

SUSTAINABLE GOALS THROUGH

SPORT

SGS Training Course Summary Report & Learning Materials

Youth Sustainability Ambassadors Training Programme
Kisumu, Kenya | 6-11 July 2026

36+

international participants

600+

individuals reached
locally in Kisumu

6 days

of learning, practice &
field work



Co-funded by
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Public report prepared for the Sustainable Goals through Sport project



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SGS Training Course Summary

The Sustainable Goals through Sport (SGS) Training Course was delivered in Kisumu, Kenya, from 6 to 11 July 2026, with travel days on 5 and 12 July. Organised by Resource Hub for Development (RHD Kenya) with the support of the Budapest Association for International Sports (BAIS), the programme brought together 36 international participants from partner organisations and additional local Kenyan participants and stakeholders. The training created a dynamic learning environment of more than 40 young leaders, youth workers, educators, sport coaches and NGO representatives.

Purpose of this report

This public report summarises the delivered training programme, learning methodology, field visits, educational materials and follow-up outcomes. It is designed as a dissemination and reference document for SGS partners, training course participants and wider stakeholders.

The training combined theory, non-formal education, sport-based practice, field visits and ETS (Education through Sport) tool development. Participants explored how community sport can contribute to the Sustainable Development Goals, tested practical educational activities with local young people, and prepared follow-up actions to multiply the learning in their home countries before the next SGS milestone in Dakar, Senegal.

6 days

training programme

36+

international participants

3+

schools/field venues

600+

individuals reached



1. Project and training context

The SGS project promotes the use of sport as a platform for sustainability education, youth participation, intercultural cooperation and community impact. The Kisumu training course was positioned as a key capacity-building milestone in the project cycle: it connected the WP2 research outcomes with practical learning materials, tested sport-based educational approaches in real community settings, and prepared participants to become multipliers in their local contexts.

Training profile. The detailed programme identified the target group as youth leaders, youth workers, sport coaches and NGO staff members. Its methodological base combined experiential learning, non-formal education, sport-based education, peer learning, reflection, simulation, field practice and action planning. This blend of methods allowed the programme to move beyond classroom learning and focus on practical implementation.

Training objectives	How they were addressed
Understand the link between sport and SDGs	Interactive workshops, SDG mapping exercises and group work on pre-selected SDGs based on SGS research.
Strengthen education through sport competences	NFE/ETS inputs, facilitation exercises, peer feedback and development of sport-based educational games.
Test SGS tools and learning materials	Digital Knowledge Hub and online module testing, practical feedback and discussion on accessibility and relevance.
Connect learning with real community settings	Visits to schools, KUAP Vocational Centre, Manyatta Junior Primary School, WeFootball Academy and KIYA Initiative.
Prepare multiplier actions	Action plan development and presentations, project funding class, Youthpass reflection and follow-up commitments.



2. Training methodology and learning pathway

The programme was intentionally designed as a learning-by-doing process. Most mornings focused on conceptual inputs and reflection, while afternoons were mainly dedicated to practical design, field implementation, testing and feedback. This structure helped participants translate topics such as sustainability, inclusion, gender equality, human rights and youth participation into concrete sport-based educational tools.

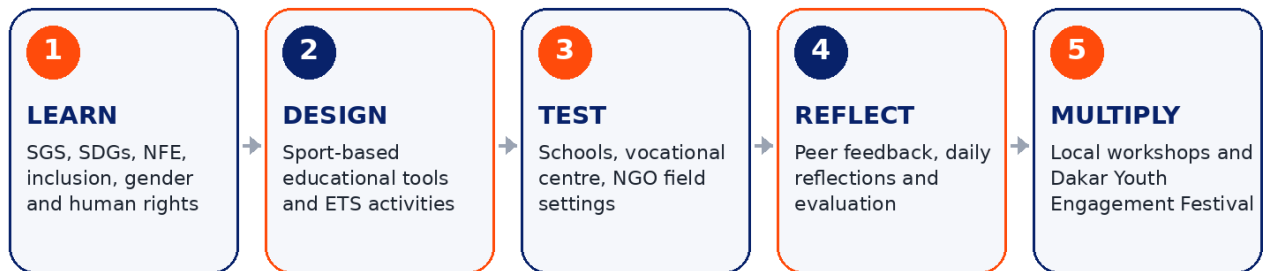


Figure 1. SGS training methodology: learn, design, test, reflect and multiply.



Methodological element	Examples from the training	Learning value
Non-formal education	Icebreakers, energisers, team-building, group norms, reflection circles	Created trust, active participation and shared responsibility.
Education through sport	Sport activities linked to SDGs, inclusion, human rights and gender equality/equity	Showed how sport can become a structured educational tool.
Peer learning	Mixed-country teams, presentations, feedback rounds and intercultural nights	Enabled participants to learn from different European and African realities.
Field practice	School visits, NGO visit, vocational centre and sport academy engagement	Connected classroom learning to local communities and real young people.
Action planning	Local project planning, funding session and final presentations	Prepared partner-level follow-up workshops and multiplier activities.



