



**THE VITAL POWER OF SPORT**

Sport for Development 2020-2024 is a programme of:



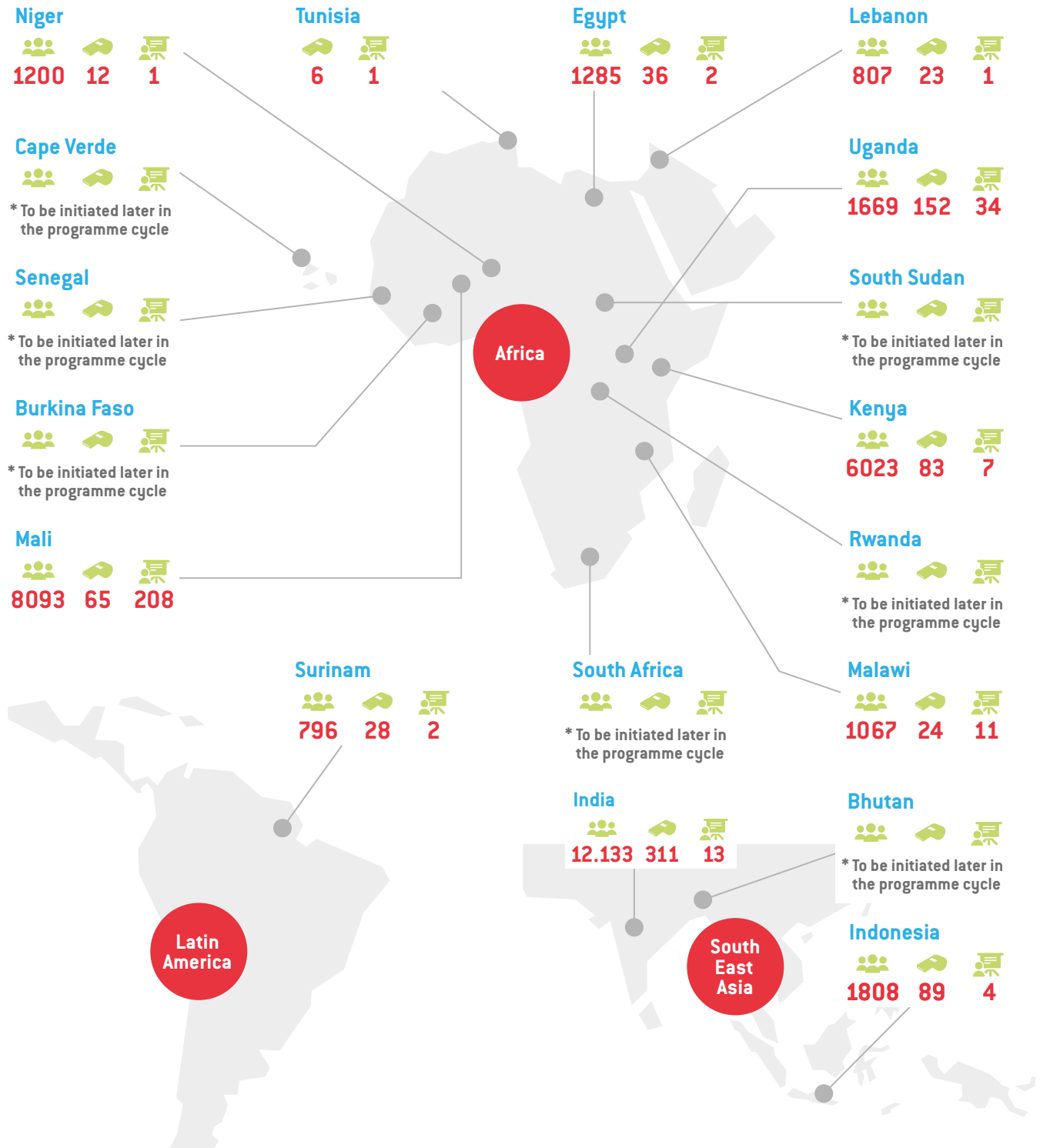
# EXECUTIVE SUMMARY



This is the first report of the 2020-2024 programme cycle of the Sport for Development partnership that has been successfully harnessing the power of sports and play to impact the lives of many people in underprivileged areas around the globe since 2012. The core partners of the Sport for Development partnership - the International Sports Alliance (ISA), the Dutch National Hockey Association (KNHB), the Royal Netherlands Football Association (KNVB), and Right To Play (RTP)- receive funding from the Ministry of Foreign Affairs through the Netherlands Enterprise Agency (RVO) to use the complementary strengths of each organisation to implement programmes in 18 countries.

Due to COVID-19 many countries have experienced some form of lockdown and restricted movement. Therefore activities had to be adapted to the new situation or be postponed to a later stage in the programme cycle. Despite these challenges, together the partners have managed to directly reach 26.738 persons through their activities. Almost 700 coaches have been trained in 2020 and almost 350 trainings and workshops have been rolled out. Though there are some delays, the partners are confident that – anticipating on an improvement of the COVID-19 situation in 2021 – that all goals can be reached by the end of the programme cycle.





persons reached   coaches trained   trainings given

# 2020 IN NUMBERS

Persons reached with the activities executed	34.881
Coaches trained	829
Trainings and workshops given	284
Countries in the programme	11
Women reached	8.274

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# 1. INTRODUCTION



Sport is a powerful tool with a wide reach, including the most vulnerable and marginalised people on this planet. For this reason, Sport for Development organisations use sport as a means to achieve various objectives. This encompasses helping people to improve their health, developing physical capabilities, developing a broad set of life skills, promoting (gender) equality, and not to forget, have fun and just play. The Dutch government has structurally supported Sport for Development programmes for over a decade. The unifying and bridging role of sport is used to support the achievement of the Sustainable Development Goals and to support the Dutch agenda of combining aid and trade.

