



# AGITOS

Foundation

Developing Sport,  
Changing Lives



“Sport has the power to change the world. It has the power to inspire, it has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope, where once there was only despair. It is more powerful than governments in breaking down racial barriers. It laughs in the face of all types of discrimination.”

Nelson Mandela

# A tool kit to support National Paralympic Committees to successfully organise youth camps

Youth camps are a great initiative to empower young people with a disability through sport. To thoroughly organise a youth camp requires more than a year of preparation, and good co-ordination and communication by all parties involved. The following information will help you to implement the youth camp.

This kit is a reference tool for organisers of youth camps. At the same time users are encouraged to adapt it to their local context.

NPCs are encouraged to contact the Agitos Foundation for further information on educational sessions with young athletes and youth sport co-ordinators at [info@paralympic.org](mailto:info@paralympic.org).

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## Foreword of the IPC President



Dear readers,

On behalf of the International Paralympic Committee (IPC), I am pleased to share with you this tool kit to help National Paralympic Committees organise youth camps in their respective countries and help advance Paralympic Sport at the grassroots level.

The IPC recently launched the Agitos Foundation, which will be the leading global organisation for developing sports activities for people with an impairment as a tool for changing lives and contributing to an inclusive society for all.

Through youth camps that combine sports practice with educational sessions, we can instill the Paralympic values into people at a young age so that they will carry those values with them for the rest of their lives and ensure the long-term impact of the Paralympic Movement.

In doing so, they will diffuse the Paralympic Spirit to their friends and families, subsequently changing society and building up the next generation of leaders in sports for people with an impairment.

Thank you for your expertise, energy and commitment to developing Paralympic sports at the grassroots in your country.

Our youth are our future, and with them lies the legacy of the Paralympic Movement.

*Philip Craven*

Sir Philip Craven, MBE  
President International Paralympic Committee

Example of a camp’s schedule

| SUNDAY        |                                 |                                 |         |                       |
|---------------|---------------------------------|---------------------------------|---------|-----------------------|
| Time          | Athletes (A)                    | Youth Sport Co-ordinators (YSC) | Coaches | Locations             |
| 07.00 – 18.00 | Arrivals and accreditation      |                                 |         | at accom-<br>modation |
|               |                                 |                                 |         |                       |
|               |                                 |                                 |         |                       |
|               |                                 |                                 |         |                       |
|               |                                 |                                 |         |                       |
|               |                                 |                                 |         |                       |
|               |                                 |                                 |         |                       |
| 18.00 – 19.00 | Dinner                          |                                 |         |                       |
| 19.00 – 20.00 | Games to get to know each other |                                 |         |                       |

| MONDAY        |   |                                 |   |                       |
|---------------|---|---------------------------------|---|-----------------------|
| Time          | Athletes (A)  | Youth Sport Co-ordinators (YSC) | Coaches   | Locations             |
| 07.00 – 08.00 | Breakfast   |                                 |   | at accom-<br>modation |
| 08.00         | Transport to venue  |                                 |   |                       |
| 09.00 – 11.00 | Opening Ceremony  |                                 |   |                       |
| 11.00 – 11.30 | Break   |                                 |   |                       |
| 11.30 – 12.15 | Tour around the venues in several groups to show seminar roomand sports facilities and in-<br>form about the work and structure of the host-<br>ing NPC |                                 |   |                       |
| 12.15 – 13.15 | Lunch   |                                 |   |                       |
| 13.30 – 15.00 | Introduction into the Paralympic Movement   | (YSC) educational workshop I    | Coach to coach (C2C) module I                           |                       |
| 15.00 – 15.15 | Break   |                                 |   |                       |
| 15.15 – 17.00 | Sport practice (with instructors. athletes and coaches)   | (YSC) educational workshop II   | Sport practice (with instructors. athletes and coaches) |                       |
| 17.00         | Transport to accommodation  |                                 |   |                       |
| 18.00 – 19.00 | Dinner  |                                 |   | at accom-<br>modation |

| TUESDAY       |                                    |   |                |                       |
|---------------|------------------------------------|---|----------------|-----------------------|
| Time          | Athletes (A)                       | Youth Sport Co-ordinators (YSC)   | Coaches        | Locations             |
| 07.00 – 08.00 | Breakfast                          |   |                | at accom-<br>modation |
| 08.00         | Transport to venue                 |   |                |                       |
| 09.00 – 11.00 | Sport practice                     | Attendance of sport practice  | Sport practice |                       |
| 11.00 – 11.30 | Break                              |   |                |                       |
| 11.30 – 12.30 | Traditional Dance with Music       |   | C2C module II  |                       |
| 12.30 – 13.30 | Lunch                              |   |                |                       |
| 13.30 – 15.00 | (A) educational workshop I         | (YSC) educational workshop III  | C2C module III |                       |
| 15.00 – 15.30 | Break                              |   |                |                       |
| 15.30 – 17.00 | (A) educational workshop II        | Introduction into the Paralympic Movement together with youth co-ordinators |                |                       |
| 17.00         | Transport to accommodation         |   |                |                       |
| 18.00 – 19.00 | Dinner                             |   |                | at accom-<br>modation |
| 19.00 – 20.00 | Paralympic Movement knowledge quiz |   |                | at accom-<br>modation |

