

**PROJECT JUGAMOS “LET’S PLAY”:
DESIGNING AND IMPLEMENTING SPORT FOR
DEVELOPMENT PROGRAMS IN IMPOVERISHED RURAL
REGIONS**

By

Robyn Cowie
B.A., University of Calgary, 2006

PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN INTERNATIONAL LEADERSHIP

In the
School of International Studies

© Robyn Cowie 2009

SIMON FRASER UNIVERSITY

Spring 2009

All rights reserved. This work may not be
reproduced in whole or in part, by photocopy
or other means, without permission of the author.

APPROVAL

Name: Robyn Cowie
Degree: Master of Arts Degree in International Leadership
Title of Thesis: Project Jugamos “Let’s Play”: Designing and Implementing Sport for Development Programs in Impoverished Rural Regions

Examining Committee:

Chair: **Dr. John Harriss**
Professor of International Studies

Dr. Kitty Corbett
Senior Supervisor
Professor of Health Studies

Dr. John Harriss
Supervisor
Professor of International Studies

Date Approved: April_8_2009



SIMON FRASER UNIVERSITY
LIBRARY

Declaration of Partial Copyright Licence

The author, whose copyright is declared on the title page of this work, has granted to Simon Fraser University the right to lend this thesis, project or extended essay to users of the Simon Fraser University Library, and to make partial or single copies only for such users or in response to a request from the library of any other university, or other educational institution, on its own behalf or for one of its users.

The author has further granted permission to Simon Fraser University to keep or make a digital copy for use in its circulating collection (currently available to the public at the "Institutional Repository" link of the SFU Library website <www.lib.sfu.ca> at: <<http://ir.lib.sfu.ca/handle/1892/112>>) and, without changing the content, to translate the thesis/project or extended essays, if technically possible, to any medium or format for the purpose of preservation of the digital work.

The author has further agreed that permission for multiple copying of this work for scholarly purposes may be granted by either the author or the Dean of Graduate Studies.

It is understood that copying or publication of this work for financial gain shall not be allowed without the author's written permission.

Permission for public performance, or limited permission for private scholarly use, of any multimedia materials forming part of this work, may have been granted by the author. This information may be found on the separately catalogued multimedia material and in the signed Partial Copyright Licence.

While licensing SFU to permit the above uses, the author retains copyright in the thesis, project or extended essays, including the right to change the work for subsequent purposes, including editing and publishing the work in whole or in part, and licensing other parties, as the author may desire.

The original Partial Copyright Licence attesting to these terms, and signed by this author, may be found in the original bound copy of this work, retained in the Simon Fraser University Archive.

Simon Fraser University Library
Burnaby, BC, Canada

ABSTRACT

Play represents not only an enjoyable past time, but is also a way to foster peace and development. Through play, children learn valuable life lessons, such as the importance of cooperation, teamwork, and leadership. At the same time, participation in play has been shown to improve overall mental and physical health. While many international organizations are utilizing the benefits of sport and play, the tools to conduct sport for development programs have not been made readily available to communities most in need. This project details the actual experience of creating and establishing a sport for development program in the municipality of Copán, Honduras, in order to improve the overall health of the community.

By working in collaboration with community members, and local organizations in Honduras, Jugamos “Let’s Play” established a program that currently provides over 450 children workshops in health, nutrition and hygiene, as well as the opportunity to play.

Subject Terms: Sport for development

DEDICATION

I would like to dedicate this paper to my partner Geoff Affleck, whose commitment, skills, enthusiasm and ability to effectively communicate made this project a success, and to my supportive and generous family; Patricia Cowie, Don Cowie, Varina Russell, Ryan Cowie and Maddi Russell Cowie- thank you for your constant encouragement and support.

I would also like to thank all of our supporters, who donated their time, energy and money into this project, and without whom this project would not be possible. In addition, I would like to thank the Team at Arte Acción Copán Ruinas, for sharing their experience and friendship with us through this journey. Finally, I would like to dedicate this paper to all the children in Copán, whose joy and laughter will forever resonate in my heart.

ACKNOWLEDGEMENTS

I would like to everyone from the School of International Studies, for broadening my view of the world, and encouraging me to make a difference. I would particularly like to thank Dr. John Harriss for his kind support and advice. In addition, I would like to extend my sincere thanks to Dr. Kitty Corbett from the Faculty of Health Sciences, who took me under her wing early in the project, and imparted me with her wisdom, guidance and support throughout its length.

TABLE OF CONTENTS

Approval	ii
Abstract	iii
Dedication	iv
Acknowledgements	v
Table of Contents	vi
List of Figures	viii
List of Tables	ix
Glossary	xi
1: Introduction	1
1.1 Statement of Problem & Objectives.....	2
2: Background	4
2.1 Sport for Development	5
2.2 Literature Review	7
2.3 Location Rationale.....	15
2.4 Target Communities	20
2.4.1 Participants	21
3: Expected outcomes of the project	22
3.1 Sporting Outcomes.....	22
3.2 Intermediate Outcomes	23
3.3 Aims of the Project	23
4: Methods	24
4.1 Phase I: Research & Literature Review.....	24
4.2 Phase II: Environmental Scan & Partnership Building.....	25
4.3 Phase III: Pilot Projects & Building Program Model.....	27
4.4 Project Evaluation	29
4.4.1 Evaluation of the Sporting Aims	29
4.4.2 Evaluation of Intermediate Aims	29
4.5 Project Timeline.....	31
5: Environmental Scan: Copán, Copán Ruinas, Honduras	34
5.1 Initial Observations & Interviews in Copán	34
5.2 Initial Observations of Rural Schools in Copán	37
5.2.1 Emilio Vega- El Tigre	37

5.2.2	José Cecilio del Valle- Sesesmil I	39
5.2.3	Policarpo Bonilla- El Quebracho	40
5.2.4	Overall Observations of Copán Schools	41
6: Program development- Moving forward.....		43
6.1	Jugamos “Let’s Play” Manual	44
6.2	Pilot Projects- Sports Day!	44
6.2.1	El Tigre- Sports Day.....	45
6.2.2	Sesesmil I- Sport Day	48
6.2.3	El Quebracho Sports Day	50
7: One Month, 6 Month & One Year Results.....		53
7.1	One Month Results.....	53
7.1.1	Interviews with the Teachers	54
7.2	Six Month Results	56
7.3	One Year Results	58
8: Sustainability of Program		59
8.1	Importance of Inclusion	59
8.2	Inclusion of Volunteers- Why was this important?	60
8.3	Partnership Building	62
9: Concluding Remarks		64
Bibliography.....		65
Appendices		67
Appendix 1: Proposed One Year Budget.....		68
Appendix 2: The UN Millenium Development Goals.....		69
Appendix 3: Legal Policy Instruments Supporting Sport & Play		71
Appendix 4: Community Evaluation Questionnaire		73
Appendix 5: Teacher Report.....		75

LIST OF FIGURES

Figure 1 Right to Play- Lebanon	5
Figure 2 Map of Honduras	15
Figure 3 Honduras- Incidence of Rural Poverty	17
Figure 4 Road to El Tigre School.....	36
Figure 5 Equipment for El Tigre School.....	45
Figure 6 El Tigre Sports Day	46
Figure 7 El Tigre- Health Workshop	46
Figure 8 Sesesmil I- Sports Day	49
Figure 9 Sesesmil I- Sports Day	49
Figure 10 El Quebracho- Health Workshop.....	51
Figure 11 Peace Corps Nationals.....	57

LIST OF TABLES

Table 1 Questions Guiding Research.....	2
Table 2 Main Objectives	3
Table 3 Main Points of the Magglingen Declaration	7
Table 4 Health Benefits of Regular Physical Exercise.....	9
Table 5 Mental & Social Benefits of Regular Physical Exercise	10
Table 6 De Marco & Sidney: Mental Benefits of Sport Participation	11
Table 7 Measuring Outcomes.....	12
Table 8 General Improvements in Community Health	13
Table 9 Summary of the Literature	14
Table 10 Summary of Literature Gaps.....	15
Table 11 Percent of Children Not Attending School by Age & Poverty Status	18
Table 12 Phase I Summary	25
Table 13 Phase II- Summary	26
Table 14 Phase III Summary	28
Table 15 Evaluation of the Collaborators Participating in the Project	30
Table 16 Evaluation of the Children Participating in the Project	31
Table 17 Project Timeline	32
Table 18 Copán Ruinas, Honduras	34
Table 19 Rotary Club Interview- Lessons Learned.....	35
Table 20 Initial Observations of Schools- Summary	42
Table 21 Main Elements of Healthy Honduran Schools Program.....	43
Table 22 Lessons Learned from El Tigre Sports Day	48
Table 23 Lessons Learned from Sesesmil I Sports Day	50
Table 24 Lessons Learned from El Quebracho Sports Day	52
Table 25 Teachers Observations- Attitude & Behaviour of Students During Physical Education Class	54

Table 26 Summary of Interviews with Teachers	55
Table 27 Project Jugamos “Let’s Play”- After 6 Months.....	57
Table 28 Project Jugamos “Let's Play”- After One Year	58
Table 29 Investigating Potential Stakeholders.....	61
Table 30 Main Attributes of Volunteers/ Stakeholders- Field Notes.....	62

GLOSSARY

MDG	Millennium Development Goals
NCD	Non-Communicable Disease
NGO	Non Governmental Organization
NPO	Non Profit Organization
PAHO	Pan American Health Organization
PE	Physical Education
RTP	Right to Play
SFD	Sport for Development
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
WHO	World Health Organization

1: INTRODUCTION

Around the world, sport is being utilized as a means of improving health, alleviating poverty, educating on vital issues, and learning valuable life lessons, such as the value of teamwork, inclusion and fair play¹. These sport-based programs are part of the growing field of sport for development (SFD), an area that has been driven by organizations such as the United Nations (UN) and Right to Play (RTP). While international organizations have been very successful in implementing sport-based development strategies, access to information on how to implement such programs is limited. Resources on how to create SFD programs are particularly vital to poor, underserved rural communities, which have limited access to basic health care and resources, and are in need of a cost effective means of improving health.

One country in which a project of this nature could be most valuable is the Central American nation of Honduras. Considering that Honduras is the second poorest country in Central America that over half of the population is under the age of nineteen, educational attainment is low and malnutrition and poor health are endemic, the country may well benefit from a cost effective health strategy targeting its youthful population. Because the majority (over 56%) of the population lives in rural regions, where 73% are poor, the project will focus on these areas, which also have the least resources, and have the greatest need.²

This paper introduces and describes the field of sport for development, and discusses and presents a sport-based health project in the rural municipality of Copán, Honduras. It explores the experience of creating and implementing a

¹ The Conference Board of Canada, *Strengthening Canada: The Socio-Economic Benefits of Sport Participation in Canada*, 2005.

² World Bank, *Honduras Poverty Assessment: Attaining Poverty Reduction*, Volume I: Main Report June 30, 2006. p. V

SFD program in Honduras, and outcomes to date of the project. The goal of this paper is to provide other impoverished rural communities, individuals and groups, an experiential resource on how to create and implement SFS program.

1.1 Statement of Problem & Objectives

The problem is that of how to design and implement a sport for development program in an impoverished rural region, which will address the fundamental causes of poverty, such as poor health and nutrition, incidence of non-communicable disease (NCD), urban migration and low education. To examine this problem, the project researchers conducted three pilot projects in the rural municipality of Copán Ruinas in Honduras. This location is an ideal place for pilot projects of this kind, as it is one of the poorest regions in the country and has several serious health and social problems.³ The questions listed in the figure below were established to guide the research process.

Table 1 Questions Guiding Research

QUESTIONS GUIDING RESEARCH
1.) How has sport been used around the world to address health and development issues? a. What are the main health benefits of sport?
2.) Which SFD models currently exist in order to assist rural impoverished regions in developing a SFD program?
3.) What are the major health issues in Copán, Honduras, and how can a SFD program serve to address these issues?
4.) What SFD programs (if any) currently exist in Copán, Honduras?
5.) What factors limit sport participation in Copán, Honduras, and how can they be addressed in the design of a SFD program?
6.) What factors will ensure the community's willingness to participate in the development of the program?
7.) What is the best way to ensure the sustainability of the program?

³ A background on Honduras and the municipality of Copán Ruinas is provided under the section entitle "Location Rationale".

Table 2 Main Objectives

MAIN OBJECTIVES:

- 1.) To research the health issues present in rural Honduras and more specifically in the rural municipality of Copán.
- 2.) To raise funds in order to conduct research in the region.
- 3.) To collaborate with the community to design and implement sport for development pilot projects that are effective in addressing the health issues present in the region.
- 4.) To establish a model and program that is inclusive, sustainable and effective.
- 5.) To educate Canadian children and youth on the lives of children in the developing world, and how sport is being used as a means of improving health.
- 6.) To publish results gathered from this project and make them available to all.

Prior to arriving in Honduras, a project plan was established in order to guide the research process, and provide tools in order to conduct the pilot projects. However, upon arriving onsite the research team realized that the original project plan was overly ambitious and unfeasible considering the circumstances of the community. This paper explains the nature of the barriers to accomplishing the original project plan, and tells the story of what was accomplished.

2: BACKGROUND

Sport as a means of development is a relatively new concept. In general terms, 'development' refers to the process of expanding people's choices and increasing the opportunities available to all individuals within society. The concept of development is based on principles of inclusion, equity and sustainability, and emphasis is placed on the importance of expanding the opportunities for the current generation, as well as of generations to come.⁴

The term 'sport' includes all forms of physical activity that contribute to physical fitness, mental well-being and social interaction. These include play, recreation, organized casual or competitive sport, and indigenous sports and games.⁵ For the purposes of this proposal and project, the term 'sport' refers to the concept of "sport for all," meaning that the sporting initiative must aim to maximize access to and participation in appropriate forms of physical activity. The emphasis of "sport for all" is placed on participation and inclusion of all groups in society regardless of gender, age, ability or race.⁶

The following background section describes the origins of the sport for development concept, and the impact that several major institutions and organizations have had on influencing the field. The subsequent section is a literature review that draws on relevant studies, as well as illustrating the gaps in knowledge. In the final background section, the location rationale demonstrates the importance of conducting a study of this nature in the region of Copán, Honduras. This section provides the reader with an overview of the concept, the field, the relevant research and the reason why a project of this nature is useful in Copán, Honduras.

