

Let's Get Moving Together!

A Toolkit for Grassroots Sport Leaders



2nd Edition

Let's Get Moving Together!

A Toolkit for Grassroots Sport Leaders

*If you want to go fast,
go alone.
If you want to go far,
go together.*

African proverb



ICSSPE

International Council of Sport Science and Physical Education e.V.

Hanns-Braun-Str. 1, Friesenhaus I

14053 Berlin

Germany

Tel: +49 30 311 0232 10

Email: icsspe@icsspe.org

Executive Director: Patrick Stolpmann

icsspe@icsspe.org

www.icsspe.org

©2025 by ICSSPE

Let's Get Moving Together – A Toolkit for Grassroots Sport Leaders 2nd Edition

Illustrations: Josephus van den Heever (South Africa)

Table of Content

Acknowledgements	6
Foreword	8
Introduction	9
Meet the Grassroots Sport Champions	13
Toolkit Roadmap	14
Definitions	13
Acronyms	17
PART 1 Getting Started: Using Sport for more than Sport	18
1. What is Grassroots Sport?	19
2. How to Design a Grassroots Sport Programme	23
3. Finding Resources	26
4. Reaching out to Partners	33
5. Building a Leadership Team	35
6. Intercultural Communication in Grassroots Sport	40
PART 2 Grassroots Sport in Action: Delivering an Activity	46
7. Making a Detailed Plan	47
8. Managing Equipment	50
9. Including Everyone	52
10. Keeping Safe	56
11. Game On!	60
PART 3 What Next? How to Track Progress of an Activity	64
12. Monitoring, Evaluating, Learning, and Reporting	65
13. Making Grassroots Sport Innovative and Sustainable	72
Resources and Information	76
Extra Sources	77
About ICSSPE	78
About the Authors	79
Glossary	82
Notes	85

Acknowledgements

The UN Agenda 2030 has designated education as a sustainable development goal – a human right for all. This is the second project on inclusive grassroots sport programming has been realised with the financial support of UNESCO, the United Nations agency responsible for strengthening education in its Member States.

This project builds on the previous one and subsequent toolkit to provide leadership in education with a special focus on gender equality. Both projects would not have been possible without the contributions of a team of facilitators from South Africa, Namibia, Zambia, Germany, and Australia who each delivered sessions on specific topics, sharing their expertise across various domains in the sport sector.

Facilitators:



Prof. Dr. Annette R. Hofmann
Professor, Ludwigsburg University,
ICSSPE President
Germany



Jackie Lauff
CEO, Sport Matters
Australia



Valereis Geldenhuys
Namibian Gymnastics
Federation Honorary President
Namibia



Dr. Nana Akua Achiaa Adom-Aboagye
Research Scholar
South Africa



Dr. Leepile Motlhaolwa
Senior Lecturer, University of
Johannesburg
South Africa



Prof. Dr. Katongo Bwalya
Lecturer, University of Zambia
Zambia

Additionally, the authors of this second edition of the toolkit would like to appreciate the illustrations that have been created especially for the first edition which have been used for this one, considering concepts of grassroots sport in an African context. The creative design efforts have powerfully communicated several key concepts: inclusion, diversity, and community empowerment. The authors of the second edition are grateful to the authors of the first project and edition of the toolkit which included Nana Akua Achiaa Adom-Aboagye, Beverley-Rae Henckert, Leepile Motlhaolwa, Albertina Talonheni Mbalili, Mwaka Musiyani, Febby Phiri and Bronwyn Ann Sumption.

This second edition would not have been possible without the valuable support of the ICSSPE Office staff led by Patrick Stolpmann, Pascal Camara and Bárbara Boaventura. The depth of this additional component to the toolkit was possible through the support and mentorship of Jackie Lauff, Nana Akua Achiaa Adom-Aboagye, Leepile Motlhaolwa, Valereis Geldenhuys, Katongo Bwalya and Marion Keim. We would like to thank Marion Keim for enriching our stay in Cape Town and for facilitating our participation in the 12th Cape Town International Sport and Peace Conference. Grassroots organisations such as Women for Peace and gave us unique experience on how to run grassroots sport organisations.

Foreword

Dear Colleagues and Friends,

In 2022, ICSSPE produced the toolkit *Let's Get Moving Together: A Toolkit for Grassroots Sport Leaders*. Developed with the support of the UNESCO Participation Programme, the toolkit received strong and positive recognition from both practitioners and academics. The success of the initiative within and beyond the African continent, encouraged ICSSPE to once again collaborate with UNESCO on a new project aimed at empowering a fresh cohort of young grassroots sport leaders and refining the toolkit to enhance its reach and effectiveness.

The project, *Stronger Together: Creating Youth Champions to Transform Communities Through Grassroots Sport*, brought together young leaders from South Africa, Zambia, and Namibia. Unlike the first project, which was conducted entirely online, this edition allowed participants to meet in person in Cape Town after weeks of online engagement. This in-person component enriched the experience significantly and culminated in the participants presenting their work at the 12th Cape Town Sport and Peace Conference in South Africa.

Our sincere gratitude goes to UNESCO for their financial support, which made this second phase possible. Their contribution enabled an in-depth exploration of the SDGs integrated into the project, particularly Gender Equality, Education, Peace, Justice, and Partnerships, as well as key elements of the African Union's Agenda 2063. Sport and physical activity, as universal social connectors, play a central role in achieving these shared objectives. Indeed, well-designed grassroots sport programmes can serve as powerful drivers of positive social change.

The success of the project and this second edition of the toolkit is based on a joint team effort with expertise from various continents, professional fields and some of the alumni of the previous project. We are grateful to the initiators and experts from the first project, including Anneliese Goslin, Cora Burnet, Valereis Geldenhuys, Katongo Bwalya, Detlef Dumon, Anne Schomöller, Andrea Blume, Cora Zillich, Pascal Camara and Jackie Lauff. Some of the alumni of the previous project came back as participants to share their experiences, while others, like Nana Adom-Aboagye and Leepile Motlhaolwa, joined the team of experts to share their knowledge with the participants and guide the production of this 2nd edition. I would also like to highlight the invaluable contributions of Jackie Lauff and the ICSSPE Executive Office team led by Patrick Stolpmann, Pascal Camara and Bárbara Boaventura.

Finally, I extend my heartfelt thanks to the participants and authors: Albertina Talonheni Mbalili, Febby Phiri, Mwaka Musiyani, Kebby Liseka Mwangala, Samantha Miyanda, Linea Laimi Ndeukumwa Kapofi, Clarence Friedel Pitt, Bonginkosi Junior Mncwango, Nabo Yaa Plaatjie, and Leeroy Snell. Their chapter on intercultural communication skills enriches the toolkit's depth and practical value, offering meaningful guidance to future leaders across the African continent and beyond as they develop inclusive projects and events. The authors' diverse grassroots sport experiences have strengthened the usability and relevance of this second edition.

Enjoy this second edition and put it into practice!

Prof. Dr. Annette R. Hofmann
ICSSPE President

Introduction

UNESCO awarded funding to the International Council of Sport Science and Physical Education (ICSSPE) for the implementation of the first project in 2021: *Empowering Future Leaders in International Grassroots Sport*. The initiative aimed to contribute to positive social change by empowering young sport leaders from across Africa. Its design and delivery were grounded in the United Nations' Sustainable Development Goals: SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 16 (Peace, Justice and Strong Institutions), and SDG 17 (Partnerships for the Goals); as well as the African Union's Agenda 2063. These frameworks shaped an online symposium and training workshop that equipped participants with essential knowledge and practical competencies for leading community-based sport initiatives.

In 2024, UNESCO once again supported ICSSPE, this time to implement the project *Stronger Together: Creating Youth Champions to Transform Communities through Grassroots Sport*. This second initiative built on the outcomes of the initial project and supported the development of a revised and expanded second edition of this toolkit.

A new Chapter 6 under Part 1, "Intercultural Communication in Grassroots Sport" has been added to the toolkit. Intercultural communication was not included in the first edition, yet feedback from practitioners underscored an urgent need to address this topic to enhance the toolkit's practical impact. This chapter is crucial because it highlights the importance of interacting respectfully and effectively with individuals from diverse cultural backgrounds. Intercultural communication extends far beyond language, it involves understanding how people think, behave, express themselves, and interpret the world around them.

The content for this edition was informed by online expert sessions on intercultural communication and a participatory workshop hosted in Cape Town, South Africa, where participants engaged with the topic through both theory and practice. These engagements enabled the delivery of rich, topical sessions led by experienced scholars and practitioners who contributed African and global perspectives. Key themes included: Introduction and Parameters of Grassroots Sport; Leadership and Empowerment; Networking, Relationships, Equality and Inclusion; Governance and Management; Sponsorship, Suppliers and Fundraising; Sustainability, Monitoring, Evaluation and Learning; and Intercultural Communication.

The second edition of the toolkit has been revised and strengthened by the following team of emerging leaders in grassroots sport:



Nabo Yaa Plaatjie
South Africa



Kebby Mwangala
Zambia



Albertina Talonheni Mbalili
Namibia



Linea Kapofi
Namibia



Febby Phiri
Zambia



Leeroy Snell
South Africa



Samantha Miyanda
Zambia



Clarence Friedel Pitt
Namibia



Bonginkosi Junior Mncwango
South Africa



Mwaka Musyani
Zambia

Grassroots sport (GRS) programmes have been identified as possible contributors to social change in developing countries, particularly in Africa. Many Non-Governmental Organisations (NGOs) that deliver sport for development programmes at the community level face challenges in the design, delivery, and evaluation of GRS sport programmes. With this knowledge and experience, coupled with online training received, participants of the Empowering Future Leaders in International Grassroots Sport project chose to embark on the creation of a toolkit that added to those already available. Participants brought a wealth of knowledge and experience from their respective professional backgrounds including academia, teaching, sport coaching and community leadership.

This combination of knowledge plus experience led participants to the production of this toolkit designed to provide step-by-step guidance for GRS programming, as well as organisational issues and challenges, that those in the field struggle with and do not always have the knowledge or guidance to address. This document is designed as a practical tool that can be implemented towards sustainability of NGOs within the GRS space and prove to be a useful guide for anyone wanting to plan and deliver GRS events and/or programmes.

This toolkit is intended for practitioners within GRS and NGOs within the Sport for Development and Peace (SDP) space. The aim of this toolkit is to empower current and future leaders within the above-mentioned spaces, with appropriate knowledge and skills. The information enclosed in this toolkit can assist practitioners to effectively run organisations, and/or deliver effective programmes and events, to attract and/or retain donors and funders. This toolkit can also be utilised by community leaders from sport clubs, sport federations, schools, local government, community organisations and churches, if the delivery and reporting of their work constitutes community level sport.

Below is a summary of the topics that will be presented in this toolkit:

Topic 1: An overview of GRS and how it can be used to facilitate sustainable development concerns.

Topic 2: Guidelines on how to design a GRS programme and what needs to be considered during and after the process.

Topic 3: Tips on where and how to find resources for your GRS programme.

Topic 4: An overview of the types of support GRS programmes needed and how to get that needed support.

Topic 5: Advice on how to build the right team to make sure your GRS programme succeeds.

Topic 6: A guide on managing intercultural communication in grassroots sport.

Topic 7: A guide and checklist for hosting a successful GRS event in your community.

Topic 8: Tips on how to start collecting, making and maintaining basic equipment that you need for your programme.

Topic 9: Advice on how to make sure that you leave no one out when you start your GRS programme.

Topic 10: Guidelines to help you ensure that everyone in your programme feels safe and is safe.

Topic 11: Tips and examples on how to have a successful GRS event.

Topic 11: Guidelines on how to make sure your programme is on track, and the importance of sharing what has been learnt and achieved.

Topic 13: Advice to help you to make your programme exciting and to keep it running for your current and future participants.

After using this toolkit, readers can be more confidently able to plan and deliver GRS events or programmes and tailor GRS activities to meet the needs of their local communities. Let's Get Moving Together! aims to strengthen programme design and implementation to drive longer term positive social outcomes through sport.

Meet the Grassroots Sport Champions

Hello there, my name is Bupe!
I would like to introduce you to my friends
Faith, Marius, Brenda, Chuma and Prince.
Together we will be guiding you through this journey
on grassroots sport for all. If you are a community
leader or are hoping to be one in the future,
this toolkit will help guide you – just follow
the roadmap!



How's it?
I'm Faith



Haai
my name is
Prince



Hello
there, Marius
here



Bwanji
from Brenda!

Hi,
I'm Chuma



Toolkit Roadmap

The toolkit is organised into three parts and each part has a dedicated colour, just like the colours on a traffic light. Part 1 is the red section and includes many things you need to stop and think about before starting your GRS programme. Part 2 is the green section when you're ready to go and get moving together, and the orange section in Part 3 covers a few things you need to slow down to think and act upon after each activity. If you are planning a GRS programme that lasts longer than one event, simply take another lap around the roadmap to follow the cycle again. Let's get started!



Definitions

Here are some useful definitions that are referred to throughout the toolkit. It might be helpful to return to this page to check exactly what a particular word or term means.

Activity: An action associated with delivering a grassroots sport programme or event. A physical activity that takes place at a dedicated time and place for one or multiple sessions.

Communication: The process of exchanging and understanding information, sharing ideas, giving instructions, and building relationships with people from different cultures, genders, beliefs, and languages.

Cross-cultural communication: The comparison between people from different cultures.

Culture: shapes how people communicate, interpret messages, and build relationships. In cross-cultural communication, understanding cultural differences is essential to avoid misunderstandings and foster meaningful connections.

Disability: Any condition affecting a person's body and/or mind that affects how the person can do certain activities. Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments that may be present from birth or can be acquired during a person's lifetime.

Event: A public or social occasion or activity that is planned and takes place at a dedicated time and place.

Glocal: global and local sport activities.

Grassroots sport: Grassroots sport is physical activity, organised and non-organised, practised regularly at non-professional level for health, educational or social purposes.

Impact: Positive and negative long-term effects produced by the programme or project.

Intercultural communication: Refers to the verbal and nonverbal interaction between people from different cultural backgrounds to ensure understanding and that no miscommunication occurs.

LGBTQI+: Lesbian, Gay, Bisexual, Transgender, Queer and Intersex. The plus usually represents those who are asexual, pangender, pansexual and non-binary.

Outcome: Benefits that a programme or project is designed to deliver.

Outputs: Actions that will contribute to achieving outcomes of the programme (e.g., training, coaches, programme activities).

Physical Activity: Any movement of the body when not resting, that requires energy, such as walking, dancing, running, gardening, housework, or playing games.

Programme: Planned activities to get people active or to teach them new skills or information, whilst having fun.

Project: A set of tasks or activities that is created to achieve a specific goal or outcome.

Queer: An umbrella term used for individuals that are not heterosexual.

Sport: Sport is a physical activity that is governed by a set of rules or customs involving specific

administration, governing body, organisation, and an historical background and often engaged in competitively. Included in the definition of sport are all forms of physical activity that contribute to physical fitness, mental well-being, and social interaction, such as play, recreation, organised or competitive sport and indigenous sports and games.

Sport for All: Sport and physical activity directed towards the entire population, including people of all ages, sexes, and different social and economic conditions to promote health and social benefits of regular physical activity.

Sport for Development and Peace (SDP): The intentional use of sport and physical activity as a tool to contribute to the UN Sustainable Development Goals. Focus is on the full spectrum of development impacts that sport and recreation have on people and communities in terms of a broad range of socio-economic and sustainable development benefits. This includes the development of all sport and specific sport codes or sport types as well as the development of sport federations.

Sustainability: Maintaining the benefits produced by the programme.

