

HOW TO RUN A „*Sport and Social Cohesion*“ WORKSHOP

A Capacity Development Guideline

10 REDUCED
INEQUALITIES



Introduction

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

You want to run a workshop on “Sport and Social Cohesion”?

You want your participants to...

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

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

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

Target groups

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

General learning objectives of the workshop

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

- ... describe why and how sport can be used as a tool to promote positive social cohesion, and contribute to SDGs 10, 4, 5, and 16.
- ... explain the conceptualisation of social cohesion, as well as its importance.
- ... use the “Sport for Social Cohesion” approach and related materials in their own working contexts.

The structure of the workshop

The workshop consists of the following three modules:

- Module 1:** Introduction to related SDGs and Definitions of Social Cohesion
- Module 2:** Social Cohesion around the Globe, Sample Interventions and Learning Materials
- Module 3:** Mechanisms behind and Activities on Sport and Social Cohesion



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

The structure of the modules

Each module has

- specific learning objectives and
- the following components:



INPUTS

theoretical inputs including the most relevant information and related links



INTERACTIONS

interactive tasks to engage the participants



ASSESSMENTS

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



HOMEWORK

a preparation task for the upcoming module

Duration

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

Helpful tools

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

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

Content



Module 1

Introduction to Related SDGs and Defining Social Cohesion





Module 1: Introduction to Related SDGs and Defining Social Cohesion

Specific learning objectives

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

- ... describe how sport can be used to promote social change and contribute to the Sustainable Development Goals.
- ... explain how S4D can contribute to the SDGs, specifically 4, 5, 10 and 16.
- ... explain the conceptualisation of social cohesion.



INTERACTION

Expectations and Knowledge Level

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

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

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

- Is sport and social cohesion a new topic for you?
- Do you know the Sustainable Development Goals?
- Have you participated in a workshop related to social cohesion before?
- Have you worked on a project where social cohesion was a main focus?
- Have you conducted a social cohesion workshop before?

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



INPUT

Introduction: Sport, SDGs and Social Cohesion

→ *Introduction: Sport, SDGs and Social Cohesion:*

Social cohesion is a multifaceted concept. Social cohesion through sport is mainly linked to SDG 10 (Reduced Inequalities) but is also closely connected to SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 16 (Peace, Justice, and Strong Institutions), and SDG 17 (Partnership for the Goals).

- SDG 10 focuses on reduced inequalities and aims to achieve sub-targets strongly connected to social cohesion, such as:
 - Reduce income inequalities
 - Promote universal social, economic and political inclusion
 - Ensure equal opportunities and end discrimination
 - Responsible and well-managed migration policies

→ *Topic Collection Sport and Social Cohesion:*

The main arguments and objectives:

- S4D can contribute to social cohesion by building **core competences** that foster social inclusion and social capital on a community level.
- S4D provides an **arena for the community** to witness cooperation and support the building of relationships by connecting individuals to communities and across social groups.
- Sport can be a valuable tool to **promote integrating newcomers** into a community.
- Sport can play an important part in **re-engaging disaffected sections** of the community by building shared social capital and leadership through improved cross-cultural interaction.



INTERACTION

Defining Social Cohesion: Silent Sticky Note

- First, participants individually write down words that they think define or are associated with “social cohesion”. This can be on sticky notes, pieces of paper or online “white-board” resources.
- Then, as a group, but without talking to each other, they organize the words into thematic categories.
- Ask some of the participants to explain their logic in arranging the sticky notes into those categories. Critically discuss with the whole group.

