



**Sport for Development & Peace**  
INTERNATIONAL WORKING GROUP

# From the Field: Sport for Development and Peace in Action





This publication has been produced by the Sport for Development and Peace International Working Group (SDP IWG). The SDP IWG was established in 2004 to articulate and promote the adoption of policy recommendations to governments for the integration of sport and physical activity into their national and international development strategies and programs. It comprises elected government representatives, United Nations (UN) agencies, and civil society organizations. The United Nations Development Program (UNDP) is the chair of the SDP IWG. Right To Play, an athlete-driven international Sport for Development organization, serves as the Secretariat.

The SDP IWG emerged from the work of the United Nations Inter-Agency Task Force on Sport for Development and Peace and will culminate in the presentation of a comprehensive set of policy recommendations to national governments at the 2008 Beijing Summer Olympic Games. The work of the SDP IWG is made possible by generous support from the Department of Canadian Heritage, the Royal Norwegian Ministry of Foreign Affairs, the Swiss Agency for Development and Cooperation, the Sport Division of Austria's Federal Chancellery, and Right To Play.

For more information on the Sport for Development and Peace International Working Group please visit <http://iwg.sportanddev.org>.

#### Disclaimer

The projects and programs in this publication are, what we believe to be, a representative sample of Sport for Development and Peace initiatives. They do not represent an exhaustive list, as new Sport for Development and Peace initiatives are emerging on a daily basis.

Every effort has been made to ensure that the information presented here was correct at the time of print. As these programs are dynamic in nature, more up-to-date information may soon become available. Where provided, readers can visit the organizational websites listed at the end of each profile for more information.

The SDP IWG Secretariat believes that the welfare of children is paramount. To protect the identities and interests of children, some names within this publication have been changed.

Opinions expressed herein are those of the contributing organizations, and not necessarily those of SDP IWG members, or those of its Secretariat, Right To Play.

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# Foreword by Johann Olav Koss



On behalf of the Sport for Development and Peace International Working Group Secretariat, it is my great pleasure to introduce **From the Field: Sport for Development and Peace in Action**, a collection of dynamic projects and programs that are using sport to achieve diverse development objectives.

**From the Field** highlights Sport for Development and Peace initiatives from the local, regional, and national levels around 5 key themes: **i)** child and youth development, **ii)** health and prevention of disease, **iii)** gender equality, **iv)** inclusion of people with disabilities, and **v)** social integration and peace-building. The initiatives featured come from the diverse regions of Africa, Europe, Asia, South America and the Caribbean.

The project descriptions presented here have been compiled through personal interviews with Sport for Development and Peace practitioners in the field. The stories are therefore presented in the words of those people most intimately involved. Although most of the programs were conceived less than 10 years ago, their early impacts are demonstrative. The lessons learned, and anecdotal evidence, including in some cases personal stories, are particularly compelling. While further monitoring and evaluation efforts are needed to demonstrate long-term effectiveness, the qualitative data presented herein is a testament to the power of sport as an agent for development and social change.

As Head of the Secretariat to the Sport for Development and Peace International Working Group (SDP IWG), I want to sincerely thank all those who have contributed their testimonies and stories. Without their active participation, this publication would not have been possible. I also want to thank you, the reader, for your interest in Sport for Development and Peace.

Sport for Development and Peace efforts cannot be fully realized without the support and participation of diverse stakeholders, including practitioners at the field level, and government actors across all sectors. By learning from the experiences of those who are implementing initiatives at the field level, policy-makers will be better equipped to affect policy change in the area of Sport for Development and Peace. By working together, we can synergize our efforts to achieve collective goals in support of development and peace.

A handwritten signature in black ink, appearing to read 'Johann Olav Koss'.

Johann Olav Koss  
President & CEO, Right To Play  
Head of the SDP IWG Secretariat



# Sport Program Engages and Motivates Disaffected Youth in the UK

## PROGRAM BENEFICIARIES

Disaffected youth, aged 11 to 16

## LOCATION

Secondary schools across the United Kingdom

## LEAD ORGANIZATION

Youth Sport Trust

## PROJECT NAME

Living For Sport

## OBJECTIVES

- To use sport to re-engage young people in school and to help them realize their potential, both inside and outside the classroom.
- To keep youth actively engaged in school life and encourage them to also become active members of their communities.
- To build participants' confidence and self-esteem and help them form positive relationships with staff and peers.

## PROGRAM CONTEXT

There is a significant and growing population of youth in the UK who are not engaged in school life. These young people often have poor attendance records, poor grades or behavioural issues which increase the challenges involved in learning. Many have difficulty forming or maintaining constructive relationships with peers, authority figures and even family members. These youths are at increased risk of drug use, teenage pregnancy, dropping out of school, unemployment and other negative outcomes.

Living for Sport, UK



Living For Sport uses activities in and outside of the school grounds to re-engage young people in school life and to help them realize their potential.

## PROGRAM DESIGN

Living For Sport was designed as an innovative way to re-engage disaffected youth through sport and physical activity. In this program, sport is used both as an incentive and reward for students, and as a medium through which they can develop a range of important social and life skills, such as discipline, teamwork and goal-setting.

To initiate the program, participating schools send two teachers to a workshop organized by Youth Sport Trust. Teachers are trained and receive a resource pack and planning guide to help them spearhead the program at their respective schools. Teachers are tasked with identifying young people who will benefit from the program and then working with each student to set individual behaviour improvement targets. Next, students are given the opportunity to participate in a range of activities such as archery, sailing or martial arts. Continued access to these activities is determined by each student's success in reaching behaviour targets. Once students have been exposed to a variety of sporting activities, they are responsible for working as a team to organize a sporting event in a school or community group. The project cycle (normally one academic year) ends with a celebration event, where the participants' achievements are publicly recognized.

Schools are given a great deal of flexibility in how they conduct their Living For Sport program. Every school is different, every participant is different and therefore every program should be adapted to best suit specific needs. Some schools operate Living For Sport as an accompaniment to their existing physical education programs, others organize activities separately, outside regular school hours or even off school grounds. Methods

of monitoring student progress also vary. One school uses a "bus ticket" system where participants collect points for good behaviour and achievements. In other schools, teachers meet with participants every week or every term to set and discuss targets.

Schools can be part of the Living For Sport program for up to three years. The first year is a trial period, during which the school explores the program and the available options. The second year is when teachers experiment with the model, adapting it to the needs of their students. In the final year, the model is embedded into the school and made sustainable for the future. In the second and third years, many participants begin acting as peer mentors to younger students. This not only provides ongoing support for the first cohorts, but gives them opportunities for continued and increased responsibility and leadership within the program.

## RESOURCES

The project costs approximately £1000 per school, which covers recruitment, training, support, resources, monitoring and evaluation, and public relations work.

Living For Sport receives support from:

- BSKyB (multimedia channel which acts as Youth Sport Trust's corporate partner)
- Department of Education and Skills (DfED) Behaviour Improvement Team (funding)

Young people have the opportunity to participate in a range of activities, such as weight training, boxing, cheerleading or sailing.

## IMPACT

Each year, the Institute of Youth Sport at Longborough University conducts an independent evaluation of Living For Sport. The 2006 evaluation surveyed 287 Living For Sport schools in year three of the program and collected quantitative data on attendance, behaviour, social skills and grades. Usable data was returned on 527 pupils 12 months after their participation in the program.

The evaluation reported the following findings:

- 85% of lead teachers reported that their participants benefited from involvement in the project. Benefits included improved attitudes toward project staff (76%), improved attitudes toward non-project staff (54%) and improved attitudes toward other young people (60%).
- Lead teachers reported that 70% of project participants showed an increase in self-confidence and 67% demonstrated improved social skills.
- Additionally, 90% of students who had demonstrated improvements immediately after participation in the project maintained these improvements for 12 months.



Living For Sport, UK



Living for Sport, UK  
Living for Sport participants will go on to organize a sporting event in their school or community.

#### Other impacts of note:

- Living for Sport was run in over 500 schools in 2007 benefiting 14 000 young people.
- The average number of behaviour referrals fell by almost half in schools participating in Living For Sport.
- One principal in Hounslow, London, described students, who in the past would have either avoided her or been rude when passing her in the hallways, as “polite, engaging and respectful.”
- Teachers report that parents are now attending parent-teacher interviews more regularly and more openly. For many, it has become a much more positive experience.

## LESSONS LEARNED

- There is no such thing as a “one size fits all” solution. Disaffected, isolated teenagers have a wide range of needs. Intervention tools and staff need to be flexible and look for creative solutions.
- Motivated teachers are key to the success of such a project and should drive a school's involvement. Physical education specialists or learning mentors skilled at working with target youth are often effective program leaders.
- Having the whole school understand what the program is trying to achieve is very important; management, department heads and faculty all need to be on-side.
- Giving participants a sense of ownership makes the program much more successful. Young people who have been active decision-makers and participants are likely to have a higher level of commitment.
- Personal circumstances of project participants need to be considered to ensure project effectiveness.
- Quantitative data on the project's impacts is difficult to collect. Behaviour change happens slowly and is not easily measured or quantified. In addition, each participating school runs its own unique adaptation of the project, and it can be difficult to compare results across a number of schools.

## LOOKING AHEAD

Demand for Living For Sport is high and Youth Sport Trust is committed to maximizing its reach by exploring less resource-intensive methods to deliver the program. Youth Sport Trust is also looking at ways to take lessons learned to a wider audience.

## FEATURED SUCCESS STORY

A Grade 9 student in a London school admitted to his teacher that he was going down a route of social exclusion. He didn't like school and consequently behaved badly when he actually bothered to attend classes. His school has strong links with a boxing club and some of the physical education program is handled by coaches external to the school. Through Living For Sport, the student became involved in regular boxing practice and his coaches became positive role models for him. He is now in Grade 10 and plans to stay for his GCSE (the minimum requirement for leaving school in the UK). He has gained respect for his teachers and coaches, and is today an active member of the school community and a role model for other students in his new role as a school prefect.

#### MORE INFORMATION

For more information, visit  
<http://www.youthsporttrust.org/subpage/living-for-sport/index.html>  
 or email [info@youthsporttrust.org](mailto:info@youthsporttrust.org)



Project participants on a picnic in March 2005. Group and team activities provide an important forum for building trust and channeling frustration and aggression following the natural disaster that affected Bam, Iran.



Sport and Play for Traumatized Children, Bam, Iran

# Sport and Play Help Rehabilitation of Traumatized Children and Youth in Iran

## PROGRAM BENEFICIARIES

Children and youth, aged 6 to 18, in earthquake-affected areas

## LOCATION

Bam, Iran

## LEAD ORGANIZATION

Swiss Academy for Development

## PROGRAM NAME

Sport and Play for Traumatized Children and Youth

## OBJECTIVES

- To support the psycho-social rehabilitation of children and youth in earthquake-affected areas by providing sports and games to help channel frustration and fear.
- To use sport and games to promote fair play and teamwork, laying the foundation for peaceful and respectful social integration and interaction.
- To use play activities as a platform from which to provide education on health issues such as drug prevention, violence and HIV and AIDS.
- To provide positive leisure activities to facilitate the return to a “normal” existence.
- To contribute to best practices and generate lessons learned by monitoring and evaluating program impacts through regular reporting by coaches and periodic surveys with participants.

## PROGRAM CONTEXT

On December 26, 2003, the city of Bam, Iran, was struck by a devastating earthquake. Approximately 30 000 inhabitants were killed and 75 000 were left homeless. More than 6 000 children were orphaned and all children lost family and friends. Survivors were relocated to make-shift camps where life was often precarious. Many families had no source of income, space was very limited and infrastructure was basic. The natural disaster which had levelled buildings also caused lasting mental and emotional trauma to those in the area. Residents of all ages in Bam felt helpless and depression was common.



Sport and Play for Traumatized Children, Bam, Iran

Team sports offer opportunities for children to work together and interact constructively. Children play volleyball, basketball and table tennis.

## PROGRAM DESIGN

To support the daily coping strategies and psycho-social rehabilitation of the children of Bam, and to provide a context in which stable and positive social interaction could be re-established, the Swiss Academy for Development (SAD) initiated Sport and Play for Traumatized Children and Youth in August 2004.

Three locations lacking psycho-social support facilities were selected for programs: the village of Bavarat and the camps at Amir Kabir and Shahid Rajaie. Warehouses near the two camps were secured for activities, as well as the partially-damaged sport stadium in Bavarat. All three locations were equipped with sports equipment for table tennis, gymnastics, football and volleyball.

Experienced male and female sport coaches were recruited expressly from the local population because they had also experienced the earthquake and its aftermath and understood the tragedy and trauma. SAD staff provided training in psycho-social issues relating to post-disaster recovery, as well as sport training methods. The project was advertised in local schools to attract as many children as possible and activities began in October 2004.

Sport and play activities were held every day in Bavarat, and three times a week in the two camps. Activities were followed by “friendship circles” during which coaches identified a relevant social or health-related topic, such as respect or HIV and AIDS, and invited the participants to discuss their ideas and experiences. These discussions also provided a forum for participants to raise issues or problems in their own lives and receive informal counselling and peer support.

## DELIVERY AND IMPLEMENTATION PARTNERS

- Task Force of the Governor's Office (administered camps in which participants lived and provided warehouses to be used for the activities)
- People in Need (Czech NGO which acted as an implementing partner until 2005)

## RESOURCES

Sport and Play for Traumatized Children and Youth received financial support from:

- Swiss Agency for Development and Cooperation
- Adidas Salomon Germany (sponsorship and sport shoes for participants)
- Association “Ready to Move”
- DHL Germany
- Holcim
- KLM Royal Dutch Airlines
- Nestlé Iran
- Sika AG
- Werner and Helga Degen Foundation

Sponsors donated sports clothes and shoes, giving participants appropriate clothing in which to play and also serving to strengthen their identification with the project.

## IMPACT

- Close to 300 children were involved in the three locations until 2006.
- Coaches emerged as trusted confidantes and positive role models for many of the young participants and played an important role in supporting the psychosocial rehabilitation of the children of Bam. SAD surveyed 50 young participants in October 2005 and 49 of these children fully agreed with the statement “My coach is like a friend to me.” In the same survey, 37 of the 50 fully agreed with the statement “I usually share my private problems with my coach.”
- Group and team activities provided an important forum for channeling frustration and aggression. Many participants displayed a high degree of hostility at the beginning of the program. They had difficulty interacting constructively and could not play in a team. After only a few months of program activities, the incidence of anti-social behaviour declined sharply. Participants became very supportive of each other and regularly demonstrated principles of teamwork and fair play.
- The children’s enthusiasm for a positive, team environment was enormous. Staff report that children often waited outside the warehouses hours before the lessons began and coaches often had difficulty ending classes.
- Structured activities for children also gave parents time on their own to begin their own process of healing.

Coaches are key figures in the Bam project, organizing sporting activities as well as supporting the children’s mental and emotional recovery. Many project participants confide in their coaches and discuss their personal problems with them.

## LESSONS LEARNED

- Selection and continuous support of coaches is key to program success. Coaches must be chosen from the local community to ensure that they understand both the local context (religion, culture, language) and the trauma that the children have experienced.
- Parents and families need to be involved in project activities.
- It is vital to understand and respect gender dynamics. In Bam, girls were not accustomed to playing sports with boys or in public. It was therefore necessary to find a safe, covered space for their activities. This proved extremely successful and secured long-term participation of local girls.

## LOOKING AHEAD

The camps were dismantled in 2006 and people have returned to more permanent accommodation in Bam and the surrounding areas. Today, the project is based in the village of Deh Shotor and is run exclusively by the local team. Costs are covered by Nestlé Iran. Despite logistical challenges caused by decentralization of former camp residents, the SAD team is optimistic that this arrangement will bring long-term success and sustainability to the project. Going forward, project staff will focus on strengthening gender elements of the project and capacity-building of coaches and other local staff.

### MORE INFORMATION

For more information, visit: <http://www.sad.ch>



Sport and Play for Traumatized Children, Bam, Iran

LEARN & play targets disadvantaged girls and boys in Kabul, giving them the opportunity to attend school and participate in regular sports and games.

# Football Program Motivates Street Children to Commit to Long-Term Education

Lutz Ebbardt



## PROGRAM BENEFICIARIES

Children, particularly street children

## LOCATION

Kabul and Parwan Province, Afghanistan

## LEAD ORGANIZATION

AfghanistanHilfe Paderborn, Germany (AfghanistanHilfe means Afghanistan Assistance)

## PROGRAM NAME

LEARN & play, Afghanistan

## OBJECTIVES

- To improve the quality of life for disadvantaged children in Kabul by giving them the opportunity to attend school and to participate in regular sports and games.
- To provide street children with a safe environment to develop skills and training relevant for their future success including mathematics, reading and writing, as well as practical skills in computers and foreign languages.
- To develop the football talents of participants and use sports as an opportunity to teach cooperation and conflict resolution skills.

## PROGRAM CONTEXT

Almost three decades of conflict have destroyed infrastructure, public services and communities in Afghanistan. The great majority of Afghans lack access to safe water or sanitation, and diarrhoeal diseases and tuberculosis are chronic threats to public health. Security remains tenuous and violence is commonplace. The United Nations Children's Fund (UNICEF) reports that infant and child mortality rates in Afghanistan are among the highest in the world, with one in five children dying before their fifth birthday. For those that survive, many have been left with only one parent or have been orphaned. Nearly 50% of primary-aged children do not attend school.

Today, with more than half of all Afghans under the age of 18, initiatives focused on the welfare and development of children are more vital than ever for the nation's future.

## PROGRAM DESIGN

In September 2004, AfghanistanHilfe Paderborn initiated the LEARN & play project to specifically address issues faced by children in Kabul and the surrounding areas. The organization estimates that as many as 20 000 children live on the street in and around Kabul alone. LEARN & play brings together sports and education to create opportunities for these children.

The program targets children between the ages of eight and twelve who are living on the street, have been orphaned or are from single parent homes. Most of the children are involved in income-generation activities to support themselves and their families and are therefore unlikely to have the opportunity to attend school. The aim of the program is to encourage children to renounce life on the streets and the practices that are often associated with it, including begging, crime and drugs. Sport, specifically football, is used to draw children to the program and is then combined with academic training to provide these children with the skills needed for improved long-term prospects.

Participants receive one meal and attend three hours of lessons and a two-hour football practice. Children learn fundamental academic skills such as reading, writing, mathematics and one foreign language, often English. In addition, they learn skills, including basic computing, designed to increase their employability after the program. Classes, taught by Ministry of Education approved teachers, are held in buildings belonging to AfghanistanHilfe Paderborn, providing a safe environment for participants to learn. The project has two centres, one in Kabul and one in Parwan Province in eastern Afghanistan. Classes are held in shifts to allow more children to attend; one group attends in the morning and one in the afternoon. Shifts also allow those children who are enrolled in government schools to participate in the project. To be eligible, children must commit to the project for five years.

## DELIVERY AND IMPLEMENTATION PARTNERS

- AfghanistanHilfe Paderborn (lead organization, provides all administration and coordination of project)
- Afghanistan Football Association (sports partner, organizes teams and tournaments)
- Handicap International (provides trainers who run clinics for coaches)
- Ministry of Education (registers the teachers working in the project's non-formal schools)
- Streetfootballworld (shares technical knowledge with global network)
- Fédération Internationale de Football Association (FIFA) (provides funds to pay a curriculum designer and provides important, ongoing moral support to project staff)

Approximately 600 children between the ages of 8 and 12 are participating in the project; over one-third of the participants are female.

Lutz Ebhardt



## RESOURCES

LEARN & play's annual budget is US\$140 000 per year. This includes all direct project costs, but no administrative costs. All administration is provided by AfghanistanHilfe Paderborn. The project receives funding from:

- AfghanistanHilfe Paderborn, Germany
- UBS Optimus Foundation, Switzerland

## IMPACT

- There are approximately 600 children participating in the program, 400 in Kabul and 200 in Parwan Province. Between 35-40% are girls.
- This project allows the most disadvantaged children in Afghanistan the opportunity to attend non-formal school and learn computer and language skills which will improve their future employment prospects.
- At the beginning of the project, approximately 10% of the participants also attended formal school; this number has increased to approximately 60% of the children in the program.
- With the cooperation of the Ministry of Education, LEARN & play has registered many teachers for the project's non-formal schools, providing skill-building and employment opportunities for community members. Five teachers, all women, currently work on the project.
- Project staff report that children are more self-confident, more energetic and more cooperative with other children as a direct result of their involvement in football and other sports.
- Program beneficiaries are also benefiting from playing with others on a team. Staff members report that the children learn and practice positive conflict resolution and problem solving skills from this experience — important skills in a country with deep rooted ethnic and tribal tensions.

- Physical activity provides health benefits, such as improved coordination and strength.
- The LEARN & play football teams have a high profile in their communities, and the players receive a great deal of recognition from neighbours and peers. This is entirely due to their success in football; orphans and street children are normally marginalized from society.
- The project allows children to meet a range of people, both peers and adults, with whom they would not otherwise have contact. Over the course of the project, their communication and inter-personal skills have improved dramatically.

## LESSONS LEARNED

- Sport is a valuable tool for attracting and keeping children and young people in a project.
- This project would not be possible without strong partners, both local and international.
- Financial, human and infrastructure resources are limited in conflict situations. Project coordinators must take this into consideration and adapt delivery methods accordingly.

## LOOKING AHEAD

Before the project concludes at the end of 2008, staff will form other initiatives such as a street football league and a sports academy. Participants of LEARN & play will be transferred into these new initiatives and will continue to receive academic and social assistance. LEARN & play hopes to expand activities like these into new regions of Afghanistan and form partnerships with other organizations to share resources and to learn from their experiences.

## FEATURED SUCCESS STORY

LEARN & play brought three young participants from Afghanistan to Berlin to attend the streetfootballworld festival which was held during the 2006 FIFA World Cup. The children had been born during the war and had received no formal schooling, only the two years of classes they had attended as project participants.

These children, who had been living on the streets two years previously, spoke in front of large groups of people at the festival and described their experiences, both during the war and as participants in LEARN & play. Though this was the first time they had ever left their own country, they were able to communicate with other young people at the festival using the English that they learned through the project. The confidence and motivation they gained from these experiences is immeasurable.

### MORE INFORMATION

For more information, visit

<http://www.streetfootballworld.org>

or contact Ali Askar Lali, Project Coordinator at [german\\_projectaff@lycos.de](mailto:german_projectaff@lycos.de)



Dreams and Teams Poland

Young leaders organize sports festivals for local primary school students. Activities are designed to be inclusive and to teach teamwork and communication skills.

# Sport Events Planning Builds Leaders and Cultural Ambassadors Across Eastern Europe

## PROGRAM BENEFICIARIES

Secondary school students, aged 14 to 18

## LOCATION

Poland, and later, Hungary, Latvia, Ukraine, Czech Republic and Slovakia

## LEAD ORGANIZATION

British Council

## PROGRAM NAME

Dreams and Teams Poland

## OBJECTIVES

- To develop young people's leadership, team-building, management and organizational skills through sports.
- To create and strengthen an international community of culturally-aware young people who are connected by their participation in sporting events.
- To encourage greater social inclusion of youth with disabilities through sporting activities.
- To increase the profile of physical education in secondary schools and to build the capacity of physical education teachers.

## PROGRAM CONTEXT

Dreams and Teams is a program designed by the British Council, Britain's agency for educational, technical and development cooperation overseas, and the Youth Sport Trust, a UK-based group which works to develop leadership and cross-cultural awareness among young people through sport. Through Dreams and Teams' global initiatives, secondary schools in the UK are linked to schools in other countries around the world.

Staff at Dreams and Teams observed that secondary school students in Poland were often reluctant to participate in physical education classes or school teams. Sport in Polish schools is often characterized by a high level of competition, a feature of communist era sport programs which discouraged many students with lower skill levels from participating. Dreams and Teams offers students and schools a different vision of sport, promoting physical activity as an opportunity to play, learn and interact constructively, rather than as an outlet for competition.

## PROGRAM DESIGN

Teachers and head teachers select prospective Dreams and Teams participants (called Young Leaders) on the basis of their interest and participation in sport (though not necessarily high-level achievement), leadership qualities and degree of fluency in English.

Once selected, Young Leaders participate in an intensive week-long training session which teaches them how to organize and host a successful sporting event. Workshops are provided on leadership, event planning, cultural diversity, fundraising and communications. The workshops are conducted by local tutors (usually teachers from Dreams and Teams schools) who have themselves received training from Youth Sport Trust.

After completing their training, Young Leaders continue to meet regularly at school. Each school plans and conducts activities in conjunction with their link school in the UK. Participants communicate via email and video conferences. In addition, regular exchanges between schools are conducted, in which Young Leaders travel to the link school and implement joint sport festivals.

In addition to linking Polish schools with UK schools, the Dreams and Teams program established regional links in 2006 between schools in five other Eastern European countries: Latvia, Czech Republic, Hungary, Slovakia and Ukraine. Schools in the region link with their UK partner schools but also with their counterparts in neighbouring countries. The regional program is designed to forge stronger connections between young people in the area.

Each country has its own priorities. Many schools in Poland, for example, are striving to integrate children with disabilities into sports activities. Young Leaders must decide how to effectively

involve children with both physical and mental disabilities and must also decide whether or not rules or point structures should be changed to accommodate them. In addition, event leaders must ensure that facilities and grounds are wheelchair accessible.

## DELIVERY AND IMPLEMENTATION PARTNERS

- Ministry of Sport (liaises with the British Council, attends events and takes part in meetings)
- National Olympic Committee (attends planning meetings, opens sport festivals and features Dreams and Teams at Olympic Committee events and conferences)
- Ministry of Primary and Secondary Schools (coordinates activities in schools)
- School Sport Association (helps identify teachers who are leaders in their communities)
- School administrations, including head teachers

## RESOURCES

In 2006-2007, the British Council provided a combined budget of £154 000 for both the Polish and the regional projects. For 2007-2008, the proposed budget is £240 000. This covers costs, including training, sports festivals and student exchanges between schools. The budget is supplemented by sponsorship and in-kind donations which the students secure from local businesses.

## IMPACT

### Dreams and Teams Poland and the UK

- Three hundred Young Leaders received training on a range of important skills, including fundraising, leadership, sports administration and event planning. In addition, participants report that their English and regional language skills improved greatly.
- Exchange visits in both directions were held in all five schools in Poland. Sports festivals were organized jointly by English and Polish students in both countries.
- The international exchange component (both with the United Kingdom and other countries in Eastern Europe) has been extremely positive in breaking down cultural stereotypes.
- Young Leaders are making an effort to maintain international friendships even outside of project activities.
- Participants and community members have dramatically changed their perceptions of what people with disabilities can accomplish. Many participants report that organizing inclusive sport events was one of the most rewarding experiences in the program. Inclusive festivals are now a regular feature of the Polish and regional programs.

Children and Young Leaders at a sports festival in Poland.



