german
cooperation
DEUTSCHE ZUSAMMENARBEIT

GUIDELINE 'S4D-CAMPS'

Creating learning experiences for coaches, children and youth

GERMAN DEVELOPMENT COOPERATION
SPORT FOR DEVELOPMENT

Deutsche
Sporthochschule Köln
German Sport University Cologne

TABLE OF CONTENTS

© GIZ/Andrew Oloo

INTRODUCTION

Sport for Development (S4D) camps are special events that deliver S4D-activities in a condensed manner over several days or weeks.

An S4D-camp is a valuable learning opportunity for children, youth and coaches.

This guideline shows what to consider when planning and implementing S4D-camps. A concluding section with 'Tools and Examples' helps to put this knowledge into practise.

PART I

OBJECTIVES, PARTICIPANTS AND STAKEHOLDERS

S4D-camps offer a protected space where youth can experience, apply and strengthen relevant life-skills through a specially designed sport pedagogical programme over several days in a row. Qualified S4D-coaches implement S4D-exercises and guide the youth in their learning process of both sport relevant skills as well as personal and social competences.

POTENTIAL OF S4D-CAMPS

Although S4D can best unfold its potential when delivered on a regular basis over a long time S4D-camps offer an interesting learning setting for both youth participants and S4D-coaches:

- Children and youth benefit from additional development-oriented learning and sport opportunities during holidays.

- The parents can rest assured that their children are in a protected, learning-oriented space and can therefore continue their work duties free from worry.

- The special atmosphere of S4D-camps facilitates exchange and cohesion of social groups.

- Children and youth come together in a context different from the classroom. They share emotional experiences, connect with each other and extend their personal networks.

- Camps offer a useful learning forum for S4D-coaches, especially for recently trained ones. When preceded by S4D-coach trainings, camps offer recently trained coaches the opportunity to apply their S4D-knowledge in a concentrated and intensive way and discuss upcoming challenges and solutions with peers. Moreover, camps offer a setting for combining and testing different methodologies and approaches.

- S4D camps can bring different stakeholders together (e.g. coaches, governmental or non-governmental organisations, media, community members), foster synergies and create public awareness for a topic.

TIP The 'S4D-Camp Concept Guide' (p. 20) summarises the core aspects that should be considered when planning and implementing an S4D-camp. The 'Budgeting an S4D-Camp' table (p. 22) supports the financial planning.

BUILD AN ORGANISING TEAM

Preparing and implementing S4D-camps is time intense. Set up a core team responsible for the planning and coordination of the camp. If possible, include children and youth in the organising team. They can represent the main target group of the camp and learn to take over responsibility. Further support will be needed for the implementation of the camp. Try to liase with parents, community members and other stakeholders, including local businesses, to get their support.

Disadvantaged children and youth form the main target group of S4D-camps, Mozambique | © GIZ/Tina Krueger

SET CLEAR OBJECTIVES

S4D-camps aim at promoting youth through specific sport-pedagogical activities in a youth appropriate, inclusive and protected setting.

Besides this overall aim, and depending on specific thematic priorities, each S4D-camp should establish a clear thematic focus such as:

- Violence prevention;

- Strengthening employability and learning competences;

- Promotion of community participation, dialogue and social cohesion;

- Improving physical and psychological health, including HIV/AIDS prevention;

- Promoting gender equality.

Other cross-cutting aims of S4D-camps might include:

- Fostering personal development, social competences and life-skills of the participants;

- Providing an opportunity for trained coaches and teachers to apply their acquired S4D-skills;

- Creating or improving partnerships with relevant local stakeholders;

- Raising awareness of S4D's potential.

PLEASE NOTE The organisation and implementation of an S4D-camp should reflect its **thematic focus**. Turkana West in Kenya, for example, is a region marked by large numbers of refugees and a host community facing poverty and a lack of livelihoods. Against this backdrop, an S4D-camp organised by S4DA and partners aimed to promote social cohesion between refugees and local communities and to foster strategies for violence prevention. As football is very popular among boys and girls in the region and requires minimal equipment, the organisers agreed on this sport.