⁴ UN Inter-Agency Task Force on Sport for Development and Peace, "Sport for Development and Peace: Towards Achieving the Millennium Development Goals, 2003." www.un.org/themes/sport/reportE.pdf

⁵ Ibid. UN Inter-Agency Task Force on Sport for Development and Peace

⁶ Ibid. UN Inter-Agency Task Force on Sport for Development and Peace

2.1 Sport for Development

The field of sport for development (SFD) has grown out of the increasing recognition that carefully constructed sport-based initiatives can be powerful, practical and cost-effective tools to achieve development objectives.⁷

Due to this growing recognition, several institutions, non-governmental organizations (NGOs), governments and communities have begun to utilize sport as a means of achieving developmental and peace objectives. As mentioned earlier, some of the main institutions supporting sport as a means of development are the United Nations (UN) and Right to Play (RTP), as well as, the World Health Organization (WHO) and the Pan American Health Organization (PAHO).

In order to examine how sport can be used as a means of achieving some of the UN Development Goals (MDGs), the UN created the International Task Force

Figure 1 Right to Play- Lebanon



Right to Play, by permission

on Sport for Development and Peace, whose

Secretariat is the nongovernmental organization (NGO) RTP⁸. Formerly known as Olympic Aid, RTP uses specifically designed sport and play programs to improve health, teach life skills, and foster peace for children affected by war, disease and poverty. RTP has successfully conducted projects in over twenty countries in the Middle East, Asia and Africa.⁹

To support the institutions and NGOs in the SFD field, several important resolutions and charters have been drafted. Chief among these is the International Charter of Physical Education and Sport, which was drafted in Paris on November 21st 1978 at the General Conference of the United Nations Educational, Scientific, and Cultural Organization (UNESCO). Delegates at the

⁷ Ibid. UN Inter-Agency Task Force on Sport for Development and Peace

⁸ Ibid. UN Inter-Agency Task Force on Sport for Development and Peace. See appendix for list of UN Millennium Development Goals.

⁹ Right to Play, www.righttoplay.com

conference agreed that that developing the physical, intellectual and moral powers of the individual, improves the quality of life, at both the national and international level.¹⁰ UNESCO noted the diversity of sport and training forms throughout the world, and stated that, “notwithstanding the differences between national sports structures, it is clearly evident that physical education and sport are not confined to physical well-being and health but also contribute to the full and well-balanced development of the human being.” Therefore, it was the aim of this charter to promote physical education and sport and to endorse sport development by urging governments, NGO’s, educators, families and individuals to promote sport involvement.¹¹

Another significant event which precipitated the growth in sport and development initiatives was the first International Conference on Sport & Development, held in Magglingen Switzerland in 2003. The Magglingen Conference was hosted by the Swiss Agency for Development and Cooperation and the Federal Office of Sports, and brought together many of the world’s stakeholders in sport for development (SFD) for a common cause. More than 380 people representing 55 countries were present, including 320 delegates and 60 media correspondents.¹² The result of the Conference was an instrumental declaration that outlined the commitment to sport and development. The table below lists the main points illustrated in the Magglingen declaration:

¹⁰ United Nations Educational Scientific and Cultural Organization (UNESCO), *International Charter of Physical Education and Sport*, January 21, 1978.

¹¹ Ibid. UNESCO

¹² Toolkit Sports for Development, “Sport & Development International Conference: The Magglingen Declaration & Recommendations (2003),” <http://www.toolkitsportdevelopment.org/html/resources/1D/1DFCA2FD-3155-4238-B686-B871D0932A21/Magglingen%20declaration%202003.pdf>

Table 3 Main Points of the Magglingen Declaration

MAIN POINTS OF THE MAGGLINGEN DECLARATION
<ul style="list-style-type: none">▪ Sport and physical activity improve people's physical and mental health at a low cost, and are essential for development.▪ Making physical education and sports a part of the schooling system helps young people perform better, and improves their quality of life.▪ Play and recreation can help heal emotional scars, and overcome traumas for people in situations of conflict, crisis or social tensions.▪ Local sports is the ideal place for bringing people from all walks of life together, and helps to build societies.▪ Sport can help to overcome barriers of race, religion, gender, disability, and social background.▪ Sport is effective when practiced free of drugs or doping, in a fair way, with respect, and including everyone.▪ Partnership between the sports world, media, and development workers will boost understanding of the contribution sport can make to sustainable development.

The Magglingen declaration provides the rationale as to why research in the area of SFD is necessary. In order to convince governments, communities and individuals that the points made in the Magglingen declaration are relevant, and that sport can indeed increase development; further research needs to be conducted.

The resolutions and declarations which have been created, since dialogue on SFD began, have been essential for the success of organizations such as RTP and the future success of the Jugamos project.

2.2 Literature Review

Sport for development is a relatively new concept. The premise of SFD was created at the General Conference of the UNESCO in 1978, when the delegates drafted the International Charter of Physical Education and Sport. Since then, there have been several resolutions drafted by the UN stating the importance of sport and physical exercise as a means of promoting health, education and peace. Furthermore, numerous NGOs, NPOs, health organizations and national

governments have gathered to discuss the value of sport as a tool for development.

While significant gains have been made in researching this field, and several programs have been implemented, there have not been any SFD models created and published specifically for impoverished rural regions. This is a significant gap in the literature because, as the WHO indicates, the developing world is where the benefits of physical exercise would be most noticeable.¹³ The WHO even suggests that by moderately increasing physical exercise in these poverty prone regions, the average life expectancy may increase by approximately ten years.¹⁴

Although the data produced by the WHO and by organizations such as the PAHO have been useful in demonstrating the significant benefits that regular physical activity may have on poorer nations, there is still the need to create sport programs unique to these regions. The reason that these communities need a unique program is that they often lack the resources that are found in wealthier nations. Unlike countries such as Canada, poor nations such as Honduras lack the infrastructure and financial capabilities to run sport programs. Problems such as the availability of funds, location for activities, proper nutrition and other health related issues are all necessary components to consider when developing a program in such a region.

In order for the concept of sport for development to be explored further and be utilized, there is a need to create a model specifically for rural impoverished regions, where a great deal of the world's poor live. Not only is there the need to create a model specific to these regions, but it is essential that this model should be made publicly available to all communities, governments and organizations looking to establish a program of this nature.

In examining the SFD field, one comes across a great deal of evidence supporting the fact that sport can increase health, teach valuable life lessons, and be used as a tool for education on issues such as nutrition and HIV/AIDS. The WHO and PAHO have been major contributors to research on the benefits of

¹³ WHO, *The World Health Report 2002* p.7, http://www.who.int/whr/2002/en/whr02_en.pdf

¹⁴ Ibid. WHO, *The World Health Report* p.7

physical exercise and basic nutrition. Several WHO and PAHO programs and projects have been instrumental in providing evidence and support to the field of sport for development.

At the request of the WHO member states, the “Global Strategy on Diet, Physical Activity and Health (DPAS)” was created by the WHO in May of 2002¹⁶. The aim of this prevention-based strategy is to reduce the risk of chronic non-communicable diseases in the world by addressing the main risk factors, which are diet and physical activity. In support of this global strategy, the WHO has made several scientific documents available with facts on the benefits of physical exercise.

The WHO report “Health and Development through Physical Activity and Sport,” provides substantial evidence on the health benefits associated with regular physical exercise. The table to the right summarizes some of the report’s findings on the health benefits of physical exercise on children and youth.

The report also indicates that regular physical activity provides youth considerable mental and social benefits, as listed in the figure below.

Table 4 Health Benefits of Regular Physical Exercise¹⁵

HEALTH BENEFITS OF REGULAR PHYSICAL EXERCISE
▪ Helps build and maintain healthy bones, muscles and joints
▪ Helps control body weight; reduce fat
▪ Helps develop efficient function of the heart and lungs
▪ Facilitates in developing skills of movement
▪ Helps prevent and control anxiety and depression

¹⁵ DeMarco, T. & Sidney, K, “Enhancing Children’s Participation in Physical Activity”, *Journal of School Health*, 59 (8): 337-340 (1989)

¹⁶ WHO, “Global Strategy on Diet, Physical Activity and Health,” <http://www.who.int/dietphysicalactivity/en/>

Table 5 Mental & Social Benefits of Regular Physical Exercise¹⁷

MENTAL & SOCIAL BENEFITS OF REGULAR PHYSICAL EXERCISE

- The opportunity for natural self-expression, self-confidence, relief of tension, achievement, social interaction and integration as well as learning the spirit of solidarity and fair play
- Discouraging tobacco, alcohol and drug use
- Encouraging the adoption of healthy diet, adequate rest and better safety practices
- Increasing academic performance
- Promoting positive social integration and social skills; especially through team games and play

The report concludes with recommendations for policy makers, local leaders, educators and the public to raise awareness and provide support for sport-based initiatives that aim to increase the participation in physical activity and sport.¹⁸ This report demonstrates the considerable amount of support that the WHO has for sport-based initiatives, however, it does not provide a model for rural communities to use when attempting to establish a sport program which addresses health issues.

Canadian research also demonstrates that regular physical exercise leads to healthy physical and social development in children and youth. For example, studies conducted by Child and Family Canada indicate that, “regular physical activity improves children’s mental health and contributes to their growth and development.”¹⁹ Some of the mental benefits of sport participation which De Marco and Sidney found are listed in the table below.

¹⁷ WHO, “Health and Development through Physical Activity and Sport,” 2003.

¹⁸ Ibid. WHO, “Health and Development through Physical Activity and Sport,” 2003.

¹⁹ John Belfry, *Canadian Children Face Activity and Fitness Crisis*, Canadian Child Care Foundation (Fall 1996) http://www.cfc-efc.ca/docs/cccf/00010_en.htm

DEMARCO & SIDNEY: MENTAL BENEFITS OF SPORT PARTICIPATION

- Reduction in anxiety, depression and tension;
- Increased self-esteem;
- Perceived physical competence;
- Increased ability to cope with mental stress.

Table 6 De Marco & Sidney: Mental Benefits of Sport Participation²⁰

Canadian studies also illustrate that regular physical exercise enhances academic performance. For example, in a study conducted by R.J. Shephard, entitled “Curriculum Physical Activity and Academic Performance,” it was found that learning occurred at a faster rate when more of the curriculum (approximately 14-26%) was devoted to physical activity.²¹

In support of the WHO findings mentioned earlier, M.C. Caterino and E.D. Poleak found that physical activity increases an individual’s ability to concentrate more effectively.²² In support of the previous evidence, in the journal entitled “The Relationship between Physical Activity and Cognition in Children,” B.A. Sibley and J. Etnier found that participation in physical activities increased “academic readiness and perceptual skills.”²³ Thus, the literature indicates that children who participate more frequently in physical exercise are more likely to perform well in their studies.

In examining the research and programs established thus far, it is clear that participation in regular physical activity has significant health and social benefits. However, none of the studies examined provide the means necessary to implement a sports program in an impoverished rural region. In attempting to increase participation and create a sustainable sport and development program,

²⁰ DeMarco, T. & Sidney, K, “Enhancing Children’s Participation in Physical Activity”, *Journal of School Health*, 59 (8): 337-340 (1989)

²¹ Shephard, R.J., “Curriculum Physical Activity and Academic Performance”, *Pediatric Exercise Science*, 9 (2), pp.11 (1997)

²² Caterino, M.C.& Poleak, E.D., “Effects of Two Types of Activity on the Performance of 2nd, 3rd, and 4th Grade Student Concentration,” *Perceptual and Motor Skills*, 89 (1), pp. 245-8.

²³ Sibley, B.A. & Etnier, J., “The Relationship Between Physical Activity and Cognition in Children: A Meta Analysis”, *Physical Activity Science*, 15 (3), pp. 243-56 (2003)

it is necessary to create a model to follow which includes the materials necessary for monitoring and evaluation. Thus, while the research demonstrates that regular physical exercise can provide major health and social benefits, and organizations and health practitioners advocate for an increase in participation, there is still the need to develop a program that takes into consideration the limitations of rural impoverished communities.

Fred Coalter, Director of the Centre for Leisure Research at the University of Edinburgh published “Sport and Community Development: A Manual” in 2002.²⁴ This manual was prepared to assist those interested in conducting sport-based projects in areas of deprivation, particularly in Social Inclusion Partnership (SIP) areas in Scotland. The strengths of this manual include detailed chapters on how to set objectives, monitor targets, measure impacts and outcomes, collect data and report information. However, the limitations of this manual are that it does not provide detailed guidance on possible methods of implementation, and it is targeted towards initiatives within Scotland, which are very different from potential initiatives within Honduras.

In terms of measuring effectiveness, which is the relationship between outputs and outcomes, Coalter suggests dividing outcomes into several types such as sporting outcomes and intermediate outcomes, which are listed in the table below.

Table 7 Measuring Outcomes²⁵

SPORTING OUTCOMES:

Which include things such as a general increases in participation among target groups, increased frequency of participation, the development of sporting skills and expertise.

INTERMEDIATE OUTCOMES:

These refer to the influence of participation on individuals, such as increased physical fitness and health, reduced drug use or improved self-esteem and confidence.

²⁴ Fred Coalter, “Sport and Community Development: A Manual,” *Research Report no. 86* (Edinburgh, Scotland: Sports Scotland), 2002

²⁵ *Ibid.* Fred Coalter, p.13

Later, the divisions that Coalter describes are utilized in order to measure the outcomes of the project.

To measure the ‘impacts’ of sports programs, Coalter states that it is important to understand the assumptions about sport’s potential ability to contribute to broader social and economic issues, such as: community development, community safety, quality of life and employment. One example Coalter uses for measuring impacts is listed in the table below. This table is particularly useful for project Jugamos, as the measure of sport participation and the promotion of health are two components that are illustration of Jugamos’ overall impact on the community.

