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GUIDELINE 'COACHES AND INSTRUCTORS'

Qualifying people for Sport for Development



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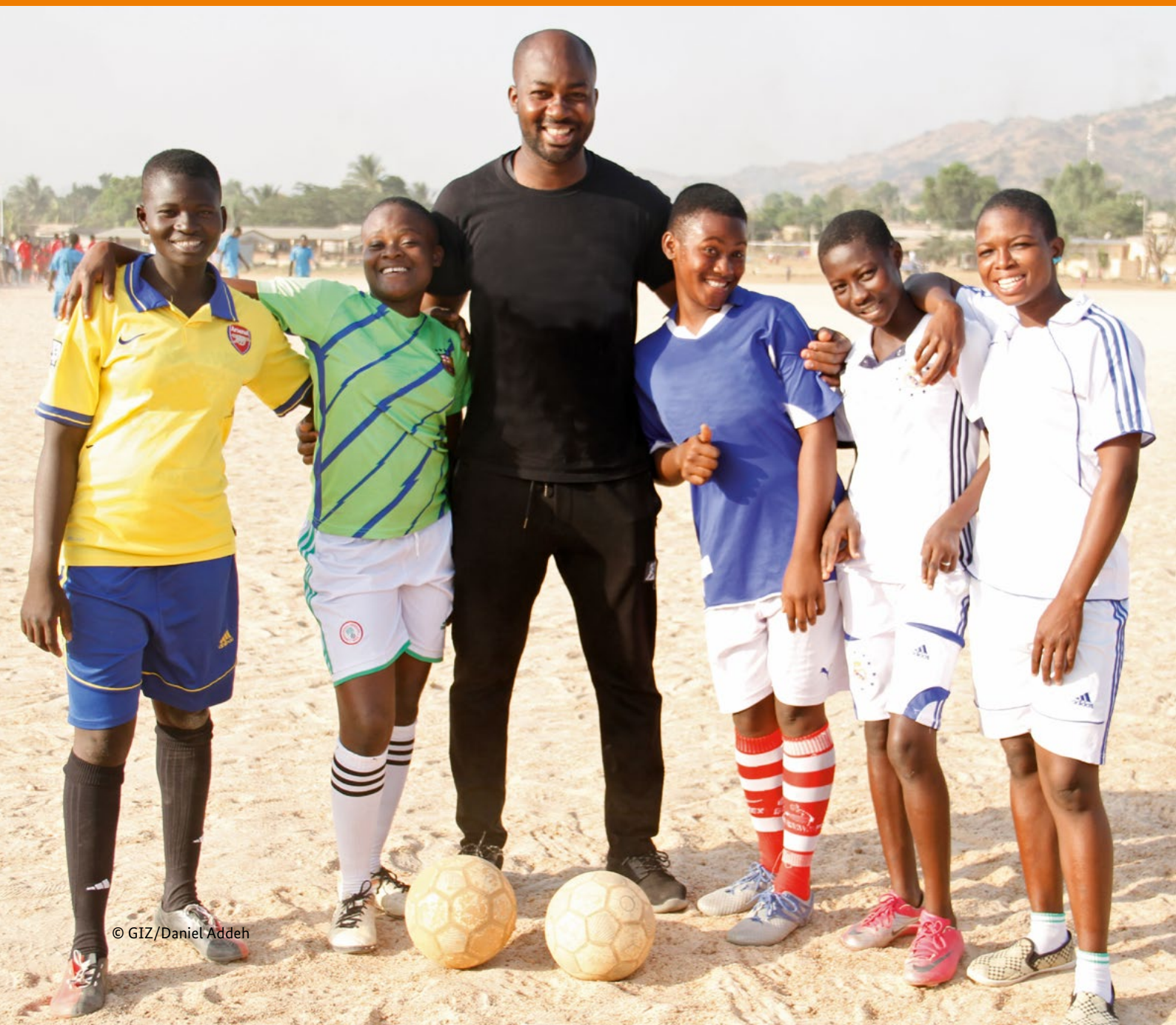
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INTRODUCTION

This guideline explores the roles and responsibilities of coaches and instructors, gives orientation for selecting the right candidates for these positions, and finally offers a standard for the implementation of Sport for Development (S4D)-workshops for coaches and instructors, where those candidates learn how to apply S4D in practice.

PART I



ROLES AND RESPONSIBILITIES

S4D-coaches and instructors have multiple and diverse roles, each of which is linked with a different set of responsibilities.

S4D-COACH

An S4D-coach is the person who directly works with young people and children, applies the S4D-method and thus contributes directly to their development. Everyone can be an S4D-coach – e.g. physical education teachers, TVET teachers, social workers or community coaches. As an acknowledged expert, the S4D-coach is equipped with **technical skills** to conduct the trainings, even though s/he does not have to be the leading practitioner in the training.

The S4D-coach also has strong **methodological skills**, is familiar with **didactic principles** and knows how to use them. Due to strong **organisational skills**, s/he knows how to prepare, arrange and realise a good training and how to follow up on it.

ROLES & RESPONSIBILITIES OF AN S4D-COACH



S4D-AMBASSADOR

- Sensitise for S4D by show-casting
- Sensitise for S4D in own organisation

S4D-LEARNER

- Take part in further S4D qualification offers (peer-to-peer learning/exchanges, social media, workshops/events)
- Establish links to coaches from other organisations

ROLE MODEL

- Promote change and youth development by acting as positive role model for the youth and the entire community
- Protect youth and intervene if necessary

MONITORING PARTNER

- Take part in M&E activities (e.g. interviews, follow-ups, documentation of training attendance etc.)



A coach acts as a role model: he protects youth and cares about the worries of his students, Ohangwena, Namibia © GIZ/Stefan Oosthuizen

THE S4D-COACH'S CORE RESPONSIBILITIES ARE:

- **implementing regular S4D-trainings** with a thematic focus such as gender equality, violence prevention, HIV prevention and health, life skills etc.;
- **showing the children and youth** how to conduct exercises;
- **observing exercises** and correcting mistakes;
- **preparing a single training**, a training week or a complete seasonal training;
- **planning the exercises and games** so that the aim of the training is achieved;
- **modifying the training** according to availability of material, space, number of players, etc.;
- **organising** (if possible) **S4D-championships** or festivals to motivate youth.

Beyond these core responsibilities, an S4D-coach assumes the specific roles of S4D-ambassador, S4D-learner, role model and monitoring partner.

S4D-AMBASSADOR

Possessing a deep familiarity with S4D and its guiding principles, the coach seeks not only to advocate for the use of this method by demonstrating its advantages, but also to communicate the larger vision behind the S4D-programme.

In his/her role as S4D-ambassador, the coach:

- sensitises peers for S4D by demonstrating when required;
- promotes the diffusion of S4D in his/her own organisation and beyond, e.g. through S4D-championships or festivals.

S4D-LEARNER

Networks help the coaches to fulfil their role as S4D-learner. Even after the initial qualification workshops have concluded, coaches continue to be learners, always receptive to new ideas and striving to further develop, refine and update their skills.

In his/her role as S4D-learner, the coach:

- independently and continuously takes part in further S4D-qualification offers;
- actively looks for new S4D-related topics that can be integrated into the trainings;
- seeks support for implementing and promoting S4D by establishing links to coaches from other organisations, e.g. via social media, by attending joint events or through formal and informal exchange platforms (peer-to-peer learning);
- actively approaches instructors and other knowledge institutions for guidance and information.





Showing children and youth how to conduct S4D-exercises in a proper way belongs to an S4D-coach's core responsibilities, Matola, Mozambique © GIZ/Tina Krueger

ROLE MODEL

The S4D-coach is a role model by default and not by choice! S/he promotes change and youth development by acting as a positive role model for the youth and the entire community. The responsibility of a coach as a role model is not limited to the activities on the sports ground, but goes far beyond that.

In his/her function as a role model, the coach:

- leads by example, modelling good behaviour in his/her interactions with others and promoting a healthy lifestyle by refraining from harmful activities, such as smoking, in front of youth;
- is open and honest to the children and youth, treating each of them equally and with respect;
- interacts and communicates with the children and youth in an appropriate manner;
- maintains a positive attitude in difficult situations without letting his/her personal feelings interfere;
- shows a high level of motivation and commitment to his/her work, promoting child/youth development;
- takes responsibility for young people's personal development, listening to their concerns both on and off the pitch, seeking to support and advise them as much as possible – the coach is expected to intervene if s/he notices serious personal problems, but must also recognise his/her limits and know where and when to seek support.

MONITORING PARTNER

The S4D-coach is also a key actor in monitoring & evaluation (M&E) and in promoting learning processes within his/her organisation and beyond. S/he understands that learning processes require a good documentation and evaluation of activities. See annex for monitoring tools.