| WEDNESDAY     |   |                                 |   |                       |
|---------------|---|---------------------------------|---|-----------------------|
| Time          | Athletes (A)  | Youth Sport Co-ordinators (YSC) | Coaches   | Locations             |
| 07.00 – 08.00 | Breakfast   |                                 |   | at accom-<br>modation |
| 08.00         | Transport to venue  |                                 |   |                       |
| 09.00 – 11.00 | Sport practice  | (YSC) educational workshop IV   | Sport practice  |                       |
| 11.00 – 11.30 | Break   |                                 |   |                       |
| 11.30 – 12.30 | time for sport specific theo-<br>retical session (e.g. introduc-<br>tion into clas-<br>sification. training sci-<br>ence) | (YSC) educational workshop V    | time for sport specific theo-<br>retical session (e.g. introduc-<br>tion into clas-<br>sification. training sci-<br>ence) |                       |
|               |   |                                 |   |                       |
| 12.30 – 13.30 | Lunch   |                                 |   |                       |
| 13.30 – 18.00 | Cultural activity/excursion<br>Transport to accommodation   |                                 |   |                       |
|               |   |                                 |   |                       |
| 18.30 – 19.30 | Dinner  |                                 |   | at accom-<br>modation |

| THURSDAY      |                              |  |   |                       |
|---------------|------------------------------|--|---|-----------------------|
| Time          | Athletes (A)                 | Youth Sport Co-ordinators (YSC)          | Coaches   | Locations             |
| 07.00 – 08.00 | Breakfast                    |  |   | at accom-<br>modation |
| 08.00         | Transport to venue           |  |   |                       |
| 09.00 – 12.00 | Athletics for all athletes   | Attendance of "Athletics for all"        | "Athletics for all" for athlet-<br>ics coaches, other coaches C2C |                       |
| 12.15 – 13.15 | Lunch                        |  |   |                       |
| 13.15 – 15.00 | (A) educational workshop III | (YSC) educational workshop VI            | C2C module IV   |                       |
| 15.00 – 15.30 | Break                        |  |   |                       |
| 15.30 – 17.00 | (A) educational workshop IV  | (YSC) educa-<br>tional work-<br>shop VII | C2C module V  |                       |
| 17.00         | Transport to accommodation   |  |   |                       |
| 18.00 – 19.00 | Dinner                       |  |   | at accom-<br>modation |

| FRIDAY        |  |                                 |                |                       |
|---------------|--|---------------------------------|----------------|-----------------------|
| Time          | Athletes (A)   | Youth Sport Co-ordinators (YSC) | Coaches        | Locations             |
| 07.00 – 08.00 | Breakfast  |                                 |                | at accom-<br>modation |
| 08.00         | Transport to venue   |                                 |                |                       |
| 09.00 – 11.00 | Sport practice   | Attendance of sport practice    | Sport practice |                       |
| 11.00 – 11.30 | Break  |                                 |                |                       |
| 11.30 – 12.30 | Recreational session (massage)                                   |                                 | C2C module VI  |                       |
| 12.30 – 13.30 | Lunch  |                                 |                |                       |
| 13.30 – 15.00 | (A) educational workshop V                                       | (YSC) educational workshop VIII | C2C module VII |                       |
| 15.00 – 15.30 | Break  |                                 |                |                       |
| 15.30 – 17.00 | Workshop on ongoing youth sport programme elaborated by the YSCs |                                 |                |                       |
| 17.00         | Transport to accommodation                                       |                                 |                |                       |
| 18.00 – 19.00 | Dinner   |                                 |                | at accom-<br>modation |

| SATURDAY      |                                  |                                 |         |                       |
|---------------|----------------------------------|---------------------------------|---------|-----------------------|
| Time          | Athletes (A)                     | Youth Sport Co-ordinators (YSC) | Coaches | Locations             |
| 07.00 – 08.00 | Breakfast                        |                                 |         | at accom-<br>modation |
| 08.00         | Transport to venue               |                                 |         |                       |
| 09.00 – 12.00 | Sport event                      |                                 |         |                       |
| 12.30 – 13.30 | Lunch                            |                                 |         |                       |
| 13.30 – 16.30 | Sport event                      |                                 |         |                       |
|               |                                  |                                 |         |                       |
|               |                                  |                                 |         |                       |
|               |                                  |                                 |         |                       |
| 16.30         | Congratulations and Certificates |                                 |         |                       |
| 18.00 – ...   | Dinner and Farewell evening      |                                 |         |                       |
|               | Transport to accommodation       |                                 |         |                       |

| SUNDAY        |              |                                 |         |                       |
|---------------|--------------|---------------------------------|---------|-----------------------|
| Time          | Athletes (A) | Youth Sport Co-ordinators (YSC) | Coaches | Locations             |
| 07.00 – 08.00 | Breakfast    |                                 |         | at accom-<br>modation |
|               | Departures   |                                 |         |                       |