Early 2020 the third Sport for Development partnership cycle was formally launched together with the International Sports Alliance (ISA), the Dutch National Hockey Association (KNHB), the Royal Netherlands Football Association (KNVB), and Right To Play (RTP). Together these four partners bring a variety of complementary Sport for Development programmes that cover 18 countries across the globe. The initiatives come in various forms – from those that build personal and social programmes around sport, to those that include sport as an approach to achieving social goals. The strength of the partnership is that together the four partners target all levels of society, from children to adults, from communities to local authorities. This way, the Netherlands makes a broad impact with the Sport for Development partnership and builds a case for support that sport is a valid instrument to achieve the Sustainable Development Goals.

This progress report reflects the activities executed, the results achieved and lessons learnt during this first year of the 2020 -2024 Sport for Development programme cycle. In line with the initially submitted programme plan, the report is structured per region and subsequently – in alphabetical order – per partner organisation.

**The outcomes of the various activities implemented by the partners directly contribute to:**



**In addition the activities also indirectly support:**





# 2.COVID-19 IMPACT





COVID-19 IMPACT

This first year of the new Sport for Development programme was impacted by the COVID-19 virus. Due to the global outbreak, countries, regions, cities and communities experienced restrictions on movement and group gatherings and in some cases even strict lockdowns. As a consequence, many schools, sports and training facilities had to interrupt their programmes. Some lockdowns lasted just a few days or weeks, but some several months. Therefore the global outbreak demanded postponement of some activities and creativity to structure other activities in such a way that they could still take place. Many of the activities had to be converted into online sessions. Besides building new skills, these online sessions were also about staying engaged and refreshing knowledge so that once there was more freedom, everyone could quickly resume planned activities. The outbreak also required flexibility from the partners to respond and support the importance of the new hygiene measures and, where applicable, include those in activities to cater to the needs of the community. Whilst, due to the virus outbreak, not all activities have taken place in the format initially planned, all partners are relatively satisfied with the results achieved to date and are confident that – anticipating that the moment the virus is under control is coming closer - the delays experienced will be caught up.

Please note that some partners were able to start their programmes prior to the official acceptance of the funding and before the lockdowns hit the countries. Also the organisational structures and local presence of partners varied. As such, some organisations were able to implement more activities according to plan than others.





# 3. UPDATES AND PROGRESS PER REGION







UPDATES AND PROGRESS PER REGION

## MENA

The entire Middle East and North Africa region was impacted by the COVID-19 virus, including the programme countries Lebanon, Egypt and Tunisia. In addition to the pandemic, Lebanon was shocked by the enormous explosion in the Port of Beirut in August 2020, which left over 300.000 people homeless. The disaster triggered the already on-going protests against corruption and the government to become even fiercer. In that respect, the country has become even more unstable than it already was.

### ISA: Egypt and Lebanon

For 2020, ISA had ambitious plans. The goal was to continue ISA's work in Egypt, but also start promising collaborations with Lebanese partners. However, due to the COVID-19 pandemic, all programmes and undertakings in the MENA region were postponed from the second quarter of 2020 to the third and fourth. In the beginning of 2020, some preliminary conversations had been started with potential Lebanese partners. However, due to the Lebanon disaster as well as some unforeseen changes within the ISA team, it was decided that the conversations and opportunities aimed at new activities in Lebanon were to be postponed until 2021. A more stable situation was required to start such collaborations.

In Egypt, during the second half of the year, ISA together with Aspire Training Solutions explored what activities would benefit the local coaches most. A needs-assessment session was organised with a few of the coaches, which resulted in the creation of an online webinar programme in which coaches were helped to continue their activities despite the current challenges of having to do much online, or not having the freedom they were used to.

### KNVB: Egypt, Tunisia and Lebanon

In Egypt, KNVB organised five online sessions for an advanced level group of WorldCoaches. The goal was to reconnect with experienced WorldCoaches in Egypt that could take up a role as peer educators when it would be possible to organise physical courses again. The sessions started with a quick refresher session on the basics in football and life skills coaching. In the following sessions, the group focused on periodisation in football.

### Story of Change

#### Coach Abanob / Egypt

Through the use of non-formal education, coach Abanob in Egypt ensured that boys and girls found a way to play together on the sports field. They learned about existing stereotypes and how they can break existing barriers for girls, but also other disadvantaged youth to participate. He created two partnerships with local schools to organise educational programmes for the students through the power of sports.





## UPDATES AND PROGRESS PER REGION

Periodisation, in a nutshell, focuses on setting up a yearly training plan and dividing it into smaller phases with the goal of increasing the skills of the players. The sessions focused on making a six-week periodisation cycle that considers the physiological and psychological needs of trainers. By improving the knowledge on periodisation, the training sessions can be adapted to the needs of children in various age groups. After completing the five online sessions all participants mentioned that they made progression in their practice session. A lesson learned is to improve interaction during online sessions by asking individual questions in the chat box and using additional tools such as Mentimeter<sup>1</sup>.