In his/her role as monitoring & evaluation partner, the coach:

- promotes the M&E process by supporting the documentation of activities within the organisation;
- uses training attendance sheets to monitor the participation of youth in his/her trainings or an equivalent system to keep track of attendance;
- coordinates, uses and respects established sports grounds usage plans or an equivalent system to manage and document the usage of the sports grounds;
- monitors and/or coordinates the sustainable usage of sports equipment, including the adequate storage and careful handling of sports equipment.
- sets aside time before and after the S4D-trainings to prepare and process the M&E activities, e.g. submits attendance sheets or other proof of training attendance.

S4D-INSTRUCTOR

An S4D-instructor is the person who trains the coaches. Everyone can be an S4D-instructor – e.g. people working at schools, universities, non-governmental organisations or sports associations. S/he is responsible for the transmission of key methodological elements, shows in a practical way how S4D works, and supports the coach in applying it. An instructor promotes sustainable implementation of S4D as well as the organisational embedding of the S4D-approach.

First and foremost, the S4D-instructor qualifies the coaches – or on a higher level even instructors – with the necessary skills for implementing S4D-trainings. To do

so, s/he needs sufficient technical skills that enable him/her to explain S4D in theory and to demonstrate exercises in practice. It is important that the instructor is accepted as an acknowledged expert by the coaches s/he trains. However, a good instructor does not necessarily have to be the leading practitioner in the training. Instructors also need methodological and didactic skills, especially in adult teaching and workshop facilitation methods, as well as strong organisational skills to prepare, conduct and follow-up on workshops.

ROLES & RESPONSIBILITIES OF AN S4D-INSTRUCTOR



COACH SUPPORTER AND CONNECTOR

- Follow-up on coaches
- Organise peer-to-peer learning and exchange for coaches
- Promote further learning opportunities for coaches

CONCEPT EMBEDDER

- Promote S4D to different levels within organisation
- Develop curriculum for training S4D
- Promote organisational measures for S4D implementation (e.g. sports ground usage plans)

S4D DISSEMINATOR

- Networks with other organisations
- Introduce S4D other organisation

MONITORING AGENT

- Promote and take part in M&E activities within the organisation
- Support coaches in M&E activities
- Promote reflection and learning



THE S4D-INSTRUCTOR'S CORE RESPONSIBILITIES ARE:

- **organising coach workshops** not only for participants of his/her own organisation, but also for members of other organisations;
- **transmitting the main messages** and functioning of S4D, using different didactical methods for adult teaching. Instructors should emphasise coach participation and generate a space for experience-based learning through practical exercises and reflections;
- **addressing and discussing** thematic foci with the coaches, such as gender equality, violence prevention, HIV prevention and health, life-skills etc.;
- **guiding coaches** on how to design, prepare, conduct and follow-up on a single training session, a training week and a complete seasonal training;
- **instructing coaches** on how to use manuals, drillbooks or other tools like a Training Attendance Sheet (see below, p. 44) or a Sports Grounds Usage Plan (see below, p. 63);
- **designing and organising** all relevant follow-up activities for coaches.

Beyond these core responsibilities, an S4D-instructor assumes the specific roles of coach supporter and connector, concept embedder, S4D-disseminator and monitoring agent.

COACH SUPPORTER AND CONNECTOR

The instructor helps the coaches to implement quality S4D-trainings. S/he follows up on them after workshops and gives constructive feedback to support them in their further development. Additionally, the instructor establishes connections between the coaches, creating a space for peer-to-peer exchange.

Furthermore, s/he seeks out and organises additional qualification opportunities for coaches, e.g. by reaching out to universities and organisations with relevant thematic expertise in S4D.

In his/her role as coach supporter and connector, the instructor

- conducts follow-up visits at the training sites, including feedback discussions;
- uses digital channels such as messengers for feedback and for sharing content relevant for all coaches;
- supports the coaches at sport events and gives feedback on their performance;
- offers peer-to-peer learning spaces for coaches (events, exchanges, social media);
- hosts or organises S4D-workshops for the coaches in order to promote continuing education;
- informs coaches of further qualification offers in S4D and motivates them to participate;
- shows a high level of motivation and commitment for his/her work, promoting the development of the coaches;
- organises additional qualification opportunities for coaches, reaching out to organisations with relevant thematic expertise, and organises exchanges, joint workshops or input sessions with experts on relevant themes that are helpful for strengthening needed skills and knowledge.

CONCEPT EMBEDDER

Within their organisation, instructors promote the sustainable and continuous implementation of S4D-trainings with children and youth as well as the maintenance of existing sports grounds. This may include promoting organisational changes and the creation of an explicit support structure for S4D at different organisational levels.

By generating organisational backing for S4D, the instructor contributes to the institutional embedding and the long-term, quality implementation of S4D.

In his/her role as concept embedder, the instructor:

- approaches key persons within his/her organisation to generate organisational backing for S4D on all organisational levels (see The Framework – Sports Grounds with Concepts!);
- develops curricula for teaching/training S4D. These should incorporate up-to-date scientific findings in the field and manuals or pocket drill books. They should also include the practical experience of the instructor and/or coaches (e.g. drills developed and tested in trainings);
- supports the continuous implementation of S4D within the organisation, promoting organisational commitment with S4D (e.g. through sports grounds usage plans);
- advocates for the sustainable usage of sports grounds, especially for their maintenance and repair.

S4D-DISSEMINATOR

The instructor promotes S4D beyond his/her own organisation. S/he shall actively reach out to other organisations, sharing information on S4D and offering coach trainings.

Thereby, the instructor teaches coaches in S4D and passes on the S4D-approach.

In his/her role as an S4D-disseminator, the instructor:

- informs other organisations on S4D and advocates for its implementation;
- offers S4D-coach-trainings to other organisations;
- advises other organisations on embedding the S4D-concept;
- establishes or joins networks with other organisations, promoting exchange and mutual support in S4D.

MONITORING AGENT

The instructor is aware that M&E is needed not only to document activities, but also to facilitate organisational learning processes. S/he actively promotes M&E activities within his/her organisation and among coaches.

By creating awareness within the organisation and among coaches about the importance of M&E, s/he contributes to a sustainable knowledge management. See annex for monitoring tool.

In his/her role as monitoring agent, the instructor:

- promotes M&E as well as organisational learning;
- explains the importance of M&E to coaches with regard to learning and reviewing processes;
- follows up on coaches trained in the use of relevant tools like attendance sheets, sports grounds usage plans, etc.

PART II



SELECTING POTENTIAL S4D-COACHES AND INSTRUCTORS

S4D-coaches and S4D-instructors have many responsibilities.
Therefore, they need to be selected thoroughly.

Identifying the best candidates is crucial for

- achieving the highest impact on the ground, in terms of outreach to youth and development of life-skills through quality S4D-activities;
- making S4D-trainings efficient;
- ensuring child protection;
- guaranteeing the sustainable implementation of the S4D-approach;
- creating networks among participants for regional or sectorial implementation of S4D;
- bringing local organisations together and avoiding conflicts or resentment over who gets access to S4D-workshops (Do-No-Harm) by applying fair selection criteria;
- promoting the institutional embedding of the S4D-approach in partner organisations.



SELECTING S4D-COACHES

A POTENTIAL COACH SHOULD BE SELECTED FOR PARTICIPATION IN AN S4D-COACH-WORKSHOP ON THE BASIS OF HIS/HER

▶ BACKGROUND ROOTED IN THE COMMUNITY:

- Is s/he rooted in the community (or school) and will s/he be accepted as a (positive) role model?
- Does s/he play an active role in the community?

▶ COACHING OR TEACHING SKILLS:

- Does s/he have experience in facilitating sports classes/sessions? If not, does s/he at least have some relevant experience with sports?
- Does s/he have experience in working with young people and children?
- Does s/he have basic pedagogical skills?

▶ MOTIVATION:

- Does s/he show a high level of motivation and passion for working with children and youth? Is s/he committed to promoting child/youth development?
- Is s/he willing to use sports as a tool for strengthening social competences/life-skills?
- Is s/he committed to child and youth protection?

▶ TRUSTWORTHINESS:

- Is s/he reliable?
- Will s/he take his/her responsibility to work with children and youth seriously?
- Is s/he familiar with the legal framework for working with youth, particularly minors?
- Does s/he uphold and comply with child protection laws and regulations?
- Can s/he provide guidance on child protection?
- Is s/he familiar with child protection agencies?



