

Knowledge Map of Athletics for Development (A4D) Project in Uganda



Start

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1. Facts and figures



Name of project :

GIZ Sector Programme Sport for Development (07/2018-09/2022);
Global Programme Sport for Development (10/2022-09/2023)



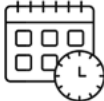
Number of coaches trained:

642



Name of project for country component Uganda:

Athletics for Development (A4D)



Project timeframe:

July 2018- September 2023



Number of children and youth
reached: 210,000



Commissioning Party:

German Federal Ministry for Economic Cooperation and
Development



2. Brief information about the A4D project

Athletics for Development is a project component of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH Global Programme Sport for Development, commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) and implemented by GIZ in cooperation with the Ministry of Education and Sports of Uganda and other partners.

Sport for Development (S4D) means the intentional, pedagogical development, and implementation of exercises that prioritise the personal and social development of youth participants over their sport and motoric development. In Sport for Development, sport and physical activity are used to attain development objectives, including, most notably, the Sustainable Development Goals (SDGs). Sport allows children and youth to live healthy lives; to take on responsibility; is part of their education to acquire skills that help them to gain a foothold in the working world.

Athletics for Development (A4D) is the intentional, pedagogical development and implementation of athletic movements as a tool for improved health, education, gender equality and inclusion in school but also in out of school contexts.

Since 2009, World Athletics, formerly International Association of Athletics Federations (IAAF), has gained expertise with the 'Kids' Athletics' approach in the use of sport and athletics for motor skills development in Uganda, especially in school sports. Building up on these experiences, Uganda was chosen by BMZ as the first partner country to implement 'Athletics for Development'.

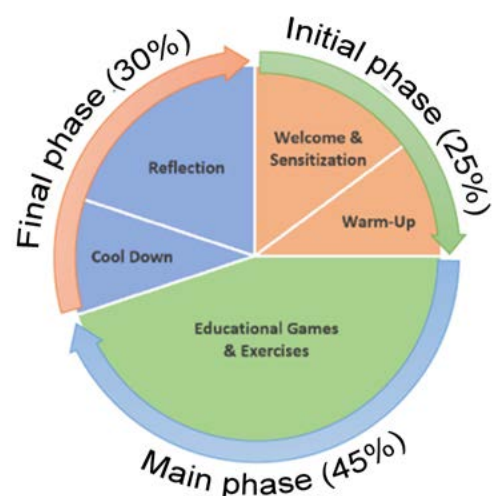
The basis for the implementation of Athletics for Development project is documented in the joint intent for cooperation and implementation agreement between Ugandan Ministry of Education and Sports (MoES) representing the Republic of Uganda and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH representing the Federal Republic of Germany, signed in 2018.

Both parties agreed, made commitments, and lived to their obligations and ensured the successful implementation of the project. This agreement will expire on 30th Sep 2023, signifying the phase-out of the project.

The project utilises the A4D methodology (embedded in the A4D training manual) composed of basic athletic movements (running, jumping, and throwing) and local Ugandan traditional games to develop motor skills and train life skills among children and youth. Training sessions are delivered using local resources out of which sustainable sports materials like hurdles, medicine balls, relay batons etc are produced.

i) Aim of the project

The project supports disadvantaged children and youth in their personal development through athletics, to strengthen social cohesion and dialogue within and between communities as well as to use athletics as a tool for improved health, education, and inclusion outcomes in school but also in out-of-school contexts.



Phases of an S4D session



ii) Training and Resources Network

The Training and Resources Network (TRN) of Athletics for Development is an 'Interest Group' composed of 24 partner organisations whose main objective is to facilitate the development of quality training materials, implement, and advocate for the methodology as well as lobbying for resources to facilitate the different project thematic areas such as education, health, inclusion, gender equality, safeguarding and social cohesion. These partner organisations represent civil society, private sector, government departments, academia, sports federations, and associations.