In Tunisia, online sessions were planned for both an introductory level group as well as an advanced level group. Unfortunately, only two sessions took place due to the disappointing attendance of the selected participants. To get a good understanding of the lower attendance than anticipated, KNVB WorldCoaches has asked the local partner to contact the selected participants and inquire why they were unable to join the sessions as agreed beforehand. Results show that 57,9% of respondents did not consider themselves familiar with IT tools. Another reason was that participants were hesitant to participate as they only have limited data and joining online sessions is too costly. In order to improve attendance, KNVB WorldCoaches is providing guidelines for the participants on how the online sessions are organised. To mitigate the low attendance, KNVB WorldCoaches will try to reimburse participants by paying for the data that they need to take part in the sessions and provide further guidance on data usage.

In Lebanon, five online sessions were organised as a follow-up training for coaches that participated in an international coaching course conducted in Beirut in October 2019. The sessions served to re-establish contact with the WorldCoaches in Lebanon (and coaches from other countries that participated). The sessions focused on several topics, such as: didactical tools, preparing a training session and combining football and life skills. It was important to re-establish and maintain contact with this group, as they are potentially valuable assets for other WorldCoaches programmes in the region, which will be rolled out during later stages of the Sport for Development programme cycle.



<sup>1</sup>Interactive online polling and presentation tool



## SAHEL & WEST AFRICA

The programme countries in this region were also affected by the pandemic, so activities had to be postponed, adapted or put on hold. In addition to the pandemic, Mali faced an extra challenge, as a coup took place in August 2020. Whilst there was a lot of civil unrest prior to and around the coup, fortunately it did not affect the programmes directly.

### ISA: Mali and Niger

The year of 2020 has been a year of great change for ISA's activities throughout the region. The aim was to roll out the successful ISA programme in Mali to Burkina Faso, Niger and Senegal. However, this was delayed due to lockdowns. The pandemic instigated a push to further organisational empowerment of the local and regional representations. There was more focus on the development of local organisation action plans, approaches for official representation and local fundraising efforts to ensure that activities could be executed sustainably after the lockdown restrictions would be less stringent.

Many of the originally planned activities were abandoned in favour of a focus on the response to COVID-19. To effectively respond to the challenges of the pandemic, ISA initiated the ISA COVID-19 Response Fund. For ISA, the fund aimed at:

- Contributing to fight against the pandemic to the extent possible within our means.
- Maintaining our target groups in good health.
- Using this context to support the positive development of young leaders being trained, by making them the key leaders in raising awareness about the pandemic in their communities.

With this fund, we targeted entire families in the communities, in order to ensure that as many people as possible were informed on how to protect themselves against the virus. Thanks to this approach a higher number of participants and community members was reached through the programme. One training was planned towards the end of 2020, which unfortunately had to be cancelled due to rising COVID-19 cases in the country.





Partner community based organisations have benefited from support to help in the fight against COVID-19 through ISA's COVID-19 Response Fund. The results of this new orientation were very much in line with the objectives of training young leaders in their communities. Indeed, the mentees of the Game Changers programme, despite the fact that they were not able to benefit from their third workshop, found new opportunities in these activities to:

- Deepen their learning in community leadership
- Create effective participation in the life of the community to meet the challenges at hand
- Earn trust from adults (in some cases of municipal authorities) in their ability to effectively curb the adversities of the community.

Specifically for the extension of the ISA programme to Niger, a technical partnership with local organisation Cercle Dev has enabled ISA to lay the foundations for a future intervention in this country: coaches have been trained and partner community based organisations were identified to develop an ISA West Africa programme. Also, an ISA co-facilitator training was organised in October 2020 to ensure the sustainability of ISA's effect in the region over time. With these co-facilitators, ISA will be able to expand implementation of its projects in the region.

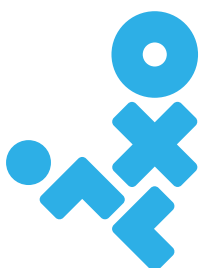
### KNVB: Burkina Faso, Senegal and Cape Verde

KNVB WorldCoaches initially focused on researching possibilities to (re)start activities in several countries in West Africa. No coaching activities were implemented in the region so far.

In 2020, a meeting was held with the Dutch embassy in Senegal to kickstart activities as KNVB WorldCoaches has worked with the Dutch ambassador in Senegal and a programme officer in the past. They are familiar with the potential of the WorldCoaches programme. They were interested to see if cooperation was possible but also indicated that there were no possibilities on the short term due to the current situation.

In the pas, KNVB WorldCoaches has also organised courses in Burkina Faso and Cape Verde. KNVB's local contact person, and local WorldCoaches instructor, in Burkina Faso will be installed in a new role in the Burkinabé Football Association. After he is officially installed in 2021, the goal is to start talks to see if KNVB can come to a programme plan for Burkina Faso next year [2022].

In 2016, A WorldCoaches course was conducted in Cape Verde. This course was part of a Dutch trade mission, in cooperation with the embassy. This resulted in a Memorandum of Understanding between the Federação Caboverdiana de Futbol and the KNVB. Follow up courses were held in 2018 and 2019. Unfortunately, no new courses were organised after 2019. KNVB WorldCoaches has tried to get in touch with the Federação Caboverdiana de Futbol but has not established contact yet. The assumption is that this is caused by the pandemic and there is no perspective to organise activities on the short term.