# Example of a camp’s budget

| Designation   | Quantity | Unit price | Frequency | Total price |
|---|----------|------------|-----------|-------------|
| I. PREPARATION PERIOD   |          |            |           |             |
| Telephone costs Local Organising Committee (LOC) depending on tasks |          |            |           |             |
| Media involvement (e.g. press conference)                           |          |            |           |             |
| First meeting with volunteers                                       |          |            |           |             |
| Fuel LOC  |          |            |           |             |
| Total   |          |            |           |             |

## II. CAMP ORGANISATION

### 1. Opening Ceremony & Farewell

|   |  |  |  |  |
|---|--|--|--|--|
| Any additional costs concerning Opening Ceremony (e.g. venue, media, invitations, sound system, cultural performance) |  |  |  |  |
| Any additional costs concerning Closing Ceremony (e.g. venue, sound system)   |  |  |  |  |
| Total   |  |  |  |  |

### 2. Equipment

|  |  |  |  |  |
|--|--|--|--|--|
| Sports equipment                                       |  |  |  |  |
| Tax/clearance of any equipment or donations sent       |  |  |  |  |
| First aid equipment                                    |  |  |  |  |
| Stationery (e.g. flipcharts, markers, pens, notebooks) |  |  |  |  |
| Copies   |  |  |  |  |
| Chairs and tables (purchase or rent)                   |  |  |  |  |
| Name tags  |  |  |  |  |
| Bags   |  |  |  |  |
| Add. workshop material (e.g. rent of beamer)           |  |  |  |  |
| Total  |  |  |  |  |

### 3. Facilities

|   |  |  |  |  |
|---|--|--|--|--|
| Accommodation of participants (incl. breakfast) |  |  |  |  |
| Accommodation of instructors (incl. breakfast)  |  |  |  |  |
| Workshop rooms (e.g. rent)                      |  |  |  |  |
| Sports venues (e.g. rent)                       |  |  |  |  |
| Accessibility work (e.g. ramps)                 |  |  |  |  |
| Total   |  |  |  |  |

### 4. Instructors and support persons

|  |  |  |  |  |
|--|--|--|--|--|
| Instructors and facilitators (e.g. per diem, transport)  |  |  |  |  |
| First aid staff  |  |  |  |  |
| Add. facilitators (e.g. cultural activity, massage, ...) |  |  |  |  |
| Translators if needed                                    |  |  |  |  |
| Volunteers   |  |  |  |  |
| Cleaning staff   |  |  |  |  |
| Total  |  |  |  |  |

| Designation           | Quantity | Unit price | Frequency | Total price |
|-----------------------|----------|------------|-----------|-------------|
| 5. Promotion material |          |            |           |             |
| T-Shirts              |          |            |           |             |
| Banners or pull ups   |          |            |           |             |
| Printed programmes    |          |            |           |             |
| Certificates          |          |            |           |             |
| Photographer          |          |            |           |             |
| Total                 |          |            |           |             |

### 6. Miscellaneous

|   |  |  |  |  |
|---|--|--|--|--|
| Toilet paper                                      |  |  |  |  |
| Cleaning equipment (soap, toilet cleaning liquid) |  |  |  |  |
| Liability insurance                               |  |  |  |  |
| Total   |  |  |  |  |

### 7. Communication

|  |  |  |  |  |
|--|--|--|--|--|
| Telephone costs instructors            |  |  |  |  |
| SIM cards for foreign instructors      |  |  |  |  |
| Telephone costs LOC depending on tasks |  |  |  |  |
| Telephone costs key volunteers         |  |  |  |  |
| Awareness campaign                     |  |  |  |  |
| Media involvement                      |  |  |  |  |
| Total                                  |  |  |  |  |

### 8. Catering

|  |  |  |  |  |
|--|--|--|--|--|
| Lunch                                  |  |  |  |  |
| Snacks                                 |  |  |  |  |
| Water                                  |  |  |  |  |
| Dinner participants (at accommodation) |  |  |  |  |
| Dinner instructors (at accommodation)  |  |  |  |  |
| Total                                  |  |  |  |  |

