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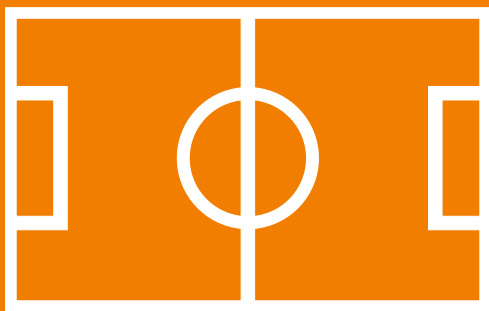
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THE FRAMEWORK 'SPORTS GROUNDS WITH CONCEPTS!'

Implementing Sport for Development in a Sustainable Way



GERMAN
DEVELOPMENT
COOPERATION
**SPORT FOR
DEVELOPMENT**



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Regional Project

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Launched in 2014, the ‘Sport for Development in Africa’ (S4DA) regional project establishes sport as a tool for achieving development goals in selected African countries on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ). Building on the great enthusiasm for sport in Africa, the German development cooperation and its African partners constructed sports infrastructure, trained coaches and consulted organisations on fostering youth development through sport.

On behalf of the

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TABLE OF CONTENTS

INTRODUCTION	3
PART I – BACKGROUND	5
The Project	5
Why Adopt S4d?	6
Some Possible Reasons	6
Youth Development Through Sport	6
Development of a Player	8
PART II – EMBEDDING S4D ON THREE LEVELS	11
The Implementation Level	11
The Organisational Level	12
The Policy Level	12
PART III – DEVELOPING AN S4D-CONCEPT	15
The Objective	15
The Target Group	15
The Methodology	16
The Coaches	16
The Sports Grounds and Sports Equipment	17
The Network	17
PART IV – EMBEDDING S4D IN THE DAY- TO-DAY WORK OF THE ORGANISATION	19
Steps and Milestones	19



Coaches in Zanzibar, Tanzania, foster interfaith dialogue through sports | © GIZ/Kristin Richter

INTRODUCTION

Welcome to the Sport for Development Knowledge Box which aims to assist organisations interested in implementing Sport for Development (S4D). It compiles guidelines, tools and manuals addressing topics related to the S4D-approach on different levels – from the design, maintenance and repair of grassroots sports grounds, the qualification of coaches and instructors to the design and organisation of S4D-training sessions. The Knowledge Box was developed jointly by the ‘Sport for Development in Africa’ (S4DA) regional project and its partner organisations.

PART I



S4D conveys social skills such as fairness, tolerance and team spirit in a playful and fun way,
Addis Ababa, Ethiopia | © GIZ/Mulugeta Gebrekidan

BACKGROUND

By supporting organisations in their endeavour to develop comprehensive and sustainable approaches for the long-term implementation of S4D, the Knowledge Box helps to achieve 'Sports Grounds with Concepts!'.

THE PROJECT

It has been developed by the 'Sport for Development in Africa' (S4DA) Regional Project of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ). International actors, national institutions and local organisations, such as universities, national and regional ministries of education, youth and sport, municipalities, (vocational) schools, sport federations or local non-governmental organisations (NGOs) actively contributed their expertise and experience in the field of S4D and related topics, ensuring the practical orientation of the compiled guidelines, tools and manuals.

Launched in 2014, the 'Sport for Development in Africa' (S4DA) regional project establishes sport as a tool for

achieving development goals in selected African countries on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ). Building on the great enthusiasm for sport in Africa, the German development cooperation and its African partners constructed sports infrastructure, trained coaches and consulted organisations on fostering youth development through sport.

Operating comprehensively in selected sub-Saharan African countries, S4DA makes a significant contribution to the BMZ's 'More Space for Sport – 1,000 Chances for Africa' initiative, launched in 2014 by the Federal Minister Dr Gerd Müller as part of the endeavours to build a broad and effective alliance for Africa between sport, civil society and the private sector.