UPDATES AND PROGRESS PER REGION

**Right To Play: Mali**

In Mali, Right To Play organised training and mentoring sessions for teachers from partner schools and community coaches in the intervention areas of Kéniéba, Yanfolila and Bandiagara. The trainings enabled teachers and community coaches to use sport and play to make children’s learning environments more positive and safe, and to eliminate gender stereotypes. The teachers and coaches were also trained in promoting and enabling the inclusion of children with disabilities in different play activities. Additionally, they were trained on how to manage the behaviour of children in schools and communities through positive discipline – and to stop corporal punishment. Schools and Village Prevention and Alert Committees (CVPAs) received 400 play kits containing different materials to enable trained teachers and coaches to conduct quality play and sport activities with children in schools and communities. In addition to teachers and coaches, members of 200 child clubs were trained in play-based and child-centred learning. The children in the clubs are role models and leaders for their peers. The training allowed them to master RTP’s play-based approach and to organise play activities in schools and communities on a weekly basis. Further, RTP have trained 50 community coaches on organising play-based learning activities that strengthen children’s life skills and reading skills. Besides reading centres, RTP also constructed listening centres in Kéniéba, Yanfolila and Bandiagara that support children’s reading skills development through play. Finally, coaches, teachers and youth leaders organised COVID-19 prevention activities through radio broadcasts, sport and play activities in communities and by using megaphones.





## GREAT LAKES & EAST AFRICA

All programme countries in the region were affected by the pandemic. Restrictions and new rules and regulations to adhere to (such as restrictions on movements and large groups) caused a lot of inconveniences in the implementation of programmes.

### ISA: Kenya

2020 started well for ISA but once the pandemic hit in the first quarter, the disease froze and paralyzed all activities, especially outdoors. Due to the effect of the pandemic on people's health and wellbeing, the ISA team had to come up with new interventions to protect the communities. Similarly to West Africa, an ISA COVID-19 Response Fund (ICRF) project was implemented with ISA's three implementing partners – Amani Kibera, TUWYE and TYSA – who collectively served 139 families, 112 young people and 47 community sports coaches directly. They were sensitized and trained on COVID-19 in order to take the lead in reaching out to the rest of the ISA collective families. With the ISA COVID-19 Response Fund, entire families were targeted in the communities, in order to ensure as many people as possible were informed on how to protect themselves from the virus. Out of 139 families reached, 94 have been able to replace some of the personal protective equipment e.g. soap and masks. ISA's partner organisations were able to collectively reach out to 21 other organisations by offering technical, logistical and material support.

With the vision of 2025 – that ISA East Africa is a well-established and recognised international youth empowerment NGO working in 40 communities, impacting 12.000 young people – three co-facilitators were trained to provide quality ISA programmes in the region. The training focused on strengthening positive attitude, sharpening skills and expanding knowledge on positive youth development.

In line with the above-mentioned vision 2025, ISA's aim was also to further strengthen the capacities of implementing partners. A follow-up workshop on the first social business workshop (which was hosted in 2019) was organised. The participating organisations designed new strategies in starting up social business activities within their organisation for financial sustainability. The workshop was complemented with a one-day team building and bonding session where learnings were exchanged through Amani Kibera, TYSA and TUYWE.

UPDATES AND PROGRESS PER REGION





During 2020 TYSA's partner organisation structure has improved, especially creating opportunities for youth participation. TYSA's youth that are involved in ISA's programmes have shown tremendous transformation at organisation level. TYSA now has a pool of reliable, resourceful youth who have been taking management roles and running programmes. As an institution, TYSA is providing leadership space for young people to grow and practice.

Similarly TUYWE has seen increased visibility and trust in the community and other partners where they work. The number of children and youth participating in the sports activities has increased from 122 to 259. Also, through partnership and collaboration, 25 of the organisation's sports coaches have been trained and now they are leading the sports activities in the communities.

Amani Kibera's partnership with ISA has yielded a great benefit to this community based organisation. Amani Kibera's networking, collaboration and community activation has strengthened. Through the media, they have shared their success stories and best practices globally, nationally and regionally. This has raised their profile, especially in terms of matters concerning youth, sports and peace. It has attracted more local partnership opportunities e.g. government agencies and other like-minded organisations. All this has resulted in increased visibility and quality of services they offer their target group, hence celebrating their success and impact on the community.

### Game Changers Festival

In line with the Ministry of Sports and Health guidelines, ISA trained a team of 16 mentors, young leaders and community sports coaches from TUYWE, TYSA and Amani Kibera on the new guidelines for the resuming of sports activities and COVID-19 management. Their creativity and skills were enhanced in designing fun, inclusive and safe life skills games and plays that inspire children, youth and the community at large to be more aware of COVID-19. The training offered the participants an opportunity to participate in and implement a safe sports programme in their community by observing the Ministry of Health guidelines. The three-day festival was a culmination of the Game Changers programme and the training. Twelve Game Changers from TYSA and Amani Kibera participated. On the first and second day of the festival, the Game Changers got first-hand experience to organise and run COVID-19 friendly games and fun life skills games with 45 children. On the third day over 100 children were gathered for the community activation as a successful closing of the festival.

### KNHB: via Hockey Dreams Foundation, Uganda and Malawi

Education and personal development are central in the Hockey Dreams Programme:

- Formal learning: coaches are supported to re-enroll in Secondary Education and complete Tertiary Education;
- Non-formal learning: by being in charge of training, camps, equipment and other matters common in sport organisations, coaches gain confidence and competences on the pitch to pursue their dreams off the pitch.
- Giving back to their community: coaches create a safe environment of sport and play and reach thousands of kids.



The pandemic had a significant impact on the activities in these pillars. As for formal learning, most coaches were not able to attend classes. Online education was an option for only a few schools/institutions, and thus only for a few of the Hockey Dreams Coaches. When needed, coaches received airtime to be able to attend online classes.



