



HOW TO RUN A „Sport for Employability“ WORKSHOP

A Capacity Development Guideline



Introduction

The CD workshop “Sport for Employability” is part of the → [S4D Learning Lab](#) which you find on the → [Sport for Development \(S4D\) Resource Toolkit](#) website.

You want to run a workshop on “Sport for Employability”?

You want your participants to...

- ... learn more about linking development topics to sports?
- ... benefit from S4D projects and trainings offered in other countries?

This guideline will support you. It consists of the workshop structure, the overall contents, and the learning outcomes necessary to successfully facilitate a “Sport for Employability” workshop in institutional settings. Additionally, parts of this document (e. g. manuals, factsheets) can be used as a reference for thematically appropriate wording, for inspirational purposes with practical activities or workshop development, and as layout examples for communicating information.

*Please note that all contents were developed in a working context of GIZ.
Feel free to adapt and modify contents and scope according to your needs,
e. g. regarding wordings, country examples.*

Target groups

Institutions and organisations interested in using sport-specific approaches and methods for employability objectives, S4D Instructors and S4D Coaches.¹

General learning objectives of the workshop

By the end of the workshop, participants will be able to ...

- ... describe why and how sport can be used as a tool to improve vocational education and promote employability competences (SDG 8).
- ... find information about “Sport for Employability”.
- ... use the “Sport for Employability”-approach and related materials in their own working contexts.

The structure of the workshop

The workshop consists of the following three modules:

Module 1: Introduction and Identification of Needs

Module 2: Examples of Sport for Employability Interventions, Qualifications & Events

Module 3: Mechanisms of S4D and Activities

¹ For definitions of S4D Instructors and Coaches, see the → [GLOSSARY](#).

The structure of the modules

Each module has

- specific learning objectives and
- the following components:



INPUTS

theoretical inputs including the most relevant information and related links



INTERACTIONS

interactive tasks to engage the participants



ASSESSMENTS

specific assessment questions, which you can use to test participants' knowledge gain regarding the inputs



HOMEWORK

a preparation task for the upcoming module

Duration

When implemented as online format, each module has a duration of three hours. Delivered in presence, modules can be adapted length- and content-wise.

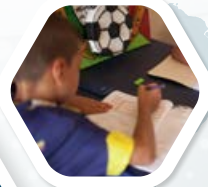
Helpful tools

On our website you will find more helpful → *tools* regarding the design, the implementation and evaluation of a “Sport for Employability” workshop, including guidelines, templates (e. g. agendas, certificates, reporting templates) and manuals. The following tools contain essential information in terms of designing and implementing workshops:

- [Guideline “Ensuring Quality Education in S4D”](#) (available in 8 languages)
- [Manual/Guideline S4DA “Coaches and Instructors”](#)
- [Guideline “Adult Education”](#)



Content



Module 1

Introduction and Identification of Needs





Module 1: Introduction and Identification of Needs

Specific learning objectives

By the end of the module, participants will be able to ...

- ... explain how sport can be used to promote positive social change and contribute to the Sustainable Development Goals, specifically SDGs 4 and 8.
- ... describe why sport is used in the context of employability and point out a potential pathway between sport and employability.
- ... give examples of how sport can be used in the context of employability (examples from different countries).



INTERACTION

Expectations and Knowledge Level

To clarify expectations and the level of knowledge/expertise of the participants, ask them the following questions. Answers can be collected on a flipchart or in the chat (online):

- What are your expectations for the workshop?
- Which topics are you especially interested in?
- Which questions do you have?

Statements: If participants answer the question with “yes”, they have to stand up. If they answer with “no”, they may remain seated.

- I have experience in the field of S4D projects.
- I have experience in the area of employability.
- I have experience in the area of S4D and employability.

Note: In an online session, the participants can use emoji functions such as a “thumbs up” to agree with statements and a “thumbs down” to disagree.



INPUT

Introduction to Sport for Employability

→ *Introduction: Sport & SDGs related to vocational education and employability (SDG4 & SDG8):*

The potential contribution of sport to ensure ‘quality education’ (SDG4):

- Engaging learners
- Providing various learning experiences
- Modelling of positive teaching styles
- Re-connecting young people to formal learning environments
- Providing more inclusive learning environments
- Strengthening relationships between teachers and learners

The potential contribution of sport to ensure ‘decent work and economic growth’ (SDG8):

- Promoting employment and vocational competences
- Connecting young people to vocational education settings
- Supporting growing labour markets in the sports industry

→ *Topic Collection Sport for Employability: Main arguments and objectives:*

- Sport promotes **key competences** regarding employability, e. g. cooperation and goal-orientation
- Training sessions as a platform for **advising youth** about advanced vocational education and prospects and options
- Training sessions as a platform for supporting youth in **networking** and provide connections with potential employers

Defining ‘employability’:

- Individuals should have broad-based education and training
- Basic and portable high-level skills, including teamwork, problem solving, information and communications technology (ICT) and communication and language skills
- Understanding how soft skills that can be developed through sports are relevant to the world of work and provide an interesting perspective on youth employability
- Three key factors for employability:

1. Your Knowledge (what you know);
2. Your Skills or Competences (what you do with what you know);
3. Your Attitudes (how you approach things).

