understand the ways in which the project or programme stimulated change.⁹ HERE you will find further information about M&E in the field of S4D.</p>
Sustainable Development Goals (SDGs)	<p>“The Sustainable Development Goals (SDGs), also known as Global Goals, build on the success of the Millennium Development Goals (MDGs) and aim to go further to end all forms of poverty. The new Goals are unique in that they call for action by all countries, poor, rich and middle-income to promote prosperity while protecting the planet. They recognise that ending poverty must go hand-in-hand with strategies that build economic growth and address a range of social needs, including education, health, social protection, and job opportunities, while tackling climate change and environmental protection.”¹⁰</p>
S4D Teaching and Learning Material	<p>The S4D Teaching and Learning Material comprises any kind of didactical material, such as handbooks, manuals, curricula that is based on a country-specific <i>approach</i> and <i>method</i> (incl. <i>S4D activities</i>). They seek to support <i>coaches</i> (trainers, teachers, social workers) and <i>instructors</i> in the areas of formal and informal education. They introduce and explain various <i>S4D topics</i> as well as methodological and didactical core aspects, such as the structure of a training session or Physical Education (PE) classes, the function of coaches/teachers as role models, as well as the development phases of <i>children and youth</i>. Additionally, the material outlines numerous practical <i>S4D activities</i> with helpful recommendations to promote <i>S4D competences</i>.</p>
Tools	<p>In the Toolkit, the S4D Tools can be defined as any kind of monitoring tool, documents, handbooks etc. They aim to support any practitioner who wants to make S4D part of his/her own work. The S4D Tools can be differentiated as follows:</p> <ul style="list-style-type: none"> • Teaching and Learning Material contains manuals, handbooks and curricula for any practitioner (coaches, teachers, etc.) who want to implement S4D in their own working context (formal and non-formal settings). • Guidelines contain helpful recommendations on how to organise and structure certain processes and/or activities in the working area of S4D. • M&E Tools allow to measure and understand outputs and outcomes of certain S4D processes and/or activities in your working context. In the <i>S4D Topic</i> collection you’ll find example <i>M&E Tools</i> developed for certain regions and contexts, in the section <i>S4D Tools</i> for your Practice you’ll find templates as blank forms which can be adapted and used in different working contexts. • Templates are blank forms that can be adapted and used to simplify working processes in S4D. • Publications are part of the section “Further Readings” and contain factsheets, brochures, articles etc. These documents, which give more in-depth insights about a certain topic or country.

⁹ SAD (2016). <https://www.sportanddev.org/en/toolkit/monitoring-and-evaluation/what-monitoring-and-evaluation-me>

¹⁰ UN: <http://www.un.org/sustainabledevelopment/development-agenda/>

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Topics	<p>The S4D Topics in the Toolkit are development themes highlighted in the <i>SDGs</i> (e.g. health, gender, education), which sport has the potential to contribute to and/or are about certain contexts you might be working in (e.g. refugee context, educational context etc.).</p>
S4D Training Session	<p>An S4D Training Session aims to intentionally develop the <i>Life Competences/Skills</i> of children and youth. Therefore, the development of those competences has to be prioritised and should be part of every training unit. S4D Training Sessions contain the formulation of <i>learning objectives</i>, reflection (see S4D Reflection Guideline) and should be delivered in a holistic and cyclical way (see S4D Training Session Cycle). Delivered on a regular basis, experiences gained through <i>S4D Training Sessions</i> can have an additional impact on development objectives like gender awareness or prevention of conflicts. A Template to plan and review your S4D Training Sessions can be found HERE.</p>
S4D Workshop	<p>An S4D workshop is an educational workshop that is designed for both <i>coaches</i> and <i>instructors</i>. The overall objective is to sensitise the participants for the <i>S4D approach</i> and to enable participants to implement <i>S4D methods</i> in their own working environment (either as coach for children and youth or as instructor for adults). In terms of contents, a S4D Workshop focuses on how to use sport (e.g. football, basketball), physical activity and play to attain specific development objectives (e.g. gender equality) through the empowerment of <i>competences</i>.¹¹</p> <p>An S4D Workshop for coaches is an educational workshop for <i>coaches</i> that refers to the complete delivery of practical and theoretical knowledge in the field of sport, including a specific <i>S4D approach</i> and the corresponding <i>method(s)</i>.</p> <p>An S4D Workshop for instructors is an educational workshop for <i>instructors</i>. Besides deeper theoretical and practical insights in the <i>S4D approach</i> and <i>method</i>, the <i>workshop for instructors</i> also implies educational aspects (methods and didactics) in adult education (e.g. coaching, giving feedback etc.).</p>

¹¹ For further information about workshop objectives and specific contents for both target groups see [GIZ Guideline Coaches and Instructors](#), p. 19ff.)