Acronyms

COVID-19	Coronavirus Disease 2019
CCC	Cross-Cultural Communication
CSR	Corporate Social Responsibility
CSI	Corporate Social Innovation
DTB	Deutscher Turner-Bund (German Gymnastics Federation)
EU	European Union
FNB	First National Bank (Namibia)
GIZ	German Agency for International Cooperation
GRS	Grassroots Sport
HR	Human Resources
ICC	Intercultural Communication
ICSSPE	International Council of Sport Science and Physical Education
IOC	International Olympic Committee
LGBTQI+	Lesbian, Gay, Bi-sexual, Transgender, Queer, Intersex, Plus
M+E	Monitoring and Evaluation
MEL	Monitoring, Evaluation and Learning
MoU	Memorandum of Understanding
NGO	Non-Governmental Organisation
NOWSPAR	National Organisation for Women in Sport, Physical Activity and Recreation (Zambia)
NSC	National Sports Council (Namibia)
SASCOC	South African Sports Confederation and Olympic Committee
SDGs	Sustainable Development Goals
SDP	Sport for Development and Peace
SOPA	Seeds of Peace Africa International
SSCN	Sport for Social Change Network (South Africa)
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
VIP	Very Important Person
WHO	World Health Organisation

PART 1

Getting Started: Using Sport for more than Sport

*If you close your eyes to the facts,
you will learn through accidents.*

African proverb



1. What is Grassroots Sport?



It is important to understand how sport is defined and how sport can be used as a tool to help people achieve health, educational or social goals, to improve their lives at the community level. The first topic of the toolkit explores what sport is, what sport for development is, what the Sustainable Development Goals (SDGs) are, and how sport can be used as an advocacy tool.

In this toolkit, sport is recognised as all forms of physical activity that contribute to physical fitness, mental well-being, and social interaction, such as play, recreation, organised or competitive sport, as well as indigenous sport and games.

Grassroots sport is defined as amateur level sport at the community level that:

- Can be organised or informal
- Practised regularly at the non-professional level
- Used for health, educational or social purposes
- Directed towards the entire population for people of all ages and abilities



Sport Matters: SOPA Kenya

Sport and Values

There are lots of benefits from playing sport and taking part. These benefits can link to physical fitness, mental well-being and playing with friends. Sport does not have automatic positive effects on participants, but it presents a site where positive outcomes can be achieved. Increased self-confidence, self-discipline, and more positive social interactions have all been observed as outcomes of sport participation. For a person, it can bring a strong sense of self and self-awareness. Children discover themselves by participating with others and can get meaningful feedback that will let them think about themselves. There are also different values that will be discussed in this toolkit: teambuilding, respect, fairness, inclusion, discipline, equality, and perseverance. Sport can bring acceptance, a sense of belonging and friendships.

The table below shows skills and values that can be learned through sport participation.

Skills and values that can be learned through sport participation	
Cooperation	Fair play
Communication	Sharing
Respect for the rules	Self-esteem
Problem-solving	Trust
Understanding	Honesty
Connection with others	Self-respect
Leadership	Tolerance
Respect for others	Resilience
Value of effort	Teamwork
How to win	Discipline
How to lose	Confidence
How to manage competition	

There can be benefits for parents of children who participate in sport. Children can be active and engaged in healthy activities. They can learn good values when supervised by a responsible adult. Also, school children are active students who learn discipline, make friends, and become active in school sport that, in turn, lead to active schools.

Community benefit involves healthy and positive recreation. When community members attend events, there is a chance for them to bond and support their children. This can have positive effects on community integration – bringing people of the community together. In this way, community members engage with others to build a sense of positive community and spirit. Because it exposes youth and parents to the wealth that sport creates, sport can bring communities together.



NOWSPAR: Zambia

Children and youth can express themselves in a variety of ways. Inclusivity allows anyone to do just that and be part of something greater than themselves. Everyone is seen as part of the group, yet allows coaches, teachers, and volunteers to organise opportunities for fun as well as talent identification with those who hope to continue to elite levels of performance.

Sport can help parents understand the importance of participation for health and learn important skills and values. Children can learn about themselves and about the world through play. Sport participation can offer a great setting for learning. GRS should be structured to offer different activities in such a way that all can be accommodated – adults, youth, and children.

Grassroots Sport Programmes in Rural Communities

Most of Africa is rural, and people live far from urban areas. A lot of the time, people in rural communities do not have easy access to transport and must travel to gain access to opportunities. Electricity, internet connection, and running water are also common challenges in rural communities. There is not a lot to do in rural areas, because of high unemployment and this can lead to challenges for the community – like teenage pregnancies, drug and alcohol abuse, as well as crime.

In resource-poor environments, sport activities should be planned to be low cost and accessible. It is important that rural areas offer sport because GRS programmes can be powerful and meaningful ways to bring communities together to learn how to manage some community challenges.



Rural Life Experience in South Africa: South Africa

Using Sport as a Tool for Development

When Sport for Development and Peace (SDP) in a community setting is discussed, the type of development will be different. How development happens looks different depending on the environment you are in. Many countries have limited resources and people prefer different sports such as cricket, football, and basketball. SDP links up with the type of resources that a community has. SDP initiatives are glocal – not just local but also global – like UNICEF and WHO.

Access to sport is a fundamental human right. It is a human right that everybody should have access and opportunity to. The right to sport is mandated in UNESCO's International Charter of Physical Education, Physical Activity and Sport.

The United Nations SDGs were introduced in 2015 and include 17 global goals that are intended to be achieved by 2030. A central promise of the SDGs is the slogan, 'Leaving no one behind'. The reason behind the 17 SDGs is to end poverty and address the multiple effects of poverty. 'Leaving no one behind' speaks to reaching the most vulnerable and delivering on different goals and targets.

The different types of SDGs that sport is linked to includes good health and well-being (SDG 3), quality education (SDG 4), gender equality (SDG 5), decent work and economic growth (SDG 8), reduced inequalities (SDG 10) and partnerships for the goals (SDG 17).

3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



5 GENDER EQUALITY



8 DECENT WORK AND ECONOMIC GROWTH



10 REDUCED INEQUALITIES



17 PARTNERSHIPS FOR THE GOALS



Sport itself is not positive or negative. It depends on how sport is organised and delivered, recognising that there are many things that can also lead to potentially negative outcomes (for example: cheating, doping, fixing matches, and human rights violations).

When used with a strong programme design, well-intentioned aims and objectives, sport can be delivered with safeguards that can contribute to positive and long-lasting social change.

Advocacy involves raising awareness about different issues. Advocacy happens at local, national, and international levels. Organisations that advocate for sport include international organisations. An example of advocacy is UNICEF having David Beckham as a global ambassador, using sport to advocate for ending violence against children. The National Organisation for Women in Sport, Physical Activity and Recreation (NOWSPAR) uses sport to promote the rights of women and girls in Zambia. In South Africa, the Sport for Social Change Network (SSCN) is doing valuable and effective work in grassroots sport. Most recently, they have improved employability and employment opportunities for volunteers, peer educators, or youth leaders in the sport for development sector.

I hope that now you have read through the first topic, you understand that sport is about more than just playing or competing, especially at the community level. I hope that you now see that sport can teach children and community members to be better global citizens, to advocate for change, and to live healthy and active lives.



References

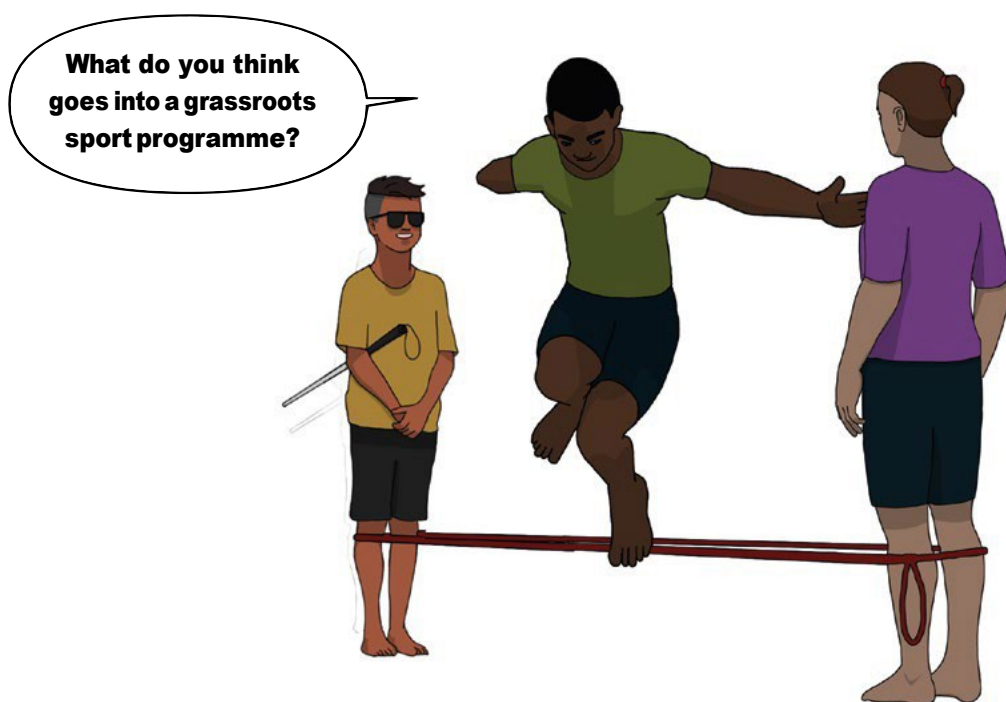
Commonwealth Secretariat. (2015). Commonwealth youth sport for development and peace working group. https://www.sportanddev.org/sites/default/files/downloads/sport_for_development_and_peace_youth_advocacy_toolkit.pdf

International Platform on Sport and Development. (2022). 14 Project management tools. <https://www.sportanddev.org/en/toolkit/project-management/14-project-management-tools>

UNESCO. (2019). Sport values in every classroom. <https://www.icsspe.org/system/files/Sport%20Values%20in%20Every%20Classroom.pdf>

Vaughn, C. (2021). The ultimate guide to advocacy campaigns (+best practices). <https://www.muster.com/blog/advocacy-campaigns>

2. How to Design a Grassroots Sport Programme



Throughout this toolkit GRS leaders can prepare to deliver a sporting programme that could be for one day, or a programme that takes place over many days.

Programme Design

The next section of the toolkit focuses on designing the actual programme for the sport activity that a leader can give to people.

It is important for an organisation to consult with stakeholders to identify what the community needs, what activities are required, and if they have appropriate resources. A stakeholder is anyone who has an interest in the organisation. These can include government leaders, ministry of sport, local municipality or council authorities, teachers, participants, spectators, and parents.

Also important is identifying the right target audience for a sport programme in terms of who is involved – older people, youth, or those with disabilities. As a grassroots leader, providing sport activities that allow for mass participation is important.

Choosing the right tools (sport and games) and assessing available spaces is also important. In many rural communities there are many open spaces that can safely be used for sport; in the city, however, it can be more difficult to find appropriate spaces to play. The type of space needed is an important consideration, as well as sports chosen, because they will have an impact on equipment needs too.

There are a few points that need to be considered in the programme design:

- What is GRS – the most basic setting in the community where people do not need to pay to play (informal settings, schools, community centres)?
- Where will people play – parks or community settings?
- What activities will be provided? Ask those who will participate.

Below are some important examples of what to think about before beginning a GRS programme, and some things to think about after having begun. This is to make sure that a programme can have little funding yet continue, whilst searching for more support and resources (including funding).

What to Think About Before Starting a GRS Programme

- ✓ Find the community leaders, introduce the team, what the programme is about, and why there is a need.
- ✓ Indicate what the programme can do for them, what they can get from the programme, and what the programme can do for the community. Then let them know what is needed from them.
- ✓ Give them examples of what the programme looks like and why it is important for the community and its participants.
- ✓ Ask the community leaders:
 - What the challenges in the community are, especially for the children and youth – this will help later in putting together the programme.
 - Who they think can help with the programme when it begins.
 - What schools, space and/or land in the community can be used for the programme and who needs to provide permission for use – this is very important, especially if there is no money to rent space.
- ✓ Think about what resources are needed to start the programme.
- ✓ Find out if there are government officials or NGOs in the community or in nearby communities, so that they can be met with.
- ✓ Meeting with officials (government and school) and NGOs will present information that is needed to start the programme.
- ✓ It is important not to try to do everything alone when trying to start a GRS programme.
- ✓ After community leaders have identified people who could help with the programme, contact them and have a meeting.
- ✓ Find out what the identified people will need to have them as volunteers and programme supporters.
- ✓ Cover volunteer expenses, such as reimbursement for travel costs, or offer a small stipend or allowance to volunteers if resources permit.
- ✓ Invite parents/guardians and the youth in the community to a meeting to find out what kind of sport and activities they would like to do if a programme started.
- ✓ The meeting with youth and parents/guardians can help determine what sport and activities are in the programme, and who can help start the programme (coaches, volunteers, administration).
- ✓ All the information mentioned above, will also help you put together a report to present to potential donors or funders – showing them what has been begun with little resources.

What to Think About When Starting a GRS Programme

- ✓ Always check in with participants – once a week/month:
 - Find out if they are enjoying the programme activities and the sports being offered – this will provide information about their level of excitement about the programme.
 - Ask participants if they have any ideas for the programme or things they would like to do – this can give them ownership of the programme and show them that their suggestions are important.
- ✓ Keep notes on how the programme affects participants:
 - Example: if there was a participant who behaved badly or disrespectfully when they started the programme and they later became more positive, find out if the programme helped with this. Such information can be used to show that the programme is achieving planned outcomes.
- ✓ Have a meeting once a month or once a quarter (every few months) to share the progress of the programme and positive changes it is having on participants.
- ✓ Be creative – always think of ways to make the programme better.
- ✓ Think of ways to include social awareness training with sport activities.
- ✓ Always think of contingency plans – plan for future challenges (even if they do not happen).
- ✓ Always keep a record of what is being done in the programme – this will be helpful for future planning.

It is important to design a programme that will cater to the needs of the community. Once community needs are known, types of resources needed to provide sport in the community will be found.

Reading through this section should now make you feel comfortable in designing a GRS programme in any context, be it rural or urban. You should also feel confident and comfortable enough to start a small programme in your community and share this new-found knowledge with others.



References

Barça Foundation & UNICEF. (2021). Playing the game: A framework for successful child focused sport for development programmes.

<https://www.unicef-irc.org/publications/pdf/Playing-The-Game-Main-Report.pdf>

Chalip, L., Green, B., Taks, M., & Misener, L. (2016). Creating sport participation from sport events: making it happen. *International Journal of Sport Policy And Politics*, 9(2), 257–276. doi: 10.1080/19406940.2016.1257496.

UNESCO. (2022). Fit for life: Using sport to drive health, education and equality outcomes. <https://en.unesco.org/themes/sport-and-anti-doping/fitforlife>

3. Finding Resources



In this section, different types of resources that GRS leaders need to keep in mind (financial, human, physical, information and time as a resource) will be discussed. Although resources need to be found, their management is also important. Resources are as important as money and essential to delivering successful GRS programmes.



Financial Resources

This section is about financial resources: what is needed to have a proper budget, how to find sponsors, and how to keep sponsors.

Money or some types of financial and material resources are needed to support sport programmes. Funding can be gotten through different sources such as local or international sponsors (giving money or in-kind contributions). Some of them may come from the public sector, government, development partners, corporate sponsors, or donations from individuals. Businesses have also created ways to support community programmes through what is called Corporate Social Responsibility (CSR) or Corporate Social Innovation (CSI). These projects help businesses invest in communities where they do business or where they have a client base.

Potential Funding Sources

There are many places to look and ask for funding. There are also many international projects or activities that leaders can approach for funding assistance. Local sources of financial support can include government departments such as health or education departments, media, radio stations, shops, banks, airlines, or small businesses.

Defining what is needed and how much each item costs are important first steps in planning a budget. To seek different types of funding it is important to be proactive and use phone calls, emails, meetings, and formal sponsorship letters and proposals that include detailed plans and budgets. The values of potential funding partners must also align with values of the organisation or programme.

Examples of Financial Resources

Local: Municipalities, local shops (Spar, Pick n Pay, Checkers), petrol stations, radio stations, government departments (transport, health, education), local organisations, other NGOs, banks

International: World Health Organisation (WHO), corporate companies (Nike, Adidas)

Fundraising events:

Member involvement?

Community involvement?

How? Online, door to door, raffle? Prizes?

Identifying Needs

Some homework needs to be done to link what to fund and how to find the funding. A budget must be completed that shows income (money that is received from other means) and expenses (how much will the event/programme cost).

For example, if a basketball court must be rented, if equipment is to be bought or rented, if volunteers need to be paid, if participants need transport to get to and from the event, if food packs are needed – these would all be part of expenses. The cost of each must be listed, totalled, shown at the bottom of the budget. Below is a sample of a grassroots sport event budget.