Resources:

- [International Labour Organisation \(ILO\) \(2013\): Enhancing youth employability: What? Why? and How? Guide to core work skills](#)
- [Cork Institute of Technology: What is Employability?](#)

• World Employment Global Trends:

- Global unemployment is projected to reach 207 million in 2022, surpassing its 2019 level by some 21 million.
- The pandemic has pushed millions of children into poverty, and new estimates suggest that in 2020, an additional 30 million adults fell into extreme poverty while being out of paid work.
- Informal wage employment still trails its pre-crisis level by 8 percent.
- Contemporary labour markets also continue to be characterised by gender inequality. In 2019, the employment rate for women was only 47 percent, 27 percentage points lower than that of men (74 percent). This disparity has increased as a result of the pandemic.

• Trends on the African Continent:

- The most recent ILO estimates show that in this region in 2020 nearly 5 million additional workers and their households fell below the extreme working poverty line, increasing the extreme poverty rate by 1.3 percentage points
- GDP in Africa recovered in 2021, growing by an estimated 4.9 percent. The recovery suffered setbacks in the second half of the year as a new wave of COVID-19 – the Delta variant – took its toll, bringing a revival of lockdowns and containment measures.
- The pandemic has exacerbated some of the root causes of child labour and forced labour – namely, poverty, social marginalisation, the lack of universal quality education, and weak social dialogue

• Resource:

- [ILO \(2022\). World Employment and Social Outlook, Trends 2022](#)



INTERACTION

Group Work “Daily Problems”

Divide the participants into three groups and ask them to define employability-related problems and identify possible solutions on three levels:

1. **Community** (What employment-related issues exist in your community?
How can they be addressed through sport?)
 2. **Organisation** (Where does your organisation stand on the topic of employability?
How can this be improved?)
 3. **Individual** (Which employability skills/competences are missing among the youth you work with? What are the different ways they could be developed through a sport for development programme?)
- Critically discuss in your group employability issues on the given level in your community context. Which problems are children and youth facing the most?
 - Please take notes and select one person to present your results in plenum.

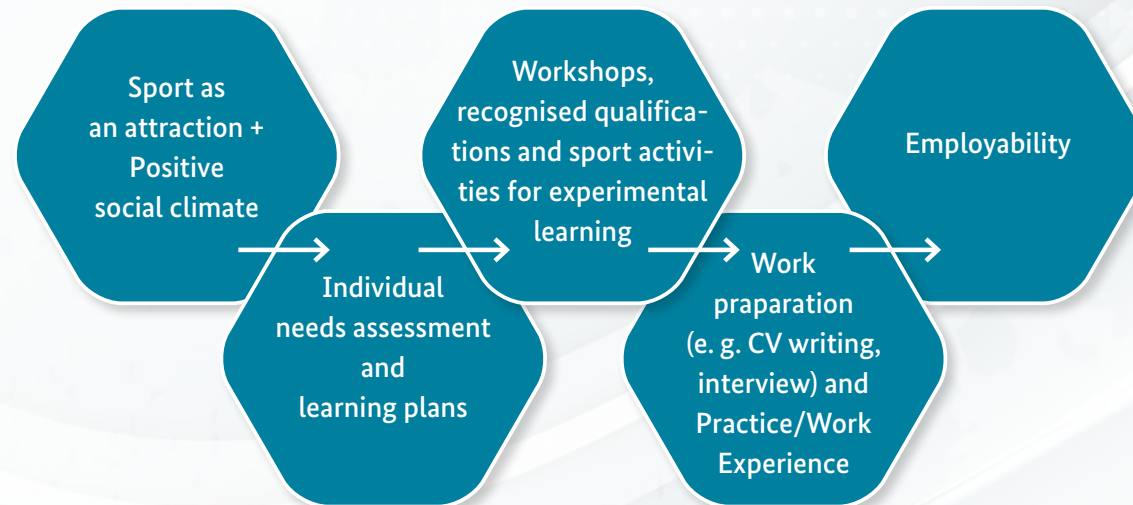
Note: In the GIZ online working context, the answers of the group works/discussions were collected via → Jamboard. Feel free to use any media that you are comfortable and familiar with. If a workshop is conducted in presence, the participants can use a flip chart or sheets of paper.