Dreams and Teams Poland



### Regional Dreams and Teams Program (Slovakia, Ukraine, Poland, Latvia, Czech Republic and Hungary)

- There are currently 100 local tutors. In 2006-2007, these local tutors trained 732 new Young Leaders across the region.
- During the 2006-2007 school year, 99 sports festivals were organized, 5508 children participated in these festivals and 6178 spectators attended.
- Five young leaders with disabilities were trained in Ukraine and with their peers, they organized a sports festival for 100 local children, including 20 with disabilities.
- In Hungary, the government is planning to award school credits to participating Dreams and Teams students, recognizing the program as an official component of school life.
- Though it has not been logistically possible to hold an event with all six regional partners, many sports festivals have been organized with participants from three or four countries.



Dreams and Teams Poland

Children and Young Leaders at a sports festival in Poland.

## LESSONS LEARNED

- In schools where traditional, hierarchical structures persist, teachers and administrators often need additional convincing to allow young people to take active and responsible roles in project planning and implementation.
- Sport provides an engaging context in which youth can learn and practice leadership and management skills, involving both participants and spectators.
- Sport can contribute to breaking down social barriers. Marginalized groups, such as children with disabilities, can participate and have their abilities acknowledged by friends, family and the community.
- Children who participate in the sports festivals organized by Young Leaders frequently state that they enjoy the activities precisely because they are organized by people who are not much older than themselves. Young Leaders are positive role models.
- Young people need challenges in their lives in order to grow and realize their potential.

## LOOKING AHEAD

The regional project is in its second year and project staff will continue to strengthen connections between projects in different countries. In the future, more countries may be added to the program. Dreams and Teams plans to develop activities leading up to the 2012 London Summer Olympic Games.

## FEATURED SUCCESS STORY

In 2001, the first year of the Dreams and Teams Poland project, Young Leaders from across the country travelled to Warsaw to take part in training. After the week-long session, the new leaders planned and implemented a sports festival for children, and most went home empowered and excited about the project.

Two teenagers from the Lake District in northern Poland were especially enthusiastic. In the first year of the project, they took the lead in organizing several festivals at their school and in the second year, they went on to organize sports training for local children with disabilities, the first inclusive sports event ever held in the village. For many of the children who participated, it was the first time they ventured into the village; previously, they had been confined to their homes or yards. The event established a tradition of regular inclusive sporting events in the community.

During the same year, the two teenagers founded an NGO that runs a summer camp for children with disabilities and their families. The camp has changed the lives of the families who participated and has altered the village's perception of people with disabilities.

One of the teenagers left to attend university, but every summer he returns to the village to help run the children's camp. He continues to provide valuable information to Dreams and Teams administrators and was invited to a strategic planning meeting, the first Young Leader to receive this honour.

### MORE INFORMATION

For more information, visit  
<http://www.britishcouncil.org>  
 or <http://www.britishcouncil.pl>

Children in Zambia learn about HIV and AIDS prevention through sport and games.

# Sport Teaches Health Education and Life Skills in Zambia

Sport in Action/Kicking AIDS Out Network



## PROGRAM BENEFICIARIES

Children and youth, aged 4 to 26, in rural and urban areas

## LOCATION

Six districts in Zambia

## LEAD ORGANIZATION

Sport in Action

## PROGRAM NAME

Sport in Action

## OBJECTIVES

- To develop sports programs which provide opportunities to teach civic responsibility, life skills and health education, including HIV and AIDS prevention, reproductive health and safe motherhood.
- To empower children and youth to change behaviour through the use of integrated sport and educational activities.
- To improve physical fitness and quality of life in Zambia.

## PROGRAM CONTEXT

As one of the poorest nations in the world, Zambia's development is undermined by the "triple threat" of high HIV prevalence, acute food shortages and poverty. Zambia has over one million orphans and 1.7 million Zambians are living with HIV and AIDS. Life expectancy is the fourth lowest in the world at just 38 years. To create opportunities for development, innovative and accessible ideas and initiatives are needed to mobilize and empower Zambians.

## PROGRAM DESIGN

Sport in Action uses sport and physical activities as a forum for providing education, stimulating communication and encouraging behaviour change. Volunteer coaches, trainers and leaders are taught to run activities and manage programs building capacity at the individual, organizational and community level. Sport in Action has 10 full-time staff members and hundreds of volunteers who train leaders and support and run activities in communities throughout Zambia. Sport in Action projects include:

### HIV and AIDS prevention activities

Sport in Action works in government clinics and community health centres to deliver sport and play activities that build awareness about HIV and AIDS. These educational activities encourage participants to discuss these often sensitive issues that affect their lives and communities, and to develop prevention and life skills for addressing realities, risks and challenges.

### Traditional games programs

Communities have forgotten many of the indigenous games popular before colonisation. Clement Chileshe, founder of Sport in Action, states that “our forefathers never created games only for fun. They are also for teaching life skills to children.” Many traditional games carry messages which still resonate with modern issues, such as the importance of education or the value of cooperation. Sport in Action staff provide training in these traditional games to teachers and coaches.

### Sport in schools

Sport in Action targeted a number of schools which did not have physical education programs, conducted assessments to determine why not and developed solutions. In schools where teachers

lacked sports training, Sport in Action conducted five-day capacity-building workshops, teaching physical education techniques including how to leverage games to teach life lessons and skills. Schools which lacked equipment were provided with balls, nets and shoes for children. In schools where management did not support physical education, and where Sport in Action’s awareness efforts were not successful, they leveraged their partnership with the Ministry of Education to drive action.

### Sport for community outreach

Sport in Action introduced sports activities to the Fountain of Hope orphanage and outreach centre in Lusaka. For the children living in the orphanage, sport gives them constructive recreational activities and helps keep them off the streets. Sport in Action has invested in new sports facilities at the orphanage which are also open to children in the local community. Shared use — with orphans, street kids and youth from the community — brings groups of children together and helps reduce the stigma attached to the orphans and street youth.

Sport in Action is one of the pioneers in using sport as a tool for development and is a founding member of Kicking AIDS Out!, a global network of Sport for Development organizations.

## DELIVERY AND IMPLEMENTATION PARTNERS

- Ministry of Education (coordinates Sport in Action activities in schools and cooperates on teacher training initiatives in 26 districts of Zambia)
- Ministry of Sports (provides sport-oriented policy and helps coordinate activities in the community, supervises and advises sports

associations and other sporting bodies, liaises between sporting bodies and Government, facilitates partnerships with local and international bodies)

- National Olympic Committee of Zambia (facilitates training in Olympic ideals, creates partnerships)
- National Paralympic Committee of Zambia (supports and facilitates sports activities for people living with physical disabilities)
- Special Olympics Zambia (supports activities for children with special needs, trains Sport in Action coaches to work with special needs children)
- National Sport Council of Zambia (supervises all sports bodies in Zambia)
- Right To Play (partner on a range of programs and training initiatives, including a measles campaign. Sport in Action has trained Right To Play volunteers in Kicking AIDS Out! activities)

## RESOURCES

Sport in Action receives funding from:

- Norwegian Olympic Committee and Confederation of Sport
- UK Sport
- Durham University
- The Institute of Sport and Recreation Management
- The Swiss Academy for Development
- International Alliance for Youth Sport
- Save the Children - Sweden

Volunteers from the Wallace Group of UK universities facilitate Sport in Action programs. The Wallace Group involves:

- Loughborough University
- Northumbria University
- Durham University
- Stirling University
- Bath University
- University of Wales Institute Cardiff (UWIC)

## IMPACT

- In 2006, approximately 65 000 people participated in Sport in Action activities.
- Children and young people across the country are now exposed to positive recreational opportunities not previously available, including activities that teach life skills and health education including HIV prevention.
- Sport in Action volunteers have developed knowledge and skills in a range of areas, including health and leadership. They have improved standing in their communities and increased their self-esteem.
- The “sport in schools” initiative developed capacity and provided sports equipment to five schools.
- Communities report that as they become involved in the project, social interaction among participants improves and communities become more cohesive. People work together for common goals.

## LESSONS LEARNED

- A key component in the success and sustainability of these programs is capacity-building. Investment in people is the most important input the project can make, especially in rural areas where people have few opportunities to expand their skills and knowledge.
- When young people are given functional training and guided effectively, they can grow into strong leaders.
- Local languages are critically important for effective communications. Materials — like health information — must be translated into a range of languages and dialects.
- Indigenous games are extremely effective in transmitting health and social messages. Many of these games already have lessons embedded in them.
- Through positive recreational opportunities, children and youth can be reached with information about health and health services.
- Sport is a valuable tool for reaching vulnerable populations such as street children and orphans.

## LOOKING AHEAD

Going forward, project quality and monitoring and evaluation are key priorities. In particular, Sport in Action would like to be able to hire more staff to better manage volunteers, ensure increased quality control and provide employment opportunities for talented volunteers. Sport in Action would also like to purchase a vehicle to enable staff to better conduct monitoring and evaluation of project activities around the country. Finally, Sport in Action also hopes to create an educational facility to provide formal education for staff and volunteers as well as for physical education practitioners across the country, bringing a level of quality assurance across the sector.

## FEATURED GAMES

### Health Game: Football Skills Drill Combined with HIV Education

This specially designed game involves moving a football in and out of a line of cones, while other participants line up parallel to the cones and throw balls at the person dribbling. Each player is practicing a specific sports skill (dribbling and throwing) and simultaneously creating a context which will guide a health discussion. After the activity, a facilitator brings the group together and uses the situation as a health analogy: the balls that players throw are like the HIV virus and dribbling represents risky behaviours. Sometimes people dribbling got “caught” by the virus while others did not. Why? What are examples of risky behaviours? How can we reduce our risks?

### Traditional Game: Mariako

Mariako is a traditional game using a stick held upright in a cone of sand. One by one, children try to remove the sand without moving the stick. The object is to keep the stick supported as long as possible. Program staff use this game as an analogy to illustrate the importance of education in a child’s life: the stick represents the child and the sand is the education that supports the child throughout his or her life. If you remove the sand, you remove the support and the stick cannot stand.

### MORE INFORMATION

For more information, visit <http://www.kickingaidsout.net> or email [sia@zamtel.zm](mailto:sia@zamtel.zm)



Right To Play/Grumeti SportWorks Tanzania

Regular “play days” are scheduled during the school year focusing on different themes, such as Peace Day or International Women’s Day. Games and activities are organized which bring children together in a positive environment and teach information about health issues.

# School-based Sports Initiative Fosters Holistic Child Development

## PROGRAM BENEFICIARIES

Primary-aged school children and teachers

## LOCATION

Mugumu, Kyambahi and Natta,  
three wards of Serengeti district,  
Tanzania

## LEAD ORGANIZATION

Right To Play

## PROGRAM NAME

Grumeti SportWorks

## OBJECTIVES

- To promote healthy child development through the provision of regular and inclusive sport and play activities.
- To integrate sports into the school curriculum in the Serengeti district and nationally.
- To build the capacity of teachers and coaches to provide educational games and sports.
- To strengthen community partnerships and networks, especially between local government and educational institutions.

## PROGRAM CONTEXT

Children in Tanzania’s Serengeti district face significant obstacles to healthy development. Serengeti is an impoverished rural district with limited communication and transportation infrastructure, and lacking in adequate schooling and medical facilities. Opportunities for sports and recreation, which are important for healthy physical, social and emotional development, are also limited. Though national support for sports is high, there are few resources available at the local level. Children, particularly girls, also have significant domestic commitments that leave little time for organized sports and play.



Right To Play/Grumeti SportWorks Tanzania

Grumeti SportWorks is currently active in 9 primary schools in the Grumeti region. Program staff make a special effort to involve girls in the program, designing activities where girls and boys have equal opportunities to succeed and win.

## PROGRAM DESIGN

Grumeti SportWorks was initiated to foster the healthy, holistic development of children in the Serengeti district through sport and play. The program uses specially designed games and activities to improve health and teach life and leadership skills. In addition, activities are designed to facilitate social cohesion in a country highly sensitive to tribal differences. Sport allows children to interact in a new social context and work together as a team. All activities include learning outcomes and are designed to be run with minimal equipment.

The Grumeti project is implemented through local schools, leveraging teachers to reach children across the district. Teachers are trained to become certified Right To Play coaches. The training prepares them to organize and manage regular and inclusive sport and play activities and focuses on skills related to leadership, communication, event planning, conflict resolution and child development as well as sports- and game-specific skills. After becoming certified, their school receives an equipment kit which includes balls, nets, whistles and other sports necessities.

Individual schools have a degree of autonomy in how they implement the program, and, in each participating school, Right To Play works with the administration to tailor program activities appropriately to the school schedule. In some schools, teachers run activities individually with their own classes. In others, the whole school is divided into mixed age groups and activities bring together children from all grades.

Grumeti SportWorks project is currently active in nine primary schools reaching approximately 3000 children, aged 5 to 15. Over 50 teachers have been trained as SportWorks coaches.

## DELIVERY AND IMPLEMENTATION PARTNERS

- Nine primary schools in Tanzania's Serengeti district, with active involvement of the school administration and teachers
- District Office for Education
- District Sports and Culture Office

## RESOURCES

Grumeti SportWorks receives funding from the Grumeti Community and Wildlife Conservation Fund, a non-profit organization founded in 2002 by Grumeti Reserves, a Tanzanian eco-tourism company.

## IMPACT

- Children learn that they can make short- and long-term choices which impact positively on their health. They learn to take care of their bodies and increase their strength.
- Children learn life skills, such as leadership, cooperation and fair play.
- Sport is closely linked with improved school attendance. On days with sports practice, teachers report that attendance is significantly higher.
- Teachers report that working together for a common goal on a sports team has reduced tribal differences and tensions among participants.
- Coach certification has provided teachers with leadership and capacity-building opportunities.
- Teachers are reaping health benefits from their involvement in this sports program.
- Becoming a coach has brought teachers greater respect from both the community and the school children.

## LESSONS LEARNED

- Support of school administration and head teachers motivates the teachers/coaches and is crucial to the success and sustainability of the project.
- Working with local government has also been essential to the project's success. Grumeti SportWorks now has the support of the district education officer and the municipal government, which makes the project stronger and more sustainable.
- It is worth taking the time to work within existing local structures. This allows projects to build on present resources and expertise and avoid duplication.
- It is essential to translate everything into local languages. English is a second language for most teachers in Serengeti district, but the level of aptitude varies widely. It is important to have clear, consistent communication which is not compromised by linguistic shortfalls.
- Program activities can take longer when working in rural areas as it may be more difficult to collect and disseminate information. When designing program activities, the local infrastructure should be taken into consideration.

## LOOKING AHEAD

Grumeti SportWorks will be expanding into nine more schools by 2008 and eventually hopes to mainstream the sports program in all schools in the district. This expansion will include capacity-building with existing community structures, such as local sports teams and clubs. In addition, SportWorks is developing community partnerships that focus on HIV and AIDS awareness and education, for future integration into the program.

To strengthen prospects for long-term sustainability, the project is hiring local staff and setting up project offices. By 2008, there will be no international staff at Grumeti; local supervisors will be responsible for all staff training, logistics, and monitoring and evaluation. A local Project Coordinator will run the project and supervise a team of approximately five people.

## FEATURED SUCCESS STORY

One of SportWorks' project schools has 14 teachers, three male and eleven female, who also serve as coaches. Project staff report that the women were at first reluctant to take an active role in project activities, rarely asking questions, sharing ideas or interacting voluntarily with project staff. Eighteen months into the project, a positive working relationship had been established, characterized by a high level of trust between project staff and the coaches.

In the weeks leading up to International Women's Day, these female coaches were involved in running a sporting event for the school, and they planned, organized and staged the entire day themselves. These women who had never spoken up in meetings began taking a much more active role. They took the initiative at all phases of the event and were rewarded with a hugely successful sports day, and the recognition of their male peers, the school population and the community at large.

International Women's Day was a turning point for Grumeti SportWorks' female coaches. Eighteen months into the project, a positive working environment had been established between Right To Play program staff and the Grumeti SportWorks coaches, but the Grumeti women were still hesitant about taking charge. Once it was decided that a play day would be held on International Women's Day, the female staff took the initiative, planning and staging an extremely successful event.

## MORE INFORMATION

For more information, visit <http://www.righttoplay.com> or contact the project manager at [righttoplaygrumeti@gmail.com](mailto:righttoplaygrumeti@gmail.com)

More information on Grumeti SportWorks is also available on the Sport for Development International Platform at <http://www.sportanddev.org/en/projects/see-all-projects/grumeti-sportworks-tanzania.htm>



Right To Play/Grumeti SportWorks Tanzania



Participants in the PAY program gain self-esteem and increase their chances of academic success.

## After School Program for At-Risk Youth in Namibia Combines Tutoring and Sport for Life-Long Success

### PROGRAM FOCUS

Secondary school students, particularly those preparing for their Grade 10 and Grade 12 exams

### LOCATION

Katutura, Namibia, a low-income community which was once a black township

### LEAD ORGANIZATION

Physically Active Youth

### PROGRAM NAME

Physically Active Youth

### OBJECTIVES

- To maximize the opportunity for at-risk youth to successfully complete high school and qualify for tertiary education.
- To use sports and physical activity to promote greater academic discipline, concentration, cooperation and teamwork.
- To positively influence the participants' confidence and sense of self and provide exposure to a wider range of life experience and possibilities.
- To keep youth in school while promoting healthy lifestyle choices and increased physical fitness.

### PROGRAM CONTEXT

In order for high school students in Namibia to access higher education, they must pass two mandatory exams, one in Grade 10 and a second in Grade 12. Students who fail the exams are barred from post-secondary studies. Approximately half of all Namibians who sit the Grade 10 exam fail and approximately 40% fail the Grade 12 exam, creating a large population of unemployed, unskilled youth who are at risk for reckless behaviour such as substance abuse, criminal activity and/or unsafe sexual behaviour. In Katutura, high failure rates have been fuelled by the legacy of apartheid. Traditionally, non-white schools continue to lack resources, teachers and facilities to prepare students for these exams.



## PROGRAM DESIGN

Physically Active Youth (PAY) addresses both the academic and health needs of Katutura youth through a combination of tutoring, physical activity, team sports, self-development strategies, HIV and AIDS education and life skills workshops. Sports and physical activity are central to the PAY program and are used to teach students about discipline, as well as short-, medium- and long-term planning skills. Physical activities are also used to provide a positive routine for adolescents who lack consistency in their private lives and to teach life skills like teamwork and concentration. PAY participants engage in soccer, cricket, basketball and road biking.

Students in the program receive two hours of academic tutoring followed by an hour-long athletics session, Mondays through Thursdays. Fridays are reserved “open days” with a different theme (e.g., life skills, gender, environment) each week. Students also participate in special excursions focused around leadership development and environmental education and take part in an annual youth conference that brings together youth from different socio-economic backgrounds to discuss common issues. Tutoring, counselling and sports programs are provided by students from the University of Namibia and PAY trainers and volunteers.

The program was initially designed specifically to help Grade 10 students pass their exam. Today, however, the program accepts younger participants (from Grade 8 and up) in an effort to build study skills at an earlier age. The program now also extends upwards to Grade 12 in order to ensure that students continue to receive the support they need to complete secondary school. Currently 86 students are benefiting from the program.

## DELIVERY AND IMPLEMENTATION PARTNERS

- Commonwealth Games Canada (provides two interns per year)
- UK Sport (provides two interns per year)
- Local sports federations such as the Basketball and Volleyball Federations (provide coaching clinics and occasionally equipment such as balls)

## RESOURCES

Direct program costs are approximately US \$56 000 per year including salaries for PAY staff (program coordinator, two student assistants, two staff members and a stipend for the director). Many costs are covered by additional in-kind donations (office space, transportation).

Funding and support for Physically Active Youth are provided by:

- Commonwealth Games Canada (primary donor)
- UK Sport (primary donor)
- University of Namibia (provides office space, recognizes PAY student groups as a campus society)
- The Directorate of Sport and the Directorate of Youth Affairs (provide buses and venues, such as community centres and playing fields)

## IMPACT

- In the pilot program, 32 of the 35 participants passed their Grade 10 exam — a major achievement as the participants were all identified as “likely to fail” before the PAY program. Because participants are staying in school longer, they are learning additional skills and will have better employment opportunities.
- The longer children are involved in the program, the greater the effect on their grades. Participants who begin in Grade 8 rather than Grade 10 show significant improvement in school performance.
- The PAY program has contributed to increased levels of student discipline. Teachers note that their students display better planning and concentration skills as a result of the PAY program.
- Teachers and program staff report dramatically fewer incidents of disruptive behaviour among program participants as well as improved academic performances. Boys that tended to act out physically, prior to the PAY program, were found to develop better communication skills, allowing them to communicate more effectively in non-physical ways.
- Participants also display heightened feelings of self-esteem after participating in the program, as evidenced by the way students are expressing themselves in special program journals.
- Though difficult to measure statistically, there is evidence of decreased incidence of drug-taking and anti-social behaviour.
- Many relatives of participants want to join the program. In fact, everyone currently in the program was referred by a previous graduate. There is a long waiting list of people hoping to join in the future.

## LESSONS LEARNED

- Start from the bottom up and work with the community to meet local needs.
- Involve the parents and they will motivate youth as well.
- Providing rewards can create a sense of entitlement. Instead, participants should be encouraged to work hard through positive reinforcement.
- Focus on people and don't lose sight of the human element in the rush to meet targets.
- Involve the government and work in line with their strategic objectives.
- Make sure participants are increasing their sense of self-worth. Achievement in sports and school are important, but gaining self-confidence is the most important goal of the project.
- International interns can present continuity challenges for the program. Where local expertise is available, funding for salaries is often a better investment than sending interns.

## LOOKING AHEAD

The program is now growing to include more participants from a wider age range. As a result, organizers are hoping to update and expand the variety of education materials used to engage participants. Although in the future PAY would also like to expand into other geographic areas, they do not currently have the capacity and staff are committed to maintaining a high quality of programming. Money is the biggest limitation and additional sources of funding are being explored. Moving forward, staff are also exploring ways to give participants and graduates a sense of ownership in the program. The goal is to eventually have graduates run the project.

## FEATURED SUCCESS STORY

Scolastica joined the pilot project when she was in Grade 10. Like the other PAY participants, she was identified as someone “likely to fail” her upcoming exam. She worked hard with the PAY tutors and participated in a range of program activities. She passed her Grade 10 exam, but knew she faced another challenge in clearing the Grade 12 exam. Though at the time, PAY did not offer support for Grade 12, Scolastica convinced the tutors to help her prepare. With their support, she not only passed her exam, but was admitted to a university pre-med program. Today, she practices medicine in Turkey.

### MORE INFORMATION

For more information, visit  
<http://www.pay.iway.na>  
 (currently under construction)  
 or contact Marie-Jeanne Ndimbira,  
 Program Coordinator  
 at [muhoza69@gmail.com](mailto:muhoza69@gmail.com)



HEALTH AND PREVENTION OF DISEASE

# Sport and Play Help Fight Infectious Diseases in Thailand

Ian MacDonald (on behalf of Right To Play/Thailand Migrant SportWorks Project)



Students from Huay Maloi School, Sangkhlaburi District, Kanchanaburi Province, Thailand.

## PROGRAM BENEFICIARIES

Children of Burmese and Thai migrant workers, especially those aged 6 to 12, and adult health promoters in schools and community health centres

## LOCATION

Sangkhlaburi, Thong Pah Pum, Kraburi and Tha Sae Districts, Thailand

## LEAD ORGANIZATIONS

Right To Play and the American Refugee Committee International

## PROJECT NAME

Thailand Migrant SportWorks Project

## OBJECTIVES

- To improve community health and strengthen control and detection of five major infectious diseases by providing accessible health education through sports and games.
- To promote healthy child development among migrant and local populations through physical activity.
- To empower youth and adult Burmese and Thai volunteers to lead health promotion activities and games.
- To mobilize communities into action, encouraging further integration into the national health care system and active involvement in their own health care.

## PROGRAM CONTEXT

The World Health Organization estimates that over one million Burmese migrants have crossed the border into Thailand and that up to 500 000 remain unregistered. Unregistered migrants face financial, security and language barriers to obtaining health services. These barriers, combined with the mobility of the migrant population, present a major challenge in the management of infectious diseases, especially malaria, tuberculosis, dengue fever, pneumonia and diarrhoea.

The Royal Thai Government, assisted by a range of international organizations and NGOs, is committed to extending health services to all populations, including migrant workers, and to fighting infectious diseases.

## PROGRAM DESIGN

The Thailand Migrant SportWorks Project operates in three provinces along the border region between Thailand and Burma where there is a high incidence of the five infectious diseases. To teach disease prevention and encourage healthy lifestyle choices, the project employs a set of simple, interactive games embedded with health messages, including messages relating to the five diseases. Though primarily aimed at children, the health games also appeal to adults, many of whom gather to watch the children play or attend matches and tournaments that lead into health discussions. Active learning is stressed because abstract health concepts are made more concrete and are therefore easier to discuss and remember.

The Project operates in two contexts: on school-based sites, specially trained teachers act as facilitators for health activities that have been integrated into the formal curriculum; and, on community-based sites, volunteers connected to local health centres run health education activities and games with out-of-school children.

Community-based sites are especially important because Burmese migrant children cannot attend school in Thailand. To reach these children, Thailand's well-developed system of health volunteers has been extended to reach migrant communities. These volunteers provide health education in villages and, with the support of the SportsWorks team, now use games as an integral component of reaching children. SportWorks supports the ongoing development and activities of this volunteer network through training, the production and distribution of Information, Education and Communication (IEC) materials, equipment provision, and the development of sport and play infrastructure.



Ian MacDonald (on behalf of Right To Play/Thailand Migrant SportWorks Project)

Students from Ban Hin Pao Child Development Center, Tha Sae District, Chumphon Province, Thailand play a Red Ball Child Play activity (health game) about the transmission and prevention of malaria called "Mosquito Circle". The activity sessions are led by health volunteers from the nearby Wang Lum Health Center.

## DELIVERY AND IMPLEMENTATION PARTNERS

- Thailand Ministry of Public Health (MoPH) (management of health volunteer network and training)
- Thailand Office of Vector Borne Disease Control (OVBDC) (technical training on preventing the spread of disease)
- ASEAN Institute for Health Development of Mahidol University (primary health care management training for MoPH and OVBDC health staff)
- Armed Forces Research Institute of Medical Sciences (technical assistance, e.g., laboratory work, equipment and technical training)
- Rotary Hospital Medical Supplies for International Distribution
- Project C.U.R.E.

## RESOURCES

The Thailand Migrant SportWorks Project has been operating under a grant from the United States Agency for International Development (USAID), administered through the American Refugee Committee International. The USAID grant contributed just under US\$300 000, with a matched contribution from Right To Play of just under US\$100 000.

Teacher volunteer and students from Pan Wan Border Patrol Police School, Tha Sae District, Chumphon Province, Thailand play a Red Ball Child Play activity (health game) about the transmission of diarrheal diseases called "Invisible Bacteria".

In MacDonald (on behalf of Right To Play/Thailand Migrant-SportWorks Project)



## IMPACT

- The project reaches up to 1000 children each month, including 700 school children involved in regular sport and play activities and 300 children who participate in monthly community-based health events and games.
- Participants and their families have increased their knowledge of infectious diseases and disease prevention. Children in particular learn that they can play an active role in their own health.
- Approximately 100 Migrant Liaison Officers and Migrant Health Volunteers have been trained, as well as approximately 15 teachers. In addition, a group of trained youth volunteers now lead activities in one of the well-established migrant settlements.
- Volunteers acquire concrete skills in facilitation, leadership and health education. They receive recognition and respect from community members and peers.
- Children have contact with adults from their own community who are positive role models. This is especially important for children growing up in a socially marginalized population such as a migrant workers' community.
- Children receive social and physical benefits from regular physical activity.
- Sports infrastructure is improved in communities: equipment and facilities are repaired or built and locals are trained to maintain them.