Examples of Budget Items

Whether planning to deliver an event or a longer-term programme, a budget needs to be developed that includes costs. Ongoing costs, like staffing, office expenses, administration, and office supplies, are part of expenses. Hosting costs can include transport, trophies, catering (lunch packs, juice, fruits), t-shirts for volunteers, sport equipment, microphone/sound system rental, signage and banners, water bottles, and t-shirts for participants.

Here is a sample budget showing how to list items, along with a description of each, how many of each item will be needed, and how much it will cost in local currency.



Sample Budget	Sports Fun Day in Mitchell's Plain, South Africa	
Item	Description	X (Currency)
Income		
Nike	Cash	X 10500.00
PEP (in-kind)	T-shirt Sponsor (60 shirts)	X 2500.00
Total		X 10500.00
Expenses		
Venue (cash)	Local school basketball court	X 1000.00
Transport (cash)	Mojela Bus services (how many buses)	X 2500.00
Volunteers (cash)	X250 x 10 volunteers	X 2500.00
Food (cash)	Lunch packs for participants and staff (60 x X50)	X 3000.00
Equipment (cash)	Soccer balls, cones, whistles, bibs (how many of each)	X 1000.00
Total		X 10000.00
	Income – Expenses = Grand total (must be positive or zero to break even)	X 500.00

How to Keep Funders

Funders want to partner with organisations that will hold successful events and be good partners with strong positive reputations. Because funders are in business, they still want to receive something in return for their partnership.

Grassroots sport leaders need to:

- Be open and honest with funders
- To report honestly on the status of the programme – is it succeeding or failing?
- Provide reports about how planning is going, how the event was conducted, and how the event can be improved the next time.

Goals for the programme need to be realistic so that they can meet the return on investment for the funder. Money is an important resource as it helps in providing sport programmes in communities, but it is also important to find partners and sponsors who share similar values of GRS programmes.

Physical Resources

Physical resources in terms of equipment and facilities depend upon the type of sport or activity that is being provided. There are a few considerations that need to be made before a GRS programme or event is begun:

- 1) What type of sport is being provided?
- 2) What type of facility is required? Indoors or outdoors? A field or community hall?
- 3) Are there changerooms for privacy? Is it appropriate for young girls or women to change into different clothes to play sport?
- 4) Are there bathrooms?
- 5) Is there running water to wash hands and fill up water bottles?
- 6) What equipment is needed? Example: Jump ropes, cones, soccer balls, rugby balls, netballs, bean bags, soccer posts, scoreboards, protective gear (helmets, padding), first aid kit.
- 7) Do participants require any specific clothing, or can they play in their day-to-day clothes? Playing shoes, clothes, bibs (blue/red team)?
- 8) Are medals or trophies appropriate? If so, to whom and how many?

Examples of Physical Resources

Facilities: community parks; community halls; school grounds; sport fields, indoor or outdoor, single- or multi-purpose courts or fields.

Bathrooms.

Changerooms.

Running water.

Equipment:

Identify types of activities being provided – indicate what equipment is needed.

Jump ropes, cones, soccer balls, rugby balls, netballs, bean bags, soccer posts, scoreboards, protective gear. Number of each type of equipment required.

Medals or trophies

To all participants, by age categories, by sex, by event.

Human Resources (HR)

People are an essential resource in the delivery of GRS. These include full and part-time staff, volunteers, youth clubs or centres, or any individual who wants to help run the sport. This extends into the management and officials such as referees, umpires, and score keepers.

An important point to remember for those considered as resources is to have appropriate training and skills. Referees and umpires need to know what they are doing and have the right training. Look for people who have internships who can assist with the sport programme.

Important points to consider when selecting HR for sport programmes:

- Ensure the facilitators have police clearance if possible.
- Those selected need to be teachable.
- They understand and can show they can provide and deliver sport programmes (once they have been exposed to training).
- They have good communication skills.
- They are knowledgeable about their community.
- Consider gender, inclusion and appropriate education in those selected to deliver programmes.
- What type and the number of people required to facilitate a GRS event or programme – a small event requires fewer human resources than a large one.

Examples of Human Resources

Facilitators
Volunteers
Coaches
Community leaders
Teachers
Administrators
Organisers

How many HR are required?

What are their responsibilities?



Time as a Resource

Sometimes women and girls do not always have free time. They may have to make supper, look after children, or work outside of the house in addition to house duties. If girls and/or women are to be serviced, an understanding of programming that includes them is important.

Examples of Time Considerations

Ask what are the best times that are available for women and girls to participate in a GRS programme? Adapt/provide additional events/ programmes to accommodate women and girls accordingly Additional assistance- minding for siblings/children while individuals participate



Information Resources

Information resources refers to where information is gotten from. Where do those involved in programmes get their information from? This will assist in the sharing of information. Answering these questions will help to identify the type of physical resources needed to deliver a particular programme or event. Try to be as specific as possible and identify the type and quantity of each resource.

Examples of Information Resources

Social media
Word of mouth via local community clubs and youth leaders
Posters
Advertisements
Roadshows
Radio
Television

Resources discussed in this section provide an introduction on how GRS leaders can access, plan, and manage the type of resources that are required for the event/programme. It is important for leaders to have a clear what, why, how, for whom, how many, and how much.



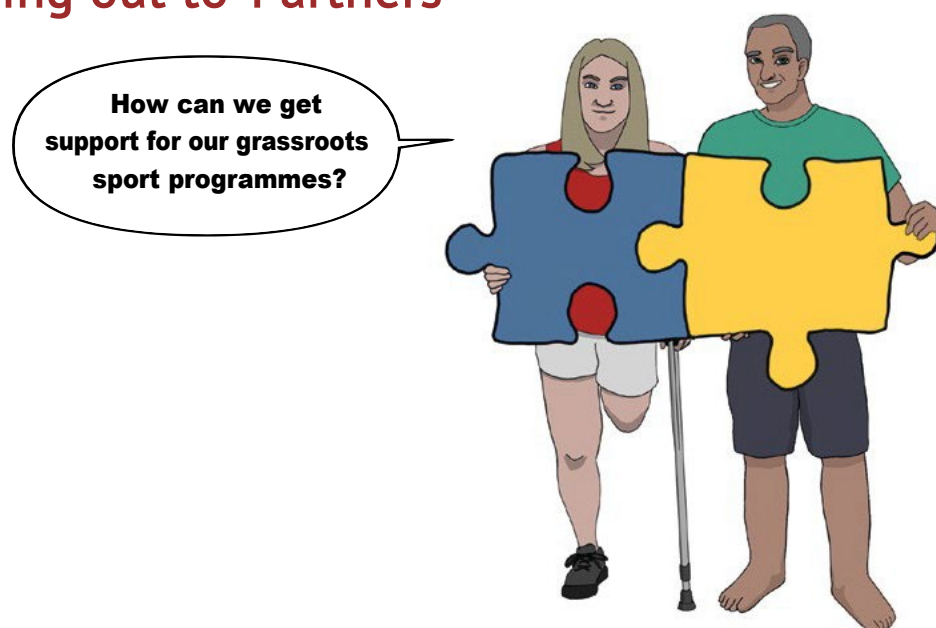
**This section was a lot, wasn't it?
Do not worry, you do not have to start with all of our
suggestions immediately. Start small and build up as your
programme grows. For example, you can start working on your
human and physical resources, and as you find your feet,
you can then work on your financial and
information resources**



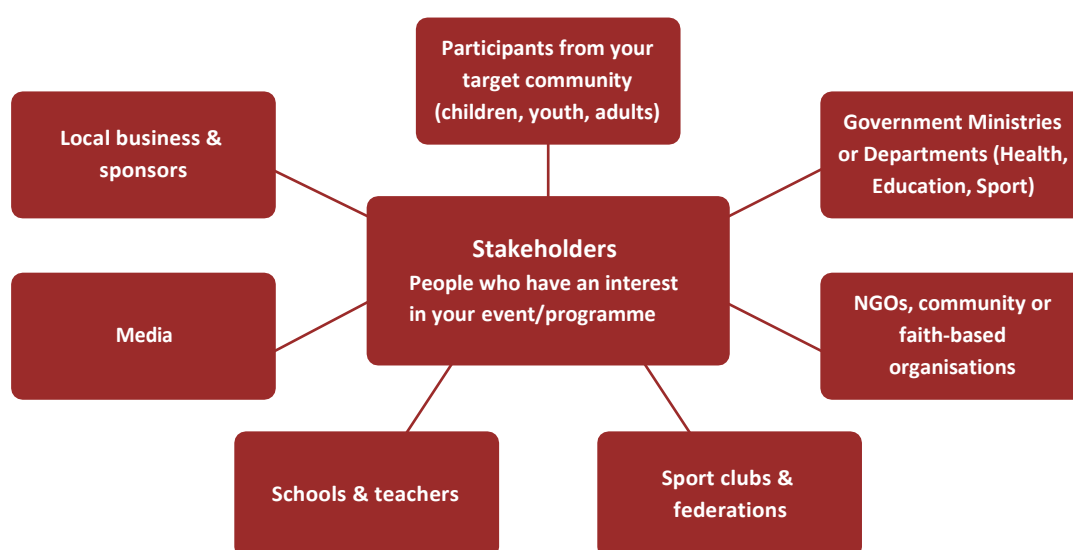
References

- Doherty, A., Millar, P., & Misener, K. (2020). Return to community sport: Leaning on evidence in turbulent times. *Managing Sport and Leisure*, 27(1–2), 1–7. doi: 10.1080/23750472.2020.1794940
- Filo, K., Fechner, D., & Inoue, Y. (2020). Charity sport event participants and fundraising: An examination of constraints and negotiation strategies. *Sport Management Review*, 23(3), 387–400. doi: 10.1016/j.smr.2019.02.005
- Sumption, B., & Burnett, C. (2021). Live in the moment, educate for life: Lessons for life-long participation in structured physical activity. *Journal of Physical Education and Sport*, 21(1), 165–173. doi: 10.7752/jpes.2021.01023
- Svensson, P. G., & Hambrick, M. E. (2019). Exploring how external stakeholders shape social innovation in sport for development and peace. *Sport Management Review*, 22(4), 540–552. doi: 10.1080/23750472.2020.1728068

4. Reaching out to Partners



Partnerships in GRS refer to key individuals or organisations that hold stakes within the grassroots events or programmes. There are many different types of stakeholders, and it is important to assess which stakeholders are really interested in and influential for programmes. The chart below shows examples of the different types of stakeholders who could be involved and influential with your GRS event or programme.



Partnerships

Partnerships within grassroots sport refer to formal agreements between the organisations that can enter into partnership agreements with government departments (Example: health, transport, education), corporate sector, schools, or media houses.

Partnerships are important for GRS and collaboration (including formal partnerships) can have many benefits. These benefits range from sharing resources, gaining access to infrastructure, and equipment, reducing costs and providing programmes efficiently and effectively. An example of a partnership could be a department of health with a GRS organisation to promote and provide physical activity within a community.

Many local partnerships or stakeholders could be invited to be part of GRS events or programmes. People offering a programme or event get buy-in (support) and participation from the local community. In some cases, local businesses may also offer sponsorship, or the local municipality could make facilities available and provide other services.

How to Approach Potential Partners:

- Research the potential partner to be approached. What is their business, their vision and mission statement, and past project involvement?
- A clear-cut proposal is necessary. What is the organisation intending to achieve, what is needed from them as a 'partner', and what can they expect in return?
- Develop an attractive proposal for potential partners to want to be involved.
- Include a project budget.
- Include monitoring, evaluating, and learning outcomes (See MEL section).
- Good initiatives need to be shown at an organisational level (how participants and volunteers are involved, fundraising ideas).

It is important to prepare the appropriate documentation (budget, proposal, about the organisation information) that speaks directly to a potential partner. To confirm a partnership, document the terms of the partnership in writing, with an agreement or memorandum of understanding (MoU) that outlines the responsibilities of each group that is agreeing to partner together.



We all have great ideas, but we cannot always make them a reality on our own, especially in GRS. I hope that this section has shown you how important partnerships are for a successful programme and that potential partners can be found right there in your community. I also hope that you now have enough confidence to approach potential partners in the future!

References

fundsfor NGOs. (2022). Sports development centre proposal.

https://app.createyourproposal.com/index/proposal/Sports_Development_Centre_Proposal

Harris, S. (2019). The global challenge of growing sports.

https://www.playthegame.org/news/news-articles/2019/0603_the-global-challenge-of-growing-sports/

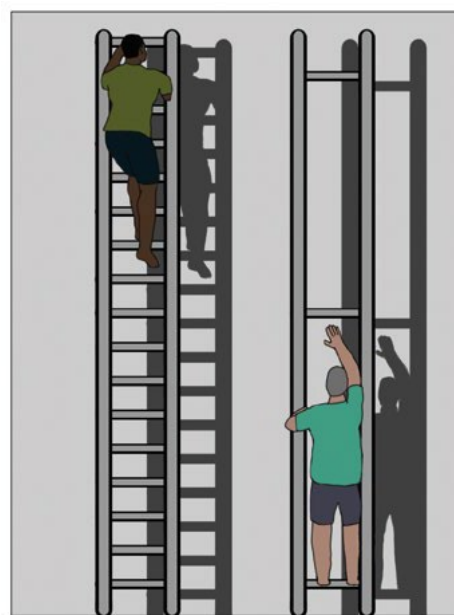
Resource Centre. (2022). Planning a funding application.

<https://www.resourcecentre.org.uk/information/planning-a-funding-application/>

UNDESA. (2020). Grassroots sport diplomacy project reporting template.

<https://www.un.org/development/desa/ageing/wp-content/uploads/sites/24/2020/09/Grassroots-Sport-Diplomacy-Project.pdf>

5. Building a Leadership Team



There are many elements needed to manage a GRS event or programme. A good leader will find people to help, offer a fun and rewarding experience for everyone so people are inspired to keep coming back to help. People are the essence of GRS and if the right people are recruited, it is possible to engage individuals and their families for many years.

How Many People are Needed?

The success of a GRS programme or event is largely determined by the people who lead and deliver it. Every step counts toward the success of a programme regardless of whether someone is managing sponsors, handling money, coaching sport and games to children, or helping to set up and pack up equipment. Everyone wants to feel like they are valuable members of the group and that their efforts help to make a difference to their community.

When planning a programme or event, an important step is identifying how many people are needed at various times, what their roles will be, and what skills they need to have in order to perform those roles. It is not only the number of people that is important, but also what they bring to events and programmes in the form of diversity, equity, inclusion and belonging. When recruiting the group, it needs to reflect the level of diversity in the community. For example, including men and women, people with and without disabilities, people from different ethnic or religious backgrounds. Having a diverse group can provide a stronger representation of the community and its involvement.

People who work or volunteer for GRS programmes usually share similar values about what sport means for everyone, and how important it is to bring communities together to drive positive social change.

Recruiting a Team

Finding staff and volunteers can be a challenging task. Using a variety of recruitment tools can help to spread the word in a community. Some strategies for recruiting volunteers include:

- Word of mouth (having players and participants spread the word to their families and friends).
- Using flyers on notice boards at schools and sports venues when looking for teachers or sport coaches.
- An option for people to sign up to volunteer on an event entry form. Be specific to ask not only if they want to help, but what skills they have to offer.
- Recruitment of volunteers from the target community where the programme or event will take place. They need a strong cultural understanding that can also save costs of transporting volunteers from nearby villages or townships.

If the team will be delivering GRS activities to children, it is also important to have a police clearance for each person (if possible) or that steps are taken to screen new volunteers through interviews and letters of reference.

Regardless of which methods are used, take steps to reach out to and attract people to support GRS programmes or events. People might join a programme or event for a short time and then find that they get busy with other things like work, studies, or other priorities that make it harder for them to continue. It is a good idea to recruit more people than are needed at the start to be prepared, in case some people can no longer volunteer.



Namibian Gymnastics: Namibia

Training a Team

No matter what role the team will perform, it is important that members know exactly what to do and complete some form of training or briefing before the GRS event or programme. Training might be formal (like a coaching or refereeing course) or informal (like a short meeting at the field an hour before the event starts).

