


# LESSONS LEARNED

Greater effectiveness with knowledge and tips gleaned from sports and development cooperation in practice

A photograph showing a group of people playing soccer in a grassy field. In the foreground, the lower legs and feet of a person wearing shorts and sneakers are visible. In the background, several other people are running and kicking a ball. The scene is set outdoors with mountains in the distance under a clear sky.

## Themes:

- Capacity building
- HIV/AIDS
- Gender
- Monitoring and evaluation

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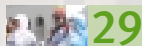
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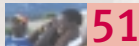
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# Colophon

## About NCDO

NCDO is an independent, neutral organisation uniquely embedded and positioned in Dutch society. NCDO's core goal is to strengthen and highlight public support for international cooperation and sustainable development and achievement of the Millennium Goals.

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# A house is something you build together

After the architect has made the drawings for the house, the contractor sets to work. The bricklayer lays bricks, the electrician installs the wiring and the plumber installs the pipes. Each of them has their own expertise and their own role to play. It would never occur to the bricklayer to do the pipes or wiring. He knows that others can do that better and probably much more quickly than he can. The same goes for each of the professionals involved. But they are all jointly responsible for the quality of the house they build.

In a certain sense, the same thing should apply to projects in the field of sport and development. You need to have a clear vision and a blueprint of the project. But do you as a development organisation need to know the best way to kick a ball or organise a sporting event? And do you as a sports organisation need to know how to prevent HIV/AIDS or how to deal with gender issues? Learning from one another, learning with one another and getting things done together. Let this be our motto for the coming years.

## Springing up everywhere

The first sport and development projects were carried out at most some fifteen to twenty years ago. At first, most development organisations felt that sport was a luxury – putting money into it was out of the question. This picture has changed drastically over the past ten years. In 1993, the Dutch government gave its first grant to sport to aid the social development of a country. However, it should be observed that the then minister was immediately called to account by the Lower House. 2005, the UN International Year of Sport and Physical Education, brought worldwide attention

to the power of sport for development cooperation. Projects are now springing up everywhere.

## Strengths, weaknesses

In short, there are more and more projects, but are they indeed getting better? Much experience has been gained in this brief period, and many pitfalls have been identified. Many other organisations could gain a lot from this knowledge. But do they make sufficient use of it? It can certainly be observed that the relationship between sport and development is now widely accepted; the conviction is also growing that projects can be more effective if organisations learn from each other's experiences and make use of one another's expertise. Most organisations are aware of their strengths, but do they know their weaknesses as well? How a project should be tackled is surely important; but another important question is what you as an organisation can best leave to others.

## Object

NCDO attaches great value to collecting and exchanging knowledge and experience in the field of sport and development cooperation.



*Unicef, Brasil, Alejandro Balague*

This publication is intended to help promote expertise on the part of sport and development organisations by providing wider access to knowledge and experience gained on four topics:

- Capacity building
- HIV/AIDS
- Gender
- Monitoring and evaluation

This publication presents the state of affairs in these four areas, discusses lessons learned and gives tips for effective projects and programmes. The information comes from an inventory held among the members of the Dutch Platform for Sport and Development Cooperation, a consultation of experts and literature and internet research.

### Cross-fertilisation

Clearly, these are complex themes and they make up specialised disciplines. This is precisely why good cooperation between organisations is essential. An awareness of what an organisation can do on its own and on what points it needs the expertise of others is indispensable if you are to achieve successes and prevent failures.

To more firmly establish this field of work for the years to come, organisations that carry out such projects need to be constantly on the lookout for opportunities for cooperation and cross-fertilisation. In the coming years, we envision a prominent role for the sport network in the field of development cooperation.

### Bird's-eye and in-depth views

This publication summarises the information gathered and the insights gained. The four topics are outlined briefly, while the toolkit ([www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)) discusses them more comprehensively and in greater depth. But our work is not complete: there are topics that still need to be explored, such as the development of sports structures and the role of sport in peace and reconstruction processes. In addition, organisations are continually learning new lessons, and NCDO hopes it can continue making these available. We therefore invite all parties in this field to share their new insights. We will keep you abreast of new publications and of updates of the online toolkit.

### A word of thanks

Finally, we would like to thank the organisations that contributed to the production of this publication and of the toolkit. The people and organisations consulted are listed in the annex. Special thanks go to the organisations that shared with us their lessons learned (see back cover). By allowing other organisations a glimpse behind the scenes, they have shown courage as well as self-confidence. It means giving others an opportunity to learn from your successes as well as from your challenges 'mistakes'. Lastly, we also wish to thank the experts who freely gave their knowledge and critically reviewed our conclusions and recommendations (see the list of organisations and experts consulted).

Programme for Sport and Development Cooperation, NCDO

NCDO, Kenya, Sebastian Rich



# Capacity building

Sport as an instrument to develop and strengthen a society is a relatively young field and it is thriving. This is not so surprising, because sport is popular and provides quick and ready access to the local population both in terms of publicity and in an organisational sense. Sport as a development instrument becomes even more interesting if it is durably embedded in the local society.



Kenya. NCDO, Sebastian Rich

So sport is interesting, but will it stay that way? Popular sport events will always be attractive, but the expertise and skills of the local partner organisation are needed to keep the sports structure alive, to allow it to expand and to put it to optimal use for development purposes. Below we analyse the route by which capacity building can best be developed. This analysis incorporates the most recent experiences and insights.

Go to [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)  
>>Themes>>Capacity building for more information and more detailed project descriptions.

## What is capacity building?

When sport is used as a development instrument, capacity building has two dimensions. First of all, expertise and skills must be available to develop a sports organisation and allow it to operate. Additionally, expertise must be available in respect of the development objective to be achieved, such as gender, HIV/AIDS, or trauma. But even from these different points of view, capacity building in relation to sport still largely relies on the same definitions and principles. What definitions and what principles?

## Definitions

The following definitions of capacity building are used within the international development community:

- The process aimed at improving the skills of individuals, groups, organisations, institutions and communities for carrying out key functions, solving problems, defining and achieving objectives and understanding and dealing with the requirements needed to manage these matters sustainably.
- The process aimed at strengthening the skills of an organisation or group of organisations to improve their functioning. The point is to improve the skills of organisations, not just those of individuals within those organisations.



Kenya, NCDO, Sebastian Rich

### Three levels

How does capacity building work? PSO, an association that focuses on capacity building of social organisations in developing countries, is a leading organisation in the Netherlands in this field. Below we summarise PSO's vision of capacity building. Working on capacity building in local organisations and networks of organisations means investing on one or more of three levels:

- a. Human Resources Development (HRD),
- b. Organisational Development (OD),
- c. Institutional Development (ID).

### HRD

Human Resources Development (HRD) means improving and keeping up to standard the quality of an organisation's human resources. This covers aspects such as how people develop and put into practice knowledge, skills, attitudes and motivation in their day-to-day work within the organisation. At this individual level, capacity building involves finding information, gaining insights, changing perceptions, values, common sense, practical skills, attitude and style. The coach-the-coach programme of the Royal Dutch Football Association (KNVB) in the MYSA project is a good example of the way in which people are trained. Go to [www.toolkitsport-development.org](http://www.toolkitsport-development.org)>>Learning examples for a full description of the project.

### Organisational Development

Organisational development refers to sustainably

improving and strengthening an organisation's internal capacity so that it is in a position to achieve its own organisational goals and to fulfil its mission. This is more than simply increasing the quality of the staff, although this may be a part of it. An interesting example is the Haarlem-Mutare Sport Leaders project. This project trains sport leaders who are jointly and independently in charge of the sports activities. More information on this can be found on the website [www.toolkitsport-development.org](http://www.toolkitsport-development.org)>>Learning examples.

According to PSO, organisational development must devote attention to the following aspects:

- Strategy and policy (long-term planning, translating the mission into concrete goals and methods).
- Learning capacity (the ability to learn from experience and use the feedback in formulating and carrying out policy).
- Structure (formal and informal division and coordination of roles, positions and responsibilities).
- Systems (internal processes that regulate the functioning of an organisation - administration, planning, budgeting, accounting, reporting, monitoring, evaluating, learning).
- Staff (all activities and regulations intended to motivate staff, calling on and developing the capacities of staff members).
- Management style (roles of managers and other leaders and regulations applying to them, including behavioural patterns of managers, quality, consistency, availability, responses of people in a position of leadership).
- Culture (the values, principles and styles characteristic of the organisation).
- Financial management (fund-raising / fund diversification, expanding income, financial planning and accounting).
- Networking (the ability to maintain relationships and to coordinate them with actors in society who are relevant for the organisation).
- Technical competency (the ability and the means to perform certain technical duties, depending on sector and field of work).

### *Institutional Development*

Organisations do not exist on their own and merely for themselves; they have relations with their broader environment. This may involve a network, a sector, legislation and regulations (the "rules"), "politics", a population group, the entire society, the surrounding culture. They need to hold their ground within this environment, adapt themselves and exert influence when necessary. Only when organisations are rooted and exert influence in this broader context will they be able to survive and have an impact. In this sense, Institutional development (ID) also creates the conditions for strengthening individual organisations. NKS in Suriname, for example, had to overcome many problems related to embedding a sport organisation in the local and national structures. KNVB too has observed that the

institutional context in that country has a big influence on the success of projects. The lessons that these organisations have learned can be found at [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>> [Learning examples](#).

### **Capacity building and sport**

Is building up sport capacity in developing countries the same as capacity building in other sectors of development cooperation? In other words, is the development of sport a development goal in itself, or is sport a means by which to achieve specific development objectives? Consultation of experts brought forward the conviction that sport can only be used as an instrument if the sport in itself has already become sufficiently developed (i.e. if sport capacity has been built up). So even if you see sport simply as a vehicle for teaching life skills, for

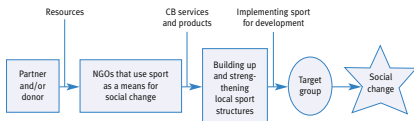
*SBS TV presenter Edward van Cullenborg, Kenya, NCDO, Sebastian Rich*





example, the first step is developing a sustainable sport structure and organisation. This implies that if development organisations want to work with sport, they will need specialised sports organisations to lay the foundation.

Capacity building is aimed at strengthening organisations, in this specific case generally local NGOs that use sport as a means for social change. The central question is how to ensure that these organisations can supply better services and products to their target group or local partner organisations, now and in the longer term, so that the NGO is able to give shape to the further chain of social change. This chain is illustrated below.



### Pitfalls in capacity building

Consultation of experts and professionals brought to light the following pitfalls:

- Capacity building by sport organisations is generally based on Western models. People are fairly unaware of the systems used in the target country.
- Although in recent years training has increasingly been adjusted to local requirements and the local situation, often the starting point is still what the Netherlands can supply.
- The relationship between donor and recipient is often not one between equals. Western sport associations frequently have greater knowledge and more possibilities, so that local partners are sometimes taken aback, and cooperation on an equal basis becomes problematic. Guard against the "Calimero effect" ("poor little me, it's so unfair").
- Development organisations devote little attention to capacity building within sport.

They see sport as an activity. No investments are made in strengthening a particular sport or the organisations behind it.

- Capacity building by sport organisations chiefly takes the form of investing in people. They primarily offer programmes to train trainers, referees and recreational sport leaders, and less often invest in organisations and infrastructure. There is frequently a demand for trainers and training systems, but not enough attention is paid to whether the local partner organisation that will carry out these programmes is capable and suitable and, for example, whether the organisation will be in a position to train people itself after the project is completed.

### Conditions to enhance capacity building

Do what you are good at, but try to do it in the broader context of capacity building.

#### *Recognise the pitfalls and learn to avoid them*

The problems that may be encountered in capacity building are clear. Being aware of them and taking suitable measures to anticipate them can prevent problems and assure you of success. So be sure to put yourself in the shoes of the local partner in its local situation; do not simply regard sport as an activity but take its development seriously and view capacity building in the broader sense of the word.