INPUT

Sport for Employability Pathway

Foster meaningful competences and qualifications, supported by meaningful opportunities to practice and gain experience:



Sport for employability pathway (GIZ illustration, model adapted from Coalter et al. (2020))

• **EU recommendations on the contribution of sport to the employability of young people:**

- Focusing primarily on the role of sport as a tool for ‘soft skill’ development of low-educated youth.
- Having realistic expectations regarding the extent to which sport involvement can achieve youth employability goals.
- Considering alternative organisational formats, types, and strategies (e.g., ‘less’, ‘semi’ or ‘mixed’ organisational forms; less conventional sports, such as street/urban sports and a more frequent use of social media) to better recruit youngsters with low educational level.
- Rethinking the position of the traditional sport sector (i.e., sport clubs).
- Working towards improved employability also needs good contact with the employment sector to, among other things, link sport-based schemes with employment pathways and be more adjusted to the changing needs in the labour market.
- Investigating opportunities for youngsters’ involvement in new businesses, entrepreneurship, and self-employment (e.g., fitness and outdoor recreation areas).

• **Resource:**

→ *Expert Group on Human Resources Development in Sport (2016): Recommendations on the contribution of sport to the employability of young people, including young professional*



INTERACTION

Group Work “Recommendations for Practitioners”

Divide the participants in suitable groups and ask them to brainstorm recommendations and good practices on how to use sport to contribute to the employability of young people.



ASSESSMENT

To test the knowledge of the participants during module 1, ask them the following questions:

Q1: Complete the following sentences with the correct term:

- ... is about enhancing participation and performance in sport.
- ... uses sport as tool to create a more sustainable society.

Q2: To which SDGs related to employability can sport contribute?

Q3: What are the key factors on the individual level that determine employability?

Q4: Which are reasons for using sport in the context of vocational education and employability?

- a. Possibility of (re) integration into the education system
- b. Attractiveness of sport
- c. Development and enforcement of key vocational competences
- d. Sport sector offers a growing labour market
- e. All of the above





HOMWORK

The Toolkit Challenge

To prepare module 2, ask the participants to complete the following homework:

Reflect on the questions below and come prepared to share your ideas during the next session:

- An effective sport for employability programme should involve which stakeholders?
(Think from both an implementation perspective as well as a funding perspective)
- What convincing arguments could you pitch to a future funder of a sport for employability programme? Try to come up with three arguments.

Module 2

Examples of Sport for Employability Interventions, Qualifications and Events





INTERACTION

Recap

To recap the contents of module 1, you can play the following recap game:

- Participants write a word that stands out in their mind regarding the first session. The word should be written in large lettering on a piece of paper to show to other participants. The word could be an idea or feeling (funny or serious).

To prepare for module 2, let the participants discuss the homework:

- Discuss stakeholders and how to approach them in plenum with the participants.

Module 2: Examples of Sport for Employability Interventions, Qualifications and Events

Specific learning objectives

By the end of the module, the participants will be able to ...

- ... explain the importance of stakeholders and how organisations can integrate them into project development.
- ... point out exemplary “Sport for Employability” teaching and learning materials that have been developed in different countries.
- ... give examples of sport entrepreneurship and creating employment through sport.



INPUT

Sport for Employability Interventions (→ Country Examples GIZ)

→ *Palestinian Territories:*

- **Background:** youth unemployment (40%); Lack of educational opportunities and lack of information about the labour market complicate the job entry for the young people.
- **GIZ Programme:** Technical Vocational Education and Training (TVET) schools, responsible ministries and implementing NGOs as partner organisations; career guidance for youth; development of important personal and work-related competences through “Sport for Employability” method; providing information on career options at sports events (career guidance days and vocational education programmes); qualification of coaches and instructors (CD);
- **Results²:**
 - A multi-purpose sport facility was developed at a vocational school in East Jerusalem, providing sport activities while promoting social skills.
 - More than 2000 young people have gained practical insight to different vocational education options.
- **Teaching and Learning Materials:**
 - The manuals “Kicking Youth Competences” (available in → [English](#) and → [Arabic](#)) and “Learn to play – play to learn” (available in → [English](#) and → [Arabic](#)) have been developed in cooperation with national and international partners.



- **Resources:**
 - [GIZ Factsheet Palestinian Territories](#)
 - [GIZ Factsheet “Implementing Sport for Employability”](#)

² All “results“ were taken from the country-specific factsheets. Numbers may have changed over time.

