

Stories That Move

Sport for Development in Africa

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INTRO

Africa is a continent of opportunities, dynamic development and youth. Half of the African population of 1.2 billion is under the age of 25. Soon, the continent will be home to more than two billion people, one third of the global population. For this young generation to be a driver of sustainable development it needs peace, access to education and prospects. Sport is an effective means to promote education, violence prevention, good governance, gender equity, and health. Young people engaging in sport acquire important life skills like communication, collaboration and leadership skills that increase their confidence and qualify them for the labour market.

Practising sports, we learn about fairness and respect, and strengthen our physical and mental health. Sport can foster the potential of Africa's youth for sustainable development. Launched in 2014, the 'Sport for Development in Africa' (S4DA) Regional Project establishes sport as a tool for achieving development goals in selected African countries on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ). Building on the great enthusiasm for sport in Africa, the German development cooperation and its African partners constructed sports grounds, trained coaches and consulted organisations on fostering youth development through sport.

As a result, in Ethiopia sport increases the attractiveness of technical and vocational training (TVET) colleges and promotes labour-relevant skills. In Kenya, youth of refugee and host communities learn about non-violent strategies for conflict resolution through sport. In Mozambique, Sport for Development is integrated in the curriculum of the Pedagogical University of Maputo and improves physical education classes across the country. In Namibia, Sport for Development will be integrated in the physical education curricula of secondary schools, strengthening girls' self-confidence and increases awareness on sexual and reproductive health. And in Togo's municipalities governmental and civil society partners collaborate closely to promote active citizenship through sport. More than four fruitful years have passed. Years full of activities, people, passion – and many stories of success. We want to give the floor to the people who day-by-day dedicate their work and their passion to promote perspectives for Africa's youth through sport. In the following, people engaged with and committed to Sport for Development share their personal experiences. These moving stories from Ethiopia, Kenya, Mozambique, Namibia and Togo show the potential of sport as a means for child and youth development in Africa.

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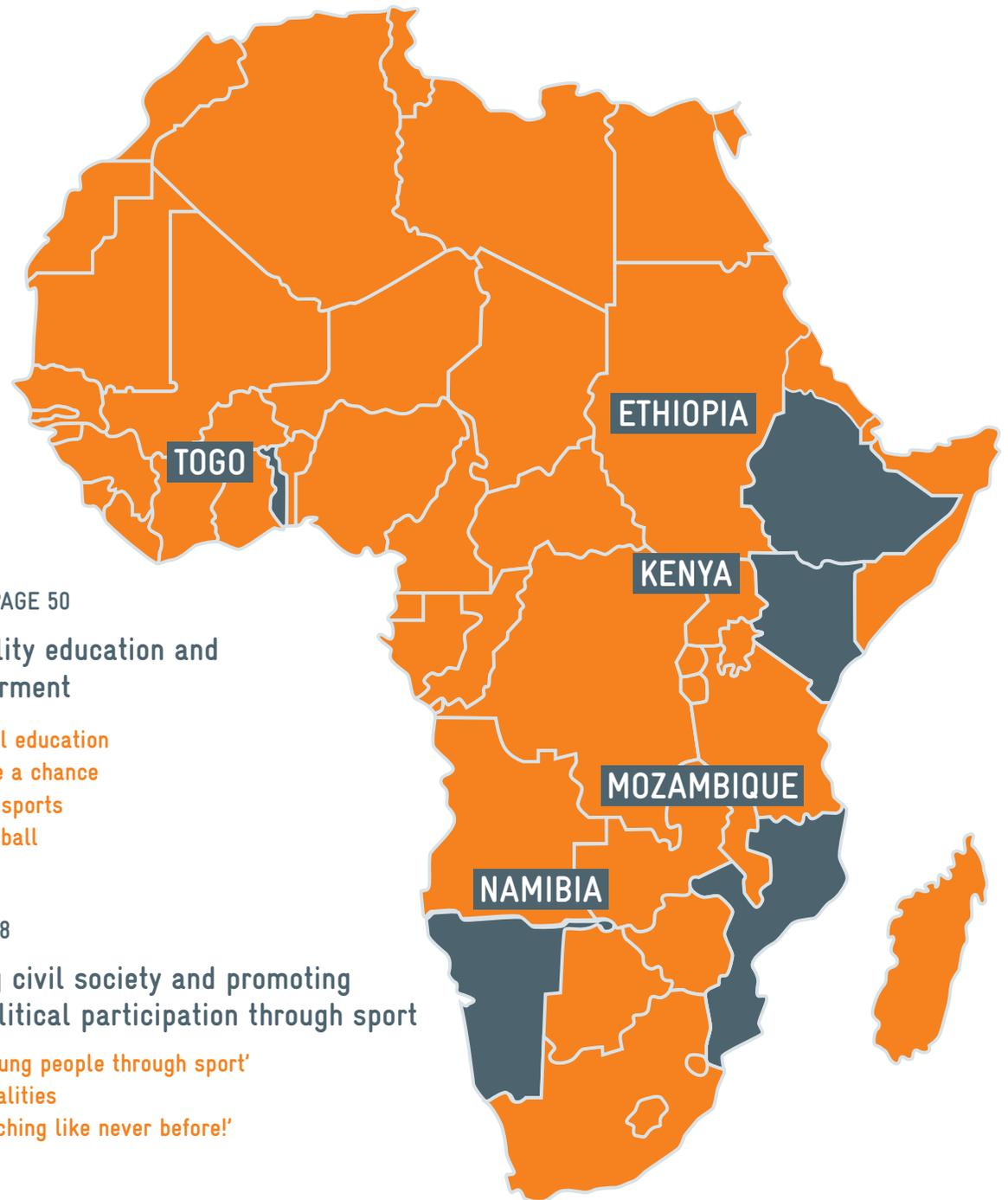
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ETHIOPIA



GOAL

Promoting technical and vocational education through sport

PARTNERS

Ethiopian Federal TVET Agency; Ministry of Youth, Sports and Culture; TVET colleges; Don Bosco Mondo e.V.; Ethiopian sports associations for football, basketball, volleyball and handball

LOCATION

Addis Ababa, Adigrat, Bahir Dar, Debre Zeyit, Hawassa, Mekele

In Ethiopia, developing a vocational training system is of high priority for the Ethiopian Government and the German development cooperation. The education sector is pivotal to the Ethiopian Government's Growth and Transformation Plan II, but often graduates do not meet the requirements of Ethiopia's economy. S4DA focuses on promoting vocational education through sport. Partner organisations and S4DA jointly developed the "Sport2Work" methodology to promote skills relevant to the labour market.

About 80 trained coaches apply "Sport2Work" at the schools, fostering the students' ability to work in a team, to take responsibility and to communicate effectively. More than 1100 children and youth participate regularly in "Sport2Work" trainings. Skill fairs combined with sport events attract young people allowing them to demonstrate their skills and to gain vocational orientation. Moreover, close collaboration with the National TVET Agency is established to work towards the integration of Sport for Development (S4D) in the vocational education system.

So far, more than 106.500 children and young people are benefiting from 35 sports grounds renovated or constructed at vocational schools in Ethiopia.

ETHIOPIA: STORY I



TRANSMITTING SKILLS

Sport increases employability

Zeru Sumur | Head of the Addis Ababa TVET bureau

PARTNER

Federal TVET Agency

LOCATION

Addis Ababa

GOAL

Promoting technical and vocational education through sport

Having played football in his faculty team in University, Zeru Sumur, 32 – head of the Addis Ababa TVET bureau – knows about the value of sports for the development and education of young people. Therefore, it comes as no surprise that he strongly supports the integration of S4D into the Technical and Vocational Education and Training (TVET) structures.

The Addis Ababa TVET bureau is aiming at preparing young people for the demands of the local job market through technical and vocational training. In a participatory way, involving both the public and the private sector, TVET provides opportunities for the youth and at the same time facilitates the technological transformation and development of the Ethiopian economy.

The TVET system provides 80 percent of the industry workforce; thus, improving its efficiency is crucial for the development of the Ethiopian economy. ‘There are 30 governmental and 322 private TVET institutions working to train a competent workforce. We aim to foster competition and technological innovation, to





provide microenterprise support, promote skills development, enhance productivity, and encourage entrepreneurship' Zeru explains.

Sport as a means

'We need sport to achieve the visions and missions of TVET,' Zeru argues. 'GIZ's S4DA programme, which

has been working with us for the past few years, is a great example. It is a pity that we could not establish such a partnership way sooner, because I now can say that before including S4D in our college education, we were "clapping with one hand".'