## LESSONS LEARNED

- Keep program activities simple: simplify games, activities and training. If volunteers can learn to use an activity quickly, momentum can be maintained.
- Not only is training in program methods important, but educating facilitators on how to work with children is equally important.
- Working with volunteers who are also part of the health education network gives added legitimacy to their role in the project and reinforces the idea of sport as a tool to promote health.
- Sport offers opportunities for active learning at all ages.
- Games and activities are useful in cross-cultural contexts because they easily overcome language barriers.
- Close cooperation of partner organizations is vital. This project would not have been possible without the collaboration of community development specialists, health experts and government bodies.

## LOOKING AHEAD

The health games are now well established in the targeted communities and project staff are working to ensure long-term sustainability. In particular, staff are supporting the upgrade of facilities and equipment for team sports such as volleyball and football. This initiative not only provides much needed equipment and safe play spaces, but also serves as an incentive for volunteers and communities to continue implementing and supporting regular sport and play activities. A second health game manual is also being developed to increase the resources available to volunteers. Training of local staff and partner organizations continues.

## FEATURED GAME

### High Fever, Low Fever

"High Fever, Low Fever" is an example of a health game which illustrates the symptoms of malaria.

Children stand in a line with a ball, which represents the fever associated with malaria. When the ball is passed over the children's heads, the fever rises; when the ball is passed between the legs, the fever falls. Volunteers use the activity as a starting point for discussing symptoms, treatment and avoidance of malaria.

### MORE INFORMATION

For more information, visit the Right To Play website at: <http://www.righttoplay.com/site/PageServer?pagename=Thailandmigrant> or contact the Right To Play Asia Regional Office at: [mbedford@righttoplay.com](mailto:mbedford@righttoplay.com)

Charity football match featuring DADs team against a team of ex-football players and soap opera stars. Funds were raised for DADs activities in schools and the community.

# Concerned Fathers Start Football Initiative to Tackle Drug Problem in the Community

Dads Against Drugs (DADs)



## PROGRAM BENEFICIARIES

Young people, 16 to 24 years old, at risk of drug misuse and their families

## LOCATION

Hull, East Yorkshire, England

## LEAD ORGANIZATION

Dads Against Drugs

## PROGRAM NAME

Dads Against Drugs

## OBJECTIVES

- To engage young people in a non-threatening and non-judgemental way in order to inform them about the risks of drug misuse.
- To prevent young people from starting to use drugs and to support those who do with referrals to services in the community.
- To provide social support to families tackling drug issues in their local communities.

## PROGRAM CONTEXT

In 2000, a needs assessment commissioned by the Kirklands Area Neighbourhood Watch identified drug abuse as a central issue requiring immediate attention within the community. Almost everyone in the community had been affected by drug use, either directly or indirectly. When the results of the study were made public in 2001, a group of concerned fathers decided to form an organization that would promote drug awareness and healthy living to their children and support families in need. The program was designed around football in an attempt to engage youth through a medium that spoke to them. Response to the initiative was so great that demand for the program quickly spread across the city.



DADs uses football to promote healthy living amongst participants.

Dads Against Drugs (DADs)

## PROGRAM DESIGN

Dads Against Drugs' (DADs) primary anti-drug campaigns are coordinated around football programs delivered in primary and secondary schools, colleges, prisons and the wider community. DADs employs experts on a range of health topics, including drug use and smoking cessation, who set up regular sports events where they provide health information for parents and youth and workshops on demand. DADs also provides families, particularly those who have had contact with drugs, with an outlet for social support and offers a referral service, making beneficiaries aware of the support which exists in their community. The program is designed around building trust and providing information about drugs and healthy living when the time is right. Currently, in the community program, football games are held four nights per week. Additionally, there are two rugby sessions a week. Games are facilitated by approximately 20 DADs members, including volunteers and social workers.

To further support their drug awareness campaign, DADs initiated a number of other projects including:

### A comic book series

DADs created a pair of cartoon characters called *Bark'um the Dog* and *Rooney the Cat*, which are featured in a comic book series focusing on problems in the community, such as drug use and crime. These comics are distributed to children through DADs events.

### The DADs Football Theatre Company™

DADs created a theatre company which stages productions and produces musical theatre CDs. There is also a short film presently in production. All theatre activities are supported by the DADs volunteers. To raise funds, DADs also produced a Christmas song which was written for them and highly requested by Radio Humberside listeners.

### Skills For Life

DADs also provides "Skills for Life," a European Social Fund-accredited literacy and numeracy program for beneficiaries who are 16 and older. Since 2004, a Skills for Life tutor has been conducting weekly sessions dedicated to improving career-oriented literacy and numeracy, focusing on topics such as CV writing.

## DELIVERY AND IMPLEMENTATION PARTNERS

- East Riding County Football Association
- Local Strategic Partnership (One Hull)
- Hull Community Network
- Voices in Players, North Hull Community Group
- Future Through Football (Hull)
- Humberside Police Service
- HM Prison Hull
- Kingston upon Hull City Council Area Committees
- Local Education Authority
- Humberside Learning Consortium

## RESOURCES

DADs relies on grants, pursuing funding specific to certain initiatives. Business partners include:

- Humberside Police CopShop (funding for neighbourhood program, coaches and publicity)
- City Venture (funding)
- Learning and Skills Council Hull (funding for 2006 program of neighbourhood renewal skills)
- Strawberry (website design)
- Social Enterprise Hull



## IMPACT

- More than 40 youth are engaged each week in regular football matches and an additional 10-15 through rugby. Participants receive age-appropriate information on the consequences of drug use.
- Young people are introduced to a range of positive role models through their involvement in sports and programming activities.
- “Skills for Life” meets weekly, with five to ten regular participants learning literacy, numeracy and job search skills.
- Participants are supported with accredited coaching certificates.
- Special one-day penalty shoot-out events, held regularly during the summer, draw up to 150 participants and their families.
- Over 20 inmates participate in weekly football matches and drug awareness sessions held in Hull Prison, and DADs expects rugby practice, to begin shortly, to draw 20-30 weekly players.
- Over 50 prison inmates have earned Level 1 Coaching certificates and 10 have completed externally accredited refereeing qualifications through DADs initiatives.
- Over 10 000 DADs comics have been distributed in the past five years, promoting the project’s anti-drug message.
- Football brings people together, and informal social networks form spontaneously, providing support systems for beneficiaries.
- DADs has won numerous awards for its work, including the Government’s Home Office inaugural “Tackling Drugs Changing Lives” Yorkshire and The Humber Regional Award in 2006. See [www.drugs.gov.uk](http://www.drugs.gov.uk)

A series of case studies is also available at [www.DADsbiz.com](http://www.DADsbiz.com).



Dads Against Drugs (DADs)

Children also become engaged through the DADs program.

## LESSONS LEARNED

- It is important to be open and transparent on a programming level. DADs is therefore willing to share positive and negative experiences of establishing an award winning program.
- Be optimistic and persevere. While there are people who will offer valuable support, other people may want to knock you down when you are doing well.
- People do not always start with a level playing field. There are many who are disadvantaged and deserve a helping hand. It is sometimes surprising how well they respond if they are given the right opportunities.
- Football can engage people, but it also has negative elements e.g., hooliganism and spectators fighting or shouting obscenities at players.
- Enthusiastic and committed staff are key to an organisation’s success. Sometimes they are hard to find and there may be tension and resulting conflict between volunteers and paid casual workers.
- Utilize the media, websites and electronic networks to promote your concept. They are invaluable sources of cost-effective publicity that reach a wide audience.
- Invest in a good website. The DADs website has been seen in over 100 countries worldwide and opens new communications on a weekly basis.

## LOOKING AHEAD

The pervasive nature of drugs in the media can undermine the work that DADs is trying to accomplish. DADs will tackle this issue with the launch of a new campaign and an even stronger emphasis on drug awareness education. Other priorities include exploring ways to help participants develop informal networks, which are invaluable support structures for families and youth, and adding rugby, cycling and walking to its range of sport programming.

In addition, because of the non-continuous nature of funding, DADs is assessing possibilities for income generation, including setting up a small multi-media business.

## FEATURED SUCCESS STORY

DADs staff approached a beneficiary to register him as a member of the program, and found that he had no fixed address. As a regular player at DADs football matches, he made connections with people that became friends. This network of friends became an informal support network, providing him with accommodation at their homes on rotating nights. The support of this group has given him a great deal of confidence and he has since found a steady job which now supports him.

### MORE INFORMATION

For more information visit <http://www.dadsagainstdrugs.co.uk> and <http://www.DADsbiz.com> (beneficiary portfolio website) or contact Rob Broomfield, founder of Dads Against Drugs at [rob@broomfield.karoo.co.uk](mailto:rob@broomfield.karoo.co.uk) or [info@dadsagainstdrugs.karoo.co.uk](mailto:info@dadsagainstdrugs.karoo.co.uk)

CHLP Training of trainers in  
Kicking AIDS Out! activities.

# Youth-to-Youth Initiative Combines Sport and Personal Development to Encourage Healthy Lifestyle Choices

Caribbean Healthy Lifestyles Project/Kicking AIDS Out Network



## PROGRAM BENEFICIARIES

Caribbean youth (initially girls, co-ed since 2003)

## LOCATION

Jamaica, St. Vincent & the Grenadines, Grenada, Trinidad and Tobago, St. Lucia, Barbados, St. Maarten, Anguilla, Guyana, Dominica, Antigua & Barbuda, St Kitts & Nevis

## LEAD ORGANIZATIONS

Commonwealth Sports Development Programme, Organization of Caribbean Administrators of Sport and Physical Education, and Caribbean Netball Association

## PROGRAM NAME

Caribbean Healthy Lifestyles Project

## OBJECTIVES

- To raise awareness among youth about the benefits of regular physical activity and to instill the value of maintaining a healthy lifestyle.
- To promote peer leadership skills and a sense of social responsibility.
- To create a forum for young people to voice their opinions and to be heard.
- To increase opportunities for Caribbean women and youth to participate in sports and physical activity.

## PROGRAM CONTEXT

Youth in the Caribbean are exposed to many social and environmental factors that can compromise their health. A 2003 survey conducted for the American Journal of Public Health found that nearly half of males and a quarter of females reported having had intercourse before the age of 13. Early sexual debut can significantly increase the likelihood of early pregnancy, HIV and AIDS and other sexually transmitted infections. Violence is also widespread, with one in five females and two in five males reporting they had witnessed or been involved in acts of violence. One-fifth of students in the study had carried a weapon to school in the previous 30 days and nearly as many had been in a fight using weapons. Gang violence is frequent, with 20% of males and 12% of females having belonged to a gang.

## PROGRAM DESIGN

To combat these unhealthy influences, the Caribbean Healthy Lifestyle Project (C-HLP) was established in 2000 as a youth-to-youth initiative combining sport and personal development workshops to encourage healthy lifestyle choices. The program's slogan, "your life, your health, make it right," emphasizes personal responsibility in making these choices. The project is based on three principles:

- 1) Participation in sport and physical activity gives young people positive and empowering experiences.
- 2) Mentors/trainers can help young people, especially girls, to recognize the benefits of healthy lifestyles.
- 3) Leadership, attitudes and capacity can be shaped through sport.

The program trains Youth Leaders to plan, organize and facilitate healthy lifestyles workshops. Through interactive presentations and group activities, these workshops are designed to help youth acquire the skills to make healthy choices. Topics include HIV and AIDS education and prevention, self-esteem, conflict resolution, decision-making, leadership, nutrition, substance abuse, sexuality and teenage pregnancy. Many of the workshop activities use sports, such as netball, to attract and engage youth and facilitate active learning.

### Youth Leaders are trained in four phases:

- 1) **Recruitment:** Open workshops are delivered by certified presenters. During workshop activities, the presenters identify participants who show potential to be trained as Youth Leaders (often youth already involved in sport).
- 2) **Stage 1 Training:** Over three days, potential trainees are introduced to the project and taught basic presentation techniques (how to structure and deliver a presentation, how to manage group discussions).
- 3) **Stage 2 Training:** Trainees prepare and deliver presentations. At the end of the second stage, they must plan and deliver six workshops, each on a different topic.
- 4) **Certification:** Trainees send a workshop proposal to the C-HLP head office, and if it is approved, the trainees organize and deliver a workshop and prepare a final report. They are evaluated on the workshop they deliver and the report they write. Youth Leaders can only be certified in their own country, and must demonstrate the ability to draw on local resources while organizing an event. There is no time limit to the certification process; it can take a year or more, depending on the trainee's available time.

For the first three years, the program targeted girls and young women exclusively, but in 2003, the first multi-sport, co-ed workshop was held in Guyana and, since that time, similar workshops have taken place across the Caribbean.

## DELIVERY AND IMPLEMENTATION PARTNERS

- Organization of Caribbean Administrators of Sport and Physical Education (one of the project's lead organizations, provides technical expertise and coordination)
- Caribbean Netball Association (organizes games and trains coaches.)

## RESOURCES

Resources are provided by:

- Commonwealth Games Canada (CGC) International Development and Sport Unit (funding, monitoring and evaluation)
- United Nations Children's Fund (UNICEF)
- Ministry of Sport and Youth (in each of the target countries)

Each workshop, typically three days long, costs approximately US \$7 500 to deliver. Costs associated with the project include lunches during workshops, travel and accommodation for trainers and incentives for participants (such as t-shirts). All trainers and other facilitators are volunteers. The project is run by one part-time employee and one CGC intern, with some assistance from the administrative officer who runs the Commonwealth Sports Development Programme regional office. Associated costs include stationary, rental of workshop venues and, in some countries, equipment rental, such as projectors.

## IMPACT

- Currently, there are approximately 1100 adults and youth in the process of being trained as Leaders. Some are already certified to deliver workshops, some are in the process of becoming certified. Adults act as mentors to the Youth Leaders.
- Approximately 60 workshops have been held by C-HLP; individual countries hold at least three workshops per year.
- Youth Leaders develop a range of skills, including event planning and management, presentation delivery, decision-making and conflict resolution.
- Both trainers and participants benefit from education in HIV and AIDS prevention, teenage pregnancy, nutrition, substance abuse, and other health topics.

## LESSONS LEARNED

- Volunteer retention can be a challenge as Youth Leaders move onto to college/university or secure full-time jobs. It is important to recruit trainers and organizers who have a high level of personal commitment and a genuine connection to kids.
- Deploy resources carefully. The demand for workshops is very high, but it is important not to overstretch limited financial and human resources.
- Because of the overwhelming popularity of cricket in the Caribbean, it can be difficult to locate funding for other sports-related activities.
- It is important to provide a positive environment in which participants can freely consider the options available to them, along with the promotion of positive lifestyles.

## LOOKING AHEAD

The Caribbean Healthy Lifestyle Project's goal is to establish a working staff unit in each participating country including a local coordinator and at least one trainer, five or six adult mentors and five or six Youth Leaders. C-HLP is also planning a conference which it envisions as a "finishing school" for trainers. It will establish guidelines for workshops and provide continued capacity-building.

## FEATURED SUCCESS STORY

The Caribbean Healthy Lifestyle Project has a strong presence in Guyana. The country has the highest number of certified personnel (six adult mentors and six Youth Leaders). Young people enthusiastically endorse the principles of the project and have brought C-HLP into their communities, schools, churches and families. A Caribbean Healthy Lifestyle Club was started and a headquarters has been established in a depressed region of Guyana.

The staff have displayed a high degree of independence, adapting the program to local needs and encouraging youth to become involved. One successful initiative is the homework program, which provides a quiet place for kids to work and supervisors to help them with problems. Leaders hope that initiatives like this will have a ripple effect and that the program will spread to more communities.

### MORE INFORMATION

For more information, contact Kathy Harper-Hall at [vandamah@caribsurf.com](mailto:vandamah@caribsurf.com) or [csdp@caribsurf.com](mailto:csdp@caribsurf.com)

Learning about HIV and AIDS prevention through sporting activities.



Caribbean Healthy Lifestyle Project/Kicking AIDS Out Network

Community Sports Days, initiated by the Secretary of Sport in 2007. Individual towns organize sporting events and awareness raising activities on the importance of physical activities. The town with the largest number of participants receives a prize from the Secretary. These photos were taken in the municipality of Coronel Pringles, a town of 24 000 in the province of Buenos Aires.



www.deportes.gov.ar

# National Social Sport Program Targets Health, Disease Prevention and Social Inclusion

## PROGRAM BENEFICIARIES

Children and youth and primary and secondary school teachers

## LOCATION

Argentina

## LEAD ORGANIZATION

Secretary of Sport

## PROGRAM NAME

National Social Sport Program

## OBJECTIVES

- To use sport as a tool for improved health and social inclusion, integrating children and young people of all social and economic backgrounds.
- To increase public access to sport and physical activity, especially among young people.
- To stimulate and facilitate sport and sport instruction in the educational system.
- To develop a resource of professional trainers who also have a focus on social responsibility.
- To facilitate cooperation among ministries, NGOs and sports clubs, providing increased national access to sport facilities and expertise.

## PROGRAM CONTEXT

The concept of sport for social development began in Argentina in the early 1950s when the country was ruled by President Juan Peron. The President understood that sport could not only be used as a means of improving physical fitness, but also for enhancing other aspects of individual and community life. President Peron developed a massive, nation-wide and inclusive social and recreational games program named after his wife, Eva, better known as Evita.

Sport for social development became part of Argentinean law in 1974, when the military government created the Secretary of Sport, and mandated it to use sport as a social tool to

improve people's lives. However, despite this rich tradition of support for sport, a 2003 national survey found that over 46% of respondents were "physically inactive."<sup>1</sup>

## PROGRAM DESIGN

The Secretary of Sport launched the National Social Sport Program to boost physical activity in all segments of the population, but particularly among children and youth. The program is designed to improve health and prevent illnesses exacerbated by inactivity, such as diabetes, heart conditions and obesity, and to promote social inclusion and cooperation. There are several key initiatives under the program:

### Sport Clubs and Schools

To reach young people, the Secretary works closely with existing structures, mainly schools and the extensive system of local sport clubs. There are between 7000 and 8000 sport clubs in Argentina, ranging in size from a few hundred members to tens of thousands of members. These clubs have great social and historical importance in Argentina, providing a safe space for children and youth as well as access to sport facilities and structured activities for the community.

The government supports clubs in a range of ways, helping smaller clubs financially and providing monitoring services to other organizations. Sport clubs receive special rates for utilities and do not pay taxes. In addition, the government provides capacity-building on legal and safety issues (for example, on the regulations around operating a swimming pool) and trains club staff on fundraising techniques.

The country's network of school teachers is also leveraged to provide vital outreach services and to mobilize and encourage youth and their families to exercise. Teachers receive special training on a number of health issues, including diabetes and asthma, and are taught how to incorporate a range of health needs into physical fitness programs. Provincial teachers' federations send representatives to receive training in the capital, and then conduct training with their colleagues when they return.

### Evita Games

The Evita Games, initiated under the Peron Government, were revived in 2001 and now take place annually. The focus of the games is "non-federated" youth, or youth who do not belong to a sport club.

The Evita Games include local-, state- and national-level competitions in sports including track and field, football, volleyball, basketball, chess and a track and field category for people with disabilities. There are three age categories: 13-14, 15-16 and, 17-18 year olds. During the Games, National Drug Enforcement staff conduct awareness raising activities on the dangers of sport-related and recreational drugs. In 2006, the Secretary of Culture facilitated artistic activities, such as local traditional dances, singing and painting.

### Community Sport Days

"Community Sport Days" have also been initiated to promote the health benefits of physical activity and sport. Towns are asked to plan awareness raising events and sporting activities that involve the community in bicycling, walking, hiking and team sports. The town with the greatest number of participants receives a symbolic prize from the Secretary. The project began in 2007 and was so successful that it will become a regular event throughout the country.

## DELIVERY AND IMPLEMENTATION PARTNERS

The National Sport Program brings together the expertise of many Ministries. Secretary of Sport staff point to this cooperation as an area of great success under the national program. Ministries that cooperate on the National Social Sport Program include:

- Ministry of Health (instrumental in initiating inter-ministerial cooperation, gathers and disseminates data on health and fitness)
- Ministry of Education (network of teachers used to mobilize people to greater physical fitness)
- Ministry of Social Development (facilitates greater involvement of welfare recipients in sport programs)
- Secretary of Tourism (helps coordinate around country, such as Evita Games)

The National Sport Program also works with many local NGOs, sports clubs throughout the country, and provincial and state secretaries for sport, who have strong partnerships with local and city authorities.

<sup>1</sup> The study defined "physically inactive" as those who did not participate in at least 20 minutes of intense activity, such as cycling, swimming or domestic tasks, three times a week, or at least 30 minutes of moderate activity, such as walking, five times a week.

## RESOURCES

The 2006 budget for the Secretary of Sport was US\$25 million.

The budget was divided as follows:

- US\$8 million for social sport and sport development (including support for sport clubs, programs and the Evita Games)
- US\$12 million for high level/elite sport
- US\$5 million for a national sport training and recreation centre

The National Social Sports Program also works with provincial government bodies and can draw on their budgets for program activities in return for coordination and human resources support.

Community Sports Days feature bicycling, walking, hiking and team sports.



## IMPACT

- In 2006, approximately 700 000 boys and girls participated in the Evita Games at local, state and national levels. The national level competition hosted approximately 8000 young people who had won at the local and state levels.
- National events such as the Evita Games are reawakening public interest in, and awareness of, sport by youth. The Secretary of Sport is capitalising on the huge publicity that the event receives to promote its social sport message nationally.
- The National Social Sport Program has provided capacity-building opportunities to thousands of primary and secondary school teachers and sport club staff members.

## LESSONS LEARNED

- To be effective nationally, sports programs should build on existing structures, such as schools and sports clubs. This avoids duplication of infrastructure and expertise, and capitalizes on the high-level of trust the public has for these institutions.
- When Ministries work together, a great deal can be accomplished and duplication can be avoided. Sport can be an effective tool to promote healthy choices and social inclusion.
- High profile events, such as the Evita Games, should be balanced with smaller, local initiatives, such as capacity-building in local sport clubs.
- Support from a range of stakeholders, including other government ministries, NGOs and sports clubs, improves the long-term sustainability of a program and will help the process of mainstreaming social sports into the daily lives of Argentina's youth.

## LOOKING AHEAD

The Secretary of Sport's future plans depend on the financial situation in Argentina, which is still recovering from the currency devaluation of 2000. Sport clubs form a significant part of the country's economy and, as these clubs recover financially, greater programming opportunities will arise. Additionally, buildings and facilities that belong to the State are not always well maintained by people in the community. The Secretary hopes to educate people on the need to maintain this infrastructure. In the future, the Secretary also hopes to implement wide-spread programs targeting the health needs of the elderly and people with specific health problems such as asthma and diabetes.

### MORE INFORMATION

For more information, visit <http://www.deportes.gov.ar>



Community Sports Days promote the health benefits of physical activity.

PLAY SOCCER works in disadvantaged communities where children and young people have little access to recreational opportunities. The program focuses on young children to provide early access to life and sporting skills. Girls are particularly encouraged to join the program, both as volunteers and as participants.

# Soccer Program Focuses On Child and Community Development in Africa



Play Soccer

## PROGRAM BENEFICIARIES

Youth, aged 5 to 14, particularly girls, in the most disadvantaged communities

## LOCATION

Ghana, Senegal, Cameroon, Malawi, Zambia and South Africa

## LEAD ORGANIZATION

PLAY SOCCER

## PROGRAM NAME

PLAY SOCCER

## OBJECTIVES

- To establish a low-cost, accessible and sustainable community-based soccer program for disadvantaged children and youth, particularly girls, as a vehicle for development and improved health.
- To promote volunteerism, primarily from youth, as a means of building the capacity and leadership necessary for communities to drive their development process.
- To encourage broad-based, long-term socio-economic development from the community level to the national level, around a core Sport for Development program.
- To promote collaboration with other civil society organisations, NGOs, government ministries and development agencies to maximize impact and the efficient use of scarce resources.

## PROGRAM CONTEXT

Soccer is a global phenomenon and an essential link that unites children, communities and countries. When harnessed properly, soccer also has the ability to inspire and empower mind, body and spirit and create opportunities for development and health. Yet millions of children in Africa have no access to structured soccer activities, positive coaching or even basic equipment.



PLAY SOCCER is a community based program for disadvantaged children and youth, particularly girls, that encourages mass participation in soccer as a vehicle for development. The program teaches health, sport and life skills through year-round programs in Ghana, Cameroon, Senegal, Malawi, South Africa and Zambia.



Play Soccer

## PROGRAM DESIGN

PLAY SOCCER focuses on bringing the power of sport to disadvantaged communities with no available recreational soccer activities. The program targets young children to maximize lifetime benefits related to early childhood education opportunities and community involvement. Children register without charge for the year-long program with sessions that are usually held twice a week.

Sessions include participatory activities and games followed by “learning circles” and are focused around three core components:

- 1) Soccer skills (e.g., dribbling, goalkeeping and tactics).
- 2) Health and physical development (e.g., nutrition, hygiene, HIV and AIDS and malaria prevention).
- 3) Social development and life skills (e.g., gender equality, friendship, teamwork, fairness, rights and responsibilities, caring for the environment, communication and leadership).

Community members, particularly but not exclusively youth, are trained as instructors for the program. PLAY SOCCER has also developed manuals for these instructors that structure the three core components into a soccer-based Sport for Development curriculum.

The long-term goal of PLAY SOCCER is to mobilize local human resources and assets to catalyze other development activities. The program seeks to build the capacity of local human resources, and through collaborations with the government, private sector, and other NGOs, to create opportunities around PLAY SOCCER that will lead to broad sustainable socio-economic development from the grassroots up.

To this end, once the core soccer program is established, program enhancements are encouraged. These enhancements are often designed to support the Millennium Development Goals and involve the larger community, and may be implemented in collaboration with other local or regional organisations. Many of these enhancements are at early stages in the development process, but are already beginning to benefit communities. For example, PLAY SOCCER Ghana has developed a mobile library at program sites. In other countries, income generating activities which employ local skills and materials have been developed. Some products will be sports related, others are oriented to health and social benefits.

PLAY SOCCER was first established in Ghana in 2001 and today has organizations in six African countries: Ghana, Senegal, Cameroon, Malawi, Zambia and South Africa. All national PLAY SOCCER organizations affiliate under the

international umbrella which coordinates the PLAY network and drives program development. PLAY SOCCER particularly encourages girls to participate both as volunteers and as participants.

## DELIVERY AND IMPLEMENTATION PARTNERS

The creation of partnerships is an important facet of PLAY SOCCER’s program delivery.