Intercultural nights were held throughout the week and became one of the strongest social learning elements of the programme. Participants shared cultures, traditions, food, music and stories, which supported group cohesion and helped the international team integrate quickly.

3. Delivered programme overview

The delivered programme followed the overall structure of the prepared training plan, with some changes introduced in response to local opportunities and the needs of the training group. The most important changes were the relocation of the Sport and SDGs workshop to the morning of the second training day, the visit to KIYA Initiative on Day 3, the additional visit to Manyatta Junior Primary School and WeFootball Academy on Day 4, and the joint Lake Victoria programme on Day 5.



Delivered learning journey: 6-11 July 2026

From shared foundations to field testing, tools, reflection and follow-up action planning.

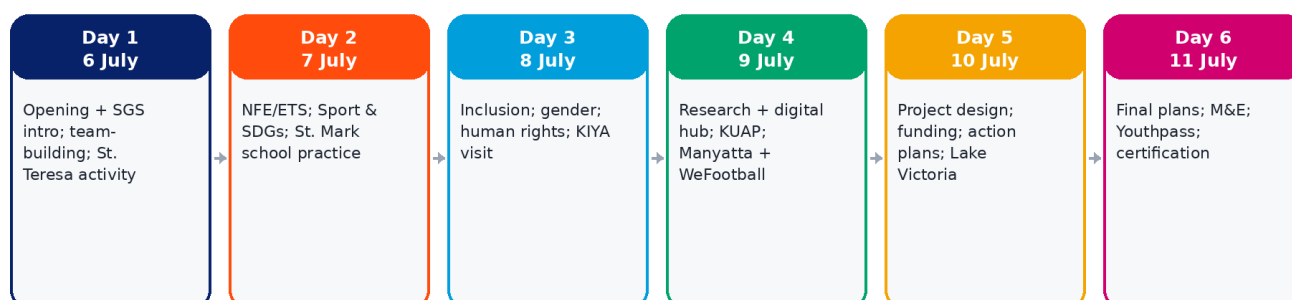


Figure 2. Actual delivered learning journey, including the main changes compared with the draft programme.

Day	Main focus	Key activities and outcomes
Day 1 6 July	Foundation and group-building	Official opening, SGS project introduction, expectations, learning contract, team-building and practical sports-based inclusion activity at St. Teresa Kibuye Senior School.
Day 2 7 July	NFE, ETS and SDGs	Principles of non-formal education and education through sport; Sport and SDGs workshop; group work on SDG contributions of community sport; activity design and testing with students at St. Mark Nyabera Junior School.
Day 3 8 July	Inclusion, gender and human rights	Workshops on sport and social inclusion, gender equality/equity and human rights education through sport; KIYA Initiative visit on seedling propagation and circular economy practices.
Day 4 9 July	Research, digital learning and field implementation	SGS research outcomes; Digital Knowledge Hub and online module testing; visit to KUAP Vocational Centre; additional visit to Manyatta Junior Primary School and WeFootball Academy for games and sports with local youngsters.
Day 5 10 July	Project design and integration	Community project design, grant writing, Erasmus+ opportunities and action plan development; joint Lake Victoria programme replacing free time to strengthen integration.
Day 6 11 July	Legacy and closure	Final action plan presentations, impact measurement and monitoring, final evaluation, Youthpass reflection, certification ceremony and closing.



4. Field visits and local implementation

A distinctive strength of the SGS training course was the integration of field visits and real-life implementation. Participants did not only learn about education through sport; they also designed, adapted and delivered activities with local children and young people. This strengthened facilitation skills and helped participants understand the practical realities of using sport for sustainability education in different contexts.

Field venue / setting	Learning relevance
St. Teresa Kibuye Senior School	Participants explored team-building and sports-based inclusion with students aged approximately 15-19.
St. Mark Nyabera Junior School	Participants tested sport-based sustainability activities and connected with local youngsters of a disadvantaged neighbourhood of Kisumu.
KIYA Initiative	Participants learned about youth agripreneurship, seedling propagation and circular economy approaches, including how local initiatives can transform waste and nutrients into agricultural value.
KUAP Vocational Centre	Participants learned about vocational education opportunities for disadvantaged young people and reflected on education, employability and social inclusion.
Manyatta Junior Primary School and WeFootball Academy	Participants delivered sport-based educational games and joined local youngsters in football, basketball, volleyball and netball. The methodology of WeFootball Academy was introduced to participants.