UPDATES AND PROGRESS PER REGION

Non-formal learning on and around the hockey pitch was also limited as sport activities were on hold most of 2020. Instead, coaches were (financially) supported to follow more online hockey coaching workshops. Hockey Dreams Foundation was also part of the first (and online) three-day African Hockey Summit, with sessions from African and international hockey players and coaches. Hockey Dreams Coaches per country could come together in person to attend the Summit together.

Because of the COVID-19 developments, Hockey Dreams Foundation launched Community Projects. As a way to continue the non-formal learning process and contributing to their communities, coaches were invited to identify and respond to a local need, without them directly distributing money or food. The pilots showed the potential of these learning projects for the coaches (see insert on this page). Hockey Dreams Foundation is looking to keep this in their programme with a more direct link to sport and play, sport communities and sport for development.

In 2020, Hockey Dreams Foundation directly reached 14 coaches in Malawi and nine in Uganda. On a weekly basis, 580 youth participants were reached in Malawi and 175 in Uganda – that is for weeks when COVID-19 measures allowed trainings. These output numbers would have been higher, mainly in Uganda, without COVID-19.

In Malawi, Hockey Dreams Foundation was able to organise two mixed camps out of the two originally planned camps, and one instead of two tournaments. 110 youth participants attended the camp in March, which was about half of the number expected before COVID-19 measures. As part of the session on life skills and social themes, participants were informed on the coronavirus and good hygiene. When restrictive measures eased in Malawi, a similar camp was organised in November with 199 youth participants, and a tournament in December with 178 youth participants.

Story of Change

Hockey Dreams Coaches / Uganda

Hockey Dreams Coaches in Kampala see that because of COVID-19 measures, community members face more difficulties to stabilise an income; additional knowledge and skills could help them. Teddy and the other eight Hockey Dreams Coaches in Kampala addressed this by organising workshops on soap making, with the help of a local soap maker.

Coach Teddy:  
*"I was scared and thinking of a way how I would open up to a cluster of people in my community about the project that I thought would be vital for this community. I told people that learning to make soap is an investment; a business with an income could be created. This made people eager to learn."*

3 GOOD HEALTH AND WELL-BEING

6 CLEAN WATER AND SANITATION

11 SUSTAINABLE CITIES AND COMMUNITIES







UPDATES AND PROGRESS PER REGION

### KNVB: Kenya, South Sudan and Tanzania

Four online sessions were organised for a group of local co-instructors in Kenya. These sessions aimed to re-establish contact with the group of co-instructors as the goal is to utilise this group when organising activities in other countries in East Africa. The sessions focused on didactical tools that are valuable in the role of co-instructor. These tools are essential in assisting Dutch instructors when training the new local WorldCoaches. Participants indicated that they are better aware where they stand in their current development as WorldCoaches (co-instructors).

Additionally, talks have started with local WorldCoaches instructor Martha Karimi to support the activities that she is organising during the pandemic. Martha founded an academy and trains several groups weekly on football and life skills, for example by teaching the importance of personal hygiene during the pandemic. Martha is assisted by other local coaches involved in the academy. The plan is to start in the first quarter of 2021 and to assist Martha in developing her academy further and supporting her to create a self-sustaining business model. In cooperation with Makmende Media, a video was made which shows the impact of Martha on her football team through the eyes of the children.

In addition to the activities in Kenya, KNVB WorldCoaches is exploring the possibilities to organise activities in Tanzania and South Sudan. The embassies in Tanzania and South Sudan were very enthusiastic and are working together with KNVB WorldCoaches to see if WorldCoaches activities can be organised as soon as the situation allows it. In both countries, SDG 5 (gender equality) is an important goal. For Tanzania, KNVB WorldCoaches is currently exploring the possibility to work together with a potential local partner. Together with the embassy it will be determined if this is the right organisation to become a local partner. Talks with the Dutch embassy in South Sudan will continue in 2021 to see if it is possible to link the WorldCoaches programme to existing programmes in order to increase the impact.

#### Story of Change

### Teacher Charles / Uganda

Teacher Charles was thinking aloud and said: *“Play-based learning reminds me of my childhood. But when I am at school, I hardly associate myself with youth who play. I see myself as an adult man, standing at a distance and watching children and youth play. I just feel like my time to play has passed. But thanks to the Sport for Peace training, I was reminded of my childhood again and I learned that play, including sports, is the best way for children to get closer to their teachers.”*





UPDATES AND PROGRESS PER REGION

**Right To Play: Uganda**

The outbreak of COVID-19 with the corresponding guidelines from the Ministry of Health brought a lot of inconvenience to the implementation plan of the project. Restrictions on movement and large groups were imposed. Additionally, from October onwards teachers in Adjumani could only be trained on Fridays, Saturdays or Sundays and activities with youth were only allowed at community centres, not in schools. Modifications of activities were made to adhere to COVID-19 guidelines and it enabled the team to reach the planned targets of beneficiaries.

At the project's start, Right To Play organised a project launch for 27 participants (District Officials, Office of the Prime Minister, UNHCR and implementing partners). In July 2020, the development of the Gender Responsive Sport for Peace Education (GRSPE) curriculum including 30 topics for 30 Peace & Sport sessions was completed. The aim of this curriculum is to strengthen social cohesion among vulnerable host communities and refugee youth in Adjumani and to improve their psychosocial wellbeing.