PLEASE NOTE

The S4D-approach focuses on children and youth: they learn how to take responsibilities, treat each other with fairness, resolve conflicts peacefully and lead healthy lives. These are key skills relevant for social and personal development. In order to sustainably embed the S4D-approach in the African countries (mainstreaming and upscaling of S4D-measures), S4DA fosters the broad-based participation of key stakeholders such as lead executing agencies and local expert groups. Thus, positive and sustainable changes, such as social capacities for a peaceful coexistence and local development, are initiated through sport – with a special focus on supporting disadvantaged children and youth.



WHY ADOPT S4D?

There are multiple reasons for an organisation to embrace S4D, including benefits for participating children and youth or an increased attractiveness of the organisation itself. Reflecting on ‘why adopt S4D?’ is a first step to define adequate forms of using it.

SELECTED REASONS

- S4D contributes to positive behavioural changes, promoting socially committed and responsible youth in the school, in the sports club and in the community.
- S4D is an innovative method, attractive for both youth and parents who can be assured that their children spend time in a safe and motivational environment.
- Communities appreciate initiatives promoting youth development and offering positive activities for youth. NGOs, clubs or schools which support such activities might improve their prestige.
- An organised and innovative sport offer might attract more users to your sports grounds. Relationships with the community can be deepened and users and community can be involved in caring for the sports ground.
- Implementing S4D-activities might attract sponsors on local and even national level.
- Often national entities like ministries of sport/ education or sport associations support S4D-activities. Therefore, integrating the S4D-approach in the organisation’s concept improve the chances of receiving high-level support.
- S4D-organisations are present in many countries in Africa and beyond. Becoming part of a global movement offers you chances for new contacts and partnerships.

YOUTH DEVELOPMENT THROUGH SPORT

S4D combines high quality sports activities with life skills training. Offering quality sport is key for attracting youth and ensuring a fun learning environment. However, the sports exercises are designed to promote not only sport-specific skills but also relevant social competences that are needed to participate in society actively and positively. S4D is age- and context-specific. Its exercises take the physical and mental development phase of the

learners into account and are adjusted to their needs and capabilities. They also consider the context, such as cultural or climatic conditions, to ensure S4D’s local acceptance and offer the learners the best experience. S4D is experience based learning. Through S4D-exercises participants acquire life skills – such as goal setting, emotional control or self-esteem – which are also relevant for personal and social development.



Activity at a S4D training session during a S4D-holiday camp in Kakuma, Kenya | © GIZ/Andrew Oloo

DEVELOPMENT OF A PLAYER

1 DEVELOPMENT PHASES

2 TEACHING OBJECTIVES

Playful phase Up to age 9



- Learning from role models examples /imitation
- Basic confidence, focused on coach
- Easy to motivate (self-motivation)
- Very curious
- Spontaneous and sincere

First golden age of learning Up to age 9-10 11-12



- Very imaginative
- Derive pleasure and enjoyment from playing and moving
- Limited concentration and attention
- Highly competitive
- Recognise and show awareness of violence in their social environment

Puberty: insecurity and searching Up to age 13-14 15-16



- Interested in comparing themselves and competing with peers
- Development of ability to communicate and of self-awareness
- Pre-puberty: mental and emotional instability; growing interest in sexuality
- Development of self-confidence /self-esteem
- Development of capacity for reflection
- Victim <-> aggressor
- "Crushes"
- Search for recognition
- Strong sense of rivalry
- Greater communication and listening skills
- Self-knowledge
- Isolation and conflictive behaviour
- More pronounced bodily activity and aggression
- Mental and psychosocial insecurity
- Can be easily influenced by others/ focused on opinion of group
- Initiation to sex and use of drugs and alcohol
- Puberty: strong friendship bonds; search for identity
- Reduced attention span
- Personal appearance: they enjoy the attention of others
- More reliable and responsible
- Breaking norms and rules: risk of committing criminal and violent offences

Consolidation phase Up to age 16+



- Sexual activity
- Professional competition
- Professional vision with link to higher education
- Entering working life
- Better communication skills
- Search for independence
- Greater capacity for reflection
- Ability to lead
- Confrontational behaviour
- Deviant behaviour: risk of becoming involved in criminal structures, sexual crimes and vandalism

SOCIAL AND MENTAL

PHYSICAL AND SPORTING

SOCIAL SKILLS

Psychological phase: crisis of egocentrism

Psychological phase: Self-adulation phase

Psychological phase: 'transition away from egocentrism' (not all reach this phase; it requires training in core values)