→ *Ethiopia:*

- **Background:** The education sector is pivotal to the Ethiopian Government’s Growth and Transformation Plan II, but graduates often do not meet the requirements of Ethiopia’s economy.
- **GIZ Programme:** TVET Agencies, responsible ministries and implementing NGOs as partner organisations; developing a vocational training system; integrating S4D into TVET education system; qualification of coaches and instructors; sport events for youth to demonstrate competences and to gain vocational orientation
- **Results:**
 - 24 sports grounds at vocational school and youth centres have been rehabilitated or newly constructed.
 - Coaches and teachers are trained according to the developed methodology “Sport2Work”.
 - A steering group of civil society and central state partners was created.
 - The Addis Ababa TVET Agency supports with setting up sport clubs and providing qualified vocational staff.
- **Teaching and Learning Materials:**
 - The manual “Sport2Work” focuses on Football, Basketball, Volleyball and Handball and is available in *English* and *Amharic*.
- **Resources:**
 - *GIZ Factsheet Ethiopia*
 - *GIZ Factsheet “Implementing Sport for Employability”*



→ [Senegal](#) and → [Côte d'Ivoire](#): **Standing Out – S4D Africa (GIZ S4DA)**

- **Background:** In Senegal and Côte d'Ivoire, GIZ are using the full pedagogical potential of sport to contribute to the improvement of young peoples' employability prospects by strengthening their personal, social, methodological, and professional skills.
- **GIZ Programme:** Through the integration of Sport for Development into the education programs of partner organisations, such as the Higher Institute of Vocational Education in Thiès, Don Bosco centres in Dakar and Thiès and SOS Children's Villages in Dakar, Kaolack and Ziguinchor, sports and educational activities improve learners' communication, teamwork, and entrepreneurship skills outside of a classroom setting. Additionally, an S4D module has been integrated in the qualification of physical education teachers at the National Sports Institute in Dakar (INSEPS).
- **Results:**
 - Sport as part of the training curricular at TVET institutions has made vocational training more attractive.
 - TVET teachers are becoming qualified S4D multipliers.
- **Teaching and Learning Materials:** The “Standing Out” Manual consists of four pocket manuals, with each one concentrating on one particular competence necessary for employment.
 - Pocket Manual “The Fundamentals of S4D” in → [French](#)
 - Pocket Manual “Standing Out – Effective Communication” in → [English](#) and → [French](#)
 - Pocket Manual “Standing Out – Entrepreneurship” in → [English](#) and → [French](#)
 - Pocket Manual “Standing Out – Teamwork” in → [English](#) and → [French](#)



Other Examples: → *Sport dans la ville:*

- **Background:** Started in Auvergne-Rhône-Alpes region of France in order to promote the professional integration of youth in urban neighbourhoods through sport. Sport centres exist in a number of cities, with the main campus in Lyon
 - **GIZ Programme(s):**
 - *Sports programmes* – Access to sport and coaching
 - *Job dans la ville* – Career guidance and access to training or employment
 - *Entrepreneurs dans la ville* – Incubation and support to entrepreneurial projects
 - *L dans la ville* – Deconstruct gender stereotypes, promote gender diversity in sport and empower girls.
 - **Key Approach:** “The continuity of action and support over time (from 6 to 25 years) is a determining element of success.”
- *Agora Koumassi:*
- **Background:** Pilot sport for social and cultural development centre in Abidjan (Koumassi) in the Ivory Coast. Plans to expand to other regions of the country.
 - **Concept:** Provides multifunctional sport facilities as well as meeting and conference spaces for organisations and businesses to rent. Operates a restaurant at the location.
 - **Key Approach:** Provides reduced prices for NGOs with a social objective.





INTERACTION

“Your Involvement”

Let the participants discuss the following topic in plenum:

Your involvement in Sport for Employability...

If you are involved in a sport for employability project, please briefly share with the group a little bit about your work (e. g. objective, location, partners, main activities...)



INPUT

Sport for Employability Qualifications & Events

Training sessions and activities are only one part of the occasion. Ideally, these sessions are also connected to meaningful qualifications and opportunities to gain experience and to practice the new competences acquired. **Recognised qualifications, entrepreneurship activities and special events can help to do this.**

- **Integrating Qualifications**

- Many organisations integrate recognised qualifications within their sport for employability programmes. These qualifications are relevant across multiple domains (not just sport!) and are recognised by local partners or even by national qualification authorities.
- **Examples:** Coaching, Refereeing, Nutrition, Cooking, Health/Fitness, Event Management, etc.

- **Entrepreneurship Activities and Work Experience**

- Many NGOs have access to resources that allow them to engage in *entrepreneurial* activities.
- These activities can provide concrete employment (i.e. practice!) opportunities for participants in your programmes and even help support organisations by generating additional revenues.

