



# **SIA TOOLKIT CONTRIBUTION**

## **INTRODUCTION**

### **What is Sport for Development?**

Sport for Development is a concept that utilizes sport and recreation as a tool in social and economic development. In this concept sport and recreation are seen as an effective and potent means by which development processes of different sizes and forms can be packaged and delivered.

In recent past this concept has increasingly been used and misused in different ways by various stakeholders of development. The correct and consistent use of the concept has yielded a number of positive results. Unfortunately all these good efforts have been fragmented and some are duplicated, reducing possible coherent and inherent effectiveness.

### **Themes of Sport for Development**

- Health, HIV/AIDS, Poverty
- In addition, SIA also covers the following themes: Child Rights and substance (Drug/Alcohol) Abuse

### **History and background of the field**

The first HIV/AIDS case emerged in 1984, and by 1999 the number of AIDS cases was estimated to 600,000. In many parts of the world, several factors are considered to have contributed to this increase in the number of HIV infection. For instance, if a person is infected with a sexually transmitted disease, s/he is more prone to contract HIV. In Zambia, there is clear evidence that some of these factors have accelerated the number of people infected with HIV:

- People engaging in unprotected sex (no use of condoms)
- Large proportion of adult population with multiple partners

- Poverty and high rate of unemployment especially amongst the youth
- Cultural practices such as dry sex and sexual cleansing

In addition, many children have become orphans and this has resulted in other secondary consequences of the pandemic such as child abuse and substance abuse.

### **Future expectations**

In the next 2 years we expect that our program will contribute favorably in positively influencing behavior of young people who are facing the adverse challenges poised to their societies by poverty, HIV/AIDS and substance abuse. We believe that the correct and frequent use of sport and its role models to educate and involve young people developmental physical activity will contribute to the empowerment of many youths who will develop useful life skills. In the next 2 years we expect our program to bring the following results:

- At least 245 HIV/AIDS and sport peer leaders will be trained
- At least 60,000 participants will be engaged in various sporting activities integrated with HIV/AIDS education
- At least an annual 10% reduction each year in cases of juvenile delinquency such as drug/alcohol abuse, violence and unwanted pregnancies. This will be measured by comparing the records from the preceding year's from the police, school and health centers in target areas. Testimonies and questionnaires answered by the project participants will also be used.
- Reduction of the incidence of new HIV and STI infections among the youth. Through HIV/AIDS and Life Skills education, the projects participants will be less likely to engage in risky behaviors such as unprotected sex.
- At least 20 people in each of the 15 project targeted districts (Towns) will be offering volunteer services for development through sport activities. The community concern and involvement will build a sense of ownership and volunteerism for project administrative and technical leadership.
- An increase in the number football, basketball, volleyball and netball teams in each of the 15 project targeted districts (Towns).
- Construction of 5 volleyball, 10 football, 3 basketball, 2 baseball and 6 netball courts in schools and community centers in selected districts of our project sites. This will be done through fundraising and partnership ventures with other organizations and will increase youth opportunities for accessibility to sport and play facilities.
- The ultimate goal of this project is to contribute to the effective mitigation of HIV/AIDS, substance abuse and poverty free society through sport and play whilst empowering the youth

## **THEMES**

### **HIV/AIDS, Health, Poverty**

#### **What is HIV/AIDS?**

HIV stands for *Human Immunodeficiency Virus*

HIV is a virus that attacks a person's immune system. When a person has a weakened immune system s/he is unable to protect him/herself from diseases caused by germs around us. HIV multiplies rapidly in the infected person's body and destroys white blood cells which normally play an important role in protecting the body against infections.

AIDS stands for *Acquired Immune Deficiency Syndrome*

AIDS is referred to the state of the body when the number of white blood cells are considerably little and the immune system fails to function properly. When a person is said to be suffering from AIDS, s/he is practically defenceless against infections and therefore death is not caused directly by AIDS but opportunistic infections such as pneumonia and TB.

*Acquired*: passed on from one person to the other

*Immune*: cannot catch or be affected by a particular disease or illness

*Deficiency*: the state of not having or not having enough of something that is essential

*Syndrome*: a set of physical conditions that show you have a particular disease or medical problem

#### **How can you recognize/diagnose HIV?**

A person who is HIV positive looks just like others who are not HIV positive, therefore you cannot tell someone's HIV status by appearance alone. Blood test is the only way in which you get to know your status, and the procedure is brief and simple. You can get tested at a VCT center (Voluntary Counselling and Testing) where trained counsellors provide confidential counselling before and after the blood test. The blood test is voluntary therefore no one is forced to get tested.