Some key partners in the project’s history include:

- Fédération Internationale de Football Association (FIFA) (PLAY SOCCER is an implementing partner for Football for Hope)
- Grassroots Soccer (NGO collaborating on HIV and AIDS program enhancements)
- Credit Union Association of Africa
- SOS Children’s Villages
- Right To Play (especially with annual Global Peace Games for Children and Youth)
- Football Associations in each project country

## RESOURCES

The fundraising target for 2007 is US\$1.2 million or \$75 per child.

PLAY SOCCER benefits from the support of several international organizations, including:

- Johnson & Johnson
- United Nations Federal Credit Union
- Swiss Agency for Development and Cooperation
- Fédération Internationale de Football Association (FIFA)



Play Soccer

In December 2006, PLAY SOCCER served over 7000 children with 207 volunteers in six countries. Expansion has been steady since the program was founded in Ghana in 2001.

PLAY SOCCER uses volunteers to run both the sporting activities and educational elements of the program. Volunteer instructors deliver curriculum on a range of topics, including health (HIV and AIDS) and social issues (caring for the environment). Coaches and instructors gain valuable personal and professional skills through their involvement in the program.



## IMPACT

- In December 2006, the program was reaching over 7000 children with 207 volunteers. Eight thousand children are enrolled in the 2007 program.
- Participants acquire knowledge about health, as well as social and sport skills, and participate in community-based activities which encourage personal and community development.
- PLAY SOCCER has become a conduit for information. Participants and their families are learning about the health, education and community services they can access.
- Local staff and volunteers benefit from education programs and leadership training, and gain confidence through increased responsibilities in their communities.
- Leadership training and the development of role models have a positive impact not just on the individual, but on the community as well.

## LESSONS LEARNED

- Early childhood is the optimum time to reach children and to encourage the love of sport and learning.
- Volunteer instructors' skills are the most essential ingredient in PLAY SOCCER's success. Investing in volunteer training and resources must be a priority.
- Volunteers need to develop skills and qualifications that are transferable and will help them make a living.
- Maintaining a low-cost organizational structure and minimizing bureaucracy helps keep programs affordable for the communities.

## LOOKING AHEAD

Recognizing that volunteers are the determining factor in program quality and impact, PLAY SOCCER is investing heavily in training. In addition, a certification process for volunteers will be introduced to formalize and give "job market" value to the in-service training they receive.

There is huge demand for the program in both existing and new countries but expansion continues to be subject to the availability of funding. By the end of 2007, PLAY SOCCER plans to expand to eight countries and reach 14 000 kids. By 2010, the program hopes to be in 15 countries, reaching 25 000 children. PLAY SOCCER will continue to forge partnerships with other organizations as it expands, both to strengthen programming and to avoid duplication of efforts and services.

## FEATURED SUCCESS STORY

One of PLAY SOCCER's Malawian volunteers is a talented leader with a good connection to the children he coaches. With no formal training prior to his involvement with PLAY SOCCER, he nonetheless excelled at developing and implementing local programs. Because Malawi is a small country, he became quite visible in his community and eventually the country. The Malawian Football Association has now arranged for him to take a coaching course, which will allow him to prepare for a possible career in sports management.

### MORE INFORMATION

For more information, visit

<http://www.playsoccer-nonprofit.org> or contact Judy McPherson at [playsocnonprofit@aol.com](mailto:playsocnonprofit@aol.com)

Alive and Kicking football tournament, Kenya.

# Lack of Access to Sport Drives Economic Opportunity and Health Initiative

## PROGRAM BENEFICIARIES

School-aged youth, especially those at risk of contracting malaria or HIV and AIDS

## LOCATION

Kenya

## LEAD ORGANIZATION

Alive and Kicking UK

## PROGRAM NAME

Alive and Kicking Kenya

## OBJECTIVES

- To use sport as a tool for health promotion and disease prevention in rural communities.
- To provide inexpensive, tough, repairable footballs, netballs and volleyballs suitable for African conditions and climates and thereby expand access to sport and organized games.
- To create employment opportunities for people in rural areas through the production of sports equipment.

## PROGRAM CONTEXT

Before sport's potential as a tool for health and development can be truly harnessed, the problem of access to sports must be addressed. Many developing countries lack functioning sports infrastructure and have little or no access to basic equipment, such as footballs. Currently, many balls that are used in Africa are expensive and unsuitable for the high temperatures and rough terrain.

Alive and Kicking, Kenya was founded in 2005 on the principle that a gap in the market — the need for affordable, durable sports equipment — can be used as an entry point both to create economic opportunity in rural and urban communities and implement health programming.

Alive and Kicking, Kenya





## PROGRAM DESIGN

Alive and Kicking sets up ball stitching centres which create sustainable job opportunities in areas with few other employment options. Leather ball panels are produced in a central location and then sent to these stitching centres which require little equipment, are easy to establish, and are spread out to create employment in multiple communities. The balls produced carry printed health messages about HIV and AIDS, malaria or tuberculosis or social messages including anti-drug or anti-rape themes. Balls are then sold to schools and youth groups, as tools for health education conducted by peer educators, teachers and coaches.

At the same time, Alive and Kicking leverages the widespread popularity and convening power of sport to bring large groups of people together for the purpose of communicating important health messages. Schools are encouraged to organize matches with students in neighbouring villages. Information about upcoming games is circulated and thousands of people gather to watch. Alive and Kicking uses short theatre pieces and educational role-play before and after these games and distributes additional health materials. This approach is particularly effective in remote, rural areas where other forms of entertainment are often limited.

Drawing on the power of celebrity athletes and sport figures as role models and communicators, Alive and Kicking has also produced a series of evidence-based posters with HIV prevention messages, featuring top Kenyan athletes and sports people. Posters are available to schools and

community and health centres. Recognizing the primary role of women in improving the health of their families, the program pays particular attention to reaching mothers with all its messages.

Alive and Kicking is currently collaborating with the World Health Organization to transform rural stitching centres into multi-purpose hubs offering a range of social services in inaccessible communities. The centres will continue to manufacture sports equipment, and, at the same time, will play an expanded role as sport and healthy living centres, providing access to basic health services and supplies such as oral rehydration therapy and mosquito nets.

## DELIVERY AND IMPLEMENTATION PARTNER

- UK Sport (provided start up funding and in-country support in Zambia, putting Alive and Kicking in touch with potential partners)

## RESOURCES

Alive and Kicking is able to cover production and operating costs by selling footballs for a small mark-up. Donor money from the Football Association (England) and the Elton John Foundation is being used to start and fund the rural health program.

Alive and Kicking, Kenya

Alive and Kicking has stitching centres in rural and urban areas. These stitching centres provide sustainable employment for over 100 people in Nairobi and the number of jobs in rural areas will increase as Alive and Kicking expands its rural production network. Ball stitching serves as the catalyst for skills training and grassroots economic development.

The Alive and Kicking roadshow bus full of footballs and volleyballs, Kenya.



Alive and Kicking, Kenya

## LOOKING AHEAD

Access to sport remains a challenge in many rural African communities. Alive and Kicking hopes to increase sport's reach through its efforts to produce and distribute inexpensive, durable sport equipment. However, these efforts are constrained by limited resources that make it difficult to hire qualified, trained staff.

Alive and Kicking hopes to secure greater resources by connecting to, and mobilizing schools, youth clubs and local and national football clubs in the northern hemisphere. Alive and Kicking plans to introduce a sponsorship program that will enable individual and organizational/company donors to purchase footballs on behalf of schools or communities. This feature will be available on the Alive and Kicking website and through a catalogue produced in time for December 2007.

Alive and Kicking also hopes to sell balls on a larger scale through primary and secondary school systems in targeted countries. The program will be approaching Ministries of Education to persuade them to buy the balls they produce on the basis that they are more affordable and last longer.

### MORE INFORMATION

For more information, visit  
<http://www.aliveandkicking.org.uk>  
 or email [info@aliveandkicking.org.uk](mailto:info@aliveandkicking.org.uk)

## IMPACT

- Alive and Kicking currently produces over 5000 balls per month, using sport to promote health in hard-to-reach rural communities.
- Kenyan schools and youth groups report that Alive and Kicking balls provide a positive entry point for health education with youth. HIV and malaria education can easily be conducted during or after sporting activities by teachers, coaches, trained volunteers and peers.
- Over 100 people are employed in the factory in Nairobi, and the number of jobs in rural areas will increase as Alive and Kicking expands its rural production network. Production has also recently begun in Lusaka and in South Africa.
- Ball stitching serves as the catalyst for skills training and grassroots economic development in rural areas.
- Alive and Kicking's model of a combined rural production centre and basic health facility has been authenticated by the National AIDS Control Council and the National Malaria Control Council in Kenya.

## LESSONS LEARNED

- Sport is an effective way to bring together large groups of people in rural areas in order to provide information and education on health issues. Alive and Kicking has found communities to be very receptive to the messages, especially in the positive environment of a large community event.
- Sport is a highly effective tool in promoting health messages to young people, in particular sex education for teenagers, which can present a challenge in rural communities which may be more conservative.

Agita Sao Paulo organizes large scale events to raise awareness about the benefits of regular, moderate exercise. On April 4, Agita brought thousands together for a Walking Day (called "Caminhada Dia").

# Health Promotion Program Encourages Physical Activity to Fight Disease



Agita Sao Paulo / CELAFISCS

## PROGRAM BENEFICIARIES

Students, blue and white collar workers and the elderly

## LOCATION

Sao Paulo State, Brazil

## LEAD ORGANIZATION

The Centre of the Physical Fitness Research Laboratory Sao Caetano do Sul

## PROGRAM NAME

Agita Sao Paulo

## OBJECTIVES

- To fight the sedentary lifestyle in Sao Paulo by encouraging regular, moderate exercise and increasing awareness of the benefits of physical activity.
- To remove physical, environmental and social barriers to physical activity, such as lack of bicycle paths or public spaces for walking, in cooperation with local planning authorities.
- To stimulate research on the health benefits of physical activity and disseminate results as widely as possible.

## PROGRAM CONTEXT

In 1996, Brazil's Centre of the Physical Fitness Research Laboratory Sao Caetano do Sul (CELAFISCS) estimated that 80% of the 37 million inhabitants of the state of Sao Paulo (called Paulistas) were not involved in any kind of physical fitness or sports. Obesity and accompanying ailments including heart attack, stroke and diabetes are only some of the dangerous and costly effects of a sedentary lifestyle.

Agita Sao Paulo was founded in 1996 through a partnership between CELAFISCS and the State Secretary of Health to promote the physical and social benefits of regular, moderate exercise. In Portuguese, agita means to move the body, but the term also suggests changing thought processes and becoming a more active citizen. Agita Sao Paulo's message encompasses both senses of the word.

## PROGRAM DESIGN

Agita Sao Paulo is a health promotion program aimed at increasing the level of physical activity among Sao Paulo residents, particularly those not involved in any sport or fitness. It is based on a theoretical model in which both the social and the physical environments must be influenced in order for lasting behaviour change to occur.

The program promotes a goal of at least 30 minutes of cumulative physical activity every day as well as encouraging Paulistas to incorporate physical activity, even in very small amounts, into all aspects of their daily lives, including commuting, household chores and office tasks. Teachers, community leaders and members of companies are trained in the Agita method and promote the social and health benefits of moderate exercise to their peers and colleagues.

The Agita program also aims to increase public knowledge about the benefits of physical activity and disseminates its message widely, using subway advertising and personnel in schools and workplaces. To create change in the physical environment, Agita works with local authorities to build or better utilize existing structures to facilitate physical activity. For example, Agita has successfully lobbied transportation authorities to allow people to bring bicycles on subways, encouraging people to ride, rather than drive, to the nearest transit station. Program staff have also worked with the Secretary of Education to open school sports facilities to community members at times when schools are not in session.

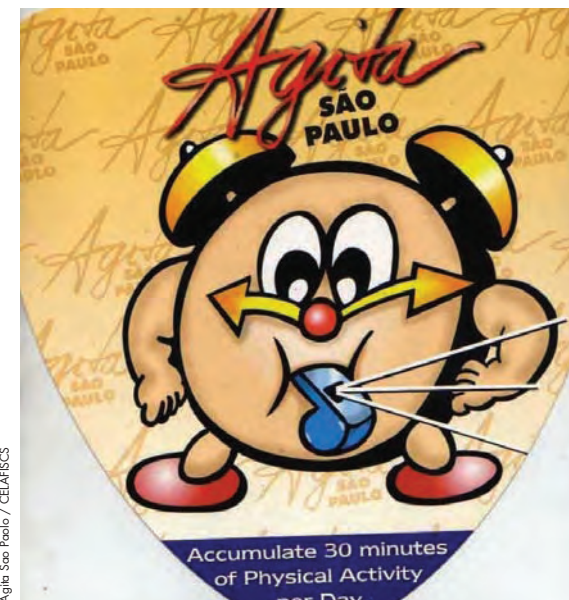
Additionally, Agita organizes “mega-events” that attract and involve thousands of people at a time. The 2007 “World Day for Physical Activity,” for example, marked the launch of Sao Paulo’s initiative to allow bicycles on the metro system. Awareness raising activities were held and residents were encouraged to try the new system.

## DELIVERY AND IMPLEMENTATION PARTNERS

To implement its program, Agita Sao Paulo works with over 350 government institutions, non-governmental organizations and private companies. Some groups are very small, others, such as the Secretary of State for Education, are large. The Education Department governs six million students and 300 000 teachers, and is invaluable in disseminating the program’s message.

## RESOURCES

Agita Sao Paulo’s projected budget for 2007 is US\$350 000. Direct funding is mainly provided by the State Secretary of Health; indirect funding (e.g., event sponsorship, donations in kind) is provided by a range of partners, including Petro Bras.



Agita Sao Paulo / CELAFISCS

Agita Sao Paulo's logo is the “half hour man” representing the target of 30 minutes of cumulative exercise each day.

Agita Sao Paulo works to combat the sedentary lifestyle in Sao Paulo by encouraging regular, moderate exercise. Walking groups meet regularly to exercise together in parks and other public spaces.



Agita Sao Paulo / CELAFISCS

## IMPACT

Agita Sao Paulo spends approximately 30% of its budget on evaluation to gather information which the organization uses to further advocate for its goals. Reported impacts include:

- The number of people who describe themselves as “sedentary” and “regularly inactive” has declined significantly.
- In the general populace, those who had never heard of the program were twice as likely to be sedentary as those who were familiar with Agita’s message.
- The program is extremely effective with women. Recent Agita studies have found that women’s responses to the program were even more positive than men’s, suggesting that the program’s stress on cumulative, moderate exercise is particularly appealing to women.
- The decision-makers in Sao Paulo’s health sector have heard and understood the Agita message: the organization is reaching 70% of health sector decision-makers, and estimates that 30 to 35% of this group know the program’s message.
- Between 2000 and 2004, hospitals in Sao Paulo reported a 50% decline in admittances due to strokes and a 57% decline in diabetes-related admittances.
- Agita Sao Paulo’s efforts to encourage physical activity played a significant role in these statistics.
- The World Bank reported that Agita was not only cost-effective but actually saved the Brazilian health system US\$310 million per year (based on projected costs of expenditure on illnesses related to inactivity, including diabetes and high blood pressure).
- The model is being replicated throughout Brazil and Latin America and the World Health Organization has characterized it as an instructive model for other developing countries.
- The Agita Sao Paulo model received the Panamerican Organization Health Promotion Award in 2002.

## LESSONS LEARNED

- To succeed in large populations, strategic partnerships and committed allies in a range of organizations are necessary.
- Agita Sao Paulo’s message of 30 minutes of daily activity is successful because it is clear and inclusive and empowers participants with small, easy steps.
- Agita succeeds in part because of its “two hats” approach, dealing with both the governmental sector and the NGO and private sectors. Staff in the governmental sector change regularly, so the program’s continuity comes in part from partnerships in the NGO and private sector spheres.
- Transparency is vital to creating strong partnerships.

## LOOKING AHEAD

Sustainability is an ongoing challenge for Agita Sao Paulo. The project is constantly seeking ways to mobilize new partnerships in the community, including in the private sector. To this end, Agita Sao Paulo is launching a partnership with the Federation of Industries (FIESP) to promote health in the workplace in response to increasing rates of obesity among workers. FIESP has approximately 1000 administrators in the state of Sao Paulo and members of this group have begun training in the Agita method, disseminating a simple message and facilitating physical activity through improvements in the social and physical environment. Going forward, Agita staff would also like to reach more minority groups.

## FEATURED SUCCESS STORIES

### A Community Success Story: Walking Clubs

In 2001, the Secretary of Health in Sorocaba, a city of 600 000 approximately 200 kilometres from Sao Paulo, worked with Agita to create a walking club. The community’s response to the club was very enthusiastic; participants saw positive results rapidly and enjoyed the social element of walking in a group. There are now 27 walking clubs in the state and their widespread popularity has brought pressure to bear on local governments, who have been pushed to reorganize many public spaces into areas more suitable for walking.

### A Personal Success Story

The Head of Sao Paulo’s State Treasury Department suffered from a number of health problems, including high blood pressure and the threat of diabetes, heightened by his weight of 137 kilograms. He decided to join one of Agita Sao Paulo’s walking clubs and began walking in parks and other public areas with the local group. The first time he walked 100 metres, his wife was so excited that she cheered and hugged him in front of his walking group. Since joining the club, he has lost 39 kilograms, changed his diet and exercises regularly. In fact, he is now preparing for a marathon.

### MORE INFORMATION

For more information, visit <http://www.agitasp.org.br> or email [info@agitasp.org.br](mailto:info@agitasp.org.br)





# Sport Program Empowers Women and Fosters Community Integration in Pakistan



Right To Play/SportWorks, Pakistan

Boys in the SportWorks program participate in an "over and under" game.

## PROGRAM BENEFICIARIES

Afghan refugees living in Pakistan, particularly girls and women, and the local Pakistani population

## LOCATION

Peshawar and Quetta, Pakistan

## LEAD ORGANIZATION

Right To Play and Insan Foundation Pakistan (in Urdu, "insan" means human)

## PROGRAM NAME

SportWorks Pakistan

## OBJECTIVES

- To use sport as a transformative activity which can provide new leadership and participation opportunities for Afghan girls and women.
- To develop local capacity to provide ongoing sport and play activities that teach leadership, communication and conflict resolution skills to Afghan refugee boys and girls.
- To develop the capacity of Afghan coaches to implement inclusive sport and play activities to promote healthy lifestyles.
- To overcome tension and mistrust between the Pakistani and Afghani populations and to create opportunities for positive interaction.

## PROGRAM CONTEXT

For nearly thirty years, Afghanistan has been ravaged by conflict, beginning with the Soviet invasion in 1979 and continuing through the rise of the Taliban to the US-led invasion in 2001. A measure of stability was reached with 2002's democratic elections, but it is estimated that over two million displaced Afghans remain in neighbouring Pakistan. Life for these refugees is often precarious, with widespread poverty and little access to services like healthcare and education.

## PROGRAM DESIGN

The SportWorks program was initiated in 2002 in Quetta and Peshawar, Pakistani cities close to the Afghan border where the vast majority of Afghan refugees reside. The project enhances healthy child development by providing access to regular, structured physical activity combined with important social and life skills training, such as teamwork, decision-making and leadership. Children receive health education through discussions generated by specifically designed games and activities. Insan also uses sporting activities and events to overcome tension and mistrust between the Pakistani and Afghani populations and to create opportunities for positive interaction.

Insan staff select and train coaches from both the local Pakistani and Afghani communities. Coaches receive training related to child rights, gender equality and peace-building and they are taught how to run sporting activities that promote these concepts. Twenty-three coaches, four supervisors and two project coordinators (PCs) receive regular workshops and refresher training sessions on sport, health, community development and disciplinary alternatives to corporal punishment (beatings are forbidden in all schools in the SportsWorks program).

SportWorks Pakistan operates in 13 Afghan schools in Peshawar and ten in Quetta, involving both Afghan and Pakistani children. Daily activities have been integrated into the school curriculum and are delivered by Insan-trained coaches. In addition, four annual Play Days are held, on World Peace Day, International Women's Day and other locally celebrated holidays.

Insan conducts regular monitoring and evaluation of their programs to identify weaknesses and build on strengths. Every month, coaches report on their group's achievements and lessons learned, comparing these to local and global Sport for Development projects. Supervisors, in addition to conducting coach evaluations, also encourage coaches to identify areas which need improvement so they can receive appropriate support.

## DELIVERY AND IMPLEMENTATION PARTNERS

- Right To Play (training, strategic guidance and financial support)
- International Rescue Committee (SportWorks is being implemented in the schools IRC is supporting)
- Afghan Teacher's Association (helps identify schools to include in programming)
- Afghan Consulate in Pakistan (provides data on refugees and supports programming)

## RESOURCES

SportWorks Pakistan's budget for 2006 was US\$183 611. The project is supported by the Royal Norwegian Ministry of Foreign Affairs.

Girls are engaged through sport and play in the SportWorks program.

Right To Play/SportWorks Pakistan



## IMPACT

- The project has grown from four schools in 2002 to 23 schools in 2007 and from 1500 beneficiaries to over 5000. Seventy percent of these beneficiaries are female.
- Coaching has offered leadership opportunities which would otherwise be unavailable, particularly to women. There is a strong female presence at all levels of the project: most coaches and coach-trainers are women; and much of the project leadership is female.
- Enrolment in schools has increased dramatically. In both Pakistan and Afghanistan, schools are traditionally teacher-centred and dominated by rote learning and corporal punishment, which leads many children to choose work over school.
- With the introduction of SportsWorks programming children and parents alike are more enthusiastic about school attendance.
- Schools now have functioning playgrounds and community members take an active role in maintaining these facilities, which were previously often in poor condition and full of refuse.
- The infrastructure of the schools is vastly improved, with access to drinking water and sanitation facilities.
- The Afghan and Pakistani communities in Quetta and Peshawar have developed more positive relations with one another. As a direct result of organized sports activities, Pakistani and Afghan children are able to play and study together and project staff believe that this message of peace is being transmitted from the children to their parents and to the communities at large.
- The project has been successful in creating a culture of sport in Afghan communities. Children are allowed, even encouraged, to play. This was not true before the project began.

## LESSONS LEARNED

- In a context where men have traditionally held leadership positions, not only do women need to be encouraged to take on leadership roles, but men need to be involved in providing these opportunities and working with women.
- Hiring local staff is critical to success. Locals have a much deeper understanding of the cultural, religious and political issues and will be more likely to have the trust of the community. Outside experts can provide technical assistance in project design or monitoring tools, but the frontline staff should be local.
- Key segments of society must support program objectives. It was important for Insan to get the support of the community elders, who were initially opposed to the project. Once the elders saw that the activities were not contrary to their religious or cultural beliefs, their support came more easily.
- Project staff must be creative in building awareness and acceptance in the larger community. Afghans do not have many public gatherings and very few families allow children to attend school, so initially, project staff had to organize public events to raise awareness of their project and go door-to-door to share program objectives.
- It takes time for social transformation to occur. Though the project can now claim numerous achievements, results were hard to track initially.

### LOOKING AHEAD

Though there is still some resistance in the local Pakistani community, from those who feel threatened by Afghan integration or competition for limited resources, the project is today well established. Structures and institutions which



Right To Play/SportWorks Pakistan

Boys of the SportWorks program participate in soccer.

have been built must now be sustained; school facilities, sport councils, mothers' groups and volunteer coaches are valuable resources for the community. A key challenge ahead will be retaining skilled coaching staff, many of whom wish to return to Afghanistan.

In 2007, SportWorks Pakistan will also expand to include a new component: providing rehabilitation and relief services for children, youth and adults affected by the earthquake which struck Pakistan and India in 2005. Operations will expand to the northwest frontier province cities of Mensehra, Bagh and Balakot.

### MORE INFORMATION

For more information, visit

<http://www.insanpk.org/> or contact the Project Manager at [insan@insanpk.org](mailto:insan@insanpk.org)

# Peer Education Program Uses Sport to Empower Girls in Zambia

Go Sisters, Zambia



Go Sisters Zambia works with girls aged 5 to 15 throughout Zambia, combining physical activity with leadership training, health education and opportunities for economic empowerment. The program, which began with a national girls' sports tournament in 2002, now reaches over 5300 girls and young women.

## PROGRAM BENEFICIARIES

Girls, aged 5 to 15, in and out of school

## LOCATION

36 communities in six of Zambia's nine provinces

## LEAD ORGANIZATION

Education through Sport (EduSport) Foundation, Zambia

## PROGRAM NAME

Go Sisters

## OBJECTIVES

- To empower girls through sport by combining physical activity with leadership training, opportunities for economic empowerment, and health education, with an emphasis on HIV and AIDS prevention and awareness.
- To increase girls' participation as players and peer leaders in organized sports and to increase the number of sport-related opportunities available to them.
- To encourage widespread girls' participation in sport to improve their physical, mental and emotional health.

## PROGRAM CONTEXT

In Zambia, girls face a wide range of cultural, social and economic challenges that can negatively impact their health, development and future potential. Adolescent girls are the least-served demographic in terms of knowledge about HIV and AIDS. Though females have a higher HIV and AIDS prevalence than males in the region, they are less informed about sexual and reproductive health issues than their male counterparts. Traditional gender socialization teaches females to be submissive, which can make it difficult for them to abstain from sexual relationships or negotiate protected sex. In addition, girls tend to receive little support from their families or communities in their efforts to stay in school. Opportunities to learn or take active roles in their communities are less available to girls, affecting their long-term independence and employability.

## PROGRAM DESIGN

Go Sisters is a girls' sports program run by girls, for girls and with girls. Go Sisters seeks to improve the quality of life for girls in under-privileged communities by using sport to create a platform for building leadership capacity, teaching life skills and promoting health education. In particular, Go Sisters uses female peer educators as role models for participants, encouraging girls to set high aspirations.

### Peer educators in the formal school system

Working with the Ministry of Education, Go Sisters trains peer educators to assist physical education departments in developing sports and health education programs for girls. Peer educators attend a "Leadership Camp" where they are trained in sports skills, coaching techniques, leadership and health issues. Girls attend two, four-day workshops and are monitored for six months to see how they use their newly acquired skills and knowledge. Workshops are typically attended by 25 to 30 girls who will go on to train other girls from their schools to be peer educators and sustain the program. To encourage peer educators to stay in school, they receive financial assistance to pay their school fees.

Peer educators return to their schools and design programs with their beneficiaries, encouraging active participation of girls at all stages. Programs are designed to provide girls with a forum in which to discuss a range of topics, such as healthy lifestyles, HIV and AIDS, gender equality and protection from abuse. Activities vary depending on the facilities available in each community and can include: sport leagues, sports tournaments with different themes and messages, discussion workshops, leadership camps, aerobics, exchange programs between project sites and community service.

Programs are also held outside of school hours to reach girls who are no longer in school. In addition, Go Sisters runs workshops called Boys by Girls for Girls to raise awareness of gender issues among boys.

### Go Sisters annual sports festival

First held in 2002, the annual "Girls' Empowerment Through Sport" tournament is another key initiative of the Go Sisters program. Aimed at girls under 16 from Zambia and neighbouring countries, benefits of the festival include:

- highlighting girls' sport and showcasing participants' talent and achievements;
- building participants' confidence, both on and off the field;
- creating a forum for sharing knowledge across communities and countries; and
- providing opportunities for girls to meet and make friends with peers from other regions.