The coach training S4DA provided to college teachers is based on the "Sport2Work" methodology that was developed with partners in Ethiopia. The methodology

combines sport activities with training life skills and employability competences such as communication, decision making, discipline, leadership cooperation or responsibility. Focusing on the specific needs of the students, Sport2Work aims to prepare youth for the job market, so that they can start a successful career.

Beyond developing the Sport2Work manual and training TVET teachers in the S4D methodology, the Addis



Ababa TVET bureau and S4DA built sports grounds at TVET colleges and developed concepts for their sustainable use and maintenance. Before the start of the project, there have been no sports activities whatsoever at Addis Ababa's TVET colleges.

Zeru appreciates the impulse of Sport2Work for the development of a new "sport culture". 'We are doing our part – for example by providing a budget to estab-

lish sports departments or sports facilities. By introducing sports departments in some colleges as a pilot programme, we are currently taking a first step towards including the integration of sport into the curriculum of the TVET education system,' he explains the next steps to further expanding learning opportunities through sport at TVET colleges. After all, creating awareness of the overall importance of sport is a matter close to Zeru's heart.



ETHIOPIA: STORY II



THE WHOLE NINE YARDS

Football pitches for more than 'just sports'

Kindalem Kassa | S4D instructor

PARTNER

Don Bosco Mondo e.V.

LOCATION

Addis Ababa

GOAL

Promoting vocational
education through sport



Going down to a less busy part of Ethiopia's capital, Addis Ababa, in Mekanisa one can see something quite exceptional: inside the Don Bosco Children Ethiopia compound, a large group of young street kids is holding a book club. The man behind this is Kindalem Kassa, 25. Besides hosting his regular book club, he also offers counselling, football and life skills training.

Don Bosco is a faith-based organisation of the Catholic Church dedicated to educating youth, enabling them to get into employment and lead a self-dependent life. The campus in Mekanisa is especially for boys who are orphaned or live on the street. It provides shelter, a rehabilitation centre and education services for about 90 street kids living there.

When Kindalem arrived here in 2003, he was one of them. He had just fled from Sudan with his mother, now deceased. Coming to Don Bosco, Kindalem says, has turned his life around. He was given shelter, received clothing, education and opportunities. Today he works at the centre as a coach and supporting staff.



A role model for kids

In 2015, Kindalem was introduced to S4D. Don Bosco is one of the major partners of S4DA. Together, they built or rehabilitated 26 sports grounds at 12 Don Bosco centres in Ethiopia and another 12 sports grounds in Kenya, Togo and the Democratic Republic Congo. The partnership began in 2014 with the construction of a first much-needed football pitch for the campus in Mekanisa. Until then, the children had to play football and other sports on uneven concrete, at times hurting themselves quite severely. Now they had a safe and solid pitch for their sports activities; since then, a second one has been added. And both are also open to the kids in the neighbourhood.

At the time, Kindalem was coaching younger children in basketball. Although he never received any formal training in teaching, coaching or counselling, he had become a popular mentor, relating with the Don Bosco kids based on what he had gone through himself.

To expand his coaching skills, Kindalem joined a training programme offered by S4DA. The programme is based on the 'Sport2Work' manual, developed as a guideline for coaches to transfer employability and life skills through ball games and to prepare the youth for the job market.

'The training really built my confidence. I already knew I had what it takes to connect with Don Bosco kids, because I was one myself. But now, I have a more systematic approach. I manage my time better. I have also learned that pushing people towards a way they don't want to go only breeds resentment – it is much more effective to get through to them simply with a good game of football,' he explains.

Kindalem was so convinced by the (Sport2Work) methodology that, after his coach training, he successfully certified as an S4D instructor. With this knowledge, he now not only trains kids, but also supports the three other S4D coaches at Don Bosco.





The number of kids who take part in the football training with Kindalem can range up to 100 a week. After a long day of training, Kindalem sits with them and talks about their concerns: everyday problems, education, health and well-being, and of course their plans for their professional careers. He also gives one-on-one counselling – and hosts his famous book club once a week.

The kids cherish Kindalem's dedication. 'There are a lot of children my age who spend their days doing nothing or keep themselves and their minds occupied with bad things like alcohol, drugs and so on,' Abraham, 14, says. 'But I love coming here! We play soccer, talk about our favourite teams, and afterwards, we help each other with homework.' Abraham has found friends at Don Bosco Children. And Kindalem is certainly one of them.

ETHIOPIA: STORY III



'IT ALL JUST MADE SENSE!'

Sport facilitates private sector engagement

Mesfin Legesse | Human Resources Manager at BGI

PARTNER

St. George Brewery (BGI)

LOCATION

Addis Ababa

GOAL

Promoting vocational
education through sport

Tegbare Id Polytechnic College and St. George Brewery (BGI) Ethiopia are more than just neighbours – they are part of a community, to which they both feel strongly committed. Since BGI first occupied the space next door in 1998, Tegbare Id has established various fruitful cooperative ventures with the huge brewery. They have a mutual interest in providing career oppor-

tunities for young people from the neighbourhood. For example, Tegbare Id students become apprentices at BGI, improving their chances to be employed by the company.

BGI is one of the biggest producers of beer in Ethiopia, with a history reaching back almost a hundred years.

Today, the company produces four different brands in three factories. Tegbare Id provides vocational education to more than 1,500 youth, qualifying them for technical professions in various fields such as metal manufacturing, electricity, electric automotive, construction or woodwork.







Brewery supports maintenance

Supported by S4DA, BGI and Tegbare Id agreed on the joint usage and maintenance of a football and a multipurpose pitch built by S4DA at Tegbare Id. ‘This agreement is not just beneficial to the parties involved, but for the whole community,’ says Mesfin Legesse, Human Resources and Administration Manager at BGI. He believes that doing good for a country starts within one’s own neighbourhood. BGI sees itself as part of the community and is committed to the wellbeing of the people living there. That is why ‘BGI has always been interested in supporting the local community in ways that are beyond corporate social responsibility. And when S4DA built the pitch next door, the company knew it was an opportunity in the making.’

The partners agreed on the shared usage of the sports grounds and on joint responsibility for the management of maintenance and repair, with BGI providing technical devices such as a mower. BGI appreciates the opportunity to get access to a space for sport activities, thus promoting the wellbeing and health of its nearly 1,000 employees at the Addis Ababa Brewery and their kids. Moreover, 30 children between the ages of seven to fourteen participate in an employee child outreach programme established by BGI.

Enthusiastic about the opportunity to promote people’s well-being through sport, Mesfin resumes: ‘It all just made sense!’. ‘Because of the good working relationship we have had in the past with the administration of Tegbare Id, bringing this idea to fruition was very smooth.’

Tegbare Id share the enthusiasm expressed by BGI. ‘We are happy that S4DA came up with this agreement, which opened our eyes to the possibilities of private sector involvement,’ Teshome, a coordinator from the college, explains. ‘It secures the maintenance and repair of the sports grounds, allowing long-term usage.’ Tegbare Id and other colleges have already expressed their interest in expanding this kind of cooperation and asked S4DA for further advice on feasible partnering approaches with the private sector. BGI’s financial and in-kind contributions will not only help to maintain the sports grounds, but also strengthen the ties within the community and disseminate the S4D approach.

ETHIOPIA: STORY IV



FROM SPORT TO INNOVATION

Students develop local solutions

Behailu Tsadik | TVET Student

PARTNER

Misrak Polytechnic College

LOCATION

Addis Ababa

GOAL

Promoting vocational education through sport



Due to some heavy rainfalls during the spring of 2018, the grass on the pitch at Misrak College was sprouting. After a long-lasting dry period, the fresh green was very much appreciated.

Like the other TVET colleges in Addis Ababa, Misrak Polytechnique College was established with the aim of teaching young people the necessary technical skills for a successful career in the local job market. In 2017, the college's turf sports ground was opened, one of the sport fields S4DA constructed in Addis Ababa.

The highland climate in Ethiopia's capital Addis Ababa, with moderate temperatures year-round and regular rainfall, provides favourable conditions to sustain natural turf sports grounds. To be usable, though, a turf sports ground needs regular irrigation and mowing, which requires the right equipment and skilled labour – proper maintenance is a challenge that needs to be addressed. That is why S4DA developed a maintenance and repair manual to advise and train partners on M&R. Nevertheless, budgeting for personnel and equipment remains an issue.



Students apply their skills

At Misrak College, a team of four mechanic students did not want to wait until funds to import a motorised mower were approved; instead, they decided to use their skills and dedication to produce the needed machine on their own.