#### *Offer an overall programme*

Capacity building can be divided into interventions at three levels: Human Resource Development (HRD), Organisational Development (OD) and Institutional Development (ID). Good and sustainable capacity building is conditional upon investing at all three levels. When it comes to sports, this is generally not done - investments mainly go to HRD and to some extent to OD. ID is much neglected.

It is difficult for sport organisations to be active at all three levels. It is difficult to negotiate with ministries for the recognition of diplomas, for supporting legislation (for example, physical education), so that trained sport instructors can

work in schools. As a consequence, in some countries the sport projects of sport and development organisations are just filling the gap caused when physical education is no longer given at school. This is of course far from ideal. Investments will therefore also have to be made at OD and ID levels. Sport organisations cannot tackle all three levels at once, and so they should work at capacity building levels for which they have expertise. But it must be clear at all times to the organisation that its activities are just one aspect of a broader overall programme. The ownership of the overall capacity building must lie with the local organisation, and this organisation will also have to decide the route it chooses to follow and how it wants to bring about social change. A joint consultation process should take place to decide what changes are needed internally and what possibilities there are for institutional change, perhaps by concluding agreements with governments.

There are so many examples of different forms of cooperation. For instance, KNVB and Unicef offer their core capacities within the MYSA project, in which KNVB concentrates on activities in relation to football and Unicef handles elements that relate more to society at large. See [www.toolkitsport-development.org](http://www.toolkitsport-development.org)>>Learning examples for a full description of the MYSA project.

#### *Local ownership is essential*

If we review the long list of projects taking place in sport and development, we see that a great many of them are not locally owned. Many projects are "airlifted" from the West to the South. Experience has shown that this is not very effective. A cooperative relationship must be developed with a local partner organisation before starting a project.

#### **Assessment of partner and possible cooperation**

Not every potential partner is suitable. It is important to assess a potential partner organisation before joining forces. You will need to address questions such as: Do our two organisations match in terms of mission and vision? What is the capacity of the partner organisation?



Kenya. NCDO, Sebastian Rich

Does the partner organisation have enough absorption capacity to assume ownership of the project? To what extent is this partner in a position to develop itself further?

A tool has been developed by Commonwealth Games Canada for the selection of a suitable partner: the Partnership Filter. Potential partners are screened on the basis of several criteria. The instrument, examples of how it can be used and a complete toolbox for selecting and developing successful partnerships can be found at [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>>Tools & tips>>Partnerships tools & toolbox

#### *Qualifications of trainers posted abroad*

Consultation of experts and professionals has shown that a shift is now taking place in the background of people who are posted overseas. They used to be people who had actually been trained as sport leaders (Dutch training programmes ALO, CIOS). Now they are often simply trained as sport administrators or sport managers. Because of this, they lack knowledge specific to a sport. Frequently, volunteers or students with insufficient knowledge of the situation in developing countries and too little experience are sent abroad. This has a negative effect on the quality of locally trained sport leaders and thus on local sport development. Qualified staff need to be enlisted, and there should be less reliance on volunteers with a less than suitable background.

Not everyone can be a sport instructor in a developing country.

*Capacity building must therefore first of all focus on developing the sport before other objectives in terms of development cooperation can be achieved.*

#### *Guarantee of continuity*

Many projects train local people. This is capacity building at the level of HRD. Often the project is dropped after this training is completed. But then what happens with the individual capacity that has been built up? Is it really utilised by the partner organisation or other organisations? Are more sport activities offered? To what extent does the target group take part? It is of great importance to evaluate the implementation of capacity that has been built up and to plan measures in the design phase of projects and programmes that will lead to a sustainable effect.

#### **Conclusion and recommendation**

A sport must first be well developed before any work can be done on social and community objectives. Capacity building must therefore first of all focus on developing the sport before other

objectives in terms of development cooperation can be achieved. And finally, let the cobbler stick to his last! Do what you are good at, and call on the expertise of other parties when you need it. The Netherlands can pride itself on an organisation that has concentrated all its energies on the development of capacity building by development organisations: PSO. To learn more about this organisation, go to [www.pso.nl](http://www.pso.nl).

#### **!** Lessons learned in capacity building



KNVB and MYSAs

Go to [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>>

Learning examples for a full description of the project.

The Royal Netherlands Football Association, KNVB, has been active in carrying out football development projects in developing countries since 1996. MYSAs was set up in 1987 in the Mathare slums in Nairobi, Kenya where it operates football programmes for children who, in exchange for their participation in sport and games, take on the obligation to keep their neighbourhoods clean of filth. KNVB is MYSAs's partner. The association trains trainers/coaches and helps to set up sport structures. This is accomplished through KNVB's coach-the-coach programme, by supporting National football associations to create appropriate sport structures, by developing a vision and managing and organising the sports activities.

At the end of 2005 a total of 14,000 boys and girls were committed to MYSAs: they take part in organised football under the guidance of their own youth leaders. Every weekend more than 1,000 football teams play on the empty lots in the slums. Young people may play if they promise to help the community by picking up rubbish, educating peers on HIV/AIDS, reinte-

KNVB, Johan van Geijn, MYSAs acrobatic exercise as an element of HIV/AIDS education



grating street children and getting them to school, etc. Capacity building within MYSA has been so successful that MYSA is now asked to put its knowledge and experience to use in other parts of Africa. Youth leaders trained by MYSA are carrying out similar projects in other parts of Kenya, in refugee camps in Uganda and in Tanzania. In addition, MYSA football coaches trained at the KNVB Academy train youth leaders in Kenya, Zambia, southern Sudan, South Africa and Mozambique.

#### *Tips from KNVB*

- Choose the right partner; work together with a strong local organisation.
- Make sure the local partner organisation selects the right participants for its courses. Training objectives must be formulated by the local organisation, not imposed on the basis of European standards. At any rate, the project must not be in conflict with the basic criteria or principles your own organisation applies for these activities.
- Cooperation should be long-term and based on a shared vision of training.
- By adding topics on social development, local coaches not only learn about football for their own development, but also gain expertise in relation to issues of the local community. This expertise makes them very valuable to the

‘football for development’ programmes.

- Transparent organisation with good accounting methods (factual and financial).



#### City Link Haarlem-Mutare

Go to [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>> Learning examples for a full description of the project.

Haarlem has maintained city ties with Mutare in Zimbabwe for many years. The City Link Haarlem-Mutare was founded to give form and substance to the relationship between the two cities. A sport project was set up in 2000 with the main object of embedding sport in Mutare's local municipal structure. It is a way to involve young people in activities in the community and to teach them to work together.

An important aspect of the programme was the training of local sport leaders: unemployed youths received instruction so that they could provide sport activities in the community. The sport leaders have joined together in Mutare Haarlem Sportleaders (MHS), and the sports activities are now coordinated and carried out

KNVB. Johan van Geijn. MYSA clinic with Aron Winter. Dutch Prince Constantijn is watching





City Link Haarlem-Mutare, Cees Versteeg

by MHS. The sport leaders are able to set up sporting events, give training courses, and so on, on their own.

*Tips from Haarlem-Mutare*

- Make sure your Western expectations are in line with the local situation.
- Always remember that you are working with volunteers. No matter how committed they are, earning their daily bread has priority.
- Train your organisation in networking and fund-raising. A great deal depends on visibility and funding.
- Take plenty of time (at least three months) for an analysis.
- Make sure that a plan is always a collaborative effort.
- Adapt your expectations for quality and implementation to the level of the individuals or the organisation involved.
- Delays are not the end of the world. Be flexible in your planning.



**Surinam Sport!**

Go to [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>> Learning examples for a full description of the project.

In 2003 NKS started the sport development project 'Surinam Sport!'. The object of this project is to build up and sustainably strengthen sport and physical education activities offered in western Surinam. There is special attention to the local sport infrastructure, to training of leaders and to participation by young people and women. The owner of the project is the Sahara Foundation, a partner of development organisation Cordaid. The project is carried out in cooperation with the Sports Directorate of the Surinamese Ministry of Education and Public Development.

The Sahara Foundation has been active in the Nickerie District since 1999 and in the Coronie and Saramacca Districts since 2003, strengthening community organisations and encouraging them to bring development to their community. An important role is played by sport in this work: sport as an instrument for community building is one of the three cornerstones. The other cornerstones are health and stimulating the local economy.

*Lessons learned by NKS*

On the basis of its experience in this project, NKS formulated a number of conclusions, some of which are stated below.

City Link Haarlem-Mutare, Jeroen Stol





Surinam, NKS

- In follow-up activities, NKS will no longer be the project owner, but a project supporter. A local organisation will be responsible for the project. Make sure that the most important local stakeholders attribute local ownership to the project owner.
- Make sure that the supporting organisation is a good fit with the local organisation and the project in terms of aspects such as identity and mission/vision/strategy. To achieve this, it is essential to carry out an organisational assessment before starting. You will find an instrument with criteria for screening potential partners at [website www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>>Tools & tips>>Partnerships tools & toolbox
- In "Surinam Sport!", the staff members of the local partner had an inadequate educational background, which meant that participants in the training programmes soon surpassed the staff in training level. During meetings, the staff member responsible for the project was shouted down, sometimes ignored and not taken seriously.
- Investments were only made to develop the local environment of the partner organisation at its own request. The partner organisation was insufficiently receptive to strengthening the capacity of its own organisation (this was perhaps too threatening), even though it was necessary. This imbalance in the relationship

between participants and the project owner resulted in a power struggle.

- Although there was advance knowledge of the Surinamese culture, NKS had insufficient knowledge of the Hindustan subculture, especially in the areas of gender (relationship between men and women) and the caste system. Knowledge was also insufficient about the relationship between the various population groups and the impact this could have on the project.
- Before the project started, not enough thought had been given to what effect the project might have on the personal position of the participants in their surroundings. As a result, side effects such as the changing relationship between men and women, were not adequately anticipated.
- Make sure you know what your objective is in training people and what sort of future participants will have once their training is complete. It is also very important that a project does not stop after training participants; in fact, this is precisely where the work begins. Enlist the trained leaders for the benefit of the local community and in networks wherever possible.
- Collaboration between local partner organisations must be transparent and smooth. Make sure that duties and responsibilities are clearly defined.
- Adapt your training to the availability of



Burkina Faso, NKS

the participants: if they can only come after working hours, then so be it.

- It is preferable to hold training in the participants' living and working environment.
- Involve the organisations which send participants as early as possible in the training process so that you can set straight to work on capacity building in these organisations and achieve broader support for development.
- Create a simple organisational structure; start small and (if possible) end big.
- Institutionalised organisations such as schools and churches seem to be better able to put into practice what they have learned than less institutionalised organisations such as sport associations and youth groups.

*Conditions to be met by the partner organisation, according to NKS*

The core elements that need to be present in a partner organisation are:

- Transparent organisational structure in which mission/vision/strategy are clearly formulated.
- The staff understand the mission/vision/strategy of their organisation and their own role and responsibilities in it.
- The organisation should pursue a social purpose.
- The organisation must be willing to learn and be receptive to capacity building.
- The organisation must be accepted by the local community.

- Apolitical.
- Logical/natural partner for the project.
- The organisation must be part of a network of local organisations. This will make it possible to enhance community support for sport and related activities.

*Success factors*

- Sport/community building is part of the vision or mission of the partner organisation.
- Final responsibility for project development, monitoring and evaluation rests with the local project owner, with external support (in the form of capacity building in this field) if needed.
- Local ownership, both by the actual project owner and the organisations taking part in the project.
- The project has a clearly defined position within the organisation and people are contracted to carry it out.
- Building the capacity of local organisations usually also results in capacity building of the local project owner.
- Plan training sessions at times and in locations so that the target group can take part.
- Make sure the training is well-organised and compact and can immediately be applied in practice by the organisation.
- Take into account the local context, use locally available teaching materials and enlist local leaders whenever possible.
- Decentralise the training, create a local safety net for project staff and support their participation in the local community.
- Involve and give recognition to the local community (and key figures in the community such as the headmaster, chief of police, etc.). Let the project belong to the community rather than to one single organisation.
- Local project staff need to be aware of the fact that they are role models. No drinking, no smoking, etc.
- Participants must be part of an organisation and cannot take part in the training as individuals; this greatly facilitates capacity building in the organisation.
- Make sure there is continuous feedback from the training and the participants to the organi-

sation.