In 2007, Go Sisters expects 37 girls' teams to attend, with a total of 516 participants in the tournament. Girls will compete in football, netball and basketball. This year's theme will be "girls unite against AIDS."

## DELIVERY AND IMPLEMENTATION PARTNERS

- Commonwealth Games Canada (provides funding and capacity-building)
- Ministry of Education (helps coordinate activities within the school system)

## RESOURCES

In 2006, Go Sisters had a budget of £26 000. Go Sisters receives funding from the following organizations:

- UK Sport
- Save the Children Norway
- Norwegian Olympic Committee and Confederation of Sport (NIF)

## IMPACT

- EduSport is implementing the Go Sisters program in 36 different communities in six of Zambia's nine provinces.
- Peer leaders have positioned themselves as positive role models for children and other girls in their communities. Between 2002-2005, Go Sisters trained 5300 girls as peer leaders. These girls reached out to 53 000 indirect beneficiaries through sports programs and leadership activities. In 2005-2006, an additional 174 girls were trained as peer leaders and these girls reached out to 3132 indirect beneficiaries.
- In Lusaka, Go Sisters has eight netball teams, six volleyball teams and 17 football teams. In the remaining 5 provinces, there are eight football teams, five volleyball teams, four basketball teams and each province has an aerobics club.
- Peer educators and participants benefit from life and leadership skills training and health education.
- Go Sisters participants now speak openly and knowledgeably about issues that affect them such as HIV, early marriage and reproductive health.
- Program staff report that participants experience fewer early pregnancies than non-participants (though Go Sisters lacks the resources to gather quantitative evidence).
- Go Sisters participants are now involved in a range of valuable volunteer roles in their communities, including giving care and support to people living with HIV and AIDS.

## LESSONS LEARNED

- Sport is a valuable programming tool that can provide a forum for developing leadership and life skills. In addition, sports can create a sense of belonging among participants, forging valuable friendships among participants and team-mates.
- Girls can achieve great things if given an opportunity, supported and encouraged to work together.
- Peer coaching is an effective and sustainable method for empowering girls and encouraging behaviour change.
- In order to empower girls, boys must be enlightened.

## LOOKING AHEAD

Demand for Go Sisters is high and EduSport is struggling to keep pace. Increased funding for program implementation would improve this situation and the organization hopes to attract more sponsorship from local companies in the future.

In the next five years, Go Sisters will become more involved in advocacy work, using mass media to promote youth empowerment and gender equality. Go Sisters also hopes to establish resource centres where girls can gather and discuss issues, conduct research into areas of interest and get involved in programming and coordinating project activities.

The EduSport Foundation plans to decentralize operations by setting up structures in each provincial capital. Go Sisters programs will be coordinated from these regional offices.

### MORE INFORMATION

For more information, visit

[http://www.edusport.org.zm/go\\_sisters.html](http://www.edusport.org.zm/go_sisters.html)

or telephone the Go Sisters office at

**+260 1 221 919**

Go Sisters is an initiative of the EduSport Foundation Zambia, a member of the global Kicking AIDS Out! network. The network and its members use physical activities to teach participants about HIV and AIDS and how to protect themselves against HIV.



# Sport Program Builds Leadership Capacity and New Opportunities for Women with Disabilities

African Summit held in Kenya in 2005

International Paralympic Committee (Women in Paralympic Sport)



## PROGRAM BENEFICIARIES

Women interested in taking on leadership positions in Paralympic sports, typically women with a disability

## LOCATION

Africa, Europe, Oceania, Asia and the Americas

## LEAD ORGANIZATION

International Paralympic Committee

## PROGRAM NAME

Women in Paralympic Sport Leadership Program

## OBJECTIVES

- To strengthen women's involvement in sports leadership positions through the Paralympic environment and to build the leadership capacity of these women through training and mentoring.
- To facilitate the development of Paralympic athletes at all levels of achievement.
- To create a regional, and eventually, global network of women trained in sport leadership.

## PROGRAM CONTEXT

Girls and women in many developing countries can be physically and socially isolated because of cultural practices which can limit their mobility. In addition, opportunities available to men to participate in physical activities or gain access to training are few and far between for women. For girls and women with a disability, these restrictions are compounded. The International Paralympic Committee (IPC) reports that, as a result, women are chronically under-represented as both leaders and athletes at events and games. To address this imbalance, the IPC determined that training was needed for National Paralympic Committees (NPCs) on how to involve women in programs by addressing their specific needs. The Women in Paralympic Sport Leadership Program, a global initiative to support gender equality through "bottom-up" training and capacity building, was therefore created.



## PROGRAM DESIGN

The Women in Paralympic Sport Leadership Program encourages the development of opportunities for women to participate in sports both as athletes and as organizers, reaping physical, social and psychological benefits. Through the program, women gain access to structured, supervised activities (often a key to being granted permission to leave the house) as well as to trainers and peers who provide a social network. The leadership component of the program provides training and mentoring for women; often their first exposure to personal and professional growth opportunities.

NPCs are asked to nominate individuals who will participate in regional training events and then bring their new skills and know-how back to their home countries. Women and persons with disabilities are strongly encouraged to participate due to their personal connection; however others can participate as well.

The training component of the program includes a combination of international summits and national and local training sessions. Summits are held to allow participants from a region (such as the Middle East or East Africa) to come together and learn about activities and initiatives being implemented by NPCs and other NGOs and community groups. Strategic planning activities are held to set priorities and goals for the region. In addition, summits focus on capacity-building through modules on leadership skills, influencing change, advocacy, communication skills and networking.

Summit participants return to their communities armed with a range of skills and supported by a network of peers who can advise and assist on future initiatives. Participants are encouraged to organize national- and local-level training and to use their new abilities to direct local activities particularly for girls and women with disabilities.

Recent African Summits have led to a range of in-country activities at the national level. For example, as an outcome of a summit in Kenya, participants created a national committee of 11 people with representatives from all eight provinces. The committee organized a nation-wide calendar of events to coordinate program activities. The committee, currently in its first year of operation, will communicate and coordinate with local partners and plans to conduct leadership training with local staff.

The Women in Paralympic Sport Leadership Program is a global initiative. The program is currently underway in Africa, with training sessions being delivered in English and French. Activities have begun in the Middle East and Europe and will begin in the Americas in summer 2008. Oceania and Asia will follow.

## DELIVERY AND IMPLEMENTATION PARTNERS

- National Paralympic Committees (regional and national)
- UK Sport (expertise and funding for African segment of initiative)
- United Nations Children's Fund (UNICEF) (provided leadership and training as local partner in Niger)
- Government ministries and officials, such as Ministries for Women in countries of operation

## RESOURCES

- UK Sport
- Local or national organizations or committees focusing on women's issues
- National governments in countries of operation



International Paralympic Committee (Women in Paralympic Sport)

African Summit held in Kenya in 2005

## IMPACT<sup>1</sup>

- Over 100 individuals from 25 countries have participated in three Regional Summits and two National Trainings.
- Women in the Leadership Program have started programs for girls and women to participate in sport in Burkina Faso, Benin, Mali, Niger, Ghana, Cote d'Ivoire, Senegal, Central Africa Republic, Togo and Gabon.
- The National Paralympic Committee of Niger organized the Women in Paralympic Sport Leadership Summit for French-speaking nations and, as a result, in collaboration with the government, now has the partners and plans to organize a sport competition just for women in December 2007.
- Women involved in the program have developed a national and international network of contacts to support them in their work.
- Increased access to paralympic sport is fostering social integration, self-empowerment and improved mental and physical health for both leaders and athlete-participants.

<sup>1</sup> Impact data does not reflect activities in Europe which were rolling out shortly after the IPC was interviewed for this report.

The Women in Paralympic Sport Leadership Program is a global initiative to increase gender equality in the Paralympic movement. Women's leadership capacity is built through training and mentoring. Women and people with disabilities are strongly encouraged to take on positions of leadership in the movement.

## LESSONS LEARNED

- Girls and women with disabilities have strong voices and a great deal of experience. They just need an opportunity to share with others.
- Policy needs to meet practice for continued and sustainable leadership development of women, especially women living with disabilities.
- A group is stronger than one individual. Forming a committee brings strength, purpose, and peer-to-peer support to a group of individuals who have common goals and objectives.
- The implementation of local activities is dependent on the skills of those trained. It is vital to develop training that supports daily activities on the ground.

## LOOKING AHEAD

As the program rolls out globally, an ongoing challenge and program focus will be to provide consistent, high quality capacity-building to all participants, while also adapting training and tools to suit local and regional contexts. Going forward, the IPC will also focus on enhancing monitoring mechanisms to capture the impact of events and local activities which are taking place as a result of leadership training and strategic planning.

### MORE INFORMATION

For more information, visit <http://www.paralympic.org> or contact Amy Farkas, the IPC's Development Manager at [amy.farkas@paralympic.org](mailto:amy.farkas@paralympic.org)

International Paralympic Committee (Women in Paralympic Sport)



#### MTGK referees

All MTGK matches are refereed by girls who are trained by the Kenya Football Federation. Girls are taking responsibility, making hard decisions on the pitch and showing that they are the leaders of the future.

# Football Program Empowers Women with Health Education and Leadership Opportunities

Moving the Goalposts Kilifi



## PROGRAM BENEFICIARIES

Girls between the ages of 8 and 20

## LOCATION

Kilifi District, Kenya

## LEAD ORGANIZATION

Moving the Goalposts Kilifi

## PROGRAM NAME

Moving the Goalposts Kilifi

## OBJECTIVES

- To improve the health, life skills and social status of girls and women in Kilifi.
- To use sport to provide opportunities for girls to learn and practice leadership, decision-making and organizational skills.
- To provide participants with access to information about reproductive health, HIV and AIDS, girl child rights, and services available in the community.
- To provide safe places for girls to discuss issues that impact their lives.
- To develop talents which would otherwise go undetected and undeveloped, such as sporting excellence, leadership and training.

## PROGRAM CONTEXT

Kilifi is a rural district on the coast of Kenya, in which about 65% of the population cannot meet their basic food requirements. Girls and women in the Kilifi District are further disadvantaged by gender inequality and often suffer from low school attendance, heavy domestic responsibilities, early pregnancy and vulnerability to HIV and AIDS. When girls reach puberty, family restrictions on movement often make it difficult for them to meet with peers, participate in group activities and in some cases, continue to attend school. Many girls become isolated with little access to information about health issues and few opportunities to be active decision-makers in their families or communities.

## PROGRAM DESIGN

Moving the Goalposts uses football as an outreach tool to tackle gender disparities in health, education and employment in the Kilifi district. Football games and tournaments provide a safe space for girls and young women to meet, socialize positively and receive access to health and leadership training. The project operates activities both within and outside of the school system.

Currently, football leagues for approximately 50 teams play every Saturday from February to November. Each football team is visited six times by a peer educator to discuss topics including menstruation, HIV and AIDS, decision-making and girl child rights. Peer educators record questions that arise during the sessions for follow-up visits.

Every year, three tournaments are also held for primary, secondary and out-of-school teams. Project participants are involved in planning, organizing and evaluating tournaments and events, giving them the opportunity to learn and practice organizational skills. Reproductive health education and other public health messages are incorporated into the tournaments through dramas, video shows, posters and guest speakers.

All matches are officiated by girls who have been trained by the Kenya Football Federation. Players are encouraged to coach their own teams. Moving the Goalpost Kilifi has been offering coach training for participants since 2005.

Moving the Goalposts Kilifi



## DELIVERY AND IMPLEMENTATION PARTNERS

- Ministry of Education (coordinates with head teachers and leverages support for programs in schools)
- Ministry of Gender and Sport (provides opportunities for girls to become involved in larger forums)
- Jua Arts (local drama group, performances with messages about HIV and AIDS)
- Girl Power Initiative, Nigeria (reproductive health organization which provides capacity-building opportunities)
- Mathare Youth Sports Association (provided help in coordinating early tournaments, capacity-building)

## RESOURCES

Moving the Goalposts Kilifi was set up with a small seed grant from the British Council in 2001 and is currently supported by registered charity Moving the Goalposts UK, Ford Foundation, Alistair Berkley Trust, Safaricom Foundation, Mama Cash, UK Sport and individual donors.

The 2006 budget for Moving the Goalposts Kilifi was US\$85 000. This included all league and tournament activities, training and peer education programs, monitoring and evaluation, staff salaries and related costs and a small percentage to overhead (7%).

### Beat the Player

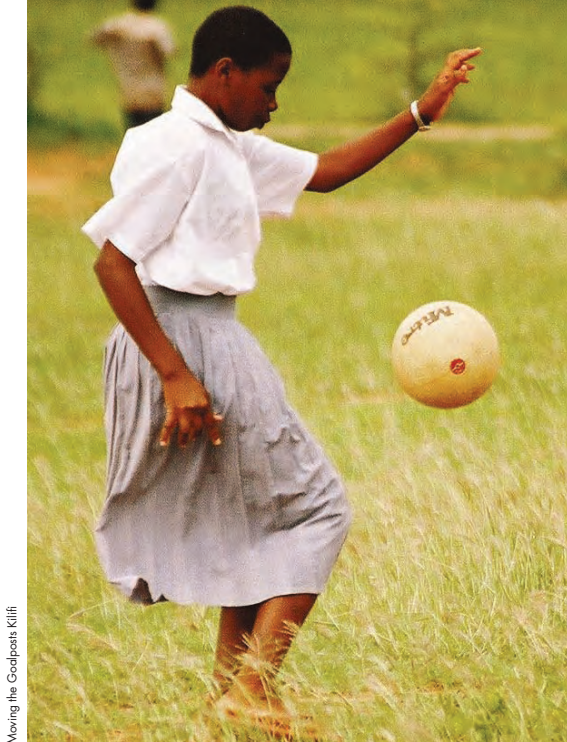
Girls playing football in Kilifi is not a strange sight. The community is proud of what the girls are achieving and the recognition they receive. The MTGK players are often featured in the local press and have been aired on BBC TV and ITV in the UK.

### Watch me Play!

This girl was captured juggling the ball at a tournament. Girls are developing their talents as footballers, breaking down gender stereotypes and showing people that if they can play football they can do lots of other things that boys and men do, if they are given a chance.

## IMPACT

- The program has grown from 120 participants in 2001, to approximately 3000 participants in 2007.
- In 2005, 40 girls were trained as coaches. In 2006, 60 new coaches were trained.
- Sixteen girls have received referee training from the Kenya Football Association.
- Three Moving the Goalposts' peer educators are now employed full-time by the Kenya Medical Research Institute (KEMRI) in Kilifi and two have found part-time work with the Red Cross. Both KEMRI and the Red Cross report that the skills the girls developed as peer educators helped them secure these jobs.
- Moving the Goalposts' participatory approach provides participants with opportunities to build leadership, management and decision-making skills that they would not otherwise have access to.
- Success on the football pitch is generating pride among community members. Girls who have participated in the Kilifi program are being recognized within the district, and nationally, as a result of their achievements.
- The school system strongly supports Moving the Goalposts activities and teachers report that peer education has resulted in girls being better informed about reproductive health.



Moving the Goalposts Kilifi

## LESSONS LEARNED

- Involving girls in every aspect of the project can be empowering and beneficial for the participants. Project staff must be vigilant about upholding this ethos. In many situations, it would be easier to take a shortcut or use experienced professionals for tasks. However, allowing the girls to take on new responsibilities ultimately strengthens the project, even though it means that mistakes may be made along the way.
- Involve parents early and comprehensively. Parental support helps participants stay involved in project activities.
- Working with a range of stakeholders is important for achieving success. Local government, the Department of Education and the Ministry of Health have all supported Kilifi project activities.

## LOOKING AHEAD

The staff are working to build up monitoring and evaluation mechanisms to measure the impact of their interventions. Like all initiatives at Moving the Goalposts, evaluation will be participatory. Indicators and survey tools are being developed and tested in preparation for long-term, project-wide evaluation.

A new initiative focused on slightly older girls is also being developed. A small group of approximately 20 participants will receive business and financial training in order to launch their own small enterprises. This financial empowerment program will eventually be replicated more widely.

Future plans for Moving the Goalposts are dependent on the funding the program receives.

## FEATURED SUCCESS STORY

Leah, 20, dropped out of school after only five years of primary education. She came to Moving the Goalposts as a volunteer, and after two and a half years, a paid position opened up. Leah now works as the office assistant, dividing her time between administrative tasks and peer education in the field. In a piece of creative writing, she stated that without Moving the Goalposts, she would probably be a single mother like many other girls her age. Instead, she is a respected staff member, a trainer and a role model for younger girls in the program.

### MORE INFORMATION

For more information, visit <http://www.mtgk.org> or contact Margaret Belewa, Project Coordinator at [mtgkilifi@yahoo.com](mailto:mtgkilifi@yahoo.com)

Safe spaces for program activities are crucial for the success of gender-based sport programs.

# Sport Furthers Empowerment and Education for Girls in Rural Upper Egypt

Nadia Ziboni/Population Council



## PROGRAM BENEFICIARIES

Out-of-school girls between 11 and 15 years old

## LOCATION

14 villages in the rural Upper Egyptian Governorates of El-Minya and Beni-Suef, and expanding to another 30 villages in El-Minya, Beni-Suef and Assiut

## LEAD ORGANIZATIONS

Population Council, Save the Children USA, Centre for Development and Population Activities and CARITAS

## PROGRAM NAME

Ishraq

## OBJECTIVES

- To create safe spaces for out-of-school adolescent girls, aged 11-15, in rural Upper Egypt.
- To improve girls' functional literacy, recreational opportunities, life skills, health knowledge and attitudes and mobility.
- To positively influence social norms concerning girls' capacities and life opportunities.

## PROGRAM CONTEXT

In 1997, in collaboration with other research partners, the Population Council conducted the first representative national survey reporting on the lives of Egyptian youth. Findings showed that out-of-school girls in Upper Egypt were the most disadvantaged group, facing significant gender gaps in schooling, health and livelihood prospects. Out-of-school girls are more likely to be engaged in poorly paid farm work and risk early marriage, early childbearing and poor pregnancy outcomes.

Adolescence is a key developmental phase and conditions that girls experience during this time have a significant impact on their adult lives. Lack of access to education means limited skills and life options, while lack of access to health information can affect their health and the health of their children in the future.

## PROGRAM DESIGN

Ishraq's goal is to develop girls' skills, increased self-confidence, build citizenship and leadership abilities and raise expectations for the future. The main curriculum includes three components:

- 1) literacy training (3 hours twice a week);
- 2) life skills training (1.5 hours twice a week); and
- 3) sport (1.5 hours twice a week).

Sport is used by Ishraq to develop girls' self-confidence, team spirit, negotiation and leadership skills and to teach girls about health issues in order to improve their overall health. The emphasis is on enjoying sport and participating, rather than attaining excellence.

Ishraq teachers, also called promoters, are young, female secondary school graduates from the community. Promoters attend a series of workshops which familiarize them with the literacy, life skills and sport curriculum content and equip them with the necessary skills and tools to be able to conduct classes. Promoters are a crucial link between the girls, their families and the Ishraq staff, calming hesitant parents on the one hand and voicing and addressing the girls' concerns on the other.

### Sport Activities

In conservative rural Egypt, girls play traditional games up to the age of 10 or 11 but, with the onset of puberty, their movements become much more restricted. As a result, introducing the concept of sports for adolescent girls was a major challenge. A three month introductory phase was therefore used to launch the program featuring a series of orientation meetings held with parents and community members to increase acceptability of the sports activities for girls. During this phase, girls were introduced to the basics of sport including the benefits and elements of fitness, body

movements, agility and prop manipulation (e.g., balls, hoops) and basic information on hygiene, nutrition, and health.

During the remaining ten months of the program, girls select one individual sport (such as table tennis) and one team sport (such as handball, basketball or volleyball) where they apply their newly acquired skills, including throwing, kicking, volleying and passing. Life skills topics are also covered including first aid, environmental awareness, reproductive health, marriage, pregnancy and motherhood, family planning and violence against women.

Ishraq girls meet at local youth centres for three hours a day, four days per week, over a period of 13 months. Youth centres were specifically chosen for the program as part of on-going efforts to shift community perceptions. Securing these spaces typically reserved for boys was a significant achievement.

### New Visions

Adolescent boys, particularly the brothers of adolescent girls, are critical actors in girls' lives. Once girls reach puberty, brothers often monitor their behaviour by restricting their mobility.

As a result, an accompanying program called New Visions was introduced to encourage girls' brothers and other young male relatives to think and act in a more gender-equitable manner.

### Monitoring and evaluation

Monitoring of Ishraq is conducted by the Population Council on an ongoing basis and includes a research component with baseline and end line surveys to assess impact.

## DELIVERY AND IMPLEMENTATION PARTNERS

- Population Council (research and sport components)
- Save the Children USA (implementing agency in Minya)
- CARITAS (delivers literacy component)
- Centre for Development and Population Activities (delivers schooling, life skills training and New Visions)
- National Council on Childhood and Motherhood (government partner)
- Egyptian National Council for Youth (provides access to youth centres and may begin providing sport equipment)

The girls of Ishraq increase their mobility through participation in the program.



Nadia Ziboni/Population Council



Nadia Zibani/Population Council

Girls of Ishraq may choose to participate in table tennis, a non-contact team sport.

## IMPACT

- Over 650 girls have graduated from the pilot project and follow-up project in Minya. An additional 530 girls are now enrolled in projects in Beni Suef and Minya.
- In the first year of the program, 90% of participants who took the government literacy exam passed. 66% of participants have re-enrolled in formal schooling, compared with 4% of girls not involved in the program.
- Participants self-perceptions have changed dramatically. Girls no longer look down on themselves.
- Participants have experienced greater status in the family, are more involved in family decision-making, and understand their own rights more clearly (e.g., right to education and health).
- The program has had a tremendous impact on female genital mutilation. Most girls in the program are already circumcised but participants understand they have a choice for their daughters.
- Most participants have been able to delay marriage. When girls have a concrete role (e.g., as a student), they have a stronger basis to counter family pressure for early marriage.
- Many program graduates are mobilizing and organizing their own projects with local girls. In many communities, graduates continue to meet regularly and discuss issues relevant to their lives.
- Daughters are becoming more actively involved in family decision-making.
- Boys are seeing sisters reading for the first time.
- There has been acceptance of girls' greater mobility.

## LESSONS LEARNED

- To change behaviours and attitudes, the community must be involved in all stages of the project.
- In conservative communities, gatekeepers such as brothers and parents must understand and support the program, or girls will probably not be allowed to participate.
- Safe spaces for girls to meet and participate in activities are of paramount importance.

## LOOKING AHEAD

The project is scaling up and will continue to grow. Program staff are looking for partners to adopt the Ishraq model and have asked the Egyptian National Council for Youth to build fences around Youth Centres so girls can move freely. They are also seeking to increase sustainability by involving project graduates as future promoters and by adding a livelihood component to the program that will help retain girls responsible for supplementing family income.

Down the line, organizers are hoping to institutionalize efforts at the government level so that the project can be scaled up nationally across Egyptian villages. For example, staff would like to involve the National Council for Childhood and Motherhood, which can help girls to obtain birth certificates (many were not registered when they were born and are therefore not eligible for formal schooling).

### FOR MORE INFORMATION

For more information, visit

[http://www.popcouncil.org/projects/TA\\_EgyptIshraq.html](http://www.popcouncil.org/projects/TA_EgyptIshraq.html) or contact Nadia Zibani, Program Coordinator, at [nzibani@popcouncil.org](mailto:nzibani@popcouncil.org) or Abeer Salem, Senior Development & Communication Officer at [asalem@popcouncil.org](mailto:asalem@popcouncil.org)

## RESOURCES

Funding for the program is provided by:

- Ford Foundation/Egypt
- Dickler Family Foundation
- Bill & Melinda Gates Foundation
- Nike Foundation
- UK Sport
- UK Department for International Development
- United Nations Children's Fund (UNICEF) Egypt

The program is expanding from a pilot to a national project. This will result in a different budget structure as cost-effective measures are developed for the interventions.





INCLUSION OF PEOPLE WITH DISABILITIES

# Team Sports Drive Rehabilitation and Respect for Disability Community in Angola

## PROGRAM BENEFICIARIES

Former soldiers with above-the-knee amputations and people affected by muscular degenerative diseases, such as polio.

## LOCATION

Moxico, the eastern-most province in Angola

## LEAD ORGANIZATION

Vietnam Veterans of America Foundation (now called Veterans for America)

## PROGRAM NAME

Sports for Life

## OBJECTIVES

- To use sports as a vehicle to enhance the physical and emotional lives of participants and to facilitate integration into the community.
- To give people with disabilities in Moxico the tools and confidence to change their own lives.
- To make communities aware that people with disabilities have a productive and positive role to play in society.

## PROGRAM CONTEXT

Ethnic conflicts and civil war have plagued Angola since World War II. With the signing of a peace accord in 2002, for the first time in most Angolans' living memory, the country is now at peace. Reconstruction in the spheres of health, education and governance has begun but many challenges remain, including re-integrating former soldiers, many of whom have been left with a disability.

Losing a limb can affect more than a person's physical mobility. The accompanying emotional trauma can be overwhelming. Without proper support and understanding at the community

level, the experience can be isolating and ultimately destructive. For amputees in Moxico, few occupations are available and many risk developing alcohol and drug problems.

## PROGRAM DESIGN

The Sports for Life project was initiated by the Vietnam Veterans of America Foundation in 2003 to use sport as a tool for rehabilitation, to offer new opportunities to the disability community, and to build awareness in the larger community about the abilities of those living with disabilities. Beneficiaries range in age from 6 to 57 years. The majority of the long-term participants are between 20 to 35 years old.

Sports for Life is a program that grew out of existing rehabilitation centres. It provides a strong physical therapy component to participants, who engage in daily activities to increase balance, mobility, strength and endurance. In addition, Sports for Life trains participants in wheelchair basketball, amputee football, track and field and traditional dance. These sports are used to foster emotional and mental rehabilitation and build life skills, like self-confidence, trust and teamwork. Matches are used to bring positive attention to the participants from their communities as well as recognition of their abilities.



Front row: US wheelchair marathoner Cheri Blauwett (visiting the Angola project), Manuel Gaiato, aka Nelito (currently project manager). Back row: Zango, one of the project's amputee football players) and Anita Keller, project coordinator with Vietnam Veterans for America.

Sports for Life, Angola

## DELIVERY AND IMPLEMENTATION PARTNERS

### Local governmental groups

- Ministry of Sport and Youth (provides occasional cash support and prizes for competitions, coordinates maintenance of all sports facilities in Moxico)
- Ministry of Health (provides referrals for new patients/athletes, gives verbal support and validation to project)
- Ministry of Labour and Social Affairs (provides referrals for new athletes through the social services program, gives verbal support and validation to the project)
- Angolan Army (arranges nation-wide transportation for athletes and equipment on military flights)

As part of the program, participants select leaders who receive training to act as peer counsellors, leading discussions on a range of health-related issues, including HIV and AIDS. In addition, program beneficiaries conduct outreach activities in the community, making visits to schools and orphanages, conducting sports demonstrations and leading discussions on disability issues.