Activity	Example
Hosting events/conferences	Hosting an annual forum for policymakers; hosting meetings or conferences for the sport sector
Restaurant or Cafe	Provision of meals to community members
Sport-related activities	Rental of sport facilities for events, leagues, or tournaments
Selling a product	Raising and selling agricultural products (e. g. vegetables, plants, etc.); Making and selling sport equipment
Running workshops	Run programs in international schools or private businesses for a fee

- **Resource:**

→ *Bunde-Birouste et al. (2019): Exploration of Sustainable Funding Mechanisms used by “football for good” organisations*

- **Organising a Sport for Employability event**

- In some countries, GIZ and local partners offer events such as **tournaments, orientation days, or summer/holiday camps** to promote **key vocational competences** through group sporting activities and develop **individual job prospects**.
- Through a comprehensive vocational assessment, participants are able to determine their personal aptitudes, interests and abilities.
- Furthermore, the events include hands-on classroom-based workshops (e.g. plumbing, mechanics, etc.) and “Sport for Employment” activities to expose the participants to the different aspects of the working world.

- **Example models** can be taken from the one-week summer camps in the Palestinian Territories in cooperation with GIZ:

- *Palestinian Territories: Overview Model Orientation Days Youth*
- *Palestinian Territories: Overview Model Summer Camp Youth*

- **More Examples:** Over the last few years, a number of ‘Sport for Employability’ resources have emerged that provide numerous ideas and examples of how to integrate activities, events and experiences within your programmes.

- *Team up for NEETS* (Streetfootballworld)
- *Scoring for the Future* (Streetfootballworld)



ASSESSMENT

To test the knowledge of the participants after module 2, ask them the following questions:

- Q1: How many “Standing Out” Manuals have Senegal and Côte d’Ivoire developed and what competences do they focus on?
- Q2: What type of events are useful to promote key vocational competences?
- Q3: What is the purpose of a “Comprehensive Vocational Assessment”?



HOMEWORK

Ask the participants to complete the following homework before the next session:

Before our last session, please prepare yourself to present a sport for employability activity you like.

Module 3

S4D Mechanisms and Activities





INPUT Mechanisms

- **S4D Competences for Employability:**
 - Employers reportedly value soft skills more than ever before, and some tech companies (e. g. Facebook, Google) are even removing formal degree/qualification requirements from their job postings. However, the valued competences can vary according to different cultures.
- **Examples:**

Worldwide	Malaysia	South Africa
Time Management	Adaptability	Adaptability
Adaptability	Leadership	Problem Solving
Collaboration	Collaboration	Time Management
Persuasion		
Creativity		

- **Resources:**
 - *CNBC (2022): That college degree is no longer the only path to achieving the American Dream*
 - *New Straits Times (2019): Demand for soft skills in workplace*
 - *BusinessTech (2022): The most valuable skills you need to secure a job in South Africa right now*

Module 3: S4D Mechanisms and Activities

Specific learning objectives

By the end of the module, the participants will be able to ...

- ... describe the underlying mechanisms and which (pre-)conditions are necessary to foster competences through sport.
- ... explain why competence-based learning is crucial in the S4D context.
- ... outline which competences can be gained on youth-level.
- ... discover resources to foster competences through sport.
- ... get insights into “Sport for Employability” Training Sessions and Activities and know how competences can be part of them.



INTERACTION

Basketball Hoop

Make your own basketball hoop

Your task is to build a miniature basketball hoop and basketball out of paper in less than 7 minutes. You may use paper, scotch tape or glue and scissors, but no other materials. Once you have finished building, practice shooting some hoops!

Discussion questions:

1. How did the building project go? Can someone share with the group a creative solution or technique they discovered when building their hoop and ball?
2. When reflecting on the experience, what competences did you need to successfully complete the task?
3. Are any of the competences you needed to complete this task relevant to employability? Please explain why or why not.

Discover competences by reflecting on the experience!

Note: this task is solved best individually. It can be done online as well as in presence. The participants can also be divided into groups and try building the hoop together.

The S4D competence-based approach aims to:

strengthen social relations and improve social skills by fostering in children the ability to make friends, learn trust, empathy, respect, and tolerance for others by abandoning stereotypes and prejudices, improving their ability to cooperate, manage conflicts, and respect rules, and offering them a sense of belonging.

Development of → *Competences*

→ *Competences on Coach Level (focus on employability)*

- A precondition for youth to develop employability-focused competences is well-designed and well-conducted S4D activities/training sessions delivered through coaches. Coaches must be trained in S4D workshops to develop the specific competences needed to deliver S4D activities.

→ *Children and Youth Competences (focus on employability)*

- When regularly taking part in well-conducted S4D activities/training sessions focusing on employability, youth may gain the competences in the framework.