Team leader Behailu Tsadik, 21, who started the project, admits that he initially dreamed of building a racing kart. It was Tilahun Baye, the IT-Dean of the College, who suggested producing something that would also serve the college and the community. So the team decided to modify their designs for the race kart and construct a lawn mower.

Behailu is a talented and dedicated third-year student in the Automotive Department. Already as a child he had an inventive spirit. In 2013, he won a national idea competition, receiving an award from the Ethiopian Prime Minister. In his backyard, old machines and inventions – like a moveable toilette or a chicken incubator – are piling up.

Behailu remembers how he once visited the Ethiopian National Stadium where a person was cutting the grass with an unmotorised push mower. He immediately saw the potential to save time and money. Now, five years later, he is developing a solution which – so he hopes – will make a great contribution to the college community. ‘The grass cutter will make the work both easier and – as it is a ride-on machine – enjoyable. Furthermore, it can save a lot of money as it would make an imported mower redundant, and spare parts can be bought at the local market,’ says Behailu.

The prototype is promising and the progress of the team amazing. ‘With the first design, it took us a month to assemble the machine,’ Behailu explains, ‘but now we can produce it in one week’s time – assuming the materials are available.’





KENYA



GOAL

Preventing violence through sport in situations of forced displacement

PARTNERS

streetfootballworld gGmbH, Trans-Nzoia Youth Sports Association (TYSA), Moving the Goalposts (MTG), Horn of Africa Development Initiative (HODI), Auma Obama's Sauti Kuu Foundation, Don Bosco Mondo e.V., Football Kenya Federation (FKF), Lotus Kenya Action for Development Organization (LOKADO), Lutheran World Foundation (LWF), Seeds of Peace Africa (SOPA)

LOCATION

Kakuma/Turkana West, Nairobi, Alego, Marsabit, Kitale, Kilifi

More than 20 million people in Africa (excluding the Northern region) are on the move, fleeing war, violence and persecution. Kenya is hosting more than 500,000 refugees from neighbouring countries. People from diverse ethnic, cultural and social backgrounds settle in Kakuma and the Turkana West region. In order to promote peaceful encounters and inclusion in the region, S4DA focuses on violence prevention through sport.

Jointly with partners, didactic materials on how to promote peaceful conflict resolution skills through football were developed. The manual and drill book built the ground for the qualification of 117 coaches and teachers, mainly active in Kakuma/Turkana West. Equipped with new skills and sports equipment sets, the coaches create peaceful encounters on the 15 constructed or renovated sports grounds and teach more than 2,000 children and youth from refugee and host communities how to use non-violent strategies for conflict resolution through football – both on and off the sports grounds. To spread Sport for Development (S4D) in football clubs across Kenya, the Football Kenya Federation is integrating the approach into its nationwide coaching courses.



SPREADING PEACE AND HOPE

Coach Habiba supports young women and girls in Kakuma Refugee Camp

Habiba Ramadhan | S4D instructor and mediator

PARTNER

Lutheran World Foundation

LOCATION

Kakuma Refugee Camp

GOAL

Preventing violence through sport in situations of forced displacement

She waited until nightfall. A sudden sense of fear rushed through her nerves, like the chill of an icy wind, engulfed in the fear of what might happen to her in the midst of the glaring war that had broken out in Somalia. Civilians were fighting against the militia, and villagers fled to avoid being caught up in the aggression.

In search of a safe haven, Habiba would embark on a journey that left her wandering along the Kenya/Somali border. In 2002, she eventually ended up in Kakuma Refugee Camp, where she had to start a new life without her family and friends.

Neither the experience of severe violence, nor the harsh conditions in Kakuma, have stopped her from doing what she loves most: 'I have always wanted to play football, even before I came to Kenya, but in Somalia that is not an easy path for a girl, because it was considered a man's sport. Even just being seen playing in shorts would have landed me in trouble, but I respect that – it is our way of doing things. That is why I

always cover myself well when I play, starting from my hair. I do that all the time, even off the pitch. It is not a problem at all, it is our culture.'

Overcoming her traumas, Habiba became a coach and mediator. Now she coaches four girls' and two boys' teams at a Youth Centre in the refugee camp. To keep the youth from engaging in harmful endeavors, Habiba encourages them to take up a sport or join other activities in the centre.

Habiba commences and concludes each training with a life skills lesson on conflict resolution. A pocket drill book developed by S4DA and Kenyan partners helps her create interactive and fun training sessions while tackling violent conflicts and discrimination.





Coaches as mediators

In coaching courses offered by the Lutheran World Federation (LWF) and in a ‘Violence Prevention and Peace Promotion through Football’ training facilitated by S4DA, Habiba learned how to promote violence prevention and peace through football. Being one of the proactive S4D instructors in the area, she feels a huge responsibility to advance peaceful co-existence. She hopes to pass on her conflict resolution skills to her players, their parents, siblings, friends and the community at large.

For a long time, football training sessions in Kakuma frequently saw gang conflicts and violence. ‘In my team, for instance, sometimes when a Somali kid injures a Sudanese, the other players gang up in solidarity, and this would turn into a big fight. Through the new S4D style teaching about the role of coaches as mediators in conflict resolution, the number of cases has decreased considerably – not only on the field, but also in the community. When you see your children mingle with friends and teammates from the other tribes, you wonder why this should not be possible among adults.’

Tackling gender based violence through sport

Habiba is concerned about the prevailing gender roles in many families: ‘Some parents want their girls to stay at home and do the chores, instead of attending sessions. Others think that football is not helpful for their children. Sometimes I talk to the parents to convince them that playing does no harm, but helps keep their children active and developing skills. I know that attending sports is still a challenge for some girls.’

The 39-year-old coach has started a campaign to raise awareness about gender-based violence and sexual abuse affecting women, girls and young boys. Her role, she says, is to instil confidence, enabling them to speak out and seek support without fear of victimisation or stigmatisation. The S4D methods help her to integrate discussions on gender-based violence into football training sessions. ‘I felt the need to create awareness on how to prevent and deal with rape cases, since it can happen to anyone. I advise many affected girls who at some point chose to keep quiet about it because some offenders are family members who threaten to harm them if they speak out. Through football drills designed to build confidence, enhance communication and provide safe spaces, the players get a wealth of knowledge at the end of the sessions. The progress is





great, and the cases have dropped since we have made it our task at the Youth Centre to help the victims out, walk them through the procedure of going to hospital and refer them to counsellors.’

In order to expand opportunities for girls’ participation in sports and to foster exchange between refugee and host community teams, Habiba organises the Kakuma Football League for Girls, newly established in 2017.

Habiba’s energy and skills inspire other women to strive higher, such as Mariam, 24, a fellow football coach: ‘As a woman refugee, it is sometimes hard to cope when you have lost all hope. I came to the camp in 2014; just when I was trying to make a life for myself, I met Habiba. She introduced me to the Youth Centre in the refugee camp, and my life started to take shape again. I believe that Habiba is a strong woman, and I like watching her training sessions, just to learn more from her. She is an inspiration to many girls and women here and gives us a sense of hope.’

KENYA: STORY II



'LEAVING NO ONE BEHIND'

S4D promotes gender equality in the Kenyan football system

Doris Petra | FKF Vice President

PARTNER

Football Kenya Federation (FKF)

LOCATION

Nairobi

GOAL

Preventing violence through sport in situations of forced displacement

Sport has the power to foster social change and development, as well as to enhance peaceful coexistence amongst communities. By integrating S4D into the basic coaching qualifications of the Kenya Football Federation (FKF), grassroots coaches from all 47 counties in Kenya learn how to promote peace and violence prevention in their trainings. More than 2,000 coaches have participated in these courses.

S4DA collaborates with FKF to further unlock the potential of sports, especially football, and address the youth, both female and male. Unfortunately, there is still a long way to go in terms of gender equality: most of the grassroots coaches are male, only four FKF instructors female.

Doris Petra, FKF's Vice President, wants this to change: 'We would like to come up with a plan to conduct a coaching course specifically for women.' Increasing the number of female coaches, from grassroots to top level, is part of the federation's long-term plan.





Women in football

Doreen Nabwire is FKF's Women Development Officer. She learned a lot from attending a German Football Association (DFB) course in Germany in 2017, sponsored by S4DA: 'It was not all about football coaching, but rather on how to use different types of sport to become pioneers of change in our communities. We committed to performing various tasks when coaching back home, and that's what I'm currently doing, especially with my team "Girls' Unlimited".'