Table 8 General Improvements in Community Health

GENERAL IMPROVEMENTS IN COMMUNITY HEALTH:
<ul style="list-style-type: none">▪ Increased sport participation▪ Environmental improvements▪ A change in the population via a combination of out-and-in migration▪ Parallel programmes of preventative medicine and health promotion

While this manual provides valuable information for monitoring and evaluating projects, it does not provide precise guidance on possible methods. Furthermore, the manual does not indicate how impoverished communities that lack both the infrastructure and the financial capabilities can create a successful project plan. In terms of setting a programs goals and objectives, and offering advice as to measure outcomes and effectiveness, this manual succeeds. However, for a project such as Jugamos, which is set in an impoverished community, measuring effectiveness will be different from what is appropriate in measuring effectiveness in a developed nation.

The research clearly demonstrates that participation in regular physical exercise increases overall health, and helps prevent many non-communicable diseases, such as diabetes, obesity, hypertension and cardiovascular disease. However, in order to prevent these illnesses and improve health, there is a need to create sport programs in the regions that need them most. The literature provided by individuals such as Fred Coalter, offers useful tips to establish and

manage sports programs, yet, there is still the need to provide a model for rural communities that lack the resources and infrastructure found in more affluent communities.

The tables below summarize what the literature currently demonstrates, and what gaps remain in the literature. In order to use the knowledge and expertise generated from the literature most effectively, there is a need to address the gaps present. Furthermore, if communities, organizations and governments are to utilize the knowledge offered, then it is necessary to provide the tools that are required to implement SFD programs.

Table 9 Summary of the Literature

SUMMARY OF LITERATURE
<ul style="list-style-type: none"> ▪ Physical exercise has major ‘health’ benefits such as: <ul style="list-style-type: none"> ○ Reduces risk of cardiovascular diseases, diabetes and obesity. ○ Helps prevent/reduce osteoporosis ○ Helps prevent/reduce hypertension ○ Helps build healthy bones, muscles and joints ○ Helps manage painful conditions such as back or joint pain²⁶
<ul style="list-style-type: none"> ▪ Physical exercise has major ‘social’ benefits such as: <ul style="list-style-type: none"> ○ Promotes psychological well-being, reduces stress, anxiety, depression and feelings of loneliness ○ Helps prevent risky behaviours such as alcohol and drug use²⁷ ○ Increases self-esteem ○ Communicates skills and values such as; fair play, cooperation, communication, problem solving, understanding, leadership, connection with others, sharing, trust, honesty, self-respect, tolerance, how to win/lose, the value of effort, and how to manage competition.²⁸
<ul style="list-style-type: none"> ▪ Participation in physical exercise increases academic performance <ul style="list-style-type: none"> ○ Enhances academic performance ○ Increases ability to concentrate more effectively²⁹
<ul style="list-style-type: none"> ▪ Tools for monitoring and evaluating sport for development projects: <ul style="list-style-type: none"> ○ Dividing sporting outcomes from intermediate outcomes ○ Measuring general improvements in community health

²⁶ Ibid. World Health Organization, *Benefits of Physical Exercise*.

²⁷ Ibid. World Health Organization, *Benefits of Physical Exercise*

²⁸ Ibid. UN Inter-Agency Task Force on Sport for Development and Peace

²⁹ Ibid. Caterino, M.C.& Poleak, E.D.

Table 10 Summary of Literature Gaps

SUMMARY OF LITERATURE GAPS	
▪	How to increase participation in regular physical exercise in impoverished rural communities
▪	How to run the project considering the factors associated with poverty, such as; lack of resources, lack of trained personnel, poor nutrition and food, inadequate access to services, facilities, and proper healthcare
▪	How to encourage and gain the support of rural administrators and leaders to participate in and operate sport for development program
▪	How to ensure the sustainability of a sport for development program in an impoverished rural region

2.3 Location Rationale

Figure 2 Map of Honduras³⁰



Honduras is located in Central America, and borders the countries of Guatemala, El Salvador, and Nicaragua. In 2005, the population was estimated at approximately 7.4 million, with over half considered to be poor, and over one-

³⁰ Planiglobe, http://www.planiglobe.com/omc_set.html. Licensed under the Creative Commons Attribution 2.5 License

quarter considered extremely poor.³¹ Currently, Honduras is considered to be the second poorest country in the Western hemisphere, following Haiti. In the 2003 United Nations Human Development report, Honduras was ranked 115th out of 175 countries in the Human Poverty Index (HPI), which measures dimensions such as a long and healthy life, knowledge, standard of living and social exclusion.³²

Poverty in Honduras is concentrated in the rural regions, where over 56 percent of the population resides. The most current estimates indicate that over 73.7 percent of the poor and 86.1 percent of the extremely poor live in the rural areas³³ (see figure below). It is evident from the figure below that extreme poverty is concentrated in the Western rural region, where educational attainment is much lower than in urban areas. However, the World Bank has indicated that if rural and urban educational levels were to be equalized in Honduras, poverty could be reduced by approximately one third.³⁴

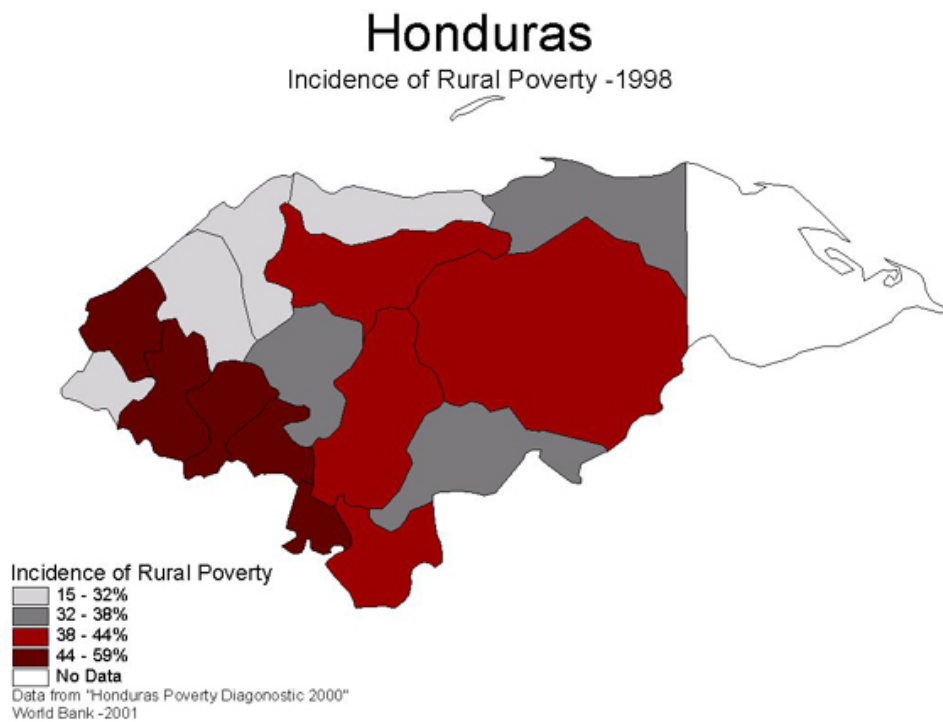
³¹ Ibid. World Bank, p.2.

³² UNDP, "Human Development Reports,"
http://hdr.undp.org/reports/global/2003/indicator/indic_27_1_1.html

³³ Ibid. World Bank, *Honduras Poverty Assessment: Attaining Poverty Reduction*, Volume I: Main Report June 30, 2006. p. V

³⁴ Ibid. World Bank, p. v

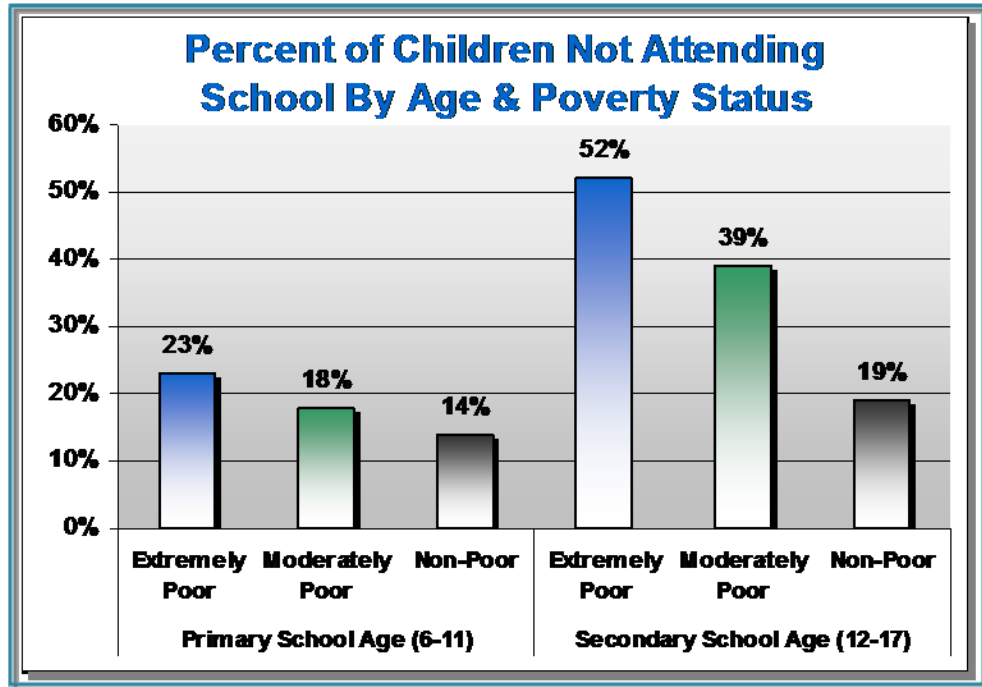
Figure 3 Honduras- Incidence of Rural Poverty³⁵



There also appears to be a direct correlation between educational attainment and poverty in the rural regions. In the areas that are considered extremely poor, children are less likely to attend school than in those considered non-poor. For example, the following diagram shows that among non-poor children age 12-17, 19% are not attending school, yet among the extremely poor children, a startling 52% do not attend school.

³⁵ Earth Trends, <http://earthtrends.wri.org/povlinks/country/honduras.php>, licensed under Creative Commons (permission to use).

Table 11 Percent of Children Not Attending School by Age & Poverty Status³⁶



Another issue that is closely associated with poverty is poor health and nutrition. The World Health Organization (WHO) has found a significant increase of non-communicable diseases (NCDs), such as cardiovascular disease, cancer, chronic respiratory diseases and diabetes in recent years³⁷. Furthermore, it appears that the greatest burden of NCDs is found in poorer countries.³⁸ The WHO's findings suggest that NCDs are the greatest contributor to health inequality worldwide. This increase in NCDs is a global burden, as NCDs currently account for approximately 60% of all deaths and 43% of the global burden of disease.

Interestingly, the increase in NCDs has been found to be directly correlated to changes in lifestyles, namely tobacco use, unhealthy diet, and physical inactivity. The WHO estimates that physical inactivity causes 1.9 million deaths globally per year, and that the risk of getting a cardiovascular disease increases up to 1.5

³⁶ Ibid. World Bank, *Honduras Poverty Assessment: Attaining Poverty Reduction*, Volume I: Main Report June 30, 2006. p.19

³⁷ Ibid. WHO, "Health and Development through Physical Activity and Sport," 2003. P.1

³⁸ Ibid. WHO, "Health and Development through Physical Activity and Sport," 2003. P.1

times for people who do not attain the minimum physical activity recommendations.

Therefore, there appears to be a clear need to increase the amount of physical exercise in areas prone to poverty and poor health. Increasing the amount of physical exercise individuals partake in may have positive long-term effects in decreasing the prevalence of poverty and health inequality.³⁹

Demographically, Honduras is heavily composed of young people. In 2005 the World Bank estimated that over 42% of the population is under the age of fifteen, and over half of the population is under the age of nineteen. These statistics, coupled with the data on poverty and poor health, demonstrates the need for attention to be directed towards the large group of children and youth, who represent the future of the country. In 2005, the World Bank recommended that Honduras needed more nutrition and early childhood development programs. It is with this information, that project Jugamos aims to research and develop a program to address the social needs of children in rural Honduras, using sport as the main tool.

The location selected for project Jugamos is the municipality of Copán, Honduras. This region is suitable for several reasons. Firstly, it is a rural region composed of over 100 communities with over 30,000 inhabitants; therefore, the project serves to reach a significant portion of a vulnerable population. Secondly, Copán is one of the poorest regions in the country, so the region is in particular need of a cost effective health and development strategy. Thirdly, given that over half of the population is under the age of 12, by targeting this younger cohort the project may have major long-term health benefits on the greater community. Furthermore, research shows that 55% of the children in this region are malnourished and have limited educational attainment, so a project that educates children on basic health and nutrition should help to improve overall health and eating habits. Finally, only 40% of the Copan population has access to health services, so the community needs access to information on health, nutrition and

³⁹ Ibid. WHO, "Health and Development through Physical Activity and Sport," 2003. P.1

hygiene.⁴⁰ Clearly, the rural region of Copán is a suitable location in which to test and run pilot projects that incorporate health, hygiene and nutrition education through sport and play activities.

2.4 Target Communities

In order to select communities for which a program of this nature would be well suited and viable, an environmental scan was conducted upon arrival to Copán. The researchers visited potential communities and carried out informal interviews to determine their suitability and interest in such a program. Criteria were created in order to evaluate potential communities based on demographics, safety, stability and community willingness and support. The criteria that the “Team” (primary and assistant researcher) established before arriving on site included:

- The communities selected must be within the municipality of Copán, as preliminary research showed that this region is in need of a health program.
- There should not be any ongoing organized sport programs in the community solely dedicated to improving overall health and education through sport.
- The target community must have a sufficient youth population to maintain sports programs: roughly 40 children willing to commit in each age and gender cohort.
- The community should have sufficient level of political and social stability to facilitate a pilot project of roughly one year.
- Official community partners, such as schools, church groups and municipal governments, must show willingness and desire to participate and facilitate the study and project.
- Most importantly, the community should have willing participants; such as children to participate in the projects, youth volunteers and potential administrators, and adult collaborators, to assist in developing and maintaining the projects during the study, as well as after the study’s completion.