- High levels of expectation, enjoyment and motivation
- Physical capacity and endurance low
- Limited visual field
- Quickly tired
- Focused on own role in game with no tactical vision
- Equality between boys and girls when playing

- Wider visual field
- Play with others/ higher tactical level
- Emergence of different skills
- Equality between boys and girls when playing
- Significant differences in size and weight
- Increasing physical capacity: greater development in terms of speed, force, endurance and coordination
- Recognition of physiological capacity

- Significant differences in size and weight
- More obvious physical differences between boys and girls
- Problems with coordination and motor skills
- Emergence of particular skills
- Increased development of physical capacity: endurance, force, speed, movement and coordination
- High level of tactical and strategic understanding

- Physical consolidation:
- Greater physical capacity and stamina
 - Greater tactical and strategic ability
 - High level of technical knowledge
 - Precision in movement and in the game
 - Playing to meet specific objectives and in professional competition
 - Physical differentiation between the sexes and within the game

- Punctuality
- Honesty
- Ability to show emotions
- Equality between boys and girls
- Enjoyment of being and playing in a group
- Awareness of health/hygiene, nutrition
- Resilience
- Generosity
- Non-violent resolution of conflicts
- Raise awareness of gender differences
- Showing appreciation for others
- Knowledge of processes involved in group dynamics
- Communication skills
- "Life plan"/ personal care
- Willingness to reach agreements
- Communication skills
- Self-assessment
- Leadership
- Proactivity and creativity
- Rights and duties
- Self-assessment
- Leadership
- Proactivity
- Professional vision
- Healthy habits
- Awareness of gender
- Commitment and perseverance
- Self-assessment / reflection
- Education in sexual health and reproductive rights
- Prevention of crime and violence
- Preventing the consumption of drugs and alcohol
- Communication skills



T

3 METHODOLOGY

TRAINING PRINCIPLES → METHOD → TYPES

DURATION / FREQUENCY OF TRAINING

PHYSICAL CONDITION

PRINCIPLES

METHOD:

- PRINCIPLES:**
- Coach as source of encouragement and role model
 - 'Small feet - small pitch', small groups, narrow goal area
 - Boys and girls play together
 - Simple objectives and exercises
 - Observe and respect children's emotions

- Exercises with a lot of movement / focus on enjoyment
- Exercises in small groups and in pairs
- Describe and introduce exercises with help of amusing stories
- Coaches take active part in exercises
- Coaches monitor individual development and emotions displayed by children

TYPES OF GAME:

- 4 x 4, groups and small pitch
- Tournaments with a winner at the end of the session / not based on league system



- Avoid injury to children when playing
- Put across basic idea: to score and prevent opponents from scoring
- Develop and maintain enjoyment of sport and movement
- Encourage boys and girls to play together
- Improve motor coordination
- Introduce basic techniques

60 mins
1-2 sessions per week

- ENDURANCE
- FORCE
- SPEED

AA

- MOVEMENT
- COORDINATION

70 mins
2 sessions per week

A

- ENDURANCE
- FORCE
- SPEED

AA

- MOVEMENT
- COORDINATION

- Knowledge of the game in different positions and different situations
- Knowledge of basic tactical principles of attack and defence
- Consolidation and improvement of basic skills

- General technical football skills
- More demanding technical skills (dynamics)
- Apply skills when playing under time pressure and pressure from opponents
- Apply and consolidate individual / group tactics and responses in defensive and attacking play
- Establish best playing position based on individual strengths (defensive or offensive)
- Formations
- Game plans

- Perfecting skills
- Technical refinement at speed, with time pressure and pressure from opponents (dynamic techniques)
- Use in competitive situations
- Tactical training in position on field
- Specialised individual and group training
- Wide-ranging application
- Tactical stabilisation of team behaviours
- Formations
- New approaches / adjustments
- Variations
- Precision

80 mins
2-3 sessions per week

A

- FORCE

AA

- ENDURANCE
- SPEED

AAA

- MOVEMENT
- COORDINATION

- PRINCIPLES:**
- Coach as expert and role model
 - Sporting development: solving complex game situations
 - Encourage communication skills, leadership, empathy, respect, tolerance