“Bridging the gap”: From activity to SDG → [Impact Indicator Framework SDG 8](#)

- The **S4D Impact Indicator Frameworks** advocate for a systematic and specific approach to measure the contribution of sport, physical education, and physical activity to the SDGs. The frameworks are based on the **competences** that children and youth (13 – 16 years old) gain in different SDG-related areas, and they are therefore designed for the programme or project level. The overall aim is to measure the contribution of sport activities to different SDGs.
- **Impact hypothesis:** If children/youth (1) regularly take part in S4D Trainings, (2) involving S4D Activities, (3) they may gain S4D specific competences (4) contributing to SDG 8 Targets.

Creating a safe space:

- A safeguarding policy, and its implementation, is necessary to address risks.
 - Key aspects of a safeguarding policy are → [WomenWin - Girls in Motion Playbook, p. 25:](#)
 - A valid explanation of what is safe and what is not
 - Procedures for selecting and supervising coaches
 - Procedures for reporting and addressing breaches/violation in participants’ safety
 - Procedures for referring participants to appropriate protection services, as well as procedures for follow-up
 - Safeguarding template documents:
 - [Code of Conduct for S4D coaches Example \(Word Doc Download\)](#)
 - [GIZ Safeguarding - Incident Reporting Form, en \(download\)](#)
 - [GIZ Safeguarding - Photography and Filming Consent Form, en \(download\)](#)
 - Available → [here](#) in English, French, Swahili, Arabic, Spanish, and Portuguese.

- **The principle of “Do no harm”:** is a minimum standard across international development and humanitarian work to ensure programmes do not cause inadvertent harm.

- Identification of potential direct and indirect **negative effects:** “Could this action have negative outcomes for the participants I am working with or intend to support?” (Considering the individual and impacts on surroundings)
- consideration in ensuring **conflict sensitivity:** “Does my work support peace and security, or could it possibly fuel conflict?”
- Keep in mind that during health crises or **pandemics**, simply bringing together groups of people on a sport pitch or court could cause harm.

• The Inclusion Spectrum → [ICCSPE Manual “Different. Just like you”](#)

- This is an activity-centred approach to promote the inclusion of people of all abilities in physical activity.
- It provides different methods of supporting inclusion.
- When delivering activities differently, it is possible to balance different needs within a group, which helps to maximise the potential of all participants.



INTERACTION

Safety Mapping

Goal: To identify safe/unsafe areas in the community.

1. Think about your community. Draw a map of your community with its major landmarks including schools, churches/mosques, marketplaces, health/other centres, roads, etc.
2. Rate the places according to their safety (1 safe – 2 neutral – 3 unsafe)

Discuss the following questions:

- What makes this place safe/unsafe?
 - What would make this place safer?
 - Are there certain times when a place is safe and unsafe (in a day, month, year)? When? Why?
3. Make a list of actions that could be implemented to create “safe spaces” in the context of your own S4D working environment.

Resource:

→ [CD Coaches Manual Empowering Girls and Women through Sport, Balkan Region, p. 62](#)



ASSESSMENT

To test the knowledge of the participants after module 3, ask them the following questions:

Q1: What are the four categories of competences?

Q2: “Employability competences are not flexible and are the same across all cultures.”
True or false?

Q3: What type of indicator are each of the following statements?
(Recognising, Assessing or Acting)

- a. Reflect on their personal strengths and weaknesses, which in turn allows them to draw conclusions regarding their professional career.
- b. Work in a disciplined way on achieving their goals.
- c. Understand the importance of physical activity and sport for their own well-being (e.g., work-life-balance).