In cooperation with GIZ- Civil Society in Uganda Support Programme the network in 2021 took key steps in its involvement to create a formal identity. Through a series of workshops facilitated by a consultant, members developed strategic documents which include the network's strategic plan (2022-25), resource mobilisation strategy, guiding rules and regulations and communication plan for which an action plan was developed and is being implemented.

First Lady and Hon. Minister of Education and Sport, Mama Janet Museveni, is Patron of the programme and she has been advocating for Sport for Development. MoES serves as the Ugandan political counterpart of the project, responsible for its smooth implementation and communication. MoES also convenes the Advisory Board that closely monitors, advises, and lobbies for the A4D project.



More info Click here:

- Factsheet Sport for Development Uganda_ENG.pdf
- Sport for Development Newsletter archive_ENG.pdf
- A4D project launch_Online article

3. A4D training materials

(i) Athletics for Development manual (*print version*)

The A4D manual houses the A4D methodology. The manual was developed by local Sport for Development expertise drawn from the Training and Resources Network. In its complete form with rich educative, theoretical, and practical content presented under 9 chapters, the manual remains the most consulted reference material to-date especially by S4D practitioners. The manual was an outcome of a dedicated team of authors and editors from GIZ, German Olympics Sport Confederation (DOSB) and World Athletics.

Based on the A4D manual, 25 instructors were trained in an extensive, multi-level A4D training course. 4 of these have attended the International Expert Training for S4D in Germany/ North Macedonia. 642 coaches and teachers have been trained by these instructors and were equipped with necessary skills to deliver training sessions to children and youth.

Digital development

In a bid to strengthen and improve the capacities of coaches in Athletics for Development, and to contribute to the global digital agenda, project partners were convinced that a mobile application would address the then access challenges of the A4D manual by users. In 2022, an A4D mobile app was developed and has been embraced by practitioners countrywide as a helpful resource to further implement A4D. It also incorporates a chat function which enables users to network and is accessible offline thus being cost effective.

Since inclusion especially of persons with disabilities (PWDs) was a key topic for the project, an audio version of the A4D manual was developed, initially available on MP4 players, and later incorporated as segments into the A4D app. 200 MP4 players with the audio guide were produced and distributed to coaches with visual impairment. The app can be accessed in the Google Play Store or via this **QR code here:**

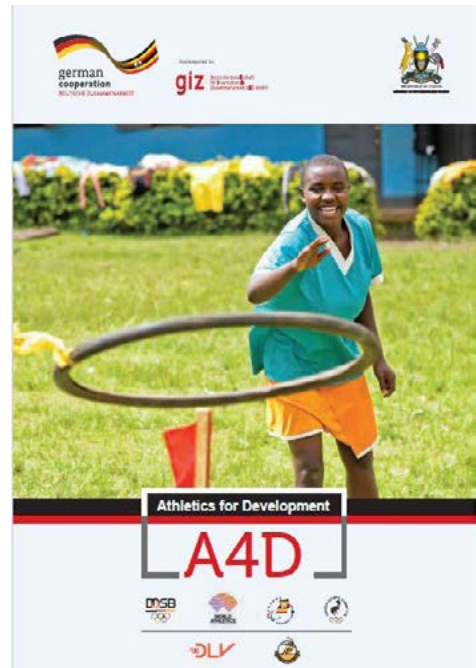


Project Partners

- Training and Resources Network (TRN)
- German Olympic Sports Confederation
- German Athletics Association (DLV)
- Viva con Agua
- World Athletics

More info Click here:

- Manual- Athletics for Development -ENG.pdf
- A4D launches mobile app_Newsletter article
- Video- Games for children with visua impairment



The A4D manual (print version)



The A4D Mobile App

(ii) Hygiene manual (creating WASH champions)

In the wake of Covid-19, and especially with the closure of schools in March 2020, A4D project together with partners attempted to improve attitudes and increase health and hygiene awareness by adopting good hygiene related behaviour and practices in communities. Whereas hand washing is considered to be the most effective and efficient public health measure in preventing the spread of water-borne and other diseases including Covid- 19, the application of such health-related practices became even more important in the face of the global Covid-19 pandemic.