⁴⁰ University of Western Ontario, <http://www.uwo.ca/huron/honduras/copan.html>

2.4.1 Participants

The participants in this study were members from the rural community of Copán, Honduras who were interested in collaborating in order to create a health/sport strategy for youth. The targeted participants, aside from those who showed general interest in the program were NGOs, municipal leaders, teachers and parents. Collaborators, such as schools that agreed to take part in the study in order to create a health/sport strategy were responsible for informing parents that their children would be taking part in increased physical exercise at school and would be observed to understand which activities are most effective.

The members from the community, who said they would participate in the project, agreed to take part in an interview in order to provide information regarding current sport and health programs, and their opinions regarding health and sport in their community.

Teachers who agreed to take part in this action study also participated in an interview process, in which they were asked their opinions regarding health and sport in their community and in their schools. If they agreed that there was a need for a health/sport strategy at their school, then they agreed to take part in a month-long initiative to offer increased physical exercise for the students. They also agreed to document the amount of time and type of exercise that their students took part in.

Participating schools agreed to offer their students more time to play and be physically active for at least a one-month period. During this period, the students on occasion were observed during gym class, in order to assess whether they appeared to be enjoying the class, and whether or not the games were suitable and effective for their situation.

It was the mandate of the project to reach the widest possible spectrum of individuals, and include all willing participants, regardless of gender, ability or economic status. For that reason, prudence was exercised to ensure that gender as well as socio-economic status were not factors limiting participation of any individuals within the community.

3: EXPECTED OUTCOMES OF THE PROJECT

The outcomes of each project are divided into three components: the sporting outcomes, the intermediate outcomes and the aims. The sporting outcomes are simply a measurement of the number of times and amount of time that participants spend in organized sports activities. The intermediate outcomes are how much of the intended educational component has been retained by the participants. The aims, such as increased overall health and long-term decreases in non-communicable disease, are more difficult to measure quantitatively with the resources of our project. We rely on the extensive scientific evidence showing that sport participation leads to increased health and decreased incidence of NCDs, since we are unable to test that aim. The important outcomes are increased participation in sport activities as well as knowledge of health and nutrition issues.

3.1 Sporting Outcomes

The sporting outcomes are designed to quantify participation in the program in terms of number of participants and number of hours spent taking part in physical activities.

CHILDREN

That a significant proportion of children between the ages of 5 and 15 from the target communities participate in a locally administered sport and health program, that teaches them new skills, while improving their overall health.

3.2 Intermediate Outcomes

1.) That several adults from the community learn the skills and responsibilities required to run a sport and development program that is designed to address specific health concerns.

2.) That several youth learn to act as leaders for sport and development programs through ongoing mentorship, training, and volunteering with the projects.

3.) That a significant portion of children take part in physical activities, learn about health, nutrition and hygiene, and at the same time, learn valuable life skills through the project, such as fair play and cooperation, which they will carry throughout their lives.

3.3 Aims of the Project

Through increased participation in organized sports, and increased knowledge of health, nutrition and hygiene issues, it is expected that the overall health of the community will be positively affected over the long term. The overall increase in health will result in a decreased incidence of non-communicable disease, and thus lead to increased economic productivity and a reduction in poverty.

4: METHODS

This project took place in three phases. The first phase included the preliminary research, such as an investigation of the SFD field, the organizations involved in it, and the literature concerning the area. The second phase of the project was comprised of an environmental scan of the municipality, pre-existing sport programs, and possible stakeholders and partners. The third phase consisted of three pilot projects administered through the collaborative efforts of the research “Team”, the teachers, NGO leaders, and the children participants. The final phase consists of the experience and outcomes of the pilot projects, and the future establishment of the program.

4.1 Phase I: Research & Literature Review

Phase I of the project was carried out in Vancouver, Canada. This phase consisted of gathering information regarding the field of sport for development, organizations involved in it, literature on the subject, and finding a target country and community in which to run a project of this nature. In gathering information, the researchers also investigate the various models that have been utilized throughout the world, and what their impacts have been on communities.

The methods of investigation for phase I consisted of a literature review, through periodicals, books, journals, online resources, and SFD websites, as well as interviews with individuals that have experience working and living in Honduras or in the field of SFD (see table below).

Table 12 Phase I Summary

PHASE I. SUMMARY OF OBJECTIVES, METHODS, PARTICIPANTS & APPROXIMATE NUMBERS			
OBJECTIVES	METHOD	PARTICIPANTS	APPROXIMATE NUMBER
1.) <i>Identify and assess</i> SFD models (if any) that have been created specifically for rural, impoverished communities	REVIEW LITERATURE	N/A	N/A
	INFORMAL INTERVIEW	Right to Play	1
		Hoops 4 Hope	1
2.) <i>Identify which site-specific</i> variables must be considered when selecting a model and implementing it to maximize success	REVIEW LITERATURE	N/A	N/A
	INFORMAL INTERVIEW	Right to Play	1
		Hoops 4 Hope	1
3.) <i>Determine</i> what literature gaps exist in the field	REVIEW LITERATURE	N/A	N/A
4.) <i>Identify</i> what social needs/issues have been addressed through sport and development programs ex. HIV/AIDS education, crime, health	REVIEW LITERATURE	N/A	N/A
	INFORMAL INTERVIEW	Right to Play	
5.) <i>Contact</i> other sport and development organizations to discuss models and possibility of collaboration	INFORMAL INTERVIEW	International Alliance for Youth Sports	1
		Hoops 4 Hope	1
6.) <i>Contact</i> individuals, groups and organizations within Honduras to identify stakeholders and/or forge partnerships	INFORMAL INTERVIEW	Rotary Club Copán Ruinas	1
		Arte Acción Copán Ruinas	1

4.2 Phase II: Environmental Scan & Partnership Building

Phase II of the project was conducted in the municipality of Copán, Honduras. The central aim of this phase was to gain support from the selected communities, and participants, in order to develop and establish the projects. Phase II began with an environmental scan of the municipality to determine which health needs could be met with such a project, and which communities would be willing to support the project and program into the future. Variables such as co-operation,

pre-existing programs, safety and the current political situation were all considered in the selection of the communities.

Table 13 Phase II- Summary

PHASE II. SUMMARY OF OBJECTIVES, METHODS, PARTICIPANTS & APPROXIMATE NUMBERS			
OBJECTIVES	METHOD	PARTICIPANTS	APPROXIMATE NUMBERS
1.) <i>Assess community readiness and ensure that the community has the appropriate tools necessary for implementation. For example; willing participants, collaborators, and potential local partners.</i>	INFORMAL INTERVIEWS	Municipal officials	5+
		Community leaders, organizations, teachers etc.	3+
		Representatives of sports groups and teams	3+
	OBSERVATION	Community members	10+
2.) <i>Investigate existence of other SFD programs in the area, and contact sports teams and clubs that may be interested in collaborating.</i>	INFORMAL INTERVIEW	Coaches, community members, parents	15+
3.) <i>Introduce concept SFD to the community and gauge the support and interest of community members:</i>	INTERVIEW	Municipal leaders	5+
		Teachers	10+
		Parents	10+
	INFORMAL INTERVIEWS	Community leaders (from previous meetings)	15+
4.) <i>Define network of support and partners: administrators and partners. These individuals will determine appropriate leaders and children for the pilot projects</i>	INTERVIEW	Municipal governments, teachers, parents	25+
	INFORMAL GROUP MEETING	Same as those interviewed, plus any other adults who wish to participate	25+
5.) <i>Establish agreement to begin implementing a sport and health program</i>	MEETING	Community leaders and future collaborators	15+

4.3 Phase III: Pilot Projects & Building Program Model

Phase III included conducting and administering the pilot projects with the support of the community members, collaborators and potential partners. Three pilot projects were conducted in three separate communities. With the assistance of the teachers, the Team created a program plan, and then recruited local youth to volunteer to administer the projects. The Team then provided the local collaborators, and student participants with educational materials, as well as workshops relating to the educational aims of the project.

From attending the educational workshops, and taking part in the process, the local youth volunteers gained valuable experience in SFD, and what it meant to be a leader within their communities. After each workshop, the team evaluated the local youth volunteers as potential local administrators⁴¹.

It was the aim of this phase to involve the community as much as possible in the designing and implementation of the projects to ensure the sustainability of the program. The research team provided initial health and sport workshops, however, it was expected that the local collaborators would continue to administer the project with the continued assistance of the local administrator hired by Jugamos.

⁴¹ See section 4.4 on how the youth volunteers were evaluated in terms of their potential to be local administrators.

Table 14 Phase III Summary

PHASE III. SUMMARY OF OBJECTIVES, METHODS, PARTICIPANTS & APPROXIMATE NUMBERS			
OBJECTIVES	METHOD	PARTICIPANTS	APPROXIMATE NUMBERS
1.) <i>Define educational goals:</i> <ul style="list-style-type: none"> ▪ Child and youth development ▪ Healthy lifestyles ▪ Improved nutrition and hygiene ▪ Values of sport, such as: fair play, cooperation, leadership, teamwork 	INFORMAL INTERVIEWS & MEETINGS	Collaborators, community leaders, possible partners	5+
2.) <i>Outline program components and strategy:</i> <ul style="list-style-type: none"> ▪ Define curriculum ▪ Workshops for trainers and volunteers ▪ Communication strategy ▪ Recruitment strategy ▪ Establish future funding 	SMALL GROUP MEETING	Collaborators, community leaders, possible partners	5+
3.) <i>Implement program strategy:</i>			
Recruitment (ongoing); local administrators and volunteers	INFORMAL INTERVIEWS	Community members, teachers	10+
Provide training workshops for administrators and volunteers	WORKSHOPS	Collaborators	3+
Purchase program materials; balls, cones etc.	FUNDRAISING	Researchers	
Conduct sport programs with the assistance from community and stakeholders	COMMUNITY MEMBERS	Administrators, leaders, children	80+
Conduct quantitative and qualitative research on program strategies and the affect of program on the participants	INTERVIEWS	Collaborators, local leaders	25+
Establish sustainability plan	MEETINGS	Researchers, partners	4+
Communicate results: <ul style="list-style-type: none"> ▪ Prepare outcomes report ▪ Through project website 	REPORTING	Researcher	1

4.4 Project Evaluation

4.4.1 Evaluation of the Sporting Aims

Success of achieving the sporting aim was measured through the number of participants in the pilot projects.

CHILDREN

The Team assessed the success of the sporting outcomes, by monitoring the number of children participating, as well as the number of hours per week that they participated in a health and sport workshop, or participated in an organized sporting activity.

COLLABORATORS (TEACHERS & COACHES)

By monitoring the amount of organized contact time that the collaborators spent with the children during the project, the main sporting aim could be evaluated. This can be achieved through monitoring of the attendance, content and duration of practices.

4.4.2 Evaluation of Intermediate Aims

COLLABORATORS (TEACHERS & COACHES)

To evaluate to what extent the collaborators had learned about the importance of sport, and health education, and at the same time, had developed skills to organize and lead SFD workshops, they were required to fill out informational forms during the course of the project, and participated in an interview at the end of the pilot projects.

The collaborators' competence was measured by their ability to ensure that adequate time was spent administering sport, and health workshops, as well as their willingness and support to continue with the project in the future.

Table 15 Evaluation of the Collaborators Participating in the Project

EVALUATION OF THE COLLABORATORS PARTICIPATING IN THE PROJECT			
TIME	TOPIC	METHOD	PURPOSE
BEFORE	Evaluation of community issues	Informal Interviews	To determine perception that collaborators have of their community and how they would like to change it
	Knowledge and perception of health issues	Informal interviews	To determine what the baseline perception and knowledge of health issues is
DURING	Administering SFD activities	Collaborator form	To collect quantitative data on participation and activities
	Strengths and weaknesses as administrators of activities	Observations, collaborator forms, and interviews	To assess how the collaborators are progressing, and to see if further training and materials is required
AFTER	Perceived effect on the community, and knowledge of health issues	Observations, collaborator forms, and interviews	To determine how the attitudes and knowledge of the collaborators has changed as a result of the project

CHILDREN

We intended to measure the extent to which the children learned the two non-sport outcomes- health skills and life skills. Prior to arriving in Honduras, the Team aimed to measure the extent of the children’s knowledge on health issues through a questionnaire. However, after interviewing the teachers, who informed the team that the children had no previous health education, and after witnessing the poor state of health of the children, the Team decided not to conduct a questionnaire, in order to avoid disempowering the children. Instead, the Team relied on the initial evaluation of children, and the continued evaluations provided by the local teachers.

Table 16 Evaluation of the Children Participating in the Project

EVALUATION OF CHILDREN PARTICIPATING IN THE PROJECT			
TIME	TOPIC	EVALUATION METHOD	PURPOSE
BEFORE	Knowledge of health and nutrition issues	Interviews with teachers	To gauge the baseline knowledge of health and nutrition issues among the participating children
AFTER	Knowledge of health and nutrition issues	Interviews with teachers, as well as teacher report form	To gauge change in the knowledge of health and nutrition issues among the participating children

4.5 Project Timeline

To guide the project through the three stages, a project timeline was established in May of 2007. The timeline provided the Team with a tool to follow in order to ensure that they were meeting the project goals and objectives in a timely matter. The timeline was adjusted as the project moved forward, as some of the items were completed with greater ease than was expected. For example, the third phase was originally projected to take approximately 6 months, however, due to community readiness and support, as well as the securing of an in-country partner this phase was shortened in order to maximize finances of the project.