INPUT

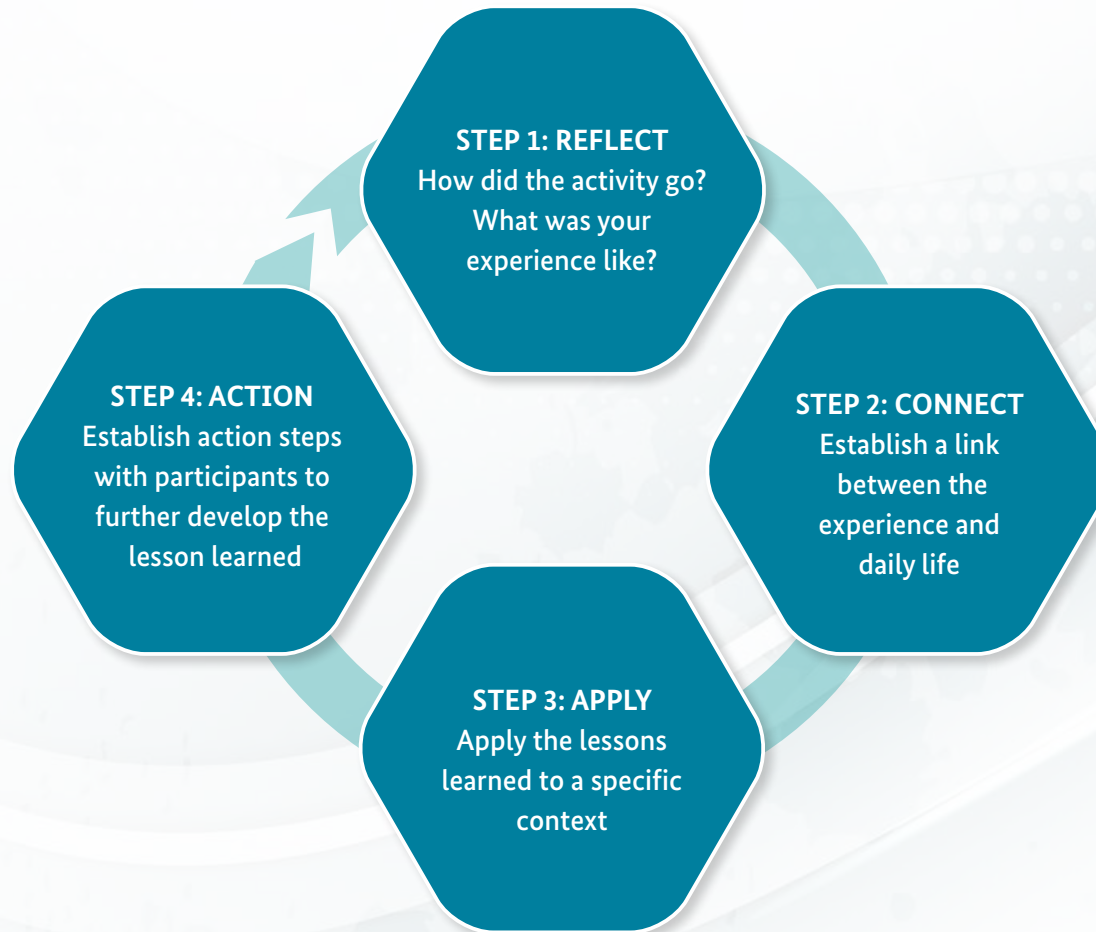
S4D Activities

- Design and implementation of S4D activities
 - → Follow the “*The 5 Principles of S4D*” (available in 8 languages)
S4D means the intentional pedagogical development and implementation of exercises which prioritize the personal and social development of (youth) participants over their sport and motoric development. In S4D, sport and physical activity are used to attain development objectives, including, most notably, the SDG. If sport is to make a meaningful contribution to development, coaches need to use exercises that explicitly and intentionally develop life skills/competences of participants. S4D can only develop its full potential if S4D coaches consider and employ all five principles:
 - Poster “*The 5 Principles of S4D*”
 - S4D Principle 1 *Multidimensional Development of Participants*
 - S4D Principle 2 *Developing Life Skills/ Competences*
 - S4D Principle 3 *Roles and Responsibilities of the Coach*
 - S4D Principle 4 *Appropriate Educational Goals*
 - S4D Principle 5 *The Structure of an S4D Training*
 - Resources “Design Filters” (similar to → 5 principles):
 - Manual „*Yalla Nela B – Guidebook for active and healthy communities*“ (GIZ)
 - Manual „*Active Communities – a coach’s guide*“ (GIZ)
- From theory to practice: Employability competences as part of a training session
 - Simply playing sports **does not guarantee** that children and youth will develop competences that lead to a positive development and will prepare them for the future!
 - **Precondition:** the coach has to make an **intentional effort** to develop competences!
The development of competences has to be a part of S4D activities and ideally be a *part of all training units, including reflection!*
 - Example training session and activities:
 - S4D Training Session SDG 8 “*Working in teams*”
 - S4D Activity SDG 8 “*Dodgeball*”
 - S4D Activity SDG 8 “*Running and dribbling around the World*”
 - S4D Activity SDG 8 “*Supermarket*”
 - S4D Activity SDG 8 “*Voyage on the Caribbean Sea*”
 - Importance of the reflection part: No reflection = no impact!
 - Resource: → *Reflection Guideline* (available → [here](#) in Arabic, Bahasa-Indonesia, English, French, Spanish)



INTERACTION

Brainstorm Reflection Questions



Divide the participants into suitable groups regarding group size and ask the participants to fulfil the following task, either in breakout sessions (online) or in presence:

Review the activity “Voyage on the Caribbean Sea” and think of questions for each step of the reflection model (Reflect, Connect, Apply, Action).

