

Ensuring Quality Education in S4D

Capacity development (CD) is a core task of development cooperation. The German Development Cooperation understands CD as the development of the capability of people, organisations and societies to manage resources effectively and efficiently, in order to realise their own goals on a sustainable basis.¹ In this regard, and in utilizing this definition, CD should be conducted at different levels. In the field of 'Sport for Development' (S4D) are as follows:

- **Individual Level:**
 - Sport-pedagogical qualification of individuals through workshops covering the topics of S4D, S4D approaches, methods, and competences.
- **Organisational Level:**
 - Advisory services related to the integration of S4D in organizations' structures, processes and programmes.
- **Society Level:**
 - Cooperation and network development, through the establishment, development and steering of cooperation arrangements, as well as creating and fostering networks between different S4D actors.
System development in the policy field: Embedding of S4D in policy papers, strategies, and action plans, as well as budgeting of umbrella organisations, ministries or national agencies.

→ See: [Guidelines CD in the field of S4D](#)

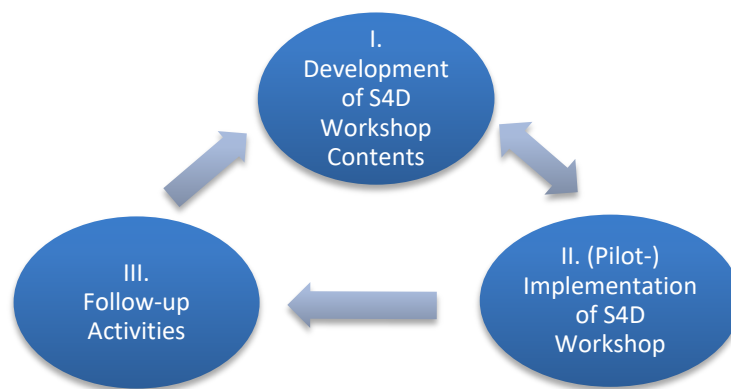
This document serves as a model to ensure a high-quality education and sustainable CD process on the individual level - and thereby an improvement of S4D projects in general. It supports you with (I) the development of your own S4D Workshop Contents, (II) the Implementation of S4D Workshops and with (III) Follow-up Activities. By considering this model, including the described Monitoring and Evaluation (M&E) activities, S4D practitioners and instructors will achieve high-quality training which supports sustainable CD.

¹ GIZ (2015). Cooperation Management for Practitioners – Managing Social Change with Capacity Works. Wiesbaden: Springer Gabler.

Capacity Development Process on the Individual Level

Before you start developing the S4D workshop content, it is of important to perform a thorough situation analysis in your country, or region. Additionally, you need to check the resources available through a needs-assessment. Planning your S4D workshop involves defining the country-specific context, such as political and socio-economic factors relevant for the implementation and the educational contents (when starting advisory processes in a new country and on a regular base), as well as identifying national and international key partners.²

After conducting the situation analysis and needs-assessment, a cyclical process, here labelled as “Capacity Development (CD) Process”, takes place. The following figure outlines an “ideal CD Process”. The process is divided into three phases: The Preparation (Phase I), the Implementation (Phase II), and Follow-up Activities (Phase III):



An ideal CD Process

CD in the S4D context, on the individual level, can target individuals who work with children/youth (referred to as **coaches**) and/or individuals who work in the context of adult teaching (referred to as **instructors**). Both target groups have specific needs which must be addressed through well-planned workshops, to improve their capacities either to deliver S4D activities with children/youth (per coaches) or to teach other coaches in the S4D method (per instructors). This document outlines the general CD processes on individual level for both coaches and instructors; the document will make distinctions if and where necessary.

The preparation, implementation and follow-up activities of an educational CD process for individuals should be an ongoing process; this means you should always adjust the contents of the educational training depending on what you discovered when piloting the workshop or in your follow-up activities. Your adjustments should be based on feedback and available data related to the workshops; hence, M&E should be part of all phases. M&E guides and provides insights into potential adjustments for the training contents according to local needs and realities. Additionally, it allows evaluation of the impact of the training measures on participants and their coaching. In the following sections, the phases will be described in detail and possible M&E measures will be described in respective text boxes.