- METHOD:**
- Gradually increase complexity of game and group training
 - Children work out own training blocks independently
 - Children agree rules and norms between themselves and decide how to monitor them; sanctions for breaking the rules
 - Young people organise events / tournaments
 - Identifying community needs and organising community-based activities

TYPES OF GAME:

- Tournaments on small and full-size pitch
- League system and tournaments



90 mins
3 sessions per week

AAA

- ENDURANCE
- FORCE
- SPEED

AAA

- MOVEMENT
- COORDINATION

- PRINCIPLES:**
- Coach as friend and role model
 - Highly complex nature of the game: strengthening of tactical and strategic understanding
 - Develop ability to take decisions, communication and leadership skills, responsibility and reliability

- METHOD:**
- Match-related exercises in tactical blocks (interperse attack and defence)
 - Complex match situations and objectives
 - Exercises under time pressure and in stressful situations
 - More extensive comparison and rivalry with other clubs, vision extends beyond the local area
 - Development of skills for independent conflict resolution

- Recognition of complex and abstract relationships
- Self-organisation
- Identifying community needs and organising community-based activities

TYPES OF GAME:

- Tournaments on full-size pitches
- League system and tournaments



A

LOW INTENSITY AS PART OF SYSTEMATIC TRAINING

AA

MODERATE INTENSITY AS PART OF SYSTEMATIC TRAINING

AAA

HIGH INTENSITY AS PART OF SYSTEMATIC TRAINING



The wallchart summarizes key aspects of the S4D-methodology and its impact on children and youth.

PART II



Teacher Ferderick Sitali "wants to see the young people develop through sports" at Otaukondjele Primary School, Namibia | © GIZ/Ipinge Harmony Ahalwa

EMBEDDING S4D ON THREE LEVELS

Three levels – the policy, organisational and implementation level – are crucial for sustainably establishing S4D-activities that foster child and youth development. The levels strongly interact and support each other.

The policy level sets the stage for sustainable S4D-activities across organisations, e.g. by placing S4D on national agendas, integrating it into curricula, or through the allocation of resources. Benefitting from the favourable environment on the policy level, organisations have the political backing and access to required resources for implementing S4D. By incorporating S4D in their concepts, resources and activities, the organisations, again,

set the ground for teachers, coaches or social worker who offer regular, quality S4D-trainings to children and youth (implementation level). Vice-versa the work of the S4D-coaches contributes to the organisations' and policy-level objectives.

Generating capacities to implement S4D sustainably requires action and changes on three different levels:

THE IMPLEMENTATION LEVEL

The implementation level refers to S4D-practitioners, such as coaches and teachers who conduct S4D-trainings with children and youth. On this level, individual competencies have to be promoted, e.g. by qualifying coaches in the S4D-approach or facility managers in maintenance and repair of sports grounds.

► Here, S4D is embedded when qualified coaches continuously offer S4D-trainings on safe sports grounds.





THE ORGANISATIONAL LEVEL

The organisational level refers to the management of an organisation. On this level, the focus is on creating commitment to S4D, so as to ensure that S4D is offered on a regular basis and the necessary resources are allocated.

➤ Here, S4D is embedded when the organisation promotes S4D, includes it in its philosophy and helps to create an environment that enables S4D-activities.

THE POLICY LEVEL

The policy level refers to organisations that shape national or regional agendas, frameworks and settings, such as ministries or national agencies. On this level, the focus lies on mainstreaming and creating political commitment for S4D, e.g. by including S4D in nation-wide curricula or initiatives, setting-up an S4D-knowledge centre (e.g. an S4D-qualification course at a university) or allocating a budget for the broad implementation of S4D.

➤ Here, S4D is embedded when the institution expresses its commitment to S4D in policy papers, strategies and action plans, and allocates appropriate funds.

PLEASE NOTE

The approach 'Sport Grounds with Concepts!', in short, aims at enabling organisations to offer S4D-activities on a long term and regular basis.