Volunteers value training and certificates in GRS that can also help to build transferrable skills that will be useful in other areas of their lives – such as in the workplace. They may also have skills in particular areas but be looking for new ways to be challenged and to try different roles and experiences. It is a good idea to also find out what motivates members of a team and how they can be best supported.

If the team is also delivering sport for development programme activities, they will need to be confident and skilled in delivering not only sport-based activities but also in delivering development outcomes that the programme is addressing (such as child protection, gender equality or social inclusion).

Managing a Team

Clear instructions on where to go, at what time, what to wear, anything they should bring (water bottle, hat, running shoes) are vital. It is also a good idea to make sure people know who they can turn to for help and direction during the event or programme.

At the end of every session or event, recognise the efforts of every team member and determine what might motivate the volunteers to keep coming back – for example certificates, meal vouchers, transport reimbursement for bus or taxi fares, mobile phone credit or give aways from sponsors (example: hats, shirts, or drink bottles).

Keeping Volunteers

In GRS, it can be easier to recruit volunteers and more difficult to encourage them to keep coming back. After making the effort to recruit and train people, it can be very frustrating if they decide not to come back. Creating a fun and friendly culture in a team can help to build a sense of pride, belonging and a sense of responsibility to the community. Some people will be inspired by opportunities for personal growth and to keep reaching new levels of training and development or trying out new roles to development skills and experience over time. It is important for roles to be changed from time to time, so people are challenged and have new opportunities to learn and work alongside different people.

A simple thank you at the end of each event will also go a long way. If a programme lasts for a longer time, think about what kind of incentives people might look forward to (for example, a certificate recognising each year of their service presented at a team function).

Appointing a Committee and Coordinator

A good way to make sure a GRS programme or event runs smoothly is to create a committee to manage logistics. Committees are best when they have a small number of people who are committed, reliable, have different skills, and can be trusted.

Everyone on the committee should have a dedicated role and set of responsibilities. A committee might include a:

- Chair
- Vice-chair
- Secretary
- Treasurer
- Three/or more members

If an event is smaller, it might not be necessary to have a committee, but it is still a good idea to have a coordinator to oversee everything. A coordinator should have good skills in leadership, communication, organisation and problem-solving as well as being positive and enthusiastic when dealing with other people. A committee can also appoint a coordinator.

The committee and coordinator should be recruited well before the GRS event or programme takes place. It might be necessary to have many meetings together to plan all the various components that will need to be managed, including things like:

- | | | |
|----------------|-----------------------------|---------------------|
| • Catering | • Marketing & Communication | • Ceremonies |
| • Draw/Results | • Equipment | • Sponsors |
| • Competition | • VIPs | • Health and Safety |
| • Volunteers | • Facilities | • Prizes |
| • Finance | • Insurance | |

Here is an example of the type of voluntary roles and responsibilities that are required to deliver GRS. This example is from a gymnastics tournament in Namibia. While some of these specific officials are relevant for gymnastics, what is most important is listing all the roles, how many people are required for each role and exactly what their duties and responsibilities will be.

Example of Volunteer Roles: Namibia Gymnastics Grassroots Sport Event

The Event Committee appoints the following people to each of the roles below and provides training and a detailed briefing before the event so each person understands roles and responsibilities before, during, and after the event.

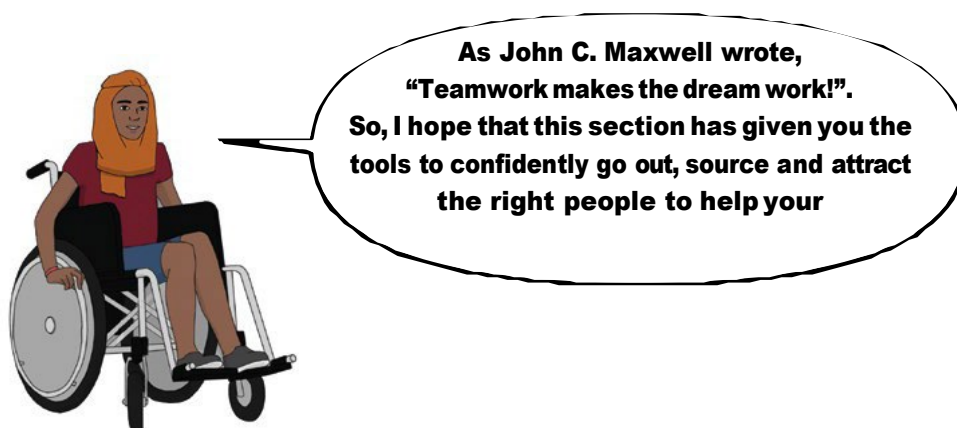
Volunteer Role	Duties
Steering Committee	Liaise with all appointed officers.
Officials Judges or Referees Volunteers	Responsible for officiating at the event. Preparing all score sheets, score slips, flags, stationary. Arrange music or traditional music for the event if needed. Arranging meetings of all officials working at the event.
Clerical Officer	Photocopying, distribution of scores and other information, correspondence. Name lists of participants, all officials and VIP guests, tickets for public entrance if the event is not free.
Officer of Ceremonies	Announcements, awards ceremonies, certificates (diplomas), opening and closing speeches, and vote of thanks.
Officer of Scoring	Control scoring, diplomas / certificates, score keepers.
Officer of Transport	Transport schedules, transport to and from stations/ busses/ taxis.
Technical Officer	Equipment set-up, apparatus, sound systems and music.
Officer of Venues	Event venue or sports field, changing rooms, toilets, catering facilities.
Medical Officer	Medical personnel, venue and facilities for medical personnel.
Media Officer	News media, TV/Radio, public relations, electronic media.
Hospitality Officer	Hospitality committee, appoint host / hostesses for different schools, honorary guests, VIPs (sponsors, donors, suppliers, school principals, sports officers).
Financial Officer	Financial reports must be finalised at the end of the event.
Evaluator / Reporters	Evaluators / Reporters should draw up reports at the end of the event.

This is an example of a larger grassroots sport event that includes organised sport competition and needs many people to manage the various roles and responsibilities. And each one is integral for the smooth running of the event.

Handy Tips for Attracting Volunteers

- Be prepared and organised
- Make people feel needed
- Offer training and learning opportunities
- Help each volunteer grow and be challenged
- Provide a warm and welcoming environment
- Show appreciation
- Respect their time
- Communicate well

Building a team for the first time can be challenging but it will get easier over time as people see the success of a GRS programme and keep returning to help. Volunteers are an important strategic resource for GRS programmes that should be actively mobilised.



**As John C. Maxwell wrote,
“Teamwork makes the dream work!”.
So, I hope that this section has given you the
tools to confidently go out, source and attract
the right people to help your**

References

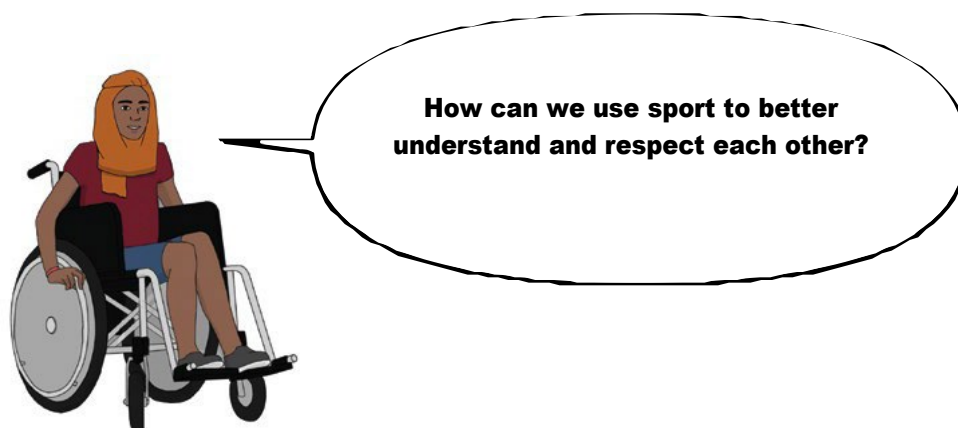
Barça Foundation & UNICEF. (2021). Getting into the game: Understanding the evidence for child-focused sport for development.

<https://www.unicef-irc.org/publications/pdf/Getting-Into-The%20Game-Main-Report.pdf>

Giulianotti, R., Collison, H., & Darnell, S. (2021). Volunteers in the sport for development and peace sector: Antinomies, liminality, and structural relations, *Sport, Education and Society*, 26(9), 952–965. doi: 10.1080/13573322.2021.1901683

SMG Technologies. The impacts of volunteering for local sports. December 21, 2016. <https://www.sportanddev.org/en/article/news/positive-impacts-volunteering-local-sports>

6. Intercultural Communication in Grassroots Sport



Sport brings people together from many different backgrounds, cultures, and languages. As a grassroots sport leader, coach, or volunteer, understanding how to communicate across cultures is an important skill.

This section of the toolkit will help you build stronger connections and create an environment where everyone feels respected, included and valued.

Understanding Intercultural Communication

Intercultural communication means interacting with people from different cultural backgrounds in a way that shows respect and understanding. It is not only about speaking different languages, but also about learning how others think, act, behave, and express themselves.

Cross-cultural communication:

Communicating with people from different cultural backgrounds in ways that recognise and adapt to cultural differences so that understanding is clearer.

Definition of communication:

The process of exchanging and understanding information, sharing ideas, giving instructions, and building relationships with people from different cultures, genders, beliefs, and languages.

Grassroots sport leaders often work across many languages, customs and belief systems. Effective intercultural communication begins with reflecting on and understanding your own cultural identity, values, biases, gender norms, and past experiences.



NOWSPAR: Zambia

Self-awareness and reflection can help you recognise cultural differences and similarities between your own culture and those of others. It is important to be flexible and open to change and new ways of doing things and to be ready to adapt your behaviour and communication style when needed.

Grassroots sport leaders should also model values such as respect and empathy, encourage open dialogue, and address inappropriate behaviour constructively. This helps to build trust. Building trust is an important element of intercultural communication along with checking your assumptions, seeking feedback, and continuously developing and improving your own communication skills.

Cultural factors can influence communication in many ways. In grassroots sport this includes for example:

- A coach explaining a drill to players from different communities or countries.
- A coach leading a game where players have different beliefs about fairness and respect.
- Team members celebrating wins and handling losses in ways that respect different cultures.

Successful grassroots sport delivery depends not only on technical expertise, but also on the ability to connect meaningfully across cultural boundaries and to adapt communication so that every participant feels respected, understood and included.



NOWSPAR: Zambia

Types of Communication

Communication in grassroots sport happens in many ways. Players and coaches use spoken words (verbal communication) and body actions (non-verbal communication). These two types of communication help teams understand instructions and strategies, work well together, and share reflections and experiences.

Verbal communication: includes talking during sport sessions, explaining activities and games, checking for understanding, and sharing reflections and learning.

Non-verbal communication: includes facial expressions, hand signals and gestures, body language, and tone of voice.

Learning to communicate effectively with both verbal and non-verbal skills is important for grassroots sport leaders, not only to teach essential sport skills but also to create safe and inclusive environments where everyone feels accepted.

Building Cultural Understanding

People of all ages and abilities can learn valuable communication skills through fun games and activities. When planning warm-up activities, games and grassroots sport sessions, you can also include fun games that aim to develop cross-cultural skills and understanding.

Warm up games and simple ice-breaking activities that involve passing or kicking a ball could also include cross-cultural components for example:

- Inviting participants to share their name, what it means, and where it comes from.
- Helping participants discover similarities and differences by asking them to find a partner or form groups based on shared interests and experiences.

Creating space for sharing and reflecting together after a sporting session or activity is also a powerful way to develop intercultural communication skills. Reflective questions may include:

- What did I learn about others today?
- How did I adjust my communication to include everyone?
- What can I do better next time to make the environment more inclusive?



NOWSPAR: Zambia

In small groups circles – sometimes called “solidarity circles” – grassroots sport coaches can lead and facilitate these discussions and encourage each participant to share their reflections and learning.

Case Study: Training Sport Leaders in Zambia

Coach Chuma and her team started a community sports programme in Lusaka’s Jack compound to help 100 young participants from Nsenga, Ngoni, Bemba and other cultural groups to learn and play together.

The programme aimed to use sport as a tool to foster intercultural understanding, teamwork, and inclusion among young people, recognising that good communication and cultural understanding are just as important as sport skills in building strong and united teams.

As part of the programme, grassroots sport coaches received training on intercultural communication and positive coaching. Through the training, coaches:

- learned basic phrases in Nsenga, Ngoni, and Bemba to communicate more effectively with young players and to build mutual respect;

- attended local cultural events, asked respectful questions, and took time to learn about participants' family and cultural backgrounds;
- practiced active listening by giving full attention to participants, asking follow-up questions, and confirming understanding before responding;
- encouraged participants to share cultural practices and traditions with the team, helping everyone feel valued and included.

Young people were encouraged to share the meaning and origin of their names as well as the cultural significance behind them. They were also invited to demonstrate songs, games, dances or traditional greetings from their cultures. After training sessions, coaches facilitated group discussions where players could reflect on and share what they had learned about teamwork, respect, and communication.

Most participants reported better relationships with teammates from different cultural groups, along with greater cultural awareness and stronger teamwork. Conflicts decreased, and coaches observed more positive behaviour and improved sportsmanship.

Some challenges remained, including language differences and occasional cultural misunderstandings. However, coaches adapted their communication approaches and worked closely with families and community leaders to strengthen trust and mutual understanding.

This case study demonstrates how providing intercultural training for grassroots sport leaders can promote understanding, respect and inclusion in culturally diverse communities.

Tips for Communicating Effectively Across Cultures

Grassroots sport leaders work with people from many different cultures and backgrounds. These practical tips can help you create safe and inclusive spaces in your communities:

1. Communicate clearly

- Use simple, clear language that everyone can understand.
- Practice active listening, ask open questions, and check for understanding.
- Encourage open conversation and welcome different viewpoints and perspectives.
- Use body language, demonstrations and visual aids to support verbal instructions.
- When needed, use translators or interpreters, including sign-language support.

2. Follow cultural guidelines

- Treat everyone with fairness and kindness.

- Recognise that people may think, communicate and behave differently based on their cultural background.
- Be aware of your tone, gestures, and choice of words, as these may have different meanings across cultures.
- Always ask for consent before using physical contact to teach skills (for example, when adjusting body positions or demonstrating a specific sport movement or skill).
- Take time to understand cultural considerations and continue developing your own communication skills.

3. Create inclusive environments

- Show empathy, humility, and genuine interest in participants' experiences.
- Create safe spaces for participants to share cultural traditions and personal stories.
- Celebrate cultural diversity and set clear expectations for respect and teamwork.
- Ensure activities, schedules, and facilities are inclusive and do not disadvantage any group.
- Model the behaviours and values expected of participants.

Intercultural communication is an essential skill in communities, where cultural diversity is both a source of richness and a potential source of misunderstanding.

When communication is handled with sensitivity and respect, sport can become a powerful platform for connection, learning and inclusion across cultures.

This chapter was designed to help you become a stronger communicator. Keep learning and leading with purpose!