² See Tool 2 (Societal Patterns and Trends), Tool 4 (Key Challenges: SWOT), Tool 9 (Map of Actors), Tool 11 (Interests of Key Actors), Tool 17 (Needs Analysis) in GIZ (2015): Cooperation Management for Practitioners – Managing Social Change with Capacity Works. Wiesbaden: Springer Gabler.

PHASE I: Development of S4D Workshop Contents

The first phase implies the development and the documentation of S4D contents, which will be dealt with in the first workshop. Ideally, this will be provided in the form of a **S4D workshop concept**; the concept identifies all aspects relevant for a workshop.

The following manuals/documents are **very useful** if you want to develop your own S4D workshop contents:

- ✓ The [Manual/Guideline S4D Coaches and Instructors](#) explores the roles and responsibilities of coaches and instructors, gives orientation for selecting the right candidates, and finally offers a standard for the implementation of S4D workshops for coaches and instructors, where those candidates learn how to apply S4D in practice.
- ✓ Exemplarily **modules for a S4D coach workshop** can be found in the [Course Outline ToT Basic Level, Western Balkans](#)
- ✓ The [S4D ToT Presentation](#) from the Western Balkans gives you a “hands-on introduction to the theoretical concept of S4D”
- ✓ An exemplarily workshop for instructors is documented [HERE](#) in the Toolkit

To properly elaborate, understand, and refine the contents of the workshop concepts, you should write them down. They should comprise the following aspects:

A. Background of the Workshop (Introduction)

- How do the **context, situation** and **need** for the workshop look like?
- Is the workshop **embedded in projects/programmes**?
- Which **organizations** are involved?

B. Overall Aim and Objectives of the Workshop and Target Group

- To what kind of greater activities or overall **aim** does the workshop contribute?
- Which **objectives** are set in terms of abilities, knowledge, skills and competences to be gained through the participation in the S4D workshop?
- Who are the **participants (coaches or instructors)**?
 - See: [Manual/Guideline S4D Coaches and Instructors](#)
 - See: [Template: Pre Course Information Sheet](#)
- To whom will the educated individuals address them-selves? Who are the **beneficiaries**?
 - Coaches → children/youth
 - Instructors → coaches

C. Organizational Aspects

- How do the **logistic conditions** look like?
 - E.g. venue, transportation, space needed, accommodation, sport sites etc.
- Who has which **roles and responsibilities**?
 - E.g. workshop instructor/s, co-facilitator, partner etc.
- Is the workshop **certificated**? By whom?

- Description of criteria regarding to the successful completion of the workshop
- See: [Template: Certificate](#)
- How will you conduct the **M&E** of the workshop?
 - Development of result checking tools (see [Guideline Options for Receiving Feedback; BOX2](#))

D. Description of Workshop Contents and Procedure

- What are the **key contents** of the workshop in theory and practice? (i.e. S4D topics, sports)
- What kind of **knowledge, abilities and competences** are taught/learnt in theory and in practice?
- How does the **structure** of the workshop look like? ([Template: Agenda](#))
- Which teaching and learning **methodologies** will be used? How will knowledge, abilities, and competences be transmitted to participants?
- Which **course documents/didactical material** (tools, manuals, handouts etc.) do you want to use? Will these courses documents/didactical material have to be newly conceptualized and written? Who will do this?

BOX 1: M&E When Developing S4D Contents

The evaluation of Phase I is based on the information gathered beforehand (situation analysis and need-assessment), as such the information is processed further and more concrete information that directly relates to the workshop is added. This includes information on the future workshop participants (the target group of the workshops, namely coaches or instructors), as well as on **beneficiaries** (the ones workshop participants will work with, namely children and youths or coaches). In relation to the participants, important information to gather includes the total number of participants, as well as participants' sex, qualification, previous education, aptitude, work experience and expectations.