SELECT A TARGET GROUP

Decide on who forms the main target group of the camp, e.g. the children and youth of a certain organisation, community or school. Try to include them in all decisions and processes to ensure that the camp fits their needs and interests. Moreover, including children and youth itself provides a meaningful way to learn about assuming responsibility, civil engagement and representation. After having defined the wider target group, clarify the following questions to identify the group of participants and how they should be organised:

KEEP IN MIND Ensuring the **active involvement of children and youth** in decision-making processes starts with informing them about the planned activities and further processes. A sports team or project group might be encouraged to select either representatives or a 'camp committee' that develops ideas for the S4D-camp, which then consults with the adult organisers and participates in all relevant coordination meetings. A UNICEF guide[2] on children's participation gives useful further hints.

SELECTION

According to which criteria and by whom will the participants be selected?

➡ Ensure equal participation for children and youth of diverse gender, nationality, social and cultural background.

REACH OUT

How do you reach out to the target group? Has a contact already been established? How can the target group be informed and motivated?

➡ Schools might be a good contact point

REGISTRATION

Will participants have to sign up in advance? Or will the registration be handled once participants arrive at the camps? Is the camp open for everyone, so that there is no registration/selection needed?

● If you need a Pre-Registration Sheet, you can find a template on, p. 32.

STABLE PARTICIPATION OF THE TARGET GROUP

Are there always the same participants, or do they change periodically?

● For example there might be one public day, or specific days, during which guest participants from other organisations can participate.

BUILDING TEAMS AND SUBGROUPS

How will the camp participants be divided in smaller groups?

● When scheduling time slots, be aware of age-appropriate practice times and security aspects, such as returning from the sports grounds at night-time, or having to pass an insecure area.

● Mixed teams (regarding children and youth's gender, nationality, social or cultural background) foster exchange and social cohesion.

PLEASE NOTE In Kenya, **close cooperation with schools** facilitates several of the aspects mentioned above: youth participants could be reached easily through the school and a homogeneous age group of participants could be selected. Furthermore, the (pre-) registration of youth participants went smooth as schools provided the required contact and demographic data.

2 UNICEF (2001): Promoting Children's Participation in Democratic Decision Making, https://www.unicef-irc.org/publications/pdf/insight6.pdf

INVITE KEY STAKEHOLDERS

When planning a camp, consider **relevant stakeholders** such as coaches, schools, teachers, parents, community leaders, media, politicians and include their needs and ideas into the decision-making. Each of them contributes significantly to the success of the S4D-camp:

S4D-COACHES

As they are in charge of the activities, they must be comfortable and familiar with the content and setting of the camp. The higher their motivation, the better the results of the S4D-camp. They should be involved from the very beginning, starting with the organisation of the camp.

TIP Many organisations in African countries already gained experience running S4D-camps – perhaps also an organisation close to you. Try to get in touch with an S4D-organisation that has experience in holding an S4D-camp and exchange information on previous or planned camps.

S4DA and partners recommend to establish mentor system for S4D-camps, in particular when the camps take place in different areas (e.g. one mentor for each area to support the coaches and share experiences). It is useful to identify a knowledgeable person to support and supervise the mentors (both as an administrative and S4D-expert and as a motivator).

PARENTS

They need to be properly informed about the goals and setting of the camp, as they want to ensure that their children are in a safe and motivational environment before giving permission for participation. They might also provide important logistical support or supply food or be invited to the closing ceremony.

COMMUNITY LEADERS & DECISION MAKERS

They are very knowledgeable about the local community and possess helpful contacts and resources. Often their approval is needed to organise an event. As regional decision makers, they can influence further agendas and activities, fostering S4D. They might wish to be invited for an official act such as a closing ceremony.

MEDIA

Consider the media in your preparations, e.g. by inviting specific journalists or by providing appropriate events, images and interview partners. Preparing for media participation and inviting selected media allows for transmitting the special camp atmosphere to the public. Media coverage can raise awareness about S4D, special projects or the camp as such and foster future interest Make sure personal rights are protected, particularly of children and youth.

PARTNERS & SPONSORS

S4D-camps and events are valuable marketing- or corporate social responsibility-opportunities for local businesses. Local companies can make valuable contributions, e.g. as sponsors for water, sports equipment or prizes. (see p. 15)

SELECT THE TYPE(S) OF SPORT

Closely linked to decisions regarding thematic aim and target group is the decision about the type(s) of sport used during the S4D-camp: There might be several types of sport or games running simultaneously or successively, or just one for the duration of the camp.