A training of the trainers was organised for 15 key people, including RTP staff, government officials and local partners. Afterwards, we trained 62 secondary school teachers on the first 15 sessions focusing on topics including positive peace, setting personal goals, non-violent communication, understanding conflict, negotiation and stress management. The teachers demonstrated improved knowledge, skills and attitudes in understanding the GRSPE curriculum and enhancing psychosocial well-being and social cohesion among refugee and host community youth. The teachers also gained knowledge and skills in the use of a sports-based experiential learning approach to support youth to make better decisions in their daily lives and to promote positive peace in their communities. Coaching and mentorship sessions were conducted for teachers to ensure effective delivery of the GRSPE curriculum, to share experiences and best practices, and to encourage trained teachers to integrate the best practices into their activities. Consequently, the teachers conducted trainings for 80 (40F) students to build their capacity to effectively deliver the GRSPE activities for their peers in secondary schools and community youth clubs in Adjumani. Furthermore, to increase girls' participation and inclusion, especially in sport activities, 76 boys and girls were trained on menstrual hygiene management and the making of reusable sanitary pads for 860 girls. The boys and girls gained knowledge and skills on menstrual hygiene management. The project also facilitated the procurement of WASH items (e.g. liquid soap, sanitizers, temperature guns and hand wash facilities) to create a safe school environment for the youth during the pandemic.





UPDATES AND PROGRESS PER REGION

# SOUTH AFRICA

## KNVB: South Africa

No activities were conducted in South Africa in 2020 due to the very strict local measures that paralysed daily life. However, support for local WorldCoach John Sibeko continues. John Sibeko is implementing a programme in Hillsbrow, Johannesburg. In this programme, 140 children are trained on a weekly basis. The sessions include life skills topics such as: COVID-19 awareness, personal hygiene and gender-based awareness for men and boys. Activities have been paused at times when regulations became stricter, but have kept running when the local regulations allowed it. John Sibeko's work will be captured in a human interest story that KNVB is producing together with Goal-Click.

KNVB WorldCoaches has explored with local partner ForwardZone the possibilities for activities in 2021. For now, several online courses are planned in 2021. Next to that, KNVB WorldCoaches is in talks with Betway, a large betting company in the region, to explore the possibilities of organising WorldCoaches courses in South Africa, Kenya and Zambia. These courses would be (co-)funded by Betway as part of their corporate social responsibility programme.





UPDATES AND PROGRESS PER REGION

## CARIBBEAN

### KNVB: Suriname

In 2020, Suriname was the only country in which KNVB WorldCoaches was able to conduct physical courses. Two courses were conducted by local WorldCoaches instructor Kenneth Jaliens, assisted by WorldCoaches' local life skills instructor Wendy Dissels. In these courses 28 WorldCoaches were trained in two different communities. KNVB WorldCoaches has another programme in Suriname that helps the Suriname Football Association and the Ministry of Sport and Youth to build mini pitches all over the country, including the remote areas. The goal of training WorldCoaches in Suriname is that they will activate these mini pitches by organising activities on them. This leads to the mini pitches becoming important spaces within the communities. The WorldCoaches that were trained in these courses will organise activities around two mini pitches in their communities where they train children on football and life skills.





## SOUTH EAST ASIA

Like all other regions, this region was impacted by COVID-19. India experienced its biggest lockdown in history. To date (March 2021) many schools still remain closed but local partners have managed to get access to school grounds for their outdoor programmes in the past months.

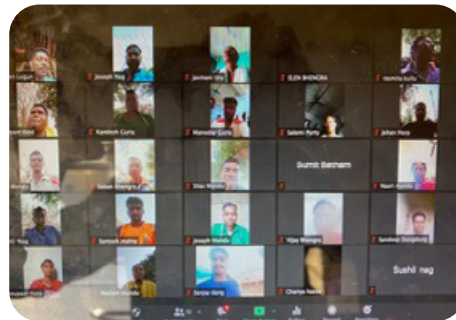
### KNHB: via Bovelander Foundation, India

The Bovelander Foundation kicked off 2020 energetically. The foundation had planned for and conducted 3 coaching courses on site in the first months of the year. In January a coaching course for Odisha grassroots coaches was organised.



The core focus of the course was on didactic skills and giving and receiving feedback. Also, a RDC (Regional Development Center) hockey camp, in preparation of a tournament, and the 4th hockey festival in Khunti, Jharkhand, was organised. Hockey festivals have proven to be an excellent platform to bring people and communities together, to meet local heroes during Q&A sessions, to be inspired and to have fun. In addition, a field visit by Bovelander Foundation's management also took place in January to determine progress and learnings. In February a Dutch coach visited the Odisha Naval Tata Hockey Academy (NTHA) to work intensively with coaches and train with the children on the pitch. One month before COVID-19 hit India, level 1 (basic) and level 2 (intermediate) coaching courses were conducted for grassroots coaches of the Khunti and Simdega, Jharkhand programme. In these courses coaches learned about didactic skills, giving and receiving feedback and what the difference is between being a trainer and being a coach. The courses also focused on life skills such as communication, interpersonal relationship, decision making, and self-awareness.

From July 2019 to May 2020 a Dutch coach has stayed at the NTHAs full-time. The coach has guided and helped set up the technical side of the organisation, trained the coaches to train and coach a team in a structured manner and overall lift the level of the players.



From 25 March 2020 onwards, India went into the world's largest lockdown, which made the Bovelander Foundation shift the focus towards online programmes. The foundation managed to set-up online workshops and coaching courses due to well-functioning cooperation with the local partner organisations. Coaches have been working with and through zoom meetings, WhatsApp, Google Drive, presenting online, and have prepared required documents and worked more independently than before. The Bovelander Foundation experiences this as a positive side effect of the lockdown. An 8-week motivational programme was developed for grassroots and RDC coaches. Additionally, in October a 26-week (every fortnight) online grassroots-coaching course started in which discipline, and self-awareness are the overall focus.