### 9. Transport

|   |  |  |  |  |
|---|--|--|--|--|
| Arrival and departure transport             |  |  |  |  |
| Daily transport (e.g. driver, bus rent)     |  |  |  |  |
| Add. transport costs (e.g. excursion)       |  |  |  |  |
| Fuel  |  |  |  |  |
| Transport allowances (e.g. LOC, volunteers) |  |  |  |  |
| Total                                       |  |  |  |  |

### 10. Monitoring and evaluation

|   |  |  |  |  |
|---|--|--|--|--|
| e.g. costs external provider or internal cost calculation |  |  |  |  |
| Total   |  |  |  |  |

## III. FINAL CALCULATION

|  |  |  |  |  |
|--|--|--|--|--|
| Total  |  |  |  |  |
| If applicable organiser's charge (e.g. 5–10% of total costs) |  |  |  |  |
| Total expenditures   |  |  |  |  |

Example of a checklist and timeline for the overall organisation

I. GENERAL ORGANISATION

| 1. Aim and objectives                             | Remarks  | Month |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|---|--|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Decide the overall aim and objectives of the camp | Identification of needs: this influences entire project and will be used to evaluate the camp against expected results | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Decide the methods                                | E.g. camp components, educational approaches, added values   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Decide the structure                              | E.g. one or several sports, length of the camp, facilities in one venue or spread out                                  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

| 2. Participants   | Remarks   | Month |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|---|---|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Decide NPCs, other organisations and participant groups to be invited | E.g. neighbouring/ worldwide NPCs/ NPC Member Organisations, athletes, disability groups , coaches/P.E. teachers , youth sport co-ordinators  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Decide selection criteria of participants                             | In accordance with aims and objectives of the camp; e.g. age, gender, educational level, sporting level   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Invite participating NPCs and other organisations                     | Leave sufficient time to invite NPCs to fundraise to finance participation; provide clear information, e.g. the need of minors to provide their parents' or legal guardians' approval | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Receive delegation and applications forms                             | In order to control selection criteria vs. proposed participants and to be able to calculate the exact number of participants   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Select the participants   | According to proposed participants and in line with selection criteria  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

| 3. Roles and responsibilities   | Remarks  | Month |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|---|--|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Form the Local Organising Committee   | Ideally, members of the LOC have the expertise, knowledge, motivation and contacts to successfully organise a youth camp | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Divide responsibilities among LOC members   | According to the members' expertise and contacts   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Volunteer management  | Assign tasks and responsibilities to volunteers while considering their knowledge; create a win-win situation            | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Define roles and responsibilities of partners; if necessary develop contracts and agreements                            | This clarifies expectations and helps to minimise risks  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Which individuals and organisations could give an added value to the camp components and should therefore be mobilised? | E.g. Paralympians or Olympians, dignitaries, ...   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

| 4. Logistical considerations   | Remarks   | Month |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|--|---|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Set the dates of the camp  | Consider holidays, religious holidays, seasons, elections etc.  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Develop a timeline   | This strengthens the organisational capabilities and helps to minimise risks  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Elaborate the camp's schedule  | Including location, for internal use also equipment and responsible person  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Identify and book accessible and safe accommodation                                    | Appropriate for participants and affordable   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Arrange accessible daily transport   | Consider value in kind solutions  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Arrange and co-ordinate arrivals and departure of delegations and external instructors | Collect arrival/departure times, provide accessible pick-up services and water and food until the first collective meal | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Identify general equipment to be rented or purchased                                   | E.g. additional mobile phones, chairs, tables, copy machines, beamer, consider tax/ clearance of any equipment sent     | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Identify caterer with a good cost quality relation                                     | Consider well balanced diet and food habits of attendees  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Inform caterer about the food quantity each day  | Consider support persons like volunteers and additional facilitators each day   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Identify and manage the project's risks  | Brainstorm and analyse the risks with others as different insights and views enrich the discussion and solutions        | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Location specific considerations   | E.g. climate, politics, health issues (e.g. malaria, vaccinations),...  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

| 5. Accessibility and Security  | Remarks   | Month |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|--|---|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Contract liability insurance for the camp  | Minimises risks for the organiser   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Organise first aid   | Available to participants in the case of injuries and acute health problems   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Ensure emergency exits   | Make sure these exits are not locked  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Ensure safe equipment  | Free of damage, sharp edges, splinters and cracks   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Ensure accessibility of accommodation, sports venues, seminar rooms, eating facilities, bathrooms, excursions, at opening and closing ceremony, of media facilities and events, and of transport | Try to leave a legacy behind in terms of accessibility and ensure all can equally and safely participate in all activities; make plans to improve accessibility | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Finalise accessibility work  | Ensure everything is ready in time and with an appropriate functionality  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