On Zanzibar, Tanzania, an S4D-camp brought together children from different religions. | © GIZ/Kristin Richter

Consider the following aspects when deciding:

- Which type(s) of sport are best suited to achieving the thematic aim?

- Which type(s) of sport are common in the region or among the participants?

- Which type(s) of sport are the coaches familiar with?

- Are there sufficient and adequate resources (e.g. equipment, infrastructure) for delivering the type of sport?

DESIGN THE CORE PROGRAMME

Think carefully about the core programme: Which training sessions and which workshops shall be delivered? By whom? Are there sufficient numbers of well-trained S4D-coaches or facilitators?

The 'Tools & Examples' section of this guideline (see p. 18) or the manuals collected in the Knowledge Box help to design quality S4D-sessions, e.g. on violence prevention, life skills or health.

ESTABLISH FREQUENCY

To ensure sustainability, S4D-camps should be held on a regular basis, either for the same target group with a varying thematic focus or with the same content, but directed towards different people. S4D-camps can be embedded in running activities. Combining them with sport-specific events might help holding them frequently. For example S4D-camps can be linked to the opening of a sports ground or can be hold after a completed S4D-coach-workshop. Organising S4D-camps becomes easier with increasing experience. Guidelines, such as the present one, help to organise an S4D-camp and afterwards the organiser can draw lessons from the experience, perfecting the organisational skills with each new camp.

PART II

VENUE AND EQUIPMENT

SELECT APPROPRIATE SETTING & LOGISTICS

The camp setting must be planned according to the thematic focus and the number of participants. A suitable location that provides enough space for sport activities and workshops, shelter from the weather, as well as space for storage, sanitation and catering facilities, needs to be found. Schedule enough time to inspect and set up the venue. If necessary, organise transport of people and equipment, make sure that food, refreshments and electricity, e.g. for setting up sound equipment, are available.

Despite the various requirements, setting up an S4D-camp does not have to be expensive. Try to mobilise support from the community, the municipality and other (local) stakeholders, including schools.

Often they can offer an adequate location, assist with the catering (preparing food in the community) or provide logistical support. Such assistance can help reduce the costs of setting up and running the camps.

TIP The checklist 'Management Tool for S4D-Camps' (see p. 23–25), developed by S4DA in Kenya, can assist you in the planning process and offers orientation on the needed equipment. Further, the exemplary 'S4D-Camp Model Schedule' (see p. 26–31) gives an overview how to organise a camp time- and content-wise with a one-week plan, offering inspiration.

ENSURE AVAILABILITY OF ADEQUATE EQUIPMENT

It is important to ensure that all necessary sports equipment is available at the camp. This may include balls, cones, goal posts, field-lines, bibs or bracelets, ball pumps and repair kits, ropes etc. If you use existing equipment, make sure that it is not damaged or poses any danger to the participants. Also think about how to transport, store and distribute the equipment.

If workshops are part of the camp, special equipment to run them might be needed, e.g. data presenter (beamer), flip chart (stand and paper), marker pens, notebooks, tape or scissors. Please make sure to organise the needed materials in advance.

INCLUDE PEOPLE WITH SPECIAL NEEDS

S4D-camps are meant as spaces open to all people interested in the method, in getting in touch with others and enjoy joint sports activities.

It is essential to design the venue, the methodology and all other aspects as inclusively as possible to enable the participation of everyone: of people with different backgrounds, with diverse abilities, with special needs; people of all ages, sexes, cultures and religions. Consider both the accessibility of the camp facilities as well as of the activities themselves, which can often be adapted so that everyone can participate. For inspiration, check the ICSSPE manual 'Different. Just Like You'[3].

ENSURE SECURITY AND EMERGENCY-PREPAREDNESS

The venue should be safe and easy to reach. Think of possible emergency situations and how to handle them; and be sure to develop a plan for emergencies.