Similarly to the grassroots and RDC, at the academy COVID-19 triggered change towards online sessions. Since March 2020 weekly meetings with academy coaches took place to keep the NTHA Jamshedpur and NTHA Odisha engaged and ready for when they would reopen. Not having to stand on the pitch on a daily basis created space to focus more on coach development.



UPDATES AND PROGRESS PER REGION

Though online programmes were realized in 2020, the Bovelander Foundation wants to emphasize that programmes have not been as effective as they would have been with coaching courses with actual physical presence. However, the online communication and programme gave coaches the opportunity to develop their computer skills at a much quicker pace than otherwise would have been the case.

Besides the shift to online work, effort was also made to tailor to local COVID-19 –induced needs. Since the Bovelander Foundation works with local coaches their partner organisation deployed the programme’s coaches to educate communities on COVID-19-related topics such as hand washing and social distancing. Overall the Bovelander Foundation noticed that coaches stayed positive and motivated to work on the programme and were ready to restart when schools and/or programmes reopened.

For boys and girls in the grassroots hockey, RDC and Academy programmes, COVID-19 had a bigger impact. Schools were closed, and hockey programmes were not possible for many months. Pursuing a positive mentality, the Bovelander Foundation looked at what was possible instead of what was no longer possible. Dutch and local coaches have shared their tips and tricks per video or text message with children so that they could practice on their own. Later local coaches trained small groups of children in their villages and for several months children have been training on the school ground again. This was possible since restrictions have been partly lifted.

Girls returned to the NTHA in Bhubaneswar per July 2020. They have lived in ‘a bubble’ since. Their programme is fixed; training, mental coaching, home schooling and spare time. Boys returned to the academy per November in Jamshedpur and have picked up their programme subsequently. From March to November 2020 bi-weekly calls took place with academy coaches and players received regularly updated physical programmes.

Story of Change

Participant Sunita / India

Sunita, 16 years old :  
*“It was really difficult for me to move forward with not much support at home. But deep inside, I always wanted to play hockey and make a career out of that. For every step I took, money was always a barrier. Slowly and steadily, I took small steps towards my dream with the help of my teachers, who were really supportive. It had been a year that I was practising in school with the Bovelander grassroots programme and then I caught Naval Tata Hockey Academy’s eyes who asked me to give a trial in Odisha.”*

4 QUALITY EDUCATION

5 GENDER EQUALITY





UPDATES AND PROGRESS PER REGION



### KNVB: India and Indonesia

In India, KNVB started with organising five online sessions for three groups from different cities, amounting to 15 online sessions in total. In the fifth session, all groups were combined to share experiences and knowledge gained in the previous sessions. These sessions focused on organising training sessions for various age groups. Coaches can take into account the age characteristics of each group and adapt the training sessions more specifically to the needs of the children. The assignment that participants got in the session was to create training sessions in which football and life skills were combined for a specific age group. As these were some of the first online sessions that KNVB organised, it was very educational for the instructors. Lessons learned were the importance of including video materials in the online sessions and to make the sessions as interactive as possible.

Afterwards, four new groups were selected and participated in five online sessions each. These sessions focused on specific topics, such as: periodisation and combining football and life skills. Two of the groups consisted of female coaches only. WorldCoaches instructors indicated that progress was visible after each session, both in the WorldCoaches' knowledge and the instructors' experience in organising online sessions. WorldCoaches were more knowledgeable on the topics that were discussed during the sessions. After each session, a homework assignment was given to the participants and they were required to present the assignments in the next sessions. This was perceived as very valuable. Lessons learned for the instructors were to utilise the chat box during meetings to increase interaction. Another lesson was to restrict the sessions to 1.5 hours to ensure that all participants were able to keep their focus.

In Indonesia, four groups were selected and participated in four to five online sessions. Two groups consisted of coaches that did not participate in WorldCoaches courses in the past. These coaches were made familiar with the WorldCoaches methodology and made their first steps in organising a training session and trying to combine football and life skills. The participants completed assignments during the sessions. In the evaluation, participants indicated that they have more knowledge about organising football exercises and life skills and will implement this in their training sessions. Life skills that were discussed are the ten main life skills as identified by the World Health Organisation. Examples are: communication, creative thinking, self-awareness and coping with emotions.

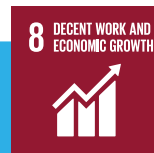
During the sessions, The other two groups had advanced level coaches that have been in the WorldCoach programme for a longer period. These groups focused on periodisation, which helps to organise the training sessions based on the physiological and psychological needs of the children that they train.



#### Story of Change

#### Coach Aldo / Indonesia

“When I coached in 2019 for the first time in the prison in Manado I thought I would train tough criminals with bad behaviour. I was completely wrong because I met guys who made terrible mistakes in life and regret about it. When players left prison I stayed in contact with them and invited them for our weekly futsal community, that’s where I heard from them how much difficulties they face by being accepted by



the society and get a proper job. We got a dream to open our own coffee shop where these players will get a skilled as baristas and maybe from there move on to full-time jobs at hotels, cafe or restaurants. This dream became reality for Aldo (picture) who once was our player and is now working for the Second Chance cafe. We hope that many more players will follow Aldo in the future!”