The U-20 national women's team is already coached by a woman, and Doris is confident that – with more S4D instructor courses being organised – the senior team will follow soon. 'We had an all-women technical bench in 2012 for the U-20 women's national team, and in 2017, we also had more women than men supporting the team that took part in the qualifiers for the 2018 World Cup.'





Gender Symposium

Doris and Doreen were key speakers at a symposium on ‘Women, sports and development’, recently held in Nairobi by S4DA and FKF. Representatives from corporations, sponsors, media and S4D practitioners exchanged knowledge and ideas about how to shape S4D and achieve gender equality in football.

‘The symposium was one of a kind: We were able to exclusively discuss women issues in sports. It was also a good platform to share ideas on how to grow the women’s game and create partnerships that could turn into sponsorships for, say, the Women Premier League, which has been unified this year (2018 season),’ says Doreen.

Doris agrees: ‘Everything points to a better future. During the symposium, we got to meet various stakeholders and potential sponsors. Talks are underway with some corporations who are interested in coming on board. I hope that in the coming seasons, we shall have sponsors supporting our top-flight women’s league.’

Doris and Doreen show how important it is to have the right people in the right places. They hope that many more women claim their rightful places by taking up coaching courses and disseminating their knowledge.



MITIGATING CONFLICTS

Joseph Longok trains Kakuma's coaches in S4D

Joseph Longok | S4D instructor and teacher

PARTNER

Kakuma Youth Centre

LOCATION

Kakuma Town

GOAL

Preventing violence through sport in situations of forced displacement

Born and bred in a tough neighbourhood in Etir village, Turkana West, Joseph Longok, 31 has dedicated himself to nurture youth's perspective as coach and teacher. Having played little football in his early years, he opted to take up coaching to contribute to developing chances for Turkana's youth.

In early 2016, Joseph attended an S4DA facilitated training course for football coaches, focusing on violence prevention and peace promotion. Having served the community as youth coach before,

Joseph was one of the pioneers at the Kakuma Youth Resource Centre to undergo S4D training. Due to his determination and good performance, he was invited to attend an S4D instructors training organized by S4DA in Nairobi: 'Travelling to Nairobi and meeting other S4D coaches from different regions was an overwhelming experience for me.' Joseph is now training and supporting other S4D coaches in Turkana West.

Tackling prejudices

By training Kakuma Premier League coaches and team captains, Joseph helps reducing the rampant conflicts that occur during matches. He takes pride in the fact that he imparts his knowledge to other coaches. 'We make follow ups, and I attend their training sessions to see if they are implementing S4D on the ground. I cannot say that the violence has disappeared completely, but since we started, it has decreased tremendously. It is my hope that more S4D trainings will be done in this area.'





It hasn't been easy, though, he admits. 'Violence and conflicts are mostly caused by cultural differences. We encourage the coaches to include players from different tribes and ethnic groups in the team, but that still does not solve the problem – only more S4D drills will help, now that most coaches in the Kakuma Premier League have undergone the S4D training facilitated by S4DA,' Joseph says.

Gender inequality is another issue that needs to be tackled: 'Girls generally do not get the support they need. They still have problems attending the training sessions, mainly because of stereotypes that girls should stay home and do chores. When girls play, some people even view them as prostitutes. But thankfully we are resilient, and sometimes we even try to convince their parents to let them play.'

Despite all odds, girls have always proven that – with the necessary support – they can make it. Longok's Girls' team did just that recently: In the Chapa Dimba

Tournament (a nationwide talent search tournament for teenagers), they reached the finals and played against TYSA FC, a team from the division one national league.

Joseph has a lot on his plate: 'I work as a teacher at Fashoda Primary School in the refugee camp, and when it comes to sports, I do both coaching and sports management. In Etir village, I manage the Etir League, I am as well the organising secretary at the Kakuma Sports Association and the Kakuma Premier League. I also coach two other teams.' Sometimes, he admits, it is a challenge to accommodate all that, but football is his passion.





MOZAMBIQUE



GOAL

Strengthening municipalities and promoting democracy through sport

PARTNERS

Faculty of Physical Education and Sports at the Pedagogical University of Maputo (UP), Municipal Council of the city of Matola, Don Bosco Mosambique, Association to Promote the Development of Young People (Khandlelo-Associação para o Desenvolvimento Juvenil), Sport Association of Albazine (ADA), Bavarian Football Association (BFV)

LOCATION

Maputo (city and province)

In Mozambique, S4DA supports the cooperation between universities, municipalities and local clubs. Jointly, they advance each other's organisational development and establish Sport for Development (S4D) approaches across the region. Through the integration of S4D in the organisations, sports offers for children and youth are expanded and improved. Didactically, S4D trainings open opportunities for children and youth to actively participate in small groups. Moreover, crucial life skills related to gender, health or environmental protection are transmitted through sports. So far, about 40 instructors and 180 coaches successfully participated in S4D trainings in Mozambique.

The Pedagogical University of Maputo adopted the S4D approach into its curriculum for physical education teachers, systematically qualifying teachers and improving the quality of physical education. During their studies, the qualified teachers support civil society organisations in Matola in establishing S4D activities. The renovation and construction of 8 sports grounds in densely populated areas create important spaces for learning and recreation for socio-economically disadvantaged children and young people. The sports grounds are available for 65.000 children and youth.



IMPROVING TEACHER QUALIFICATION

The university as a hub for establishing S4D across Mozambique

Sílvio Saranga | Director of UP

PARTNER

Faculty for Physical Education and Sports of the Pedagogic University (UP)

LOCATION

Maputo

GOAL

Strengthening municipalities and promoting democracy through sport



The Faculty for Physical Education and Sports of the Pedagogical University (UP) is S4DA's main partner in Mozambique. The project offers S4D training of trainers (specifically aimed at teachers, lecturers and pedagogic coordinators), and organisational consultancy for directors and administrators. As a result, the UP integrated the S4D concept into its teacher-training curriculum. Physical education teachers learn how to foster life skills and healthy lifestyles in age-appropriate ways during sport sessions.

'This approach is a way to promote good behaviour, healthy habits and gender equality,' says Silvio Saranga, Director of the Faculty. 'The project brought two new concepts: the Ball School ('Heidelberger Ballschule') and the Social Training ('Treino Social'), which are extremely relevant, because the children get to discover their talents while practising different sports.' Besides acquiring physical skills, the children develop social and emotional competencies such as self-esteem, confidence, communication, cooperation,



conflict management and solidarity. Each Social Training concludes with group discussions about social topics, e.g. gender or non-discrimination.

Incorporating S4D in the university's curriculum

‘We have put all athletics and ball sports teachers in this project, so that they can apply Sport for Development in their school lessons,’ Silvio Saranga explains. ‘Also, we introduced this methodology into the sports and didactic activities.’ With the support of S4DA, the lecturers have developed their own S4D manual, which they want to introduce into the national teacher training system.

Including this new approach in the faculty's curriculum was crucial. ‘Sports activities were not very present in the faculty, which was increasingly oriented towards the sports market – we wanted to bring back the physical education,’ recalls Jeremias Mahique, head of the Extension Department, which establishes collaborations between the university and communities.

Jeremias has been part of the project since the beginning. ‘My first contact with Sport for Development was through teachers that came from Brazil, who for

a week taught different topics – e.g. role model coach, age specific child competencies, health prevention, conflict management – that culminated in a festival.’ In 2017, he received an instructor's certificate after participating in the second International S4D Instructors' Course of the German development cooperation and the German Football Association (DFB) in Germany.

Expanding the approach across the country

Jeremias trains students to become S4D peer instructors. After having learned about the school system, didactics and S4D, they apply their knowledge in communities and schools across Mozambique in their third year of studies. Both students and teachers embrace this new methodology with great enthusiasm. They appreciate the participatory approach, which makes the children active and involved. Enthusiastic about the approach, some schools even asked the students to train their teachers.

Moreover, supported by S4DA, the university set up an innovative sport internship programme in the Municipalities of Maputo and Matola to expand the benefits of S4D beyond the faculty. ‘The students





talk to the local authorities and jointly identify spaces to set up so called “nuclei”,’ Jeremias explains. A “nucleo” is a designated sports field where university students offer regular S4D activities for children and youth living in the communities. ‘After that, they approach the communities and ask schools to participate. When a nucleus is set up, the students become representatives and organize Sport for Development trainings and festivals.’

The UP is one of the first universities in Mozambique with such a comprehensive extension programme. The creation of the nuclei allows for a continuous knowledge transmission from university to community, thus enabling more young people and children to get involved in S4D.