A fair play system was initiated at the commencement of the program which incorporated criteria set by the players. Players agreed to monitor their own health and to try to make positive choices such as avoiding drugs and alcohol and attending practices consistently and on time. This allowed program staff to invite a local NGO to provide counselling to participants, particularly related to alcohol abuse.

### National and international groups

- National Paralympic Committee (organizes national competitions, provides space and logistics for national-level training sessions)
- LARDEF, Angola's best-known national disability organization (provides publicity, verbal support and validation)
- AMMIGA, a national veterans' disability organization (primarily verbal support and validation, some members participated in sports or attended athletic events)
- GOAL Ireland (provides medical training and expertise, including HIV and AIDS workshops, trains team captains to be peer health counsellors)
- Dom Bosco, international Catholic mission (provides office space, internet/phone access, local transportation)

Sports for Life also works with the de-mining community (which provides support and logistics especially in immediate post-war situations) including the Mines Advisory Group, Norwegian People's Aid, Danish Church, the National Commission on De-Mining and Intersectional Assistance.

## RESOURCES

The program is funded by a grant from the Leahy War Victims Fund, which is administered through the United States Agency for International Development (USAID). The Fund has provided continued support beyond the initial grant, donating US \$25 000 to \$30 000 per year. Originally, paid staff consisted of a full-time director and two full-time trainers. Funding has been reduced, and the director and two part-time trainers now work on a volunteer basis. The program also benefits from local donations of equipment and logistical aid.

## IMPACT

- Beneficiaries include approximately 35 basketball players, 60 football players, 12 track and field team members, and 100 women who practice traditional dance. Secondary beneficiaries include two orphanages (approximately 200 children in each), whom the players visit twice a week.
- The health, leadership and life skills training participants receive give them the opportunity to turn their lives around. Some have secured paid employment, a significant achievement in a region still recovering from war.
- Program participants have raised awareness of disability issues nationally through their appearances on television and radio programs. The football team won wide recognition for speaking to the National Assembly about disability issues.
- All participants have experienced an enormous increase in self-confidence and esteem and now feel real hope for the future.
- Spectators began attending matches almost immediately and players began to be recognized as local celebrities in their communities.
- Players have been able to demonstrate to their families and communities that they can be self-sufficient and can even help others in need.
- Program staff report that participants have experienced an enormous increase in self-confidence and esteem.
- Community visits undertaken by the teams have put them into leadership roles. Program staff recall players “blossoming” as they dressed in suits and confidently spoke to community members.
- As a direct result of participant lobbying, wheelchair basketball and amputee football have been adopted at the national level by Angola’s National Paralympic Committee.

- Success at national-level competitions by Sports for Life teams resulted in the first positive recognition that the geographically and politically isolated Moxico had received since the war. Government officials have since visited Moxico and realized that the standard of living is far below the national average. They have pledged to provide electricity and running water.

## LESSONS LEARNED

- Sport should be a core component of a development program — not a luxury to add once a project is functioning.
- Sport for Development programs should be driven by the commitment and passion of program staff and participants, and do not necessarily require a large budget in order to be successful.

## LOOKING AHEAD

The football, track and basketball teams continue to train regularly and several Moxico athletes have been chosen to play on the national wheelchair basketball team. Sports for Life would like to expand activities throughout the eastern region of Angola, but this will only be possible with some outside financial support. The program also hopes to increase opportunities for participants to gain job-related skills. For example, electricity has only recently become available in Moxico, but few people know how to fix the generators. Sports for Life hopes to bring in an electrician to train participants.

The Sports for Life rehabilitation centre was recently taken over by Angola’s Ministry for Health, so changes in organizational structure will need to be made to guarantee long-term sustainability. Sports for Life is in the process of registering as a

national NGO and integrating into the Ministry of Youth and Sport system. The Ministry plans to expand the amputee football program nationally and especially in central Angola, which is heavily affected by landmines and is home to many amputees. Trainers are running workshops and teams and competitions are being organized in Luanda and around the country.

## FEATURED SUCCESS STORY

Manuel Gaiato, called Nelito by his friends, contracted polio as a young child and has spent most of his life in a wheelchair. After seeing some photos of wheelchair sports, he decided he wanted to become involved in the Sports for Life project to fulfil a lifelong dream of being able to play basketball. Physically, he was very weak and polio had left his muscle structure poorly suited to basketball, but he persevered and practiced with the team regularly. He was elected team captain and began speaking at schools and sports events.

Now, at 30, Nelito is the spokesperson for disability rights in eastern Angola and is well known throughout the country. He works as project director of Sports for Life. Widely recognized for his participation in sports, Nelito also meets regularly with government officials and policy-makers, lobbying to improve living conditions for people with disabilities. A gifted speaker, leader and athlete, Nelito has the potential to bring lasting change to the lives of many Angolans.

### MORE INFORMATION

For more information, visit

<http://www.veteransforamerica.org/?Page=Module&ModuleID=319> or contact Nelito Gaiato, Program Director at [gaiatomanuel@hotmail.com](mailto:gaiatomanuel@hotmail.com) or Anita Keller, Humanitarian Affairs Manager at Veterans for America at [akeller@vi.org](mailto:akeller@vi.org)

# Sport Fosters Social Inclusion and Personal Development for People with Disabilities in Morocco



The photos are from the project "Sport as a Tool for Social Integration and Personal Development for People with Disabilities", the Handicap International Project in Morocco.

## PROGRAM BENEFICIARIES

Moroccans with physical, mental or sensory disabilities, aged 10 to 45

## LOCATION

Morocco

## LEAD ORGANIZATION

Handicap International

## PROGRAM NAME

Sport as a Tool for Social Integration and Personal Development

Marrakesh hosted the "International Meeting of Athleticism" last year, with athletes from around the world competing in a range of track and field events. Competitions are designed specifically to meet the needs of athletes with disabilities, but the event was inclusive, featuring athletes with and without disabilities. Such events provide opportunities for athletes to meet and interact with peers of all abilities.

## OBJECTIVES

- To improve the social integration of people with disabilities in Morocco using sport and physical activities.
- To strengthen the capacity of the Royal Moroccan Sport Federation to include people with disabilities in sport and physical activities.
- To reinforce the technical capacity of the Moroccan Associations for People with Disabilities to provide sport and leisure activities.

## PROGRAM CONTEXT

Morocco's population, estimated at 30 million, has tripled since the country gained independence in 1956. At the same time, living conditions have been in steady decline. The United Nations Development Programme's annual Human Development Index, a scale comparing global standards of living, shows Morocco regressing from 112th position in 2001 to 123rd in 2006. Despite efforts by governmental and non-governmental bodies, there are significant inequalities across regions and social groups in terms of access to health care, education and social participation. The first to suffer from these inequities are vulnerable populations, including people with disabilities. A survey, conducted by Handicap International in 2004, estimates that more than 1.5 million Moroccans, or 5.12% of the population, have disabilities.



Handicap International Morocco

Inclusive sporting events highlight the abilities of people with disabilities.

## PROGRAM DESIGN

Handicap International launched Sport as a Tool for Social Inclusion and Personal Development to increase opportunities for people with disabilities to be involved in sports and to address inequalities in access to rehabilitation, health care and social integration. Interpersonal relationships are vitally important to an individual's physical, mental and emotional health and sport can be an extremely effective tool in forging the bonds between socially isolated individuals and their communities.

Sport as a Tool for Social Integration and Personal Development focuses on three key areas:

### 1) Capacity-building and networking for Moroccan institutions

Handicap International is committed to building the capacity of existing Moroccan organizations to provide inclusive sport and physical activities. In particular, the staff works with the Royal Moroccan Sport Federation, (specialists in sport provision but lacking expertise in disability sports) and the approximately 600 Moroccan Disability Associations specializing in health and education for people with disabilities (from basic education to professional training). Handicap International seeks to reinforce the capacity of these organizations and help them develop strategic, national and international partnerships. Handicap International also provides institutional support to small projects and sports clubs for people with disabilities, offering training in management skills, project development, proposal writing and fundraising.

### 2) Provision of adapted sports equipment

Handicap International provides sports equipment, including wheelchairs, appropriate clothing and adapted equipment, such as balls for the blind which make noise, to support and encourage sport and leisure activities for people with disabilities.

### 3) Organization of inclusive sports events

Sport as a Tool for Social Integration and Personal Development is directly involved in organizing and/or supporting inclusive sporting events that not only integrate people with disabilities but also offer country-wide opportunities for awareness-raising. Events include International Day for Disabled People and "Race for All" which attracted approximately 2000 runners (700 living with disabilities and 1300 without disabilities) in 2006. A high profile football tournament for players

with disabilities was also held in 2006. This tournament was sponsored by the King of Morocco and the final game was broadcast on national television to an audience of an estimated 20 000 people. This event promoted a positive representation of people with disabilities, playing a popular sport with a high level of skill.

## DELIVERY AND IMPLEMENTATION PARTNERS

- International Paralympic Committee (funding and technical support)
- Royal Moroccan Federation for Sport with Disabled People (specializing in sport provision, gaining expertise in providing inclusive sports activities)
- Moroccan Disability Association (provides health and education for people living with a disability, gaining expertise in sport provision)
- Special Olympics (provides technical expertise in working with mental disabilities)
- Fédération Internationale de Football Association (FIFA) (developing football activities for people living with disabilities in a pilot project)

## RESOURCES

Sport as a Tool for Social Inclusion and Personal Development had a budget of approximately 1 million in 2006, 50% of which came from Handicap International and 50% from institutional donors, including the International Paralympic Committee and FIFA. The budget is expected to increase by 2.5% for 2007.

# IMPACT

## Impact on people with disabilities

- Handicap International is reaching approximately 1500 beneficiaries through sporting clubs and regular sporting events.
- Beneficiaries have access to quality services, including appropriate technology and equipment and trained personnel who can advise them.
- Competitions for people with disabilities, as well as inclusive events, give peers of all abilities the opportunity to meet and interact with each other.

## Impact on Institutions

- Through the Royal Moroccan Sport Federation, Handicap International is building the capacity of approximately 40 staff members (trainers, referees, technical specialists) at 32 organizations.
- Handicap International has built the capacity of managers, trainers and organizations specializing in both sport and services for people with disabilities, including over 30 sport clubs.
- Institutions receive help in establishing monitoring and evaluation systems, reporting structures and diagnostic tools, respecting commitments to contracts and organizing quality sporting events.
- Handicap International provides assessments of events conducted under program auspices, in order to improve planning and delivery each time.

Handicap International's project in Morocco is called "Sport as a Tool for Social Integration and Personal Development for People with Disabilities." The project involves capacity building for Moroccan institutions, provision of adapted sports equipment and organization of inclusive sporting activities. These wheelchair races contribute to the project's awareness raising activities by promoting positive images of people with disabilities. Thousands of spectators from the community come to watch such events.

# LESSONS LEARNED

- To sustain Sport for Development and Peace projects in resource-limited settings, it is important to strengthen local capacity to build and maintain partnerships with international organizations, such as the Fédération Internationale de Football Association (FIFA) and the International Paralympic Committee. Local organizations often do not have the resources to create these partnerships but benefit enormously from them.
- Through participation in competitions, sport can provide opportunities for people with disabilities to strengthen their self-esteem and learn about their own capacity to compete with others.
- Staging events which include all types of disabilities is a significant challenge. Partnership and collaboration of organizations working with mental, physical, and social disabilities is important, and their participation in the event planning process is critical for success.
- Successful Sport for Development and Peace initiatives bring together two key groups: those specializing in disability issues and those specializing in sport.

# LOOKING AHEAD

Sport as a Tool for Social Integration and Personal Development will continue offering opportunities for people with disabilities throughout Morocco to play sports at all levels by organizing events, supporting the capacity of other organizations, and continuing to raise awareness around disability issues. Handicap International will maintain its focus on bringing together organizations that specialize in disability issues and those specializing in sport. Both groups bring vital skills to the partnership and cooperation has been very fruitful.

## MORE INFORMATION

For more information, visit <http://www.handicap-international.org.uk> or contact the Morocco project team at [himoroc tunisie@mt ds.com](mailto:himoroc tunisie@mt ds.com)

Handicap International, Morocco



The Cambodian National Volleyball League (Disabled) uses volleyball to integrate people with disabilities back into their communities.

# Sport League Drives Reintegration of Disability Community in Cambodia

Cambodian National Volleyball League (Disabled) Organisation



## PROGRAM BENEFICIARIES

The disability community, including landmine survivors and people affected by muscular degenerative diseases such as polio. Athletes between the ages of 18 to 54 are particularly targeted.

## LOCATION

Throughout Cambodia with a focus on provincial development

## LEAD ORGANIZATION

Cambodian National Volleyball League (Disabled) Organization

## PROGRAM NAME

Cambodian National Volleyball League (Disabled)

## OBJECTIVES

- To assist in the socio-economic reintegration of landmine/unexploded ordinance survivors and other people with disabilities through sports training and competition.
- To use sport as a tool for the continuation of national reconciliation.
- To leverage media coverage of the league and its participants to raise awareness of disability and landmine issues.
- To build accessible, multi-use sports facilities throughout Cambodia.

## PROGRAM CONTEXT

Cambodia was affected by regional instability resulting from the Vietnam conflict in the 1960s and 70s. Years of civil war followed. One of the most long-lasting legacies of years of conflict is the landmines which lay buried throughout the countryside and the devastation they continue to reap. While census data is difficult to obtain, it is generally accepted that Cambodia has approximately 40 000 landmine survivors who have suffered amputations. This figure, combined with a significant population of polio survivors, means that Cambodia has one of the highest per capita rates of people with physical disabilities in the world.



## PROGRAM DESIGN

The Cambodian National Volleyball League (Disabled), or CNVLD, uses sport to reintegrate people with disabilities, including former combatants, back into their communities. Reintegration through sport happens on a number of different levels: physically, athletes gain or regain a degree of mobility through regular exercise; on a personal level, participants' confidence and sense of self-worth increase dramatically; and economically, all players receive a stipend which allows them to support themselves financially.

The CNVLD's core sport is standing volleyball, chosen because volleyball is the national team sport of Cambodia and is extremely popular throughout the country. Wheelchair racing has also recently been added in order to reach a wider population of people with disabilities (e.g., double amputees and severe cases of polio). All sports are played in teams to allow participants to benefit from companionship and camaraderie.

CNVLD organizes and trains the teams and is involved in constructing simple but multi-purpose sports facilities around the country, consisting of a wheelchair accessible concrete slab, which can be used for basketball, volleyball or badminton. Every village has at least one kilometre of road suitable for wheelchair racing.

Players commit to their teams for a period of 8 months, sign a contract and agree to attend practice four times per week. In return, they receive a stipend (US \$450), meals and transportation. Expectations on the athletes are high and discipline is strict: if players are not punctual and healthy, they can be thrown off the team. CNVLD provides uniforms and all necessary equipment, including wheelchairs which are designed and manufactured locally, in cooperation with Don Bosco Vocational Training College.

CNVLD is run at the national level by two full-time expatriate staff members and four Cambodian staff (an overall project manager, a media spokesperson, a sports coordinator and a volleyball coordinator). Local project managers are being trained by the overall project manager. All four of the Cambodian national staff members and 90% of the local project managers are women and CNVLD encourages women to be involved at all levels.

CNVLD currently has 16 teams of 12 people. Over 40 new teams have been identified and are ready to begin playing in the league, but there is a shortage of resources.

## DELIVERY AND IMPLEMENTATION PARTNERS

- Ministry of Veterans and Youth Rehabilitation (locates and organizes groups of people with disabilities for CNVLD to incorporate into the program)
- International Committee of the Red Cross (builds joint sport facilities with CNVLD, runs rehabilitation centres and provides prostheses to many participants)
- National Olympic Committee of Germany (provides technical advisors to conduct training courses)
- Australian Agency for International Development (AusAID) (provides technical advisors)
- Swiss Academy for Development (promotes and supports CNVLD's activities internationally)

## RESOURCES

Each team costs US\$7000 annually to support, including the coach's salary, stipends for the players, transportation, meals and uniforms. Resources are provided by:

- AusAID
- Canadian International Development Agency (CIDA)

CNVLD is gradually phasing out donor funding in favour of corporate sponsorship. CNVLD is currently supported by: DHL, Siemens, Sunway Corporation, Air Catering Cambodia, Kingmaker Shoes, ANZ Royal, Hagar, Confirel Cambodia, and Medico International.

## IMPACT

- The majority of CNVLD's athletes are demobilized soldiers who were unemployed before joining the program. With improved self-confidence and other life skills, over 60% of CNVLD's athletes are now employed outside the program.
- Former soldiers from both sides of Cambodia's conflict are able to play together with genuine respect.

- Kingmaker Shoes, a Cambodian firm that manufactures Timberland and Clark shoes, has hired some CNVLD athletes in its factory, attributing the discipline they learn playing sports to making them excellent employees. CNVLD supports this idea but is committed to carefully vetting workplaces and employers to avoid exploitation of workers with a disability. CNVLD endorsed Kingmaker Shoes as a quality employer and in the next three years, Kingmaker has pledged to bring 1000 women in wheelchairs into a custom-built factory currently under construction.
- CNVLD teams receive an enormous amount of media coverage in Cambodia and internationally. This has allowed the organization to begin securing corporate sponsorship for teams (rather than relying on donor funds) and to raise national and international awareness about the International Campaign to Ban Landmines.
- Athletes on the CNVLD teams gain an enormous amount of confidence from participating in the program. People with disabilities who had never worn shorts are now showing off their prostheses.
- The stable presence of CNVLD enables participants to make long-term plans, often for the first time in their lives.
- CNVLD won the United Nations Best Practice Award in 2006.

## LESSONS LEARNED

- Hope is the most important attribute participants gain from the program. Most CNLVD athletes acknowledge that losing a limb made them contemplate suicide, but by becoming part of a team their hope was renewed.

- Programs like CNLVD should avoid making beneficiaries dependent: though athletes receive a stipend from the project, it is not a living wage. Participants are encouraged to seek job training and ultimately, outside employment. Practice times are flexible, allowing people to combine work and sport.
- Sport has the power to contribute to the process of national reconciliation, integrating people of all social and economic classes, political affiliations and physical abilities.
- Many female amputees are not comfortable playing stand up sports and prefer to participate in wheelchair sports.
- Many international development and aid programs still do not recognize the unique capacity of sport to foster positive social change.
- Corruption should not be tolerated. CNVLD has gained a reputation for being “tough” on corruption, both local and foreign.

## LOOKING AHEAD

CNVLD will continue to grow, as resources allow, opening new volleyball and wheelchair racing teams, and adding a third sport, power lifting (for which materials can be manufactured locally). CNLVD also hopes to expand its programs for children with disabilities. Currently, coaches and participants in selected regions work with children’s groups to train them in wheelchair sports and standing volleyball; in the future, each community will have a children’s coordinator working alongside the local coach.

Program staff also plan to lobby international groups to recognize standing volleyball. Although the International Paralympic Committee recognizes sitting volleyball as a paralympic sport, standing volleyball does not have this designation. As a result, many countries find it difficult to obtain support to develop programs.



Cambodian National Volleyball League (Disabled) Organization

Meoun competes in wheelchair races.

## FEATURED SUCCESS STORY

Moeun, 40, contracted polio when she was a girl and cannot walk; to move from one place to another, she must drag herself along the ground with her arms. For the past twenty years she worked in the rice fields planting crops for three months each year. Normally, a rice farmer stands knee deep in water while planting crops, but because Moeun cannot stand, her body was almost completely submerged. She endured this for years, suffering serious health consequences.

Moeun no longer works in the rice fields and is now a healthy athlete with the Cambodian National Volleyball League, competing in wheelchair races. She has received a great deal of positive media attention in Cambodia and was recently profiled in a program aired by the Canadian Broadcasting Corporation. Christopher Minko, founder of CNVLD, describes her as “extremely dignified.”

### MORE INFORMATION

For more information, visit <http://www.standupcambodia.org>

Right To Play runs specially designed sports activities in Dzorwulu special school.

# Sport and Play Program Supports Children with Disabilities in Ghana

Right To Play and Special Education Division of the Ghana Education Service



## PROGRAM BENEFICIARIES

Students with disabilities and their teachers

## LOCATION

Ghana

## LEAD ORGANIZATIONS

Right To Play and the Special Education Division of the Ghana Education Service

## PROGRAM NAME

Basic Education through Sport and Play for Children in West and Francophone Africa: Play to Learn

## OBJECTIVES

- To implement regular sport and play activities focused on healthy, holistic child development, specifically for children with disabilities.
- To build the capacity of special education teachers to run sport and play activities that disseminate health information, enhance fine and gross motor skills, and foster healthy emotional development, good hygiene and other important life skills.
- To promote the importance of physical activities and fun for children with disabilities.

## PROGRAM CONTEXT

Based on the 2000 census, there are as many as 800 000 school-aged children living with intellectual and/or physical disabilities in Ghana. Children with disabilities are particularly vulnerable to conditions of poor health. Many have complex medical histories. In addition, social constraints may limit these children's access to services and information that their counterparts in regular schools may have available.

The Government of Ghana recently passed a Disability Act supporting the recognition and protection of the rights of children with disabilities. But much more needs to be done, especially in terms of increasing the number and quality of trained personnel and schools available.



Right To Play and Special Education Division of the Ghana Education Service

An annual fun game organized by the Special Education Division for all special schools in Accra.

## PROGRAM DESIGN

To address the challenges associated with the development, health and health education of children with disabilities, Right To Play, in partnership with the Special Education Division (SPED) of the Ghana Education Service, launched a pilot project in five schools. The project was designed to strengthen basic education and teacher capacity through the integration of sport and play into physical education and life skills programs.

Right To Play coordinated workshops for 22 special education teachers that trained them to organize and manage regular and inclusive sport and play activities. Workshops focused on developing skills related to leadership, communication, inclusion, health and child development as well as sport- and game-specific skills. Prior to these training sessions, Right To Play collaborated with SPED to adapt the games and activities for children with disabilities. An autism and special education consultant volunteering with Right To Play assisted in the delivery of the workshops along with four Right To Play staff members.

The workshops prepared teachers to plan and run regular sport and play activities with specially designed learning outcomes that support life skills development, health education and healthy physical, social and emotional development. Follow-up visits were conducted at the five schools to observe sport and play activities in action and additional training was coordinated as needed. In an additional workshop, teachers were also trained on a monitoring and evaluation component of the program to help track and measure activities of the program on a monthly basis.

## DELIVERY AND IMPLEMENTATION PARTNERS

- Five pilot project schools within the Greater Accra region, The Volta region, and the Eastern region

## RESOURCES

Right To Play is responsible for covering costs related to monitoring and evaluation of the program and trainer salaries. Funding for these is provided by the Norwegian Agency for Development Cooperation (NORAD) and the Forever Young Foundation. Going forward, it is anticipated that these activities will continue with support from the Canadian International Development Agency (CIDA) as part of a multi-year, regional program entitled Basic Education through Sport and Play for Children in West and Francophone Africa: Play to Learn. The Government of Ghana covers all other costs associated with SPED initiatives.



Right To Play and Special Education Division of the Ghana Education Service.

Program activities at Dzorwulu special school.

## LOOKING AHEAD

Right To Play and SPED would like to collaborate to expand the program to all special education schools nationally and to train a core group of coaches who will deliver training to existing and incoming teachers across the special education sector. The partners would also like to engage an international expert to refine and improve the adaptations of the games for children living with disabilities. However, these initiatives are subject to ongoing budget challenges at SPED.

### MORE INFORMATION

For more information contact Joyce Ashun at [jashun@righttoplay.com](mailto:jashun@righttoplay.com)

## IMPACT

- Twenty two teachers are now running regular sport and play activities for nearly 450 children with intellectual or physical disabilities.
- The quality of teaching and learning has improved. Teachers have been able to integrate games into all facets of learning making lessons more engaging.
- Teachers have improved their knowledge about health, hygiene and disease prevention and learned more effective ways to teach these topics.
- Teachers report that it's easier to manage their children because of the life skills they are learning, including discipline and leadership, cooperation, sharing and cleanliness.
- Sport and play are bringing joy and laughter to children who need it most.

## LESSONS LEARNED

- Education needs to take place at the community and family level to encourage increased enrolment of children with disabilities in school.
- Drop out rates for children with disabilities can be high and can present a challenge for influencing long-term behaviour change.
- Sport is a viable tool to integrate children with disabilities into the wider community.

As many as 14 million Bangladeshis are living with a disability and most do not have access to medical or therapeutic services. Sports and leisure activities are an excellent method of delivering rehabilitation, as well as providing opportunities for social inclusion.

# Sport Program Drives Rehabilitation and Inclusion of Children Living with Disabilities in Bangladesh

Sport and Leisure Activities for Children with Disabilities, Bangladesh



## PROGRAM BENEFICIARIES

Children and youth with disabilities, aged 8 to 30

## LOCATION

Bangladesh (districts of Manikgonj, Tangail and Mymensingh)

## LEAD ORGANIZATION

Handicap International/Bangladesh Programme

## PROGRAM NAME

Sport and Leisure for Children and Youth with Disabilities

## OBJECTIVES

- To promote the social inclusion, physical rehabilitation and personal development of children and youth with disabilities using sport and leisure activities.
- To change the community's attitudes toward people with disabilities.
- To develop local capacity to provide inclusive sport and leisure activities for young people of all abilities.

## PROGRAM CONTEXT

Handicap International and the National Forum of Organizations Working with the Disabled (NFOWD) conducted a survey in July 2005 which revealed that 5.6% of Bangladesh's population of 147 million people have some form of disability (approximately eight million people). Other estimates place that number as high as 14 million.<sup>1</sup> Access to basic physical therapy and other services is extremely limited and people with disabilities are largely excluded from national development initiatives.

<sup>1</sup> Bangladesh Health and Injury Study, October 2005

## PROGRAM DESIGN

Under the Sport and Leisure for Children and Youth with Disabilities program, Handicap International works with three Bangladeshi Disabled People’s Organizations (DPOs) to build the capacity of staff and volunteers to develop and deliver inclusive and sustainable sports programs for young people with disabilities. To date, 25 volunteers have been trained and are running programs reaching nearly 1000 young people — 60% of whom have a disability. In addition, a National Resource Team was created. This team, consisting of three staff trainers and three disability professionals, was trained by experts from Handicap International, and now delivers workshops in the three districts to new staff, volunteers and partners as the project expands.

Program activities include tri-weekly practice sessions in a variety of sports and leisure activities (including cricket, badminton, football, musical chairs and crutch or wheelchair races) as well as district and inter-district competitions and special events. Games are adapted to create challenges for people of different abilities and to promote cooperation. Inclusion is further encouraged with a peer support program through which children without disabilities are paired with a partner who has a disability. The children pick up their partners and bring them to program activities and school.

Through physical activity Handicap International and local DPOs are able to achieve a range of success indicators, including:

- Physical development: improved muscle mass and range of movement;
- Psychological well-being: increased self-esteem and confidence;
- Social cohesion: greater inclusion in school and community life;

- Personal and professional development: vocational and social skills development; and
- Educational outcomes: raising awareness about the abilities of people with disabilities.

Under the program, Handicap International also supports DPOs in their efforts to make schools more accessible by providing funds and technical expertise to increase access to playgrounds, latrines and classrooms. Additionally, Handicap International provides DPOs with adapted sports equipment, such as balls and nets.