Learning from KIYA Initiative. The field visit illustrated sustainability beyond sport by showing circular economy and agribusiness practices. Participants learned about seedling propagation and how local environmental challenges can be connected with innovation, sanitation, soil health and youth entrepreneurship. The visit broadened the training beyond sport activities and helped participants think about local sustainability partnerships that sport organisations can connect with.

5. Learning materials and participant-developed tools

The training course generated and tested several types of learning materials. These resources are important both as evidence of the training process and as practical materials for follow-up workshops in partner countries.

Material / output	Use after the training
Presentations and learning materials	Facilitator presentations, workshop inputs and resources used during the programme. These cover SGS project introduction, SDGs and sport, non-formal education, education through sport, social inclusion, gender equality/equity, human rights education, project design and funding opportunities.
Participant-developed ETS games	Sport-based educational activities developed in teams during the training. These games focus on sustainability, inclusion, teamwork, environmental responsibility and youth engagement.
Feedback on SGS digital resources	Structured and informal feedback on the Digital Knowledge Hub, e-learning modules and educational resources to improve relevance, clarity, accessibility and future use.
Local follow-up action plans	Partner-level plans to multiply the learning through local workshops, sport events and educational activities before the Dakar Youth Engagement Festival.
Evaluation and Youthpass reflections	Questionnaire data, oral feedback and competence reflection processes supporting learning recognition and quality improvement.

Repository links

The shared folders for learning materials and participant-developed sport-based education activities are included in the annex of this report. Partners and participants are encouraged to use these materials when delivering local follow-up workshops and to keep the folders updated with any final versions.



6. Evaluation snapshot: what worked particularly well

The post-training questionnaire received 32 participant responses. Overall feedback was strongly positive, especially regarding the educational value of sport, intercultural learning, inclusion and the practical implementation with local young people. The chart below presents selected average scores on a 1-5 scale.

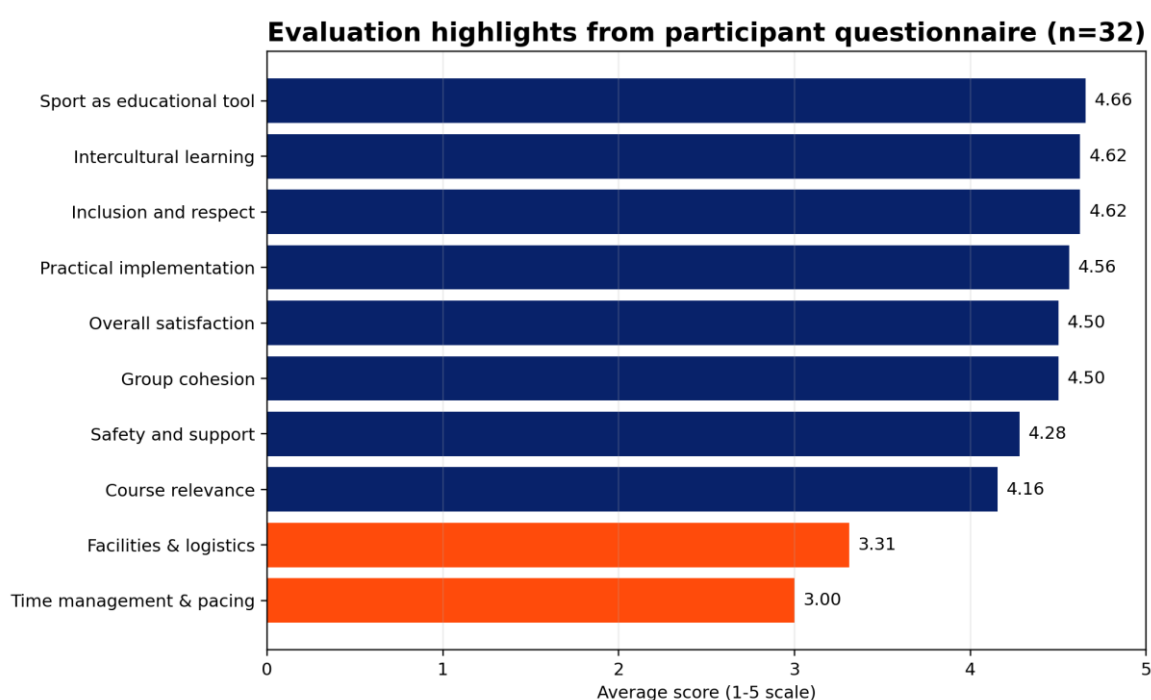


Figure 3. Selected participant evaluation results. Scores are aggregate and anonymised.