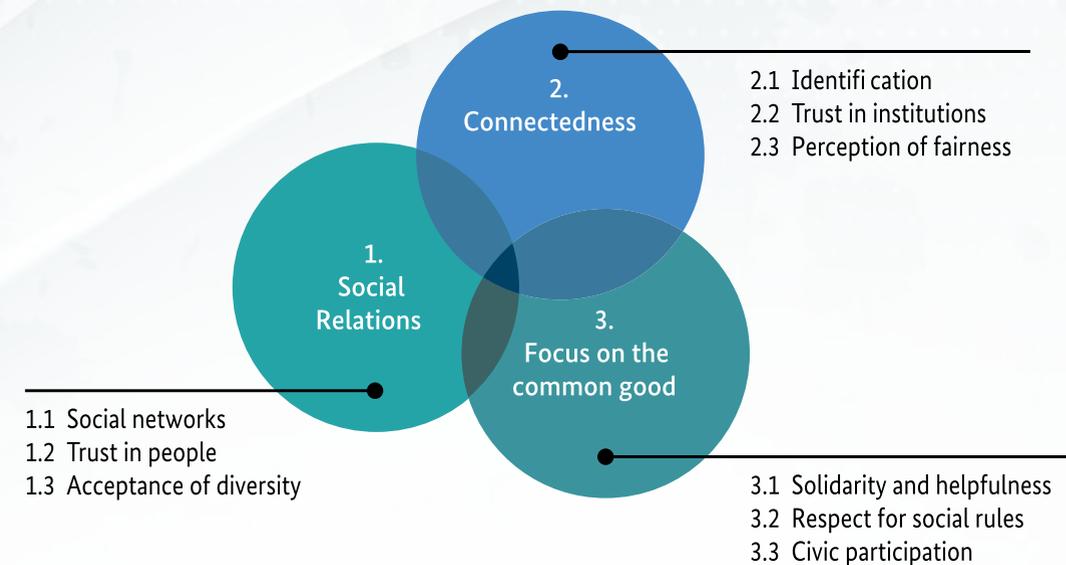
Defining social cohesion:

Defining social cohesion varies greatly according to culture or social-political context.

- According to → *Bertelsmann Stiftung* (2012), “the term social cohesion has to do with how members of a community, defined in geographical terms, live and work together”. It is, hence, a multifaceted concept comprised of 3 main dimensions:

Social cohesion

Characteristic of a collective
Multidimensional
Measured at the micro, meso and macro levels



The three domains of social cohesion and their respective dimensions, Bertelsmann Stiftung (2012), p. 14

Resources to use for the Introduction:

- *Guideline “The SDGs and Sport” (GIZ)*
- *Commonwealth Secretariat (2017): Enhancing the Contribution of Sport to the SDGs*
- *Factsheet “Social Cohesion through Sport” (GIZ)*
- *Publication “Education, Social Cohesion and Anomie” (Blumör et al., 2019)*
- *Social Cohesion Radar: Measuring Common Ground – An International Comparison of Social Cohesion (Bertelsmann Stiftung, 2012)*



ASSESSMENT

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

Q1: What are the SDGs related to social cohesion and sport?

Q2: What are the 3 main dimensions of social cohesion, according to the → [Bertelsmann Stiftung \(2012\)](#)?



HOMEWORK

The Toolkit Challenge

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

Have a look into the → [S4D Resource Toolkit](#) and answer the following questions:

- Which information could you find related to social cohesion?
- Which contents/documents could be useful for your work?
- Which contents/documents do you use for your own work?
- Which S4D activities related to social cohesion could you find?
- Do you already use some of these activities in your programs?

Module 2

Social Cohesion around the Globe, Exemplary Interventions and Learning Materials





INTERACTION

Recap

In order to recap contents of module 1, you can play the following recap game:

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

In order to prepare for module 2, let the participants discuss the homework in pairs:

- “Speed dating”: two participants share their answers regarding the homework questions with each other at first and afterwards in plenum

Module 2: Social Cohesion around the Globe, Exemplary Interventions and Learning Materials

Specific learning objectives

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

- ... describe global trends and the importance of social cohesion.
- ... depict how sport can be used to foster social cohesion.
- ... explain what specific approaches can be used.
- ... identify resources and examples demonstrating how sport can be used to foster social cohesion (examples from different countries and programmes).