MOZAMBIQUE: STORY II



THE CORE OF THE MATTER

S4D fosters cooperation between community stakeholders

Crescêncio Cossa | Sports officer in the Municipal Council

PARTNER

Municipality of Matola

LOCATION

Matola

GOAL

Strengthening municipalities and promoting democracy through sport

In 2016, the Municipal Council for Youth and Sports initiated a partnership between S4DA and the Municipality of Matola in order to strengthen community sport. Signing the memorandum of Understanding in September 2016 was a special moment for Crescêncio Cossa, sports officer in the Municipal Council: ‘This

was when we confirmed that, yes, Matola will change. The children will have a new approach to sports.’

By involving the Pedagogical University’s Faculty for Physical Education and Sports, together with sports and community associations as well as local com-

munities, the partnership created further synergies. ‘We all work towards a common goal. The more beneficiaries, the better,’ says Crescêncio.

The common interest of all stakeholders in this network is to provide meaningful occupation for children





and youth, to ensure that they grow up to be healthy and literate, get a good civic education, and are able to take care of the preservation and maintenance of sport fields.

‘We as the Municipal Council made sport one of our priorities, mainly focusing on community sport,’ says Joaquim Mulhovo, the Municipal Councillor for Youth and Sports. Sport activities were already common in the neighbourhoods, and there were some sports competitions, but before the partnership with UP and S4DA, the social development component was lacking.

Students offer learning opportunities

The university is involved in this partnership by supporting the elaboration of a sports charter and a municipal sports development plan, documents that guide and organise community sport at the municipal level. It also helps with lectures and capacity trainings for community sport agents and teachers. Due to these contributions, the UP has an indispensable role in the partner network.

Through its extension programme, sport students create the so called “nuclei” in the local communities, where they offer training and S4D activities. Thus, students and new physical education teachers pass their knowledge on to the communities, who, in turn, can work with trained teachers rather than with amateurs, as in the past. The children and youth engage in group discussions with the coaches, who encourage them to stay in school. Topics such as gender equality, violence prevention and environmental protection are regularly discussed in the nuclei.

Currently there is a total of four nuclei in the Municipality of Matola, and they are very well accepted. Children and youth keep asking when the next event will take place in their neighbourhood. ‘Still, this is just a drop in the ocean. Our desire is for the project to expand throughout Matola, so that each neighbourhood can have at least one nucleo,’ says Joaquim. To further disseminate the S4D approach, the nuclei organise – in addition to regular S4D trainings – ‘sport festivals’, where a variety of sports and S4D activities are conducted, including games to develop social competencies and traditional games. The Municipal Council is in charge of security, transport, and getting the community and community leaders involved.

As of May 2018 already 1.000 children attended the six festivals, with the numbers increasing every time. The project has also encouraged exchanges between the communities and resulted in the formation of community associations to promote sport and the health of children and youth.

Joaquim concludes, ‘guarantees that Matola has a healthy population and that our city is a role model in sports.’ And Crescêncio adds: ‘It was the right project at the right time.’



PARTNERSHIP ACROSS BORDERS

The Sport Association of Albazine (ADA) and the Bavarian Football Association (BFV)

SIMIÃO MACHAVA | VICE-PRESIDENT OF ADA

PARTNER

Sport Association of
Albazine (ADA)
Bavarian Football Association
(BFV)

LOCATION

Albazine

GOAL

Strengthening municipalities
and promoting democracy
through sport

‘The power of soccer,’ says Rainer Koch, President of the Bavarian Football Association (BFV), ‘crosses Bavaria’s borders to the south of Africa.’ In 2009, BFV entered a partnership with the Sport Association of Albazine (ADA).

The partnership, financed by BFV’s Social Fund, built on an earlier cooperation with the Mozambican Soccer Federation. ‘As part of this cooperation, in 2010 a soccer field with a small building that serves as an office, storage space and locker room including sanitary facilities was built in the Albazine neighbourhood,’ says Rainer Koch.

Eye-level partnership

In the beginning, under the old direction of ADA, the partnership faced some difficulties due organizational deficits at ADA. Ever since S4DA entered into the partnership in 2015 changes in the management of the association can be seen. S4DA supported the

election of a new board of directors for ADA, advised the managers of the association in good governance. ‘In the beginning, S4DA functioned as interlocutor between BFV and us. But now, after we had several trainings about internal and external communication last year, direct communication has become a reality.’

The vice-president of ADA, Simião Machava, recognises the crucial role S4DA played in this context. ‘We had many meetings with S4DA, where we learnt how to be organised as an association. Our statutes, for example, were too extensive, a heavy machine for a small association. So we received support in producing the new statutes.’ Instead of installing rigorous hierarchical structures, the new statutes give room for democratic procedures.

ADA’s staff was also trained in managing the funds received from BFV. Now ADA conducts periodic audits and established procedures that make accounting transparent. ‘The recommendations facilitated a huge improvement. In addition to the executive





administration, we have a general assembly and a supervisory board that oversees our activities internally.’ Thus, accountability and reporting have also improved.

Common goals

All the support for the restructuring and management of ADA is connected to a common goal of all three stakeholders: using sports activities to advance development, civic responsibility and mutual respect. In order to achieve this goal, ADA’s coaches have had the opportunity to participate in trainings facilitated by S4DA. ‘Today, Social Training is practically our trademark – we implement it in all our activities,’ Simião states. According to Simião the implementation of S4D has brought major benefits to ADA and the surrounding community: ‘children who were facing problems with drugs now have abandoned those practices. I feel that even within the community there has been growth, there has been a change of mentality.’

BFV’s motivation for the partnership stems from a feeling of solidarity ‘with the large number of children and youth in the world, like in Mozambique, who have little chance of getting a good education, who live in poor hygienic, nutritional and housing conditions and who are forced to play soccer barefoot,’ says Rainer Koch.

Talking about future plans to promote education through S4D, Simião says: ‘My dream is for us to have colleges where the children can come directly after school and benefit from our education. If this happened, the learning would be effective.’





NAMIBIA



GOAL

Sport for quality education and girls empowerment

PARTNERS

Namibian Ministry of Education, Arts and Culture (MoEAC); Namibian Ministry of Sport, Youth and National Service (MSYNS); SCORE; Valombola Vocational Training Centre; Eenhana Multi-Purpose Youth Resource Centre (EMPYRC); Fédération Internationale de Football Association (FIFA); German Football Association (DFB); Namibian Football Association (NFA); basketball, volleyball and netball clubs

LOCATION

Ohangwena, Khomas and Oshana Region

Although the number of new HIV infections has begun to decline, HIV prevalence in Namibia has stabilised at a high level and continues to burden the health care system, posing serious developmental challenges. Girls and young women are particularly affected by new infections. Physical health, prevention of early pregnancies and strengthening the role of women in the Namibian society are therefore key aspects of the National Development Plan. Sport encourages youth to adopt a healthier lifestyle, increases self-esteem and strengthens awareness of gender roles.

In Namibia, S4DA aims to promote sexual and reproductive health and to improve the quality of educational services in the Ohangwena region. Based on methods such as “Netball4Life” or “Basketball4Life”, about 100 Sport for Development (S4D) coaches and teachers train girls and young women in leading healthy and self-determined lives. 32 constructed or renovated sports grounds at schools and colleges offer safe spaces for more than 70,000 children and youth who want to join S4D trainings and physical education classes. Following the positive resonance on S4D in the Ohangwena region, the Namibian Ministry of Education, Arts and Culture works towards integrating S4D into the national curricula for secondary schools. Based on a jointly developed “Physical Education4Life” manual, the University of Namibia qualifies physical education students in S4D.



QUALITY PHYSICAL EDUCATION

The Cooperation Project School Sport in Oshana and Karas Region

Sanet Steenkamp | Permanent Secretary at the Ministry of Education, Arts and Culture

PARTNER

Namibian Ministry of Education, Arts and Culture

LOCATION

Windhoek

GOAL

Sport for quality education and girls empowerment

‘We really commend all the key stakeholders involved and those who contributed to the collaborative effort to bring Sport for Development to the children.’ Sanet Steenkamp, Permanent Secretary at the Ministry of Education, Arts and Culture in Windhoek, smiles as she pages through samples of the colourful S4D coach manuals, which were developed by S4DA and partners.