II. FINANCE

| 1. Finance  | Remarks  | Month |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|---|--|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Develop a finance concept   | E.g. % own resources, % fundraising activities, % private sector, % value in kind donations, % governmental contribution | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Develop the budget  | Constantly review the budget and ensure early consultation should expenditures possibly exceed budget lines              | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Develop applicable finance policies   | Ensure good management of financial resources  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Set clear priorities and adopt the size of the camp should the budget be restricted | Ensure the camp is affordable the way you plan it  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Identify and contact possible funding partners                                      | Also consider value in kind donations  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Create and schedule fundraising activities  | Ideally combined with awareness campaign; use your creativity and resourcefulness!                                       | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Realise fundraising activities  | Use these also to promote the youth camp   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

III. COMMUNICATION

| 1. Communication   | Remarks   | Month |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|--|---|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Decide aims and objectives of accompanying awareness campaign and general external communication around the camp | Link to the intended camp's outcomes and multiply these through the campaign    | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Develop the overall campaign's and communication concept   | Use your creativity and resourcefulness!  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Identify and mobilise partners and stakeholders  | Build synergies and create win-win situations                                   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Organise necessary equipment   | E.g. banners, film or camera equipment, film or photograph permits if necessary | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Implement accompanying campaign and communication concept  | Leading up to the youth camp  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

IV. CAMP COMPONENTS

| 1. Sport Programme  | Remarks   | Month |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|---|---|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Decide aims and objectives of the sport programme   | Connected to the overall aims of the project, e.g. elite performance or introduction; will serve to evaluate the programme against expected results | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Decide which sports will be practiced   | Balance between involved disability groups, popularity, prospects of the sport to further develop, equipment needs,...                              | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Co-ordinate with the respective National and/or International Federations                                 | In order to avoid duplication and to build synergies  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Decide the participants' required knowledge and performance level per sport                               | E.g. grass-roots level or elite level   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Decide athlete and coach instructor per sport   | According to the level of participants and the programme's objectives   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Instructor receives information on participants' level  | Allows the instructor to tailor the contents and educational methods to the audience  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Identify and book accessible and safe venues  | Check emergency exits, adequate surface, obstacles or dangers; consider possibility to invite spectators  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Identify and organise equipment needed for instructors and each participant for sport practice and theory | Consider local fabrication of equipment   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Ensure sufficient and secure storage for equipment  | To avoid loss and damage  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

| 2. Educational Programme   | Remarks   | Month |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|--|---|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Decide aims and objectives of the educational programme  | Identification of needs, connected to the project's overall objectives; will be used to evaluate the programme against expected results | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Co-ordinate topics with Agitos Foundation  | To receive further input and allow the Agitos Foundation to gather information from the NPCs and other organisers                       | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Identify and contact organisations who can develop contents and facilitate the programme                   | Use expertise of potential partner organisations to ensure contents are communicated appropriately                                      | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Decide which participants your educational programme involves  | Which knowledge and capacities are essential for athletes, youth sport co-ordinators and coaches?                                       | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Facilitators receive information on participants' educational level  | Allows the facilitator to tailor the contents and educational methods to the audience   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Identify and book accessible and safe rooms  | Preferably on the same compound as the sport practice, check for electricity outlet and security  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Identify and organise equipment needed for facilitators and each participant for the educational programme | E.g. tables and chairs, paper, pens, beamer, laptop, flipcharts, etc.   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Ensure sufficient and secure storage for equipment   | To avoid loss and damage  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

| 3. Cultural Programme  | Remarks   | Month |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|--|---|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Decide aims and objectives of the cultural programme   | Will be used to evaluate the programme against expected results       | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Identify and contact organisations who can assist in the selection and organisation of cultural activities | Use expertise of potential partner organisations                      | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Decide which participants your cultural programme involves   | E.g. only for athletes due to limited resources or space              | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Consider educational level of participants   | Allows to tailor the contents and educational methods to the audience | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Select relevant, affordable and accessible activity/ies  | In accordance to the above and the budget                             | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Consider and organise any equipment needed for the cultural activity/ies                                   | Consider value in kind donations                                      | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Ensure sufficient and secure storage for equipment   | To avoid loss and damage  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

YOUTH CAMP TAKES PLACE

| Remarks   | Month |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|---|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| The Agitos Foundation wishes you great success and looks forward to gathering good practices from NPCs!!! | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