- The training should focus on the participants' organisation; cases, traineeships and homework should be directly related to capacity building in their organisation.
- In addition to the training, also provide on-the-job coaching by the trainer within a participant's organisation.
- Simultaneously offering Sport Leadership and Organisational Management training gave a doubly positive impetus to cooperation and capacity building within an organisation.
- If training courses are open to participants from organisations of divergent backgrounds, it helps create networks and joint initiatives for community building.



## SCORE

Go to [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org) -> Learning examples for a full description of the project.

SCORE was established in South Africa in 1991 and became active in Namibia in 2000, in Zambia in 2002 and in the Netherlands in 2003. In the Netherlands SCORE NL supports the SCORE organisations in southern African by recruiting

and training volunteers and by contributing manpower and funding. Over the years SCORE has learned that investing in sports is necessary to operationalise sports effectively for development purposes. SCORE's mission is therefore to use sports to help young people acquire valuable skills and obtain opportunities to be successful and contribute to their community.

Many years of experience have made SCORE a stronger partner for other organisations active in sports and development cooperation. In several cases, people trained by SCORE at community levels now contribute to other projects in different countries. SCORE now focuses primarily on using these human resources in southern Africa, for example to support South-South and South-North exchange projects.

### *Four stages in capacity-building*

SCORE works with volunteers and assigns them based on their expertise to promote their home community build capacity. The volunteers work alongside paid staff members responsible for long-term ties with the community. The success, scope and durability of such capacity depends on the community itself and on the athletes involved. SCORE aims to facilitate the process. SCORE's contribution starts with a 'participatory needs assessment', which is an inventory of community

*Brasil. Unicef, Alejandro Balaque*







Malawi, Unicef, Christine Nesbitt

needs and member participation. The actual partnership depends on the current stage of the community. SCORE recognises 4 stages of capacity-building:

1. access through awareness and sports activities
2. skills-building – workshops and training sessions that enhance sports skills (as players, trainers or referees), life skills (communication and self-assertion sessions, healthcare information) and leadership and management skills (sports administration, application procedures, financial management)
3. building sports organisations and sports structures
4. building a support network (partnerships).

#### *Success factors*

Developing and advancing leadership within a community is essential for the approach to succeed. Identifying leaders and offering them good prospects is paramount. These leaders become the new 'local experts'. They are responsible for continuing the effort to build capacity in their own and other communities via the SCORE network. In the process, they acquire new skills and experiences that help them serve as role models. Based on experience, SCORE recognises the following success factors for building lasting capacity:

- Capacity-building should address the needs of the community. SCORE has a 'training menu'

and an intervention curriculum that is adapted continuously to meet the specific needs of the community. There is no 'one size fits all'.

- The actual process is the means to guarantee a long-term, lasting effect. Continuous support and coaching are pivotal in this process.
- Capacity-building is crucial at both individual and institutional levels and is conducive to structures within which these individuals operate.
- Such a process requires expertise and quality from the implementing or development organisation and continuous involvement from the partners.
- Local involvement and ownership by the community are essential.
- Partnerships should be with sports structures and organisations, as well as areas outside sports, for example related to development processes, such as with HIV/AIDS specialists.

#### *Lessons learned*

- Continue to focus on the basics (the actual sport, the athletes and the volunteer sports trainers) in building your structure. This will ensure continuity and a leadership system.
- The actual process is critical. Procedural approaches are often incompatible with 'logical frameworks' and financial annual plans. In many cases a project is more appropriate.
- Good and responsible leadership is essential at all levels.
- Manage expectations. Be realistic about what is possible with respect to the community, implementation of programmes and partners and donors.
- Synchronise the partnership programme with local, regional, national and/or international initiatives.
- Monitoring and evaluation are important but should remain relevant and user-friendly. They should be an integrated management tool to support implementation processes effectively, not an objective in their own right.

# HIV / AIDS

The UNAIDS "2006 report on the global AIDS epidemic" states that since the beginning of the AIDS epidemic, 65 million people have been infected with HIV, 25 million of whom have died. Some 40 million people live with the virus, including 10 million young people between the ages of 15 and 24 and nearly 3 million children. By far the largest number of people with HIV/AIDS live in developing countries. Countries in Africa south of the Sahara have the largest numbers of people with HIV/AIDS, 24.5 million or 64% of all HIV/AIDS sufferers in the world. AIDS is the number one cause of death in this part of the world. But the number of new infections is rapidly increasing in China, Indonesia, Eastern Europe and Central Asia as well.



Nicaragua, Unicef, Alejandro Belague

Go to [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>>

Themes>>HIV/AIDS for more information and more detailed project descriptions.

It is therefore important to fight this epidemic. All over the world, sport is seen as a valuable instrument in the fight against HIV/AIDS.

Sports activities can contribute to people's general development, helping them to acquire social skills and strengthening self-awareness. Sport is not only a means, but also an end in itself. The strength of sport lies in a number of factors: to start with, sport has a positive image. In addition, sport is a cohesive factor, with a universal language that brings people together, on the basis of which friendships can be concluded, information can be exchanged and awareness can be increased of health and health risks such as HIV and AIDS.

It offers a good opportunity to bring HIV/AIDS to people's attention. Sport is seen as an important and effective instrument with which to combat the spread and impact of HIV/AIDS. Basically, it is very

effective because sport is able to reach the groups most at risk of being infected with HIV (women and young people, especially girls). When the message is embedded in a sports activity, the target group is more open to it, because it is linked to their favourite pastime and often involves trusted relationships. But also because sport brings people together and promotes tolerance, respect and solidarity (UN, Sport and Development: towards achieving the Millennium Development Goals, 2003).

The UN Inter-Agency Task Force Report concluded that sport could be used as an innovative and effective tool in achieving the MDGs, specifically as they relate to education, gender equality, HIV/AIDS and the reduction of major diseases.

For these reasons, sport & HIV/AIDS projects are of great importance for the worldwide struggle against the epidemic. But how do you use sport

as an "effective" instrument in HIV/AIDS projects? Sport organisations have gained experience in recent years in how to use sport as an instrument in the prevention of HIV/AIDS. This practical experience plus the theoretical background form the basis for this chapter and can be taken as starting points for the development of HIV/AIDS sport projects.

"My name is Patrick Lupiya. I have a daughter, Dina, who is in the Right To Play sports programme. She is 14 and recently she has learned a great deal about her health. She has learned how to stay away from HIV. It is very difficult for us to talk with our daughter about her sexual behaviour. Right To Play made that easier for us. When our friends did foolish things, we could tell them that they had to change their behaviour. We have learned not to beat about the bush and just to say what we mean. I sincerely hope that the AIDS education programme for young children will continue." Interview with Patrick Lupiya, father in the Chikumbi community. ([www.righttoplay.com](http://www.righttoplay.com))

### What is HIV/AIDS?

First, a few facts about AIDS. AIDS is an incurable illness caused by the HIV virus. HIV stands for Human Immune Deficiency Virus, and is sometimes also called the AIDS virus. The virus breaks

down the immune system. This makes the body more susceptible to all manner of infections and certain forms of cancer which it would otherwise be able to withstand.

AIDS stands for Acquired Immune Deficiency Syndrome. This means that a person's immune system no longer functions as it should. This allows the tenacious virus to do its destructive work and break down the immune system.

### How does HIV spread?

The HIV virus is passed on:

- by unsafe sexual contact with a person who is seropositive;
- by receiving infected blood;
- by using contaminated injection needles;
- from a seropositive mother to an unborn child.

### Can HIV/AIDS be treated?

Since 1996 new drugs have been available which, in certain combinations, stop HIV from replicating itself in the body. Thanks to this, people with HIV can stay free of illness longer and thus live longer lives.

### The AIDS epidemic seems to be stabilising

Thanks to all-out efforts to stop the virus, the AIDS epidemic seems to be stabilising, according to the UN organisation UNAIDS. Nevertheless, UNAIDS

Right To Play



predicts that the epidemic will still affect many between 2002 and 2010. According to recent figures, there are more than 4.1 million new infections (over half of them in young people and children).

"Things are very bad in the community where I come from. It is a rural area. Rural areas are badly neglected. The roads are in poor condition. There is only one hospital in the entire area. Obviously, the children here do not have access to health education. Almost everyone here is infected with the HIV virus. Most children are orphans. All around us we see parents and other relatives dying. I have lost four uncles and one aunt to HIV/ AIDS. I saw them suffering. Then I decided to do something about it."  
Interview with coach Kelvin (Right To Play)

#### *Problem in developing countries*

HIV/AIDS is a particular problem in developing countries:

#### *Poverty*

Because of the poverty in developing countries, the consequences of HIV/AIDS are more serious than in the West. People's resistance is lower because they do not have enough to eat and because they lack clean water. As a result, it is easier for the HIV virus to make them ill.

Malawi, Unicef, Christine Nesbitt

#### *Gender*

Worldwide, 17.3 million women are infected with HIV; over 13.3 million of them live in sub-Saharan Africa. This means that 59% of all those in this region who are HIV-positive are women.

*Worldwide, 17.3 million women are infected with HIV; over 13.3 million of them live in sub-Saharan Africa.*

#### *Orphans/street children*

Because adults die, many children in developing countries are left behind without parents. An estimated 15 million children have lost one or both parents to AIDS.

"At school you learn your lessons, you know? But the Live Safe, Play Safe programme teaches you through play. The competitions leave a lasting impression in the eyes of children. They become involved and have fun. And they can go on playing at home, with friends. And there they talk about HIV/AIDS just as they learned to do while doing sports. It's such a wonderful thing to see."  
Interview with coach Kelvin (Right To Play).





Right To Play

### *Discrimination*

People with HIV/AIDS are often discriminated. Many people do not want to mix with people who are infected, because they are afraid of becoming infected themselves. In some communities, people even act as if it is 'your own fault' if you become infected with HIV.

### **Direct consequences for sport organisations**

The spread and impact of HIV/AIDS has dramatic effects in the world of sport as well. The HIV epidemic primarily affects children and young people in the prime of their life. And precisely children, young people and adults up to age 45 are active in sports. It means that sport organisations in developing countries increasingly find that athletes, coaches, staff, volunteers and members become ill and die, must be absent, or resign because they have to care for sick relatives.

In short, there are plenty of reasons for sport organisations to tackle this problem energetically and methodically. On the one hand, it means providing for new influx by recruiting new volunteers, members, coaches etc. On the other hand, many sport organisations will need to develop programmes for their present staff and members to prevent the spread of the virus. For people who have already been infected, a safe and supportive environment must be

created. Athletes, especially when they have HIV, need to be sure that their sport organisation is a safe place.

See also the 'Code of Practice on HIV/AIDS and the World of Work' which has been developed by ILO and UNAIDS ([www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>>Themes>>HIV/AIDS)

### **Sport as an instrument against HIV/AIDS**

Sport is regarded all over the world as an important and effective instrument with which to counter the spread and impact of HIV/AIDS. Sport can reach groups of people who are at great risk of becoming infected with HIV, such as young people. If the message is embedded in a sports activity, the target group is more receptive to it. It is a known fact that a message has more effect if it is related to the interests and the daily experiences of target groups (Van Woerkum, Van Meegeren, basisboek communicatie en verandering, 1999). Information on HIV/AIDS is less threatening when it is placed in the context of sport, in part because of the trust involved. In addition, sport can promote understanding and respect for people who are HIV-positive.

### **Insight into context and determinants**

#### *The basis: preparation and insight*

If you want to use sport as an instrument to prevent HIV/AIDS, you must remember that the attitude and the behaviour of individuals and/or groups are based on habit, knowledge and social, cultural, political and economic factors. These are the determining factors for the success of sport as an intervention tool in the struggle against HIV/AIDS.