➤ WILLINGNESS TO ENGAGE WITH THE S4D-APPROACH AND M&E:

- Is s/he willing to conduct regular S4D-trainings?
- Is s/he motivated to sensitise peers for S4D?
- Is s/he able and willing to educate youth in selected thematic areas?
- Is s/he willing to participate in follow-up workshops and in M&E measures in general?

➤ GENDER:

- Are female and male coaches represented equally in the workshop and the organisation?

➤ AVAILABILITY:

- Does s/he have the necessary time resources to implement regular S4D-trainings?
- Is s/he available in the long-term? Can s/he implement S4D-trainings on an ongoing basis?

PLEASE NOTE

Physical education teachers, TVET teachers, social workers or community coaches – basically anyone can be an S4D-coach if s/he possesses certain features. A lack of a strong sports background is not in itself a criterion for exclusion from participating in S4D-coach-workshops, as these are tailored to individual needs. However, candidates without any sports background or affinity for sports may find it hard to conduct trainings. In S4D-coach-workshops, coaches learn how to combine sports with the transmission of additional competences. Those with a strong sports background may find it useful to learn more about how to transmit life skills and social competences through sports activities. Coaches with an NGO, community or school (teacher) background might need more guidance on how to organise a sports training session (see Part 3 of the Knowledge Box).

SELECTING S4D-INSTRUCTORS

A POTENTIAL INSTRUCTOR SHOULD BE SELECTED FOR PARTICIPATION IN AN S4D-INSTRUCTOR- WORKSHOP ON THE BASIS OF HIS/HER

▶ BACKGROUND AS A TRAINED S4D-COACH:

- Has s/he previously participated in an S4D-coach-training?
- Does s/he actively implement S4D in schools or communities?

▶ EXPERIENCE IN ADULT TEACHING:

- Does s/he have experience in adult teaching?
- Does s/he have previous experience in training people working with youth?

▶ KNOWLEDGE OF S4D-APPROACH:

- Does s/he have a profound understanding of the S4D-approach?
- Does s/he show a clear interest in training peers in the method and in contributing to its dissemination?

▶ CAPACITY TO CONDUCT S4D-COACH-WORKSHOPS:

- Is s/he experienced in conducting S4D-coach-workshops?
- Does s/he have previous experience in training coaches?
- Does s/he have sufficient facilitation, communication and organising skills?
- Does s/he have sufficient knowledge of sports to be able to demonstrate practical S4D-sessions?



➤ WILLINGNESS TO FOLLOW-UP ON TRAINED COACHES AND SUPPORT FURTHER LEARNING:

- Is s/he motivated to follow-up on trained coaches, including field visits or workshops etc.?
- Is s/he motivated and capable of providing feedback to coaches on their implementation of S4D with youth?
- Is s/he motivated and capable of supporting the further development of S4D-coaches?
- Is s/he motivated to promote networks among coaches? Is s/he motivated to promote further learning opportunities for trained coaches?

➤ RELEVANT POSITION:

- Does s/he hold a position in the organisation s/he works for, which allows him/her to contribute to the institutional embedding and sustainable implementation of the S4D-approach?
- Does s/he have the mandate/capacity/network to
 - integrate S4D into the organisation's curriculum?
 - guarantee the regular offering of S4D-activities with youth?
 - train the other coaches of the organisation?
 - promote the sustainable implementation of S4D?

PLEASE NOTE

A good instructor does not have to be an excellent athlete or sports coach. S/he needs to educate the coaches on the approach and brief them on how to use the manual. Therefore, it is key that the instructor is able to set up a comprehensive S4D-coach-workshop concept, including the planning and realisation of follow-up activities. However, just as with the coaches, instructor candidates without any sports background or affinity might find it hard to conduct sample S4D-activities and to demonstrate how to combine a training session with the teaching of social competences. It is ideal when the instructor is linked to an NGO, school, university, sport federation or public entity that allows him/her to combine the work as an instructor (conducting S4D-coach-workshops and follow-up on coaches) with the tasks of his/her position. This ensures that neither extra time nor extra payment for the instructors is needed and, thus, allows S4D-instructors delivering S4D-coach-workshops on a regular basis.

PART III



S4D-WORKSHOPS FOR COACHES AND INSTRUCTORS

Once suitable candidates are identified, they need to develop the necessary skills to conduct trainings. S4D-workshops are a well established means to learn that. Workshops can be organized by any kind of organisation or institution. This chapter gives guidance on how to plan S4D-coach or instructor workshops.

CONTEXT ANALYSIS

S4D-workshops aim at developing individual skills of the workshop participants:

- S4D-coaches are trained to deliver quality S4D-trainings with children and youth;
- S4D-instructors are trained to teach others in the S4D-method (S4D-coaches).

Considering and understanding the context S4D-coaches and instructors will work in is extremely important to ensure that the workshop offers suitable, needs-based

instruments and contents. Therefore, ensure you have sufficient information on

- the characteristics and needs of the children and youth who will be trained by the coaches
- the characteristics and needs of the workshop participants
- the skills or topic that shall be transmitted through sport (e.g. violence prevention)
- the conditions trainings will be delivered in (e.g. availability of sports ground and equipment)



WORKSHOP PLANNING

A detailed planning and preparation of S4D-workshops for coaches and instructors, with special attention paid to participants' individual needs, promises to produce the best results. The following aspects should be considered by the organizers of the workshop:

- Financial planning
 - Integrate the workshop(s) and its planning in the operational planning at the beginning of the year.
 - Ensure sufficient funding for the workshop, e.g. through own budget, sponsorship, governmental support programmes.
 - To pool resources, workshops can also be held together with other organisations.
- Organisational planning
 - Identify a time and location suitable for the workshop.
 - Select and invite the workshop facilitator (instructor).
 - Select and invite participants.
- Objectives and content
 - Decide on workshop objectives, content and methodology based on the context analysis, the participants' needs and the organisations' objectives.
 - The following chapter helps to outline objectives, content and methodology in detail.
- S4D-manuals and tools
 - Select and prepare manuals and tools that can be useful for the participants such as S4D-manuals, attendance sheet templates, templates of sports grounds usage plans, training observation sheets (for instructors).
 - See the 'Tools & Examples' section (p. 26) of this guideline for templates.
- Evaluation and documentation
 - Use questionnaires or creative methods to get feedback on the workshop from the participants. Feedback allows you to improve your workshops and plan follow up activities.
 - Possible questions to the participants are: What did they like/dislike about the workshop content, methodology or organisation? Do they feel able to integrate S4D in their day-to-day trainings? What kind of further support would they appreciate?
 - Make sure to document the workshop, its results and the feedback received. For example through pictures or reports.





In S4D-workshops, S4D-manuals and pocket drillbooks are explained and used to design training sessions, Kakuma Refugee Camp, Kenya © GIZ/Andrew Oloo

OBJECTIVES, CONTENTS AND METHODS OF S4D-WORKSHOPS

The following table helps you to define the detailed workshop design by giving and overview of:

- objectives (What specific learning outcomes can be achieved within a workshop?),
- content (Which topics can be transmitted in a workshop?),
- methodology (How can the content be delivered?).

See the ‘Tools & Examples’ section (see p. 28) of this guidelines for sample workshop agendas.



TOPIC	S4D COACH WORKSHOP	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">WORKSHOP OBJECTIVE</p>	<p>After the Workshop, S4D-coaches are able to</p> <ul style="list-style-type: none"> ● Conduct quality S4D-trainings, combining (a) quality sport activities with (b) life-skills and social competences (according to the specific thematic focus); ● Be a role model for others – including the youth and the community at large – by embodying S4D-values and life-skills; ● Deploy the S4D-approach productively in their own local organisations; ● Educate the youth in selected thematic areas (knowledge background); ● Regularly implement S4D-trainings; ● Find support from peers and instructors when it comes to questions on the S4D-method and implementation; ● Develop and use an Attendance Sheet (see p. 44); ● Schedule training sessions according to a Sports Grounds Usage Plan (see p.63). 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SPECIFIC CONTENT</p>	<p>An S4D-Coach Workshop</p> <ul style="list-style-type: none"> ● Transmits knowledge and techniques to conduct (a) combined sport and life-skill training and (b) age and context specific trainings; to promote (c) learning through fun and enjoyment, and strengthens (d) the S4D-coach as a positive role model; ● Set a specific thematic focus (such as violence prevention, health, vocational education, or inclusion), with gender equality as a crosscutting theme that can be addressed within the context of a particular thematic focus; ● Can be adapted to address the specific needs of different age groups; ● Gives practical guidance on how to structure and implement S4D-training sessions (see Part 3 of the Knowledge Box: Putting S4D into Practice); ● Guides coaches in the development of their own S4D-sessions; ● Takes context-specific conditions/circumstances into account and sensitises S4D-coaches on the importance of adjusting the newly learned method to the specific circumstances on the ground; ● Sensitizes coaches on child protection; ● Provides basic knowledge on first aid. 	