INPUT

Measuring Social Cohesion

- **Social Cohesion Radar (Bertelsmann-Stiftung, 2018):** The study aimed to measure the level of social cohesion in 34 countries, over a period of 25 years (from 1989 to 2012).
 - The calculations produced values for the nine dimensions of social cohesion and allowed for the calculation of an overall index.
- **Results:**
 - Geographic pattern from top-to-bottom: Northern Europe; North America and Oceania; Western Europe; Southern Europe and eastern Central Europe; the Baltic region; and South-eastern Europe.
 - There is a high positive correlation between gross domestic product and social cohesion, as well between GDP and the Human Development Index. A higher level of income inequality (Gini Coefficient) is associated with weaker social cohesion. In other words, equality leads to social well-being.
 - Current levels of immigration and diversity are not fundamentally detrimental to social cohesion. Cohesion is not undermined by globalization, ethnic diversity, or a competitive culture.
 - People in countries with a high level of social cohesion see their lives in much more positive terms.
- Cohesion is not something that can easily be changed; rather, it is a relatively constant characteristic of a society.
- There are three conditions that promote social cohesion: prosperity, equitable income distribution, and technological progress toward achieving a knowledge society.
- **Resources:**
 - [Jenson, J. \(2010\) Defining and Measuring Social Cohesion.](#)
 - [Bertelsmann Stiftung \(2018\) What Holds Asian Societies Together? Insights from the Social Cohesion Radar](#)
 - [Langer, A., Stewart, F., Smedts, K. et al. Conceptualising and Measuring Social Cohesion in Africa: Towards a Perceptions-Based Index](#)
 - [Social Cohesion Hub](#)



INTERACTION

Group Discussion “Social cohesion in your communities”

In small groups, participants should discuss the current status of social cohesion in their communities. Ask them the following question:

“What are the realities, challenges and opportunities related to social cohesion?”

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



INPUT

How to Use Sport for Social Cohesion

- **Elements of sport for social cohesion approach:** It is not enough to simply bring different groups together on the pitch. An intentional, coherent pedagogical and programme approach is needed.
- Allport (1954) identified **four conditions** needed for effective mixed group contact:
 - **Equal status:** Both groups must engage equally in the relationship.
 - **Common goals:** Both groups must work on a problem/task and share this as a common goal.
 - **Intergroup cooperation:** Both groups must work together for their common goals without competition.
 - **Support of authorities, law or customs:** Both groups must acknowledge some authority that supports the contact and interactions between the groups.
- Other aspects to be kept in mind:
 - Personal and cultural understanding, open-mindedness, safe spaces and fair treatment are foundations.
 - Combination of regular and special activities can help promote bonding and motivation.
 - New, unknown or traditional games can help put participants on an equal footing.
 - Reflection, discussion, and recognition are key components of activities.
 - Different groups and community actors need to be brought together. Blame/responsibility should not all be on one group.
- **Resources:**
 - [Allport's Contact Hypothesis](#)
 - [EDU:PACT: Intercultural learning through sport](#)



INTERACTION

Group Work “Sport and social cohesion”

In small groups, participants should discuss how sport can or cannot support social cohesion in your communities.

They should consider opportunities, challenges, and limits of using sport.

After 10 – 15 minutes of discussion, each group should take notes and present their thoughts and findings to the rest of the group.



INPUT

Country Examples and Learning Materials

→ Turkey: Growing Together Programme

- **Background:** Millions of Syrian refugees are currently living in Turkey, mostly in refugee camps and in host communities. More than half of the Syrian refugees in Turkey are children and adolescents, with most of them not taking part in regular school education. The high numbers of refugees pose major challenges for public institutions, especially in education, health, and social care.
- **GIZ Programme:** This programme conducts sport-related workshops in cities at the Turkish-Syrian border in order to strengthen social cohesion between Syrian refugees and the Turkish host communities. The focus is on imparting knowledge about sports and movement as an integrative element and instrument of intercultural encounter, as well as the connection between sport and education, health, and inclusion in the refugee context. In the workshops GIZ and partners train Turkish and Syrian multipliers (trainers, social workers, teachers etc.) to initiate and establish sport activities in clubs, schools and community centres for intercultural exchange and appreciation of the different cultures.
- **Results:**
 - 22 training workshops led by Germany-based S4D experts
 - 455 coaches, physical education teachers, and young people reached