# 4. LESSONS LEARNED







## LESSONS LEARNED

2020 was a special year for all of the partners. The lessons learned are mostly related to the flexibility required from the partners and the ability to adapt to limiting circumstances.

**1. Internet access: Though each of the partners was able to change their activities into online sessions, internet access was not obvious for all of the target groups.**

Many of the children targeted simply do not live in homes with laptops and Wi-Fi to access online workshops, nor can everyone afford to pay for sufficient data to watch online video and streaming. As a result, the reach was lower than it would be the case for live sessions. Another lesson learned during these courses was to include more video materials in the presentations. Experience has shown that videos are not always displayed well in Teams or Zoom sessions and therefore it works better to share the videos before the online sessions. Another lesson learned is to reduce the time between online sessions by organising one session every week for four or five consecutive weeks so that there is more focus.

**2. Staying in touch: What all partners experienced in 2020 was that it is very important to stay in touch with local partners, coaches and local staff; even if there is a lockdown and options to do something concrete are very limited.**

All partners made significant efforts to stay in close contact with all local partners and where possible work on internal organisational matters and organisational readiness so that once lockdown restrictions would be removed, one would be able to move forward more quickly. An implication of the more than regular contact and focus on internal readiness was also that there was more empowerment of local organisations. At the local level, the local partner organisations also made an effort to stay in touch with the local authorities. This was key to ensure that all activities were in line with local policies and regulations. Staying in touch also applied to the online courses given.

**3. Using sports as a means to consciously develop life skills: On a programme level, partners are very aware that sport is an attractive means of engagement.**

Teachers, for example, acknowledged that youth are very much attracted to the sport activities. They do have to reserve enough time though to engage youth in RCA (reflect-connect-apply) discussions after each activity to ensure that youth engage in experiential learning and consciously strengthen their knowledge and life skills.





# 5. OUTLOOK AND EXPECTATIONS FOR 2021





## OUTLOOK AND EXPECTATIONS FOR 2021

### ISA

- The COVID-19 pandemic has created a big shift in the way activities and programmes can be conducted. For 2021, ISA will look into new and innovative ways to transform these challenges into opportunities for our programmes.
- ISA will expand its work in the MENA region and start implementation in Lebanon.
- ISA will expand its work in the Great Lakes region and start implementation in Uganda with new local organisations, as well as look for potential new partnerships in Kenya.
- ISA will continue working in both Niger and Mali in 2021. There is also the ambition to start implementation in Burkina Faso with local partners.

### KNHB

#### Malawi and Uganda

- Towards the end of 2020, in Malawi sports activities were allowed again with a limited number of participants; for 2021 increasing numbers are expected. In Uganda this is expected later on. Hockey Dreams Coaches will then resume weekly hockey trainings.
- When COVID-19 measures allow it, coaches will organise the Hockey Dreams League for youth participants. This enables coaches to co-create opportunities of developing their organisational and leadership skills.
- On the League days (10 expected), coaches provide the youth participants not only hockey: coaches invite local organisations and set up sport for development exercises around selected social themes and life skills.
- Hockey Dreams Foundation plans to host 3-4 workshops in both Malawi and Uganda; linked to the League's social themes, coach development or capacity building

#### India

- The Bovelander Foundation and Aflatoun are looking at options to collaborate. The Bovelander Foundation programme will be strengthened and deepened with the life skill development programme of Aflatoun;
- Launching a new project in the second half of 2021 in Maharashtra state;
- Expanding the programme in Jharkhand with 1 new region (Gumla);
- Setting up a M&E system, in cooperation with Genpact;





## KNVB

- Online sessions can be a great addition to physical WorldCoaches courses in the future. For example, by giving WorldCoaches online mentoring opportunities with Dutch instructors.
- To achieve maximum results, the online sessions need to be made as interactive as possible by using video materials, including assignments and using tools (LessonUp, Mentimeter etc.).
- Many WorldCoaches have fulfilled an important role in their communities during the pandemic by informing children about the risks of COVID-19 and teaching them about important safety measures. In 2021 KNVB WorldCoaches will look at possibilities to support these coaches.
- KNVB WorldCoaches is currently running two pilot programmes for communication.

The video materials are locally produced and contribute to local capacity. In these pilots, WorldCoaches get a platform to share their own stories. This is well received by the WorldCoaches and it will help to visualise their impact and show the importance of Sport for Development. Results will be shared in Q1 & Q2 2021.

## Right To Play

- **Mali:** While the focus of 2020 was on engaging community coaches through community-based activities, 2021 will focus on in-school activities and enhancing the quality of education and children's life skills through play.
- **Uganda:** Through new funding from the Dutch Relief Alliance, RTP can expand its reach in Adjumani. While the funding from the Dutch MFA is used to train teachers, youth coaches and their peers in secondary schools, the additional funding is used to support out-of-school youth as well through youth community clubs.
- **Lebanon:** RTP will start activities in Lebanon under this SFD programme. The activities will build on a kids' athletics project funded by ASICS (end in December 2020).





# 6. COMMUNICATIONS



Due to the pandemic and as 2020 was only the first year of the programme, not much focus was placed on communication. In October 2020, the partners participated in the launch of the Sport NL platform of the RVO and shared video materials for the production of a short video for this occasion. In 2021, if lockdown restrictions are lifted, the partners will take more initiatives on communicating about the partnership and will actively seek new opportunities to strengthen the link between Sport for Development and the Dutch Aid and Trade agenda.

# ANNEX



- 1. Financial report
- 2. Data sheet



## Progress Report 2020

### Sport for Development Programme 2020

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