

SPORT FOR DEVELOPMENT KNOWLEDGE BOX

Guidelines, Tools and Manuals for achieving
‘Sports Grounds with Concepts!’



GERMAN
DEVELOPMENT
COOPERATION
**SPORT FOR
DEVELOPMENT**

IMPRINT

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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.

The Knowledge Box has been developed by S4DA in close cooperation with international, national as well as local institutions and organisations, including universities, national and regional ministries, municipalities, (vocational) schools, sport federations and non-governmental organisations. The compiled documents benefited of the vast and varied expertise and experience in the field of S4D of the numerous contributors. All tools, guidelines and manuals contained in this box have been developed from and for practical use. All tools have been applied, evaluated and adjusted to ensure their practical orientation and applicability.

On behalf of the

German Federal Ministry for Economic Cooperation and Development (BMZ)

GIZ is responsible for the content of this publication.

Eschborn, June 2019

OVERVIEW OF THE KNOWLEDGE BOX

THE FRAMEWORK

'Sports Grounds with Concepts!'
Implementing S4D in a sustainable way

PART 1

Sustainable Sports Infrastructure

How to design, maintain and repair grassroots
'Sports Grounds with Concepts!'

- Standard Design Manual for Grassroots Sports Grounds
- Maintenance and Repair Manual for Grassroots Sports Grounds

PART 2

Expanding S4D-Capacities

How to choose and qualify coaches and instructors, organise S4D-camps and handle sports equipment

- Guideline 'Coaches and Instructors'
- Guideline 'S4D-Camps'
- Guideline 'Sports Equipment'

PART 3

Putting S4D into Practice

How to promote life skills through sports

- S4D Manuals
- S4D Drillbooks

HOW TO USE THE KNOWLEDGE BOX?

The Knowledge Box contains guidelines, tools and manuals developed by the ‘Sport for Development in Africa’ (S4DA) Regional Project and its partners. Combining learnings on capacity development for sport for development and on the construction of grassroots sports grounds from 13 African countries the Knowledge Box gives guidance how to create ‘Sports Grounds with Concepts!’.

THE FRAMEWORK

Sports Grounds with Concepts!

gives an overview of Sport for Development (S4D) and explores how to assure its sustainable implementation. The framework that is outlined in this introductory section is relevant for all following parts of the knowledge box: it shows how to link the S4D approach to the organisation to obtain sustainability – both in regards to the long term maintenance of sports infrastructure and the regular implementation of S4D-activities.

PART 1

Sustainable Sports Infrastructure

explores the question ‘How to construct, renovate and maintain grassroots sports grounds’. First, it presents a **Standard Design Manual for Grassroots Sports Grounds**, which guides you through all key questions of constructing sports grounds and proposes an easy-to-implement and cost-efficient standard design. Second, it contains a **Maintenance and Repair Manual for Grassroots Sports Grounds** which explains how to extend the life span of sports grounds by keeping them functional and of high quality.

PART 2

Expanding S4D-Capacities

explores the question ‘How to train coaches and instructors, organise S4D-camps and handle sports equipment’. It contains a guideline dedicated to **S4D coaches and instructors**: their roles, their selection and their qualification. A second guideline introduces **S4D-camps** as a special format, where coaches can apply their knowledge and children and youth can experience S4D in a concentrated way during several days in a row. Finally, this part explores the purpose and handling of **sports equipment** and provides tips and tricks for practitioners.

PART 3

Putting S4D into Practice

explores how to promote life skills through sports and gives you an idea how S4D can look like in practice. It contains **sport-pedagogical manuals and drillbooks** that give suggestions how to prepare and implement S4D-sessions and illustrate specific S4D-exercises.

PLEASE NOTE

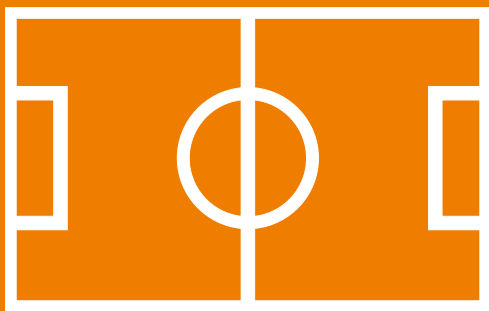
Throughout the Knowledge Box, you will find useful tools and examples for the practical application, such as a checklist for the construction-site assessment, a standard usage plan for sports grounds, a participation list and many more templates which you can adjust to your needs if necessary.

THE FRAMEWORK

‘Sports Grounds with Concepts!’
Implementing S4D in a Sustainable Way

THE FRAMEWORK 'SPORTS GROUNDS WITH CONCEPTS!'