The Reflection Cycle (GIZ illustration on the basis of Kolb, 1984; EDU:PACT Network, 2019)



ASSESSMENT

To “test the knowledge” of the participants after module 3, ask them to solve the following task:



Match the following questions to a different stage of the Reflect-Connect-Apply-Action reflection model.

- a. Has a similar situation happened to you before?
- b. What will you do differently in the future?
- c. What helped you to succeed in this activity/game?
- d. Write a letter to yourself and formulate one personal goal you would like to achieve in three months.

Feedback

To get feedback on the workshop, you can use different methods you will find in the following guidelines:

- [Guideline “Ensuring Quality Education in S4D”](#) (available in 8 languages)
- [Guideline “Options for Receiving Feedback”](#)

Please answer the questions as follows:
 Mark your answer with an “X”
 Fill the space by writing your answer
 For the one illustrated below, please indicate your level of agreement to the associated statement provide, using an “X”:

I disagree I am not sure I agree I strongly agree

For any questions, feel free to ask someone of the team!

Your identification code number is _____

Indicate your level of agreement to the following statements.

	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
Expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get the opportunity to participate in the workshop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be prepared for the workshop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have an age appropriate program including	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshop groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



ANSWERS ASSESSMENT (Module 1)

To test the knowledge of the participants during module 1, ask them the following questions:

Q1: Complete the following sentences with the correct term:
... is about enhancing participation ...?

Q2: To which SDGs related to employability ...?

Q3: What are the key factors on the individual level ...?

Q4: Which are reasons for using sport in the context ...?

- a. Possibility of (re) integration into the ...
- b. Attractiveness of sport ...
- c. Development and enforcement of key ...
- d. Sport sector offers a growing ...
- e. All of the ...

Answers:

Q1: Development of Sport / Sport for Development

Q3: SDGs 4 (Education) and 8 (Decent Work)

Q3: Knowledge, skills, and attitude

Q4: All of the above.

Note: Collect the answers either on a flip chart (presence) or via the chat function of the respective online meeting tool.



ANSWERS ASSESSMENT (Module 2)

To test the knowledge of the participants after module 2, ask them the following questions:

Q1: How many “Standing Out” Manuals have Senegal ...?

Q2: What type of events are useful to promote ...?

Q3: What is the purpose of a “Comprehensive ...”?

Answers:

Q1: 4: Pocket manual –

The Fundamentals of S4D; Standing Out – Effective Communication; Standing Out – Entrepreneurship; Standing Out – Teamwork.

Q2: Tournaments, orientation days or summer/holiday camps.

Q3: It helps participants to find out their personal aptitudes, interests, and abilities.



ANSWERS ASSESSMENT (Module 3)

To test the knowledge of the participants after module 3, ask them the following questions:

Q1: What are the four categories of competences ...?

Q2: “Employability competences are not flexible and are the ...?”

Q3: What type of indicator are each of the following statements ...?

- a. Reflect on their personal strengths and weaknesses ...
- b. Work in a disciplined way on achieving their ...
- c. Understand the importance of physical activity and sport for their ...

Answers:

- Q1: Personal, social, professional, methodological
 Q2: False
 Q3: a. Assessing; b. Acting;
 c. Recognising

To “test the knowledge” of the participants after module 3, ask them to solve the following task:

Match the following questions to a different stage of the Reflect-Connect-Apply-Action reflection model ...

- a. Has a similar situation happened to ...?
- b. What will you do differently in the future ...?
- c. What helped you to succeed in this activity/game ...?
- d. Write a letter to yourself and formulate one personal ...?

Answers:

- a. Connect
- b. Apply
- c. Reflect
- d. Act

Imprint

This guideline is based on the “Sport for Development (S4D)” web-seminars run by the → [German Sport University Cologne](#) in 2021/2022 as part of the cooperation with GIZ. For further information on S4D check the → [S4D Resource Toolkit Website](#).

Published by:

Deutsche Gesellschaft für
Internationale Zusammenarbeit (GIZ) GmbH

Sector Programme “Sport for Development”

Friedrich-Ebert-Allee 32 + 36
53113 Bonn
Germany
Tel. +49 61 96 79-0
Fax +49 61 96 79-11 15
info@giz.de
www.giz.de

Contact:

sport-for-development@giz.de

Authors:

Stephen Reynard, Sally-Ann Fischer (DSHS)

Editors:

Anja Frings (GIZ), Dr. Karen Petry (DSHS)

Design & Layout and Programming:

creative republic Frankfurt

Photo credits/sources:

© GIZ

September 2022



**SUSTAINABLE
DEVELOPMENT
GOALS**