- Approximately 8,500 Syrian and Turkish children and young people in Gaziantep, Kırıkhan, and Şanlıurfa participating

- **Resources:**
→ *Brochure “Growing Together”, Turkey (GIZ, 2019)*

→ *Sri Lanka: Sport for Social Cohesion and Reconciliation*

- **Background:** Sri Lanka has experienced decades of violent conflicts and has a colonial past. More than 95 percent of public schools are segregated by ethnicity, language, religion, and gender. These schools have fostered strong group-based identities with limited opportunities for interaction and exchange. As a result, stereotypes, resentment, and mistrust among different ethno-linguistic groups have been generated, reinforced, and perpetuated.
- **GIZ Programme:** The programme aims to support the Ministry of Education in Sri Lanka in the development and implementation of the national policy on education for social cohesion and peace. In this context, the Education for Social Cohesion Programme (ESC) was implemented. It also aims to facilitate development of a professional education programme for PE lecturers as well as an inter-college programme between the five National Colleges of Education (NCoE) that are specialized in Physical Education (PE).
- **Resources:**
→ *Manual / Guideline “Football / Netball 3”, Sri Lanka (Weber, 2018)*



- **Western Balkans**

(→ *Albania*, → *Bosnia and Herzegovina*, → *Kosovo*, → *North Macedonia*, → *Serbia*)

- **Background:** The Western Balkans region is multi-ethnic, featuring post-conflict societies in diverse contexts.

- **GIZ Programme:** The aim of the programme in the region is to strengthen social cohesion and to improve the living conditions for vulnerable groups through the S4D approach. In close cooperation with seven municipalities, GIZ supports multi-stakeholder networks consisting of local authorities, NGOs, schools, kindergartens, and sport clubs. These actors are all engaged in community-based development and the implementation of strategies on using sport as a tool to strengthen inclusive participation, acknowledge diversity, and increase reciprocal trust, a sense of belonging, and the interconnectedness of individuals and groups.

- **Resources:**

→ *Factsheet “Sport for Development in Western Balkans” (GIZ, 2020)*

→ *Manual “For Sport for Development Volunteers In The Balkan Region” (GIZ-SPIN, 2017)*

→ *Otaharin Football Curriculum Bosnia and Herzegovina (DSHS, 2017)*



Other examples:

→ *Sport Against Racism Ireland (SARI)*

- **Background:** SARI was founded in 1997 as a not-for-profit organisation with charitable status dedicated to positive integration and social inclusion through sport. Working with schools, refugees and local communities, SARI delivers anti-discrimination educational workshops, intercultural sporting events, and a Young Leaders youth development and employability programme.
- **GIZ Programme:** SARI has a multi-faceted approach. It offers weekly open trainings (e.g., *soccernites*, *Hijabs and Hat Tricks*) and has teams regularly participate in international events. It also organises local events using adapted football methodologies (e.g., *football3*) and conducts anti-discrimination workshops in schools.

→ *Gol y Paz*

- **Background:** Gol y Paz is a network of 11 Colombian organizations that use football as a tool for social change in different territories and contexts. It is a movement that catalyzes the interaction of public, privates and civil society actors, and focuses on social transformation, peacebuilding, reconciliation, education, and community development.
- **GIZ Programme:** “Soccer, Peace and Reconciliation” fosters psycho-emotional reconciliation and mutual understanding among young people who are either former guerilla or paramilitary group members or victims of the civil conflict in Colombia. Young people are empowered to act as multipliers of peace in their communities..





ASSESSMENT

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

Q1: According to the Social Cohesion Radar, are the following statements True or False?