Don't simply set up your own educational information activities. Before an HIV/AIDS sport project is started, it is important to collect information about existing visions, policy, HIV/AIDS intervention strategies in that country. It is of vital importance that you are aware of local morals/-manners and customs. If this knowledge is not present within your own organisation, it will have to be obtained through local partner organisations.

Of course information will also have to be gained about existing programmes and the current state of affairs. For example, see what information UNAIDS has about a country before starting an HIV/AIDS sports project ([www.unaids.org](http://www.unaids.org)).

An example of a good resource is the APDIME Toolkit (Assessment, Planning, Design, Implementation, Monitoring, and Evaluation of HIV/AIDS interventions). This toolkit was developed for USAID as an instrument for the design of effective projects and programmes for developing countries. It offers resources, information and tools for each step in the policy-making process and the actual project ([www.synergyAIDS.com/apdime/index.htm](http://www.synergyAIDS.com/apdime/index.htm)).

### *Determinants*

Read the entire article on determinants in relation to sport and HIV/AIDS at [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>>Themes>>HIV/AIDS

To influence people's behaviour, it is necessary to understand the factors that determine that behaviour. Insight into these factors provides insight into possible interventions as well. When used in sport programmes, determinants are classified into three levels (Source: Wim Delva & Marleen Temmerman, 2006).

### *Right To Play*



### *1. Determinants at the level of the intervention (attitudes and communities)*

This is about the attitudes and perceptions in communities and about opportunities to take part in sports (infrastructures, capacity and finances etc.). Recognition of the socio-cultural and the political determinants is decisive for a successful implementation of HIV/AIDS prevention sport programmes.

To set up a successful project, these factors must be taken into account. A crucial aspect here is cooperation between sport organisations, schools and government bodies and involvement of the parents. This sets in motion a process of development of positive values and social skills through sport which goes beyond the playing field and the training and becomes an inseparable part of daily life.

### *2. Determinants at the level of sexual behaviour*

Perceptions and attitudes are not independent of a person's cultural background and social networks, and sexual behaviour is never exclusively based on the choices of individuals. Other factors always play a role as well, such as peer pressure and role models, self-esteem, satisfaction of needs and assumed benefits in relation to risks.

To effectively influence behaviour through sport programmes, a context analysis must first be made so that barriers to the development of knowledge, attitude and behaviour are identified.

### *3. Determinants at the level of the epidemic*

HIV/AIDS affects all of society. The question is: will a change in behaviour lessen the number of HIV infections and slow the spread of HIV? Factors influencing the broader context are:

- availability of HIV/AIDS inhibitors;
- prevention programme for pregnant women;
- HIV tests, condom availability and use;
- sex education;
- sexual behaviour of the target group;
- the sexual behaviour of non-targeted groups;
- the interaction and relationships between these two groups and the backgrounds, knowledge, attitudes and behaviours on which they are based.

Before developing a sports programme, these factors will have to be understood so that interventions can be based on a full appreciation of interdependencies.

takes place, knowledge about methods of treatment, knowledge about taboos, etc. Coaches and sports heroes are good 'messengers', and sports tournaments and competitions are good channels of communication.

### Coaches

Coaches and sport leaders are in a good position to put across HIV/AIDS prevention activities in sport programmes. Young people who take part in sports often have a special relationship of trust with their coach. This trust puts coaches in an excellent position to discuss sensitive topics (such as sex) and to show their acceptance of people who are HIV-positive.

### Athletes as role models

Athletes can play an important role for all groups in fighting the epidemic. Sport lovers identify themselves with their sports heroes and generally feel that there is a certain degree of trust between them and their hero. It is this popularity of athletes that makes them excellent ambassadors for the HIV message and thus for enhancing awareness and knowledge. (De Transactioene Overheid, W.J.A. Nelissen and G.C. Bartels, 1998).

### Sports tournaments and competitions

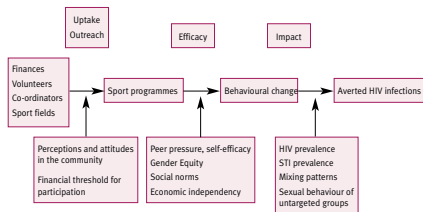
Sports tournaments and competitions often draw large crowds and much interest. This makes them an excellent place to provide information to participants or the public, mainly for awareness-raising purposes. To achieve this, however, a structured approach must be used, and the focus must continue to be aimed at sports and matches.

### Life skills

Life skills are necessary to prevent young people from being infected with HIV/AIDS. Practising sports in a group involves a great many lessons in life such as fair play and teamwork. Essential lessons of life can be learned in the context of sports, supervised by trained sport instructors. They may include skills in a wide variety of fields, such as putting on condoms, teaching girls to say no and to make their boundaries clear. These skills are primarily aimed at increasing self-confidence. Moreover, research has shown that growing

## Stages and determinants of the intervention-impact cascade.

(adapted from Grassly et al., 2002)



This point of view was the starting point for the development of the intervention-impact cascade model (Grassly, Garnett, Schwartländer, Gregson & Anderson, 2001). This phased model shows that by influencing certain contributing factors, sport can be an effective instrument in the prevention of HIV. The model is extensively explained in the online toolkit at [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org) >> Themes >> HIV/AIDS

### Four pillars for effective HIV/AIDS programmes

Four pillars are necessary for effective HIV/AIDS programmes. If sport is part of development initiatives, it can support these four pillars, which are:

- Knowledge.
- Life skills.
- A safe and supportive environment.
- Access to social networks.

### Knowledge

Knowledge is necessary for prevention: Knowledge about HIV/AIDS, knowledge about how infection

children who take part in sport develop a sense of self-esteem and respect for their bodies.

#### *Safe and supportive surroundings*

In safe and supportive surroundings, people feel better able to stand up for themselves, to express themselves, discuss sensitive topics, etc. The nature of sport and play is informal, social and pleasurable. Because of this the sports field and the playing field can provide the safe environment that is necessary for effective HIV/AIDS programmes and activities. Sport can offer a forum for open discussion of the disease. Sport also offers a chance to people who live in difficult or harsh circumstances to play and to express themselves. The role of the coach is very important here. There is no ready recipe for how a coach should play this role or for the requirements a coach

must meet. But in the context of HIV/AIDS programmes it can be said that a coach must in any case be sensitive and socially concerned towards the participants. In principle, these are basic skills for every sports coach. Oscar Mwaanga, the president of EDUSPORT, sketches the role of the coach in his book "KICKING AIDS OUT" Through Movement Games and Sports Activities. See [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>> Themes>>HIV/AIDS

It is necessary to pay special attention to this in training the coaches. A coach must have knowledge of HIV/AIDS, of the local situation in relation to the illness, but also of the cultural norms and values in respect of HIV/AIDS. Sometimes the coach sets a poor example by abusing women athletes. It is also necessary to

*Uganda, Unicef, Giacomo Pirozzi*





involve and train female coaches in women's sports in order to offer women a safe environment in which they can take part (IOC/UNAIDS, "Together for HIV and AIDS prevention, a toolkit for the sports community", 2005).

*Sport also offers a chance to people who live in difficult or harsh circumstances to play and to express themselves.*

#### *Access to social networks*

Access to a social network is important in the struggle against HIV/AIDS. In the social network, information can be disseminated and discussed; people who live with HIV/AIDS can be included in the network; access to medical services is simplified in a social network. Sport is readily able to offer this social network, and thus to ensure access to these services. Sports competitions and matches attract and can bring together a large number of people from various backgrounds. Moreover, many people have positive associations with sport. Thus, information may find its way to target groups that cannot be reached via other channels, such as street children.



*Jemen, Unicef, Cedric Galbe*

#### **Example of a game used by Right To Play**

Go to [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>>  
Learning examples for more information.

#### **Game:** Don't Trust Your Eyes

**Purpose:** To promote discussion of stigma and discrimination.

**Materials:** Small object (ball, bottle, etc.)

**Time:** 10 min.

**Procedure:** Divide participants into two equal teams. The teams line up shoulder-to-shoulder facing one another across a 5-10 metre space. Explain that the first team will pass a small object among themselves behind their backs, while the second team claps and counts to 30. When the second team has reached 30, the first team must stop passing the object. The second team then has three chances to guess which player on the first team is holding the object. Both teams should have several opportunities to pass the object or guess.

#### **Discussion points:**

What do you think this activity has to do with stigma and discrimination based on HIV/AIDS? The object represents HIV. It can be caught by anybody, and it is difficult to tell who has it. Do you see HIV+ people stigmatized in your community? How? Do you see HIV+ people discriminated against in your community? How?

#### *Right To Play*



What causes stigma and discrimination?  
 How should we respond to people who are HIV+?  
 How can we fight stigma and discrimination?

#### Awareness game

This game is an example of an awareness game. In awareness games, sports and play are translated into HIV/AIDS objectives. Not only do they teach sports skills, but also life skills, which are extremely important in HIV/AIDS prevention. The object is to ensure that young people have the life skills and the self-confidence they will need if they want to change their behaviour.

#### Conclusion and recommendation

The number of sports projects aimed at combating HIV/AIDS has increased explosively all over the world (Van Eekeren, 2006). In the past few years, several sports organisations have gained experience with the use of sport as an instrument in HIV/AIDS projects. Despite this, it is noteworthy that not enough hard facts and figures have become available to demonstrate the effects of these efforts.

Before developing an HIV/AIDS sport programme, it is essential to gain an understanding of the HIV/AIDS context in the country in question as well as the determinants of behaviour. Organisations and donors alike must be aware of the importance of a thorough assessment of the situation, one that sets forth all facets of the HIV/AIDS issue and the lines of action that can be followed. Advance knowledge should also be gained of the experiences of other organisations in the country in question, so that barriers to the development of knowledge, attitude and behaviour are clear. This allows you to optimise the effect of your efforts and to avoid possible pitfalls. Moreover, if you define your starting position in quantitative terms, the results of your efforts will be measurable, and the effectiveness of interventions can be made transparent.

#### ! Lessons learned in respect of HIV/AIDS



#### Right To Play

Go to [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>>Learning examples for a full description of the project.

What are the key elements for the successful utilization of sport and play in an HIV/AIDS prevention project? We legden deze vraag voor aan de specialisten van Right To Play. Op de online toolkit is meer informatie beschikbaar over de aanpak van Right To Play. [www.toolkit-sportdevelopment.org](http://www.toolkit-sportdevelopment.org)>>Best Practices

#### Key elements

- Solid local partner organizations for successful cooperation;
- Alignment of Right To Play's program objectives within the policy and action plans of national governments; and
- The support and belief in the capacity of the coaches to implement activities i.e. educate youth about protecting themselves, encouraging healthy lifestyles and discussing issues

Right To Play





Right To Play

such as stigma, discrimination and social isolation.

- Take time to understand the HIV/AIDS context in the country of operation, have a good sense of all the players and be sure to understand where the Right To Play program fits within the bigger framework
- Identify committed local athletes willing to address the HIV/AIDS issue to the public in special events, media support, social mobilization activities etc.
- Emphasize and focus on regular and repetitive activity which has been demonstrated as a contributing factor towards behaviour change, more so than on festivals and large scale events alone.
- Focus on a specific sector. A single focus (immunization, HIV/AIDS, education) approach allows international project coordinators to work more effectively.

#### *What are the pitfalls?*

- When aligning with the policy of the national government, the efforts of Right To Play in fighting HIV/AIDS are not stand-alone but are part of an integrated approach. Therefore it is challenging to identify what result can be attributed to the work and investment of Right To Play.
- Another pitfall, or rather a challenge, which is a key element for success, is measuring of the results. To measure behaviour change in young

people coping with the HIV/AIDS epidemic is very complex. Right To Play is developing tools to continue measuring output and outcome from its interventions. As the programs align strategically to national government objectives, the impact will be measured longer term through recognition of Right To Play's intervention in affecting key impact indicators set by the governments in question.

- Don't forget that sport in itself can never be the only instrument to fight HIV/AIDS. It is powerful, but has to be part of an integrated approach.