EMBEDDING PROCESS ON THREE LEVELS



IMPLEMENTATION LEVEL

- Regular S4D-activities
- Qualified S4D-coaches
- Care for sports grounds and sets of sports equipment
- High quality S4D-trainings

INDIVIDUAL CAPACITIES / COMMITMENT
eg. TRAINED S4D-COACHES

ORGANISATIONAL LEVEL

- S4D-vision (consensus on objective)
- Explicit commitment on all organisational levels
- Coordination of S4D-offer, access to and care of sports grounds
- Availability of resources (materials, knowledge, funds) through agreements and subsidies
- Visibility of S4D-activities and achievements

INSTITUTIONALISATION / ORGANISATIONAL COMMITMENT
eg. AN NGO DECIDES TO OFFER S4D-ACTIVITIES REGULARLY

POLICY (UMBRELLA) LEVEL

- Formal commitment/ policy decision
- Clear responsibilities
- Integration in political strategy
- Budget allocation and budget rules
- S4D „knowledge“ center

MAINSTREAMING / POLITICAL COMMITMENT
eg. A MUNICIPALITY DRAFTS AND AGREES ON A DEVELOPMENT PLAN WHICH INCLUDES S4D

PART III



Participants of an S4DA “Maintenance and Repair Workshop” are developing a concept for a sports ground in Namibia | © GIZ/Anteneh Afework

DEVELOPING AN S4D-CONCEPT

The best way to promote the inclusion of the S4D-approach into the daily procedures of your organisation is to find the area and setting in which adapting this approach makes most sense. A good concept – understood as a technical-organisational strategy that makes the sustainable implementation of S4D-activities possible – can help you accomplish this task. When developing it, consider the following topics:

THE OBJECTIVE

S4D can generate a range of benefits for the participating youth as well as for the organisation itself. Reaching clarity about what you want to achieve by integrating S4D into your organisation allows you to focus on your goals and achieve the best results. Therefore, you should discuss and define your main objective:

- Which outcomes does your organisation want to obtain through S4D? (e.g. becoming a promoter for social development)
- Which outcomes do you want to obtain through S4D for the target group? (e.g. increasing girls' self-confidence).

THE TARGET GROUP

S4D-activities have the best impact if they address specific and relevant needs of the target group. Therefore, an organisation should define the target group of the S4D-intervention, explore ways to reach it and develop a tailor-made S4D-offer.

- Have you defined your target group?
- Do you have access to the target group?
- How do you inform your target group about S4D?
- How can the target group access the offer?



THE METHODOLOGY

Select an appropriate S4D-methodology to achieve your objectives. Throughout the years, myriads of S4D-methodologies and manuals have been developed by practitioners across the world. Before developing own materials, check if you can adopt existing ones. When selecting a methodology, consider the following¹:

- Does the methodology contribute to your objectives on target group level?
- Is the methodology appropriate for your target group?

- Is the methodology applicable in the preferred sport code?
- Can you implement the methodology with the available resources?

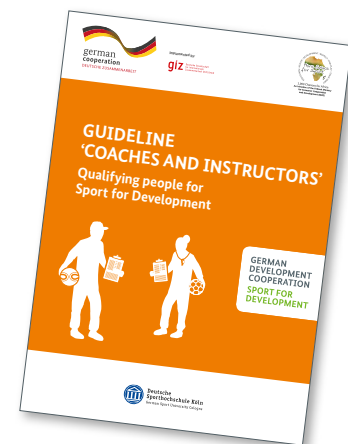


THE COACHES

Offering S4D requires qualified personnel. Therefore, make sure that your organisation is able to (a) provide opportunities for further qualification in S4D, (b) count on qualified coaches who work with didactical S4D-material and methods, and (c) provide information on S4D-offers and to assure regular activities.²

- Who will conduct the S4D-sessions? Is there sufficient expertise available to practise S4D?

- Are the coaches familiar with the methods to use in order to achieve the objective?
- Do you need to send coaches to specialised training?
- Do other local organisations offer expertise?



1 See Part III of the Knowledge Box for S4D-manuals developed by S4DA.

2 See the Guideline 'Coaches and Instructors' in Part II of the Knowledge Box for advise on how to select and qualify coaches.