S4D INSTRUCTOR WORKSHOP

After the Workshop, S4D-instructors are able to

- Facilitate S4D-coach-workshops;
- Provide coaches with background information on the S4D-approach;
- Understand the importance of following-up with S4D-coaches and offering long-term support to guarantee and improve the quality of S4D-sessions conducted by coaches on the ground;
- Promote the realisation of regular and inclusive S4D-sessions by coaches;
- Show-case S4D-activities, using sports grounds (open spaces for sports activities);
- Apply core methodologies and skills (such as presentation and communication techniques, mediation, etc.) which enable them to facilitate S4D-workshops for coaches;
- Contribute to the embedding and sustainable implementation of the S4D-approach;
- Explain to coaches why it is important to develop a Sports Grounds Usage Plan (SGUP) (see p. 63);
- Explain to coaches the importance of keeping track of youth attendance to training sessions by using an Attendance Sheet (see p. 44) and familiarise them with how to use it.

An S4D-Instructor Workshop

- Applies facilitation methodologies (adult facilitation/learning, facilitation skills, workshop presentation methodologies, methods of stimulating participants during the training/course, energisers, ice-breakers, fun games, animation, skit, storytelling, learning to give and receive feedback, etc.);
- Contains theoretical sessions (S4D: combination of sports activities with life skills/social competences – see contents of S4D-coach-workshop (see left column); characteristics, roles and responsibilities of an S4D-coach; managing groups and managing behaviours; S4D-coach’s responsibility before, during and after the workshop; planning an S4D-training step by step and basic skills in sports event management);
- Contains practical sessions related to the implementation of the S4D-method into sports trainings (e.g. sport exercises – football, basketball, netball, volleyball or handball – in combination with a social/life skill, facilitating and following-up discussions);
- Contains practical sessions related to the thematic country foci (e.g. understanding and intervening in conflicts, mediation, communication, codes of conduct, health, community development, vocational training and employment, etc.);
- Contains a session on the instructor’s responsibility to contribute to embedding and sustainable implementation of the S4D-approach



TOPIC	S4D COACH WORKSHOP / S4D INSTRUCTOR WORKSHOP
METHODOLOGY	<ul style="list-style-type: none"> ● S4D-instructor trainings are based on a participatory approach and adult learning techniques. ● The trainings seek the full involvement of the participants, theoretical reflections on the method and space for practising the use of workshop facilitation skills (e.g. working groups and individual presentations on specific topics). ● Trainings should be conducted by two S4D-facilitators (preferably one female and one male) explaining diverse workshop methods and how to use the manuals. ● The workshop uses an experience-based learning approach. Combining theoretical parts with practical sessions strengthens the understanding of the content and provides a first practical experience of S4D-exercises as well as facilitation methods, e.g. working groups, individual presentations, etc. ● The training should contain a mix of seminar sessions, facilitation of practical sessions and practical sessions on S4D-exercises (for an example workshop schedule see p.28). ● Reflections in follow-up discussions support the learning. ● It is advisable to employ varied training methods (such as fun games, illustrated talk, group discussion, group work, brainstorming, role-play, game simulation), S4D-exercises and game variations. S4D-instructors can use these techniques to prepare their own workshops. ● Practical sessions should allow workshop participants to experience S4D from different perspectives: <ul style="list-style-type: none"> (a) from the perspective of a ‘youth training group’ to experience the appeal of S4D-sessions; (b) from the perspective of a coach to practise how to combine a sports activity with social competences. Practical S4D-sessions can include trainings with a youth group. <p>The facilitation can borrow methods from different theories, such as</p> <ul style="list-style-type: none"> ● Adult learning theory; ● Behaviourism; ● Social constructivism; ● Facilitative learning; ● Experiential learning; ● Do no harm approach. <p>An introduction into different learning theories is provided by UNESCO.¹</p> <p>Key message: Using participatory facilitation methods and practical sessions allows coaches to experience the appeal of S4D and to obtain practical experience in conducting S4D-coach trainings.</p>

1 <http://www.ibe.unesco.org/en/geqaf/annexes/technical-notes/most-influential-theories-learning>.

CERTIFICATION

Participants who successfully completed the workshop should receive a certificate. Certificates

- encourage consistent attendance throughout the workshop.
- express appreciation for active participation.
- testify the participants' learnings.
- can promote participants' further careers.

Through cooperation with institutions such as universities, sports federations or training institutes, workshops may also obtain 'official' accreditation or recognition what increases their value for participants. The workshop could form a module of a physical education or coach qualification, for example. See the 'Tools & Examples' section (p. 62) of this guideline for a sample certificate.

FOLLOW-UP ACTIVITIES

While a workshop is an important starting point, it is usually not enough to ensure the sustainable application of S4D by a coach. There are several options how to support coaches in the application of skills and learnings obtained in the workshop in their day-to-day trainings. These follow-up activities should be an integral part of the coach qualification and be planned together with the workshop.

- S4D-camps allow coaches to apply their new skills and knowledge accompanied by experienced S4D-instructors under optimal conditions to the target group. They also benefit children and youth, and may serve to sensitize the public on a certain topic through sport. See the Guideline 'S4D-Camps' of the Knowledge Box for guidance on how to organise such a camp.
- Refresher workshops bring already trained coaches together to foster exchange of experiences, discuss challenges and update their S4D-knowledge.
- Through visiting the coach during one of his training sessions, an instructor can directly observe and evaluate the coaches' facilitation skills and the application of S4D. Constructive feedback will help the coach to improve his S4D-training sessions. See the 'Coach Follow-Up Template' (p. 58) in the 'Tools & Examples' section of this guideline for inspiration on how to conduct training visits.
- Mentorship programmes between new and experienced S4D-coaches and ongoing knowledge-exchange (e.g. through meetings or social media) further support the coaches in the successful integration of S4D in their day-to-day activities.



TOOLS & EXAMPLES



INTRODUCTION

In the following, tools and examples developed by S4DA and its partners and that have proven to be valuable for the planning and implementation of workshops and follow-up activities are compiled. They shall serve as inspiration and templates that can be adapted to the demand. Soft copies can be provided upon request (see imprint for contact details).

➔ **S4D-COACH WORKSHOP AGENDA**

➔ **S4D-INSTRUCTOR WORKSHOP AGENDA**

➔ **S4D-COACH AND INSTRUCTOR WORKSHOP ATTENDANCE SHEET**

➔ **S4D-WORKSHOP EVALUATION TOOLS**

➔ **PARTICIPANTS LIST FOR S4D-TRAININGS**

➔ **S4D-TRAINING VISITS TOOL**

➔ **S4D-WORKSHOP CERTIFICATE**

➔ **SPORTS GROUND USAGE PLAN**



S4D-COACH WORKSHOP AGENDA

The agenda was designed for a S4D-coach workshop on violence prevention and peace promotion through football for coaches and teachers of Kakuma Refugee Camp and Kakuma Town in Kenya. The agenda shows how a five-day S4D-coach workshop can be structured, including details on content, methodology and materials. It shall serve as inspiration but needs to be adapted according to the workshop objective and context.

WORKSHOP OBJECTIVES

- qualify coaches to implement S4D in a sustainable manner.
- empower participants with knowledge and new skills in violence prevention and promotion of peace through sports (football in this case).
- making teachers and coaches aware of their important role in youth development through sports (violence prevention and peace promotion in particular) and motivate them to continue working with sport for development.

PLEASE NOTE

Each of the practical sessions can be found in the manual and drillbook 'Violence Prevention Through Football' (see Part 3 of the Knowledge Box).