With the onset of COVID-19, schools were ordered to close which made access to health knowledge, safe water, sanitation and hygiene among children and youth more challenging. While working together with partners such as Viva con Agua and others, the project embarked on creating WASH Champions, as a community sensitisation targeting young people and linking the skills trained in A4D with WASH practices. This indeed contributed to sustainable change in behaviour and a positive impact on public health beyond the pandemic. The project developed a comic book (hygiene manual) which complemented Government efforts for home schooling during the pandemic. This manual is interactive and provides children with illustrated tasks in form of quizzes, puzzles, and hands-on experiences e.g assembling a locally made hand washing facility (tippy tap). This manual has been handed over together with a reusable mask to over 180,000 children and youth. To cater for persons with visual impairment, a Braille version of the comic book was developed, and 200 copies were distributed to learners in special/inclusive schools.

(iii) Athletics for WASH handbook

Since the children and youth were utilising the hygiene manual, it was also deemed necessary to equip A4D coaches with athletics and WASH skills especially those working with children in disadvantaged communities such as slums. The project with technical support by Viva con Agua developed an Athletics for Wash (A4W) handbook. Developed in 2022 around the basic athletic movements of running, jumping, and throwing, A4W combines the vibrant potential of sports and the ability to create a fun-filled learning environment, where sensitization for WASH-related health behaviour is carried out in a joyful and playful way. 54 coaches so far possess WASH knowledge and how to apply the manual to contribute to local health situation in schools and communities.

Project Partners

- Training and Resources Network (TRN)
- German Olympic Sports Confederation
- German Athletics Association (DLV)
- Viva con Agua



The Hygiene manual (print version)



The Athletics for WASH handbook (print version)

More info Click here:

- Hygiene (WASH) manual-ENG.pdf
- Athletics 4 WASH handbook-ENG.pdf

4. Capacity development for coaches

Following the finalisation of the A4D manual, all instructors attended a retreat to familiarise themselves with the manual and other resources. After this successful exercise which was also used to review all material for the manual, the project was ready to conduct the initial training courses for teachers and coaches. In cooperation with Uganda Olympic Committee- acting on behalf of the training and resources network, the project supported several activities conceptualised together in small project clusters.

1) Improving the quality of physical education, health and wellbeing of the children and youth in the refugee settlement areas in Adjumani using A4D approach

The objectives of this project activity were to equip PE teachers with the competencies on the use of A4D approach in the teaching and learning process of children and youth in the refugee settlement areas, build mind set change of the children and youth in the refugee settlement areas through equipping them with life skills, and evaluate the effectiveness of A4D approach in meeting the needs of the PE teachers, the trained children and youth.

2) Empowering marginalized girls through athletics in Kibuku district to improve their wellbeing

This activity intended to foster an environment where marginalized girls can be accepted by the community, improve sports and social skills of marginalized and non-marginalized girls; and improve capacities of marginalized girls to advocate for better implementation of government-supported training and skill development programmes.

3) Reducing the incidence of Non-Communicable Diseases (NCD) through Athletics for Development (A4D) in Kampala

In partnership with Ministry of Health, this project was implemented to create mindset change amongst parents, teachers, school administrators towards sports, adoption of a healthy lifestyle among children in Urban schools and reinvigorate Physical Education through Kids Athletics in urban schools.

4) Encourage rural youth participation in vocational skills (agriculture) through Athletics in schools in Wakiso district.

This project was implemented to increase access to knowledge, information and agricultural education among the semi-urban youth in schools, bridge the age (generation) gap in the agricultural sector that it's dominantly led by old farmers, increase the capacity of 1000 rural youth in Wakiso district in tackling agricultural challenges and implementing climate smart agricultural practices at school and home and raise awareness and change the misconceptions youth have on agriculture, in order to increase youth involvement in agriculture and productivity.