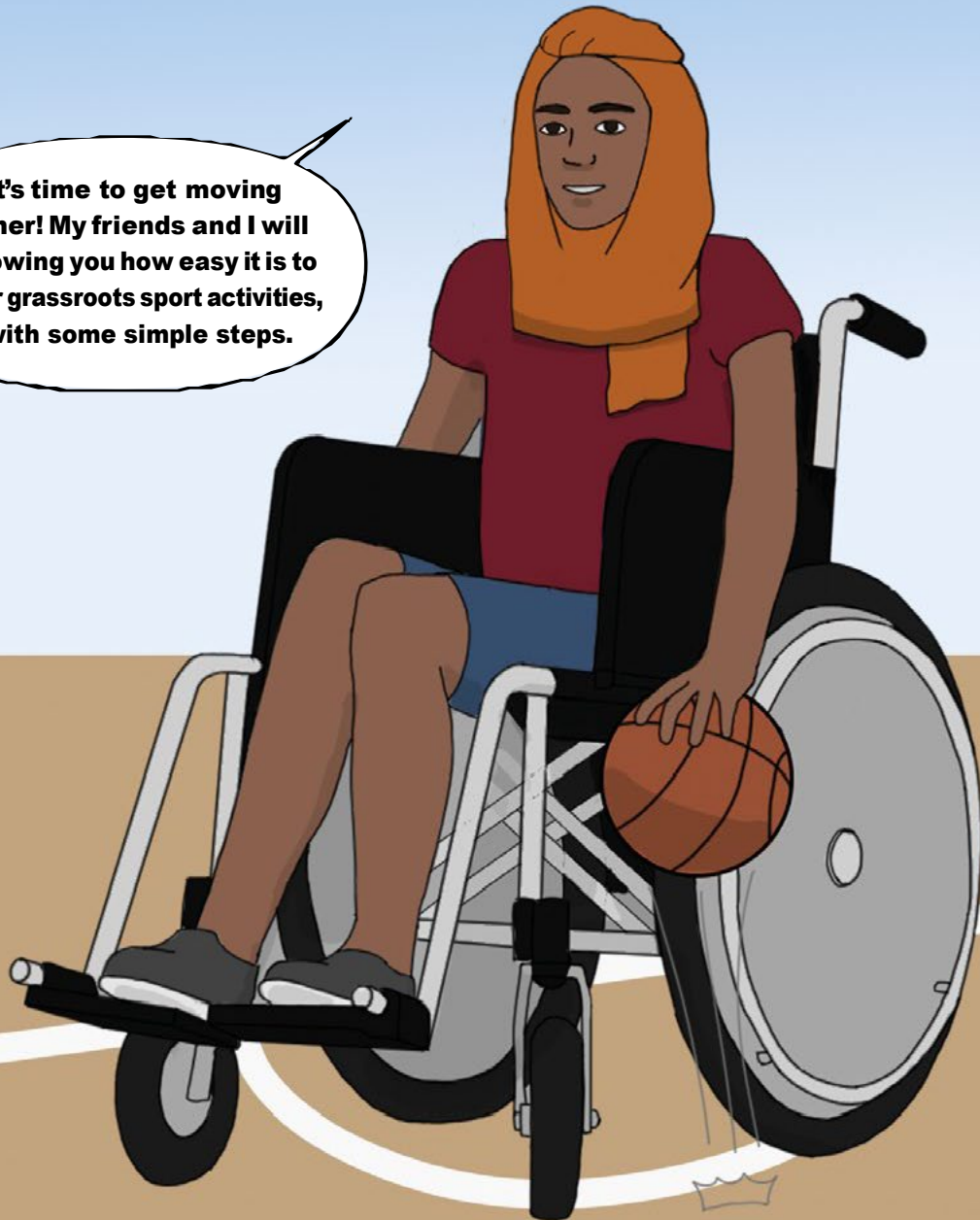
References

- Dai, D. W., & Young, T. J. (2025). Professional Communication in Intercultural Contexts. *Applied Linguistics Review*, 16(2), 747–751. <https://doi.org/10.1177/00336882251350468>.
- Hua, Z. (2024). Intercultural communication. In Wei, L.; Hua, Z. & Simpson, J. (Ed.), *Routledge Handbook of Applied Linguistics*, Vol 2,2. (pp81-93). Routledge. https://doi.org/10.4324/9781003082637_8.
- Kaschula, R.H. (2021). *Languages, identities and intercultural communication in South Africa and beyond*. Routledge.
- Liu, H. (2025). Exploring the impact of cultural intelligence on multicultural literacy in university students. *Frontiers in Psychology*, 16, 1661899. <https://doi.org/10.3389/fpsyg.2025.1661899>
- Oyekunle, A. A. (2025). Exploring “linguistic complementarity” for intercultural communication in postcolonial African states. *Frontiers in Communication*, 10, 1483997. <https://doi.org/10.3389/fcomm.2025.1483997>

PART 2

Grassroots Sport in Action: Delivering an Activity

It's time to get moving together! My friends and I will be showing you how easy it is to deliver grassroots sport activities, with some simple steps.



If you want to go fast, go alone.

If you want to go far, go together.

African proverb

7. Making a Detailed Plan



After taking the time to carefully plan a GRS activity, it is now time to deliver it. Organise people and equipment before the event, very carefully explain what jobs each person will be doing and give enough work without overloading anyone. The following things are needed to deliver and manage a GRS event or programme:

Why – Knowing Why

- a. Be clear in communicating why the event or programme activity is being held, who it is intended to benefit, and what are the specific aims and objectives. Think about linking the event with other important celebrations like national days or international days. If the event is being used to generate awareness and promote a longer-term programme, make sure all the details are ready in advance to share.

Where – Finding a Venue

- b. The venue can be a dedicated sport venue (multi-purpose courts/fields), but could also be a community hall, place of worship, school, or university.
- c. Make sure all the booking details are taken care of for the venue. Sometimes that means filling in booking forms, paying a deposit, asking or emailing a staff member to find out how to go about using their facilities for a day.
- d. Consider transport options available for all the people who should attend, and consider their safety (for example: Is it safe to walk home after dark? Will busses be running at that time?).
- e. Organise transport (if necessary) to make sure people can get to and from the venue safely.

When – Setting the Time

- f. Be clear who needs to arrive at what time for the event to run smoothly.
- g. The organising team/committee usually arrives first to help set up and leaves last.
- h. Make sure when invitations are prepared, to be clear what time they should arrive (for example, all volunteers are invited to arrive one hour before the programme starts to receive instructions and help set everything up).

Who – Organising People

- i. The organising team /committee will take on different tasks during the event.
- ii. Get people who are reliable, pleasant, and trustworthy!
- iii. Invite participants.
- iv. Seek consent from teachers, parents, or school principals if the event involves school students during school hours.
- v. Decide who will referee or umpire if there are competitions and invite them.
- vi. Invite any sponsors or partners to the opening or prize giving.



NOWSPAR: Zambia

What – Planning a Grassroots Sport Session

When planning a grassroots sport session, a good coach should always prepare thoughtfully in advance. The following are some tips that can be used to plan a coaching session:

1. Set aside plenty of time to plan. Remember to reflect upon it.
2. Set personal and team goals that are achievable.
3. Divide the time up into sections so that all relevant activities are included.
4. Prepare all the equipment before the session (for example: balls, cones, whistles, bibs, hoops, score sheets, clipboard, pens/pencils, first aid equipment, water, signage).
5. Get to know every one of the participants. Tailor the session to meet their needs.
6. Avoid sessions or activities where participants are standing still or waiting in lines.
7. Prepare sessions where participants can be creative and take risks.
8. Make the session enjoyable for everyone.
9. Know key terms and ways to demonstrate a new skill.
10. Make sure that the content of the session is age appropriate.
11. Plan for both a warm-up and a cool down within the session.
12. Make sure that the session is engaging and allows for decision making and problem solving for participants.
13. Prepare sessions that allow for continuous development.
14. Incorporate technical, tactical, and social skills in sessions.
15. Plan activities that progress from one to the next.

Handy Hints

- i. Prepare a registration sheet to record exactly who attends each session, to record the details to include in the activity report.
- j. If the event has teams and a competition component, it is a good idea to plan how to work out who is on which team.
- k. Confirm in advance exactly what equipment will be available for the session. It can be useful to prepare a roster, with participants separated at different stations to make it easier to share equipment.
- l. Remember to prepare any equipment that might be needed for learning activities, alongside sport and games. For example: handouts, worksheets, papers, coloured pencils, or other equipment to help deliver the key messages for your programme.
- m. Decide if any prizes or certificates will be needed so they can be sourced in advance.



Planning is important, because it is not just about having an idea, especially if you want your grassroots sport activity to go well. That is why I advise you to print or copy this section so that you will always remember the why, where, when, who, and what that is needed to guide any activity that you want to implement.

References

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH. (2019). Guideline 'Coaches and Instructors': Qualifying people for sport for development. <https://www.sportanddev.org/en/document/manuals-and-tools/giz-knowledge-box-guideline-1-coaches-and-instructors>

Meuwly, M. & Heiniger, J.P. Laugh, run and move to develop together: Games with a psychosocial aim. https://www.sportanddev.org/sites/default/files/downloads/1_laugh_run_and_move_to_develop_together_games_with_a_psychosocial_aim.pdf

Team Grassroots. (2022). Session plan template. https://www.teamgrassroots.co.uk/coaching-downloads/session_plan_template/

8. Managing Equipment



To deliver any GRS programme or event, some equipment is needed. The type of equipment available might determine what type of sport activities or games can be included in a programme.

If there are many people and a small amount of equipment, it can be very challenging to manage a programme and make sure everyone is actively participating as much as possible, rather than spending a lot of time standing in line waiting for turns to use limited pieces of equipment.

In some situations, there may be very limited equipment available. GRS leaders can be innovative, creative, and resourceful in making their own homemade sport equipment.

Types of Equipment

Two different types of equipment are necessary for GRS programmes or events: sport equipment and general equipment.

Equipment Type	Examples of Grassroots Equipment
Sport	Balls, bats, whistles, cones, bibs (to know who is on which team), ball pumps, goals
General	Tables, chairs, speakers, microphone, signs and banners, stationery (pens, pencils, paper), shelter (tent or gazebo)

Managing Equipment

This is a regular task that will need to be managed very carefully for each GRS programme or event. It is a good idea to assign someone to manage equipment and make sure that great care is taken to ensure that equipment is safe to use, stored well and is transported to and from the site before its time of use – every time.

If equipment from different partner organisations or programmes is used, care must be taken to return equipment to its rightful owner. Having a register or system to keep track of sports equipment can be useful to monitor what is available and what is needed. If equipment is lost or damaged, a reporting system that tells when things need to be replaced as well as a tracking system that shows where each piece of equipment, is meaningful. If new equipment is purchased, who owns the new equipment and where it will be stored, and who is responsible for its maintenance or repair are quite helpful.

Sport equipment needs to be checked before and after use to be sure it is still safe to use. This will help prevent injuries during participation in a GRS programme or event.

Managing Without Equipment

In many communities, especially in Africa, people are very creative in using local resources to make sport equipment or making use of general equipment to help teach sport skills and movement.

Here are some examples from Namibia and Zambia:

- n. People cut poles to use for football posts.
- o. People make their own balls (sometimes from rolled up plastic bags) as the space they use for play is full of stones and balls deflate quickly on the stones.
- p. Playgrounds, trees, classrooms, school desks and chairs can all be used in creative ways to teach fundamental movement skills like balance, flexibility, and strength.
- q. Shoes, bottles, home-sewn bean bags, or branches can be used for showing boundaries.
- r. Wire coat hangers covered in old stockings can be used to make rackets; the wire forms the shape of the racket head and handle.
- s. Cardboard covered in tape can be used to make boxing gloves.

How to make your own Chimpombwa!

Maybe there is not enough money to buy some sport equipment? Here is an idea of how to make homemade footballs.

Here are some easy steps to make a football (Chimpombwa)

- Collect as much paper and plastic as possible.
- Make a round shape out of the paper collected.
- Place the round shape of paper into the plastic and tie with string.
- Wrap as much plastic as possible into a round shape based on the size of football wanted.
- After that, tie the ball firmly with strings until it is firm.



NOWSPAR: Zambia

Now the Chimpombwa is ready to use.

I hope that this section has helped you to identify and compare the equipment that you need versus the equipment you already have and how to care for it, so that it lasts. Remember, equipment does not always have to be new, and creativity also helps when you do not have money to buy all that you need.



References

Stacker. (2022). 50 Classic games you can play without equipment.
<https://stacker.com/stories/4370/50-classic-games-you-can-play-without-equipment>

ClassCover. (2020). PE Lessons with little or no equipment.
<https://www.classcover.com.au/blog/teachers/pe-lessons-with-little-or-no-equipment/>

9. Everyone



What is Inclusion?

Inclusion is about leaving no one out. It does not matter if the person:

- a. Has a disability (For example: a person has one arm or cannot see).
- b. Is male or female.
- c. Identifies differently (For example: born female but identifies as male or someone who does not identify as male or female).
- d. Is a different religion from others.
- e. Has a different skin colour.
- f. Looks or dresses differently.
- g. Speaks and acts differently.
- h. Holds differing beliefs than most.

Inclusion is about providing access to and opportunities for everyone to participate! The opposite of inclusion is exclusion. People are usually excluded because of their:

- i. **Gender:** Boys, for example, can play outside and participate in sport, while girls must be inside cleaning the house and cooking.
- j. **Gender identity/expression:** (For example: *"My son appears a bit feminine, and if I let him go outside, he will be bullied and maybe get beaten for being different"*).
- k. **Disability:** If people are blind or in wheelchairs, for example, they cannot play, because they may get hurt. It is important to have people who do not look the same participate in GRS.

Inclusion in GRS and How to Make it Happen

Inclusion in GRS means that projects and programmes are implemented, adapted (when needed), and open to both sexes (male and female), persons with different abilities, and queer youth (LGBTQI+ individuals).

Whatever programme is begun in a community, it is important to decide to look for people in the community who are different. People who stay at home because the family does not allow them to come out, especially to play or participate in sport, because they are worried about their safety.



Here are some tips that can be used to include those who are generally excluded:

Communicate:

- t. Teach the community about why it is important to include everyone in sport activities. Give examples from similar communities to show that being different is not unusual.
- u. Meet with community leaders (youth and senior) to assist with bringing community members together and teach them about accepting people who appear different.
- v. Be prepared to answer questions about excluded groups in the community, in sport, and the benefits of inclusion in sport.
- w. Reach out to people who have experienced exclusion in their community and sport. Their answers can help a programme and help teach the community the right words and language to use for those who appear different.

Include:

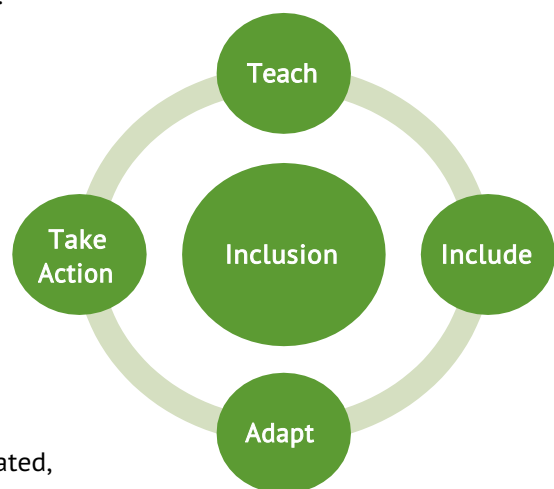
- x. Think about who will not be there when planning programmes or activities in the community.
- y. Identify excluded groups in the community, speak to them and their families, and explain the programme.
- z. Understand experiences of exclusion and identify proactive ways to overcome barriers that prevent people from participating in GRS.
- aa. Find out how they would like to be included and spoken to when they join a programme.

Adapt:

- bb. Look at how to make a programme or project inclusive, using feedback from speaking to excluded groups and their families.
- cc. Try to find a balance between what is offered in the organisation, as well as the needs and expectations of excluded groups.

Take Action:

- dd. When planning and designing an activity, make it as inclusive as possible.
- ee. Ask for participants' feedback during and after the programme; use the feedback to improve the programme.
- ff. Once a programme has been analysed, evaluated, and monitored, think about making the programme bigger and having more participants take part.



Practical Ideas How to Make Grassroots Sport More Inclusive

- ✓ Sometimes in sport, the rule book must be thrown out, so that people can play – strict rules for activities are not always important.
- ✓ Put people in different groups based on what they can do – everyone will be presented with the same thing, but there will be changes based on what they are able to do.
Example: Playing catch using a ball with a bell inside can be done in a circle with a group. Those with a hearing impairment could more easily participate.
- ✓ Do an activity that is for people with disabilities, so that those without a disability can experience what it is like.
Example: Play goalball, where everyone who plays must be blindfolded and seated; a ball with a bell inside is used to score.
- ✓ Always use simple language and correct words when speaking to participants and giving them instructions.
Example: Ask participants to explain what was just said to check their understanding.
- ✓ Think about how to change equipment or how to use different equipment for different activities, so everyone can take part in the activity.
Example: If participants want to play football and some are visually impaired (low vision) taking part, paint the football a bright colour so that they will be able to see it, because footballs are usually white and black.
- ✓ Think about how your participants can use or get to the venue.
Example: Be sure that the venue is wheelchair accessible with suitable toilets for those in wheelchairs.
- ✓ Find out what each participant would like to be called and use language which is going to include everyone.
Example: If the rules of the game are being presented, to determine if the group understands, ask if everyone understands rather than if 'you guys' understand.
- ✓ For group activities, mix the teams so that it is boys and girls playing together on the same team.
When children are young it is easier to put them in mixed teams. Boys and girls can play the same sport and play it together.
- ✓ Be very clear with participants on what is not allowed, especially when it comes to the type of language used. Words can hurt someone's feelings or physically hurt themselves.
Example: if anyone uses bad language to hurt another participant, they will not be allowed to come back to the programme for a designated time period.