MONDAY / DATE			
TIME	COURSE CONTENT	METHODOLOGY	
7:30 – 8:15	Arrival of participants and registration.	Register participants as they arrive.	
8:30 – 10:00	Official Opening <ul style="list-style-type: none"> • Introduction of programme/participants and objectives of the course • Workshop rules by participants • Course expectations 	Introduction by use of icebreakers and animation <ul style="list-style-type: none"> • Name Ball • Name and Movement • Knotty Game 	
10:30 – 10:50	BREAK		



	COMMENT	MATERIALS NEEDED	PERSON(S) IN CHARGE
	Have enough registration forms for daily use.	<ul style="list-style-type: none"> ● Registration forms, pens 	
	<p>An icebreaker is a facilitation exercise. It helps groups to overcome fears and feelings of uncertainty by giving orientation in a new situation. Moreover, icebreakers support team-building.</p> <p>This session creates an environment for exchange and fosters bonds between participants and the instructor.</p>	<ul style="list-style-type: none"> ● Small balls ● Long ropes ● Zopp cards ● Brown paper 	



MONDAY / DATE			
TIME	COURSE CONTENT	METHODOLOGY	
10:50 – 12:00	Sport for development Practical football exercises Class session	Field and class session <ul style="list-style-type: none"> ● Scoring game Introduction to Sport for Development (S4D) Opportunities of using sport for achieving development objectives.	
12:00 – 1:00	What is violence?	Class session Brainstorming session <ul style="list-style-type: none"> ● Definition of violence by participants ● Common forms of violence in the Turkana Zopp cards can be used and stuck on the wall. Use different colour pens to indicate the different forms of violence (red for common, but unacceptable form of violence; blue for common, but acceptable forms of violence in the culture/community; black for silent/unspoken form of violence) etc. Use of role play to demonstrate how violence erupts.	
1:00 – 2:00	LUNCH BREAK		
2:00 – 2:45	Practical session: football for development	Field session <ul style="list-style-type: none"> ● Time Up ● Catch As You Can 	
2:45 – 3:00	Preparation of group work & Evaluation	Field or class session Evaluate the past drill session and explain what happened. Divide the participants into working groups for the next day's team work. Advise the groups to prepare S4D-drills based on the 'Violence prevention through football' manual for the next day.	

	COMMENT	MATERIALS NEEDED	PERSON(S) IN CHARGE
	<p>The instructor will demonstrate and discuss how S4D-drills can be used to address the challenges of sharing limited resources and how to accept defeat or loss in different circumstances.</p> <p>Participants will understand</p> <ul style="list-style-type: none"> ● How sports can be used to address different topics such as violence prevention. 		
	<p>Through the exercise, the instructor can understand the type of violence this particular target group faces.</p> <p>The instructor will listen to the experiences and use them to formulate simple messages on what violence is.</p> <p>The message can be further explained during the afternoon drills.</p>	<ul style="list-style-type: none"> ● Zopp cards (different colours) ● Felt pens 	
	<p>During the drills, the instructor will stress the importance of communication and team work in violence prevention and evidence how violence can be inflicted from one person to another.</p>	<ul style="list-style-type: none"> ● Footballs ● Bibs ● Whistle 	
	<p>Provide 'Violence prevention through football' manuals or drill books.</p>		

TUESDAY / DATE			
TIME	COURSE CONTENT	METHODOLOGY	
7:30 – 10:30	<p>Recap on the previous day's sessions</p> <p>Theoretical session: football for development exercises</p>	<p>Field or class session</p> <p>Use of ball games to undertake the recap sessions.</p> <p>Present group work</p> <p>Football for Development drills</p> <p>Group 1 presentation</p> <ul style="list-style-type: none"> ● Party Ball ● Scoring Game ● No Rules 	
10:30 – 10:50	BREAK		
10:50 – 12:00	Understanding conflict (1)	<p>Class session</p> <p>Use activities to demonstrate what causes conflict and how it is transferred:</p> <ul style="list-style-type: none"> ● Balloon Game (to start the session) ● Use of outdoor animation (experiential learning in demonstrating a conflict) ● Spider Web ● Titanic 	
12:00 – 1:00	Understanding conflict (2)	<p>Class session</p> <p>Group work</p> <ul style="list-style-type: none"> ● Ice Berge ● Story Teller 	
1:00 – 2:00	LUNCH BREAK		
2:00 – 2:45	<p>Practical session</p> <p>Preparation and presentation of S4D-drills</p>	<p>Field session</p> <p>Football for Development drills</p> <p>Group 2 presentation</p> <ul style="list-style-type: none"> ● Eweite ● Tag A player ● 2 v 2 	
2:45 – 3:00	Evaluation of the day	<p>Reflect with the participants what they learned today, which challenges they faced and which questions remain.</p>	

	COMMENT	MATERIALS NEEDED	PERSON(S) IN CHARGE
	<p>Use of small games or skits will make the session more memorable. Use drills from the pocket drillbook or manual.</p> <p>The participants will review, analyse and present selected drills. Discussing the drills helps getting to know and understand them better. Participants discuss how conflicts run the risk of spreading and how they can be prevented. Participants explore their inner ability to prevent them.</p>	<ul style="list-style-type: none"> ● Flip charts ● Chairs 	
	<p>After each activity and after observing the language and how the team resolved the designated tasks, the instructor encourages the trainees to share their experience in relation to the conflict.</p>		
	<p>The instructor will use these simple activities and role plays in group work to demonstrate how conflict can emerge and spread from one person to the community.</p>	<ul style="list-style-type: none"> ● Flip charts ● Felt pens ● Zopp cards ● Brown paper 	
	<p>Drills from the pocket drillbook or manual ('Violence Prevention Through Football').</p>	<ul style="list-style-type: none"> ● Footballs ● Bibs ● Cones 	



WEDNESDAY / DATE			
TIME	COURSE CONTENT	METHODOLOGY	
7:30 – 8:15	Recap	Field session Limbo Pressure Clap and Catch	
8:15 – 10:30	Practical session Preparation and presentation of S4D-drills	Field session Football for Development drills Group 3 presentation <ul style="list-style-type: none"> ● No rules ● Hope ● Catch As You CAN 	
10:30 – 10:50	BREAK		
10:30 – 12:00	Perpetrators vs victims	Class session Role shift game (activity) Art demonstration (drawing/painting): All participants are asked to draw their definition of a victim and perpetrator. Afterwards they present their drawings. Discussion.	
12:00 – 1:00	Intervening in conflict	Class session <ul style="list-style-type: none"> ● Use of role play 	
1:00 – 2:00	LUNCH BREAK		
2:00 – 2:45	Practical session: Preparation and presentation of S4D-drills	Field session Football for Development drills Group 4 presentation <ul style="list-style-type: none"> ● Party Ball ● Times Up ● Gondi Sinya 	
2:45 – 3:00	Evaluation of the day	Reflect with the participants what they learned today, which challenges they faced and which questions remain.	

	COMMENT	MATERIALS NEEDED	PERSON(S) IN CHARGE
		<ul style="list-style-type: none"> ● Skipping rope 	
	Drills from the pocket drillbook or manual ('Violence Prevention Through Football').	<ul style="list-style-type: none"> ● Bibs ● Cones ● Blind folds ● Balls ● Small goal post 	
	<p>The role shift game strengthens the participants' skills to identify a victim, perpetrator and a mediator.</p> <p>The art demo encourages the participants to visualise their perception of victims and perpetrators. Painting/drawing creates a joyful and relaxing environment and gives room for laughter, which is all part of the experience.</p>	<ul style="list-style-type: none"> ● Manila paper ● Scissors ● Felt pen 	
	The instructor guides the participants through role plays to reflect on conflict intervention.		
	Drills from the pocket drillbook or manual ('Violence Prevention Through Football').	<ul style="list-style-type: none"> ● Bibs ● Cones ● Blind folds ● Balls ● Small goal post 	

THURSDAY / DATE			
TIME	COURSE CONTENT	METHODOLOGY	
7:30 – 10:30	Recap Football exercises	Class and field session Fruit Basket Football for Development drills Group 5 <ul style="list-style-type: none"> ● Outsider ● Need To Belong ● All Penalty 	
10:30 – 10:50	BREAK		
10:50 – 11:50	Mediation (the role of the coach)	Class session Discuss: <ul style="list-style-type: none"> ● What is the role of a coach when it comes to (inter-) personal conflict? ● To which extend can a coach intervene in (inter-personal) conflicts <ul style="list-style-type: none"> • on the pitch? • off the pitch among children and youth team members? • in the community? How? What can the coach do? Where are limits of his/her intervention? Who (institution) can support?	
11:50 – 1:00	Friendly match	Field session Create a relaxing and friendly environment or integrating all trainees.	
1:00 – 2:00	LUNCH BREAK		
2:00 – 2:45	Role of coaches Football variation promoting violence prevention	Class session Coach's code of conduct Variation to use in your own team Variation on league level Variation on community level	
2:45 – 3:00	Evaluation of the day	Reflect with the participants what they learned today, which challenges they faced and which questions remain.	