Inform all involved people about the emergency response and evacuation plan. Ask the local emergency medical service provider or fire brigade to support the planning or even to be present during the camp. An assembly point should be determined in case an evacuation becomes necessary. Also make sure that first aid kits are available and up-to-date, as well as personnel trained in delivering first aid.

3 International Council of Sport Science and Physical Education:
https://www.icsspe.org/sites/default/files/Different.%20Just%20like%20you.pdf.

PART III

SIDE PROGRAMME AND FOLLOW-UP

THINK ABOUT ENTERTAINMENT & PROGRAMME

Sound equipment, including speakers and a microphone, is often helpful in creating a special atmosphere.

TIP Think about some motivation incentives for all involved. Participants should receive a certificate of participation indicating duration, place, content and organisation(s) involved in the camp. For coaches, in particular, participation in the S4D-camp may be part of a larger qualification-initiative including workshops. Coach participation should also be recognised by a certificate.

It also allows to reach many people and to organise the course of the event – especially if you want to include the wider community or the public.

The camp might be enriched by a side-programme, e.g. by an idea-market where local organisations or partners can present their work, or by a public tournament that allows the participants to present what they have learned to the public. In addition, music and other cultural activities enrich the programme and can attract increased community participation.

The S4D-camp should end with an official event or closing ceremony to award participants, thank supporters and guests and show the power of sports to the public.

DON'T FORGET PR & BRANDING

When running an S4D-camp, branding and public relations measures need to be considered. They raise awareness for the camp and its outcomes and facilitate the transmission of core messages.

Flags, banners or a special logo give visible space to partners or donors creating incentives for their support; enable recognisability and create a special atmosphere for the participants. A flyer or booklet might inform visitors and participants about the main aspects of the S4D-camp (sample training sessions, goals, background information, partners, etc.).

Consider hiring a photographer, either for the whole event or for special occasions. The pictures can be used for the documentation of the event, to share them with the participants or the partners and for further PR measures. Videos might be an add-on. Also consider interviewing stakeholders, partners or outstanding participants to get valuable PR material for homepages, future articles and reports. In order to be prepared for possible interviews with reporters covering the event(s), potential interview partners should be selected and trained in advance.

Award ceremony at a S4D-holiday camp 2016 in Kakuma, Kenia | © GIZ/Andrew Oloo

ENSURE FUNDING & INCLUSION OF PARTNERS

By early planning, the inclusion of partners and the mobilisation of the local community, costs for holding an S4D-camp can be minimised. To make the camp attractive for partners or donors, it is helpful to integrate them into the programme and to allocate a space where they can present their contribution to the project. You can also include their logo in PR and branding materials or implement a VIP-programme to show them the results of their support. If you have the opportunity to invite high-ranking politicians or celebrities to visit the camp, you can combine such visits with S4D-camps. This makes the camps attractive for media and thus for donors. Make sure that you highlight and appreciate community members' support for the event, e.g. by a special event. Yet, this partner inclusion can be a fine line between intended participation and an unwanted overweight of external influence. Therefore, you should be careful to not lose control over the process and avoid the camp being hijacked by commercial or political interests.

MONITORING & EVALUATION OF THE S4D-CAMP

After holding an S4D-camp, results and impacts should be monitored and evaluated internally and externally both to adjust the programme and outline of future camps and to collect information for communicating results. An internal evaluation should take place at the conclusion of the camp to allow participants to give feedback. This may take place in participative form, either by open evaluation discussions or by questionnaires. Additionally, an 'external' evaluation can be conducted. That means that the organising team, or even an external person or agency, provides an opportunity to reflect on the camp's success in achieving its overall aims. Furthermore, the evaluation should take into account the opinions of various stakeholders (partners, participants, coaches, community members, parents) and provides recommendations for future camps.

TIP In Kenya bracelets with the theme of the camp were used during a youth S4D-camp to increase motivation and commitment of the participants. Moreover, the bracelets helped to identify all registered participant in the refugee camp.

DOCUMENT AND SHARE LEARNINGS ON THE S4D-CAMP

There are two ways of documenting an S4D-camp: In any case, an internal documentation should be performed.

Also write down considerations regarding the camp, such as the evaluation results or other thoughts and reflections that might be useful for the next camp.