#### **What are the effects (consequences?) of HIV/AIDS pandemic?**

The impact of the pandemic is enormous and there are psychological, social and economic consequences to consider including:

- Loss or lack of human resource
- Orphans
- Stigma and discrimination against people living with HIV/AIDS
- Fear
- Anxiety
- Malnutrition
- Street children
- Crimes e.g. theft
- Prolonged illnesses
- Prostitution

- Poor performance at work or school
- Early marriages
- Poverty
- Depression
- Financial strain

### **Which treatments are available?**

#### **HIV/AIDS**

At present there is no cure for AIDS. However people are encouraged to go for VCT to know their status as this helps both positive and negative people; the infected people will have an access to ARVs which will slow down the replication of the viruses in the body whilst improving one's immune system. Besides, HIV positive people are encouraged to lead positive life. Positive living is the term used to describe the positive lifestyle one adopts after undergoing VCT (e.g. balanced diet). Sport In Action have come up with some sport activities integrated with HIV/AIDS and health education. In addition, SIA has created sport activities specifically designed for people living with HIV/AIDS whilst encouraging people to go for VCT.

#### **Poverty**

e.g. *Young Farmer's Club* through sport project in Kazemba village of Chongwe.

Youth in Kazemba village of Chongwe have a project known as the Young Farmers Club through sport in which the football and netball teams become farming corporative clubs, situated about 20Km from Chongwe town. It is a club comprising of both young and old people from the community who use sport and farming to mobilize people to increase their income and food supplies. Communal land is acquired by the sports clubs, Sport In Action provides start up capital and links for markets of produces. 70% of the profits is shared among the members equally while 30% go into supporting the sports activities.

### **SPORT AS AN INSTRUMENT FOR PREVENTION AND CARE FOR PEOPLE LIVING WITH HIV/AIDS**

#### **How can sport contribute to HIV/AIDS prevention and intervention?**

Sport can be used as a tool in the mitigation of HIV/AIDS by providing positive and active living lifestyle activities integrated with HIV/AIDS information and Life Skills.

#### **What are potential benefits of using sport for HIV/AIDS prevention and intervention?**

- Effective and active learning in an enjoyable and relaxed environment which brings about motivation, self-development and self-reliance. Evidence suggests that sport integrated with HIV/AIDS education has a larger impact upon positive behavioural change amongst the participants compared to HIV/AIDS education alone
- Large participation of individuals including those who are seldom reached including orphans, girls/women and disabled children

- Effective co-operation with existing communities which is essential for the sustainability of the programme
- Low-cost activities most of which based on traditional games
- Opportunity for positive recreation and social interaction
- Proactive involvement of young people through its message of hope
- Development of both physical and moral qualities which are the basis of sport
- Effective and extensive sensitisation at school and community levels
- Revitalization of physical education within schools in the process of HIV/AIDS education

### **How does it work?**

- ***Extensive use of volunteers:***

Over 99% of the total work force serving in the communities is volunteers. They make decisions at community level but merely seek advice and occasional technical and material support from SIA secretariat.

- ***Education:***

The core of SIA is in its human resource. Sport In Action (SIA) makes deliberate efforts to equip or facilitate in the education of volunteers. The training is conducted in order to empower volunteers with necessary skills and knowledge to successfully conduct the programs. Major focus and resources will go towards education programs for various volunteers with different leadership roles.

- ***Developing deep rooted structures:***

Being a community based project, an emphasis will be placed on deepening and democratizing all levels of the structure with a view to raising standards and efficiency in management. An increase in ownership will increase project impact and coverage. Partnership shall be strengthened with existing relevant institutions such as NGO's, Churches, and Schools.

- ***Development of facilities:***

The importance of basic facilities cannot be overemphasized. Communities will be encouraged to maintain, and create new facilities where possible to offer more opportunities for participants. Fundraising projects shall be undertaken. Dual usage of facilities and partnership with other institutions will be encouraged.