- a) There is a negative correlation between GDP and social cohesion.
- b) Income inequality is associated with weaker social cohesion.
- c) Social cohesion levels can change drastically in the short term.
- d) The 3 conditions to promote social cohesion are: prosperity, equitable income distribution, and technological progress.
- e) Globalization and ethnic diversity undermine social cohesion.

Q2: What are the key principles of “sport for social cohesion” activities?



HOMework

Your “Shopping List”

Ask the participants to complete the following homework until the next module:

- Give yourself some time to memorize the topics of the different inputs (module 1 and 2)
- Prepare your shopping list including (1) what you take along from the inputs and (2) what you want to implement in your own working context
- Please remember, items on a shopping list are not possibilities, but intended purchases. For example, if you have “onions” on your shopping list, you will definitely buy them. So, it is better to pick a few important takeaways than to pick many you won’t use!
- For your list, you can use the following table as structure:

What do you take along from the sessions?

.....

.....

.....

.....

What will you implement in your work?
(e. g. in your next training session, workshop?)

.....

.....

.....

.....

Module 3

S4D Mechanisms and Activities





Module 3: S4D Mechanisms and Activities

Specific learning objectives

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

- ... design activities to foster social cohesion through sport.
- ... obtain examples of activities to foster social cohesion through sport.
- ... learn about techniques to support social cohesion away from the sporting field.



INPUT

The Mechanisms behind “Sport for Social Cohesion” Interventions

- **Competences:** “Competences are pedagogic skills that can be learned, cognitively anchored and therefore are knowledge-based skills and abilities that aim to successfully accomplish tasks and requirements in everyday and professional situations.” (Stangl, 2017).
- *Competences related to social cohesion through sport:*
- **Personal Competences:**
 - **Responsibility:** find ways to be involved in the community.
 - **Critical ability, conflict ability:** recognize and manage situations of exclusion or conflict
 - **Social competences:**
 - **Change of perspective and empathy:** anticipate how behaviours might affect others and adjust
 - **Solidarity:** use different, diverse competences towards common goals
 - **Communication:** communicate and listen in an active, open manner
 - **Cooperation:** work with others respectfully
 - **Methodological competences:**
 - **Critical thinking:** reflect on roles, behaviours and systems
 - **Decision-making:** make respectful, inclusive decisions
 - **Problem-solving:** utilize appropriate, inclusive and respectful problem-solving strategies
 - **Professional competences:**
 - Related to sport (technical, tactical, motor skills etc.)



INTERACTION

Group Work “Prioritising social cohesion competences”

Organize the participants into small groups give them 15 minutes to discuss how they would prioritise/modify the social cohesion competences for the youth in the context of their work.

Each group should prepare to share the results of their discussion.