Table 17 Project Timeline

PROJECT TIMELINE
PHASE I. RESEARCH, LITERATURE REVIEW & FUNDRAISING
MAY- DECEMBER 2007 CANADA
<p>Research & Literature Review</p> <ul style="list-style-type: none"> ▪ Field of SFD and organizations involved in the field. Establish which (if any) SFD organizations exist in rural Honduras ▪ Models for SFD programs which target youth and children ▪ Region to conduct project in and establish which is the most suitable ▪ Honduras- poverty and health assessment ▪ Health and nutrition issues; relation with poverty ▪ Review what research has been conducted on field of SFD and indicate what gaps exist in the literature <p>Begin Collaborating & Partnership Building</p> <ul style="list-style-type: none"> ▪ Contact: SFD organizations, personal contacts within Honduras ▪ Begin collaboration efforts with sport groups, organizations etc. in Honduras. ▪ Identify possible stakeholders <p>Organize trip to Honduras</p> <ul style="list-style-type: none"> ▪ Ensure all safety measures are taken i.e. inoculations, Honduras safety assessment ▪ Book flights and obtain Visas ▪ Book temporary accommodations <p>Fundraise</p> <ul style="list-style-type: none"> ▪ Raise funds for project through: grants, corporations, individuals, foundations and fundraisers.
PHASE II. ENVIRONMENTAL SCAN & PARTNERSHIP BUILDING
JANUARY- MARCH 2008 HONDURAS
<p>Environmental Scan and Feasibility</p> <ul style="list-style-type: none"> ▪ Assess valuable and suitable community contacts, such as expatriates, organizations, municipal leaders, teachers, health practitioners etc. ▪ Establish project head quarters, and home for the research team ▪ Access community readiness/feasibility and ensure the following; community has appropriate tools necessary for project. For example, the community supports project, stakeholders are willing to participate, and volunteers are present and willing to participate. ▪ Assess community infrastructure in order to administer SFD project <p>Partnership Building</p> <ul style="list-style-type: none"> ▪ Contact sports teams/clubs, schools, youth after-school programs, child- focused organizations etc. in area to investigate collaboration or partnerships. ▪ Build partnerships and collaborative efforts through ongoing participation, and assistance with local partner organizations

PHASE III. PILOT PROJECTS & BUILDING MODEL

APRIL- AUGUST 2008 HONDURAS

Collaborate

- Work with local collaborators, volunteers and partners to develop a project plan

Conduct Interviews

- Interview coaches, teachers, child focused organizations, and health practitioners

Define program parameters and guiding principles

- With assistance of local collaborators, define program goals, prepare guidelines and distribute to stakeholders

Recruit

- Begin recruiting volunteers, youth leaders/coaches

Administer three pilot projects with assistance of teachers

- Utilize strengths of stakeholders in development of pilot projects

Document results

- Prepare summary of outcomes

Communicate Results

- Distribute results to Simon Fraser University, partners and collaborators

Follow-up and Assessment

5: ENVIRONMENTAL SCAN: COPÁN, COPÁN RUINAS, HONDURAS

5.1 Initial Observations & Interviews in Copán

Copán Ruinas is a small town set high in the Copán valley. The town is surrounded by forested mountains that stretch out towards the Guatemalan border. The cobblestone streets are lined with small restaurants and tourist shops aiming to attract the hundreds of tourists that visit each day. There is a large expatriate group, which is inclined to attend all of the same social events. The group is tight-knit, yet welcoming to those who are interested in staying in the town for a long while. Within the first meetings with the various expatriates in the community, the Jugamos Team was ushered into a warm and open group. The group, all of whom were working with various development projects, turned out to be an invaluable source of information and a valuable resource as the team was introduced to the community of Copán.

Table 18 Copán Ruinas, Honduras



Photo taken by author, 2008

Prior to coming to Honduras, the Team had been in contact with the community development organization Arte Acción Copán Ruinas (Arte Acción), who had been providing various services to the children of Copán for over ten years. Among the many services that Arte Acción Copán Ruinas provided were such activities as art, theatre and drama workshops, a children's cultural

television show, as well as a baseball team for boys and girls under the age of twelve.

The Rotary Club of Copán Ruinas was another organization, which the Team had contacted prior to the arrival in Honduras. The first face- to- face meeting with the Rotary Club provided the Team with a wealth of information regarding; the people within the community, the organizations and projects currently underway, the projects which had been successful, as well as the projects that were not as successful.

Some of the lessons learned upon the initial interview with the Rotary Club included the following:

Table 19 Rotary Club Interview- Lessons Learned

ROTARY CLUB INTERVIEW- LESSONS LEARNED
<ul style="list-style-type: none">▪ Build mutually respectful relationships▪ Clear and open communication with all involved▪ Collaboration is central▪ Treat everyone as equals

After meeting with the Rotary Club, the Team visited the small municipal building in the centre of town to introduce and discuss the project. There, the Team learned that there was not a great deal of accurate information regarding the rural communities in Copán. Those at the municipality explained that it was very difficult to collect health information in the rural regions, since there were no health clinics, which are the main contributors to providing health statistics, in these communities. The only health and demographic information that the municipality had regarding the rural regions of Copán, had been collected by a Canadian University years before. It was the belief of many people interviewed throughout Copán Ruinas that the health statistics in the rural regions were in fact much worse than was reported, since the reports only came from clinics within larger towns.

Upon moving to Copán, the Team immediately sought a space to set up an office and living space. The proposed budget far exceeded what was actually needed to live within the town, especially since the Team decided that it was best

to live 'with' the locals in a moderate home according to the living standards in the town. In order to find a place to live and work the Team was advised to walk up and down the streets asking if anyone knew of a rental that was available. This task turned out to be an excellent way to be introduced to the community members and the barrios (areas) within it. By the end of the second afternoon in Copán Ruinas, the Team had found a small apartment situated at the back of a family's residence.

The family appeared to be middle class (for Honduran standards) and was composed of a mother, father, two unmarried daughters in their late 20's, and one baby, the son of one of the daughters. The family was very active in their community, attending several events throughout the week, and volunteering their services to various functions.

One daughter ("Lucy") worked for a local non-profit organization, which provided health and herbal remedy workshops to rural groups. Lucy invited the Team to attend a workshop given by the group in a rural village. The workshop was well attended, and each attendee watched intently as the group showed them various health remedies, all, which could be found in the plants and trees in their communities. Attending this workshop was enlightening for the Team, as it demonstrated the types of health workshops which the rural populations had been exposed to. Furthermore, it introduced the Team to potential stakeholders in the community who were interested in health.

The second daughter ("Sharon") was an elementary school teacher who worked an hour in a half away in a rural community called El Tigre. Sharon left early each morning, giving herself enough time to hitchhike her way along a dirt road to El Quebracho, where she was let off for the half-hour walk up a steep hill to El Tigre. Through informal interviews with Sharon, the Team learned

Figure 4 Road to El Tigre School



Photo taken by author, 2008

that the most suitable location to reach rural children in a SFD program was through the schools. In addition, Sharon explained that the teachers in the rural schools also had an interest in educating the students in topics of health, and sport; however, they did not have the resources necessary to do so. For this reason, the team concluded that the rural elementary schools would be a suitable location from which to reach the children, and that the teachers at the schools would be suitable and willing collaborators.

5.2 Initial Observations of Rural Schools in Copán

From an initial visit to the rural area, the Team realized that administering the projects at the schools was in fact the only way to reach all of the children frequently and in an organized manner. Having lived in the same home as a teacher who worked in the rural regions, the Team was provided a wealth of firsthand knowledge and expertise regarding the schools, and the contacts. Sharon arranged for the Team to meet with and visit four rural schools in the surrounding area of Copán Ruinas. Learning from and befriending Sharon provided the team an inside view of the town and surrounding area, and at the same time, the teachers immediately saw the Team as “friends of a friend,” rather than outsiders.

5.2.1 Emilio Vega- El Tigre

The first school visited was Emilio Vega, in the community of El Tigre. The students ranged in age from five to twelve; however, there were some returning students who were thirteen years old. This particular school was extremely poor and lacked several of the resources that the other schools had. The school was at the top of a steep dirt road, which was impossible to reach during heavy rain, as the road became a muddy insurmountable river. The school was the only building in the area for several square kilometres. The closest homes were kilometres away, making the distance to travel to the school quite long and difficult, given that it is on a steep hillside.

The school consisted of a two rooms, separated by a tin wall. The windows were made of wire mesh, which allowed for airflow. Each morning the children received a meal of rice and tortillas, served by a parent, and provided to them by the Honduran government. After their meal, the students separated into groups according their age, and followed one of two teachers into their appropriate rooms. The children were in class until 12:30, after which they were sent home to assist their families in their work, most of which consisted of labour in nearby coffee fields.

Compared to the children observed in the town, these children appeared far more malnourished. Most of the children at Emilio Vega had distended bellies, large dark circles under their eyes, thin hair, calloused skin, and were badly scarred (especially their hands and arms). In general, the boys wore rubber boots, jeans, and short-sleeved button-up shirts. The girls, for the most part, wore hand-sewed colourful dresses, flip flops, or were shoeless (especially the youngest girls).

The students did not receive any sort of physical activity throughout the day, and topics on health, nutrition and hygiene were not part of the curricula of the school. The teachers at Emilio Vega stated that the main reason they did not teach topics on health, nutrition and hygiene, was because they lacked the academic resources to do so, and they had no prior education on the topics.

When asked why physical education (PE) was not part of the curricula at Emilio Vega, the teachers stated that the school lacked the physical infrastructure (field or court), equipment and resources needed to provide the students with a regular PE class. There was a small field a half hour walk from the school, which had two wood nets, however, the school did not use the field since they hadn't the equipment needed. The school, the teachers exclaimed barely had adequate resources to teach the students standard curricula such as math and science so; they were not in a position to purchase such things as a soccer ball.

When asked if the teachers would like to provide a PE class, they all agreed that it was something they would like to do, and they all felt that the children

would be very excited about the prospect. Sharon explained that the majority of the students at Emilio Vega worked after school on farms; therefore, they did not have a lot of opportunity to play.

At the end of the first visit with the teachers and students at Emilio Vega, the teachers unanimously agreed that they would like to take part in a project that sought to increase the amount of time the children learned about health, nutrition and hygiene, and at the same time, got more opportunity to play. The Team emphasized to the teachers the importance of their full participation in developing the program, and more importantly, allocating the time for the children to take part in the program. The teachers also agreed to bring the project idea up to the parents to ensure that all of the parents supported the project if it were to go ahead.

5.2.2 José Cecilio del Valle- Sesesmil I

José Cecilio del Valle (Sesesmil I) is located in the community of Sesesmil. The school is most often referred to as Sesesmil I, and Sesesmil II is located just down the dirt road. It takes approximately one hour driving to arrive at Sesesmil. The school sits alongside several homes, which means that it does not take quite as much time for the children of this community to walk to school. There are three schoolrooms, and a small grassy area out front with two new swings, most recently built by a Canadian volunteer group.

The children of Sesesmil appear to be in better health than the children up in El Tigre, however, proper nutrition and diet are still a serious issue in this area. The initial interview with the teachers indicated that the students were receiving standard curricula, however, they did not receive any education on health, nutrition, and hygiene, nor did they receive time to participate in play or PE.

As in Emilio Vega, the teachers at Sesesmil I felt that PE was important, yet the school lacked the resources and equipment to provide it for the students. However, unlike Emilio Vega, this school was on flat ground, with an open grassy area out front, thus giving adequate space to provide sports and games for the students.

The teachers of Sesesmil I emphasized the need for academic resources, such as a manual on how to teach sports and games to younger children. Neither of the teachers, both of which were middle aged women, had ever been involved in sports, therefore, they didn't feel confident teaching the children games. Yet, both teachers firmly agreed that the students needed a place and time to play and be physical- having already seen the positive behaviour in the children since the swings had been installed.

In concluding the meeting, the Team learned that the major need at Sesesmil was for equipment, along with an instructional manual for the teachers. Again, as at El Tigre, the Team made an agreement with the teachers that if they were to assist with the research and design of the project, then Jugamos would provide them with the tools necessary to teach the children PE three days a week. The teachers also agreed to notify the parents of the project, and to ensure that they had the parents' consent if they wanted to move forward with the project.

5.2.3 Policarpo Bonilla- El Quebracho

Policarpo Bonilla (El Quebracho) is located in the community of El Quebracho, approximately a one hour drive from Copán Ruinás. The school is located in a small community, with sparse houses, and no restaurants, clinics, or sporting infrastructure in place. Similar to Emilio Vega, El Quebracho sits on top of a hill, surrounded by trees, which makes playing sports outside difficult. There is a small dirt area out front of the school, but the school does not have any sort of field or court to play on. The teachers did inform the team that there was a field a half hour away from the school, near the local garbage dump, that the children on occasion would play at.

There are three teachers at El Quebracho, all of whom appeared to be very excited about the eagerness of the Jugamos Team to assist in developing a sport plan for the school. There is one male teacher and two female teachers, all of whom are in their twenties. The school has a larger student population than the other schools visited, possibly due to its close proximity to several farms and

homes. There are three classrooms, all which are packed full of students. The students at El Quebracho wear uniforms, which the families are supposed to purchase. Not all of the students have uniforms, but the majority do.

The teachers at El Quebracho were very keen to meet with the Team and were eager to get a sport program started at the school. The male teacher was especially keen, and continued to meet with the Team on several occasions to discuss the development of the program. Similar to the other two schools, the teachers at El Quebracho had been unable to provide sports and PE to the students since they lacked the infrastructure, equipment and educational resources to do so.

Similar to Sesesmil I, El Quebracho had recently been visited by a Canadian volunteer group, which had left behind a soccer ball for the students. The teachers explained that the students were so excited by the soccer ball that they played with it every day for several weeks, until the ball went flat. The day the team visited, the children were at given a break to go outside and kick around the flat ball that they had been given.

The teachers at El Quebracho enthusiastically agreed to take part in the development of the program, and also agreed to notify and ask the support of the parents.

5.2.4 Overall Observations of Copán Schools

The environmental scan of Copán Ruinas and the rural areas surrounding the town illustrated that the initial project design was in need of modification. The main observations were included the following:

Table 20 Initial Observations of Schools- Summary

INITIAL OBSERVATIONS OF SCHOOLS- SUMMARY

- The rural communities and schools lack the sporting infrastructure to provide a sport program for children in the community.
- Most of people living in the rural communities work all day, thus making it difficult to provide the children in the area any sort of organized sporting program.
- The communities are extremely poor; therefore they lack the funds needed to purchase sporting equipment.
- Due to the nature of the rural communities being spread out, and lacking sporting infrastructure, the schools appear to be the most ideal location to develop a sport and health program targeted at children and youth.
- The teachers in the school are in a good position to provide a sport and health program in an organized and efficient manner.
- Parents in the communities are supportive and willing to provide assistance where possible.
- No current sport program in place in the rural communities.
- No current health, nutrition, or hygiene program in place in the rural communities.
- Desire in the rural areas for a sport program, as well as a program that aims at educating youth on topics of health, nutrition and hygiene.