## DELIVERY AND IMPLEMENTATION PARTNERS

- Mymensingh Disabled People’s Organization for Development
- Manikgonj Disabled People’s Organization for Development
- Tangail Disabled People’s Organization for Development
- Handicap International France (provides equipment, staffing and capacity development)

## RESOURCES

The program budget is approximately 80 000 euros per year and is funded by the Swiss Agency for Development and Cooperation and Handicap International France. When planning events, DPO leaders also raise funds and receive donations in-kind from local enterprises.

## IMPACT

- A six-person “National Resource Team” has been established and leadership is being taken by DPOs, which are now able to plan their own events and train staff in partner organizations to help the project grow.
- Twenty-five volunteer trainers now organize and run programs reaching nearly 1000 young people — 60% of whom have a disability.
- Through the sport and leisure activities, program staff have opportunities to connect with parents and caregivers. Many family members are surprised to discover that their child can be included on a team, in a community and in a workplace.
- The project involves participants in basic vocational training and social skills development improving employment prospects.
- Community members are drawn to the project’s public sporting events and Handicap International staff report a significant change in villagers’ attitudes toward people with disabilities after observing their abilities on the playing field.



Sport and Leisure Activities for Children with Disabilities, Bangladesh

Girls involved in sport and play through the Handicap International Program.

## LESSONS LEARNED

- It is important to educate families and communities about the abilities of children with disabilities. Children with disabilities are often over-protected and confined to their homes because their families believe that conditions can worsen if they engage in physical activity. Public sporting events provide people with an opportunity to see that people with disabilities are able to participate in a wide range of activities.
- Society's attitudes towards people with disabilities can be changed through concrete actions and activities. Handicap International has conducted numerous community workshops which have significantly altered attitudes in the project areas.
- Changing the life of a person with a disability takes time and requires the services of disability professionals. A person with a disability who has not had access to therapy or other medical services needs professionals to pinpoint appropriate activities and match sports to their abilities and needs.

Sport and Leisure Activities for Children with Disabilities, Bangladesh



Involving children with disabilities in sports improves their confidence and their health.

## LOOKING AHEAD

Handicap International's Bangladesh program will experience significant growth in the next twelve months. Currently operating in three districts in partnership with three DPOs, the project will expand to 12 districts by 2010, with an average of 200 children per district. Inclusion is an ongoing priority and the project will aim to create inclusive groups evenly balanced between children with and without disabilities.

In addition, Handicap International hopes to integrate project activities more closely into existing institutions, such as schools and community groups. Project staff are advocating for the inclusion of disability issues in the Bangladeshi national curriculum at universities and teacher-training colleges.

## FEATURED SUCCESS STORY

Abdul Monir is 18 years old and has recently joined the sport and leisure activities. He told his story:

*"I had polio when I was a child. My parents can't say exactly how old I was. I began to walk a little, but I cannot run. I go to school and I am in tenth grade. I like football and cricket, but I have never been able to play. Boys of my age don't want to have me on their team because they say they could lose because of me. Since I was very small I have never been able to play, only stay alone, watching. It is very difficult."*

After identifying Abdul in his village, seeing his motivation and his wish to play on a team, Handicap International staff started him on a program of physical therapy to prepare him to play sports. Abdul describes the experience:

*"After being trained alone for several weeks, I suddenly found myself on a playing field with the others. I thought I was dreaming! And because I wasn't alone in being handicapped, the other players accepted us and we all played together. It was the first time in my life. I couldn't have imagined that I could do it and my team-mates were also surprised to see that we could play together. My father, who had always forbidden me to play sports, still came to see me, and he was so proud. Fortunately, the trainers had spoken to him ahead of time, and he agreed to watch the game!"*

Abdul is now learning to run. He has already started learning to bowl on the cricket pitch and he will soon wear the village colours in local competitions.

### MORE INFORMATION

For more information, see the Handicap International website at <http://www.handicap-international.org.uk/> or contact the Bangladesh team at [support.hibgd@dominox.com](mailto:support.hibgd@dominox.com)





SOCIAL INTEGRATION AND PEACE-BUILDING

# Sport Furthers Youth Development and Job Training in the Occupied Palestinian Territory

Bridges Youth Incubators Program—youth leaders leading activities with children, acting as mentors (learning about sports, the environment and receiving general emotional and academic support).



Sharek Youth Forum

## PROGRAM BENEFICIARIES

Children aged 8 to 14, youth aged 14 to 25 and youth organizations in the Sharek network

## LOCATION

Occupied Palestinian Territory, Gaza and the West Bank

## LEAD ORGANIZATION

Sharek Youth Forum

## OBJECTIVES

- To use sports to teach life skills and strengthen leadership capacity of children and youth.
- To increase employment prospects for students by providing specialized job training including coach training.
- To build the capacity of Palestinian youth organizations to affect positive social change.
- To encourage volunteerism among young people and induce them to take an active part in designing and implementing educational, sport and social projects.

## PROGRAM CONTEXT

Years of political and economic instability have resulted in a steady decline in the standard of living in the occupied Palestinian territories. Daily life for residents is characterized by poverty, lack of mobility and the threat of violence. High unemployment, particularly among youth, further contributes to social instability. Youth between 14 and 25 represent half of the population. Creating opportunities for youth and fostering leadership development are critical challenges facing Palestinians.

## PROGRAM DESIGN

Sharek Youth Forum was launched in 1996 to specifically target youth development and create new opportunities for young people. From the outset, sports played a central role in the Sharek strategy and were integrated into all core programming. In particular, the organization emphasizes sports as a context in which to develop leadership skills, confidence and discipline in an environment of tolerance, cooperation and respect.

Sharek delivers programs directly through its network of 22 youth centres. In addition, Sharek partners with over 90 other organizations — approximately 70 NGOs and 20 municipal government bodies — enabling the implementation of core programming in harder to reach areas, such as rural villages and refugee camps. Sharek is organized and operated entirely by youth and depends heavily on volunteers. In 2006, more than 2500 youth volunteers were active in campaigns, projects and activities such as workshops and sports days. Sharek's core programs include:

### **Bridges — Youth Enrichment Incubators**

Bridges brings together children with low academic achievement and youth volunteers who serve as mentors. The youth volunteers are trained in basic child development theory and taught activities to strengthen the children's academic and social skills. Structured play, educational games and sports are a key component of the Bridges program, offering a safe and age-appropriate forum in which children can learn the principles of fair play, cooperation, sharing, discipline and respect.

### **A Step Forward Sports**

A Step Forward Sports was launched in 2006 to teach university students to coach younger children and empower them to use sport as a tool for youth development and social cohesion. Students attend a program of interactive workshops on specific techniques for teaching sports and fostering life skills and character development. Participants also receive training in interview techniques and CV writing to prepare them for their careers.

### **Partners Program: Strengthening and Capacity Building of Youth Organizations and Groups**

Sharek has partnerships with 20 municipal government bodies and over 70 NGOs, mainly youth clubs and youth NGOs with strong sporting programs. Sharek provides training, capacity building, funding and fundraising support to these organizations.

Sharek is also committed to creating safe and appropriate public spaces where young people can play. Sharek and its partner organizations restore playgrounds and football pitches throughout the occupied Palestinian territories.

## DELIVERY AND IMPLEMENTATION PARTNERS

Operating with the motto “working together, not apart,” Sharek has rapidly strengthened its presence on the ground through cooperation with different partners. These partners include:

- Universities and colleges in the region
- Over 70 Palestinian NGOs, of which 35 are youth clubs and youth NGOs with strong sporting programs
- Twenty municipal government bodies
- More than 40 private sector companies

## RESOURCES

The Swiss Agency for Development and Cooperation began funding Sharek activities in 1999 and is the organization's core funder.

Since 2004, Sharek has also received support from the following national and international organizations:

- United Nations Development Programme
- United Nations Volunteers
- UNIFEM (United Nations Development Fund for Women)
- European Union
- Welfare Association
- Save the Children USA
- AGFUND (the Arab Gulf Fund for United Nations Development)
- International Olympic Committee

Other donors have supported individual Sharek initiatives and projects.

Youth leaders doing activities with children.



Sharek Youth Forum

## IMPACT

- In 2006 over 5000 children were direct beneficiaries of Sharek programs and over 10 000 children benefited from programming done through Sharek's partner organizations.
- In 2006, 500 youth coaches were trained through A Step Forward Sports and an additional 2000 coaches were trained by Sharek partners.
- In 2006, 6145 Palestinian children participated in Bridges activities such as homework assistance and sports activities, guided and supported by 404 youth volunteers.
- In 2007, Sharek Sea Camps gave 12 000 children and youth safe and constructive summer holidays.
- During the first phase of the partnership program, Sharek provided capacity building to over 120 youth organizations.
- Through the Partnership Program, Sharek has rehabilitated public football playing grounds in Gaza and West Ramallah. The Sharek Youth Centre in Jenin is currently restoring 25 football fields in Jenin Camp and Jenin City.
- Anecdotal evidence from parents and teachers indicates that participating in structured sport and play activities reduces feelings of frustration and loneliness among children and youth and contributes to their sense of belonging and hope for the future.
- Today Sharek Youth Forum is the biggest independent youth network in the occupied Palestinian territory.



Sharek Youth Forum  
Youth leaders doing activities with children.

## LESSONS LEARNED

- Youth are not only the leaders of tomorrow; they can be important community leaders, peer trainers and coaches, today.
- Strong partnerships with a range of different groups are essential for responding to the varying needs of beneficiaries and for ensuring program success.

## LOOKING AHEAD

Despite ongoing challenges, especially logistical issues caused by restrictions on the movements of volunteers and beneficiaries, Sharek plans to expand into more refugee camps and rural areas. Project staff hope to link youth inside the occupied Palestinian territory to those outside the borders in refugee camps.

## FEATURED SUCCESS STORY

Since losing her father in the violence Farah was finding it increasingly difficult to relate to her family and peers and her grades were dropping quickly. Her mother approached the Bridges volunteers for help building her confidence back up.

Bridges staff were confident they could help Farah, and went to her house to invite her to participate in their programming personally. She agreed to come only for assistance with her schoolwork and, at first, did not speak to any of the other children. But after several months, she began to form a bond with her mentor, who gradually involved her in other activities and with other children.

Farah's mother reports that the program had made a huge difference in her daughter's life. She said that "the shock has finally left the girl." She is now able to relate to others at home and at school.

Bridges has given thousands of children like Farah new hope for the future.

## MORE INFORMATION

For more information, please visit Sharek's website at [www.sharek.ps](http://www.sharek.ps) or email [info@sharek.ps](mailto:info@sharek.ps)

A Football tournament in Gyseni in 2005. Espérance uses football to promote peace amongst children and youth.

# Football Club Leverages Sport for Conflict Resolution and Community Education

Esperance/Isabelle Lemaire



## PROGRAM BENEFICIARIES

Youth, aged 8 to 19

## LOCATION

Rwanda

## LEAD ORGANIZATION

Youth Sports Association, Kigali

## PROGRAM NAME

Espérance

## OBJECTIVES

- To promote stable and lasting peace in Rwanda by using football to develop young people's capacity to resolve conflict peacefully.
- To increase participation of girls and young women in football, and to provide gender training to participants and community members to increase awareness of the issues faced by girls and women.
- To use sporting events to contribute to peace and reconciliation efforts and raise awareness about health and human rights issues.

## PROGRAM CONTEXT

In 1994, the ethnic divide between Rwanda's Hutu and Tutsi populations erupted into a genocide in which more than one million people were killed in the space of one hundred days. Today, the difficult process of reconciliation and rebuilding is still underway. Victims and perpetrators live side-by-side in villages and try to remain focused on the future, despite prevalent reminders of the past, including the ongoing genocide judiciary process. The government and many civil society organizations are focusing on educating youth about the genocide but the subject remains extremely sensitive. History is a daily reality in Rwanda.

## PROGRAM DESIGN

Espérance is a community sports club, founded in 1996, two years after the genocide. Program staff describe the prevailing climate in the country at the time as “opposed to leisure and fun activities”, but Espérance believed that sport and play were essential to reconstruction. Espérance started a football league in Kigali and encouraged both boys and girls to join. Today, Espérance leverages the power and popularity of football to teach conflict resolution skills to youth participants and provide a forum for community education on health and legal issues.

### Football for Peace/Football pour la Paix

In 2002, Espérance Football Club began implementing the Football for Peace program, adapted from a model started in Medellin, Colombia. Football for Peace fit well with Espérance’s focus on youth and gender. It was also an appealing model as it included structures to develop participants’ conflict resolution skills.

Football for Peace has three main principles:

- 1) Teams must have equal numbers of boys and girls (normally three of each).
- 2) Only girls can score goals. The only way a team can win is by supporting and valuing female players.
- 3) There are no referees. Participants must exercise what organizers call “self-responsibility,” dealing with issues of fair and foul play themselves and learning valuable conflict resolution skills.

To keep the game exciting, Espérance pitches have large goals and no goalkeepers, so many points are scored.

### Sports as a forum for education

Espérance staff also organize large sporting events in communities which bring together thousands of people and create opportunities for community education. During breaks in these events, facilitators give talks, generate discussions and perform short theatre pieces focused on topics like HIV and AIDS awareness and prevention.

In addition, staff use these events to publicize the Gacaca, a system of community justice instituted by the government in 2001 to deal with the aftermath of the genocide. The Gacaca has three official objectives:

- 1) To reconstruct what happened during the genocide.
- 2) To speed up legal proceedings.
- 3) To aid in the process of reconciliation in Rwanda.

Espérance uses its outreach activities to raise awareness of the system and its benefits to communities. Espérance has between five and ten staff members depending on the scale of the NGO’s activities.

## DELIVERY AND IMPLEMENTATION PARTNERS

- streetfootballworld (Espérance is a streetfootballworld network member and a partner in developing and sharing the know-how of Football for Peace with colleagues world-wide)
- Ministry for Sport, Youth and Culture (the Minister gives his political support to events that take place on a national or international level, adding legitimacy and raising the profile of the project)

- United National High Commission for Refugees (UNHCR) (involved in Espérance’s education work)
- Kigali Institute of Education (students collaborate with Espérance on project work)

## RESOURCES

Espérance Rwanda receives support from:

- Fund for Peace Initiatives of the German Government
- Swiss Working Group for Sport and Development
- Swiss Agency for Development and Cooperation
- Deutsche Gesellschaft für Technische Zusammenarbeit (German Technical Cooperation Group)
- Deutscher Entwicklungsdienst (German Development Service)
- Ziviler Friedensdienst (German Civil Peace Service)

Espérance is an NGO with between 240 and 250 private members who make financial contributions, sometimes as small as half a dollar.



Espérance/Isabelle Lemaire

Espérance uses football to promote peace in Rwanda by teaching conflict resolution skills. Games are played without referees: players must regulate all play themselves and work together to create a positive and fair atmosphere.

## IMPACT

- Espérance has 250 members, one third of whom are girls.
- Espérance held 93 AIDS awareness-raising sports events in 2005 and 2006, with an average of 558 participants per event.
- Anecdotal evidence from Espérance staff and families indicates that young people are transferring the conflict resolution skills they are learning in sports to their everyday lives.
- Participants learn to regulate their own football matches, organize their own teams and set strategies for training.
- As a result of refereeing their own matches, players have become much more self-assured and are learning to express their convictions and exercise greater independence of thought.
- The incidence of fouls in games is very low. When everyone on the field can call a foul, players tend to minimize negative behaviour and value fair play.
- Girls are being recognized for their contribution and value as team members. Staff report that spectator groups are now often more than 50% female.
- Espérance players have become members of Rwanda's national football team.

## LESSONS LEARNED

- When reconciliation occurs, it tends to be manifested within people's everyday experiences, not necessarily at the political level.
- Sport can be an extremely effective tool for social development, promoting gender equality, healthy choices and peaceful conflict resolution. Sporting events provide a forum in which people from different backgrounds can meet and interact, sharing an intense but positive and inclusive experience.
- Football for Peace is an excellent door opener for non-formal educational activities especially in extremely poor rural areas.

## LOOKING AHEAD

Espérance plans to continue its growth, spreading to more of Rwanda's rural areas. To this end, Espérance is working to develop communication materials, such as a website, to promote the project and raise funding to conduct needed capacity-building. Espérance is also trying to create a Great Lakes network which would carry Football for Peace across borders to Uganda, Tanzania, Burundi and the Democratic Republic of Congo. Project staff are looking for strong partners in these countries.

In 2010, South Africa will host the FIFA World Cup and Espérance hopes to send a delegation to promote Football for Peace at this global forum.

## FEATURED SUCCESS STORY

On many occasions, Espérance staff arrived in a village with the intention of starting a co-educational football league, only to be told that there were no girls or young women with an interest in the sport. The staff were told this time and time again, but their experience proved otherwise. In fact, many girls and young women in rural Rwanda love football, but were never given the opportunity to play or even attend matches as spectators because it was not considered appropriate.

By showing community members the benefits of football — for both girls and boys — Espérance staff have changed attitudes all over Rwanda. Today, girls play on football fields all over the country, and an increasing number of mothers, sisters and grandmothers of players are attending the games as spectators, benefiting from community education opportunities and social interaction.

### MORE INFORMATION

For more information, visit <http://www.streetfootballworld.org>

Soon Espérance will be represented on the Kimisagara website. Kimisagara is the Kigali-based Centre for Peace Building and Conflict Resolution in the Great Lakes Region.

# Conflict Resolution and Peace-Building are the Focus of School- and Community-Based Sport Program in Eastern Chad

A host versus refugee football match at the "No Winner, No Losers" tournament.



Right To Play/SportWorks Chad

## PROGRAM BENEFICIARIES

Children and youth in refugee camps and host communities in Eastern Chad as well as teachers, refugee coaches, community leaders and partner organizations

## LOCATION

Chad

## LEAD ORGANIZATION

Right To Play

## PROGRAM NAME

SportWorks Chad

## OBJECTIVES

- To increase capacity of teachers, coaches and community leaders to provide ongoing sport and play activities to teach leadership, communication and conflict resolution skills.
- To increase access to regular and inclusive sport and play activities as a means to promote peace and healthy lifestyle behaviour, with a focus on vulnerable groups, including children and young persons.
- To increase capacity of non-governmental organization (NGO) and community-based organization (CBO) staff to support long-term access to regular and inclusive sport and play activities for children and young persons.

## PROGRAM CONTEXT

Since 2003, the crisis in Darfur has displaced an estimated 1.6 million people and caused over 210 000 refugees to flee across the border into Eastern Chad. The challenges presented by the influx of Sudanese refugees are compounded by increasing numbers of internally displaced Chadians due to inter-ethnic clashes and resource scarcity in the country. Tension in Eastern Chad remains high.

The effects of these displacements are devastating and are of particular concern to marginalized and vulnerable populations, including children and women. In the camps, it is difficult to keep children occupied. This can lead to heightened vulnerabilities for these children, including increased risk of HIV and AIDS or enrolment in rebel groups and militia.



## PROGRAM DESIGN

Right To Play uses specially designed sport and play programs to improve health, build life skills, and foster peace for children and communities affected by war, poverty, and disease. In Eastern Chad, the SportWorks project is active in Iridimi, Treguine, Bredjine and Mile Refugee Camps, and in the host communities of Iriba, Hadjer Hadid and Guereda. Right To Play's local project coordinators work with community leaders, schools, non-governmental organizations (NGOs) and community-based organizations (CBOs) to identify individuals, mostly teachers, to be trained as coaches. These individuals participate in training workshops that prepare them to organize and manage regular and inclusive sport and play activities. Workshops focus on developing skills related to leadership, communication, planning, conflict resolution and child development as well as sport- and game-specific skills.

All Right To Play activities include learning outcomes and are designed to be run with minimal equipment. In the Chad project, particular emphasis is placed on games and activities that promote peace-building and community cohesion and teach conflict resolution skills. These include activities focused on teamwork, fair play and inclusion and integration of different ethnic groups. In addition, special community play days are organized around “No Winner, No Loser” competitions that encourage the spirit of peace and fair play and often feature peace messages from influential religious, traditional or local authorities.

In addition to coach training, Right To Play also focuses on building capacity at the NGO and CBO level to support sport and play activities and ensure that programs are sustained over the long-term. Right To Play facilitates the establishment

of “Sports Councils” which are responsible for the ongoing oversight and management of sport and play programs, including supporting existing coaches and eventually training new ones, as well as managing sport equipment and infrastructure (e.g., creating and maintaining safe play spaces), and coordinating sports leagues and special initiatives like community sports festivals designed around specific peace or health messages.

Six staff from Right To Play are active in the communities coordinating capacity-building and coach training. They are supported by 25 volunteers from the refugee and host communities who help with community outreach, project organization and support newly trained coaches with large class sizes.

## DELIVERY AND IMPLEMENTATION PARTNERS

- CARE Canada (Iridimi Camp)
- International Federation of Red Cross and Red Crescent Societies (Treguine and Bredjine Camps)
- Christian Children's Fund Chad
- The Foundation for the Refugee Education Trust
- United Nations High Commissioner for Refugees
- United Nations Children's Fund (UNICEF) Chad
- Chadian Red Cross
- Secours Catholique et Developpement (Mile)

Community leaders, including women, being trained to be Right To Play coaches.



Right To Play/SportWorks Chad

## RESOURCES

Right To Play's SportWorks project in Chad is funded by the US State Department and the Royal Norwegian Ministry of Foreign Affairs, and receives smaller grants from the Greensboro Foundation and the Laureus Sport for Good Foundation.

## IMPACT

- To date, more than 400 coaches have been trained and are now leading regular sport and play activities with 7716 children and youth in both the refugee and host communities.
- Regular and inclusive sport and play activities are engaging children and youth and providing structure and normalization to their lives.
- Children and youth are regularly exposed to activities that focus on peace-building skills like fair play, teamwork and conflict resolution.
- A five-day peace campaign was held featuring inter-camp and inter-community (refugee-host) sports competitions and peace messaging.
- Potential tensions between refugees and the host population are mitigated through regular sports tournaments and meetings.
- Refugee children regain self-worth and self-esteem through the opportunity to play with Chadians.
- Communities have been receptive to the peace messages and peace-building activities around special community events.
- "Sports Councils" have been formed in each of the host and refugee communities.
- Safe play spaces have been built in the communities including football, netball, basketball and volleyball courts. More are planned.
- Based on activities to date, partner organizations report that sport and play activities in the schools will lead to an increase in school attendance.

## LESSONS LEARNED

- Having the buy-in and visible support (e.g., at events) of community and government leaders is important for success and sustainability of programs.
- Well-connected and knowledgeable community volunteers facilitate the efficient set up of projects properly tailored to specific community needs.
- The security situation in the refugee environment can switch quickly and programs need to be set up to respond quickly and appropriately.
- Transportation and access (due to weather, security and/or distance) to remote camps needs to be considered in project planning, design and budgeting.

## LOOKING AHEAD

Capacity-building will continue to be a main focus as this project moves forward. Once a solid base of coaches are trained and regular programming is well established, Right To Play would like to train coaches to introduce its HIV and AIDS awareness and prevention curriculum into the core sport and play program. Monitoring and evaluation of the project will also be an important component of efforts moving forward, particularly focused on tracking coaches and children, and collecting data on school attendance, conflict frequency, health knowledge and related behaviour.

## FEATURED SUCCESS STORY

### Community Leader Quote:

“Grâce à Right To Play, nos enfants se sont rapprochés des enfants réfugiés, ce qui n'existait pas par le passé. Nous nous réjouissons pour cette initiative qui brise les barrières et préjugés. Nous attendons que Right To Play étende ses activités dans tous les villages environnants des Camps de réfugiés pour restaurer la confiance nécessaire pour la paix.”

— Chef de Village de FODJI

“Thanks to Right To Play, our children are getting closer to refugee children, which we have not seen before. We are happy about this initiative which breaks down barriers and prejudices. We are waiting for Right To Play to extend the activities to all neighbouring villages, to restore the relationships and trust needed for peace.”

— FODJI Village Chief

### MORE INFORMATION

For more information, visit [http://www.righttoplay.com/site/PageServer?pagename=Chad\\_ProjectPage](http://www.righttoplay.com/site/PageServer?pagename=Chad_ProjectPage) or contact Fidèle Sonon at [fsonon@righttoplay.com](mailto:fsonon@righttoplay.com)

Njagbewema Fachima (Peace) female soccer team active in promoting gender justice and non-violent communication skills.

# Football is at the Centre of Initiative to Reduce Conflict and Improve Social Cohesion in Sierra Leone



## PROGRAM BENEFICIARIES

Dispossessed and disadvantaged rural women, youth and children

## LOCATION

Eight slum districts in Freetown and in Kono District, Sierra Leone

## LEAD ORGANIZATION

Youth in Action Sierra Leone

## PROGRAM NAME

Youth in Action Sierra Leone

## OBJECTIVES

- To use football to reduce conflict and build a culture of peace, tolerance and respect for human rights.
- To protect, promote and enhance the rights of rural youth and women and to provide training leading to income generation opportunities.
- To provide young people with increased self-esteem, confidence, and discipline, and to create opportunities for youth to be involved in decision-making around issues which influence their lives.

## PROGRAM CONTEXT

In 2002, Sierra Leone emerged from a brutal eleven-year civil war that was characterized by gross human rights abuses. Massive property destruction and widespread fighting uprooted or disrupted almost the entire population. Traditional systems of authority at the village level were largely destroyed. In 2006, the United Nations Human Development Index placed Sierra Leone second from the bottom on a worldwide scale which measures life expectancy, education levels, and overall standard of living. The majority of Sierra Leone's population faces extreme poverty, illiteracy and a lack of employment opportunities. There are few opportunities for social interaction or recreation.

In this context, the positive environment created by sports can be a powerful tool for social engagement and dialogue.

## PROGRAM DESIGN

The activities implemented by Youth in Action Sierra Leone (YASAL) are directly or indirectly focused on reducing and resolving conflict and improving community cohesion and economic opportunity, especially for women and youth who commonly face discrimination. Sport, football in particular, is used to attract and engage communities. Key initiatives include:

### **Football matches followed by guided discussions known as “reflection circles”**

As YASAL's most visible community initiative, this intervention establishes a mechanism for community members to learn valuable skills which contribute to constructive discussions, negotiation, and planning. Peer educators initiate and guide discussions on issues such as gender discrimination, domestic and gender-based violence, crime, and HIV and AIDS prevention. Within the reflection circles, participants make action plans to address community concerns.

### **Countering Youth and Child Exploitation through Football (CYCEF)**

This initiative uses football to build trust and team spirit among youth and encourages them to discuss issues which affect their daily lives. Participants are involved in planning and organizing activities, as well as initiating and leading discussions. Football draws participants to the project and builds a positive environment for other interventions, which include: HIV and AIDS education; environmental initiatives, human rights and advocacy programs and the development of football pitches and training of coaches.

### **Economic empowerment**

YASAL opened an Education for Production Centre in Kono for rural youth and women that provides both skills-training and a safe space for sport and recreation opportunities. The Centre teaches tailoring, soap-making, weaving and other income-generating skills and offers literacy classes and training in human rights, gender issues, environmental protection and HIV and AIDS prevention.