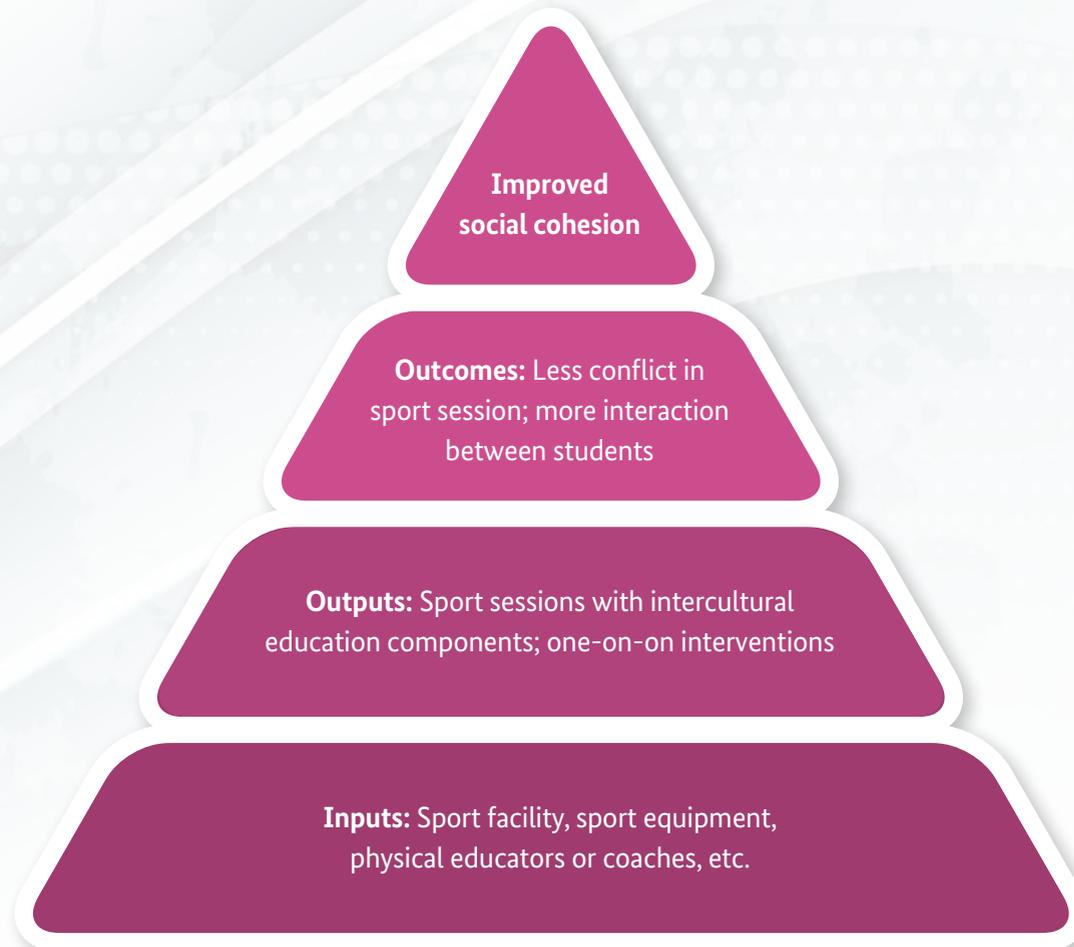
- **How can we ensure that we make this transfer from ‘pitch to life’?**

Social cohesion grows and spreads from small groups like families, friends, or sport clubs. Still, there are challenges to ensure the behaviour that is encouraged in a S4D programme is transferred to/and rewarded by the community.

- A multi-faceted approach is needed, both in terms of providing a comprehensive programme for participants, as well as engaging with other segments of the community.
- The specific needs, realities and conditions of your participants, and the community need to be considered, and you need to consider how these all link together.
- A ‘Theory of Change’ type model can be a useful tool to think about these elements,

- **Resource:**

→ [EDU:PACT: Map Specific goals, outcomes, outputs and inputs](#)



Adapted from → [EDU:PACT: Map Specific goals, outcomes, outputs and inputs](#)



INTERACTION

Group Work “A Theory for Social Cohesion”

In small groups, participants design a simple Theory of Change on Sport for Social Cohesion.

When doing this, they should be sure to integrate their perspectives and experiences. Later, they should present and discuss their Theory of Change to the whole group.



INPUT

“Sport and Social Cohesion” Training Sessions and Activities

• **From theory to practice: The Five Principles of S4D and Competences as part of a training session**

- Simply playing sports *does not guarantee* that children and youth will develop competences that lead to a positive development and will prepare them for the future.
- **Precondition:** the coach has to make an *intentional effort* to develop competences. The development of competences has to be part of S4D activities and at best *part of all training units, including reflection*.