6: PROGRAM DEVELOPMENT- MOVING FORWARD

After the initial meetings with the teachers and students at the three rural schools, the Team arranged once again to meet with each of the teachers to discuss the plans of the program. All of the teachers had received acceptance from the parents to begin the project, and the teachers had brought up the project idea with all of their students- all of whom appeared to be thrilled for the project to begin.

Each school agreed to take part in the Jugamos project for at least three months, and if the project was successful and all parties agreed, than the schools would take part in the project in subsequent years. Since, Jugamos also had the baseball project; the projects with the rural schools were termed “The Healthy Honduran Schools Program.” The main elements of the Healthy Honduran Schools program included the following:

Table 21 Main Elements of Healthy Honduran Schools Program

MAIN ELEMENTS OF HEALTHY HONDURAN SCHOOLS PROGRAM
<ul style="list-style-type: none">▪ Sports equipment provided by Jugamos▪ Manual, with developmental games for children, provided by Jugamos▪ Teachers agree to provide the students at least three hours per week of physical exercise or play activities▪ For one month, teachers fill out forms providing information on the duration and type of exercise the students take part in, as well as their general behaviour and attitude during and post exercise.▪ Jugamos team will provide one health, nutrition, hygiene and sport workshop to each school for one month, after which time, the Team will provide the workshops on a monthly basis

6.1 Jugamos “Let’s Play” Manual

In developing the Program Manual, the Team kept in mind the need to provide sports and physical games, which could be done with limited resources and space. In addition, since all of the teachers stated that they had no prior experience coaching or taking part in sports, the manual would have to have significant detail and instruction.

With time, research, and translation the Program Manual was developed. The Manual included for the most part, games, which had a “lesson” for the participants. For instance, each game taught the participant values such as the importance of fair play, cooperation, and protection of the environment (see appendix for details).

Included alongside the program manual, was a Teacher Report⁴². The Teacher Report was a form for each teacher to fill-out, indicating the date, duration, and activity they did each day, along with their personal observations of the children’s behaviour and energy during the class, as well as any changes in the children’s behaviour after playing sports. Each teacher filled out the form over a one-month period, after which the teachers submitted the forms to the Team for review. This process was instrumental in ensuring that the teachers felt as if they were part of the research and development process.

The research gathered from the Teacher Report not only verified for the Team that sport had major mental and physical benefits for the children, but it also demonstrated to the teachers the importance of providing physical activity to the students⁴³.

6.2 Pilot Projects- Sports Day!

To kick-start the pilot projects, and get the children excited about sports, health, nutrition and hygiene, the Team visited each school for two hours to host a Sports Day, which included one hour of sport and play activities, and one hours of lessons on health, nutrition and hygiene.

⁴² See appendix for “Teacher Report”.

⁴³ The results of the Teacher Reports discussed later in results section.

Originally, the Team decided to purchase sports equipment for each school, and provide the school with the equipment on the day of the fundraiser. However, after the first Sports Day at El Tigre, the Team learned that providing the equipment to the students as a gift was not the most suitable plan.

6.2.1 El Tigre- Sports Day

Before visiting El Tigre, the Team had planned that each school should participate in raising money to purchase sports equipment for their school. However, after visiting El Tigre and observing just how poor the community was, the Team decided to purchase the equipment and give it to the schools. The sports package assembled included seven soccer balls, five rubber balls, six skipping ropes, cones and a carrying bag.

The Team for Sports Day at El Tigre included the Jugamos Team, a volunteer from Canada, and an employee from Arte Acción who was interested in supporting the project. Transportation to the school was difficult, since transportation in the region is inconsistent and often unreliable.

The Team had planned to catch a bus leaving from Copán Ruinas at 9:00, however, the bus left a half hour early that day, making next to impossible for the group to get up to the small rural community of El Tigre. Fortunately, the Team was able to pay for a van to drive up to El Tigre. The lesson learned that day was that relying on public transport in Copán is not always successful, and that in the future it might be more efficient to plan to use private transport.

Upon arrival at El Tigre the Team separated the students into two groups according to their ages. The first group followed one of the Jugamos members,

Figure 5 Equipment for El Tigre School



Photo taken by author, 2008

the volunteer from Canada, the employee at Arte Acción, as well as a teacher from the school to a field about a twenty-minute walk from the school. This group of students then took part in various sporting activities, all of which had been

Figure 6 El Tigre Sports Day



Photo taken by author, 2008

included in the Manual. The teachers were encouraged to take part in instructing the students, so that in the future the teachers would feel confident teaching the games on their own time.

The second group of students stayed with another Jugamos member and a teacher in one of the classrooms. There, the Jugamos member instructed the children on basic topics of health and nutrition, using instruments such as picture posters and a blackboard. The Jugamos member used aspects from the lives of the children in order to teach topics on nutrition. For instance, to teach the nutrition pyramid, the Jugamos member asked each child what type of foods their families grow. After the children created lists, the Jugamos member asked each child where in the food pyramid each item went, and how they could eat a balanced diet from the items the children had collected.

After each group had participated in both the sporting activities, as well as the health and nutrition lesson, the Team thanked the teachers and students and left the equipment at the school.

Two days after the Sports Day in El Tigre the Team met with Sharon (the teacher from El Tigre) to discuss how things had been going since the project began two days earlier. Sharon informed the Team that the children were

included in the Manual. The teachers were encouraged to take part in instructing the students, so that in the future the teachers would feel confident teaching the games on their own time.

The second group of students stayed with another Jugamos

member and a teacher in one of

the classrooms. There, the Jugamos member instructed the children on basic topics of health and nutrition, using instruments such as picture posters and a blackboard. The Jugamos member used aspects from the lives of the children in order to teach topics on nutrition. For instance, to teach the nutrition pyramid, the Jugamos member asked each child

what type of foods their families grow. After the children created lists, the Jugamos member asked each child where in the food pyramid each item went, and how they could eat a balanced diet from the items the children had collected.

Figure 7 El Tigre- Health Workshop



Photo taken by author, 2008

overwhelmed by Sports Day, and especially seeing, and having the chance to use all of the sports equipment. Sharon explained that the majority of the children at El Tigre had never seen real soccer balls before, therefore, aside from the fact that there were foreigners visiting them, the children were ecstatic to use the equipment.

After the Sports Day, Sharon left the equipment locked in the school room. That same night, someone attempted to steal the sports equipment by burning down the wood door of the school. The attempt was unsuccessful, however, the next day all of the students were in a frenzy blaming one after the other for the attempted break-in. By the end of the afternoon, the students had decided to blame one particular boy for the attempted break-in at the school. Later that afternoon, several parents and students showed up at the house of the boy they had blamed earlier, and were shouting and waving their machetes at the mother of the boy.

Sharon explained that no one was hurt in the meeting between the mob of parents and the mother of the child, but afterwards she decided that one student from the school should be responsible for taking the equipment home each day to ensure that it was protected. For the remaining time of the project, there was one child who was responsible for bringing the equipment home each day, and bringing the bag of equipment back to school.

Table 22 Lessons Learned from El Tigre Sports Day

LESSONS LEARNED FROM EL TIGRE SPORTS DAY

- Due to economic situation most of the children have never seen sports equipment; therefore, when given the opportunity to play with the equipment, they do not want their play time to end. Children afraid that the equipment will be taken from them.
 - When asked to put the equipment in the bag at the end of the sports workshop, several balls were missing. The Team member explained to the children that without the equipment they won't continue to have sports at school. To give them another opportunity to bring the equipment back, the Team member turned around, and closed their eyes, after which the children brought back the equipment.
- Need to ensure that the students feel a sense of ownership over their equipment, in order to prevent them from hiding, or attempting to steal the equipment.
- In the future, students need to be aware that sports equipment is being brought to their school. Otherwise, the whole event is too overwhelming for the students.

6.2.2 Sesesmil I- Sport Day

In order to utilize the strengths of community members, and to incorporate local people in the development of the project, the Team asked a local man from Copán Ruinas, who had been coaching a group of girls interested in soccer, to assist in the Sports Day at Sesesmil I.

Incorporating the lessons learned from the Sports Day at El Tigre, the Team, along with the teachers decided that it was necessary for the students to participate in some sort of fundraiser to assist in purchasing the school's sports equipment. However, the teachers also informed the Team that the students had just had a fundraiser the previous week and so this might be asking a bit much. It was decided then that the students participate in a community clean-up, whereby they all walked along with streets surrounding their school picking up litter and properly disposing of it. This way, the students learned that they should throw their litter in a garbage receptacle; that they should participate in helping their communities; and the importance of working for thing they would like to have (e.g. sports equipment for their school).

Following the student's community clean up, the Team, consisting of "Bill", and the Jugamos Team took a bus for one hour to Sesesmil I. This time, the Team decided that it was important to do a short ceremony congratulating the students for all of their hard work, and explaining that for all their hard work, they

Figure 8 Sesesmil I- Sports Day



Photo taken by author, 2008

earned a bag of sports equipment for their school. After the Team congratulated the students, the teachers explained that the students, in anticipation of physical education classes to begin, worked together to make a small soccer field in front of the school. The students had built two small soccer nets, made from logs, and had lined their field with lime. All of the

students at the school cheered in excitement at the news of their success, and waited in anticipation for the Sports Day to begin.

Similar to El Tigre, the students were separated by into two groups according to their age, and the groups were sent to either the health and nutrition workshop, or the sports workshop. The children at Sesesmil were all keen learners, and participated willingly in all of the

Figure 9 Sesesmil I- Sports Day



Photo taken by author, 2008

activities. All of children listened patiently as the workshop leaders explained the activity, and were active participants in helping set-up, and clean up after each lesson. The table below illustrates the lessons learned from Sports Day at Sesesmil I.

Table 23 Lessons Learned from Sesesmil I Sports Day

LESSONS LEARNED FROM SESESMIL I SPORTS DAY

- Important to include the students during explanation of activity. Ex. Ask a student to volunteer to show class.
- Students need to feel sense of ownership over sports equipment. Community clean-up was successful in getting the students excited for the equipment, and it gave them time to prepare for the event.
- Pre-warning students allowed for them to get excited and start to prepare (Ex. Build field) for Sports Day and subsequent PE classes. Also, the field which the students prepared provided the students a sense of ownership over the project.
- Local volunteer “Bill” was very good with the children, and was extremely effective in communicating instructions.
 - Communication is vital. While the Jugamos Team is able to communicate in Spanish, the children are much more familiar with the dialect of the Honduran volunteer. Furthermore, the children seem to be distracted by the presence of a foreigner, thus, having a local person means that the children are less distracted by the teacher and focused more on the lesson.

6.2.3 El Quebracho Sports Day

El Quebracho was the third Sports Day for the Jugamos Team, and for this reason, the program for the day seemed to go a lot more smoothly. By this time, the Team had met a local male in his early twenties, referred to now as “Sam.” Sam was an eager young man who had participated in a variety of sports, and had finished Colegio (equivalent to High School in Canada.) Upon meeting Sam, the Team asked him a variety questions, but most importantly about his ability to teach children sports, and his acceptance of women and girls in sports. Sam informed the team that he had experience of coaching his younger sister’s soccer team, and that he was eager to learn and teach the students lessons in health, nutrition and hygiene. To see how Sam would get along with the children, and to begin his training, the team invited him up to El Quebracho to assist in the Sports Day.

Due to transport difficulties, the Team ended up hitchhiking to El Quebracho, which was approximately an hour from town. Upon arrival at the school, the

children were all outside waiting in anticipation. To begin the day, the Team congratulated the students for all of their work, having had a great deal of success at their recent tortilla fundraiser, and presented the sports equipment to the school.

Due to the lack of a proper sporting pitch, or court, the Team walked a half hour with the students up to a local soccer field, located alongside a garbage dump. The students were eager to take part in the sporting activities, but following instructions proved to be difficult for them- especially among the younger group. Many of the activities that one of the Jugamos members led the children through had to be modified to ensure that the children were capable of participating. The teacher informed the Team that the children had never taken

Figure 10 El Quebracho- Health Workshop



Photo taken by author, 2008

part in any sort of organized or structured sporting activity; therefore, following instructions that involved physical movements and coordination appeared difficult.

When the two groups of students were asked to switch a problem ensued, as a foreign church group had suddenly arrived to the school, asking to talk to the children about Christianity. The sudden arrival of this group put the teacher still at the school in a difficult position, as she was unable to send the group at the school to the sport workshop at the soccer field. The Team decided to stay with the first group at the soccer field, providing them with more time to play, and later walked them back to the school. Upon the return to the school, the second group of students who missed the sports workshop were all congregated outside of the school waiting for the Team to return. Since school

time was over, the students in the second group missed the chance of participating in the sport workshop and were all very disappointed.

Since half of the students at the school missed the sports workshop, which they were most excited about, the Team agreed to return to the school the following week to do a sports day with the whole school again.

Table 24 Lessons Learned from El Quebracho Sports Day

LESSONS LEARNED FROM EL QUEBRACHO SPORTS DAY
<ul style="list-style-type: none">▪ Ensure that sport lessons are suited for children with limited to no previous sport experience.▪ Ensure that time of workshop will not be in conflict with a visit from another group▪ Need for proper sport infrastructure, such as a field or a court at the school in order to make it easy for teachers to deliver sport lesson, and to save time.

7: ONE MONTH, 6 MONTH & ONE YEAR RESULTS

7.1 One Month Results

For one month, the Jugamos Team made weekly visits to each of the three schools, conducting workshops on health, nutrition, hygiene and sports. During this time, the teachers at the three schools collected information on the type and amount of exercise the students were participating in, as well as their attitude and behaviour during and after exercise.

Preliminary research showed that increased sport participation does indeed have several physical and mental benefits in the setting of a poor, rural community; however, the research also showed that increased participation in sport has several other benefits that were not uncovered in the preliminary research.

The results of the teacher observations indicate significant improvements in the students' overall attitude and behaviour, during and after PE class. In general, the teachers observed that the students were energetic, positive, excited, and willing to assist during PE class. After PE class, the results indicated that the majority of students observed were calmer, more attentive, cooperative and supportive of their peers. Interestingly, two teachers at separate schools noted that there was an increase in attendance during the one month pilot project, which they felt was correlated to the new opportunity to play and be active (see table below for overall results).