Additionally, a documentation for external release, e.g. to present the camp's results to the public or partners, can be realised. This might take the form of a presentation, a leaflet or any other format.

As mentioned above, professional pictures are useful for both documentations. Be proactive in sharing interesting information on the camp with external stakeholders.

TIP Saying thank you and sharing achievements after an event or camp is easy, shows appreciation and strengthens your network. Consider sending a newsletter or email to all people and partners involved shortly after the event, thank them for their commitment, share results (e.g. participant numbers, quotes, stories) and add pictures. Present the results as joint achievements. If the camp is part of a series, you might also announce the next dates and ask for further support.

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 S4D camps 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-CAMP CONCEPT – GUIDE**

➡ **BUDGETING AN S4D-CAMP**

➡ **MANAGEMENT TOOL FOR S4D-CAMPS**

➡ **S4D-CAMP MODEL SCHEDULE**

➡ **PRE-REGISTRATION SHEET**

S4D-CAMP CONCEPT – GUIDE

The following suggestions and questions might help you to develop a comprehensive S4D-camp concept. They offer guidance on what should be considered in the early stages of the camp's planning.

ORGANISING TEAM

- List all persons who are directly involved in the implementation of the S4D-camp.

- Make sure you possess all of phone numbers and relevant contact details to allow for a good cooperation.

- Define clear roles and responsibilities.

- Include children and youth representatives in the organising team.

OBJECTIVE

- List the main objectives of the camp. What do you want to reach with the camp? What has changed afterwards for whom?

- Formulate the objectives in an active way and make sure they are realistic.

- Which skills and topics shall be taught?

CORE PROGRAMME

- How is S4D integrated in the programme?

- Which type of sports will be offered?

- How does the daily routine look like?

- Which manuals/materials will be used/provided?

- Are there any special moments (tournament, etc.) part of the programme?

PARTICIPANTS

- How will you select coaches and youth participants?

- How many coaches, children and youth can participate?

- Ensure gender balance!

- Ask parents for permission to invite minors.

STAKEHOLDERS

- Who are key stakeholders of the camp? E.g. coaches, parents, community leaders and members, local businesses, other organisations.

- What are their expectations and how can they be met?

- How can they be involved and contribute to the camp?

VENUE AND LOGISTICS

- Where and when shall the camp take place?

- Is the venue safe (and safe to reach) for all target groups? Is transport required?

- Are security and emergency measures in place?

MONITORING & EVALUATION

- How will feedback be collected? From whom?

- Which data do you want to collect during the camp? Who will collect it?

- How will you collect the data? E.g. Personal interview, focal groups, questionaire…

- How will the event be documented? Who will document it?

BUDGETING AN S4D-CAMP

List all items and their number as well as their unit price to establish a budget for the S4D-camp. Consider for example the following items:

ITEM DESCRIPTION	N°	FREQUENCY	UNIT PRICE	TOTAL PRICE
Sports equipment				
Motivational material				
Tent/chairs hire				
Communication/internet/modem				
Water				
Food and refreshment				
Local transport				
Security				
First aid kits				
COSTS TOTAL				

MANAGEMENT TOOL FOR S4D-CAMPS

The following checklist illustrates key items to be taken care of when organising an S4D-camp. It allows to define tasks, responsibilities and to track the status of implementation.

KEEP IN MIND The checklist offers guidance, but items might vary according to local conditions and needs as well as the objectives of the S4D-camp. The checklist should be adapted according to these.

N°	TASK/ITEM DESCRIPTION	ACTION	RESPONSIBILITIES	STATUS
1.	**LOGISTICS**			
	a) Programme			
	b) Venue inspection			
	c) Venue setup			
	d) Power points/ electricity			
	e) Transportation of sports equipment			
	f) Food and refreshments			
	g) Toilets and sanitation			
	h) Local transport			
	i) Invitation of teachers to be trained			
	j) Meeting with the education officer			
	k) Seasonal calendar			
2.	**SPORTS EQUIPMENT**			
	a) Balls			
	b) Cones			