5) A4D in the Uganda Olympic fraternity

This project was implemented to engage the community and many young people in physical activity, integrate A4D with Olympic values for social development, and create synergies with other partners for promotion of Athletics for Development in Uganda.

These projects were implemented in 2019 and 2021 and included activities such as: stakeholder engagements, training workshops for coaches and teachers, coach observation visits and conducting A4D events such as festivals (all based on A4D quality assurance system). A total of 26,248 children and youth participated in regular training sessions and 391 coaches were trained under these project activities.

More info Click here:

- A4D Quality Assurance System_ENG.pdf
- Reflection guide in S4D training sessions_ENG.pdf
- 5 principles of S4D_ENG.pdf

5. Safeguarding in Sport / Sport for Development

Safeguarding refers to the set of actions, measures and procedures which are taken to ensure that all children, youth, and vulnerable adults are kept safe from harm, abuse, neglect or exploitation whilst in care. It enables children, youth, and vulnerable adults to participate in sport and physical activity in a safe environment that promotes fun and enjoyment. Safeguarding also entails responding effectively to concerns that are raised about a child, youth or adult facing the risk of harm. It is important to ensure that sport truly supports the holistic development of children and young people and not to affect their rights.

International safeguards for children and youth in sports are based on the following **key principles**:



All children have the right to participate, enjoy and develop through sport, in a safe and inclusive environment, free from all forms of abuse, violence, neglect and exploitation.



Children have the right to have their voices heard and listened to. They need to know who they can turn to in case they have a concern about their participation in sport.



Everyone, organisations and individuals, service providers and funders alike, has a responsibility to support the care and protection of young people.



Organisations providing sports activities to children and young people have a duty of care to them.



Children have a right to be involved in shaping safeguarding policy and practice.



Organizations should always act in the best interest of the child.



Everyone has the right to be treated with dignity and respect and not to be discriminated against based on gender, race, age, ethnicity, ability, sexual orientation and beliefs, as well as religious or political affiliation.



The processes and activities for the creation, development and implementation of safeguarding measures should be inclusive.

Specific insights

The Athletics for Development project has supported partners to raise awareness about safeguarding in sport and Sport for Development. Joint sessions have been organised for the Training and Resources Network, A4D instructors and coaches. Safeguarding in sport and Sport for Development is a crucial part, and a standard component of all A4D coach and Instructor trainings. All partner organisations within the TRN have agreed to enforce renewal and consent by coaches to the Coach Code of conduct on annual basis.

Project partners

- Ministry of Education and Sports
- Uganda Olympic Committee
- Uganda Paralympic Committee
- Uganda Athletics Federation

More info Click here:

- Safeguarding- Practitioners Guide_ENG.pdf
- Coach Code of Conduct_ENG.pdf
- Video- S4D Safeguarding Animation

6. Gender Equality

Goal 5 of the Sustainable Development Goals (SDGs) promotes gender equality and focuses on ending all forms of discrimination against all women and girls through promoting the empowerment of women across the world. Instead of merely promoting the participation of women in sport, S4D initiatives use sport as an instrument to promote gender equality. In this context, sport can contribute to the following aspects:

- i) Empowering female leaders and role models
- ii) Raising awareness on gender issues
- iii) Providing safe spaces for women and girls
- iv) Challenging gender stereotypes
- v) Engaging men and boys with gender issues

Intentionally designed sporting activities lead to the development of competences which contribute to specific gender equality targets. Gender equality is embedded in the A4D methodology as a cross cutting topic in all activities. For example, A4D training sessions disseminate knowledge and build an environment that enables women and girls to practice safe menstrual hygiene, free of negative social norms. Such sessions develop such competences as self-confidence and trust, communication, and goal orientation which are essential for



More info Click here:

- Sport for Gender Equality
- Menstrual Hygiene Management_ENG.pdf



7. A4D on the road: Outreaches to school and communities

In 2020 the project acquired the A4D Van to facilitate delivery of A4D activities, mobilise young people and gain access to remote areas that had not been reached before. This was a timely intervention considering that school had been closed due to Covid-19 pandemic and there was a need for a creative way on how to offer quality learning for children through sport.