- See: [Template: Pre Course Information Sheet](#)
- See: Pre Questionnaires BOX 2

Questions accompanying the data collection process are:

- ✓ What is the country-/region-specific or local context of the project?
- ✓ In which way can sport be used as a tool for development?
- ✓ Which kind of sport should be used; which kind of sport will have a wide reach within the country/region?
- ✓ How could a S4D approach³ look like?
- ✓ Which people should finally benefit from the S4D approach (e.g. marginalized groups as beneficiaries)?
- ✓ Which organizations are working in the field of sport (for development) and could be a possible partner and implementing organization?
- ✓ Which persons should be educated in S4D as future mediators?

³ Approach means "using sport as toll for development". The developmental objectives are country-specific, e.g. in Palestine sport is used as a tool for the development of employment skills of youth.

✓ Etc.

You should summarise the results of any evaluation in a report. This will help you to develop the S4D contents for any educational workshop to come.

PHASE II: (Pilot-) Implementation of S4D Workshop

Before conducting a workshop or a workshop series, you should test the developed concept as well as its specific contents in a **pilot-workshop**; it will provide insights into contents and methods chosen, time allocations and organizational aspects. These insights will help you to decide if anything has to be revised (see Step A below). A pilot-workshop is a workshop that runs as a test or “trial” version. It is possible to have fewer participants in the pilot-workshop than in the “real” workshop and to shorten parts of the workshop contents. It is necessary though that the overall concept applies to the workshop, so that contents, methods, organizational issues (i.e. logistics, time management) can be revised. Ideally, a pilot-workshop is always conducted if a concept has been newly developed or the target group is new or changed. Performing a pilot-workshop helps you to tailor the real workshop more appropriately to the target group and the context given. After running a “test version”, the S4D workshop programme is implemented in line with the (revised) concept and the agenda (see Step B below).

There are some general points you should always consider when implementing a S4D workshop:

- Keep the balance between theoretical and practical parts (at least 50:50, in any case enough time for practical sessions)
- Schedule enough time for exchange (sharing knowledge, experiences etc.)
- Rather discuss a few topics in detail instead of covering many topics superficially.

In short, the following steps guide the process:

A. Implementation of the Pilot-Workshop & Revision (if possible)

- Carrying out the workshop/teaching according to the concept
- Testing of every aspect of the concept and its implementation (e.g. organisational issues, time line, tools, methods and didactics, etc.)
- Assessing the coherence of workshop objectives and contents
- Revising contents, structure, methods etc.

B. Implementation of the Workshop (adjusted final teaching and learning process):

- Carrying out the workshop/teaching according to the revised concept and agenda
- Implementation of M&E (see BOX 2)
- Reporting (→ see: Reporting Guidelines [short version](#), [long version](#))
- Monitoring of Workshops (→ see: [Overview Workshops and other Activities](#))



BOX 2: M&E When Implementing a S4D (Pilot-)Workshop

When implementing a (pilot-)workshop, M&E focuses on participants' gained knowledge, improved competencies, ability to apply the contents to real life situations, and satisfaction with the workshop. This information will allow you to evaluate the workshop and its overall outcome, as well as be able to propose/implement adjustments to future workshop, when needed. Furthermore, you will have gathered information about the feasibility of the implementation (successes and limitation) of the workshop, its contents, and timeline.

Data should be collected throughout and after the (pilot-)workshop implementation:

- See [Template: Attendance List](#)
- Pictures
- See [Guideline: Options for Receiving Feedback](#)
- At the beginning and end, see Pre and Post Questionnaires
- [M&E Tool/Template "Pre Questionnaire for Coach Workshops"](#)
- [M&E Tool/Template "Post Questionnaire for Coach Workshops"](#)
- [M&E Tool/Template "Pre Questionnaire for PE Teacher Workshops"](#)
- [M&E Tool/Template "Post Questionnaire for PE Teacher Workshops"](#)
- [M&E Tool/Template "Pre Questionnaire for Instructor Workshops"](#)
- [M&E Tool/Template "Post Questionnaire for Instructor Workshops"](#)

Questions accompanying the data collection process are:

- In what ways has the concept been successful?
- Have the material, tools, methods and didactics been adequate?
- If deficiencies in results are present, what are they correlated with or attributed to? (i.e. to the design of the curriculum, to the way it was carried out, to the students?)
- What conclusions can you draw from the results?
- How does the concept need to be revised?
- Etc.