Sanet, 43 years, has been working in the Ohangwena region for nearly two decades, first as a Life Skills teacher, then – from 2010 to 2015 – as the regions’ Director of Education. ‘I think more and more schools realised that we need a much broader and more holistic education approach,’ she says. ‘It’s one thing to have S4D implemented in the curriculum, but if there are no recreational facilities, it’s difficult to put it into action.’

Sanet strongly believes in sports as a tool to teach life skills and specific values, to foster determination and perseverance, tenacity and confidence: ‘You can liter-

ally see children’s confidence and self-esteem building up when they get involved, having to do something meaningful.’

Stakeholders join forces

In order to embed S4D into the educational system, the School Sport in Ohangwena and Khomas Region Cooperation Project – a cooperation between the Ministry of Education, Arts and Culture; the Ministry of Sport, Youth and National Services; the Fédération Internationale de Football Association (FIFA); the German Football Association (DFB); and the Namibia Football Association (NFA) – was formed.

In the course of this cooperation project, S4DA provided grassroots sports grounds and the necessary sports equipment to 28 schools in the country, about 100 teachers were trained on the S4D method, the

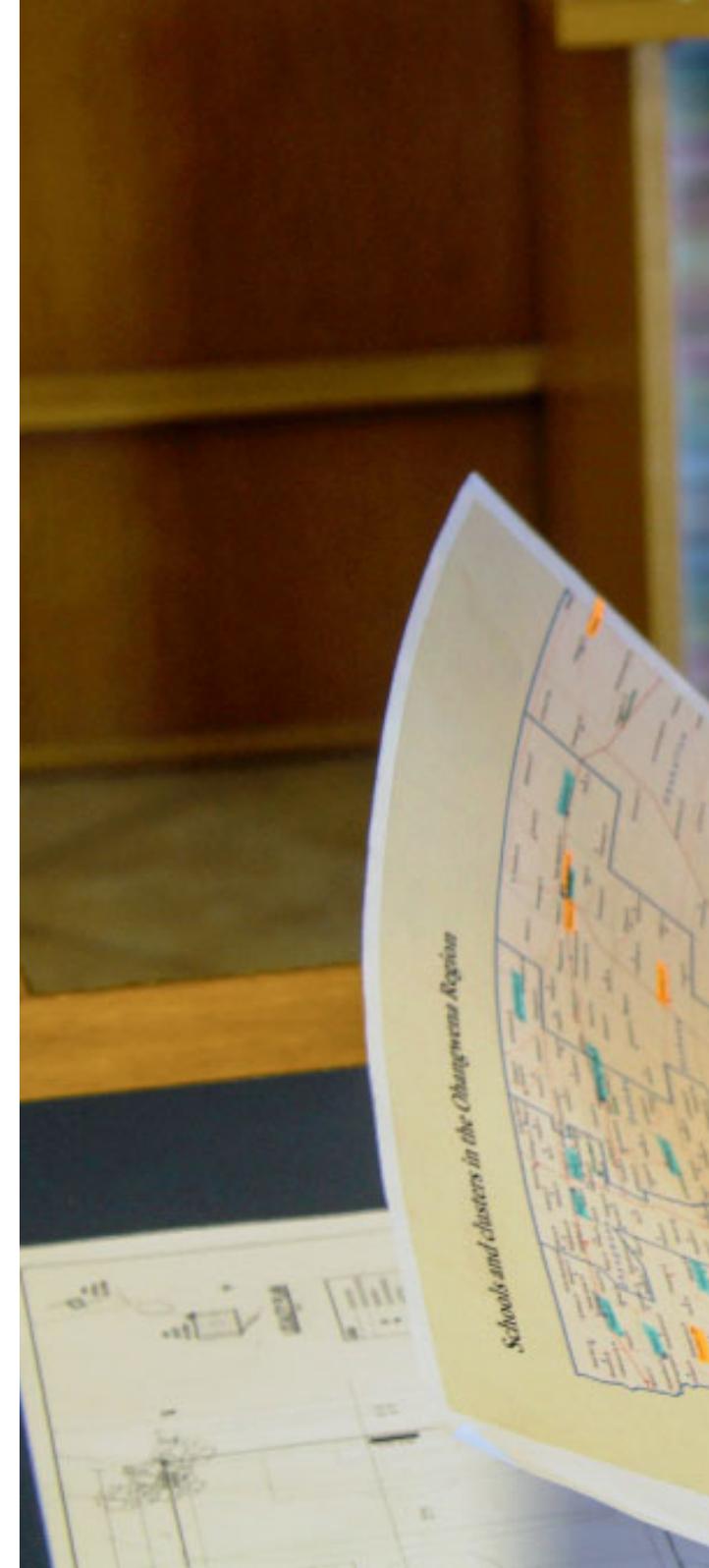




schools were capacitated to sustainably manage and use the rehabilitated or new sports grounds. The teacher trainings strengthened their skills while fostering networks and exchange: ‘Ohangwena has been affected tremendously,’ Sanet says. ‘Teachers, sports coaches, and principals were involved in the whole process; I believe that everyone learned a lot. So you have an exchange, not just regarding strictly technical matters, but also cultural exchanges.’

She highlights that introducing sports like volleyball in an area traditionally dominated by football and netball ‘also has a dimension of addressing gender issues, as football is traditionally a sport for boys.’ At many schools, girls were only allowed to play when the boys’ teams did not use the pitch. With the new sports grounds, there is enough space for everybody.

Moreover, to secure the long-term implementation of S4D and to promote its expansion throughout the region, the Sport for Development Ohangwena Steering Committee was formed, which comprises representatives of the Ministry of Education, the Namibia School Sport Union, the national sport federations, an S4D instructor, who is also a regional champion for S4D, and a school principal who represents the participating schools.



Ohangwena model inspires national policies

Sanet stresses that the Ministry will take responsibility, ensuring the maintenance and care of the new facilities, e.g. by availing a specific budget line. 'Now that we have the equipment, now that we have the training, now that we have the fields, we are not going to take it for granted, but to appreciate it, and to value it.'

The project has attracted interest at the national level: the S4D approach will be integrated into the physical education curriculum, allowing all learners to benefit from it, not only through after-school activities. Even Sanet herself is impressed with what the programme has been able to achieve: 'I didn't realise that it can have such a big impact.'

NAMIBIA: STORY II



GIVING EVERYONE A CHANCE

Increasing learning opportunities in the Ohangwena Region

Paulus Nghikembua | Chief Education Planner

PARTNER

Regional Directorate of the
Ministry of Education, Arts
and Culture

LOCATION

Ohangwena

GOAL

Sport for quality education
and girls empowerment

The map is spread out across a neatly arranged office desk. ‘So these are the schools throughout the entire Ohangwena region, where grassroots sports grounds have already been handed over.’ Paulus Nghikembua, the Ministry of Education’s Chief Planner in the Ohangwena region, points to the dots, indicating the partners of the Cooperation Project School Sport in Ohangwena and Khomas Region.

Paulus was a key figure during the inception of the project. He recalls how, a few years ago, the Ministry of Education – after consultations with the region, schools and stakeholders – decided to implement the S4D project. A regional assessment had confirmed that there was a need not only to rehabilitate sports grounds at various schools, but also that some cluster schools had no sports grounds at all. Cluster schools are geographically located close to each other, with one

school serving as the main centre to coordinate all activities. ‘Few of the schools had proper sports facilities,’ he explains. ‘The children basically used every little corner available to play – mostly football and netball; other sports were not really known.’

Another challenge was the lack of inclusiveness: ‘The coaches were only interested in finding the most skilled players, which excluded everybody else.’ That has changed now that 15 schools in the Ohangwena Region have benefited from the project and received 43 new or rehabilitated football, netball, basketball and volleyball fields, as well as the necessary sports equipment.

‘We didn’t really have qualified coaches,’ Paulus explains, ‘the training was based on personal experience. If, for example, a teacher played football, he or she

would be leading the football team.’ As part of the joint project, about 100 teachers and coaches in the region learned how to coach young people and how to integrate S4D into the training sessions. With the support of S4DA, training manuals (‘Football4Life’, ‘Volleyball4Life’, ‘Netball4Life’ and ‘Basketball4Life’) were developed. ‘It’s really a great deal,’ Paulus says, ‘because in our curriculum, Physical Education and Life Skills are separated. Through Sport for Development, these two concepts are being combined – it’s basically complementing what is already there.’



Ministry of Education takes ownership

Historically, only a small budget is allocated for sports activities at schools. ‘We encourage the school principals to apply for funds to ensure the maintenance of the sports grounds and the sports equipment. Also, it’s one thing to have facilities and equipment, but if there is no control on the usage, they won’t last long,’ Paulus explains. Thus, the Ministry of Education, with the support of S4DA, developed tools to monitor the S4D activities and the usage of the sport fields. In addition, S4DA has earmarked a training for school staff on the maintenance and repair of sports fields.