N°	TASK/ITEM DESCRIPTION	ACTION	RESPONSIBILITIES	STATUS
	c) Goal post			
	d) Field			
	e) White lime			
	f) Bibs			
	g) Wrist bands/bracelet			
	h) Whistle			
	i) Pump			
	j) Changing rooms			
	l) Blind folds			
	m) Skipping ropes			
3.	ENTERTAINMENT/PUBLICITY			
	a) Tent/chair hire			
	b) Sound			
	c) MC and DJ			
	d) Local radio			
4.	EMERGENCY			
	a) First aid			
	b) Ambulance			
	c) Fire assembly point			
	d) Safety checks			
	e) Emergency evacuation			
	f) Sanitary towels			
5.	MATERIALS AND SUPPLIES			
	a) Flip chart			

N°	TASK/ITEM DESCRIPTION	ACTION	RESPONSIBILITIES	STATUS
	b) Maker pen			
	c) Note books			
	d) Masking tape			
	e) Flip chart stand			
	f) Manila paper			
	g) Scissor			
	h) Colours			
	i) Pocket size drillbook			
6.	SECURITY			
	a) Gate			
	b) Parking			
	c) Field			
7.	BRANDING			
	a) Sports equipment			
	b) Materials to be used at the training and during the camp			
8.	ADDITIONS			
	a)			
	b)			
	c)			
	d)			
	e)			

S4D-CAMP MODEL SCHEDULE

The present schedule is an example agenda, which was developed by S4DA and partners for the particular context of a refugee camp in Kenya. It gives an idea of how an actual S4D-camp could be structured. Feel free to adjust it according to camp context and objective.

CAMP OBJECTIVES

- Encourage community integration and social cohesion;
- Promote peace through sports for development camp;
- Provide football skills and activities on violence prevention;
- Encourage gender equality;
- Provide an opportunity for trained coaches and teachers to apply their acquired S4D-skills.

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.

© GIZ/Kristin Richter

MONDAY / DATE			
TIME	**COURSE CONTENT (T=Theory, P=Practice)**	**METHODS**	**PERSON RESPONSIBLE**
8:00 – 9:00	Arrival and registration of participants	Registration of participants • Formation of 4 groups with different topics on violence prevention sports	S4D-coaches Organisation team
9:00 – 9:30	Camp introduction and objectives	Getting to know each other: • Energisers and ice breakers • Eole plays • Fun games	S4D-coaches Organisation team
9:30 – 11:00	Workshops and trainings (p) 4 groups with a maximum 20 participants (girls/boys mixed)	**Violence prevention** **Groups 1–4** These groups + S4D-coaches will rotate from day to day	S4D-coaches
11:00 – 11:20	BREAK		
11:20 – 1:00	Team trainings and facilitation (p)	**Football variation drills promoting violence prevention** **Exercise 1** sport for development trainings/drills conducted by S4D-coaches (**all penalty**) **Exercise 2** sport for development trainings/drills conducted by S4D-coaches (**no rules**) **Exercise 3** sport for development trainings/drills conducted by S4D-coaches (**time's up**)	S4D-coaches
1:00 – 2:00	LUNCH BREAK		
2:00 – 4:00	Football tournament	Educative small sided football tournament that encourages full participation by both genders; each team has to make sure at least 3 girls are always on the field playing **Field a** 7 v 7 football tournament **Field b** 7 v 7 football tournament **Field a** 7 v 7 football tournament **Field b** 7 v 7 football tournament	S4D-coaches

TUESDAY / DATE			
TIME	**COURSE CONTENT (T=Theory, P=Practice)**	**METHODS**	**PERSON RESPONSIBLE**
8:15 – 9:00	Meeting organisation team/S4D-coaches	**Evaluation of the day before and planning for the coming day** • Self-reflection by trained S4D-coaches	Trained S4D-coaches Organisation team
9:00 – 10:30	Workshops and trainings (t)/(p) 4 groups with a maximum 20 participants. (**rotation of classes**)	**Understanding conflict** **Groups 1-4** • S4D-coaches to rotate	Trained S4D-coaches
10:30 – 10:45	BREAK		
10:45 – 1:00	Team trainings and facilitation (p)	**Football variations/understanding conflict** **Exercise 1** sport for development trainings/drills conducted by S4D-coaches (**scoring game**) **Exercise 2** sport for development trainings/drills conducted by S4D-coaches (**gondi sinya**) **Exercise 3** sport for development trainings/drills conducted by S4D-coaches (**guide the blind**)	Trained S4D-coaches
1:00 – 2:00	LUNCH BREAK		
2:00 – 3:30	Football tournament (mini football pitch)	**Continuation** Educative small sided football tournament that encourages full participation by both, boys and girls **Field a** 7 v 7 football tournament **Field b** 7 v 7 football tournament **Field a** 7 v 7 football tournament **Field b** 7 v 7 football tournament	Trained S4D-coaches