### **GOING TO WORK**

#### **How can 'sport development workers' use sport for educating people on HIV/AIDS**

Effective integration of HIV/AIDS with consistent and correct application of life skills

#### **What do you need to know?**

- How to use sport equipment
- Basic facts on relevant fields i.e. HIV/AIDS, poverty eradication and health.
- Partners and stakeholders in the field of operation
- Roles and responsibilities of program leadership
- Availability of resources and their potential sources
- Risks and challenges poised with program implementation

- Life skills in the relevant fields i.e. HIV/AIDS, Poverty eradication and health.
- Needs and abilities of the target group (project participants)
- Language, culture, environment, literacy levels, age and other behaviour influencing factors
- Successes and failures of similar previous activities
- Basic first aid and management of injuries
- Dos and don'ts of planning and implementation of the project activities

**What capacities do you need?**

- Sport specific coaching knowledge and skills
- Equipments storage, maintenance and use
- Life skills development
- Program resource materials writing/production

**Which tools are available?**

- Sport and development leadership training manuals (e.g. traditional games manual)
- Sport specific activity manuals

**Do's**

**Administrative**

- Timely, realistic and participatory needs based planning
- Relevant and effective allocation of roles and responsibilities to human resource
- Development and strengthening of relevant human resource capacities
- Effective networking and partnerships for development and sustainability of the program
- Effective and consistent monitoring and evaluation of roles and activities
- Effective communication
- Effective reporting and accountability of activities and finances
- Promotion and publicizing of activities

**Activity implementation**

- Timely, realistic and participatory needs based planning
- Relevant and effective allocation of roles and responsibilities to human resource
- Development and strengthening of relevant human resource capacities
- Effective and consistent record keeping
- Correct use, storage and maintenance of equipment
- Effective and consistent monitoring and evaluation of activities and outcomes
- Age, environment, culture and participants centred approach

**Don'ts**

- Misplacement and underutilization of human resource
- Failure to build capacity
- Misuse, poor maintenance and storage of equipment
- Poor monitoring and evaluation practices
- Fragmented delivery of activity
- Lack of team work

- Working in isolation (not networking)

## **BEST PRACTICES**

### **Project Title**

### ***Youth Empowerment Through Sport (YETS)***

### **Background**

Sport has a special attraction to young people as it offers opportunity for fun-play and physical challenges, organized sport therefore, has a potential to attract young people unmatched by other voluntary organizations. Unfortunately, this capacity has not been well tapped in many places partly due to lack of financial and material support, voluntary leaders or sufficient coaching, administration and refereeing for those interested to serve and to be served.

Mostly there has been emphasis on recruitment and education of adult leaders to sports. This bias may have its rationale in the belief that leadership roles are most suited for adults. On the other hand, social science has taught us that young people have the same capacity for taking leadership responsibility as adults. Their only disadvantage is the lack of experience due to young age but this can be easily overcome when given the right education for the various leadership roles in sport and integrated Health issues.

We believe that this approach is more effective than other information methods as pleasurable sporting and play activities under guidance of peers and role models from sport will have a stronger influencing capacity than the conventional campaigning.

The spread of HIV/AIDS is well known and there is no need to expand about the seriousness of this issue. The health professionals have developed information programmes to help the general public understand the problem and advice on how to protect oneself but the challenge still remains on the level of impact it has on the behavior of the youth. The information has been delivered to the youth with a focus on the don'ts without effective doses of alternatives to what has to be avoided. Sex is a very effective source of recreation and stress management for young people just as alcohol intake. These tend to provide a channel of release for the natural energy the young have which by nature need to be expended. If and when an equivalent or more interesting alternative is given, the youth find it difficult and unjustified not to indulge into sex, alcohol abuse or other risk behaviors.

Young people have always been daring and experimental and not really believing the warning and advices imposed by the adults. Through history the young have proved time and again that the warnings were groundless as they could do away with a lot of behavior that was prohibited as long as it was kept a secret.

That experimental youthful attitude may be characterized as a conducive social environment for the spread of the HIV. Since youthful experimentation is almost genetic, this daring has given frightening breeding space for the spreading of the HIV. Unlike in

the past the daring attitude may be deadly and some young people are seemingly defenseless, as they do not take the warnings seriously.

In recent past, children especially girls have been abused and neglected in various ways. The most prominent and rising form has been sexual abuse which to a great extent has robbed mental and physical health from the victim child, it also prevents some children the opportunity to live children. We believe that a great deal of sensitization and education can make significant changes especially when all stakeholders including the children and youth are active parties to the prevention and prosecution process, hence an education program among the youth a right bearers

Zambia is facing stunning statistics of unemployment rates of about 70% to 80%. Similar figures are obtaining in the poverty datum line, with about 80% living below the line. Self employment and small scale business became an effective alternative, hence the inclusion of such grants and relevant skills for potent income generation.

### **Objectives**

The project was initiated following the identification of major problems found in focus areas. The objectives of the project were designed to mitigate the issues stated below:

1. The general standard of living for the people in the targeted communities have been poor.
2. HIV/AIDS Infection, child abuse and alcohol abuse rates have been high amongst the youth.
3. Poverty eradication and unemployed policies and strategies that involve the youth have been very limited.
4. lack of adequate sport and recreation programs for the youth.