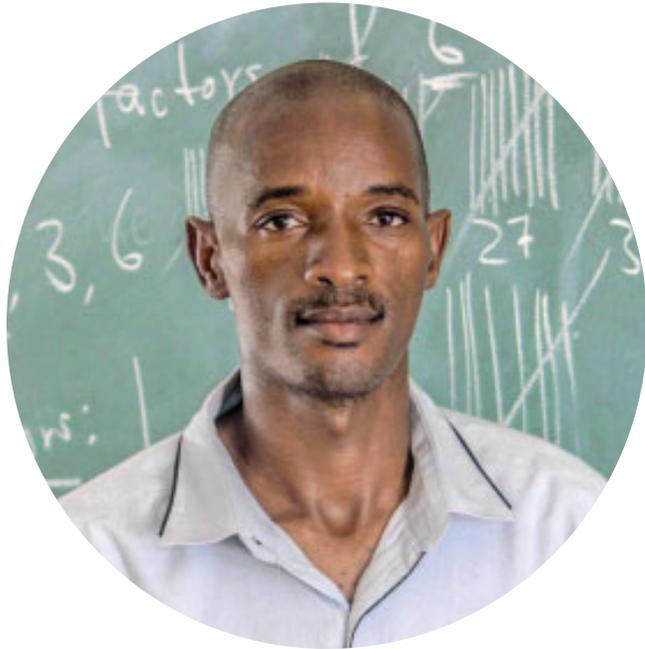
The key element of the S4D approach, Paulus points out, is to arouse curiosity and interest at all levels. ‘The children realise that it’s not only about playing sports, but also about learning social skills that are useful on the field, inside the classroom and in everyday life.’

Paulus remains optimistic about the impact of the cooperation programme, ‘My expectation is that there will be improved and increased participation in sport and S4D activities at schools with the involvement of the communities. We want our learners to become mentally and psychologically healthy. A healthy child tends to perform better in school. So it’s not only about them being healthy, but also performing better.’





NAMIBIA: STORY III



FOR THE LOVE OF SPORTS

Teacher Ferderick 'wants to see the young people develop through sports'

Ferderick Sitali | 'Football4Life' instructor and teacher

PARTNER

Otaukondjele Primary School

LOCATION

Ohangwena

GOAL

Sport for quality education and girls empowerment

'Let's start again! I want the multiples of 7!' With chalk in hand, the teacher stands at the dusty blackboard, ready to write the numbers down. None of the excited boys and girls raise their hands, but in perfect unison, they shout: '7, 14, 21, 28 ...!' The teacher is Ferderick Sitali, 41, and the children are his learners from Otakondjele Primary School in the Ohangwena region with 169 learners and eight teachers.

It takes only a few minutes during break time for Ferderick to change into a comfortable t-shirt and sneakers for a coaching session with even more excited boys and girls, who flock onto the sports field. Ferderick is a 'Football4Life' instructor and one of the about 100 teachers and coaches who have received training as part of the School Sport in Ohangwena and Khomas Region cooperation.

His passion for football started when he was a little boy. 'I had a brother who was a football player. He was really good. Through him I developed a love for sports.' Ferderick would watch his brother practise,

and when he was old enough, he, too, joined the team. Sadly, his brother passed away shortly before Ferderick finished high school.

When working as a teacher, Ferderick could turn his passion into profession: 'In 2011, the Namibia Football Association launched 'Galz and Goals', a programme that focuses on encouraging young girls to play football while teaching them life skills. 'I realised that this is what I had been looking for, because I really want to see young people develop through sports.'

Ferderick took up the opportunity and became a sports coach. After having completed the 'Galz and Goals' training, he joined the Cooperation Project School Sport in Ohangwena and Khomas Region. 'At first it was very difficult to bring the parents on board. They considered football to be a boys' sport, but we tried to convince them that their girls should also be allowed to play.' Ferderick would speak about the benefits of sports and the importance for a child's development at the regular parent and teachers meetings. 'Now, we





have so many children who take part in sports activities, particularly football,' he smiles proudly.

Today, he not only coaches the teams at his school but also trains other teachers in the S4D approach. As an S4D instructor, he has noted that coaching skills are highly appreciated and that many teachers would like to be involved. 'They really have trust in me, because of what I represent. Sometimes they will ask me: "We need training, when can you organise a training session, so that we can also gain something from your Sport for Development coaching methods?"'

'The kids want to play!'

Ferderick can see many positive changes through S4D. For instance, there has been no recorded case of teenage pregnancy for the past three years. Before, the school always had one or two cases per year. The Ohangwena region has one of the highest teenage pregnancy rates in the country with 232 pregnancies already reported within the first 5 months of this school year. 'Through the S4D programme we don't only teach the girls how to play football. We also teach life

skills, help them to change their lifestyles and to avoid unhealthy sexual activities.' Through the S4D training, the players learn to come prepared, to be disciplined, focus and work as a team – highly important skills for their daily lives.

He has also observed that the girls gained much more self-confidence. 'Through the Sport for Development training, we teach six Sport Life Skills, one of them is "Use Your Voice", and the girls are now using their voice. They will come to me and report things they do not like, such as: "Our coach is not coaching us, he just gives us the ball to go and play, that's why we are not doing well, can you talk to him?"'

Championing the cause

Attending the 2nd International Instructor's course in Germany organised by the German Football Association (DFB) and GIZ on behalf of the BMZ in 2017 was the peak of Ferderick's training career, so far. Not only was it an opportunity to receive S4D training, but also to share his experiences with participants from 12 countries. 'It changed me completely. That's where we

learned about systematically using sports to achieve developmental goals, not only to identify talent, but also for the development of a child, to motivate young people even to do the exercises away from the sports field when they are at home. To make sure that the kids come on board and develop the love for the sports, and this will improve their health along the way.'

Ferderick also is a much-valued member of the Ohangwena Sport for Development Steering Committee. 'It gives me an opportunity to make my voice heard,' he says. 'When I visit a school to talk to the principals and teachers about the value of sports, I don't go there as Ferderick, I go there as a member of the committee.'

NAMIBIA: STORY IV



IT'S NOT JUST NETBALL

Strengthening girls' self-confidence through sports

Ailly Namupala | 'Netball4Life' coach and teacher

PARTNER

Onakalunga Combined
School

LOCATION

Ohangwena

GOAL

Sport for quality education
and girls empowerment

‘When there’s sports, nobody wants to go home after school!’ Ailly Namupala smiles as she hands out bibs to the girls streaming into her classroom to change hurriedly from their school uniforms. She closes the door, and walks over to the netball field.

Ailly is a Physical Science teacher and ‘Netball4Life’ coach at one of the 15 schools participating in the School Sport in Ohangwena and Khomas Region Cooperation Project: the Onakalunga Combined School with 448 learners. Supported by S4DA, a football field, a volleyball field and a netball field have been built. All the necessary sports equipment such as balls, bibs, whistles and cones are available, and teachers received coaching and refereeing training.

With a total of 265 schools and over 105,570 students, Ohangwena is the region with the highest learner population in the country. These numbers give an indication of the challenges faced by the teachers who try to accommodate the needs of every single child. Through sport, they get to know the children





better and can motivate them on a personal level, which is not always possible in an overcrowded classroom.

Ailly has been involved in S4D for the past three years. Having started with the 'Galz and Goals' programme, she recently completed the 'Netball4Life' coaching training and has started strong teams for two age categories at the school. She stresses the importance of using sports to improve children's academic performance. 'The first thing we do is the 'Open Circles', I listen to them and ask them whether they did homework, and that's where I get a chance to motivate them,' she explains.

Not only does she see it as an opportunity to educate but also to create awareness about HIV, alcohol abuse and teenage pregnancy in a region with one of the highest rates in Namibia. In the S4D coach workshop, Ailly has learned to reach out to the players – also those who are HIV positive themselves –, to teach how the disease is transmitted and to help them understand and avoid stigmatisation.

On the netball court

The players, Ailly points out, who play at league games have gained self-confidence. 'Some of them were not free to talk. But since they got a chance to meet players from other schools, they started to change, to ask general life questions. Also in the classroom, they became more disciplined and diligent. You can see that S4D helps them to be confident and outspoken, but also to improve their performance in school, which goes hand in hand.'