#### *What are important do's and don'ts for a sport development worker active in a sport and HIV/AIDS project?*

##### Do's:

- Quality training/workshops. Make sure you have access to the latest and most up to date information on the subject. You are responsible for the information that you provide so ensure it is correct.
- Involvement with global and local partnerships to ensure maximum use of project capacity.
- Coordination with other NGOs and government agencies working in the field of HIV/AIDS (national and regional HIV/AIDS Secretariats, WHO, UNICEF etc).
- Commemorate special thematic days, e.g. World Aids Day, to get optimal results in mobili-

sing people and providing information and education on key health issues. Special events provide the opportunity to showcase the convening power of sport.

*What are important do's and don'ts according to Right To Play?*

Don'ts:

- Implement the project without undertaking a proper context- and situation-analysis and without consultation of local partners, communities and parents. Health specific materials are culturally sensitive and their improper presentation has the potential to be offensive. Consensus must be reached in terms of how materials will be presented to the children and youth of the community.

What are the key elements for a successful sport and HIV/AIDS project according to Right To Play?

- Be innovative.

*Right To Play*



- Choose a sport that is popular with young people (all young people love football).
- Football attracts a crowd. This is an opportunity to bring together the entire community for a competition.
- Information on HIV/AIDS is distributed in the community in the local languages and using accessible forms of art and theatre (drama and poetry) with which both young and old can identify.
- All sectors and communities must work together as a team (health, sport, education, community and youth).
- Qualified and professional coaches and trainers.
- Integration of voluntary HIV tests.
- Focus on prevention for the uninfected.



**Kicking AIDS out of Kenya**

Go to [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>>Learning examples for a full description of the project.

Unicef project for women against HIV/AIDS

Unicef Netherlands supports several development projects in which sport plays a large role.

One such project is Kicking AIDS out of Kenya. In a number of districts in Kenya, this project aims to combat HIV/AIDS infection through girls' football. The project contains interesting lessons for the role of sport in fighting HIV/AIDS and in gender empowerment. The project is explained in further detail in the chapter on gender.

**Kicking AIDS Out Network**

Go to [www.kickingaidsout.net](http://www.kickingaidsout.net) for more information.

Kicking AIDS Out! is an international network of organisations working together using sport and physical activity to raise awareness about HIV/AIDS and motivate behavioural change. Programmes implemented by member organisations integrate sport skills and life skills through movement games, role plays, drama and other



Kenya. Unicef, Giacomo Pirozzi

cultural and recreational activities. Central to success and sustainability is capacity building. Kicking AIDS Out develops programs to train coaches, trainers and leaders, building capacity at the individual, organizational and community level.

#### *Members from the South*

- Mathare Youth Sports Association (MYSA)
- Sport Coaches' Outreach International (SCORE)
- Tanzania, Education, Sport and Physical Activity Promotion Programme (EMIMA)
- National Sport Council of Zambia (NSCZ)
- Edusport Foundation, Zambia
- Sport in Action (SIA), Zambia
- Youth Education through Sport (YES), Zimbabwe

#### *Members from the North*

- Right To Play, Canada
- Commonwealth Games Canada (CGC)
- UK Sport, Great Britain
- The Norwegian Olympic Committee and Confederations of Sports (NIF)
- Norway Cup

# Gender equality in sport and development cooperation

In many developing countries, the role of women is still subordinate to that of men. Women have less freedom than men in making choices to develop themselves, their talents and skills. Girls are expected to do a lot of work in the household and have less access to education than boys. Girls are often married off at a young age. If activities are organised in the community, they are generally just for boys and men.

For well-balanced and sustainable social development, men and women must have equal rights, responsibilities and opportunities: gender equality. The third UN millennium goal is to promote equality of men and women. Gender equality is therefore an important theme for development cooperation.

Go to [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>> Themes>>Gender for more information and extensive project descriptions.

Sport can make a significant contribution to improving the position of women. By offering sports activities to girls and women, they get a chance to develop and increase their self-confidence. Girls and women who excel at sport can act as role models for other girls and women. Ultimately this can lead to a change in the self-image of women. By letting girls take part in sports together with boys – and by convincing parents and community leaders that sport is also positive for their daughters - the preconceptions boys and men have about girls can be eliminated.

Greater independence in sport can lead to greater independence in other areas of life and can thus help strengthen the position and the rights of women.

But how do you work effectively on gender equality in sport and development projects? This chapter will describe the concepts and offer some insight into obstacles to women's participation in sport programmes. In addition, it will discuss the conditions for successful projects and give a summary of incentive measures. The chapter winds up with a conclusion and recommendation for effectively tackling the issue of gender equality in sport and development projects.



22.000 women and girls reached the finish line after 10k of the 'Course Feminine' in Casablanca, Morocco. read more on the next page.  
Photo: Nike, NCDO

**More respect thanks to sport**

At three o'clock in the afternoon the school bells rings in the Mwamunga Primary School in Kenya's Kwale District. A few minutes later, 15-year-old Zainabu Kazungu Nyamvula collects her girlfriends for their daily football training. One year ago Zainabu joined her school's football team, which was set up with the help of Unicef. Now she is the captain. She obviously commands respect on the bare field; she is a role model for the other girls at school. "My parents thought that football was really a boys' game", she says. "But my teacher explained to them that I would learn a lot from it." He was right, says Zainabu." (read a full description of the Unicef project at [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>>Learning examples)

**What is gender?**

The term gender is used in contrast to the term sex; the latter refers to the biological differences between men and women. Gender can be defined as a social construct of views, images and assumptions about masculinity and femininity with the corresponding norms for behaviour of men and women. These norms are not fixed, but are related to the time and the prevailing culture. What is considered masculine behaviour or a masculine

trait at one time or in one culture may be considered feminine in a different cultural context.

**Gender and power**

Gender is an important structuring principle for social relationships and so it is also a way of dividing power. Gender lies at the basis of important power differences in society.

**Gender mainstreaming**

Organising, improving, developing and evaluating policy processes so that the perspective of gender equality is integrated into all policies by the people who formulate them. This is called gender mainstreaming.

(Sources: [www.emancipatieweb.nl/gm](http://www.emancipatieweb.nl/gm), [www.un.org/womenwatch](http://www.un.org/womenwatch), Council of Europe, 'Gender mainstreaming: conceptual framework, methodology and presentation of good practices'. Strasbourg, EG-S-MS (98) 2, May 1998.)

**Gender is inevitable**

When you work within sport and development, you need to be aware that gender always plays a role in such projects, whether you like it or not. Participation in sports activities by girls and women often cannot be taken for granted; the reverse is sooner the case. Norms and values anchored in all facets of society will often act

Senegal, Unicef, Louise Gubb





Morocco, Nike, Carolien van Wersch

as a barrier to participation. And this surely applies to sport. 'Sport is 'masculine'; women are expected to focus their energy on hearth and home'. This is the prevailing opinion, especially in Islamic communities. If this is not taken into account in setting up programmes and projects, the participation level of women will be low.

"The first approach taken by MYSA was a gender programme aimed entirely at girls. There were no activities directed at the immediate environment: boys who were already taking part in MYSA programmes, the girls' families. After an initial success, this led to a drop in participation. Girls stopped attending because their environment criticized their behaviour. In the past few years, a renewed approach has widened the focus of the gender programme to include not only girls but also influencing and involving boys and parents. It is essential to give consideration to the hours at which girls are available for playing sports, and not to compete with their 'hours of work' for the family. This is definitely an obstacle for girls to take part in sport. Thanks to these measures, we have been able to ensure the long-lasting participation of girls." (Johan van Geijn, KNVB). Go to [www.toolkitsport-development.org](http://www.toolkitsport-development.org)>>Learning examples KNVB for a complete project description.)

However, going to great lengths to recruit women for projects without having a well-thought out strategy is certainly not recommended either. Because it can break down patterns, many unwanted side effects might occur. Such projects can only be successful if - during their definition phase - consideration is given to the significance ascribed in the local context to gender and its relationship to sport. Moreover, clear and realistic objectives must be formulated in relation to gender equality.

### Gender Equity in Sport and Development Conference

On May 21th 2006 22.000 women and girls reached the finish line after 10k of the 'Course Feminine' organized by Olympic Champion Nawal El Moutawakel in Casablanca, Morocco. Among them were 40 international women whom all participated in the three-day conference on Gender Equity within Sport for Social Change programs. The conference was initiated by Nike, who is a strong supporter of programs which advocate girls and women participation in sport, and was organised in cooperation Moroccan organization for Sports and Development (AMSD) founded by Nawal El Moutawakel, and the National Committee for International Cooperation and Sustainable Development (NCDO) The attendees came together to share experiences, identify challenges and create a movement that will support sport as a tool in dealing with gender equity in development programs. Follow up workshops with a focus on monitoring and evaluation are organised by Nike's Corporate Responsibility department. In the past years, Nike has been actively supporting programs that use Sport for Social Change. They have identified and developed partnerships with strong organizations like Mama Cash, MYSA and the Rwanda Girls football league. To read more, go to [www.nikeresponsibility.com](http://www.nikeresponsibility.com) and [www.toolkit-sportdevelopment.org](http://www.toolkit-sportdevelopment.org)>>Themes>>Gender

Gender as a cross-cutting issue and a specific theme

A strategy to achieve gender equality that has



gained worldwide acceptance is gender mainstreaming. This strategy ensures that attention is given to equality of men and women in all activities of an organisation: mission, policy, strategy, human resources policy, as well as programmes and projects. The UN propagates this strategy.

If an organisation wants to address the theme of gender seriously and thoroughly, it must first take a look in the mirror: to what extent are men and women equal in its own organisation? The same applies to the local partner organisation. Otherwise there is a big risk that the project plans give great priority to equality, while the key positions in the organisations carrying out the plans are held mainly by men (in other words, practise what you preach). This means that sport development organisations need to ensure that all their activities are gender-sensitive, including projects with a different theme. For instance, when training trainers in the context of capacity building, attention must also be given to the importance and the role of female trainers, and to the relationship between the coach (often a man) and trainees (often women).

In addition to mainstreaming, specific interventions are needed, especially in situations where there is great inequality between men and women (UN, 2006). These interventions are primarily intended to improve and strengthen the position of women (empowerment) – for example, setting up a football competition for women. It is the combination of the two strategies that ultimately leads to equality.

#### *Two strategies needed*

To summarise, there are two strategies for gender equality:

- 1) Gender mainstreaming: creating gender balance in policy, structures and management, bringing about a sustainable change in mentality through all the activities of an organisation, change from the inside out.
- 2) Empowerment: activities specifically aimed at participation by women without directly tackling existing structures (bottom-up approach).

Remember: An effective approach uses both strategies at the same time!

#### **Why attention to gender?**

An important reason to aim for a high level of participation of girls and women in sport and development projects is that it can bring them the physical, psychological and social advantages of sport. Participation in sports activities, as long as it is organised with knowledge and skill, can bring not only better health but also discipline, self-awareness, self-confidence, independence and leadership skills. Women will often start to feel stronger both physically and psychologically. From a social point of view, they gain experience with teamwork, negotiating, planning, winning and losing. Sport also yields up social networks. This broadens a person's perspective; women learn more about their community and the world outside of it, and are able to identify opportunities they would otherwise not have been aware of. Because sport increases self-confidence, girls are better able to stand up for themselves. This is important for the prevention of unwanted sexual contacts and pregnancy. Sport is therefore a means in preventing HIV/AIDS.

#### **Gender equity in sport & development cooperation**

Most development organisations strive for gender mainstreaming. In addition, activities are aimed specifically at girls and women in order to improve their position. Gender thinking is more strongly anchored in the development sector than in the sports sector (Van Kampen, Gender, sport en ontwikkelingssamenwerking, 2001). The larger development aid organisations and organisations such as the UN and the World Bank have expertise in this field and have integrated the theme of gender in their organisations and programmes (zie [www.un.org/womenwatch](http://www.un.org/womenwatch), [www.worldbank.org/gender](http://www.worldbank.org/gender)).