Implementing Sport for Development in a Sustainable Way



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S4D offers moments of fun and enjoyment,
Ohangwena, Namibia | © GIZ/Stefan Oosthuizen



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

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.



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

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

3 METHODOLOGY

TRAINING PRINCIPLES → METHOD → TYPES

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
- Experimenting
- Tolerance of frustration
- Capable of generating own enthusiasm
- Curiosity and desire to learn
- Sensitive to differences between boys and girls
- Great sense of honesty and fairness (up to age 10-11)
- Focused on coach
- Awareness (recognition) of rules

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

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

1 DEVELOPMENT PHASES

SOCIAL AND MENTAL

PHYSICAL AND SPORTING

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)

2 TEACHING OBJECTIVES

SOCIAL SKILLS

SPORTING SKILLS



- 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 point"/personal care
- Willingness to reach agreements
- Proactivity and creativity
- Rights and duties
- Self-assessment/reflection
- Leadership
- 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

3 METHODOLOGY

DURATION/FREQUENCY OF TRAINING

60 mins 1-2 sessions per week

70 mins 2 sessions per week

80 mins 2-3 sessions per week

90 mins 3 sessions per week

PHYSICAL CONDITION

- ENDURANCE
- FORCE
- SPEED
- MOVEMENT
- COORDINATION

- ENDURANCE
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- COORDINATION

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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

- Coach as teacher and role model; respect for rules, responsibility, identity and team spirit, solidarity within group
- Progressive exercises: from easy to complex

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

- 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

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METHOD

- 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

- Insert (individual) concentration exercises and group dynamics focused on play and enjoyment; include tournaments and rivalry
- Coach encourages children to express emotions
- Change tasks and roles (referee, assistant coach) to foster development of empathy
- Working together in group to establish norms and rules of behaviour; introduce rituals
- Assign 'tasks' to children (e.g. identify places of risk on their way home; observe social situations)

- 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

- Match-related exercises in tactical blocks (intersperse attack and defense)
- 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

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

PART II

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.



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

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

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?



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



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?



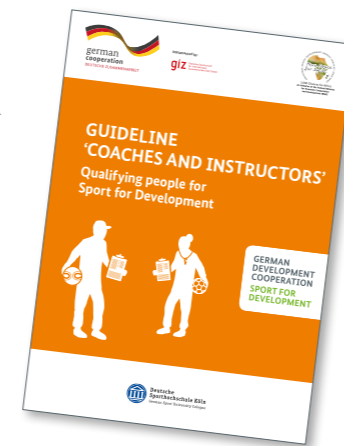
Young players show team spirit and leadership skills during an S4D event in Ethiopia | © GIZ/Mulugeta Gebrekidan

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.

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 advise on how to manage sports grounds and sports equipment.

PART IV

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



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

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

SPORTS GROUNDS WITH CONCEPTS!

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

3

ENSURE COMMITMENT TO S4D

- Promote a joint decision on S4D
- Formalise the commitment

4

CREATE AN ACTION PLAN

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

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**

PART 1

Sustainable Sports Infrastructure

PART 1

PART 2

PART 3

ADDITIONAL

PART 1

SUSTAINABLE SPORTS INFRASTRUCTURE

How to design, maintain and repair grassroots 'Sports Grounds with Concepts!'

Establishing sport as a tool for development requires access to suitable safe spaces where S4D-trainings can take place. Often appropriate sports infrastructure is scarce or missing, where it is needed most. Therefore, S4DA set on to support the construction or renovation of grassroots sports grounds in selected locations.

Besides providing new sports grounds, it is key to keep existing ones safe and functional. Regular maintenance and repair activities extend the life span of sports grounds and, thus, contribute directly to the sustainable implementation of S4D-activities.

The material in this part provides information relevant to the design and maintenance of grassroots sports grounds and contains the following elements:

The **Standard Design Manual for Grassroots Sports Grounds** basic outlines standard cost-efficient designs for football fields, volleyball, basketball, handball and multipurpose courts with different surface options, allowing for the constructing of high quality and relatively low cost grassroots sports grounds, customised to each location's needs – especially geographical and climatic conditions in Africa.

The **Maintenance and Repair Manual for Grassroots Sports Grounds** explains how to keep sports grounds in good condition and thus extend their life span.

It enables maintenance managers to analyse the sports grounds' condition, take the necessary steps to prevent possible defects, repair damages when necessary and maintain sports grounds functional for a long time.