You should summarize the results of the workshop and of the evaluation in a report (see: Reporting Guidelines [short version](#), [long version](#)). This will allow you to adjust the workshop concept to be even more effective.

If you provide more than one S4D workshop, you could summarize all workshops and any other events in a table (→ see [Overview Workshops and other Activities](#))

PHASE III: Follow-up Activities

The Follow-up (Phase III) of the qualified individuals is key, especially regarding anchoring educational contents in a sustainable way. The Follow-up aims to strengthen the gained knowledge and abilities of the workshop participants, guaranteeing the implementation of S4D contents on the ground and reaching out to the beneficiaries. It is important to know about the so-called “workshop-effect”, which is defined as euphoria and new motivation gained initially through workshop participation; this euphoria may rapidly turn to zero when participants are back in their usual work environment. The transfer of gained knowledge and abilities into a working context is the most difficult step, especially if participants do not have support, resources and are “solo” in the attempt to apply the concept. As such, workshop participants need to be supervised and supported after the workshop; otherwise some might not (know how to) implement the new contents and methods.

In this document, we call the follow-up activity Follow-up Coaching Visits. The workshop participants (coaches) are supervised after the completion of the workshop, during their training sessions with children/youth. You may also wish to provide follow-up workshops, for both instructors and coaches. In any format, follow-up activities are necessary to guarantee the sustainable implementation of S4D!

Follow-up Coaching Visits to workshop participants aim to accompany participants (coaches) and support them in conducting a training session. He/she gets guidance and feedback about the specific knowledge, skills and abilities he/she learnt during the S4D workshop.

Steps to be followed for the follow-up coaching visits are (→ see: [Guideline: How to Perform Follow-up Coaching Visits?](#))

- Selection of persons who would conduct the follow-up visit with participants (e.g. workshop facilitator, partners)
 - At best, the visits are conducted by the same person(s) to assure comparability.
- Selection of workshop participants (coaches) to be visited (sample per region, organization etc.)
 - While it is not possible to visit all qualified coaches, criteria for the selection process must be developed (e.g. coaches of certain regions).
- Selection of date and time for visit
 - At best the follow-up visit occurs three times: 3-5 weeks, 2-3 months and 4-6 months after the workshop.
- Carrying out a follow-up coaching visit during a training session offered by coaches
- Feedback to and support of coaches
 - see: [Guidelines for Giving Constructive Feedback](#)

BOX 3: M&E During and After Follow-Up Activities

During follow-up visits, you should collect quantitative and qualitative data through observations, interviews and questionnaires. See M&E Tools which provide information about the method applied and other aspects learnt during the workshop:

- [Follow-Up Short Coach Questionnaire](#) (also available in AR, ES, PT, TR)
- [Follow-Up Short Instructor Questionnaire](#) (also available in AR, ES, PT, TR)
- [Follow-up Training Observation & Interview](#)

Further, **strengths and weaknesses of the participant's implementation**, as well as defining the method, challenges, needs, and use of the manual can be determined through Follow-Up Coaching Visits. Based on this information, the visitor/supervisor formulates constructive feedback for the coaches. Questions guiding the assessment of long-term effects and the support of coaches are:

- ✓ Do coaches implement what they have learnt in the workshop, in their training sessions?
- ✓ What is the quality of the coaches' implementation of S4D?
- ✓ Do coaches fulfil the role-model function that they have learnt about in the workshop?
- ✓ Which challenges do coaches come across when implementing the contents of the workshop in real life situations? How do they solve them?
- ✓ How to support the trainers on the ground?

You should summarize the results of the evaluation in a final report. This will allow you to track the process of qualified individuals and to plan (if necessary) any further follow-up activities in order to strengthen the implementation of S4D workshop contents.