If these steps are followed well, the programme can have many people taking part, and many different types of people can be playing together.



Sport Matters: South Africa

Expected/Potential Outcomes

- i. Greater participant diversity
- ii. More participants taking part

Handy Hints

- a. Be open to learning – especially with people who are different.
- b. When people are initially excluded, look for them, find out who they are, and what they need.
- c. Always speak to the people who the programme is designed for because that will help to make the programme better for them.

No one likes to be left out, and sometimes, we leave people out of activities without realising it. I hope that going forward, this section will help you to be more intentional when organising a programme and activities within your community. Let your community lead the way and be the change that is needed around you!



References

Inclusive Sport Design (2021). How to adapt and modify your sport activities to include all.
<https://inclusivesportdesign.com/tutorials/how-to-adapt-and-modify-your-sport-activities-to-include-all/>

Sport Australia. (2022). Sports ability: Inclusive activity cards designed to assist the delivery of sports-based activities that cater for all levels of ability.
https://www.sportaus.gov.au/sports_ability/using_tree

Stonewall Scotland (2013). Make sport everyone's game: Sports toolkit.
<https://equalityinsport.org/wp-content/uploads/2013/08/rl-toolkit-scotl.pdf>

10. Keeping Safe



Safeguarding is the measure taken to protect the health, well-being and human rights of individuals. This allows people, especially children, young people, and vulnerable adults, to live free from abuse and harm.

A GRS leader has a responsibility to recognise, reflect and act upon types of harm, such as physical, sexual, emotional abuse, and neglect and make every effort to keep everyone safe before, during and after their participation in a GRS programme or event.



Why is Safeguarding Important?

Sport can create space for positive social change, but unfortunately, it has also been a place where negative influences have caused harm to players, coaches, officials, volunteers, or spectators.

To ensure that a GRS programme has the strongest chance of achieving positive community outcomes, it is important to take active steps to protect the people involved in your programme or activity. Make sure there are policies and procedures in place so that everyone knows what to do, when and if there is a suspected threat.

Screening the Team

During the recruitment process for staff or volunteers, make sure that police clearances are provided for anyone working with children or vulnerable people (if police clearances are available in the country). Conduct screening interviews with new team members and ask for references from previous organisations. Do referee checks as part of the recruitment process.

Who Can Cause Harm?

People who hold positions of trust can abuse that trust to harm children or vulnerable adults. It is the trust between the two parties that makes it possible for a person who can cause harm to get close enough to a victim to abuse them.

Code of Conduct

Having a Code of Conduct is a good strategy to help safeguard participants by picking up concerns early and preventing their escalation. Making sure a code of conduct addresses safeguarding will help to ensure that everyone in your team knows what signs to look for, how to report any suspicious behaviour, and who they can turn to if they wish to seek advice or report an incident.

Know What to Do

For a GRS programme or event, have a procedure in place for reporting concerns of deviant behaviours or transgressions such as harassment, abuse, neglect, exploitation, or poor practice. Everyone associated with a programme or event should know how to report their concerns. There should be clear step-by-step process on what to do in different circumstances. Where there are immediate concerns of a person's safety or where it is suspected a crime has taken place, the matter must be referred to the police or a social services provider.

Sample Code of Conduct for Grassroots Sport Leaders

I hereby commit to following the Grassroots Sport Code of Conduct:

I understand and respect the responsibility that comes along with my position as a role model for all participants, especially children and vulnerable adults.

I will promote good practice and:

- Ensure grassroots sport sessions offer a fun, safe and inclusive experience.
- Respect the rights, dignity and worth of every participant without discrimination on account of age, race, skin colour, ethnic, national, or social origin, gender, disability, language, religion, political opinion or any other opinion, wealth, birth or any other status, sexual orientation, or any other reason.

• Report any concern of poor practice or abuse immediately to a designated safeguarding officer.

- Lead by example when it comes to good sportsmanship and be a role model for others, including children – this includes not drinking alcohol, taking drugs or using foul, racist, homophobic or other discriminatory language in the presence of children or others.

- Respect my position of trust and maintain appropriate boundaries with children, youth, and vulnerable adults.
- Work in an open environment and avoid spending time alone with children, youth, or vulnerable adults away from others.
- Ensure children, youth, and vulnerable adults are safe by supervising appropriately and using safe training methods and techniques.
- Challenge any form of bullying behaviour among and towards children, youth, or vulnerable adults.
- Ensure that confidential information is not divulged unless with the express approval of all those concerned or when a case warrants disclosure to relevant authorities.
- Encourage all participants to take responsibility for their own conduct and performance both on and off the sports field.
- Communicate openly and transparently with all participants, or parents/carers where appropriate, making my expectations of them and what they can expect from me clear.
- Obtain informed consent by parents or guardians for a child's participation in a grassroots sport programme, including for any programme-related travel, if appropriate.

I will never:

- Engage in or allow any verbal, physical or sexually provocative games with, or inappropriate touching of, children, youth, or vulnerable adults (contact with buttocks, genitals and breasts will be avoided).
- Engage in any sexual relationship with any participant, regardless of age.
- Groom or exploit a child, youth, or vulnerable adult for personal and financial gain.
- Engage in the inappropriate use of social media – this includes engaging children in private social media conversation and never posting comments that could compromise their well-being or cause them harm.
- Reduce a child or vulnerable adult to tears or scare or humiliate him/her.
- Engage in bullying behaviour.
- Condone rule violations, any form of violence or the use of prohibited substances.
- Intentionally physically hurt or threaten to hurt a child, youth, or vulnerable adult – hitting and punching may be regulated forms of contact in some (combat) sports but have no place in most sports.



Sport Matters: South Africa

Making sure that staff, volunteers, operations, and programmes do no harm to children, youth, or vulnerable people or expose anyone to harassment, abuse, neglect, or exploitation is the responsibility of a provider of GRS. Taking steps to keep everyone safe is also critical.



As much as sport and physical activity are meant to be fun, I hope that we have also been able to show you how important it is to keep people involved in your programme safe – especially children and females. Use the information in this section to be an advocate for safe spaces in sport. It starts with just one person.

References

African Union Sports Council. (2021). Safeguarding in sport and sport for development (S4D) contexts in Africa: A practitioner's guide from policy to action.

<https://www.sportencommun.org/wp-content/uploads/2021/10/20210917-ausc-giz-s4da-safeguarding-practitioners-guide-eng-1.pdf>

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH. (2021). Safeguarding children and young people in sport and sport for development [Video]. <https://youtu.be/2wCqlddGXSA>

International Safeguarding Children in Sport Working Group. (2022).

<https://www.sportanddev.org/sites/default/files/downloads/international-safeguards-for-children-in-sport-version-to-view-online.pdf>.

11. Game On!

**Now it is time
to put all plans into action
and participate together!**



When the event day finally arrives, there are a lot of things to manage to make sure everything runs smoothly. It is a good idea to create a checklist for each event or session and tick each item off as it is completed each time. Keep good records every step of the way.

Setting Up

- a. Turn up on time. It is important to honour commitments and not make empty promises. Turning up on time every time is one way to demonstrate good leadership.
- b. Make sure the team knows who has which job or tasks, so everyone knows what to do.
- c. Have a short briefing to ensure that the organising team and volunteers understand their assigned tasks.
- d. Have a microphone or loud hailer if announcements need to be made to many people.
- e. Make sure the venue or spaces used are clean and safe.
- f. Check the venue's accessibility before the event starts to make sure every participant (including wheel- chair users) will be able to access the sport spaces, toilets, change areas and area for refreshments.
- g. Organise refreshments if needed and plan when they will be prepared and consumed (lunch packs, VIP section, fruits).
- h. Have clean drinking water available on site.
- i. Make sure there are toilets.
- j. Organise appropriate music (make sure it is age-appropriate especially for children).

Safety Always Comes First

- a. Know when an event needs to be cancelled (e.g., extreme weather conditions) and be prepared with a way to inform everyone.
- b. Be ready to cancel the event if there is no access to safe drinking water.
- c. Do not play any sport or games outdoors if there is lightening.
- d. Cancel GRS activity if it is too hot and the temperature exceeds 39 degrees.
- e. First aid staff or volunteers trained in first aid must attend the event or programme with first aid equipment.
- f. Know where the nearest medical centre, doctor, or hospital is in case someone gets injured.
- g. Check the spaces being used for sport before anyone starts playing sport or games to make sure there is no glass or other hazardous obstacles that could hurt people.
- h. Check that toilets are clean and safe to use.
- i. Make sure there is water available for players, volunteers, and anyone else invited.
- j. Make sure there is enough water and extra water if the weather is very hot.

Let's Get Moving Together!

- d. Set up the equipment and field/courts or spaces for use.
- e. Move the sports and other equipment (for example: tables, chairs, paper, pencils, and work-sheets) to the areas needed.
- f. Decide how teams or small groups will be organised for sport and games (for example: by age groups, or with boys and girls either together or separate?).
- g. Make sure there is warm up, stretching and cool down.
- h. Things do not always go according to plan, so be ready with ideas for how to make activities harder or easier, or to change activities if they are not working well.



NOWSPAR: Zambia

Here is a sample GRS event programme from Zambia that highlights one way to schedule an event and communicate who needs to be where, with what equipment, and for how long. Planning with this level of details makes it easier to manage with less equipment and helps to make sure the team knows exactly who is doing what.

Sample Grassroots Sport Programme

Venue: Siavonga town football grounds, Southern Province,

Zambia Programme: Sport for Life Session 2

Time: 9am – 10am

Activity	Leaders	Time	Location	Equipment
Warm up and stretching Tag game and dribble relay	Febby	10 minutes	Field 1 (main ground)	6 balls for dribble relay
Skill development Stations – groups of 10		30 minutes		
Passing Goal kicking Speed & footwork	Mwaka Brenda Bupe	10 minutes Stations	Field 1 Field 2 Field 3	8 cones, 2 balls 2 cones, 6 balls 2 ladders
Mini Games 3 small-sided games (half field)	Mwaka Brenda Bupe	7 minutes	Field 1 Field 2 Field 3	3 balls
Cool down	Febby	5 minutes		
Friendship Circles to reinforce key messages	Febby	8 minutes		

Using Sport to Teach Values

Sport and games can be used to teach specific values like teamwork, respect, fair play and playing by the rules. Sport and games can also be powerful tools to teach life skills or development messages linked to thematic areas like gender equality, child protection, social inclusion or financial literacy. Designing new game-based activities can help deliver your programme outcomes and movement games are a fun way of learning life skills and sport skills!

Here is an example of a sport for development game developed by NOWSPAR in Zambia that uses a game to deliver key messages to women and girls about financial literacy.

Example of a Movement Game: Loan Shark

This game is designed to deliver key messages about savings, grants, loans, and investments.

Organisation

1. Introduce the game: This first activity will be energising while also helping us learn about the different ways to get money, or finance, to start a business.
2. Provide participants with definitions of different financing options they will learn about below. Read out the following, or write on a piece of flip chart paper:
 - a. Savings – when entrepreneurs use their own money.
 - b. Grants – when entrepreneurs are given money by organisations which they do not have to pay back.
 - c. Loans – when entrepreneurs borrow money which must be paid back, usually with interest (extra money on top of the amount that is borrowed).
 - d. Investment – when someone invests money in a business. If businesses make money, they get a share of the profits. But if the business loses money, they get nothing.
3. Inform participants that each of the cones represents a different way of financing small businesses.
4. Tell the participants that you are going to read out several short stories about entrepreneurs, and they must decide what type of financing the entrepreneur is using for their business and run to the corresponding cone. Before getting started, confirm with the participants that everyone understands the definitions of “savings”, “grants”, “loans” and “investment”.
5. Read out the first story. When participants have gathered at the cones, tell them the correct answer. Everyone who was standing in the correct corner can stay in the game. All the other participants are ‘out’ but can sit and watch the rest of the game.
6. Continue reading out the short stories until there is only one player left in the game, or there are no more stories left.

Discussion

After the game, bring everyone back together and ask the following discussion questions:

- i. Are there some financing options that are better than others? If so, which ones are better and why? If not, why not?
- j. What do you think might happen if an entrepreneur takes out a loan to start a business, but the business does not make any money?



Pack Up

- k. Collect the registration forms with details of everyone who attended the event.
 - l. Thank sponsors and partners, and any parents or spectators who attended.
 - m. Collect any other worksheets or handouts that were used during the session.
 - n. Record any injuries or problems that arose during the session.
 - o. Collect rubbish at the end of each event or programme session.
 - p. Collect rubbish at the end of each event or programme session.
- Someone should have the responsibility to pack up equipment and check that all equipment is returned and stored safely.

Build Friendships

Assuming all goes well, participants will be returning happy with lots of good things to say about the new or continuing events and programmes that are administered and managed.

Sit Back and Enjoy

Congratulations, if these steps have been followed correctly, the grassroots tournament from scratch was successful

It is important to plan, but it is also important to have an idea of how your plans might work out on the day. I hope that the checklists and the sample programme that we have provided, will give you the confidence and excitement to start your own activities as soon as possible.

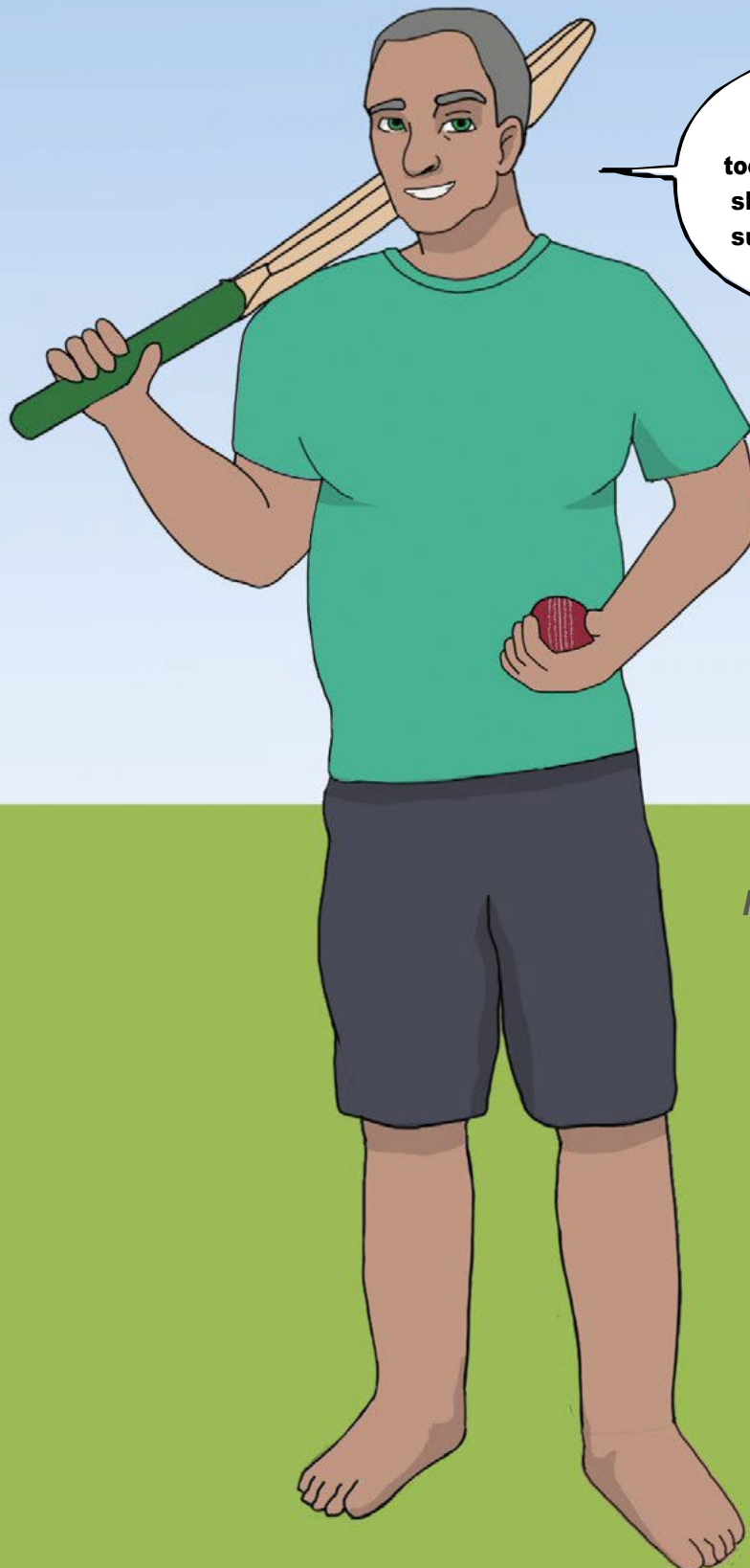


References

- Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH. (2019). Guideline 'S4D-Camps': Creating learning experiences for coaches, children and youth. <https://www.sportanddev.org/en/document/manuals-and-tools/giz-knowledge-box-guideline-2-s4d-camps>
- Sport Australia. (2022). Playing for life: Fun and active games to develop children's skills, confidence and lifelong interest in sport. <https://www.sportaus.gov.au/p4l>
- The Grassroot Project. (2022). <https://grassrootproject.org>

PART 3

What Next? How to Track Progress of an Activity



Oh, hi there! Did you think you were finished with the toolkit? Not yet. These ideas will help show you how to take steps to make sure your programme is on a path to success.