YASAL's national coordinator oversees one program coordinator and 18 coaches. All YASAL initiatives employ participatory methodology. They are initiated at the request of beneficiaries and implemented, as much as possible, by program participants under the leadership of YASAL staff. YASAL operates clubs for girls and women in all project areas.

## DELIVERY AND IMPLEMENTATION PARTNERS

- Youth Development Movement, Freetown (provides training in vocational skills such as hairdressing and tailoring, as well as leadership, youth development and HIV and AIDS prevention)
- Women's Centre for Peace and Justice (provides education on girl child rights, violence and discrimination against women)
- Kono Women's Network (promotes women's rights and advocacy, trains project participants)
- Kono Women's Development Cooperative (provides training in vocational skills and promotes women's participation in agriculture)
- Women in Need in Kono (promotes women's rights and provides training in advocacy techniques)

### **YASAL is a member of the following international organizations:**

- streetfootballworld (creates opportunities for YASAL to learn from other organizations which use football as a tool for social development and provides contacts with potential donors)
- Africa Youth Foundation (disseminates ideas)
- Coalition on Mining (disseminates ideas and provides learning opportunities on extractive sector)

Furthermore, YASAL is supported by FIFA and streetfootballworld in the framework of the Football for Hope movement.

## RESOURCES

Most funding for YASAL activities comes from consultancy fees, action research (social science research designed to bring about change) and training conducted by staff members.

### **Support for specific project activities has been provided by:**

- The Justice Sector Development Program, Freetown (a project of UK's Department of International Development which funded six months of workshops on gender and justice)
- The International Rescue Committee, USA (constructed carpentry workshops and supports vegetable production for women and training for community management teams)
- The Internal Migration Organization (provides materials for the Education Centre and training in vocational skills and adult literacy)

In addition, YASAL receives some support from private local donors.

## IMPACT

- YASAL's programs reach approximately 3200 children (under 18) and 2300 youth as well as 872 women. Men also participate in all project activities.
- Through guided discussions on the football pitches, YASAL has initiated and sustained community discussions and educational activities on a range of human rights issues, including gender-based violence, access to education and children's rights.
- Though the civil war is not far in the past, program participants are gradually beginning to talk about the causes of the conflict and ways to avoid future strife.
- YASAL staff have reported significant attitudinal change in program communities. Men are beginning to discuss women's rights and the option of not circumcising their daughters.
- Staff report an increase in civic responsibility among participants, including performing community work, caring for communal spaces, and reaching out to marginalized members of the community such as the elderly.

YASAL's children's football club called "young stars" in Kroobay, Freetown.



Youth in Action Sierra Leone

- YASAL has helped to increase the participation of rural women and youth in decision-making bodies, such as town and district councils.
- As the economic situation in communities improves, participants display increased confidence and are more able to fight injustices such as discriminatory inheritance or marriage laws. Staff report a much greater openness to discussing these issues and advocating for change.

## LESSONS LEARNED

- Football is an inexpensive instrument for community mobilization, bringing groups of people together and galvanizing them around issues as diverse as women's rights, environmental protection and land rights.
- When given an opportunity, women and children can provide valuable contributions to decision-making processes.
- Team spirit and trust can be built quickly in the context of a football match.
- Sport is an effective platform to engage young people in constructive, satisfying activities such as soap making, carpentry and tailoring. These activities provide opportunities for self-employment and feelings of involvement in the community.

## LOOKING AHEAD

The project will continue working on important issues, including improving conditions for women and supporting women and children in their efforts to gain access to land and livelihood opportunities. In addition, project staff hope to broaden and deepen their advocacy skills, in order to remind the government of its responsibilities and to educate and engage policy makers in

human rights issues. Football will have a role to play in this advocacy work, as will partnerships with NGOs and international organizations.

Funding is being sought to address a number of challenges including a lack of adequate training and learning materials available to staff and the need for additional staff. YASAL also hopes to open a program office in Freetown.

## FEATURED SUCCESS STORY

Villagers in Kono district have accused local gold mining companies of seizing land and destroying crops; the companies insist they have a legal right to the property.

YASAL organized a football match between the mining authorities and members of the community. After a long period of suspicion and anger, the two groups have been brought together in a positive setting and are finally beginning to communicate without intermediaries. Though the issues are complex, suspicion has given way to constructive dialogue.

### MORE INFORMATION

For more information visit  
[http://www.streetfootballworld.org/Projects/yasal/index\\_html/de](http://www.streetfootballworld.org/Projects/yasal/index_html/de)

or contact Saa Moses Lamin,  
 the National Coordinator at  
[youthsaction@yahoo.co.uk](mailto:youthsaction@yahoo.co.uk)

or by post:

c/o 29 Main Motor Road,  
 Brookfields  
 PMB 798  
 Freetown, Sierra Leone



Children warming up for a sporting activity during a physical education class.

# Sport and Play Teaches Life Skills in El Salvador

## PROGRAM BENEFICIARIES

Present and future teachers in all subject areas, but especially physical education, and their students

## LOCATION

El Salvador

## LEAD ORGANIZATION

Centre for Healthy Development through Sport and Physical Activity, Brock University, Canada

## PROGRAM NAME

Scotiabank Salud Escolar Integral

## OBJECTIVES

- To use sport, play and physical activity to teach life skills, especially conflict resolution, in primary and secondary schools.
- To build the capacity of local teachers to deliver inclusive, child-centred and developmentally appropriate lessons through in-service and pre-service training.
- To support El Salvador's Ministry of Education in redesigning the national physical health and education curriculum to promote holistic child development and healthy choices.

## PROGRAM CONTEXT

El Salvador today is struggling with the aftermath of a brutal civil war (1981-1992) that killed an estimated 70 000 people and left a legacy of gang violence. In a population of just six million, close to 3000 murders are reported each year. In particular, El Salvador's large youth population is facing serious social and economic challenges. To address these challenges, many are looking to the country's school system which has the potential to act as a force for positive change, providing a safe haven for children to gain the skills that will enable them to make peace a part of their daily lives and develop leadership capabilities for the future.

## PROGRAM DESIGN

The Centre for Healthy Development through Sport and Physical Activity initiated Scotiabank Salud Escolar Integral (SSIE) in 2005 to empower current and future teachers to use physical education to promote a new vision for children's health and to teach life skills, especially non-violent conflict resolution. The program was expressly designed to be part of the school system in order to maximize reach to youth under 15 and to leverage the school system's ready network of 50 000 teachers.

Program staff from Brock University organize capacity-building workshops for in-service and pre-service teachers in El Salvador. These workshops provide a mixture of theoretical and practical examples of how health and physical education can be vehicles to help children and youth develop important life skills. Teachers are taught games and activities that promote health and fitness, but whose primary goal is to teach "hands on" team-building skills. Physical activities in which cooperation, fairness and inclusion are rewarded, rather than athletic skill or fitness level, are stressed. Teachers are also taught to bring students together after each activity to discuss embedded skills and messages, and how these ideas can be transferred to daily life.

In addition to capacity-building, SSIE is helping to affect change at the national curriculum level on two fronts. First, SSIE has worked with Universidad Pedagógica de El Salvador to introduce a new, collaboratively designed curriculum for students striving to become physical education teachers. This curriculum has received strong Ministry of Education support. Additionally, SSIE is supporting the government of El Salvador on a longer-term project to redesign the national school curriculum. The focus of the new curriculum in all subject areas will be on nation-building for the future. SSIE is helping to reorient the physical education program towards this goal.

## DELIVERY AND IMPLEMENTATION PARTNERS

- Ministry of Education El Salvador (supports SSIE workshops and is collaborating on reform of school curriculum at all levels)
- Pedagógica University (trains physical education teachers, new curriculum adopted for 2007)
- Canadian Embassy in El Salvador (provides networking support and connections with local partners)
- Plan El Salvador (active in rural areas and provides network for project)
- Youth Secretariat (government agency dealing with youth, supports SSIE efforts in schools)

## RESOURCES

Scotiabank El Salvador and Scotiabank Canada are generous financial supporters of the project and have provided invaluable links to key Salvadoran contacts. SSIE receives additional funding from Canada's International Development Resource Centre (IDRC).

## IMPACT

- In 2006, 11 workshops for over 800 in-service and pre-service teachers were held. Fifteen workshops are scheduled for 2007, which will reach approximately 1000 teachers.
- SSIE staff report that teachers are highly motivated, even willing to attend training outside regular working hours.
- In 2007, Universidad Pedagógica de El Salvador opened their new three-year physical education training program with 52 prospective teachers.
- In 2005 and 2006, one school was selected to pilot sports demonstrations with students. Six visits were held at this school, involving 370 students. In 2007, five presentations are scheduled, reaching approximately 500 students.
- SSIE has had a positive impact on school attendance. Though the program does not yet have the capacity to monitor this numerically, anecdotal evidence from teachers and parents indicates that students are much less likely to miss school when they know a physical education lesson is scheduled.

Preparing for games during a workshop (Canadian staff visiting).



Scotiabank Salud Escolar Integral, El Salvador

## LESSONS LEARNED

- Physical education can teach a wide range of vital life skills, such as cooperation, team-building and fair play.
- Important team-building skills can be learned through team sports like football, provided that these sports are well-mediated to impart these lessons. SSIE has had great success focusing on games and activities, rather than sports, partly because players have no preconceived notions about goals or strategy when the game is unfamiliar.
- It is important to create broad-based partnerships with diverse groups. SSIE involves universities, government bodies and NGOs, as well as teachers and teacher trainers.
- Listen to local needs and orient project activities to solve problems identified by participants.

## LOOKING AHEAD

Ultimately, SSIE is striving to empower Salvadorans to lead and sustain this project. To this end, Canadian staff have adopted a “train the trainer” model, working with a small group of Salvadoran physical educators who will begin delivering the in-service training nationwide. In addition, following the efforts of one group of physical education teachers to create a regional association, SSIE staff are supporting a wider effort to create a professional association of physical education teachers at the national level.

Further down the road, the project also hopes to involve children with special needs, ultimately training teachers to integrate them into activities with their classmates.

## FEATURED GAME

### Crossing the Volcano

Crossing the Volcano involves teams of six to eight children who stand at one side of a room or field. They are given seven objects, such as flattened soccer balls, foam swimming devices or hula hoops, which they use to cross the playing space. The first person lays their object on the ground and stands on it. The second person steps on the first object and then places their object further into the playing space and moves onto it. Each player does the same, creating stepping stones across the field or room until the whole team can cross to the other side. The first round of the game is simple, because there are plenty of objects. However, each time the team crosses the space, the instructor takes away one object. Each subsequent crossing requires more and more trust and cooperation between team members to balance together on fewer and fewer objects.

Because games like this one have many possible outcomes, the discussions can take a variety of directions. For example, instructors can equate the negative outcome of a hasty decision in an activity to the negative health consequences of ill considered decisions. The post-activity discussions are a vital component of the SSIE approach.

## FEATURED SUCCESS STORY

One of the teachers who attended a SSIE workshop went back to his classroom, where he had one particularly difficult student, an aggressive boy who bullied and threatened other students. The teacher employed the activities from the workshop but was frustrated by the lack of immediate progress with this student. The teacher persevered. At the end of the year, the boy approached his teacher and asked to speak privately. He said that he wanted to apologize for his behaviour, and that though he still had trouble interacting with others, he was beginning to understand the effects of his behaviour. He saw things differently now.

### MORE INFORMATION

For more information, visit

<http://www.fahs.brocku.ca/chdspa/SSEIEng.html>

or email [chdspa@brocku.ca](mailto:chdspa@brocku.ca)

Friends and partners of Scotiabank Salud Escolar Integral.



Scotiabank Salud Escolar Integral, El Salvador





Fight for Peace, Brazil

Boxing, wrestling and martial arts are key activities for project participants. Project staff believe that sport can provide young people with opportunities to earn respect and success from peers, discouraging them from becoming involved in street gangs.

# Boxing Program Fights for Peace in Community Plagued by Crime and Drug Violence

## PROGRAM BENEFICIARIES

Youth, aged 7 to 25

## LOCATION

Rio de Janeiro, Brazil

## LEAD ORGANIZATION

Fight for Peace (Luta Pela Paz)

## PROGRAM NAME

Fight for Peace

## OBJECTIVES

- To use sport to bring unity to groups divided by violence in Rio de Janeiro and to address issues connected to violence, drug trafficking and gangs.
- To use sport to positively channel aggression and frustration and teach participants about conflict resolution.
- To provide a safe environment in which youth can learn life skills, receive formal and informal education and job training, and obtain referrals to social services both within and outside of the community.

## PROGRAM CONTEXT

Complexo de Mare in Rio de Janeiro is divided into territories controlled by three different drug factions. Drug trafficking and criminal activities are highly visible and seem, to many youth, to be the most socially and financially rewarding option available to them. Drug-related violence is common place and services and opportunities for young people are limited.

## PROGRAM DESIGN

Fight for Peace was initiated to overcome divisions among young people and to offer alternatives to crime, drug trafficking and violence. The program is sport-based and includes education, vocational training and leadership components. The main pillars of the Fight for Peace model include access to work, education, youth leadership, social action, and sport. Boxing was chosen as the program's primary activity as it offers a unique opportunity to discuss issues of violence and it appeals to the targeted group of youth beneficiaries.

### The Fight for Peace Centre

Housed in a modern sports complex, the Fight for Peace Centre provides a safe space for program participants. The Fight for Peace team fosters an important spirit of belonging for participants and regular boxing tournaments allow participants to publicly compete and gain respect. Luke Dowdney, Fight for Peace founder and former British Universities Amateur Boxing Champion, asserts that "this status is something they could otherwise only gain by picking up a gun."

### Citizenship classes

Each participant must attend a weekly youth workshop, known as a Citizenship Class, in order to be admitted to sport training. Classes are focused on themes relevant to the lives of the young people and provide a safe space in which they can express their opinions and discuss issues. Through this process, Fight for Peace hopes to promote integration and confidence by providing youth with the necessary tools to question the status quo and find solutions to difficult circumstances with the support of their peers.

### Working with families

Fight for Peace works with young people and their families. Program staff have made over 900 home visits in the past three years, constructing a picture of each person's perspective and daily life. Fight for Peace staff stress that "every case is a case," highlighting the importance of individual responses.

Though sport is at the centre of the project, a range of other programs are held at the Centre, including:

- primary education classes in the evenings for young people who have dropped out of state school;
- computer classes (currently attended by over 170 young people);
- partnerships with local businesses which provide job placements and referrals for participants;
- weekend social events;
- a youth council that participates in project coordination with project staff; and
- youth leadership classes.

Fight for Peace currently employs 15 staff members, including youth workers, coaches and a coordination team. Eighty percent of the staff come from the community, and 60% were originally project participants themselves. The Centre hosts up to 350 participants at any given time. Boxing is still the most popular sport at the Centre, but wrestling and capoeira, a traditional Brazilian martial art, are being added to the curriculum. Initially launched as a program for boys, girls now make up 37% of all project participants.



Fight For Peace provides important educational and vocational opportunities for participants. The Fight For Peace Centre holds regular computer classes, currently attended by over 170 young people, and provides job placements and referrals with local businesses

Fight for Peace, Brazil

## DELIVERY AND IMPLEMENTATION PARTNERS

- Residents' Association, Rio de Janeiro
- Viva Rio (Fight for Peace was originally established in 2000 as a Viva Rio project but is now in the process of establishing itself as an independent NGO)

## RESOURCES

**Fight for Peace's annual budget in Rio de Janeiro is US\$250 000. Resources are provided by:**

- Laureus Sports for Good Foundation
- Save the Children Sweden
- Canadian International Development Agency (CIDA)
- Foreign and Commonwealth Office, UK
- The Stuart and Hillary Williams Foundation
- Dreams Brasil
- The Hewlitt Family Foundation
- The Dawson Family Foundation
- Emesron Fittipaldi (Brazilian former F1 World Champion)

In future, the Centre aims to build a private gym that charges monthly fees for adult community members, contributing to financial sustainability.

## IMPACT

- Parents report that their children are much calmer at home and their relationships with family members are more positive.
- Staff and parents report that participants are succeeding at school and are more likely to complete secondary certificates.
- Youth participants are present at all staff meetings and contribute to operational and programming decisions. Such active involvement gives beneficiaries a strong sense of ownership in the project.
- Youth benefit from a range of counselling, educational and skill-building opportunities.
- Initially, membership was focused on ex-drug traffickers, but now a much wider spectrum of participants are involved, integrating boys with girls, and street children with more privileged youth.

## LESSONS LEARNED

- Listen to the people your project serves, especially the young people.
- Understand what draws people to your project or activity and maintain a strong focus on this element. Fight for Peace is a boxing club as well as a social project, and the boxing must remain high quality.
- Committed staff are key to the project's success. They serve as organizers, counsellors and coaches, but also as role models to program participants.
- When replicating the project in another country, seek local partners and staff to be involved in planning and implementation. Make sure you trust these partners as you will be an outsider and they will have to guide you.

## LOOKING AHEAD

In 2006, an external evaluation commission by the United Nations Development Program revealed that Fight for Peace provided successful social interventions which could be replicated in other communities where armed violence exists. The Fight for Peace program is now expanding internationally for the first time in East London, England and in South Africa. In coming years, the project hopes to expand to a new country every year, with the goal of opening ten centres around the world.

## FEATURED SUCCESS STORY

Alberto's father was murdered when he was young, and he could easily have been lured into gang life. Instead, he joined the Fight for Peace Centre, where he has been a member for years. In 2006, he travelled with the Club to Belfast for a boxing tournament. He won his fights and, along with fellow boxers from the Centre, was recognized by the Mayor of Belfast. Today, he is finishing secondary-level education and starting to look for a job. Fight for Peace founder, Luke Dowdney, describes Alberto as a hero who chose a non-violent path: "this is a hard struggle — it's harder to stay in school and struggle with poverty than to pick up a gun."

### MORE INFORMATION

For more information, visit <http://www.fightforpeace.net> or contact Luke Dowdney at [luke@fightforpeace.net](mailto:luke@fightforpeace.net)

# Basketball Program Brings Together Israeli and Palestinian Youth

PeacePlayers International uses sport to encourage friendships between youth of difference backgrounds.



B. Sigalcos, PeacePlayers Intl. - Middle East

## PROGRAM BENEFICIARIES

Palestinian, Arab-Israeli and Jewish-Israeli youth, 10 to 16 years old

## LOCATION

Israel and the West Bank

## LEAD ORGANIZATION

PeacePlayers International

## PROGRAM NAME

PeacePlayers International – Middle East

## OBJECTIVES

- To bridge divides, change perceptions and foster friendship between youth from different cultural backgrounds.
- To teach life skills to young people growing up in conflict regions (anti-violence, conflict resolution).
- To impart values for peaceful co-existence, sportsmanship, and leadership.
- To raise awareness of cultural similarities and differences and promote respect for diversity.
- To increase girls' participation in sports.

## PROGRAM CONTEXT

Israel and the West Bank are home to Arab, Jewish and Palestinian families, but while these communities may live in the same neighbourhoods, they have limited opportunities for positive interaction. Children attend segregated schools and maintain friendships only within their own communities. As a result of their lack of contact, these youth often know little of each other beyond media and myth. Historical and cultural separation and mistrust is compounded and perpetuated by the continuing cycle of violence. Children in the region have never truly experienced peace.

## PROJECT DESIGN

PeacePlayers International launched its Middle East projects (PPI-ME) in 2005 to create conditions for Israeli, Arab and Palestinian youths to experience positive interaction with members of different communities, and ultimately form lasting and meaningful friendships with people from the “other side”. PPI-ME focuses on communities with limited opportunities for sports and recreation and targets children aged 10 to 16 who are old enough to pick up sport basics, but still young enough not to have internalized prevailing prejudices. PPI-ME also emphasizes increased participation of girls in sports.

PeacePlayers focuses on basketball, a team sport which is less developed than football, the national favourite, but carries few of the cultural or political associations that are connected with football. PPI-ME operates two year-round programs:

- 1) Twinned Basketball Clubs, involving both Palestinian and Israeli youth, and
- 2) BasketPal, a single identity program catering exclusively to Palestinian youth in the West Bank.

PPI-ME participants are trained by approximately 35 coaches, who are long-term employees of the program, and 20 Palestinian interns, who work in the BasketPal Program.

In contrast to many inter-group encounter programs, all PPI-ME projects are long-term. Ideally, participants join at the age of 10 and continue until they are 16, when they can choose to become program leaders. PeacePlayers charges a participant fee, but this is only symbolic and does not prevent participation from youth whose families cannot afford the program.

### The Twinned Basketball Clubs

The Twinned Basketball Clubs have two main components:

- 1) Joint basketball activities and life skills sessions which emphasize team-building and promote meaningful interaction between Palestinian and Israeli youth. Participants are rewarded for sportsmanship, effort and leadership, rather than for scoring the most points.
- 2) Leadership training for older Palestinian and Israeli youths who eventually earn the opportunity to be employed as coaches and mentors for children. This component provides capacity-building and employment for young people.

Activities and skills sessions occur regularly throughout the school year (minimum every two weeks) and participants also play in inter-club tournaments held several times a year.

### The BasketPal Program

PPI-ME believes that “peace between communities must begin with peace within the community”. This principle is the foundation for the West Bank BasketPal program, which aims to integrate youth from refugee camps and the surrounding areas, teaching life skills such as leadership and cooperation in the context of sporting activities.

## DELIVERY AND IMPLEMENTATION PARTNERS

- Jerusalem Girls’ Basketball League/Project to Advance Girls’ Basketball in Jerusalem (partnered with PeacePlayers this year and, for the first time, had Arab girls in the League)
- Jerusalem YMCA (the YMCA is one of the few play spaces where both Arabs and Jews come of their own volition)
- Arab-Jewish Community Centre, Jaffa
- Regional Council of Emek Hefer
- Municipality of Qalansuwa
- Wingate Institute of Physical Education, Israel (coaching certificates)
- Khadoori College, Tulkarm (college interns receive training from PeacePlayers and a Coach Certificates)

## RESOURCES

PeacePlayers receives funding from numerous private donors, foundations and corporations, including:

- Daimler Chrysler Corporation Fund
- Zanyvl and Isabelle Krieger Fund
- Joseph and Harvey Meyerhoff Family Charitable Funds
- The Wasserman Foundation
- The Harry and Jeanette Weinberg Foundation
- Walter S. Mander Foundation
- The Adi Dassler Fund
- The Alan B. Slifka Foundation

## IMPACT

- The program reached 200 participants — all male — in its first year. With high demand for programs, by 2007 PPI-ME was reaching 600 youths (200 through BasketPal and over 400 in the twinning program). Almost half of all participants are now female.
- Behaviour change among participants has been dramatic. One International Program Director described the “U-turn” his participants have experienced: “[Today] you would not believe that when we started working in Tulkarm that the kids were aggressive and violent — they wouldn’t even shake each others’ hands after a game.”
- Long-term, regular contact between participants ensures that they have the opportunity to form real and lasting friendships, an essential component for attitudinal change in the community.

## LESSONS LEARNED

- Positive personal relationships are one of the strongest conditions leading to attitudinal change in the community.
- Start small and scale-up when the project is ready for expansion. Work first on quality and then expand to reach a wider population.
- Be patient and sympathetic with staff members: in difficult political surroundings, everyone is coping with limitations and cultural challenges.
- When hiring staff for a sports program with a social mission, it is important to find people who are not just skilled coaches, but also positive role models for young people.

## LOOKING AHEAD

In the coming years, staff hopes to solidify its Middle East curriculum and focus on more locally-specific content. In addition, staff development will play a priority role moving forward. Many coaches were selected because they are positive role models for participants, but are not always trained in group facilitation. Project staff will work on giving them a wider range of coaching and facilitation skills. PPI-ME will also keep working to promote change at the institutional level, forming partnerships with Ministries and schools.

In five years, the project hopes to be financially self-sufficient, relying on local sponsors rather than international donors.

## FEATURED SKILLS DEVELOPMENT SESSION

### **Targeted skills: Leadership and inter-group relations**

### **Targeted age group: Older children**

Participants rotate between stations that include different team-building/inter-group relations activities as well as actual basketball games that are played on integrated teams. Activities may include creating a team logo or cheer or opening a dialogue with the assistance of trained facilitators. Time is also devoted to tackling specific issues affecting a team. For example, if the players need to improve fair passing between players of different ethnicities, a session will be specifically devoted to that issue.

## FEATURED SUCCESS STORY

Beit Safafa, located between Jerusalem and Bethlehem, is the only Arab village left in West Jerusalem. Home to three extended Palestinian families, the town of 8000 inhabitants has been marked by conflict and discrimination. Between the wars of 1948 and 1967, the village was split between Jordan and Israel, and to this day, some residents carry Israeli citizenship and others Palestinian. Many residents have left the town.

Despite these hardships, Beit Safafa was among the first village in the region to open a sports club, but basketball was always overshadowed by the local love of football. When PeacePlayers International opened its Middle East office, Beit Safafa was one of the first locations chosen for programming.

In 2005, PPI-ME started the first basketball school in the village, with a team of fifteen 12 year olds. As the coordinator of the Beit Safafa program has expressed, “just when we felt abandoned by both sides (Israelis and Palestinians), PeacePlayers-ME jumped in.” The teams have competed in competitions in Israel and Palestine, and received a great deal of positive local media coverage. In the program’s second year, 45 young people joined the centre, creating two boys’ teams and a girls’ team. Local pride in the team and their accomplishments is high.

### **MORE INFORMATION**

For more information, visit <http://www.playforpeace.org> or contact Karen Doubilet, Middle East Managing Director at [kdoubilet@peaceplayersintl.org](mailto:kdoubilet@peaceplayersintl.org)

**Cover Photos (top left to bottom right):**

Regular “play days” are scheduled during the school year focusing on different themes, such as Peace Day or International Women’s Day. Games and activities are organized which bring children together in a positive environment and teach information about health issues.

Right To Play/Grumeti SportWorks Tanzania

A health volunteer and a youth volunteer consult the health game handbook prior to leading a Red Ball Child Play activity (health game) for Burmese and Thai children in their village near Had Jik Health Center, Kra Buri District, Ranong Province, Thailand.

Ian MacDonald (on behalf of Right To Play/Thailand Migrant SportWorks Project)

Girls and boys playing together.

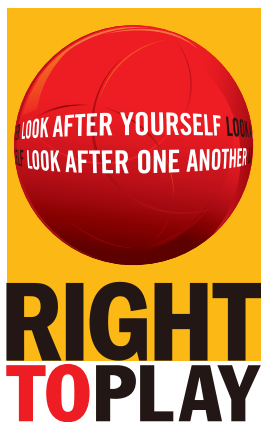
Right To Play/SportWorks Pakistan

Establishing children’s playgrounds: through the partnership program, Sharek has restored children’s playgrounds throughout the occupied Palestinian territory.

Sharek Youth Forum

Handicap International’s project in Morocco is called “Sport as a Tool for Social Integration and Personal Development for People with Disabilities.” The project involves capacity building for Moroccan institutions, provision of adapted sports equipment and organization of inclusive sporting activities. These wheelchair races contribute to the project’s awareness raising activities by promoting positive images of people with disabilities. Thousands of spectators from the community come to watch such events.

Handicap International Project in Morocco



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