Young players show team spirit and leadership skills during an S4D event in Ethiopia | © GIZ/Mulugeta Gebrekidan

THE SPORTS GROUNDS AND SPORTS EQUIPMENT

Conducting S4D-activities requires access to sports grounds and to sports equipment. Therefore, an organisation should (a) organise the access to the sports ground, e.g. through a publicly visible usage plan, (b) organise the access to sports equipment, and (c) name persons responsible for taking care of the sports ground and the sports equipment.³

- Do you have access to sports grounds and sports equipment?
- How can you organise the maintenance and repair of the sports ground?

- Can you provide the coaches with the sports equipment they need for their training?
- How will the equipment be stored and managed?



THE NETWORK

A strong partnership and cooperation with relevant organisations and institutions in the field of S4D is key to obtaining the resources you need to implement quality S4D-activities. Therefore, you should actively pursue collaborations between your organisation and others who focus on S4D. This will allow you to (a) exchange resources, and (b) obtain or provide S4D-qualifications.

- Which organisations are interesting partners?
- What is the objective of the cooperation? What are the benefits?
- What does the cooperation comprise?

³ See the Manual 'Maintenance & Repair' in Part I and the Guideline 'Sports Equipment' in Part II of the Knowledge Box for advice on how to manage sports grounds and sports equipment.

PART IV



Doreen Nabwire, Women Development Officer at the Football Kenya Federation (FKF), works towards gender equality in and through football | © GIZ/Pixels Kenya

EMBEDDING S4D IN THE DAY-TO-DAY WORK OF THE ORGANISATION

Embedding S4D is a circular process: It starts with a (self-)assessment of aims and expectations, connecting points with S4D and organisational structures for embedding and ends with the implementation of S4D. From time to time you may have to re-define your aims and goals: look at what you already have accomplished, which new opportunities, possible partners, but also problems have occurred, and determine where to go from here. This Knowledge Box will help you take the next step.

STEPS AND MILESTONES

STEPS FOR EMBEDDING S4D	MILESTONES
<p>1 STEP 1 ANALYSE/EVALUATE</p>	<p>Aims and expectations of embedding S4D have been developed together with all relevant stakeholders and members of the organisation. Possible connecting points and organisational structures for embedding S4D have been identified.</p>
<p>2 STEP 2 ENSURE UNDERSTANDING OF S4D</p>	<p>All relevant stakeholders and members of the organisation have an understanding of S4D and a vision of what it can achieve.</p>
<p>3 STEP 3 ENSURE COMMITMENT TO S4D</p>	<p>A joint decision on embedding S4D has been taken in a gathering or assembly.</p>
<p>4 STEP 4 CREATE AN ACTION PLAN</p>	<p>A clear plan that structures the embedding procedure, lists tasks, sets timeframes and allocates (personal) responsibilities has been developed.</p>
<p>5 STEP 5 IMPLEMENT S4D</p>	<p>All needed capacities for implementing S4D on the ground exist and measures for a long-term implementation of S4D have been taken.</p>

A GUIDELINE FOR PRACTITIONERS



1

ANALYSE / EVALUATE

- Aims and expectations of embedding
- Connecting points with S4D
- Organisational structures for embedding
- (Re-) calibrate the process

2

ENSURE UNDERSTANDING OF S4D

- Generate needed support for embedding among stakeholders on all levels
- Create positive expectations towards S4D
- Demonstrate S4D in practice

5

IMPLEMENT S4D

- Promote qualifications for coaches
- Assure a continuous S4D-offer for children and youth
- Assure the maintenance and repair of the sports grounds
- Promote exchange and partnerships
- Generate local expertise

SPORTS GROUNDS WITH CONCEPTS!

ENSURE COMMITMENT TO S4D

- Promote a joint decision on S4D
- Formalise the commitment

3

CREATE AN ACTION PLAN

- Assign tasks and personalised responsibilities
- Set a timeframe
- Conceptualise meetings or workshops
- Follow up on these activities

4

DIVERSITY OF PARTNERS →

DIVERSITY OF AIMS AND POSSIBILITIES



Sustainable embedding of S4D depends on the various stakeholders working hand in hand, Maputo, Mozambique | © GIZ/Tina Krueger

THE FRAMEWORK



**SPORT FOR DEVELOPMENT
IN AFRICA**