The van is well stocked with all necessary sports equipment that would facilitate training sessions anywhere and any-time. On arrival at a designated location, A4D coaches together with teachers from the school and community organise children and prepare for a given session. Sessions address varied topics always adapted to the context e.g. inclusion of people with disabilities, social cohesion and health-related topics including WASH, menstrual hygiene management and disease prevention. Participants are involved in setting up the activity areas before the warmup. After mobilising the body and mind, the main activities are conducted including a series of games with increasing complexity. Participants practice running, jumping and throwing, they learn how to concentrate, focus on a goal, play in teams and encourage one another, all while moving their bodies. The session ends with a reflection conducted immediately after the cool down. In a circle, the coaches discuss with children what they liked and disliked, what motor skills and life skills they learned and how they could use the learnt skills in their everyday life.

In partnership with Raising Teenagers Uganda, several outreaches were conducted in Wakiso and targeted 1000 girls during Covid-19, thus building a bridge between athletics and life skills especially for young girls. Empathetic coaches and an encouraging atmosphere can create safe spaces for young people to learn about sensitive topics like menstrual hygiene management. Reusable pads, panties, soap and masks were distributed during outreaches. Youth Sport Uganda has also conducted numerous outreaches linked to building social cohesion especially among urban-based refugees.

The Van has been handed over to the Ministry of Education and Sports to further support Sport for Development activities in Uganda including the Training & Resources Network that ensures nationwide application and local institutional anchoring of Athletics for Development.

Project partners

- Ministry of Education and Sports
- Training and Resources Network
- Kampala Capital City Authority
- District Local Governments
- Raising Teenagers Uganda
- Youth Sport Uganda



8. Inclusion of persons with disabilities

People with disabilities (PWDs) especially in developing countries face major barriers that limit their access to and participation in sport and physical activity. Sport can be a low-cost and effective means to foster positive health and well-being, social inclusion and community building for people with a disability. The Ugandan Government had made huge strides in addressing the needs of these children and youth. However, children and youth with physical and intellectual disability had not been able to fully take advantage of and benefit from many of the inclusion programmes. Misconceptions regarding children with physical and intellectual disability often lead to exclusion from some of the most critical aspects of social life, including school and healthcare, and often result in abuse and neglect. These children may not attend school because of stigma, possible bullying, coupled with learning environments that are not designed to meet their needs, among other reasons. The Ugandan government has identified the potential power of sport and Athletics for Development to promote and foster inclusive learning and reduce inequalities of persons with special abilities. Sport provides the opportunity for participants to work together with others respectfully and inclusively and also help others to gain a sense of belonging. Sport can challenge societal perceptions and reduce stigma, enhance socialization, promote independence and contribute to empowerment.



Sport can be inclusive when persons with disabilities are not just present but engaged in the sports activities using materials and appropriate games that address various disability needs. When sport is not inclusive of persons with disabilities it neglects a critical population that has a rightful and central place in the sporting environment.

The inclusion spectrum model spells out 5 contexts in which inclusion can be fostered.

- i) Open (inclusive) activities:** Everyone does the same activity with minimal or no adaptations to the environment or equipment; open activities are by their nature inclusive so that the activity suits every participant, e.g. warm up.
- ii) Modified activities:** In this case activities are designed for all, with specific adaptations to space, tasks, equipment, and people.
- iii) Parallel activities:** In this setting, participants are grouped according to ability, and each group does a version of the same activity, but at a level that suits the individuals in each group.
- iv) Separate activities:** Special activities specially thought for and proposed for people with disabilities and practiced in different times and spaces. This ought not be emphasised most of the time.
- v) Adapted physical activity:** This is where non-disabled children and adults are included in disability sport together with disabled peers.