Table 25 Teachers Observations- Attitude & Behaviour of Students During Physical Education Class

ATTITUDE AND BEHAVIOUR OF STUDENTS DURING PHYSICAL EDUCATION CLASS		
EL TIGRE	SESESMIL I	EL QUEBRACHO
<p>Positive attitude Energetic Eager to participate in the developmental games provided in the manual. Older students eager to assist younger students. Enthusiastic and attentive Listening well to the instructions provided by the instructor. Happy and laughing (note: not typical behaviour of these students.)</p>	<p>Excellent attitude Energetic Participate with enthusiasm Excited and enthusiastic to learn each new game. Students willingly assist teacher with set-up of each activity.</p>	<p>Enthusiastic Energetic Older students willing to assist younger students. Students enthusiastically assist teachers with set up of each activity.</p>
ATTITUDE AND BEHAVIOUR OF STUDENTS AFTER PHYSICAL EDUCATION CLASS		
<p>Students are calmer Students are more willing to assist the teacher and the other students. All the students are happy. Change in overall school feeling.</p>	<p>Students enthusiastic about sports, and ask many questions about the activities the just participate in.</p>	<p>Students willingly assist in clean up after sporting activities. Students are working together more effectively in groups. Students are more attentive and ready to learn after physical education class.</p>
OTHER CHANGES NOTICED BY THE TEACHERS		
<p>Students seem to have more positive attitude at school. Increased attendance at school. Students are all working more effectively in team and group projects.</p>		

7.1.1 Interviews with the Teachers

After the pilot projects were complete, the Team interviewed teachers from each of the four rural schools to determine the outcomes, and to investigate their

thoughts after taking part in the project. The following table lists a summary of the results:

Table 26 Summary of Interviews with Teachers⁴⁴

SUMMARY OF INTERVIEWS WITH TEACHERS	
QUESTIONS	SUMMARY OF RESPONSES
1.) Were the students exposed to more physical exercise and play during the last month?	All teachers noted that their students were provided much more time to play and take part in physical exercise. Prior to the project, they did not have the educational resources, nor the equipment necessary to provide sports, however, now that they do, they are able to provide sports. Since the project started, two of the schools had PE class for 45 minutes, three days a week, and the last school had 45 minute PE classes' everyday of the week.
2.) Were the students introduced to new topics regarding health and nutrition during this time?	Yes, the children were introduced to new topics on health, nutrition and hygiene when the Jugamos team conducted workshops. The Jugamos manual enabled the teachers to teach new games, and talk to the children about the importance of sport, and healthy eating. The children learned about dental hygiene when the Jugamos Team came and gave a demonstration and provided the children with toothbrushes and toothpaste- this was a new topic for most of the children.
3.) What was the behaviour of the children during physical education class?	All the teachers stated that the students were very energetic and excited to play. The teachers from El Tigre noted that the children had a hard time learning to share at first, as each of them was afraid to give up the ball; however, soon they learned to play together.
4.) Did you notice any changes in the behaviour and attitude of children during class time but outside of physical education class? If yes, please explain.	One significant change was that more children were attending school, especially on the days when there was physical education. They were more relaxed after playing outside. They were more attentive in class. They were more willing to help the teachers It was much easier to teach the class after the children had played.
6.) Did both girls and boys participate in the	Most of the time, the boys and girls played separate sports. For example, the boys would play soccer, and the girls

⁴⁴ Interviews with rural teachers from Copán, July 2008.

same <i>amount</i> of physical exercise?	would skip rope. When the Jugamos Team visited, the children all played together.
7.) Did you find it difficult to make more time for physical education? If yes, do you feel that it was a worthwhile cause to offer children more time to play?	The teachers at El Quebracho and Sesesmil I reported that it was not difficult to find time. The teachers at El Tigre stated it was hard to fit in PE class, because the time to walk to and back from the playing field was a half hour. If there was a field, or playing area close by, it would be much easier.
8.) Do you think that you could <i>continue</i> to offer the children more physical education classes? If no, please explain reason.	All the teachers stated that they would like to continue having PE as part of their school day, and they would really like for the Jugamos Team to continue with the workshops. The workshops are very useful for both the teachers and the students.
9.) Are there any changes to games, or activities that you would like to see?	More indigenous games.
10.) Would it be helpful if you had more educational materials on sports and games, as well as materials on health, nutrition and hygiene?	Yes, especially more sports equipment. Due to the amount of children, it is difficult to get them all participating with limited equipment. More skipping ropes for the girls and more soccer balls for the boys.
11.) Do you have any other comments or concerns regarding the project?	“We have liked the spirit of collaboration.” “It has been good for both the students and the teachers to meet new people, and share new ideas.” “PE class is their favourite class!” “It has been a wonderful experience for us all.”

7.2 Six Month Results

The following table illustrates what the Jugamos project entailed after a six-month period:

Table 27 Project Jugamos “Let’s Play”- After 6 Months

HEALTHY HONDURAN SCHOOLS			
# OF SCHOOLS	APPROXIMATE # OF CHILDREN	# OF VOLUNTEERS	EQUIPMENT PROVIDED BY JUGAMOS
3	300	8	6 Soccer Balls 1 Pump 4 Rubber Balls 3 Sets (4in each) of Cones 10 Jump Ropes 1 Carrier 300 toothbrushes 300 tubes of toothpaste
BASEBALL PROGRAM			
# OF TEAMS	APPROXIMATE # OF CHILDREN	# OF VOLUNTEERS	BASEBALL TOURNAMENTS SPONSORED
1	35	10	2

After 6 months, the three schools that initially agreed to participate in the pilot projects, decided to continue with the project until the end of the school year. There were approximately 335 children involved in the project- 300 in the Healthy Honduran Schools program, and 35 from the baseball program.

During the course of the baseball program, the baseball team qualified for the Peace Corps Inter- Municipality baseball tournament, which brought the team to a town approximately three hours away from Copán Ruinas. The baseball team by this time was sponsored and jointly coached by Arte Accion and Jugamos.

After the first tournament, the team qualified to attend the Peace Corps National Tournament, which was held in the country capital, Tegucigalpa. In order to bring all of the team to the tournament, the Arte Accion and Jugamos held a “Rock, Paper

Figure 11 Peace Corps Nationals



Photo taken by author, 2008

and Scissors” tournament at a local restaurant frequented by tourists, and raised money through the sales of the teams baseball caps, which were purchased for the most part, from local shop owners and merchants.

The tournament in Tegucigalpa was thrilling for all of the boys, girls and parents who attended. Most of the children had never had the opportunity to leave the town before, so this event was a trip of a lifetime for many of them. Ultimately, the team finished in 5th place, and everyone had a wonderful time.

7.3 One Year Results

The table below provides a summary of the Jugamos Project after a one-year period.

Table 28 Project Jugamos “Let's Play”- After One Year

HEALTHY HONDURAN SCHOOLS			
# OF SCHOOLS	APPROXIMATE # OF CHILDREN	# OF VOLUNTEERS	EQUIPMENT PROVIDED BY JUGAMOS
4	400	15	6 Soccer Balls 1 Pump 4 Rubber Balls 3 Sets (4in each) of Cones 10 Jump Ropes 1 Carrier
With the participation of community members, Jugamos funded and built a cement basketball/soccer court at the El Quebracho School. The court was built because the school had no play area, except for a small dusty area in front of the school, which when it rained, became a mud pool, thus making it impossible for the children to play.			
BASEBALL PROGRAM			
# OF TEAMS	APPROXIMATE # OF CHILDREN	# OF VOLUNTEERS	BASEBALL TOURNAMENTS SPONSORED
2	65	10	2

With the collaborative efforts of Arté Accion, the local administrator hired by Jugamos, and the teachers at the rural schools, Jugamos expanded from three to four schools, and increased the coaching capacity for the baseball team, thereby reaching more children in the target community.

8: SUSTAINABILITY OF PROGRAM

In order for a sport and development program to affect long-term change on health of a region, it is vital that the program be sustained over several years. For this reason, all aspects of the project have been designed to be easily replicable and cost efficient. Indeed the first year of establishing the project was more expensive, costing approximately \$23,500, however, this was in large part due to the expense of flights, and the accommodation for the two researchers over this period. However, the second year of the project is projected to cost approximately \$6,500, which is significantly less expensive than the previous year.

Vital to the project's success is access to funding. In order to assist in raising funds to administer the project, Jugamos has applied for charitable organization status, which will put them in the position to provide charitable tax receipts to individuals, corporations and foundations willing to support the cause. Without charitable organization status, it is far more difficult to raise funds, as many granting institutions and corporations support only registered charities.

By becoming a registered charity, Jugamos will be in the position to increase their capacity to provide more programs to additional communities, not only in Honduras, but also across the world in other developing nations.

8.1 Importance of Inclusion

From the onset, the Jugamos Team observed many cases in the community whereby foreign groups would attempt to “educate” local people, in a way that was non-inclusive and often detrimental to their overall progress. The Team witnessed on several occasions that local people were unwilling to participate in community development projects, since it was their belief that some “gringo” group would be by soon to do it for them. Also observed in the initial meetings with the teachers, was a fear that the Team was just another group that was

there to tell them what to do, and then leave, feeling good about what they had accomplished.

It was the relationship of us being the educators, and them being the students, that the Team aimed to avoid. Although, the Team was aware of the many benefits of sport, it was only the knowledge and community awareness of the teachers- and other community members that could make a project aimed at improving health in the region a major success. Therefore, the Team sought at all times to ensure that the relationship with the teachers and other community members was one of mutual exchange, and avoided what the famous Brazilian educator, Paulo Freire, explained as the “pedagogy of the oppressed.”⁴⁵

Not only were the teachers an instrumental part of building the project, but also important was the participation of the municipal leaders, and members of other NGOs working in the community. Through the help of the municipal leaders, the Team gained valuable information concerning the demographics and statistics of the community, along with information on other NGOs working in the surrounding area. However, one of the most valuable outcomes of the relationship with the municipal leaders was their willingness to provide the contact information for all of the school administrators and teachers in Copán.

Through other NGOs in the community, namely Arte Acción and the Rotary Club, both of which had been working in the region for over 10 years, the Team was provided a wealth of information regarding everything from the people and their customs, to the schools and how they were administered. Learning from the experience of these NGOs was vital in developing the project, and ensuring the long term success and sustainability of the program.

8.2 Inclusion of Volunteers- Why was this important?

Another way that the Team included members of the community in the development of the project was by inviting members from the community to assist in providing the health and sport workshops. After socializing with various

⁴⁵ Friere, Paulo, *Pedagogy of the Oppressed*, (New York: The Continuum International Publishing Group Inc., 1970)

people in the community, the Team discovered who was interested in sport and health, and who would be interested in working on such a project. In order to investigate potential stakeholders, or those interested in potentially participating in a SFD project within the community, the Team conducted the following investigations:

Table 29 Investigating Potential Stakeholders

INVESTIGATING POTENTIAL STAKEHOLDERS
<ul style="list-style-type: none">▪ Participated in adult soccer games at the local field.<ul style="list-style-type: none">○ After soccer games, the Team informally asked the participants about their interest in sport.▪ Assisted younger soccer players at the local field in setting up games.<ul style="list-style-type: none">○ Informally asked youth if they had a coach, or if they were aware of any youth coaches in town.▪ Spent time watching the local field to see what teams existed, and who coached these teams.<ul style="list-style-type: none">○ Spoke with all of the soccer coaches (only soccer is played) to investigate their reason for coaching.▪ Visited all the schools in the town of Copán Ruinas, to see who taught physical education (if anyone).<ul style="list-style-type: none">○ Observed physical education classes provided by the public schools in the town.○ Observed physical education classes provided the private schools in the town. Also observed the after school sport programs- only offered at the private school.

After investigating who in the community was capable and willing to volunteer, the Team requested an informal interview with the individual to assess her/his interest in the position, and experience in working with children. If the individual passed the interview, they were then asked to assist the Team in conducting the workshops. The main attributes that the Team was looking for in the volunteers, or potential stakeholders were:

Table 30 Main Attributes of Volunteers/ Stakeholders- Field Notes

ATTRIBUTE	FIELD NOTES
Experience in sports- preferably more than one sport.	This was difficult to find in such a small town, as the only sport most people played was soccer.
Experience coaching or teaching children.	This was difficult to find, as there was only two youth (boys) soccer teams in the town.
Belief that girls should be permitted and encouraged to participate in sport.	Acceptance of girls participating in sport not common in Copán, therefore, this was a difficult attribute to find. No strictly girls sports teams in the town.
Dependable and resourceful.	Finding dependable people served to be very difficult. A few of the individuals that seemed interested, and agreed to come to the rural schools, did not show up the actual day of the workshop.

After interviewing and bringing several volunteers up to the workshops, the Team discovered one individual who would be suitable to continue to administer the project once the Team returned to Canada. This individual was in his early twenties, had a positive outlook on females in sport, and had a lot of energy and enthusiasm when teaching the students. Therefore, the Team agreed to hire this person on a full time basis, if he was willing to be trained for one month with the Team, and then continue the project with the assistance of the Team's partners.

8.3 Partnership Building

The importance of partnership building cannot be underestimated in creating and establishing a sport for development project in a poor, developing region. Through partnerships, organizations working towards a common goal are in a position to increase their capacity and further their reach in the community.

Before arriving to Honduras, the Team had been in contact with Arte Acción, and was aware that the organization was providing developmental programs for children in the town and surrounding area of Copán Ruinas. After working with Arte Acción on developing their baseball program, the two groups made an

informal agreement to work together in order to provide increased opportunities for the children in the Copán.

The agreement with Arte Acción was that the Jugamos Project would be administered by an employee (Sport and Health Coordinator in Honduras) of Jugamos, who would work out of the Arte Acción office.

The Executive Director of Arte Acción would manage the Jugamos employee to ensure that he/she was conducting the projects as agreed upon, and was preparing full monthly reports, which would be sent to the Jugamos Team in Canada. Jugamos would provide Arte Acción and the Jugamos Sport and Health Coordinator, sport and art supplies to administer the program, and pay Arte Acción a payment of \$40 per month to administer the Jugamos employee. Once back in Canada, Jugamos and Arte Acción would create a formal partnership agreement, which would outline all that was previously agreed upon, and would be signed by both parties.