Sport organisations primarily aim to increase participation by women in sports activities. At a project level, objectives and activities are often formulated that will increase the participation level of women and girls. This is expected to strengthen and improve the position of women by



Morocco, Nike, NCDO

increasing their self-confidence. However, if gender equality is to be achieved, the underlying structures need to be tackled as well. To change unequal relations, both women and men need to be aware of these relations and the benefits of change. The present situation needs to be defined at the community level, as well as the systems and forces on which it is based. Raising the participation of women in sports activities without attention to these aspects is a risky prospect.

### Cross-fertilisation desirable

This theme once again shows the usefulness of cooperation between sport organisations and development organisations. The gender issue is a pre-eminent theme for development cooperation: this sector has worked on gender equality for decades. A great deal has been learned by trial and error; most mistakes have already been made more than once. Gender mainstreaming has become widely accepted. Sport organisations no longer need to invent this particular wheel, but can build on procedures and methods that have been tried and tested in practice. Similarly, development organisations no longer need to break their heads over the question of how to train women sport leaders or how to set up sports activities that are attractive to women and make them want to join. Sport organisations such as sport federations and umbrella organisations already have this expertise.

"We ran into the problem that husbands no longer let their wives take part in the sport leader training course, because they might be learning just a bit too much. In fact we had not really thought this through well enough beforehand. You think you are emancipating the women, but you have to emancipate the men at the same time or the effect may be counter productive. What is more, you also need to think about the impact it can have on women, because we saw some really unpleasant things happen in that respect. Women who had done the training

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Morocco, Nike, NCDO





Morocco, Nike, NCDO

became quite confused because they learned a lot more than their traditional role allowed them. This was another important lesson for us." (Leonie Hallers and Inger Quanjel, NKS Suriname project; read more in the chapter on capacity building and at [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org) -> **Learning examples**)

This problem can be prevented by involving opinion leaders and key figures from the local community in the definition phase of projects and programmes. Local and regional women's networks should also be approached at an early stage, so that you can jointly set down the existing norms in relation to the project and the significance of aiming to achieve gender equality. Gender should be made a permanent item on the agenda in consultations with the local partner. This way, gender will come up at least briefly at every meeting. Even if there is nothing to report on this item, all those present will be reminded of their own gender sensitivity and of the project's objectives in relation to gender and women. Regular reminders of gender sensitivity and gender objectives are important for a sustainable change in the relations between men and women (Van Kampen, Gender, sport en ontwikkelingsamenwerking, 2001).

**Example of women's networks in Brazil**  
Rede Mulher de Educação, partner of Oxfam

Novib, is a network of 23 Brazilian women's organisations. Together they work for equal treatment of men and women. Government agencies, schools, NGOs, medical or legal institutions: everyone can participate in the educational projects for gender, citizenship and leadership. After all: "The more a woman isolates herself socially, the more vulnerable she becomes."

Joining forces, working together. This is the philosophy of the Brazilian organisation Rede Mulher de Educação. Vera Vieira, coordinator: "Rede Mulher promotes and facilitates the inter-connection between women's groups all over Brazil and abroad." It works both ways, says Viera: "A project focused on income generation, for example, will result in giving women access to financial resources, but it also makes them stronger citizens, who are aware of their rights."

Source: Oxfam Novib

### Obstacles to sport participation

There are several obstacles to projects and programmes that aim at sport participation by women. They can be divided into three categories:

#### *Safety*

Safety is a key factor with several dimensions. The first one is the accessibility and the location of the sports facility. Secondly, these projects and programmes involve a power relationship with coaches and sport leaders. Without specific attention to this aspect, cultural patterns from the community will repeat themselves here, putting women and girls at risk of sexual abuse, for example. This brings us to another aspect: the reputation of girls and women may be damaged by their participation in sports. In many cultures, women will face physical and social punishment if they show behaviour that is considered masculine.

#### *Other obligations and limited available time*

In many developing countries, the socio-economic

division of tasks leaves women little time to themselves. Not only do they have to care for the family, but they are often also the breadwinner. Although educational and sports activities often reinforce one another, they may also lead to tension in a situation with limited resources and a lack of time. This must be taken into account in planning sports activities, by choosing suitable times in consultation with community leaders and parents.

#### *Norms in relation to gender and sexuality*

Sports activities take place in a socio-cultural context. Sport is frequently regarded as masculine. There are also myths that discourage sports, for instance that girls may lose their virginity by practising sports. Clothing can be a troublesome matter. Many cultures do not tolerate tight clothes and bare limbs. This played a role, for example, in a project of Women without Borders in India. The purpose of the project was to teach women

Pakistan, Unicef, Asad Zaidi



to swim. A disproportionate number of women were drowned in the tsunami because they could not swim. Nevertheless, women were only willing to take part in the swimming lessons after the clothing had been adapted to their specific wishes.

#### **Get busy**

Experience with working toward gender equality has been gained in thousands of development cooperation projects. The lessons learned have been recorded at international conferences and workshops (for example, Nike-NCDO seminars in Casablanca and Amsterdam, 2006) and in research (Van Kampen, Gender, sport en ontwikkelings-samenwerking, University of Utrecht 2001; many studies by ministries, the World Bank and the United Nations, such as 'Successful strategies for addressing gender equality issues in programs and projects: what works?' Development Bulletin no. 64, 2004). The documents are available at [>>Themes>>Gender.](http://www.toolkitsportdevelopment.org)

Gender is a fully-fledged discipline. Scientific institutes and specialised consulting agencies work in the field. In this publication we have broadly outlined the steps that can be taken in aiming to achieve gender equality. It is recommended to utilise the experience of organisations that have already achieved an important degree of gender equality as well as the knowledge and expertise of specialists.

#### *Develop a shared vision of gender equality*

Developing a shared vision of gender equality is an important success factor. Concretely, this means holding a dialogue with local partners about the importance of equality and the relationship of this theme to the planned activities. This dialogue needs to be held at a policy level, in designing programmes and projects, and during their implementation.

In order to develop a shared vision of objectives and principles, it is essential to understand the partner organisation and the social, cultural and economic context. This is subject to the following conditions:

*Take a look at yourself*

If the approach is to be effective, organisations must first determine their own internal position on the gender issue. How is gender equality being achieved in their own structures and activities? (Live up to your own words.) The local partner must also implement gender mainstreaming.

## *Developing a shared vision of gender equality is an important success factor:*

Many organisations have in fact already taken these steps. Women's organisations have expertise in this field. It is worthwhile to learn from the experience of others. See the example of 23 Brazilian women's organisations that have formed a network and offer their services to support others to achieve gender equality.

*Involve the community and the target group*

Stakeholders, representatives of local NGOs and community leaders should also be involved in developing the vision. To achieve equality, not only the girls need to be emancipated, but the men must change as well. Keep in touch with key persons and ask their opinion. What do they think, for example, of the fact that women and girls take part in sports activities and wear sports clothing? What is acceptable and what is not? Also, work together with local women's networks. These networks are often well informed about the position of women in that culture and they have a big (women's) network themselves. For instance, a women's organisation can be asked if they have any particular wishes in the area of sport, or their expertise or network can be put to use for activities.

*Patience*

Long-term involvement is a prerequisite in creating gender equality. It involves complex processes of cultural change that take much time and energy. Doing a project for two years and then pulling up stakes can have negative rather than positive effects: the change process will then have been initiated but will not yet have crystallised.

A relapse is likely. In that case, the women, having tasted 'freedom', will be less accepting of their former roles and may fulfil them more unwillingly, causing conflicts and even breaking up households.

*Special requirements for women's activities*

- Women are often obliged to perform certain household tasks or to care for others, which means it is important to plan activities for women at a suitable time. The early evening hours – often devoted to sports – are probably unsuitable for women with household duties or who care for others.
- With a view to safety, it is important to choose a sports location that can be reached easily and safely. It is also important to think about adult supervision of sport for girls.
- It must be considered whether the type of clothing usually worn for sports – shorts and shirt – is indeed suitable. It may be that only long pants or even skirts and headscarves are felt to be the most appropriate. This depends on local customs.
- Involving girls through physical education at school is effective. At school, girls can be reached easily and what is more, the school is regarded as a relatively safe environment, also for girls. Sport participation by girls can be increased fairly easily via physical education classes. And sport at

Nicaragua, NCDO, Dorien Koppenberg



school can even attract girls to school (see the Unicef project in Kenya).

- Using female role models in demonstration matches is felt to be a powerful way of increasing sports participation by women and girls. Additionally it may lead to men/parents/leaders taking a more positive view towards girls playing sports.

#### *Incentives to participation*

Incentives are needed to involve women and girls in sports activities (Van Kampen, Gender, sport en ontwikkelingsamenwerking, 2001). Examples of incentives are:

- Male and female course leaders: course leaders are role models. This means it is very important to involve women as course leaders in every course.
- 'Local heroes': if self-assured/well-known women are involved in coaching sessions, events and other sports activities, it can give girls and women self-respect and encourage them to take part in sports activities.
- Parent session: it is important to explain to parents what the project intends to achieve through sports activities for women and girls. This can dispel the resistance of older generations.
- Media attention: coverage in local newspapers and on local radio of female sport achievements and/or events. This offers huge encouragement to other girls and women to take part in sport and promotes awareness in the community.
- Registration: women can register for competitions with no time restraint, while registration for men closes at a certain moment.
- Sport participation free of charge: sports activities for women need to be free of charge, because many women have no access to financial means. However, they could be asked to do something in return to show their commitment. MYSA asks participants to carry out activities that have value for the community (such as cleaning up rubbish in residential neighbourhoods).
- A variety of sports: for many people, football has a masculine connotation. This can curb the enthusiasm of women and girls to take part in sport (football). Offering other sports can have

a positive effect on participation by women as well as on acceptance by the community.

#### **Conclusion and recommendation**

For well-balanced and sustainable social development, men and women must have equal rights, responsibilities and opportunities: gender equality. Sport can make an important contribution to improving the position of women. Basically, there are two ways of stimulating gender equality. Gender mainstreaming aims to achieve equality in all activities of an organisation: policy, structure and culture. Activities specifically aimed at improving the position and participation of women are necessary as well: empowerment. A combination of the two strategies is the most effective.

Projects aimed at sports participation by women must be set up with care. There are several obstacles: women may feel unsafe, they may have other obligations and limited time, and may be subject to norms in relation to gender and sexuality. It is extremely important to take these aspects into consideration in the design of programmes and projects.

This theme too shows the usefulness of cooperation between sport organisations and development organisations. The gender issue is pre-eminently a theme for development cooperation. Sport organisations do not need to reinvent this particular wheel, but can build on procedures and methods that have been tried and tested in practice. Similarly, development organisations do not need to break their heads over the question of how to train female sport leaders or how sports activities can be set up so as to be attractive to women. Sports associations already have this particular expertise. It is recommended that the experiences of predecessors are used as well as the knowledge and expertise of specialists in setting up and implementing sport and development projects.

### ! Lessons learned in respect of HIV/AIDS

#### Women's football in Rwanda

Go to [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>>Learning examples for a full description of the project.

The Foundation for African Sport Development (FASD) is an idea of sport heroes from Africa. Famous athletes such as Finidi George, Prince Polley and Tijani Babangida joined forces with Bobby Appiah to find a way to develop and support sports activities in their native countries with support from the Netherlands. A number of Dutch people embraced this initiative in 1998, and together they set up FASD. FASD supports, sets up and organises sport development projects in Africa. One such project is the creation of a football competition for women in Rwanda.

Relations between men and women have been seriously disrupted since the war in Rwanda. The need was felt to use sports activities to improve the position of women in the longer term. FASD sought out the Dutch organisation SNV Rwanda in 2002, and soon an organisation, AKWOF, was founded to set up a structure for women's football on a national scale. In this project, the focus of FASD was to involve more girls and women in football, to improve technical and organisational qualities and to educate both

men and women about women's sports and AIDS. In addition to the pleasure that football offers participants, the sport is an important cohesive factor and catalyst for reconstruction in this country.