*Knowledge is better than wealth.
You must look after wealth, but
knowledge looks after you.*

African proverb

12 Monitoring, Evaluating, Learning, and Reporting



What is MEL and Why Do We Need It?

- q. MEL stands for monitoring, evaluating, and learning.
- r. Monitoring is checking the progress of plans by collecting information from GRS events that assist an organisation to learn and improve.
- s. Evaluating refers to assessing and appraising information obtained through monitoring (decide if implementation is 'good' or 'poor') which helps inform strategic decisions to improve future GRS events.
- t. Evaluation reports look at the following five aspects of an event: relevance, effectiveness, efficiency, effect or immediate impact, and sustainability.
- u. Learning is the process through which the information gathered from monitoring and evaluation is reviewed and used to improve an organisation's ability to achieve its plans.



MEL provides information showing the progress of a GRS event, revealing mistakes and providing learning opportunities. MEL generates reports that contribute to accountability and transparency of an organisation. MEL is also important to use when approaching potential funders. MEL is an important part of planning an event and needs to be included throughout the stages of the GRS event. Without monitoring, it is not known what is happening and without evaluation it is not known to what extent what is happening meets criteria for good practice and delivery on planned outcomes.

Term	Definition
Inputs	Resources put towards the programme, including money and people (e.g., coaches. and equipment)
Activities	Activities of a programme, such as events, sessions, or games
Outputs	This relates to a programme's intended targets (e.g., attendance rate and number of participants)
Outcomes	Relate to the difference or change a programme intends to bring (e.g., improved sport skills)
Impact	Is a long-term change a programme intends to bring; the changes can be intended or unintended
Assumptions	Thoughts an organisation believes are needed to achieve the aims of a programme

Example of the Relationship Between Inputs, Activities, Outputs, Outcomes, and Impact, from an Assumption

Assumptions: Believe that the sport programme will provide learners with opportunity to develop and improve core sport skills, sport skill improvement might lead to increase self-confidence, Increased commitment to education and improve school attendance

INPUT ✓ Funding ✓ Equipment ✓ Community coaches ✓ Teachers	ACTIVITIES ✓ Soccer five-a-side ✓ Netball activities ✓ Weekly activities	OUTPUT ✓ Train and support coaches and teachers ✓ Increased in participation	OUTCOMES ✓ Develop and improve sport skills ✓ Inclusive Programme ✓ Increased commitment to education	IMPACTS ✓ Improved aspirations ✓ Increased self confidence ✓ Reduced sense of social isolation
Needs	Types of evaluation Formative/Process/Impact	Outcomes	Impact	

Monitoring Reports

1. First phase of monitoring is implemented at the beginning of the programme. The purpose of the first phase of monitoring is to identify how activities (related to outputs) are delivered and monitoring how inputs and resources are used in the programme. It is done throughout the implementation of the programme.
2. Second phase of monitoring is implemented to assess the overall setting in which the programme operates and assist in identifying risks, concerns and unexpected situations that may arise within the programme.

Examples of questions that are addressed in the first phase of monitoring (resources, inputs, outputs, outcomes, activities):

Is there access to facilities (available space or field)?

How many volunteers are assisting with the implementation? How much money is being spent on the programme or activities? Is there still soccer equipment; if so, is it still in good condition?

Are the activities in the programme leading to the anticipated outcomes (e.g., inclusive programme, personal, and social development)?

Are the activities in the programme conducted as scheduled? If not, why not?

Examples of questions that are addressed in the second phase of monitoring:

Have environmental/resource changes impacted on the delivery of the programme (e.g., reduced access to facilities)? Are there changes in the programme? If so, why? If not, why not?

Are the personal and social development benefits of the participants being met?

Types of Evaluation Reports

1. First phase of evaluation examines whether the programme or activities is feasible before the implementation and usually is conducted during the development phase of the programme or activity.
2. Second phase of evaluation determines whether the programme activities have been implemented according to the plan or as intended.
3. Third phase of evaluation examines the programme's impact on the achievement of its long-term goals and refers to the positive and negative long-term effects produced by the programme.

Examples of questions that are addressed in the first phase of the evaluation:

How many participants are in the programme?

Is there access to facilities (available space or field)?

How many volunteers are assisting with the implementation?

How many volunteers and coaches attended the training workshop/course?

Examples of the questions that are addressed in the second phase of the evaluation:

Who were the participants in the programme?

How are the resources used and distributed?

Were the activities in the programme delivered as planned?

To what extent did the programme achieve its intended outcomes? (example: social inclusion).

Examples of the questions that are addressed in the third phase of the evaluation:

What was the quality of the programme design/content (e.g., assessing relevance to gender equality, equity, and inclusivity)?

Did the programme produce the intended outcomes in the short, medium, and long term? Did implementation of the programme change over time as the programme evolved?

What unintended or intended effects (e.g., social, changes in behaviour, attitude) did the programme produce?

What is the Criteria for Evaluating a Programme?

- Effectiveness – the extent to which the programme's outcomes are achieved.
- Efficiency – examines how economically resources and inputs, such as funds, time, and equipment are used to achieve the programme's outcomes.
- Programme effects related to impact – positive and negative long-term effects produced by the programme. Impact is a much longer term.
- Sustainability – continuing the benefits produced by the programme once the funder stops funding the programme. This might require the beneficiaries or stakeholders to use their own resources and efforts to maintain the programme.

How to Pick the Right Evaluation for an Organisation

Evaluation type	When to use	What is the intent?	Why is it important?
First phase	At the start of the new programme – a baseline.	Assess whether the programme elements are aligned to the needs of participants.	To enable modification or to adapt the programme plans before the implementation.
Second phase	As soon as the programme is implemented, and delivery becomes regular.	The extent to which the programme is being implemented as planned.	Provides indication for any problems that may occur in the programme.
Third phase	Towards, or at the end of, the programme.	The extent to which the programme achieves its long-term goal	Provides evidence of the long-term impact or behavioural changes because of the programme and funders can use the information for future funding of the programme.

There are different ways to present information that is collected through your monitoring and evaluation systems. Depending on the audience for monitoring, evaluation and learning reports, consider presenting findings in a diagram, bullet point list, one-page report with mostly text describing key learning, or creative tools like a word cloud.



Sport Matters: South Africa

Many partner organisations and sponsors will also expect regular reports after a programme activity or event is finished. Here is an example of an event report prepared for a sponsor in Namibia.

Example of an Event Report

Theme: Elephants stay healthy

Event name: School Fun day

Date	Friday 25 March
Duration	4 hours
Location	Nkurenkuru, Kavango West, Namibia
Number of participants	100
Number of schools invited	10
Number of parents attended	10
VIP attended	Constituency Councillor, principals, sport officer and headman
Number of community members attended	20
Name of sponsor	First National Bank of Namibia (FNB)
Name of supplies	Check-in (braai/barbeque station, cool drink, pure water)
Mileage of sponsor	TV, Newspaper, Facebook, Instagram, Twitter, and Radio

The Following Happened During the Event

- A grassroots sport fun day was held, and 100 children from 10 schools participated in football and volley- ball skill development activities and games including tug of war, bean bag throw, egg races and sack races.
- In addition to the sport and games, children received information through workshops on why it is important to be physically active every day, and how eating good foods and having good hygiene helps to keep you healthy and strong.

All planned activities were delivered in full and the event reached its goals. The sponsorship from the First National Bank of Namibia made it possible for this event to take place, to activate and empower school students from the participating schools in our district and delivering key messages on healthy nutrition and good hygiene along with being physically active every day.

Recommendations for Future Events:

- To have more participants in attendance (e.g., more school students and parents).
- To have a backup plan in case of minor or major interruptions of the event.
- To increase the number of volunteers at the event.

I wish to thank FNB for this incredible sponsorship. We are honoured to report back on the event and trust you will be convinced to remain our sponsor for next year.

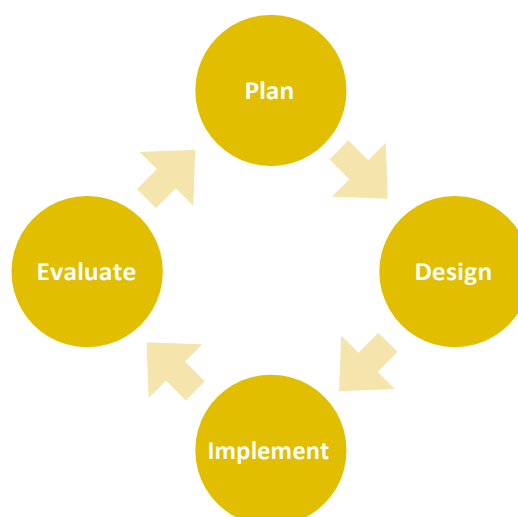
Compiled by: Albertina Mbalili, Event Organiser



Namibian Gymnastics: Namibi

Doing Reporting Right for MEL

As has been seen in this section already, each part of MEL has different options. Choosing the best options for MEL is about what an organisation wants to share publicly. Keep in mind that MEL is a cycle and continues until the programme or project ends. When doing MEL, remember the illustration below:



Choosing the Right MEL Reports

To decide what options to choose when doing MEL, here are some questions that must be asked:

- ✓ What kind of information is to be shared with stakeholders and/or partners?
- ✓ What data (facts, information and/or statistics) will be needed for the report?
- ✓ Where will data be collected from? Example: by speaking to participants, using the programme register.
- ✓ How will data be collected and examined?
- ✓ When is data collection planned? (the start, the middle, and/or the end of the programme)?
- ✓ Who will oversee collecting the data?
- ✓ How will collected data be used?
- ✓ What will be needed to collect data?



I hope that this section has made you realise why it is important to keep an eye on how your programme is going (monitoring); why you need to check if participants are happy and enjoying your programme (evaluating) and why they say this (learning) and the importance of sharing all the good work that you are doing in your programme (reporting) with others.

References

Resource Centre. (2017). Monitoring and evaluation.

<https://www.resourcecentre.org.uk/information/monitoring-and-evaluation/>

International Platform on Sport for Development. (2022). What is monitoring and evaluation (M&E)?

<https://www.sportanddev.org/en/toolkit/monitoring-and-evaluation/what-monitoring-and-evaluation-me>

13. Making Grassroots Sport Innovative and Sustainable



What is Innovation and Sustainability?

- a. Sustainability relates to long-term possibilities of whether the benefits of the programme can continue beyond the programme period and funding.
- b. Innovation refers to the ability of an organisation to continuously come up with new ideas and activities that will benefit the programme and participants.

Key Pillars for Sustainability

It is important to provide GRS activities and sustainable programmes that will contribute to the well-being of the participants and will advance beyond short-term impact at a local community level. Organisations should be aware of the following key pillars of sustainability:

- c. Social responsibility – how activities should contribute to social development, unite different cultures, and contribute to social cohesion.
- d. Environment responsibility – how sport can be detrimental to the environment and how an organisation can be responsible to conserve natural resources and protect the global ecosystem.
- e. Economic responsibility – how an organisation can adopt practices that support a good financial sustainability plan (e.g., list all the resources and inputs needed, the amount required to sustain the activities, and long-term and short-term fundraising strategies).



How to Plan for Sustainability

- v. Think creatively about what is needed for both short- and long-term programming (resources and inputs).
- w. Establish the costs for all activities and items needed.
- x. Determine how much money is needed to continue the programme for its intended duration.
- y. Devise ways to generate funds (fundraising, applying for grants) and also (consider what makes an organisation and a programme sustainable).

Guidelines for Staying Healthy and Resilient in Times of Crisis



From time to time, there might be additional challenges to navigate in times of crisis and states of emergency because of pandemics, a natural disaster, or conflict. During states of emergency, it is important to follow the guidance of local and national authorities that may determine whether GRS programmes and events can continue or if they should be suspended until it is safe to resume.



Namibian Gymnastics: Namibia

In times of crisis, maintain regular communication with coaches, volunteers, and participants. Follow the guidance of local authorities and explore opportunities for the people involved in the programme to stay healthy, active and strong.

Tips for Innovation and Sustainability



- i. Embrace technology – learn how to use technology, and do not be afraid to try new ones. In some communities, it might be possible to use cell phone applications such as WhatsApp to communicate. In others, think outside the box to access digital resources (For example, using solar power banks or offline devices and adding cell phone credit to programme budgets).
- ii. Develop strength to adapt and cope with changes because of external shocks or unexpected circumstances, such as the COVID-19 pandemic. Use challenging circumstances as an opportunity to develop new approaches and adapt programmes to new contexts. Be persistent in the face of change.
- iii. Develop new ideas to adapt and modify sport activities and consider:
 1. Environment – modify the distance on the field or change certain elements of the environment to accommodate the activities and the participants (e.g., number of participants, adjustment to the play space).
 2. Equipment – provide equipment alternatives and improvise (e.g., use netballs or soccer balls for other ball sports).
 3. Activities – adapt activities to fit within within social and cultural contexts; modify activities to ensure that they are familiar to the participants.
 4. Rules – modify or simplify rules to ensure that all participants are included (e.g., reduce the number of players, remove competitive aspects of the game – scoring).
- iv. Embrace uncertainties – embrace change and accept uncertainty by learning to adapt and improvise according to the situation.
- v. Be proactive and fix, not reactive and blame – when problems arise from unforeseen circumstances. Instead of blaming others, be proactive and focus on solutions and not focus on the problems.
- vi. Take care of self and team. Seek help and support when it is needed to stay safe and healthy.



Many grassroots sport programmes and organisations do not last beyond two years. I hope that this last topic, however, has shown you why it is important to think out-of-the-box, be different with what you offer in your programme and always plan. This is so you can keep doing good work from the moment that your organisation starts its first activity.

References

Ikramullah, A., Koutrou, N., & Pappous, A. (2018). Sportivate: A case study of sports policy implementation and impact on the sustainability of community physical activity programmes. *The International Journal of Sport and Society*, 9(3). <https://doi.org/10.18848/2152-7857/CGP/v09i03/1-20>.

Lindsey, I. (2008). Conceptualising sustainability in sports development. *Leisure Studies*, 27(3), 279–294. <https://doi.org/10.1080/02614360802048886>.

Svensson, P. G., & Hambrick, M. E. (2019). Exploring how external stakeholders shape social innovation in sport for development and peace. *Sport Management Review*, 22(4), 540–552. <https://doi.org/10.1080/23750472.2020.1728068>.

Resources and Information



This final part of the toolkit will give you some extra resources, to get you excited about implementing some of the information in this toolkit!