→ [“The 5 Principles of S4D”](#) (available in 8 languages)

- S4D means the intentional pedagogical development and implementation of exercises which prioritize the personal and social development of (youth) participants over their sport and motoric development. In S4D, **sport and physical activity are used to attain development objectives**, including, most notably, the SDGs. If sport is to make a meaningful contribution to development, coaches need to use exercises that explicitly and intentionally develop life skills/competences of participants. S4D can only develop its full potential if S4D coaches consider and employ all **five principles**:

→ [Poster “The 5 Principles of S4D”](#)

→ [S4D Principle 1 Multidimensional Development of Participants](#)

→ [S4D Principle 2 Developing Life Skills/ Competences](#)

→ [S4D Principle 3 Roles and Responsibilities of the Coach](#)

→ [S4D Principle 4 Appropriate Educational Goals](#)

→ [S4D Principle 5 The Structure of an S4D Training](#)

- **Example training session and activities:**

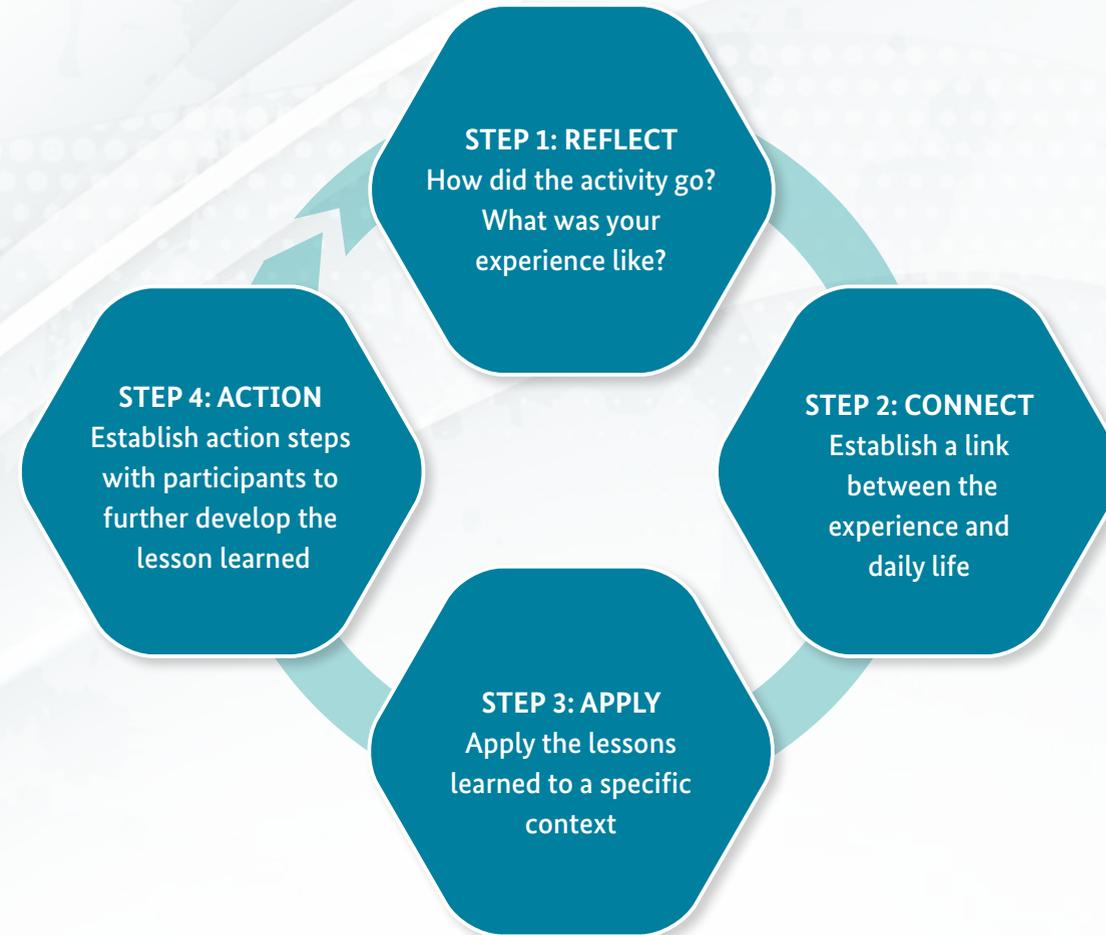
- *S4D Training Session SDG 10 Social Cohesion “Understanding Diversity”*
- *S4D Activity SDG 10 Social Cohesion “Spider Web”*
- *S4D Activity SDG 10 Social Cohesion “Run, Turn, Combine”*
- *S4D Activity SDG 10 Social Cohesion “Intercepting the Ball”*
- *S4D Activity SDG 10 Social Cohesion “Fair Game”*

- **Importance of the reflection part:** No reflection – no impact!