*The long-term objectives of the project are as follows:*

- Using sport activities to improve relations between men and women in the country while promoting women's emancipation and bringing about a positive change in their attitude.
- Giving young Rwandan girls a chance to develop their self-confidence and to defend their rights.
- Achieving positive changes in the Rwandan mentality in respect of the skills of women.
- Promoting the harmonious integration of women in the country's development process.
- Promoting health.

*Short-term objectives:*

- Improving the technical and organisational qualities of AKWOF and those of its leaders.
- Becoming acquainted with other cultures and their development level.
- Involving more girls and women in sports in general and football in particular.
- Providing information to both women and men about women's sport.
- Offering leisure activities.

#### Moving the goal posts Kilifi

Go to [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>>Learning examples for a full description of the project.



VSO Nederland (Voluntary Service Overseas) works to alleviate poverty, deprivation and social exclusion in developing countries. It does this by strengthening the knowledge and capacity of people and organisations in poor countries that work to alleviate poverty. VSO's core competency is the enlistment of expert professionals who, in exchange for a modest local salary, develop

Kenya, NCDO, Sebastian Rich



knowledge and capacities in people, organisations and governments that combat poverty. Although VSO Nederland does not focus exclusively on the relationship between sport and development cooperation, sport is used now and then as a means. For example, this was the case in the project called "Moving the Goalposts Killifi (MTGK)" in Kenya. In this project, football was used to improve self-confidence in girls and women, to educate them about a healthier lifestyle and make them aware of their role in the community and the opportunities open to them. The community drew up the following summary of problems and solutions.

The project is still going on, but already quite a number of successes can already be reported. By taking responsibility, girls and women develop essential and transferable skills such as self-confidence, leadership and negotiation.

This is reflected in the following practical ways:

- Competitions and matches are organised by girls who have been chosen by their team as representatives to all-girl committees.
- All referees and first aid workers are girls.
- All staff members are women; four out of five of them play football and three out of four are girls from the target group.
- The monitoring and evaluation team is composed

entirely of girls.

- All coaches are girls.
- Girls are involved in formulating annual plans and long-term strategies.

Read more about this project on the internet:

[www.mtgk.org](http://www.mtgk.org)  
[www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>> Learning examples

### Kicking AIDS out of Kenya

Unicef project for women against HIV/AIDS

Go to [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>>

Learning examples for a complete description of the project.

Unicef Netherlands supports various development projects in which sport plays a big role. One of these projects is Kicking AIDS out of Kenya. This project, carried out in several Kenyan districts, aims to combat HIV/AIDS infection through girls' football. The project offers interesting lessons for the role of sport in fighting HIV/AIDS and in gender empowerment.

### Background

In Kenya, research has shown that girls aged from 15 to 19 have seven times as much chance of becoming infected as boys in the same age group. This country has strong gender inequality.

Women before a match. VSO Cocky Write





Women are not involved in decision-making. They are not allowed to own any property, are often abused and are overloaded with work and

do sports and to play. In an environment where girls and women have to do the heavy work in the household, according to Unicef, sport offers a rare opportunity for some distraction and fun.

Challenges for girls in Kilifi:	Through football she can:
Not free to attend meetings, go out	Be reached, mobilised in safe places, socialise positively
Early marriage	Stay longer in school
No schooling	If out of school, delay early marriage
No decisions, even for herself	Build confidence, 'If I can play football I can do lots of useful things in my life'
No access to sexual health education	Learn life skills, discuss reproductive health issues with trained peer educators
No leadership or management skills	Learn how to organise leagues, tournaments
Cheap labour (house girls)	Opportunities to gain work experience as volunteer/staff

the care for others. Greater value is attached to schooling for boys than for girls. These research results clearly show there is a need in Kenya to make young people, especially girls and young women, more resilient and more independent, to educate them and teach them skills with which they can protect themselves against HIV/AIDS. However, it is not easy to bring up touchy subjects such as HIV/AIDS and sex. Appealing and appropriate openings are needed for this purpose.

#### *Role of sport*

Sport, in this case football, offers one such opening. Coaches can discuss HIV/AIDS during training. Sport also teaches girls to stand up for themselves. It gives them the chance to excel at something, to increase their self-confidence and self-awareness. A team sport such as football helps girls develop group skills. Thanks to these benefits, girls can talk with boys at a more equal level about sex and stand up against them if necessary. But sport is more than a means, sport is also an end in itself. Every child has the right to

#### *Unicef is right on target*

Unicef has since produced two progress reports on this project, and they show that the football project is achieving its purpose. More than 200 women's football teams are now active in the Kwale District. Awareness of HIV and AIDS has demonstrably increased: the number of voluntary HIV tests among young people is rising. For instance, 180 young people had themselves tested voluntarily during a regional football tournament in the Kwale District.

#### *Change in cultural perceptions and attitudes*

Several communities in which the project is being carried out are predominantly Islamic. Before the project started, the people in these communities did not believe that women could play football. It was inconceivable to them that women would wear shorts to play sports, because then their legs would be bare. By involving imams, local managers and leaders in the organisation of tournaments in the community, it proved to be possible to some extent to change cultural perceptions and attitudes towards women in the community. Most families

Kenya. VSO. Cocky Write



now encourage their daughters to take part in the football tournaments. A great many of them wear sports clothing. There is no general success formula to change gender-related norms in a community. Clearly, first an assessment needs to be made of the present situation and then realistic change goals and plans must be formulated in collaboration with the community. The Asian Development Bank has drawn up checklists to serve as inspiration for a comprehensive approach. ([www.adb.org/Gender/checklists.asp](http://www.adb.org/Gender/checklists.asp))

#### *Leadership, acquiring life skills and capacity building*

150 girls (80 girls from the Kwale District, 30 from Mombasa, 20 from Garissa and 20 from Kilifi) have been trained as football coaches and referees since the beginning of this project. To achieve this, Unicef works together with associations such as Mathare Youth Sports Association (MYSA), grassroots organisation Moving the Goal Posts and the Kenyan government. Once trained, the girls hold a grade 3 diploma from the Kenyan football association. This diploma allows them to be enlisted in official matches, sometimes on a remunerated basis, which has a positive influence on their self-confidence. It also generates income and gives girls a less vulnerable and dependent social position, so that they can talk about sex with boys at a more equal level and so decrease their chances of becoming infected with HIV/AIDS.

In the Kilifi District, the district football tournament was planned and organised by the trained peer educators. They thus showed teachers, parents, boys and the entire community that girls are able to organise their own activities. Life skill training was given to 20 peer educators by Mathare Youth Sports Association (MYSA).

#### *Lessons learned*

The staff members of Unicef involved recorded the following lessons learned for this publication.

- Building on lessons learned by project partners, this project emphasises the positive effect of



Kenya. VSO. Cocky Write

allowing girls and women to organise activities themselves. Organising football tournaments, officiating at matches or coaching football teams contributes greatly to a heightened self-assurance and self-confidence in girls and women. In the long term, this should lead to a better position for girls and women in the community and less chance of HIV/AIDS infections.

- According to the girls, many men come to watch the matches because they cannot believe that girls can play football. The encouragement the girls receive from boys and men is an indication of the positive effect girls' football can have on removing gender-related prejudices in respect of the capacities of girls and women.
- In addition to the girls, other members of the community are involved in the project, especially the parents, teachers and religious leaders. This increases the effectiveness of the project. Involving the community is an art in itself in which the local partner organisation plays a key role.

#### *Success factors and pitfalls*

- What are the key elements for a successful sport and gender project? The answers given by the Unicef staff show that most success



Kenya. VSO, Cocky Write

factors and pitfalls are of a general nature: they apply to all development projects. But this does not make the following factors any less important for achieving an effect.

#### *Success factors*

- Mobilisation of the community is a first requirement. Involve the community in the planning and implementation from the outset.
- Management of the project, including organising tournaments, should be done in part by players and in part by the community.
- There must be commitment on the part of all players.
- Girls must be involved in all facets of the project.

#### *Pitfalls*

- Inadequate financing.
- Mismanagement of funds and resources.
- Negative cultural and religious norms and values in relation to gender empowerment.

# Evaluating to learn & learning to evaluate

A sports organisation carries out a sport project in a developing country, organising a regional football competition and football tournaments for boys and girls. The sports organisation wants to involve as many boys and girls as possible, because every child has the Right To Play. In addition, the organisation uses football to educate the boys and girls about HIV/AIDS. The organisation wants this education to act as a positive influence on the behaviour of both athletes and the community and to lower the infection rate.



Namibia, Cees Versteeg

Go to [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>>Tools >>Monitoring & evaluation for more information and more detailed project descriptions.

It sounds like a good and valuable project, but how do you know whether the educational activities have been carried out well and efficiently? How do you know if your project is successful, whether it has indeed influenced behaviour and lowered the rate of HIV infections?

It is important to learn from experiences: it expands the existing knowledge base and helps to make the programmes even more effective. Monitoring and evaluation (M&E) of projects and programmes plays an essential role in this process. M&E gives an organisation insight into the effectiveness and efficiency of its activities, projects and programmes. An organisation can use the results of M&E to adjust its activities.

M&E is not simple. Enquiries with sport development organisations make it clear that many organisations have a hard time setting up and carrying out M&E activities. This is contrasted by the great

need to expand our knowledge. This chapter will take a bird's-eye view of the theme. It will explore opportunities for future M&E projects.

## Activities to improve M&E efforts

The past years several initiatives have been launched to improve M&E efforts in the field of Sport and Development. NCDO conducted quickscan on experience and knowledge of quality standards and evaluation criteria of sports and development organisations. Unicef organised a workshop about M&E in 2005. The follow up has resulted in a manual specifically for the monitoring and evaluation of projects in the field of sport and development cooperation (F. Coalter, 2006, A Monitoring and Evaluation Manual, Sterling University and UK Sport). Nike initiated a series of workshops with the aim of sharing learning's, networking and engaging in open dialogue with practitioners about gender equity through sport in development. A tool for M&E is being developed, based on the method 'Making the case' of the Women's Funding Network. For more information go to [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>> Monitoring & evaluation



Gambia, NKS

**Please note:** Conducting good M&E activities is no simple matter. After reading this chapter and the M&E section in the sport for development toolkit, do not think that you have amassed enough knowledge to independently monitor and evaluate activities. This requires greater expertise, such as knowledge about how to formulate performance indicators and knowledge about data collection methods such as how to draw up a questionnaire. Moreover, an evaluation becomes more valuable if it is carried out by an objective evaluator. As a party that is directly involved, you naturally have a somewhat coloured view of your own project. On the other hand, you as an organisation need to know what you can do with M&E, and how and when you will come in contact with it.

### What is monitoring and evaluation?

Monitoring is the systematic collection, analysis and use of information from projects and programmes for three basic purposes:

- learning from the experiences acquired (learning function);
- accounting internally and externally for the resources used and the results obtained (monitoring function);
- taking decisions (steering function) (PSO, 2004).

‘Monitoring and evaluation (M&E) of development activities provide government officials, development managers, and civil society with better means for learning from past experience, improving service delivery, planning and allocating resources, and demonstrating results as part of accountability to key stakeholders. Within the development community there is a strong focus on results – this helps explain the growing interest in M&E.’ (World Bank, 2004, Monitoring & Evaluation, Some tools & approaches)

‘Monitoring means comparing actual progress in activities and results to the objectives formulated in advance. Generally this will give you little more than a broad indication of whether these objectives were achieved.’ (War Child, Planning, Monitoring and Evaluation, 2006).

Evaluation is assessing as systematically and objectively as possible an ongoing or completed project, programme or policy. The object is to be able to make statements about their relevance, effectiveness, efficiency, impact and sustainability. Based on this information, it can be determined whether any changes need to be made at a project, programme or policy level, and if so, what they are. What went well, where is there room for improvement? Evaluation thus has both a learning function – the lessons learned need to be incorporated into future proposals or policy – and a monitoring function – partners and members review the implementation of policy based on objectives and resources mobilised.