V. MONITORING AND EVALUATION AND CONTINUED PROGRAMME

| 1. Monitoring and Evaluation  | Remarks  | Month |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|---|--|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Decide aim and objectives of the monitoring and evaluation process                | Monitor to have a direct control and observation of the process, evaluate to determine results and to value achievements; differentiate between internal and external information required | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| If affordable, contact organisations or individuals who can deliver an evaluation | External providers usually stand for objective results; consider expertise to use professional methods   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Develop monitoring tools  | That facilitate and standardise the work of those monitoring; for the camp and the follow-up initiatives   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Develop an evaluation guideline   | As a reference to ensure objectivity and relevance of information; for the camp and the follow-up initiatives  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Conduct the evaluation of the camp and of a continued youth sport programme       | At the end of the camp and approx. a year after the camp   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

| 2. Follow-up initiatives   | Remarks  | Month |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|--|--|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Decide the aim and objectives of a continued youth sport programme | Connected to the camp's objectives, influences the camp's components and contents, will be used to evaluate the youth sport programme against expected results | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Develop the concept of the continued youth sport programme         | Youth sport co-ordinators can develop a proposal during specific workshops at the camp   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Implement the continued youth sport programme                      | After the camp by the youth-co-onrdiators, athletes and coaches; to be subject of evaluation   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |



# Example of selection criteria for participants

## ATHLETES

- Athletes must be within a certain age range (e.g. between 16–20)
- Must/should have potential to be role model (charisma, outspoken) and to motivate others
- Must fall into involved disability groups of the camp
- Must have a passion and interest in sport and already participate in sports activities
- Must/ Should/ Must not necessarily (depending on target group) attend formal education
- Must understand the language spoken at the camp
- Must present a support letter from a teacher, social worker or something similar and an approval from the parents/ guardian and an application form

**The following should furthermore be considered:**

- Balance between gender, age and disability groups to ensure the homogeneity of the group of athletes
- Age range also depends on the possibilities to identify suitable athletes
- Potential to be a role model and motivate others depends on the role of the athletes after the camp. Do you want them to become peer educators?
- Is the camp organised at international, national or community level?
- At the National and International level, it would be preferable to include athletes who can make a difference within their communities when they return from the camp experience.

## YOUTH SPORT CO-ORDINATORS

- Co-ordinators must be within a certain age range (e.g. between 23–45)
- Must have a passion/strong interest in sport for people with a disability
- Must/should have experience in developing sports and/or in implementing programmes
- Preferably have a university degree
- Must have the necessary written and oral language skills to participate actively
- Must have reasonable computer skills (MS Office)
- Must have good communication (e.g. good motivator) and organisational skills
- Must present a CV and an application form

**The following should furthermore be considered:**

- Gender balance
- Availability of youth sport co-ordinator to dedicate herself/ himself to organise Youth Sport Programmes

## COACHES

- Coaches must be within a certain age range (e.g. between 18–45)
- Must have a passion/strong interest in sport for people with a disability
- Must have the necessary written and oral language skills to participate actively
- Must have coaching experience in the particular sport and/or significant experience as an athlete in the particular sport
- Must present a CV, including sport experience and career, and an application form

**The following should furthermore be considered:**

- Encouragement of female coaches
- Availability of coaches to regularly conduct training sessions

“I gained confidence in the workshop because at school people make fun of me. At the workshop they said it’s not important if you can get something wrong as long as you participate.”

*Placido Crespo, young athlete from Panama*



“I was born disabled and later was amputated in 2006 then started using artificial limbs. At first, it was ok because it felt good to finally walk but I felt left out as I was the only one in the community. I thought people did not like me. I felt that I had no value and I could not do anything on my own. But when I got a chance to attend a youth work shop in Rwanda my life changed for the better because I found out that they were many things that I could afford to do. My self-esteem increased and I got courage to try out new things like playing sports.”

*Aidah Katushabe, young athlete from Uganda*

“Sport can change what communities think about persons with a disability and what persons with a disability think and feel about themselves.”

*Wilfried Lemke, Special Advisor to the UN Secretary General on Sport for Development and Peace*



Example of questions for the application forms



GENERAL:

|                          |   |
|--------------------------|---|
| Name:                    | <input type="checkbox"/> Male <input type="checkbox"/> Female |
| Gender                   |   |
| Address:                 |   |
| Telephone number:        |   |
| Email address:           |   |
| Date of birth:           |   |
| Special requirements:    |   |
| Wheelchair user:         | <input type="checkbox"/> Yes <input type="checkbox"/> No      |
| Visual impairment:       | <input type="checkbox"/> Yes <input type="checkbox"/> No      |
| Accompaniment required:  | <input type="checkbox"/> Yes <input type="checkbox"/> No      |
| Dietary requirements:    |   |
| Any medication:          |   |
| Relevant medical record: |   |



PARTICULAR QUESTIONS FOR ATHLETES:

|  |  |
|--|--|
| Disability:  |  |
| Paralympic class (if known):                       |  |
| Sport (practiced during the camp):                 |  |
| If athletics, which events:                        |  |
| How often do you train weekly?                     |  |
| Which sport competitions have you participated in? |  |
| How long have you been active in sports?           |  |

“This project (Youth Workshop 2011) organised in our country under the initiative of the IPC created a big legacy; our sports activities, sports facilities as well as our management skills have improved. Nowadays we receive more positive response from the President of the National Sports Institute of El Salvador, from the executing staff and the government of El Salvador.”