The following are the project objectives:

- The overall objective is to use sport and recreation as a tool to uplift the people's standard of living.
- To conduct HIV/AIDS and Child Rights Life skills education to their fellow youths and the community at large through sport and recreation
- To encourage development of skills and self-reliance in various sectors such as Education, Farming etc.
- To increase youth accessibility to sport and recreation

### **Location**

- The project office of Sport In Action is in Lusaka. 1<sup>st</sup> floor ZEPH House Chishango road, Lusaka.
- The project shall be running mainly in Kabwata but shall also run activities in Kanyama, Chibolya, Mtendere, Kalingalinga, Chilenje, Chelstone, Kaunda Square, Chamba Valley, Makeni, Chilanga, and Balastone.

### **Target Group**

- Children and youths in the areas (sites) stated above.
- Women and girls in the areas stated above.

### **Time Frame**

Though the project support agreement will be 5 years, the project will be an ongoing process with no limit of existence.

### **Implementing Organization**

Sport In Action

### **Contact Information**

Sport In Action

PO Box 50144

Lusaka

Zambia

Tel: 260 97 821797

[sia@zamtel.zm/clementchileshe@yahoo.com](mailto:sia@zamtel.zm/clementchileshe@yahoo.com)

### **Future plans**

To expand the YETS program in both impact and coverage (quantity and quality) aspects.

### **Spin off**

The increased empowerment and income generation strategy will make a successful exit strategy as the project committees become more self reliant both in conducting activities and finances.

## **Conclusion**

### **Changes due to activities:**

- a) The quality of sport and recreation activities being conducted in the project target areas has improved through the trained teachers and community leaders including local peer educators.
- b) The Life skills on HIV/AIDS and Civic Education among the youths and children of the project areas have improved hence, contributing to the reduction of HIV infections and raised awareness and action against Child Abuse.
- c) The School attendance levels in the schools especially the community schools which have introduced Physical Education through Traditional Games has improved.
- d) Community involvement and support to children's sport and recreation in schools and communities has improved due to awareness events and media interviews conducted in project areas and print and electronic media.
- e) The quality of life of the project activity participants has improved due to the active and healthy life styles through Fun and Fitness activities, which improve cardiovascular health and stress management.

### **Reasons for success:**

- a) The project has offered well-established training to teachers, community leaders and peer leaders in order for them to conduct effective sport and recreation activities. All of whom had little or no previous training in sport and/or physical education. The training was designed to suit the ability of activity leaders and activity participants.
- b) Effective integration of HIV/AIDS and Civic Education was ensured by combining youth-friendly teaching methods and pleasurable sporting and play. This has been proved more effective compared to information-based education as sport and recreation offers an opportunity for fun-play and physical challenges that has great potential to attract the youth.
- c) A youth-centered project ran by the youth provided an opportunity and encouragement to children and the youth to actively take part in positive recreation which was previously absent or insufficient in the target areas. The instigation of low-cost traditional games has been highly successful and sustainable while bearing a strong cultural message of their own.
- d) The accessibility to sport and recreation activities and facilities has increased in the communities by involving the local schools and community as a whole especially during the awareness raising events. Sport facilities have been created and repaired. Sustainability of the program has been ensured by enhancing volunteerism and capacity building among the youth and teachers in the project areas. As part of the event organization, publicizing has played a crucial role in increasing the awareness of these vital issues not only among the community members but also thousands of people as a rich source of inspiration.
- e) The project has brought about motivation and self-development of the participants through social interaction and positive recreation thus improved people's quality of life. Physical fitness has, in turn, significantly improved psychological wellbeing of the project participants.

**Recommendation to others:**

- In order to ensure the smooth and effective running of sport and recreation activities, it is essential to design and produce standardized resource materials for information, education and communication.
- The training for leaders and teachers should be well-structured and participant-centered while the contents must be clear and concise. Through this approach, they are able to actively learn the necessary information without wasting time.
- Networking plays a crucial role in the development and sustainability of the program. Therefore effective and frequent communication between the project participants and stakeholders is essential.
- Frequent and effective functional evaluation of methods and activities for revision will be highly appreciated.
- Use of indigenous sport increases the sustainability of the program.
- Looking and giving value to local initiatives and expertise creates ownership of the program.
- Parents involvement in the youth program creates a good support belt for the program especially the involvement of girls.