- **Resource:**

- *Reflection Guideline* (available in Arabic, Bahasa-Indonesia, English, French, Spanish)

- The Toolkit provides a lot of → *S4D Tools for Implementing Activities and Events* (supporting tools in order to create your own S4D sessions):
 - The → *Guideline “Planning a Training Session”* assists to plan and structure a S4D training session in advance.
 - The → *Template “Planning and Reviewing Sheet for S4D Training Sessions”* can assist you to plan, conduct and review a well-structured course.



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



ASSESSMENT

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

Q1: What are the four categories of competences?

Q2: Which of these categories would critical thinking fit into?

Q3: Match the following questions to a different stage of the Reflect-Connect-Apply-Action reflection model.

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

Q4: What does “communication” mean in the context of fostering social cohesion?



INTERACTION (FINAL REFLECTION)

Implementing Social Cohesion Contents in Your Own Work

Ask the participants to fulfil the following tasks:

- Please update and review your “shopping list” (homework module 2) regarding contents of module 3.
- Reflect on your own the following questions and take some notes:
 - What was **new** for you?
 - What did you **take along** from the modules?
 - What will you **implement in your own work**?
 - Which health issue do you want to **focus on**?
 - What will be your **next step** to implement your takeaways from the workshop in your work?
- Formulate 1 **NEXT STEP** on a piece of paper and present it in the group.

Feedback

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

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

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

Disagree	I am not sure	I agree	I strongly agree
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Your identification code number is _____

Indicate your level of agreement to the following statements.

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



ANSWERS ASSESSMENT (Module 1)

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

Q1: What are the SDGs related to social cohesion ...?

Q2: What are the 3 main dimensions of social cohesion, according to ...?

Answers:

Q1: SDG 10 (Reduced Inequalities) but is also closely connected to SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 16 (Peace, Justice, and Strong Institutions) and SDG 17 (Partnership for the Goals).

Q2: Social relations, Connectedness and Focus on the common good.



ANSWERS ASSESSMENT (Module 2)

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

Q1: According to the Social Cohesion Radar, are the ...?

- a) There is a negative correlation between ...?
- b) Income inequality is associated with weaker ...?
- c) Social cohesion levels can change drastically in ...?
- d) The 3 conditions to promote social cohesion are ...?
- e) Globalization and ethnic diversity ...?

Q2: What are the key principles of “sport for social ...?”

Answers:

Q1: a) False, b) True, c) False, d) True, e) False

Q2: Understanding of self, of different groups, open-mindedness, and clear goals; Equal and fair treatment of all participants; Mixed-group activities with shared goals; Strange or new Sports/Games; Shared experiences through regular activities and special events; Recognition of experiences, feelings, and contributions; Reflection on experiences and challenges, followed up by discussion in group (various answers are possible).



ANSWERS ASSESSMENT (Module 3)

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

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

Q2: Which of these categories would critical thinking fit into ...?

Q3: Match the following questions to a different stage of the ...?

- a. Has a similar situation happened ...?
- b. What will you do differently in ...?
- c. What helped you to succeed in this ...?
- d. Write a letter to yourself and ...?

Q4: What does “communication” mean in the ...?

Answers:

Q1: Personal, Social, Methodological, Professional

Q2: Methodological

Q3: a. Connect; b. Apply; c. Reflect; d. Act

Q4: Suggested Answer:
Communicating and listening in an active, open manner.

Imprint

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

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**SUSTAINABLE
DEVELOPMENT
GOALS**