PART 2

Expanding S4D-Capacities

PART 2

PART 3

ADDITIONAL

PART 2

EXPANDING S4D-CAPACITIES

How to train coaches and instructors, organise S4D-camps and handle sports equipment

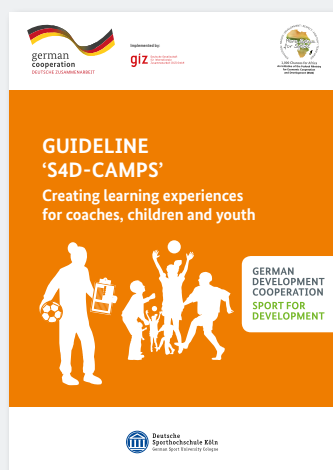
To ensure the sustainable implementation of S4D-activities, you need qualified coaches and instructors who have access to proper sports equipment.

The coaches and instructors are at the heart of the S4D-approach. Without their commitment, the best concept cannot work. The **Guideline 'Coaches and Instructors'** describes the various roles and responsibilities they have to fulfil, offers guidance on how to select suitable candidates and how to conduct S4D-workshops for them.

After the candidates are qualified, they are ready to gain experience on the ground. S4D-camps are ideal opportunities for coaches to test their newly acquired knowledge. They offer a special atmosphere in a protected space and development-oriented learning through sport in a context different from the classroom.

The **Guideline 'S4D-Camps'** presents this special format which offers S4D-activities for several days in a row and explains how to organise and conduct S4D-camps. Although the guideline focuses on the specific camp format, it also offers important hints for designing regular training sessions.

The effective work of S4D-coaches, the general quality of S4D-trainings, and the feasibility of S4D-camps depend on the availability of sports equipment. The **Guideline 'Sports Equipment'** provides practical tips for the assembly, handling, storage and maintenance of sports equipment. Access to sufficient and proper sports equipment enables the coaches to design and implement attractive and high quality S4D-activities.



PART 3

Putting S4D into Practice

PART 3

ADDITIONAL

PART 3

PUTTING S4D INTO PRACTICE

How to promote life skills through sports

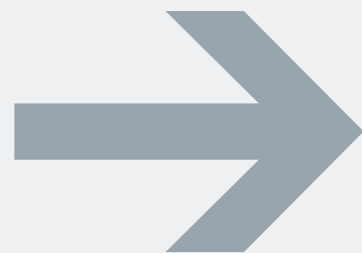
S4D comes to life, when a coach implements exercises with children and youth, so that they can improve their sport abilities and strengthen their life skills. But how do you prepare for an S4D-session? What has to be considered? What do S4D-exercises look like in practice? To support practitioners in the planning and implementation of S4D-sessions, this part contains sport-pedagogical manuals and drillbooks that explain how to prepare and implement S4D-sessions and illustrate S4D-exercises.

Drillbooks are small-scale versions of manuals that are handy for coaches during S4D training sessions on the sports ground.

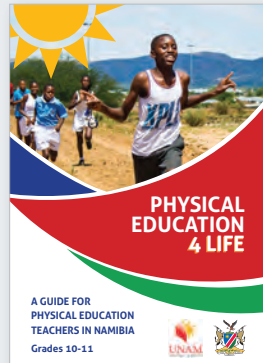
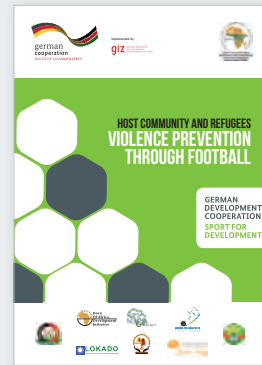
The S4D manuals and drillbooks have been developed in different African countries, are adjusted to local needs and realities, and offer the user

practical examples of S4D-exercises with specific thematic foci. In the products' process of formation, local actors developed new exercises, tested others and selected those that best fit their realities to be included in the manuals. Context-specific and needs-based manuals generate ownership and guarantee their applicability. Subsequent manuals always considered the experience of previous ones which helped to improve their quality, while the development process became easier. Despite their country-specific background and varying thematic orientation, they provide inspiration and practical ideas for practitioners of any country, when it comes to preparing the next S4D-session.

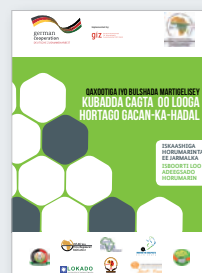
OVERVIEW OF MANUALS AND DRILLBOOKS



MANUALS



DRILLBOOKS



The Knowledge Box contains guidelines, tools and manuals developed by the Sport for Development in Africa' (S4DA) Regional Project and its partners.

Combining learnings on capacity development for sport for development and on the construction of grassroots sports grounds from 13 African countries the Knowledge Box gives guidance how to create 'Sports Grounds with Concepts!'