Jorge Ochoa, President of NPC El Salvador



PARTICULAR QUESTIONS FOR YOUTH SPORT CO-ORDINATORS:

|                                     |  |
|-------------------------------------|--|
| Profession:                         |  |
| Organisation (if other than NPC):   |  |
| Involvement in the NPC since:       |  |
| Which sports do you participate in? |  |

EXAMPLE APPROVAL FORM OF THE PARENTS OR OF THE GUARDIAN

We hereby agree that \_\_\_\_\_  
Name of the attendee

may participate in the \_\_\_\_\_  
Title of event

from \_\_\_\_\_ to \_\_\_\_\_  
Dates

in \_\_\_\_\_  
Place of event

Please provide relevant information on the medical record and regular medication of the participant:

\_\_\_\_\_

\_\_\_\_\_

Please provide your contact details in case of emergency:

\_\_\_\_\_

\_\_\_\_\_

Signature \_\_\_\_\_ Place and date \_\_\_\_\_



PARTICULAR QUESTIONS FOR COACHES:

|   |  |
|---|--|
| Which sport do you coach? (practiced during the camp) |  |
| If athletics, which event(s) and disability group(s)? |  |
| How many training sessions do you organise weekly?    |  |
| How many athletes do you coach?                       |  |
| At which level do the athletes you train compete?     |  |
| National or international level?                      |  |
| What coaching qualifications do you have?             |  |

“The Youth Camp was a tremendous experience, which made me realise that I can continue play and coach tennis even with my disability. It inspired me to promote wheelchair tennis in Panama.”

Miguel Charris, tennis coach from Panama



# Sharing of good practices

## Volunteer engagement

Volunteer engagement can create win-win situations. Collaborating with universities, companies, and organisations like the scouts can offer positive outcomes for both sides. An agreement could be made with the sports faculty of a university for physical education students to work as volunteers during a NPC youth camp and collect credits for their studies in turn as they gain valuable knowledge in Paralympic sports, adapted physical activity, event organisation, and volunteerism. A company may agree to engage employees to volunteer at a NPC event as this helps to build the team outside of the usual work, conflicts and challenges. The employees can feel enriched and inspired by this new experience of volunteering to help to realise a camp for young athletes with a disability.

## Language challenges

In sub-regional camps, countries with different mother languages might be involved. To ease the differentiation between the languages spoken by each participant, the name tags that are given out during accreditation can be given symbols (e.g. red point for English, blue point for French) for a better understanding of the participants' language in the camp. During accreditation, a short conversation with each participant can clarify the participants' language capabilities and a symbol can be placed accordingly. With one glance,

participants, instructors, facilitators, organisers and volunteers will know which language to speak and whether translation is necessary, especially during the workshops.

## Standards at a youth camp

Young athletes with a disability deserve the same standards (e.g. with regard to accommodation, the field of play, catering, etc.) as their able-bodied peers. There should not be any difference. When you engage stakeholders to support a youth camp make sure this point is completely understood and upheld. You may refer to the UN Convention on the Rights of Persons with Disabilities or to the Olympic and Paralympic Games to endorse your claim. This does not mean though that the standards at a youth camp have to be fancy, they have to be appropriate and without any difference whether youngsters who are attending have a disability or not.

## Legacy on accessibility

Today, societies are becoming more and more aware that inaccessibility is an obstacle for inclusion. Civil society as well as governments are working towards significantly improving accessibility of transport, buildings and other infrastructure. Organising a youth camp can leave behind a legacy in terms of accessibility on a small scale as well as at a larger scale as different institutions and locations are involved. The institutions which are improving accessibility for people with a disability can be highlighted in the youth camp's public relations. They can put their logo on ramps they built and be recognised as socially responsible institutions. Through media attention of youth camps the NPCs can furthermore encourage stakeholders to ensure new buildings are constructed accessibly.

## Accompanying awareness campaign

The awareness campaign should deliver a clear message that emphasises the main goal of the youth camp; for example the empowerment of young people with a disability through sport. The way in which this message is delivered will depend upon the target group that the campaign is trying to reach. This could

be a specific age group, or an entire society. Different resources can be used to spread the message and allow people to reflect and understand it. Posters, stickers, photos and videos, together with a strong symbol, can attract people's visual attention. Explanations of the message on posters, in print media, in videos, on radio programmes or TV, together with the involvement of credible and well-known role models can further inform the audience giving them a clearer picture of the aims and objectives of the youth camp. Once people have a clearer understanding of the campaign, every time they see the symbol they will be constantly reminded of the message.

The insertion of practical examples of how to behave or react in situations involving the campaign's message and concrete appeals to support it increase its spread and the campaign's impact on people's behaviour.