*Knowledge is a garden.
If it isn't cultivated, you
can't harvest it.*

African proverb

Extra Sources

Useful sources of information on GRS and sport for development are available below:

[Centre for Sport and Human Rights](https://www.sporhumanrights.org/)

<https://www.sporhumanrights.org/>

[Commonwealth Secretariat Resources and Publications on SDP](https://thecommonwealth.org/our-work/sport-development-and-peace)

<https://thecommonwealth.org/our-work/sport-development-and-peace>

[European Commission Report on 'Grassroots Sport – Shaping Europe'](https://ec.europa.eu/assets/eac/sport/library/policy_documents/hlg-grassroots-final_en.pdf)

https://ec.europa.eu/assets/eac/sport/library/policy_documents/hlg-grassroots-final_en.pdf

[Intercultural Communication](https://www.taylorfrancis.com/books/mono/10.4324/9781315159010/exploring-intercultural-communication-ron-carter-guy-cook-zhu-hua)

<https://www.taylorfrancis.com/books/mono/10.4324/9781315159010/exploring-intercultural-communication-ron-carter-guy-cook-zhu-hua>

[International Charter of Physical Education, Physical Activity and Sport](https://en.unesco.org/themes/sport-and-anti-doping/sport-charter)

<https://en.unesco.org/themes/sport-and-anti-doping/sport-charter>

[International Council of Sport Science and Physical Education](https://www.icsspe.org/)

<https://www.icsspe.org/>

[International Olympic Committee \(IOC\) Sport and Active Society Commission](https://olympics.com/ioc/sport-and-active-society)

<https://olympics.com/ioc/sport-and-active-society>

[International Platform on Sport and Development](https://www.sportanddev.org/en)

<https://www.sportanddev.org/en>

[International Sport and Culture Association](https://www.isca.org/about)

<https://www.isca.org/about>

[Languages, identities and intercultural communication in South Africa and beyond](https://www.taylorfrancis.com/books/mono/10.4324/9780429345982/languages-identities-intercultural-communication-south-africa-beyond-russell-kaschula)

<https://www.taylorfrancis.com/books/mono/10.4324/9780429345982/languages-identities-intercultural-communication-south-africa-beyond-russell-kaschula>

[Middlebury Language Schools Blog](https://www.middlebury.edu/language-schools/blog)

<https://www.middlebury.edu/language-schools/blog>

[NCBI – Article PMC9842546](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9842546)

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9842546>

[Oxford Review - Intercultural Communication](https://oxford-review.com/the-oxford-review-dei-diversity-equity-and-inclusion-dictionary/intercultural-communication-definition-and-explanation/)

<https://oxford-review.com/the-oxford-review-dei-diversity-equity-and-inclusion-dictionary/intercultural-communication-definition-and-explanation/>

[Prezent.ai – Intercultural Communication Blog](https://www.prezent.ai/blog/intercultural-communication)

<https://www.prezent.ai/blog/intercultural-communication>

[Principles of intercultural communication](https://scholar.google.com/citations?view_op=view_citation&hl=en&user=sUFxAoMAAAAJ&citation_for_view=sUFxAoMAAAAJ:u5HHmVD_uO8C)

https://scholar.google.com/citations?view_op=view_citation&hl=en&user=sUFxAoMAAAAJ&citation_for_view=sUFxAoMAAAAJ:u5HHmVD_uO8C

[Sustainable Development Goals](https://sdgs.un.org/goals)

<https://sdgs.un.org/goals>

[The Association for International Sport for All](https://www.tafisa.org/141/mission-2030/)

<https://www.tafisa.org/141/mission-2030/>

[UNESCO Fit for Life Flagship Programme](https://en.unesco.org/themes/sport-and-anti-doping/fitforlife)

<https://en.unesco.org/themes/sport-and-anti-doping/fitforlife>

About ICSSPE

International Council of Sport Science and Physical Education



Stronger Together: Creating youth champions to transform communities through grassroots sport



ICSSPE's mission is to integrate research to enhance physical activity and sport. The organisation educates for improved quality of life and health for all people through physical activity and sport and promotes policies for active lifestyles, human performance and good governance in physical activity and sport.

ICSSPE strives to accomplish its mission using the three pillars of science, education and policy.

Founded in 1958 as a global network of governmental and non-governmental organisations, ICSSPE, a not-for-profit, has 160 members. These include research institutions, sport organisations, as well as national government organisations. ICSSPE's Executive Office is in Berlin, Germany and is supported by its membership and the International Olympic Committee, and it's also an official partner of UNESCO.

For more information visit the ICSSPE website www.icsspe.org



www.linkedin.com/company/icsspe-ciepps

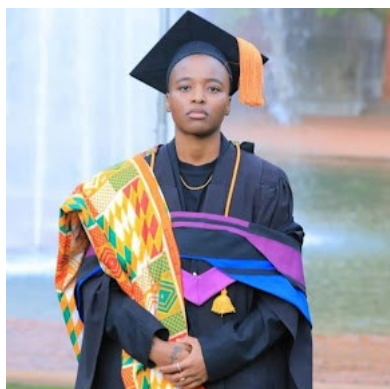


<https://www.youtube.com/channel/UC0oYLNxNUIHcH9UQTxxwZpw>



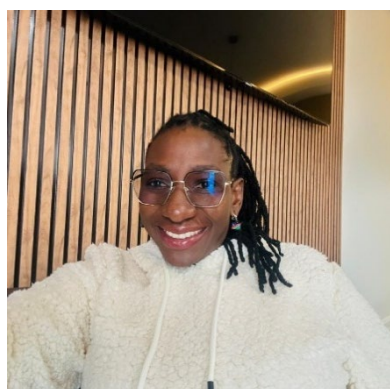
www.facebook.com/ICSSPE

About the Authors



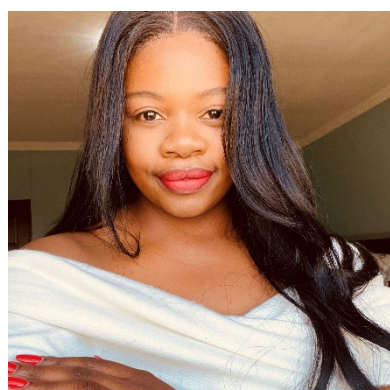
Nabo Yaa Plaatjie (South Africa)

Nabo is currently a master's student at the University of the Western Cape, pursuing an MPhil Degree in Sport for Development. Nabo is also an administrative assistant at UWC Sport and a teaching assistant at Matroosbergweg Primary school. She is a mental health, gender equality and community development advocate. She is a sports enthusiast and enjoys teaching, coaching and playing multiple sports. Her other interests include teaching, fitness, reading and research.



Albertina Talonheni Mbalili (Namibia)

Albertina is a teacher of Home Science Education in Namibia with a Diploma in Education, Basic Education Teacher's Diploma, and an Advanced Certificate in Education. She is a NSC Kavango West Executive Committee Member, Chairperson of Zone 1 Kavango West Namibia School Sport Union, and a member of Namibia Women in Sports Association. Albertina plays basketball and has completed a Level 2 coaching course in gymnastics.



Linea Kapofi (Namibia)

Linea is a dynamic Namibian educator and nationally certified Sign Language Interpreter with over six years of experience. As Founder of the National Sign Language Institute, she champions Deaf rights through education and advocacy. A passionate coach in netball, athletics, and basketball, she also holds a Level 1 Gymnastics certificate, empowering others through inclusion, sport, and communication.



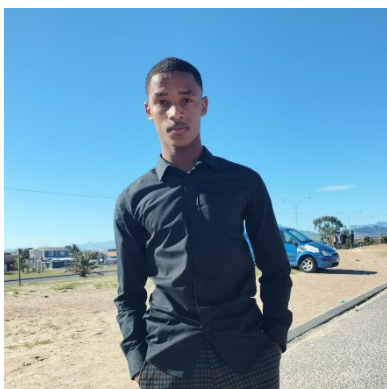
Kebby Liseka Mwangala (Zambia)

Kebby is a teacher of physical education and sport, and a part-time lecturer at Eden University. He is also a passionate educator and football coach dedicated to lifelong learning and community growth. Experienced in sports administration, project management, mentoring, and research. In his work, he inspires students through teamwork, motivation, and how to use the power of sport for education and personal development.



Samantha Miyanda (Zambia)

Samantha is the Women's Representative for Football Association of Zambia (FAZ) Lusaka Province, dedicated to advancing women's football and athlete development. She is the founder of Girls Sports Mentorship, an NGO that empowers young girls in sport, including those with intellectual disabilities. Through her leadership, she has championed initiatives that link sport with education, health, and social empowerment, creating opportunities for the next generation of female athletes in Zambia.



Leeroy Snell (South Africa)

Leeroy is a passionate educator and community leader. He is a second-year student at the University of South Africa (UNISA), pursuing his degree in education. In addition, he is also a Physical Education teacher at The Hague Primary School, and a dedicated soccer coach for a local team. Leeroy strives to inspire young people through sport and education.



Febby Phiri (Zambia)

Febby is a dynamic sport professional & co-author. She studied at St. Patrick's Girls Primary, Kamwala High School, and Skjeberg Folk College. She holds a CAF Diploma C and is keenly interested in coach development, performance analysis, and sport for social inclusion. She has been a youth sports exchange student with the Norwegian Olympic & Paralympic Committee and former National Women's Soccer Team player. Febby co-authored the first edition of "Let's Get Moving Together" toolkit with ICSSPE.



Clarence Pitt (Namibia)

Clarence is a gymnast and currently a gymnastics coach in Namibia, sharing his passion for gymnastics with the next generation. In the sport of gymnastics, Clarence has excelled as an athlete representing Namibia and competing in international competitions, including in Oklahoma in the USA. Clarence is also a qualified official in gymnastics with certifications in women and men artistic judge Level 1 courses. Clarence is a certified fitness instructor and a strong leader advocating for children, youth and inclusive community sporting pathways in Namibia.



Mwaka Musiyani (Zambia)

Mwaka is a teacher by profession at a primary school in Zambia. She believes that sport has the power to unite people and inspire greatness. Personally, she uses sport as a platform to discuss menstrual hygiene, dangers of early marriages and teenage pregnancies to young girls and women. She has worked as a facilitator and received training as a Life Skills Coach with NOWSPAR.



Bonginkosi Junior Mncwango (South Africa)

Bonginkosi is a Postgraduate student at the University of the Western Cape (UWC), specializing in Sport Science and Sport Development. He is a multi-sport coach, researcher, youth leader, and content creator for the UWC Faculty of Community and Health Sciences and PropertyX, with a strong passion for youth empowerment, inclusive sport, and community development. He has coordinated team-building events as Programme Director at the University of KwaZulu-Natal (UKZN) and volunteered at the Sukuma Therapy Centre for People with Disabilities, promoting inclusion and positive social impact through sport.

Glossary

Each of these terms is used in this toolkit. This glossary can be used for better understanding.

Activity: An action associated with delivering a grassroots sport programme or event. A physical activity that takes place at a dedicated time and place for one or multiple sessions.

Assess: Estimation of the nature, quality, or ability of someone or something.

Chimpombwa: A homemade football (soccer ball) that is constructed from paper, twine or string, and plastic bags.

Communication: The process of exchanging and understanding information, sharing ideas, giving instructions, and building relationships with people from different cultures, genders, beliefs, and languages.

Cross-cultural communication: Refers to the exchange of information, ideas, and cultural values between individuals from different cultural backgrounds, encompassing verbal and nonverbal interactions.

Cultural Awareness: The ability to recognise people from different cultures, think, communicate and behave differently.

Culture: The ideas, customs and behaviour of particular people or society.

Customs: Culturally specific behaviours, traditions, and social norms that shape how people communicate and interact.

Disability: Any condition affecting a person's body and/or mind, that affects how the person can do certain activities. Persons with disabilities include those who have long-term physical, mental, intellectual, or sensory impairments that may be present from birth or can be acquired during a person's lifetime.

Discipline: People having self-control and restraint when making decisions and acting accordingly.

Economic Responsibility: How an organisation can adopt practices that support a good financial sustainability plan (e.g., list all the resources and inputs needed, the amount required to sustain the activities, and long-term and short-term fundraising strategies).

Empowerment: A person gains confidence in thoughts and actions that enables them to be comfortable and productive in a variety of settings.

Environmental Responsibility: How sport can be detrimental to the environment and how an organisation can be responsible to conserve natural resources and protect the global ecosystem.

Equality: Things or situations that are the same or quite similar. When something is divided in half, it is equal.

Equity: Fairness or justness. If girls make up 70% of the group, they get 70% of the equipment to use.

Evaluate: When evaluating a programme, assessment and appraising data can be used to show the value of the programme to those it is focused on.

Event: A public or social occasion or activity that is planned and takes place at a dedicated time and place.

Expenditure (expense): In a budget, costs that are spent on items for programme success.

Facilitators: People who organise, enable, and serve as driving forces to accomplish goals.

Glocal: global and local sport activities.

Grassroots Sport: Grassroots sport is physical activity, organised and non-organised, practised regularly at non-professional level for health, educational or social purposes.

Impact: Positive and negative long-term effects produced by the programme or project.

Inclusion: People have access and opportunity to participate and are welcomed.

Income: In a budget, proceeds that are collected to provide revenue that offsets expenditures (expenses).

Input: When detailing a programme, contributions that affect its results.

Intercultural communication: Refers to the verbal and nonverbal interaction between people from different cultural backgrounds.

Learn: People gather, discover, and acquire skills that serve them well in sport and life.

LGBTQI+: Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex. The plus usually represents those who are asexual, pangender, pansexual, and non-binary.

Monitor: Programmes are observed, supervised, and inspected as they unfold.

Nonverbal: Communication without the use of any words.

Outcome: Benefits that a programme or project is designed to deliver.

Outputs: Actions that will contribute to achieving outcomes of the programme (e.g., training, coaches, programme activities).

Partnerships: Projects, programmes, and initiatives provide affiliations, collaborations, and relationships with companies, businesses, and other groups that are interested.

Physical Activity: Any movement of the body when not resting, that expends energy, such as walking, dancing, running, gardening, housework, or playing games.

Perseverance: As community leaders, determination, diligence, and dedication must be part of the characteristics shown.

Practitioners: People who are directly involved in the leadership and management of community sport programmes with those who participate.

Programme: Planned activities to get people active or to teach them new skills or information, whilst having fun.

Programme Design: Planned activities that are based on logical ideas that have purpose toward goals.

Project: A set of tasks or activities that is created to achieve a specific goal or outcome.

Queer: An umbrella term used for individuals that are not heterosexual.

Report: Information that is gathered from the results of a programme that provides statements and

descriptions of what happened throughout the programme.

Resources: A supply of items can provide enrichment to programmes. These can include supplies, funds, equipment, and educational materials, and technology to support.

Respect: A feeling of deep admiration for someone or something that is shown by their abilities, qualities, or achievements. Respect is earned through qualities displayed.

Social Responsibility: How activities should contribute to social development, unite different cultures, and contribute to social cohesion.

Solution: Developing cultural awareness, improving language skills, and fostering open-mindedness to bridge differences and build mutual understanding.

Sport: Sport is a physical activity that is governed by a set of rules or customs involving specific administration, governing body, organisation, and an historical background and often engaged in competitively. Included in the definition of sport are all forms of physical activity that contribute to physical fitness, mental well-being, and social interaction, such as play, recreation, organised or competitive sport and indigenous sports and games.

Sport for All: Sport and physical activity directed towards the entire population, including people of all ages, sexes, and different social and economic conditions to promote health and social benefits of regular physical activity.

Sport for Development and Peace (SDP): The intentional use of sport and physical activity as a tool to contribute to the UN Sustainable Development Goals. Focus is on the full spectrum of development impacts that sport and recreation have on people and communities in terms of a broad range of socio-economic and sustainable development benefits. This includes the development of all sport and specific sport codes or sport types as well as the development of sport federations.

Stakeholders: People who have an interest or concern in something, especially community sport programmes.

Sustainability: Maintaining the benefits produced by a programme.

Toolkit: a set of resources, abilities, and skills that are organised in a type of bag or box that can be used to implement a programme.

Values: A person's principles or standards of behaviour involves judgment of what is important and live life by.

Verbal: Using spoken words to share information or give instructions.

Volunteers: People who freely offer to serve in a programme, project, or initiative, especially in community sport.











*Learning begins
when we listen
to one another.*

African proverb