WEDNESDAY / DATE			
TIME	**COURSE CONTENT (T=Theory, P=Practice)**	**METHODS**	**PERSON RESPONSIBLE**
8:15 – 9:00	Meeting organisation team/S4D-coaches	**Evaluation of the day before and planning for the coming day** • Self-reflection by trained S4D-coaches	Trained S4D-coaches Organisation team
9:00 – 10:30	Workshops and trainings (t)/(p) 4 groups with a maximum 20 participants. (**rotation of S4D-coaches**)	**Perpetrators vs victims** **Group 1–4** S4D-coaches to rotate	Trained S4D-coaches
10:30 – 10:45	BREAK		
10:45 – 1:00	Team trainings and facilitation (p)	**Football variations/drills on understanding perpetrators and victims** **Exercise 1** sport for development trainings/drills conducted by S4D-coaches (**outsider**) **Exercise 2** sport for development trainings/drills conducted by S4D-coachess (**tag a player**) **Exercise 3** sport for development trainings/drills conducted by S4D-coaches (**need to belong**)	Trained S4D-coaches
1:00 – 2:00	LUNCH BREAK		
2:00 – 3:30	Tournament (mini football pitch)	**Continuation** Educative small sided football tournament that encourages full participation by both boys and girls **Field a** 7 v 7 football tournament **Field b** 7 v 7 football tournament **Field a** 7 v 7 football tournament **Field b** 7 v 7 football tournament	Trained S4D-coaches

THURSDAY / DATE			
TIME	**COURSE CONTENT (T=Theory, P=Practice)**	**METHODS**	**PERSON RESPONSIBLE**
9:00 – 10:30	Workshops and trainings (t)/(p) 4 groups with a maximum 20 participants. (**rotation of teachers**)	**Intervening in conflict** **Group 1–4** S4D-coaches to rotate	Trained S4D-coaches
10:30 – 10:45	BREAK		
10:45 – 12:20	Team trainings and facilitation	**Football variations/drills intervening in conflict** **Exercise 1** sports for development trainings/drills conducted by S4D-coaches (**catch as you can**) **Exercise 2** sports for development trainings/drills conducted by S4D-coaches (**hope**) **Exercise 3** sports for development trainings/drills conducted by S4D-coaches (**eweite**)	Trained S4D-coaches
12:20 – 1:00	Evaluation – S4D-camp	**S4D-camp evaluation** Evaluation with children	Participants Trained S4D-coaches Organisation team
1:00 – 2:00	LUNCH BREAK		
2:00 – 2:30	**Tournament (semi-finals)**	**Continuation** small sided football tournament **Field a** 7 v 7 football tournament **Field b** 7 v 7 football tournament	Trained S4D-coaches
2:30 – 3.00	**Entertainment**	**Friendly match**	Trained S4D-coaches

TIME	COURSE CONTENT (T=Theory, P=Practice)	METHODS	PERSON RESPONSIBLE
3:00-3:20	**Final**	**Continuation** small sided football tournament Field a 7 v 7 football tournament	Invited guest vs trained S4D-coaches
3:20-4:30	**Closure**	**S4D-camp closure** • Speeches • Presentation of certificates • Closing remarks	Trained S4D-coaches Organisation team
4:30 – 5.00	**Meeting**	**Evaluation and way forward**	Trained S4D-coaches Organisation team

PRE-REGISTRATION SHEET

This very simple template facilitates the registration of participants before an S4D-camp or event.

Event, Organisation, Type of Activity (S4D, sport or non-sport)

Date, Time, and Location

	LAST NAME	FIRST NAME	GENDER	AGE
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

SPORT FOR DEVELOPMENT
IN AFRICA