Key positive aspects. Participants particularly valued the chance to experience sport as an educational tool, the intercultural environment, the strong group integration, and the opportunity to work directly with local young people. The highest-rated areas included better understanding of sport-based education, intercultural learning and cooperation, feeling included and respected, group cohesion, and the value of practical implementation.

Quality-improvement points. The evaluation also shows areas to strengthen for future mobilities. These include logistics and facilities, time management and pacing, and more structured space for debriefing and consolidating learning. These points are valuable for the preparation of follow-up activities and the Dakar Youth Engagement Festival.

7. Participant testimonies

Participants highlighted the training as an inspiring, practical and intercultural learning experience. Their reflections show how sport can become a powerful platform for sustainability, inclusion and community change:

“James Kazini Mando

The SGS Training in Kisumu was an eye-opener for us to go out there and change the world to be a better place for future generations through sport. The sessions involved a lot of interesting training approaches that ensured participants engaged with each other in a way that promoted diversity and collaboration, both of which we need for sustainable development.

“Yvonne Awino

The SGS Training in Kisumu was fun and a life-changing experience. It equipped me with valuable skills that I can apply in the community and gave me a deeper understanding of how sport can promote peace and healthy lifestyles. Through the activities, I made meaningful friendships, built my confidence, and learnt that sport has the power to unite people and create lasting positive change.

“Daisy Odhiambo

The SGS training was an inspiring and impactful experience that enhanced my understanding of the role sport can play in promoting sustainable development. It also gave me the opportunity to connect with students, learn from diverse cultures and grow in confidence. I am sincerely grateful to the organisers, trainers, partner organisations, schools and communities that welcomed us and made this such an inspiring and unforgettable experience.

“Caroline Okendo

Understanding that sport can be used as a platform to drive change, especially in championing the SDGs, is a mission we all have to spread in order to realise this goal. The training session not only empowered us but also gave us an opportunity to learn from other national groups and motivated us to do more.



8. Recommendations and follow-up actions

The training course created strong foundations for the next phase of SGS. To maximise impact, partner organisations should transform the learning into concrete local actions, visibility outputs and further testing of the project tools.

Recommendation	Rationale	Suggested follow-up
Preserve field-based learning	School and community visits were among the most memorable and useful elements.	Include direct implementation with young people in all follow-up activities where safeguarding and logistics allow.
Strengthen logistics and pre-briefing	Facilities/logistics and pacing received lower scores than learning impact.	Use a preparation checklist covering transport, meals, accommodation, field-activity roles, age groups and risk management.
Allow more time for reflection	An intense programme needs structured consolidation.	Plan daily debriefs and short written reflection outputs after major field activities.
Use participant-created ETS games	The training produced practical sport-based tools.	Pilot the games locally, document adaptations and upload final versions to the shared folder.
Connect local workshops to Dakar	Dakar 2026 is a key milestone for SGS visibility and youth engagement.	Use local follow-up workshops to prepare young people, test tools and select active youth multipliers.

Next project milestone

Participants and partner organisations will now develop local follow-up workshops and actions in their home countries. Within SGS, the partnership is also preparing the Dakar Youth Engagement Festival, planned for 1-8 November 2026 during the wider Dakar 2026 Youth Olympic Games period.



9. Conclusion

The Kisumu training course demonstrated the potential of sport to connect sustainability education, youth work, intercultural learning and practical community engagement. The programme was demanding and intense, but it gave participants the opportunity to learn, test, facilitate, reflect and prepare follow-up actions in a real international and local community environment. The combination of theoretical inputs, practical tool development, school visits, NGO learning, intercultural exchange and action planning produced a strong foundation for SGS multiplier activities.

The next phase of the project should build on the strongest elements of the training: practical implementation, intercultural teamwork, partner cooperation and sport-based non-formal education. At the same time, partners should use the evaluation results to improve logistics, pacing, preparation and debriefing. This will help ensure that SGS activities remain educationally strong, safe, inclusive and impactful.

Annex: learning materials, tools and useful links

The following links should be used by partners to access, update and further develop the training materials and participant-created resources.

- **SGS project website:** <https://sport4sdgs.eu/>
- **SGS research outcomes:**
https://drive.google.com/drive/folders/1k8Fz_PhGfT5kSY0os034T3VJRXXhxs_S?usp=sharing
- **SGS training course presentations and learning materials:**
https://drive.google.com/drive/folders/1_AtuuNrer_cHEeGC7IJmk99syseB_C8k?usp=sharing
- **Participant-developed non-formal education / sport-based education activities:**
<https://drive.google.com/drive/folders/1IVXSMO2MDZayU66GDxI6pZuG1PRhTmiB?usp=sharing>
- **KIYA Initiative:** <https://kiyainitiative.org/>
- **Dakar 2026 Youth Olympic Games information:** <https://www.olympics.com.au/games/dakar-2026/>