Monitoring and evaluation are complementary. During an evaluation, as much use as possible is made of information from previous monitoring. In contrast to monitoring, where emphasis is on the process and results, evaluation is used to provide insight into the relationships between results (for example, the strengthened capacity of an organisation), effects (for example, improved services / products) and impact (for example, improved living conditions for the ultimate target group).

*To summarise, M&E can be used for three reasons:*

- steering: steering and adjusting current programmes and projects;
- learning: learning more about what works and what does not;
- monitoring: accounting for the resources used in the light of objectives formulated in advance and results achieved.

### Objectives

The general purpose of an evaluation or a midterm review can be divided into five sub-goals:

- relevance
- effectiveness
- efficiency
- impact
- sustainability

### Relevance

Relevance is the extent to which an aid activity deals with the problems and the needs of the target group. Relevance may change over the years. This may be the result of changes in the nature of the problem, changes in policy or the institutional context. The relevance of a project must be discussed at length before starting the project. A context analysis and a problem analysis must be conducted. In practice, sport development projects look at relevance to a limited extent in advance, but also in retrospect. It is seldom the purpose of an evaluation. Example of relevance questions would be: To what extent was it useful to set up a new sports project in a certain region? To what extent was the selected partner organisation a good choice for tackling the problem? To what extent was this need already being met

Kenya. NCDO, Sebastian Rich



by other organisations? Would it have been better to work together with other initiatives rather than build up an entirely new sport structure? But also: is there any point to using sport to work on gender issues in a cultural context in which women's sport is taboo? Might there have been better methods?

#### ARCA/Todos: well begun is half done

A good example of investigating the relevance of a project is ARCA. ARCA is a Brazilian NGO that seeks to provide non-formal education to children and young people aged 6 to 18 who live in high-risk situations in slums (favelas). Their situation is high-risk because Brazilian favelas are characterised by high unemployment, poor schools, crime, drugs, weapons and violence. The object is to reinforce, through games and sports education, the target group's sense of their own value as well as the social values that help them to build lives for themselves and that help their community to function better.

ARCA is supported in the Netherlands by Todos, an organisation that works on consciousness-raising and educating the public about the lives of young people in slums. Todos shows that sport and games can play an important role in improving their living conditions. Generally speaking, an ARCA project starts with three investigations:

- one to show the need and possibilities for a project in a slum;

- one to study the possibilities for generating support for the project;
  - one to assess the starting situation in the areas in which ARCA thinks the project can contribute.
- Go to [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>> Learning examples for a full description of the project.

#### Effectiveness

Effectiveness is the extent to which an aid activity achieves the goals it has set, or the results of the project tally with the project's original purpose. Unfortunately, so far there are few good examples of evaluation studies in the area of sport and development cooperation.

Under a Memorandum of Understanding (MoU) between the Dutch Ministry of Health, Welfare and Sport and its South African counterpart, the Royal Dutch Hockey Association (KNHB) trained a total of some one hundred South African hockey coaches between 1999 and 2005. It was a new project without comparable previous experiences. A three-year agreement was concluded with the South African Hockey Association, one object of which was to put hockey in South Africa on a higher plane through the training of coaches. An SAHA staff member was enlisted to get the project off the ground – a process of trial and error which ultimately turned out to be quite successful. In its evaluation KNHB investigated to what extent the objective – organising training courses – had been achieved. This primarily reviewed activities and results. It did not look at efficiency, impact, relevance or sustainability. You can find further information at [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>>Tools & tips >>Monitoring & evaluation

#### Efficiency

Efficiency is measured on the basis of the human and material costs incurred in attempting to achieve a certain result.

Is the aid activity the most efficient activity, or would the same result or even a better result have

Right To Play



been achieved in some other way? For example, is it possible to make use of cheaper local knowledge? Can a southern expert be enlisted in the place of a northern one? Are there less expensive sports activities that have the same or even more effect? Efficiency questions are often neglected. Organisations receive funding for a certain project. Once the funds have been allocated, no-one bothers to investigate whether things might be done more cheaply in some other way.

#### *Impact*

Impact is the general effect (both positive and negative) of the policy, project or programme on the target group. Often different forms of impact can be distinguished, direct and indirect, intended and unintended.

Various sport and development organisations offer courses for trainers. What happens with the knowledge gained in the course? Where do the trainers wind up? Do they wind up in a position where they can usefully apply their knowledge and use it to further develop the sport and strengthen the organisation? In 'A Perfect Match', Aad van der Meer reviewed the impact of the City Link Haarlem-Mutare sport project on the local sport structure and sport expertise in the municipality of Mutare. Read more about this project at [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>>Tools & tips >>Monitoring & evaluation

#### *Sustainability*

Sustainability means that the results of the activity endure after the financing has stopped. It must be investigated in advance whether the objectives achieved can and will remain in existence without further external support.

Through its sport development pyramid, KNVB has the ultimate aim of having local instructors train trainers. In how far is this objective being achieved? In the collaborative project of KNVB and MYSA, this would seem to be largely the case. The instructors trained by KNVB train new trainers, and referees train new referees. Read more about the collaboration between KNVB and MYSA at [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>>Learning examples

The inventory showed that most organisations evaluate these sub-goals only to a limited extent. Most organisations do have some insight into the effectiveness of their activities in relation to the objectives formulated in advance, but knowledge about the efficiency, impact, sustainability and relevance of the activities is generally very limited.

#### **M&E in the practice of sport development**

An inventory of the M&E activities of organisations in the field of sport and development cooperation leads to the following conclusions:

##### *Sport organisations find it difficult to set up M&E*

Organisations have great difficulty measuring the effect of their activities: "How are you supposed to measure the effect of sport on development? We see smiling faces and people having fun and we feel that it is working, but how do we measure it? We can hardly count the number of smiling faces!"

##### *Limited evaluation of sport development projects*

Only a limited number of evaluations are carried out or commissioned by sport development organisations. This is not good for the professionalisation of the sector or for the development of a knowledge base about sport as an instrument for development. Several organisations cited limited means as a reason not to carry out evaluations. M&E is often a residual item on the budget, sometimes it is left

*Iraq, Unicef, Shehzad Noorani*





out altogether. It is striking that financiers set only limited quality requirements for evaluations. The development of knowledge in the field would stand to gain from more M&E.

*Evaluations are basically quantitative output measurements that contribute but little to expanding knowledge*

Many organisations evaluate on the basis of quantitative output measurements. In that case, the result of an evaluation is, for example, that 50 trainers were trained over a two-year period, or that 300 girls took part in the sports activities. Even quantitative figures on the scope of projects are often not available.

Organisations cite two important reasons for choosing to do quantitative output measurement. First of all, it is relatively easy to carry out. Second, it generally satisfies donors. A quantitative output measurement yields little information about the functioning of the organisation or about the effect of sport as an instrument for development. In contrast, a process measurement (Along what lines was the training of the 50 trainers developed? What went well and what did not?) yields a great deal of information about the organisation's functioning and the influence of the surrounding context. A process-based approach is thus preferable.

Sometimes organisations go one step further than a quantitative output measurement, and investigate the process and sustainability of the project (Will the intervention have a long-term effect? Can the local partner continue to be self-supporting in the

*Organisations cite two important reasons for choosing to do quantitative output measurement. First of all, it is relatively easy to carry out.*

long run?). The important question – to what extent the sport activity actually contributed to development – is seldom asked (relevance, impact) nor is the question about efficiency.

This problem is compounded when sport is used in the project as an instrument to achieve gender equality or to combat HIV/AIDS, for example. Then organisations sometimes do not get beyond counting the number of active girls who took part in sports activities.

Organisations generally find it difficult to also collect and analyse qualitative information in addition to quantitative data. Most organisations find it easy to ascertain the number of qualified trainers, but it is more difficult to obtain insight into the extent to which the quality of the trainers improved. Another example is the number of people reached by a project in the context of HIV/AIDS education, for example. It is not hard to make a good estimate of this number. However, it is much more difficult for organisations to say to what extent this education indeed led to a change in behaviour.

*Limited attention to planning is a source of problems*

M&E starts with the description of the project. In formulating its objectives, an organisation should ask itself the question: How will I measure the results? How will I find out to what extent the objective has been achieved? Indicators must be formulated to measure the effectiveness of the project. Many sport and development cooperation organisations do not take M&E into account in the start-up phase, and only start thinking about it once the project is halfway or more. Sometimes project objectives are not clearly formulated, which makes them difficult if not impossible to measure. Organisations find it difficult to deal with complex planning systems such as the logical framework, which defines the project objectives as they follow from a logical sequence of activities, results to be expected and contextual factors (the toolkit describes this comprehensively and gives examples, [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)). Organisations may have difficulty finding suitable performance indicators.

**Tips that came forward from the inventory**

- Planning is the basis of an M&E system. Start thinking about M&E when you formulate the project objectives.



Nicaragua, Unicef, Alejandro Balague

- Make sure that the project objectives formulated are measurable (for example, through indicators).
- Make room in the project budget for M&E and hire an expert to perform M&E.
- Involve the various stakeholders in M&E.
- Formulate terms of reference before starting. Terms of reference define the activities and the schedule for an evaluation, to be carried out by an evaluation team. They describe the background, mark the boundaries of the evaluation, name its most important objectives and the questions to be asked. Terms of reference also summarise the available knowledge: they state the methods to be used, who does what and when. Finally, they describe the qualifications required of evaluators and the criteria to be used in selecting the evaluation team.
- Use both quantitative and qualitative data. Measuring the effect of interventions in the form of sports activities is highly complex. For the best results, a combination of qualitative and quantitative data collection methods is the most suitable.
- Include possible external factors that may influence the effect.
- Look for possible negative effects of the intervention.
- See the evaluation as a chance to learn; evaluate the process.
- Make use of tried and tested methods. Mama Cash, for example, uses the method of

'Making the case' developed by the Women's Funding Network. The instrument, which is explicitly intended for learning purposes, contains clear indicators (<http://www.wfnknowledgecenter.org/mtc2>).

#### *Monitoring and Evaluation Manual*

A manual has been published by UK Sport specifically for the monitoring and evaluation of projects in the field of sport and development cooperation (F. Coalter, 2006, A Monitoring and Evaluation Manual, Sterling University and UK Sport). The manual, based in part on experiences in four case studies in Africa and India, was written in collaboration with Unicef and Magic Bus. It offers a framework for the design of effective projects in the field of sport and development cooperation and for the monitoring and evaluation of the results. The complete manual is available at [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)>>Tools >>Monitoring & evaluation

#### **Conclusion and recommendation**

Monitoring and evaluation is an art in itself. Certainly not all organisations will possess the expertise to carry out these activities independently – quite apart from the fact that an evaluation can best be done by an independent organisation, one with no direct interest in the outcome.

Many organisations founder over the costs of M&E and see it as a low priority in the budget. In addition, donors often do not make available extra budget for a thorough evaluation. This is not good for the sector.

For the further development of this field, it is important to give more attention to M&E. M&E is now largely limited to measuring effectiveness in relation to the objectives as formulated in advance. Relevance, impact, sustainability and efficiency are evaluated only to a very limited extent. Because of this, knowledge development stops at the level of assumptions. A young sector such as sport and development cooperation is in need of hard facts as proof from the field that sport works. If the sector is to take the next step towards professionalisation, organisations but also donors must be aware of the importance of M&E and make room in the budget for objective evaluations. In addition to effectiveness, performance must be evaluated in relation to other sub-goals (sustainability, efficiency, impact and relevance).



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## Lessons learned

NCDO attaches great value to collecting and exchanging knowledge and experience in the field of sport and development cooperation. This publication is intended to help promote expertise on the part of sport and development organisations by providing wider access to knowledge and experience gained on four topics:

- Capacity building
- HIV/AIDS
- Gender
- Monitoring and evaluation

This publication presents the state of affairs in these four areas, discusses lessons learned and gives tips for effective projects and programmes. The information comes from an inventory held among the members of the Platform for Sport and Development Cooperation, a consultation of experts and literature and internet research.

More information:

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