	COMMENT	MATERIALS NEEDED	PERSON(S) IN CHARGE
	Participants demonstrate and discuss drills on changing perspectives. The coaches give feedback to each other.	<ul style="list-style-type: none"> ● Chairs ● Bibs ● Cones ● Blind fold ● Balls ● Small goal post 	
	Bring out the aspect of respecting the players, and mediation skills.		
	Sharing of experience and learning from each other.		
	Brainstorming and discussion on roles of coaches. Make sure to highlight issues such as child protection; non-violent environment; no-bullying; inclusion; highlighting fun and enjoyment over winning; leading by example.	<ul style="list-style-type: none"> ● Flip charts ● Felt pens ● Brown paper 	

FRIDAY / DATE			
TIME	COURSE CONTENT	METHODOLOGY	
7:30 – 10:30	Sports event management	Class session Discuss: <ul style="list-style-type: none"> ● What is an event? ● Planning an event ● Organising an event ● Integrating life-skills in your event Group work: Two groups plan and organise a football for development tournament/event (include class/practical sessions/outdoor activities)	
10:30 – 10:50	BREAK		
10:50 – 1:00	Positive coaching skills <ul style="list-style-type: none"> ● Facilitation tips ● Characteristics of leaders (Planning for the S4D-camp)	Class session Give examples of positive coaching skills. Discuss sample situations and proper behaviour. If an S4D-camp is planned, this is the moment to divide tasks and allocate responsibilities.	
1:00 – 2:00	LUNCH BREAK		
2:00 – 3:00	Evaluation of the workshop <ul style="list-style-type: none"> ● Follow-up activities ● Handing over of certificates 	<ul style="list-style-type: none"> ● Recollect positive and negative feedback from the workshop participants. ● Discuss and plan follow-up activities that are available for the coaches. ● Hand over manuals or drill books and other useful templates to the participants. ● Hand over certificates and celebrate the successful completion of the workshop. Group work	

	COMMENT	MATERIALS NEEDED	PERSON(S) IN CHARGE
		<ul style="list-style-type: none"> ● Flip charts ● Felt pens ● Brown paper 	
	<p>Either use a workshop evaluation questionnaire (see p. 46 of this guideline) or creative evaluation methods.</p> <p>Make sure to print certificates in advance, in colour and on high quality paper.</p>		

S4D-INSTRUCTOR WORKSHOP AGENDA

The agenda was designed for a S4D-instructor workshop on violence prevention and peace promotion through football for S4D-instructors in Kakuma Refugee Camp and Kakuma Town, Kenya. The agenda shows how a five-day S4D-instructor workshop can be structured, including details on content, methodology and materials. It shall serve as inspiration but needs to be adapted according to the workshop objective and context.

WORKSHOP OBJECTIVES

- Increase capacities of instructors to train coaches in the long-term implementation of S4D.
- Promote the use of sports for preventing violence and promoting peace.

PLEASE NOTE

Each of the practical sessions can be found in the manual and drillbook 'Violence Prevention Through Football' in Part 3 of the Knowledge Box.

TIME TABLE			
TIME	MONDAY	TUESDAY	
8:00 – 8:30	Arrival / registration	Recap	
8:30 – 9:30	Introductions to <ul style="list-style-type: none"> ● Participants ● Climate setting and ground rules ● Objectives and expectations of the training 	Practical session: basic football coaching integrated with values and life-skills <ul style="list-style-type: none"> ● Warm-ups ● Football basic techniques ● Laws of the game ● 4 v 4 variations (wall pass) ● Cool down 	
9:30 – 10:30	Practical session: violence prevention and peace promotion through S4D-drills <ul style="list-style-type: none"> ● Planning S4D-training session ● 4 v 4 with wall players ● Break away 	Practical session: football for development drills <ul style="list-style-type: none"> ● 4 v 2 each half ● 4 v 4 advantage ● Watch out 	
10:30 – 11:00	TEA BREAK		



	WEDNESDAY	THURSDAY	FRIDAY
	Recap	Recap	Recap
	Practical football for development drills <ul style="list-style-type: none"> ● Scoring zone ● Two sided ● Support your friends 	Practical football for development drills <ul style="list-style-type: none"> ● Gate keepers ● Truck and trailer ● Hope 	Action plan Way forward
	Practical session: football for development drills <ul style="list-style-type: none"> ● External support ● Twins ● Team work 	Practical session: football for development drills <ul style="list-style-type: none"> ● Scoring game ● Team work 	Presentation of certificate



TIME	MONDAY	TUESDAY	
11:00 – 12:00	Violence prevention <ul style="list-style-type: none"> ● What is violence? ● Violence / conflict dynamic in Turkana ● Community violence ● Root cause of community violence ● Promoting community peace 	Practical session: football for development drills <ul style="list-style-type: none"> ● Free zone ● Police mark ● Changing moment 	
12:00 – 1:00	Characteristic roles and responsibilities of an S4D-instructor <ul style="list-style-type: none"> ● Training pyramid 	Workshop presentation / teaching methodologies <ul style="list-style-type: none"> ● Adult learning ● Stimulating participants ● Facilitation skills 	
1:00 – 2:00	LUNCH		
2:00 – 3:00	Adult learning (workshop methods) <ul style="list-style-type: none"> ● Stimulating participants ● Facilitation skills 	Workshop presentation / teaching methodologies <ul style="list-style-type: none"> ● Disadvantage ● Advantage 	
3:00 – 4:00	Managing groups and managing behaviour <ul style="list-style-type: none"> ● Involving participants ● Assigning responsibilities ● Dealing with conflicts in the group 	Facilitating practical sessions <ul style="list-style-type: none"> ● Group formation & preparation ● Giving & receiving feedback 	
5:00 – 5:30	Evaluation of the day Assignment: Preparing S4D-drills	Evaluation of the day	

	WEDNESDAY	THURSDAY	FRIDAY
	Practical session: football for development drills <ul style="list-style-type: none"> ● Truck and trailer ● Lion in the middle ● The puzzle 	Group presentation Group 7 Causes of conflicts in football Group 8 Causes of conflict in the community	Evaluation of the workshop Closing remarks
	Group presentation Group 1 Sport for development Group 2 Violence prevention	Group presentation Group 9 Positive /negative ways of intervening in conflict Group 10 Role of a coach as mediator	
	Group presentation Group 3 Perpetrator vs victims Group 4 Responses to conflicts	Feedback and reflection on presentations	
	Group presentation Group 5 Understanding conflicts Group 6 Intervening in conflicts	Planning a workshop <ul style="list-style-type: none"> ● Step by step 	
	Evaluation of the day Friendly match	Evaluation of the day	



S4D-COACH AND INSTRUCTOR WORKSHOP ATTENDANCE SHEET

The template helps to track regular attendance at S4D-coach and instructor workshops. It should be filled in by the instructor on every workshop day. S4DA suggests to consider only participants who actively participated in at least 80% of the workshop as having participated successfully. This criteria needs to be outlined at the beginning of the workshop.

SESSION			DAY 1	DAY 2	
Date					
PARTICIPANT NAME:			female	male	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
DAILY TOTALS	PRESENT	/			
	LATE	L			
	ABSENT	X			
	EXCUSED	E			

S4D-WORKSHOP EVALUATION TOOLS

Questionnaires are one – formal – option for evaluating workshops. The following two questionnaires were developed to get feedback from S4D-coach and instructor workshop participants.

Another option is to use interactive evaluation methods, such as the spider web exercise, the five finger feedback or the living scale.

S4D-COACH WORKSHOP EVALUATION QUESTIONNAIRE

Dear participant,






This is an anonymous survey. Please answer the questions as follows:

Select your answer with an X

_____ Fill the space by writing your answer

SECTION A: BIOGRAPHICAL INFORMATION

1.	How old are you?	I am _____ years old.
2.	What's your gender?	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Other
3.	How would you best describe yourself? / What's your profession?	<input type="checkbox"/> Teacher <input type="checkbox"/> Sports Coach <input type="checkbox"/> Sports administrator <input type="checkbox"/> School administrator <input type="checkbox"/> Other (please specify): _____
4.	I work in a (you can choose more than one answer)	<input type="checkbox"/> School <input type="checkbox"/> Community team/club <input type="checkbox"/> (TVET) College <input type="checkbox"/> University <input type="checkbox"/> Other (please specify): _____
5.	What is the highest level of education that you have reached?	<input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Vocational <input type="checkbox"/> University <input type="checkbox"/> Other(s): _____
6.	Which type of sport are you regularly involved in? (you can choose more than one answer)	<input type="checkbox"/> None <input type="checkbox"/> Football <input type="checkbox"/> Netball <input type="checkbox"/> Basketball <input type="checkbox"/> Volleyball <input type="checkbox"/> Handball <input type="checkbox"/> Other (please specify): _____

