

Professional Competences of S4D Coaches in Sport for Education¹ Programmes

Goal 4 of the Sustainable Development Goals (SDGs) seeks to ensure an inclusive and equitable quality education and to promote life-long learning opportunities for all. In relation to this coaches in Sport for Education Programmes can make various contributions to SDG 4 and its targets by providing **Quality Physical Education (PE)** and well-delivered sport-based activities in school, as well as other formal and informal education settings. Coaches can use Sport and PE for example to motivate children and youth **to attend and engage in formal and informal education**. Through their programmes they can support children and youths in acquiring competences like motivation, goal orientation, and perseverance and in learning social key values like tolerance. Sport, as part of **holistic education**, creates quality learning environments, engages learners and can contribute to improved education outcomes. Using the attractiveness of sport coaches can **reach school drop-outs or other children who do not attend school and (re-)integrate them into the education system**. Sport activities can also create **learning opportunities** during extra-curricular activities.

The **professional competences** of an S4D coach are key to ensure that children and youth will develop competences in different areas. So, **S4D coaches should be able to...**

support, encourage, sensitise, teach, guide, stimulate, help, motivate, qualify, lead, raise/build/increase awareness of, foster knowledge of, offer opportunities to children/youth...

so that children and youth can develop **self-, social and methodological/strategic competences** on the levels of **Recognising, Assessing** and **Acting**.²

This framework focuses on the **professional competences** of S4D coaches. If you want to know which self, social and methodological/strategic competences are needed at the coaching level, have a look in the general framework [Competences of S4D Coaches](#). It gives an overview of which **professional competences are needed at the coaching level** to foster the development of self-, social, methodological/strategic and sport-specific competences on the level of participants with the focus on **Sport and Education**. The different colours stand for different levels regarding the **competences of children and youth (recognising-assessing-acting)**. For further information, please have a look into the [Competence Framework Children & Youth Sport and Education](#).

The competence framework is considered a **comprehensive collection** and not all competences are necessarily held by all coaches, nor can all competences can be developed at the level of children and youth. For every S4D training session offered, the coach has to decide which competences he/she would like to focus on. However, the framework is a useful guide to the professional competences of coaches implementing S4D training sessions with a focus on SDG4.

¹ Please have a look in our "[S4D Resource Toolkit](#)", if you want to know more about sport and SDG 4.

² It was decided to use this model (recognising-assessing-acting) 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).

Competences of Coaches in Sport for EDUCATION programmes ³	
Self-competence: Coaches are able to...	<p>Self-confidence and Trust</p> <p>... motivate participants to communicate about their strengths and competences to teammates, friends, parents, peers, and teachers/coaches in their respective learning environments.</p> <p>... encourage participants to reflect on their strengths related to their learning aspirations.</p> <p>... make participants to enter, maintain and finish their education.</p>
	<p>Motivation</p> <p>... inspire participants to recognise their professional targets.</p> <p>... encourage participants to evaluate their educational situation and remain motivated.</p> <p>... guide participants to contribute to the achievement of their learning aims with determination and patience.</p>
	<p>Responsibility</p> <p>... build awareness, that the participants know that they are responsible for their success in their educational/learning environment.</p> <p>... sensitize participants to anticipate the consequences of their choices (i.e. taken or not taken) and create solutions.</p> <p>... lead participants to take over responsibility for tasks given in their daily professional life.</p>
	<p>Critical Ability</p> <p>... teach participants to recognise negative and positive criticism in their educational lives.</p> <p>... enable participants to draw realistic conclusions on their educational competences and performance.</p> <p>... support participants to accept criticism in their professional lives.</p>
	<p>Resilience</p> <p>... inspire participants to recognise the importance of good relations with teammates, peers, and teachers/coaches even in unfavourable circumstances.</p> <p>... guide participants to reflect on their ability to achieve goals or complete tasks despite past failure or defects.</p> <p>... encourage participants to recover from or adjust to misfortune, changes and/or difficulties in their daily lives that could influence learning or their participation in educational settings.</p>
	<p>Goal Orientation</p> <p>... train participants to consider the steps necessary to succeed in their studies/learning and/or school life.</p> <p>... instruct participants to develop a vision and plans for their own academic life based on an analysis of their competences and socio-economic contexts (e.g. family background).</p>

³ The following competences listed are gathered from our [Teaching and Learning Materials](#) developed in different countries. Additionally, parts of the table are quoted or adjusted from the following documents and websites: [Sport for Development and Peace and the 2030 Agenda for Sustainable Development \(Commonwealth Secretariat, 2015\)](#); [Enhancing the Contribution of Sport to the Sustainable Development Goals \(Commonwealth Secretariat, 2017\)](#); [Sport and the sustainable development goals. An overview outlining the contribution of sport to the SDGs \(UNOSDP\)](#); [Education for Sustainable Development Goals, Learning Objectives \(UNESCO, 2017\)](#).