She introduces Cecilia Shudheni, 18, one of her star netball players, who even represents the school at regional level. Celia was not always involved in sports. 'I used to be shy and I had no confidence,' she says. But things changed when netball was introduced in her school, girls were invited to the trainings after school, and a team was formed.

Cecilia comes from a large family. At home, the girls are responsible for collecting firewood, planting and other household chores. Her sister was her main inspiration. 'I started playing because she also used to play, and after she dropped out of school, I just kept on doing it. One teacher told me I shouldn't let my talent go,' she smiles.

She says that the open discussions during coaching sessions are important and that she learned a lot about the risks of drinking alcohol, being engaged in sexual relationships and how communication is the key for achieving one's goals. 'I do things on time, I started being a clever girl, and I learned how to help other learners, my parents and the people in the community.'

Discovering her natural talent for netball came as a surprise to Cecilia, who would usually go home straight after school. Now, she is one of the best players at the school. She aspires to continue to play and hopes to compete at the national level. Netball, she says, has changed her life.



TOGO



GOAL

Strengthening civil society and promoting social and political participation through sport

PARTNERS

Togolese Ministry of Communication, Culture, Sports and Civic Education; municipal authorities of Lomé, Sokodé, Kara, Kpalimé, Tsévié; Don Bosco Mondo e.V.; SOS Kinderdörfer weltweit e.V./Hermann-Gmeiner-Fonds Deutschland e.V.

LOCATION

Kara, Kpalimé, Lomé, Sokodé, Tsévié

In 2005, Togo initiated a state modernisation process including economic reforms, decentralisation and democratisation. Nevertheless, so far only few participatory opportunities for children and young people exist. In Togo, S4DA promotes social and political participation through sport and strengthens collaboration between municipalities and civil society.

Responsible for the ten constructed or renovated sports grounds, municipalities and citizens work together in steering committees to ensure the sustainable usage of the sports grounds. Jointly, they develop Sport for Development (S4D) concepts and maintain the sports grounds. About 160,000 children and youth from schools, civil society organisations and the communities have access to the sports grounds. 140 coaches and teachers qualified in S4D use the sports grounds to offer sports activities designed to promote key social skills. Being role models for children and youth, the coaches encourage children and youth to take responsibility and play an active role in their communities.



'WE EDUCATE YOUNG PEOPLE THROUGH SPORT'

S4D enriches Don Bosco Centre's youth work

Nicolas Bidé | Sport coordinator and brother

PARTNER

Don Bosco Centre Lomé

LOCATION

Lomé

GOAL

Strengthening civil society and promoting social and political participation through sport



Wednesday and Saturday afternoons at the Don Bosco Centre of Akodésséwa in Lomé are special. To the rhythm of the sounds created by a DJ, several children and youth from various religious backgrounds meet to practise their favourite sports activities: football, basketball or volleyball.

A few metres away from her female and male team mates, 18-year-old Nafissatou and a boy her age juggle with a ball in the middle of a warm-up session.

Playing football has always been her dream. But since her high school did not have a football field for training sessions, opportunities were limited: 'I used to train once a week on a slot several kilometres from my home. Today, I can do at least two training sessions a week during the school year and several during holidays.' And so can many other children and youth from the neighbourhood.

With 820 children and youth coming to the centre every week and about 6,000 living in walking distance,



the Don Bosco Centre is one of S4DA's most significant partners in Togo. It is located in a neighbourhood prey to certain social ills such as drugs, theft or alcoholism. Due to a lack of opportunities and adequate guidance, many young people resign themselves to these vices. Since S4DA reconstructed a football, handball and basketball field and trained three of Don Bosco's coaches in the S4D approach in 2017, the youth can practise sports here while learning about life skills and values.

Teaching values

Father Boris regularly visits the sports grounds during training sessions. Being responsible for Don Bosco's activities in Akodésséwa, he oversees every workshop on the agenda. He and his colleagues teach the young people values of life that enable them to understand their sports activities in a different way: 'We welcome, educate and evangelise children. This allows us to get to know them better and especially to help them avoid loneliness, as loneliness has consequences for their behaviour. It also gives them the opportunity to learn how to behave in society and apply the values of peace we teach.'

Thanks to their S4D qualification, Don Bosco's coaches use the sports sessions wisely: 'We do not play football like it is done in the streets. We educate young people through sport. We also teach them to cultivate essential values for their personal development, such as non-violence or respect for the other gender,' Brother Nicolas, the centre's coordinator of sports activities, explains.

'The sports grounds and the awareness sessions attract many young people. While they attend the trainings, they cannot involve in negative activities,' he says. After the training sessions, Brother Nicolas and other volunteers organise discussion rounds to help the centre's children to strengthen their personality through sport. After only a few months, the results are impressive, and the number of young people taking part in the various sports activities has increased significantly.



CHANGING MENTALITIES

Kara's political leader stands up for a peaceful sports culture

Wella Tchandao | Mayor of Kara

PARTNER

Municipal Council of Kara

LOCATION

Kara

GOAL

Strengthening civil society and promoting social and political participation through sport

The sports ground of Kara Tomdé high school has never seen so much traffic. For some time now, it is not easy to get access, since more and more young people of the community are practising there. S4DA rehabilitated the infrastructure and supported the municipality in setting up a steering committee to oversee the maintenance and proper use.

Wella Tchandaou, mayor of the Kara municipality, is the president of the S4D coordination committee which supervise all the steering committees in the municipality. Since the introduction of the premier league football championship, he is quite busy. The championship games are played in the municipal stadium of Kara, which is managed by the municipality, so he and his staff have to be meticulous to avoid

any mistakes. At the beginning of the games, the municipal authorities often take the opportunity to remind the public of the spirit of fair play, of tolerance and non-violence which must prevail within the stadium.

The mayor appreciates S4DA's achievements: 'It is really an encouraging project. It allows our young people to find ways to live together peacefully and especially to avoid violence.'

In Togo, S4DA has built and rehabilitated five sports grounds (including the one of Kara Tomdé), handed over more than 70 sports equipment sets and trained more than 135 coaches. Furthermore, jointly with partners S4DA developed pedagogical manuals that

help S4D coaches to improve their sports activities with children and young people.

In addition, the project supported the municipality in elaborating its local strategy to implement S4D. 'With the assistance of our twenty coaches trained by the project, we sensitise people during the sports activities organised in the municipality,' Aklesso Kpatcha, sociologist and S4D focal point in Kara, explains.

In the past two years, the concept has attracted many people. 'Children put the S4D values into practice,' Aklesso explains, 'and several primary and secondary school directors acknowledge the change in the behaviour of their students who – for example – keep their environment clean and display good behaviours in public.'





'ONE STARTS TEACHING LIKE NEVER BEFORE!'

Coach Ida Yom learns about S4D at the National Institute of Youth and Sports (INJS)

Ida Yom | S4D coach and teacher

PARTNER

National Institute of Youth and Sports (INJS)

LOCATION

Kara

GOAL

Strengthening civil society and promoting social and political participation through sport

Ida Yom does not pass unnoticed on the basketball grounds of the city. This sunny afternoon in November 2017, she has just finished a training session at the basketball ground of Kara High School.

For nearly three years, Ida, 36, has been using sports to instill values like peace and tolerance in her students and the players of her district's club. 'We gather young people, male and female, and teach them S4D values such as non-violence, acceptance of the other, tolerance,' she explains. Like several other coaches, Ida studied at the National Institute of Youth and Sports (INJS) in Lomé. In Togo, INJS is the core training institution for physical education teachers and social workers. Consulted by S4DA, INJS has implemented S4D in their curricula and supported the development of pedagogical manuals in collaboration with S4DA.

The S4D training completely changed the way Ida perceived her work in school and in the clubs. In her mind, the job of a physical education teacher was to help the children develop their physical potential,

receive good marks in class and be in good health. Since the S4D training, she knows that sports can also impart values like gender equity, respect of others, or tolerance, and foster active citizenship: 'The values of Sport for Development existed before, but they were not practised. Today I know how they can be transmitted through sports.' The coach training sessions on S4D have allowed this mother of three children to see her work in a different way and to change her own behaviour. 'I no longer hesitate to do certain things. For example, to pick up a plastic bag thrown by someone else in the street seems like something everyone should do.' By practising those values, she has become a role model for children and youth in Kara, and they follow her example.

It is fascinating work, even though it is not always easy. Besides the lack of adequate infrastructure, there is the local authorities' lack of financial means. 'They do not have enough funds, the budget lines released for sport is insufficient.' Fortunately, these problems are far from denting her determination.





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