SECTION B: COACH BIOGRAPHY & EXPERIENCE		
7.	For how long have you been coaching sport?	<input type="checkbox"/> I have not been coaching before (please continue with question #13) <input type="checkbox"/> I have been coaching for ____ years
8.	Who do you coach?	<input type="checkbox"/> Females <input type="checkbox"/> Males <input type="checkbox"/> Mixed groups <input type="checkbox"/> Both (male & female, but not in one team)
9.	How often do you lead sporting activities?	<input type="checkbox"/> Daily <input type="checkbox"/> Twice a week <input type="checkbox"/> Once a week <input type="checkbox"/> 1-2 times a month <input type="checkbox"/> Only during holidays <input type="checkbox"/> Never
10.	Tick the group(s) that most resembles your own:	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
11.	How old are the ones you coach? (you can choose more than one answer)	<input type="checkbox"/> 10 years old and younger <input type="checkbox"/> 11 to 14 years old <input type="checkbox"/> 15 to 18 years old <input type="checkbox"/> older than 18
12.	On average, how many children/youth participate in each of your sport sessions?	<input type="checkbox"/> 1-10 <input type="checkbox"/> 11-20 <input type="checkbox"/> 21-30 <input type="checkbox"/> 31-40 <input type="checkbox"/> other number: _____
13.	Have you previously undergone any training as a sport coach/sport trainer/P.E. teacher?	<input type="checkbox"/> Yes <input type="checkbox"/> No
13.A	If yes, who was the provider of the previously sport training?	
13.B	If yes, what was the topic of the previously sport training you attended?	
13.C	If yes, what was the previous sport training date?	Month _____ Year _____
13.D	If yes, please give a brief description on the sport training you received.	
14.	Are some of the following topics related to your work as a sports coach? Which ones? (you can choose more than one answer)	<input type="checkbox"/> High performance sport <input type="checkbox"/> Gender equality <input type="checkbox"/> Health <input type="checkbox"/> HIV/AIDS prevention <input type="checkbox"/> Violence Prevention <input type="checkbox"/> Employment skills <input type="checkbox"/> Life skills <input type="checkbox"/> Other(s): _____



15.	Have you previously been trained in sport for development?	<input type="checkbox"/> Yes <input type="checkbox"/> No
15.A	If yes, who was the provider of the previously sport for development training you attended?	
15.B	If yes, what was the topic of the previously sport for development training you attended?	
15.C	If yes, what was the most previous sport for development training date?	Month _____ Year _____
15.D	If yes, please give a brief description on the sport for development training:	

SECTION C: OUTLOOK

16.A	Would you be interested in other sports-related training?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I am not sure
16.B	If yes to the above question, regarding interest in other sports-related training, please indicate what specific areas you are interested in:	
17.A	Are you able to easily integrate the newly acquired facilitation skills (knowledge, drills) in your sporting activities on a regular basis?	<input type="checkbox"/> Yes <input type="checkbox"/> No
17.B	Briefly explain your answer to the above question:	
18.	How often do you think you will be able to use the newly acquired facilitation skills (knowledge, drills) in the sporting activities in your respective institutions/ community?	<input type="checkbox"/> Daily <input type="checkbox"/> Twice a week <input type="checkbox"/> Once a month <input type="checkbox"/> Only during holidays <input type="checkbox"/> Never

The following section is optional. If feedback is sought with other tools or in different ways, the following questions can be skipped.

SECTION D: WORKSHOP SATISFACTION

19.	Which parts of the workshop did you like best?				
20.	What did you miss?				
21.	What would you change or improve?				
22.	Any further comments or recommendations?				
		Totally disagree	Disagree	Agree	Totally agree
23.	I have a better understanding of Sport for Development after completing the workshop, in comparison to before the workshop.				
24.	The contents of the workshop were appropriate for the objective.				
25.	I learnt about new things in the workshop.				
26.	I enjoyed the dynamics of the workshop (e.g. atmosphere, relationships with other coaches and instructor, activities...).				
27.	I would recommend the workshop to others interested in S4D and coaching.				

THANK YOU FOR YOUR SUPPORT!

S4D-INSTRUCTOR WORKSHOP EVALUATION QUESTIONNAIRE

Dear participant,

This is an anonymous survey. Please answer the questions as follows:

Select your answer with an X






_____ Fill the space by writing your answer

SECTION A: BIOGRAPHICAL INFORMATION

1.	How old are you?	I am _____ years old.
2.	What's your gender?	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Other
3.	How would you best describe yourself? / What's your profession?	<input type="checkbox"/> Teacher <input type="checkbox"/> Sports Coach <input type="checkbox"/> Sports administrator <input type="checkbox"/> School administrator <input type="checkbox"/> Other (please specify): _____
4.	I work in a (you can choose more than one answer)	<input type="checkbox"/> School <input type="checkbox"/> Community team/club <input type="checkbox"/> (TVET) College <input type="checkbox"/> University <input type="checkbox"/> Other (please specify): _____
5.	What is the highest level of education that you have reached?	<input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Vocational <input type="checkbox"/> University <input type="checkbox"/> Other (please specify): _____
6.	Which type of sport are you regularly involved in? (you can choose more than one answer)	<input type="checkbox"/> None <input type="checkbox"/> Football <input type="checkbox"/> Netball <input type="checkbox"/> Basketball <input type="checkbox"/> Volleyball <input type="checkbox"/> Handball <input type="checkbox"/> Other (please specify): _____
7.	In which S4D workshop(s) did you already take part?	
7.A	What was the location of the S4D workshop(s)?	
7.B	Who was the instructor of the S4D workshop(s) you already took part in?	
7.C	What was the most previous S4D training date?	Month _____ Year _____

SECTION B: BIOGRAPHY & EXPERIENCE

... You as a COACH:

8.	For how long have you been coaching sport?	(in years) _____
9.	For how long have you been coaching S4D?	(in years) _____
10.	Who do you coach?	<input type="checkbox"/> Females <input type="checkbox"/> Males <input type="checkbox"/> Mixed groups <input type="checkbox"/> Both (male & female, but not in one team)
11.	Tick the group that most resembles your own:	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
12.	How old are the ones you coach? (you can choose more than one answer)	<input type="checkbox"/> 10 years old and younger <input type="checkbox"/> 11 to 14 years old <input type="checkbox"/> 15 to 18 years old <input type="checkbox"/> older than 18
13.	On average, how many children/youth participate in each of your sport sessions?	<input type="checkbox"/> 1-10 <input type="checkbox"/> 11-20 <input type="checkbox"/> 21-30 <input type="checkbox"/> 31-40 <input type="checkbox"/> Other number: _____
14.	How often do you lead sporting activities?	<input type="checkbox"/> Daily <input type="checkbox"/> Twice a week <input type="checkbox"/> Once a week <input type="checkbox"/> 1-2 times a month <input type="checkbox"/> Only during holidays <input type="checkbox"/> Never
15.	Are some of the following topics related to your work as a sports coach? Which ones? (you can choose more than one answer)	<input type="checkbox"/> High Performance Sport <input type="checkbox"/> Gender Equality <input type="checkbox"/> Health <input type="checkbox"/> HIV/AIDS Prevention <input type="checkbox"/> Violence Prevention <input type="checkbox"/> Employment skills <input type="checkbox"/> Life Skills <input type="checkbox"/> Other(s): _____

... You as an INSTRUCTOR

16.	Do you have experience in training coaches?	<input type="checkbox"/> Yes <input type="checkbox"/> No (If no, please continue with question 20)
16.A	If yes, give a brief description:	
17.	For how long have you been training coaches?	For _____ year(s)
18.	Where or for whom do you normally conduct your instructing activities? (you can choose more than one answer)	<input type="checkbox"/> Club <input type="checkbox"/> School <input type="checkbox"/> National Sport Association <input type="checkbox"/> University <input type="checkbox"/> Organization <input type="checkbox"/> Sport Federation <input type="checkbox"/> Other (please specify): _____
19.	On average, how many trainers participate in each of the workshops you lead?	<input type="checkbox"/> 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-20 <input type="checkbox"/> 21-30 <input type="checkbox"/> 31-35 <input type="checkbox"/> Other number: _____



20.	Have you previously undergone any training to become a sport instructor (focus: teaching other coaches)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
20.A	If yes, who was the provider of the previous sport instructor training you attended?	
20.B	If yes, what was the topic of the previous sport instructor training(s) you attended?	
20.C	If yes, what's the most previous date of training to become a sport instructor?	Month _____ Year _____
20.D	Please give a brief description of any training	

SECTION C: OUTLOOK

21.	Would you be interested in other sports-related training?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I am not sure
21.A	If yes to the above question, regarding interest in other sports-related training, please indicate what specific areas you are interested in:	
22.	Do you think you have acquired sufficient knowledge to teach other coaches about the S4D method?	<input type="checkbox"/> Yes <input type="checkbox"/> No
23.	Do you think you will be able to easily integrate the newly acquired facilitation skills (knowledge, drills, S4D method) in upcoming instructor workshops?	<input type="checkbox"/> Yes <input type="checkbox"/> No
23.A	Briefly explain your answer to the above question:	

24.	How often do you think you will be able to use the newly acquired facilitation skills (knowledge, drills, S4D method) in the instructor activities in your respective institutions/community, such as follow-up visits, advising others on the S4D, coaching yourself?	<input type="checkbox"/> Daily <input type="checkbox"/> Twice a week <input type="checkbox"/> Once a week <input type="checkbox"/> 1–2 times a month <input type="checkbox"/> Only during holidays <input type="checkbox"/> Never
25.	Have you planned to organize and lead one or more Training of Trainers (ToT) training(s) in the upcoming 6 months?	<input type="checkbox"/> Yes <input type="checkbox"/> No
25.A	If yes, please give more details such as when and where and with whom. If no, briefly explain why:	
26.	What kind of further support do you need in establishing S4D in your organization/federation/school/club?	
<p>The following section is optional. If feedback is sought with other tools or in different ways, the following questions can be skipped.</p>		
<p>SECTION D: WORKSHOP SATISFACTION</p>		
27.	Which parts of the workshop did you like best?	
28.	What did you miss?	
29.	What would you change or improve?	
30.	Any further comments or recommendations?	