	<p>... empower participants to act in a self-disciplined manner towards teammates, peers, teachers/coaches, and people involved in their learning surroundings.</p>
	<p>Adaptability ... sensitize participants to recognise different/changing situations in their learning environment. ... motivate participants to reflect on their actions in changed circumstances, constraints or conditions. ... enable participants to deal with pressure or stressful situations in their educational/learning environment.</p>
	<p>Creativity ... guide participants to identify their competences and experiences in order to generate new ideas to fulfil tasks/ solve problems in their educational/learning environment ... teach participants to work out innovative approaches and actions in their educational/learning environment. ... inspire participants to find new ways of solving problems or fulfilling tasks in their educational/learning environment.</p>
<p>Social Competence: Coaches are able to...</p>	<p>Change of Perspective and Empathy ... motivate participants to learn a mindset of solidarity both individually and collectively in their educational/learning environment. ... make participants to put themselves in the position of peers, or other individuals, in their learning environment and understand their values, attitudes, feelings, thoughts and actions. ... instruct participants to respect the needs and actions of others concerning education and learning.</p>
	<p>Respect, Fair Play and Tolerance ... teach participants to understand the importance of respecting rules set in their learning environment in order to work and collaborate with others. ... sensitize participants to work out innovative approaches in order to be tolerant and respect diversity in learning environments. ... instruct participants to be polite in difficult situations in their learning environment and when there are different opinions on how to fulfil tasks.</p>
	<p>Solidarity ... educate participants about how to intervene in situations when others need support. ... make participants to develop a mindset of solidarity that supports cooperation in the learning environment. ... guide participants to cooperate with others and maintain cooperation until the task or aim is achieved.</p>
	<p>Communication ... help participants to analyse their ability to communicate ... support participants to work out approaches to communicate in an effective and useful manner in their learning environment. ... sensitize participants to listen well to classmates and teachers including interpreting body language.</p>
	<p>Cooperation</p>

	<p>... guide participants to recognise the individual strengths of group members and use them to reach a common educational/professional goal.</p> <p>... empower participants to combine efforts for the achievement of a common educational or professional goal.</p> <p>... sensitize participants to work together for their learning or professional achievement.</p>
<p>Methodological Competence, Strategic Competence: Coaches are able to...</p>	<p>Critical Thinking</p> <p>... enable participants to recognise challenges that limit access to learning opportunities.</p> <p>... bring participants to critically reflect on given tasks, or on learning challenges.</p> <p>... qualify participants to communicate their opinions regarding their learning achievement.</p> <hr/> <p>Decision-Making</p> <p>... sensitize participants to analyse a given situation and select an appropriate course of action when there are multiple possibilities to choose from.</p> <p>... empower participants to assess the consequences of decisions concerning the educational environment (such as drop out) and judge whether one is willing and capable to deal with them.</p> <p>... motivate participants to make decisions regarding their professional life</p> <hr/> <p>Problem-Solving</p> <p>... sensitize participants to analyse and correct errors, while retaining control of their own feelings and actions.</p> <p>... teach participants to identify problems in the learning environment and develop strategies to be able to reach a solution.</p> <p>... inspire participants to apply different problem-solving frameworks to complex problems.</p>
<p>Sport-specific Competences⁴: Coaches are able to...</p>	<p>... support and instruct the age-specific development of general motor competences (speed, endurance, strength, coordination, flexibility).</p> <p>... support and instruct the age-appropriate development of basic technical competences (sport-specific) in a way, that the participants are able to...</p> <ul style="list-style-type: none"> ○ ... run, jump, skip, dribble, pass, shoot, throw, catch etc. ○ ... use different sensory and motor techniques in various ways. <p>... support and instruct age-appropriate development of basic tactical competences in a way, that the participants are able to...</p> <ul style="list-style-type: none"> ○ ... explain 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 the communicative and cooperative behaviours of individual team members.

⁴ Baur, J., Bös, K., Conzelmann, A. & Singer, R. (2009). *Handbuch motorische Entwicklung*. Schorndorf.