## Individuals to add value

Dignitaries and successful athletes can be role models for others and inspire these to give their best and believe in themselves. Involving such individuals can add value to different aspects of the youth camp. Athletes will be inspired and motivated by a Paralympian who has the ability to share her/his experience. A youth camp gains recognition if a dignitary, such as a politician, the first lady or a person with high influence, is engaged as a patron and promotes it through the media and towards different stakeholders.

## Fundraising activities

Fundraising activities depend upon the cultural and economic context of a country. In all countries, people will usually feel more comfortable donating money if they know how it will be spent.

A classic method of fundraising is to sell homemade goods (food, handcrafts), for example during sport events. Some NPCs organise sponsored events such as long distance walks where each participant looks for sponsors (e.g. family members, friends, the local mayor, local companies, the church, dignitaries) who pay

a certain amount per km walked. This can sum up to a significant amount and can raise awareness of the NPC. Many sports organisations from different provinces can become involved in such an event and may all begin the walk from their home province and congregate in the city where the NPC has its office.

Another widely spread method of fundraising is to organise a gala to which companies and dignitaries are invited. The gala's programme can include music and dance (e.g. wheelchair dancing), speeches from Paralympians who talk about their experience at the Paralympic Games and the positive impact sport has had on their lives, an award ceremony to acknowledge the outstanding commitment or success of individuals and an auction of items the Paralympian was wearing during a competition (e.g. t-shirt, shoes).

Another possibility is to link fundraising with social topics like environmental protection. Collecting garbage that was carelessly thrown away and committing sponsors who pay a certain amount per kg creates a win-win situation: less garbage lying around and a project financed at the same time.

It is also an advantage to engage other organisations to collaborate in fundraising activities. The international school in the capital city might look for projects to be financed through their fundraising activities, or the NPC may have the possibility to sell homemade goods at the annual school party. Parishes might also have occasions in which an NPC can get involved to sell homemade goods, or have members who are interested in joining the sponsored walk.

At all events you can put on a raffle. Local businesses are requested to donate gifts. The donated prizes could be anything: clothing, sport equipment, children's toys, chocolates, food hampers, vouchers, meal vouchers, calendars, books, backpacks etc. The raffle tickets are than sold prior or at the event and the profit goes into the announced project.

There are lots of possibilities out there. Use your creativity, resourcefulness, network, parents, other family members and the athletes. Again, if the cause is worth it, the possibilities are endless!

## Value in kind (VIK) donations

Value in kind donations often create win-win situations. The company does not have to allocate money but resources. In turn, they are positioned as a sponsor of the youth camp and are associated with the positive image of supporting youth. The value in kind donations need to be of use for the organisation of the camp. At the same time the company providing them might not need the items anymore and is pleased to find a use for them. The company will look for a positive relation between gain (e.g. image, new clients, and advertisement) and investment (the VIK donation) to justify the donation.

## Gender Balance

Through sport, women with a disability can greatly be empowered. Due to several reasons, women are not equally represented in sport. In any project, attention should thus be paid to gender balance among participants and within a Local Organising Committee. The organisers can request equal participation of male and female athletes and youth sport coordinators to ensure that female coaches with the necessary knowledge in the sport are encouraged and trained to become coaches. Involving girls as much as boys from a young age significantly increases the likelihood of women taking leadership positions in sport at all levels.

## Evaluation

A simple yet effective way to evaluate the short term results of a youth camp is to develop and analyse pre- and post-questionnaires tailored to each participant group. The answers will allow you to compare their initial expectations, with what they have actually learned and experienced throughout the camp. The questionnaires will also allow you to see how the participants have grown throughout the camp, along with what they missed and



what impact the youth camp may have on their life.

## During a Youth Camp

Here are just a couple of tips for a camp to run smoothly:

- Require foreign instructors and facilitators to arrive one or two days before the camp officially starts to become familiar with the location and facilities, the climate, and if applicable, the time change.
- Have an evaluation meeting with the LOC and volunteers each day. This also serves to plan for the next day.
- Have clear assignments for the volunteers. The success of an event also depends on their management and commitment.
- Ensure that all seminar rooms are reserved and opened in time for the facilitators and instructors to prepare their sessions. Assign this responsibility to someone reliable who is supported by volunteers.
- Ensure that the equipment for each session is at the right place in time. Distribute this responsibility to one person per sport or educational workshop group.
- Ensure that everybody gets enough to eat and drink. Make sure people do not exaggerate with their appetite but leave enough for others.
- Ensure bathrooms are in a clean and good state, have enough toilet paper and running water. If necessary, assign a volunteer to communicate any grievance to the cleaning staff.







# AGITOS

Foundation

Developing Sport,  
Changing Lives

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in collaboration with



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