		Totally disagree	Disagree	Agree	Totally agree
31.	I have a better understanding of Sport for Development after completing the workshop, in comparison to before the workshop.				
32.	The contents of the workshop were appropriate for the objective.				
33.	I learnt about new things in the workshop.				
34.	I enjoyed the dynamics of the workshop (e.g. atmosphere, relationships with other coaches and instructor, activities...).				
35.	I would recommend the workshop to others interested in S4D and coaching.				
THANK YOU FOR YOUR SUPPORT!					

INTERACTIVE WORKSHOP EVALUATION METHODS

SPIDER WEB

A spider web with a centre point and some gradients is drawn on a blackboard/large paper sheet. Each segment of the spider web represents one aspect of evaluation, such as workshop content, organisation, setting, facilitation, atmosphere etc. By drawing coloured dots on the spider web the participants mark their satisfaction with each aspect. The closer to the centre of the web the dots are placed, the higher the satisfaction with a certain aspect.

FIVE FINGER FEEDBACK

For each finger of the hand, the participant answers a specific question:

- The Thumb: What went well? What did you like?
- The Index Finger: What would you like to point out/highlight?
- The Middle Finger: What could be improved/changed? What went wrong?
- The Ring Finger: What message will you take home? What moved you?
- The Pinkie Finger: What did not get enough attention? Any shortcomings?

LIVING SCALE

The seminar room becomes a scale with one end being the “I totally agree”-end and the other one being the “I totally disagree”-end. The workshop facilitator asks questions and the participants position themselves on the scale to give their answers, without talking to each other. Afterwards, the participants are invited to explain why they positioned themselves in the respective point of the scale. Possible questions are:

- In the last five days, I learned something new.
- What I learnt will improve my coaching/teaching.
- I got everything I need to offer S4D-trainings.
- I feel able to integrate S4D in my daily training sessions.
- The workshop met my expectations.



PARTICIPANTS LIST FOR S4D-TRAININGS

A participant list helps an S4D-coach or the organisation s/he works for to track which children and youth are regularly attend S4D-trainings. After each training the coach can tick off who participated. The list is also an opportunity to gather relevant background information on the children and youth and facilitates child protection.

PARTICIPANTS LIST								
Name of the coach								
Organisation								
Name of the training or the training group								
Location of the training								
Date of the sessions				Date	Date	Date	Date	Date
PARTICIPANT NAME:		Male	Female					
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
Total number of children present								
Male								
Female								

Date	Date	Date	Date	Date	Date	Date	Date	Date	Comment

S4D-TRAINING VISITS TOOL

After an S4D-coach workshop, coaches should be supported in the implementation of the learnings in his/her trainings, for example through training visits. The tool is supposed to provide guidance for training visits. The tool measures and evaluates a coach's application of S4D training. Moreover, it helps to provide feedback to the coaches on how to improve his trainings.

- **First**, the S4D-instructor should introduce him-/herself and explain the objective of the visit – namely, to observe the training and to give feedback.
- **Second**, the instructor should observe an entire S4D-training session and evaluate the coach's application of S4D (Section A & B).
- **Third**, the coach should be encouraged to reflect his performance guided by questions (Section C).
- **Fourth**, based on the first three steps, the instructor should provide constructive feedback to the coach, pointing out what went well and giving recommendations on how to improve other aspects. The instructor should always close with a positive remark to maintain the motivation of the coach.
- **Finally**, the instructor and coach should brainstorm and agree on goals based on the feedback.

SECTION A: GENERAL INFORMATION

1.	Observer name:			
2.	Observer affiliation:			
3.	Coach organisation:			
4.	Coach name:			
5.	Coach gender:	<input type="checkbox"/> Female	<input type="checkbox"/> Male	<input type="checkbox"/> Other
Training session and participants				
6.	Location of observation			
7.	Date of observation			

8.	Start time of training – please use military time	_ _ : _ _		
9.	Duration of training (in minutes)			
10.	Number of children/youth attending the session			
		Female:	Male:	Other:

SECTION B: TRAINING OBSERVATION

Organisation of the training: Please rate the following organisational aspects:

		Poor (1)	Needs improvement (2)	Satisfactory (3)	Good (4)	Excellent (5)	Not applicable (nA)
11.	How was the general planning of the training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	How was the preparation of S4D-activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	How was the use of the available space on the sports ground?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	How was the use of equipment during the training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Training content: Please rate the following training aspects

		Poor (1)	Needs improvement (2)	Satisfactory (3)	Good (4)	Excellent (5)	Not applicable (nA)
15.	Warm Up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Main Part of Training Session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Cool Down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Combination of sport with social competences/topics (S4D) (according to the manual)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Reflection at the End of Training or Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Coach: Please rate the following aspects associated with the coach

20.	Coach's explanation of each activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Coach's demonstration of each activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Coach's behaviour towards participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Management of conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Ability to improvise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	Coach's Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	Coach's use of appropriate language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	Delegation of responsibility/ involvement of youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	Coach's provision of opportunities for reflection/sharing opinions to the participants was ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION C: INTERVIEW

These questions are for evaluating coaches' comfort and ability to implement S4D-activities. They should be asked after the coach observation at the sports grounds.

	QUESTIONS	NOTES (Answers of the coach)
Inclusion of S4D-topics during training:		
29.	Which S4D-focus (e.g. violence prevention, gender awareness) did your training have? How did you include the focus?	
30.	What impact has the inclusion of S4D on you, your training and the participants?	
Self-evaluation:		

31.	<p>How do you evaluate the following aspects of your training session (select core points from Section B):</p> <ul style="list-style-type: none"> • Organisation/Preparation • Content • Coach behaviour/relationship with the participants 	
32.	<p>What worked well in this training session?</p>	
33.	<p>Which aspects of your coaching or training would you like to change or improve?</p>	
34.	<p>Please give a final written assessment (observation and interview). From your point of view, how did the coach perform in the training session, especially concerning S4D?</p>	

SECTION D: FEEDBACK

35.	<p>Please provide helpful feedback for the coach on how to improve the aspects discussed above.</p>
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S4D-WORKSHOP CERTIFICATE

Participants who successfully completed the workshop should receive a certificate. This is a sample certificate handed over by S4DA to trained coaches and instructors. A certificate should include the participants name; the title, duration, content, place and date of a workshop; as well as logos, seals and signatures of the organizing institutions.



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**Sport
for
Development**
1,000 Chances for Africa
An Initiative of the Federal Ministry
for Economic Cooperation
and Development (BMZ)

CERTIFICATE OF PARTICIPATION

Took part in the Sport for Development Coach-Workshop

FOOTBALL4LIFE

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Date, XXX

**GERMAN
DEVELOPMENT
COOPERATION**

**SPORT FOR
DEVELOPMENT**

Name

Position

SPORTS GROUND USAGE PLAN

The sports ground usage plan facilitates the management of a sports ground by allowing for coordinated booking and usage of the respective sports ground and giving indication of its usage. If possible, the plan should be published, e.g. on a large board at the entrance of the sports ground.

1	2	3	4	5	6	EXAMPLE: March 6		
						7	8	
Organisation _____ _____ Location _____ Plan valid from _____ to _____.						For every session, please add ● Time & Title ● Coach/Teacher ● # of participants (male/female) ● Sport for Development (S4D) session or other? ● If other, please specify form of sport.	2-4 pm: Netball4Life John, #23 (12m/11f) S4D	4-6 pm: Girls Kicking Josy, #15 (0m/15f) Football
1	2	3	4	5	6	7	8	
9	10	11	12	13	14	15	16	
17	18	19	20	21	22	23	24	



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young girls

8

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