9: CONCLUDING REMARKS

For one year, the Jugamos Project has been running successfully in Copán, Honduras. The Team was successful in securing an in-country partner, which has been instrumental to the success of the program. With the assistance of Arte Accion Copán Ruinas, the health program has been expanded, and modules have been created particularly to suit the developmental capacity of the children involved in the program. All health, nutrition and hygiene modules have been explicitly designed for rural impoverished rural communities, that lack the resources found in more developed areas. In addition, with the support and donations from those in Canada, the sport component of the program now provides a variety of sports and games, in order to broaden the experience provided to the children.

Project Jugamos is now looking to expand the program into other impoverished rural communities in the world. It also aims to educate Canadian youth on the realities of life for children living in the developing world. The Team has now expanded into a full functioning board of directors, which meets regularly to discuss the program in Honduras, and future funding opportunities to ensure the sustainability of the organization.

From the experience of the Jugamos Team, the main lessons learned were not only that sport and education can have a positive influence on an individual's life, but more importantly, that all children should have the right and opportunity to play!

BIBLIOGRAPHY

- Belfry, John. "Canadian Children Face Activity and Fitness Crisis." Canadian Child Care Foundation (Fall 1996) http://www.cfc-efc.ca/docs/cccf/00010_en.htm
- Caterino, M.C. & Poleak, E.D. "Effects of Two Types of Activity on the Performance of 2nd, 3rd, and 4th Grade Student Concentration," *Perceptual and Motor Skills*, 89 (1), pp. 245-8.
- Coalter, Fred. "Sport and Community Development: A Manual," *Research Report* no. 86 (Edinburgh, Scotland: Sports Scotland), 2002.
- DeMarco, T. & Sidney, K, "Enhancing Children's Participation in Physical Activity", *Journal of School Health*, 59 (8): 337-340 (1989).
- Earth Trends, <http://earthtrends.wri.org/povlinks/country/honduras.php>, licensed under Creative Commons
- Friere, Paulo. *Pedagogy of the Oppressed*. New York: The Continuum International Publishing Group, 1970.
- Hoops 4 Hope. <http://www.hoopsafrica.org/>
- Right to Play. <http://www.righttoplay.com/site/PageServer>
- Shephard, R.J., "Curriculum Physical Activity and Academic Performance", *Pediatric Exercise Science*, 9 (2), pp.11 (1997)
- Sibley, B.A. & Etnier, J., "The Relationship between Physical Activity and Cognition in Children: A Meta Analysis", *Physical Activity Science*, 15 (3), pp. 243-56 (2003)
- The Conference Board of Canada. "Strengthening Canada: The Socio-Economic Benefits of Sport Participation in Canada, 2005."
- Toolkit Sports for Development. "Sport & Development International Conference: The Magglingen Declaration & Recommendations (2003)."
<http://www.toolkitsportdevelopment.org/html/resources/1D/1DFCA2FD-3155-4238 B686B871D0932A21/Magglingen%20declaration%202003.pdf>
- United Nations Development Program. "Human Development Reports."
http://hdr.undp.org/reports/global/2003/indicator/indic_27_1_1.html

- United Nations. "Final Report: International Year of Sport and Physical Education 2005." http://www.un.org/sport2005/a_year/IYSPE_Report_FINAL.pdf
- United Nations Inter-Agency Task Force on Sport for Development and Peace. "Sport for Development and Peace: Towards Achieving the Millennium Development Goals, 2003." www.un.org/themes/sport/reportE.pdf
- United Nations Educational Scientific and Cultural Organization. "International Charter of Physical Education and Sport, January 21, 1978."
- University of Western Ontario. "About Copan Ruinas." <http://www.uwo.ca/huron/honduras/copan.html>
- World Health Organization. "Benefits of Physical Exercise." http://who.int/moveforhealth/advocacy/information_sheets/youth
- World Health Organization. "Global Strategy on Diet, Physical Activity and Health." <http://www.who.int/dietphysicalactivity/en/>
- World Health Organization. "Health and Development through Physical Activity and Sport, 2003." http://whqlibdoc.who.int/hq/2003/WHO_NMH_NPH_PAH_03.2.pdf
- World Health Organization. "The World Health Report 2002." http://www.who.int/whr/2002/en/whr02_en.pdf
- World Health Organization. "Why Move for Health." <http://www.who.int/moveforhealth/en/>
- World Bank. "Honduras Poverty Assessment: Attaining Poverty Reduction." Volume I: Main Report June 30, 2006. p. V

APPENDICES

APPENDIX 1: PROPOSED ONE YEAR BUDGET

PROPOSED ONE YEAR BUDGET OCTOBER 2007-OCTOBER 2008	
ITEM	ESTIMATED YEARLY COST
I. PERSONNEL	
LIVING EXPENSES FOR TWO PRINCIPAL RESEARCHERS	
▪ ACCOMMODATION.....200/ MONTH	\$2,400
▪ FOOD.....1000/MONTH	\$12,000
▪ PERSONAL.....200/MONTH	<u>\$2,400</u>
	= \$16,800
II. OTHER EXPENSES	
TRAVEL	
▪ 2 RETURN FLIGHTS800/FLIGHT	\$ 1,600
▪ BUSES WITHIN COUNTRY (2 INDS.)... 80/MONTH	<u>\$ 960</u>
	= \$2,560
TELEPHONE	
▪ 2 CELLULAR PHONES40/MONTH	\$ 480
ADMINISTRATIVE EXPENSES FOR HEADQUARTERS	
▪ PHOTOCOPYING, PRINTING, MATERIAL ETC.30/ MONTH	\$360
INSURANCE (PER PERSON)	
▪ MEDICAL INSURANCE 100/MONTH	\$ 2,400
INOCULATIONS300	\$ 300
AUDIO VISUAL EQUIPMENT.....600	\$ 600
SPORTING EQUIPMENT.....DONATED	-
TOTAL	\$ 23,500 CAD

APPENDIX 2: THE UN MILLENIUM DEVELOPMENT GOALS

THE UN MILLENNIUM DEVELOPMENT GOALS
GOAL 1: ERADICATE EXTREME POVERTY & HUNGER
<ul style="list-style-type: none"> ▪ Reduce by ½ the proportion of people living on less than a dollar a day ▪ Reduce by half the proportion of people who suffer from hunger
GOAL 2: ACHIEVE UNIVERSAL PRIMARY EDUCATION
<ul style="list-style-type: none"> ▪ Ensure that all boys and girls complete a full course of primary education
GOAL 3: PROMOTE GENDER EQUALITY & EMPOWER WOMEN
<ul style="list-style-type: none"> ▪ Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015
GOAL 4: REDUCE CHILD MORTALITY
<ul style="list-style-type: none"> ▪ Reduce by 2/3 the mortality rate among children under five
GOAL 5: IMPROVE MATERNAL HEALTH
<ul style="list-style-type: none"> ▪ Reduce by ¾ the maternal mortality ratio
GOAL 6: COMBAT HIV/AIDS, MALARIA & OTHER DISEASES
<ul style="list-style-type: none"> ▪ Halt and begin to reverse the spread of HIV/AIDS ▪ Halt and begin to reverse the incidence of malaria and other major diseases
GOAL 7: ENSURE ENVIRONMENTAL SUSTAINABILITY
<ul style="list-style-type: none"> ▪ Integrate the principles of sustainable development into country policies and programmes; reverse loss of environmental resources ▪ Reduce by ½ the proportion of people without sustainable access to safe drinking water ▪ Achieve significant improvement in lives of at least 100 million slum dwellers, by 2020
GOAL 8: DEVELOP A GLOBAL PARTNERSHIP FOR DEVELOPMENT
<ul style="list-style-type: none"> ▪ Develop further an open trading financial system that is rule-based, predictable and non-discriminatory, includes a commitment to good governance, development and poverty reduction- nationally and internationally ▪ Address the least developed countries' special needs. This includes tariff and quota free access for their exports; enhanced debt relief for heavily indebted countries; cancellation of official bilateral debt; and more generous official

development assistance for countries committed to poverty reduction

- Address the special needs of landlocked and small island developing states
- Deal comprehensively with developing countries' debt problems through national and international measures to make debt sustainable in the long term
- In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries
- In cooperation with the private sector, make available the benefits of new technologies-especially information and communication technologies⁴⁶

⁴⁶ UN, <http://www.un.org/millenniumgoals/goals.html>

APPENDIX 3: LEGAL POLICY INSTRUMENTS SUPPORTING SPORT & PLAY

LEGAL/POLICY INSTRUMENTS SUPPORTING SPORT & PLAY
<p>THE INTERNATIONAL LABOUR ORGANIZATION</p> <ul style="list-style-type: none"> ▪ ILO Convention 182 on the Worst Forms of Child Labour (1999): See especially Article 3(a), Article 3(d), Article 7(2b) and (2c), and Article 8. ▪ Worst Forms of Child Labour Recommendation R 190 (1999): See especially Article 2(b). ▪ ILO Convention 138 on Minimum Age (1973): See especially Article 7 (Paragraphs 1-4) ▪ Declaration on Fundamental Principles and Rights at Work (1998)
<p>UNESCO</p> <ul style="list-style-type: none"> ▪ International Charter of Physical Education and Sport (1978): See especially Article 1 which states: “The practice of physical education and sport is a fundamental right for all” ▪ Recommendations from International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS) meetings: See especially most recent Declaration of Punta Del Este (1999) from MINEPS III
<p>WHO</p> <ul style="list-style-type: none"> ▪ World Health Assembly Resolution WHA 55.23 (2002): on “Diet, Physical Activity and Health.” See especially Article 2, Article 3(1), Article 3(5) ▪ World Health Day 2002 on “Move for Health” ▪ Framework Convention on Tobacco Control 2003
<p>UNEP</p> <ul style="list-style-type: none"> ▪ UNEP Governing Council Decision (2003) on Long Term Strategy on Sport and the Environment: See especially the section on using sport to promote environmental awareness
<p>UNICEF</p> <ul style="list-style-type: none"> ▪ Convention on the Rights of the Child (1990): See especially Article 31 which states: “The Practice of physical education and sport is a fundamental right for all” ▪ Declaration on the Rights of the Child (1959): See especially Principle 7 which states: “The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavor to promote the enjoyment of this right.” ▪ ‘A World Fit for Children’ Outcome document from the Special Session on Children (2002): See especially Paragraphs 37(19) and 40 (17)

UN GENERAL ASSEMBLY RESOLUTIONS CONCERNING THE OLYMPIC TRUCE

- Resolution 48/11 of 25 October 1993: Building a peaceful and better world through sport, included declaration of 1994 as the International Year of Sport and of the Olympic Ideal
- Resolution 50/13 of 7 November 1995 Building a peaceful and better world through sport
- Resolution 52/21 of 25 November 1997: Building a peaceful and better world through sport
- Resolution 54/34 of 18 January 2000: Building a peaceful and better world through sport
- Resolution 56/75 of 10 January 2002: Building a peaceful and better world through sport
- Resolution 55/2 of 18 September 2000: United Nations Millennium Declaration (see Article 10)

OTHER UNITED NATIONS INSTRUMENTS

- Convention on the Elimination of all forms of Discrimination against Women (1979): See especially Article 10(g) and Article 13©
- Platform for Action adopted at UN World Conference on Women in Beijing (1995): See especially Paragraph 85(m), 107 and 280(d)

OTHER RELEVANT INSTRUMENTS

- Geneva Conventions (1949): See especially GC III., Article 38 (regarding the right of prisoners of war to “physical exercise, sports and games, and for being out of doors”) and GC IV, Article 94 (regarding children’s right to “outdoor sports and games” during times of war)
- The Olympic Charter on the International Olympic Committee: See especially Article 8 which states: “The practice of sport is a human right”
- European Sports Charter (1992)
- European Sports for All Charter (1975)

APPENDIX 4: COMMUNITY EVALUATION QUESTIONNAIRE

COMMUNITY EVALUATION QUESTIONNAIRE

SECTION 1: SAFETY AND STABILITY:

1.) Safety of community for researchers: After spending a day or two in the community, do the researchers feel that they would be safe working there for an extended period of time?

/10

2.) Political and social stability:

After conducting the interviews with the potential collaborators and community leaders, do the researchers feel that the current political or social situation is likely to change in a way that would jeopardize the completion of the project?

/10

SECTION 2: POPULATION STATISTICS:

3.) Number of Children: What is the number of children in each age and gender cohort who attend the local school and who could be participants in a sports project?

Number enrolled in local school:
(Minimum 50)

4.) Number of young adults: How many youths (between the ages of 14-20) are permanently living in the community?

Number living in community:
(Minimum 30)

SECTION 3: COMMUNITY SUPPORT

5.) Willingness of local institutions to support the project: After conducting some preliminary interviews, are the researchers convinced that local institutions (churches,

municipal government, schools) are genuinely interested in the project and willing to support it?

6.) Willingness of local collaborators: Is there a sufficient number of individuals who are willing to commit to be administrators and referees for such a project once the duties and responsibilities of the project have been explained to them?

SECTION 4: LOCAL FACILITIES AND PROGRAMS:

7.) Current sport programs: What sport programs already exist on a regular basis in the community?

8.) Sporting infrastructure: Are there any sporting facilities present that are suitable for this type of project and would be regularly available?
If so, what condition are they in? Would any repairs be required?

9.) Availability: Are there any other regularly planned events that would affect the availability of the facilities or the participants during the course of the project?

SECTION 5: GENERAL

10.) Perceived obstacles: After assessing the community, are there any perceivable obstacles to running a project there? If so what are they?

11.) Miscellaneous: Are there any other factors, which must be taken into account when considering this community for a project? If so what are they?

12.) Overall: What is the overall impression of the community after the first assessment?

APPENDIX 5: TEACHER REPORT

TEACHER REPORT

Week # _____

1.) Physical Education Classes

Date	Duration	Activities

2.) Please describe the activities that you did during physical education class this week.

3.) Please describe the attitude and energy of the children during classes this week.

4.) Please indicate if you have noticed any change in the behaviour of the kids as a result of participating in more physical exercise.

5.) Other observations