A4D project believes that persons with disabilities have a right to play like any other and to show this, a chapter (8) in the A4D manual has been dedicated to physical activities for persons with visual impairment.

Specific insights

i) Uganda Paralympic Committee

Whereas children and youth with disabilities have a right to play, associate and learn alongside their able-bodied peers, this was not normally the case. Participation in sport and A4D programmes for PWDs was limited due to lack of specialised capacity in the schools to handle learners with disabilities. Uganda Paralympic Committee (UPC)- the umbrella association for Paralympic sports faces a number of challenges such as insufficient trained coaches especially in rural areas to conduct A4D activities for PWDs, insufficient sports equipment and materials, fewer exposure opportunities for PWDs.

Since 2019, the A4D project has cooperated with UPC to support children and youth with disabilities through sport participation in a bid to achieve their full potential. Implemented in the districts of Pader, Buikwe, Luwero, Mukono, Wakiso and Kampala, training 83 coaches and reaching over 3,235 children and youth, A4D project activities fostered an increased participation of PWDs in sports activities. This was through creating a conducive environment to allow for acquiring life skills, instilling self- confidence and addressing health issues among the youth, increasing enrolment in education circles, attaining leadership skills, ensuring good health, creating inclusiveness relations and friendship among youth families, also engaging the youth in activities and programs aimed at sustainable development which in turn lead to a positive change in their families and at community level.

In order to increase advocacy for inclusion, Mrs. Asha Noppeney a Uganda born amputee and a role model on inclusion during her working trip to Uganda in August 2019, visited among places Salama School for the Blind to participate in A4D festival among other activities. She also participated in a roundtable on inclusion in Kampala, a sports gala, school sports championships and meetings local stakeholders that promote inclusion. She had the opportunity to address children and youth, coaches, parents, and teachers on how sport can promote inclusion citing her personal experience and how she has managed to break the ceiling through sport.

Project partners

- Ministry of Education and Sport
- District Local Governments (Pader, Luwero, Mukono and Buikwe)
- Uganda Paralympic Committee
- GIZ- Global Programme on Inclusion.

More info Click here:

Sport for Inclusion

ii) Special Olympics Uganda

Special Olympics Uganda (SOU) is the National Programme that locates and develops talents of children and adults with intellectual disabilities through sports. SOU provides year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy, and participate in a sharing of gifts, skills, and friendship with their families, other Special Olympics athletes, and the community. Since 2021, the A4D project has been working closely Special Olympics Uganda, fostering opportunities for all young people to engage in sports and develop their life skills.

This initiative was a carefully designed process with approaches to specifically benefit children and adolescents and integrate them into the school and community activities. This partnership was also supported by GIZ Global Programme on Inclusion, with the aim to further advance the topic of inclusion in organizations, working with children and youth with intellectual disability to provide responsive and integrated services in both the schools and the communities where they live.

In 2022, the project trained 30 coaches in the districts of Kabarole, Wakiso and Jinja to deliver sports and A4D training programmes to a total of 678 children and youth from 11 schools. Some of the coaches trained under the project have been instrumental in the preparation and training of Ugandan athletes that participated in the recent 16th Special Olympics World Games 2023 in Berlin.

The collaboration between A4D and Special Olympics Uganda had created a nurturing environment that empowers individuals with intellectual disabilities to strive for excellence. It has also sparked a positive shift in societal attitudes towards individuals with intellectual disabilities. Through their efforts, an adapted training manual and monitoring tool were developed specifically to cater for children and youth with intellectual disabilities. These resources have not only enhanced the coaches' ability to deliver effective training but have also increased awareness and appreciation with families and communities.

The project has built capacities at Special Olympics Uganda, who are implementing and documenting the processes to inform more robust and holistic project interventions moving forward.

Project Partners

- Ministry of Education and Sports
- National Council of Sports
- Uganda Olympic Committee
- District Local Governments (Jinja, Kabarole, and Wakiso)
- Kampala Capital City Authority
- Special Olympics Germany
- GIZ- Global Programme on Inclusion.

More info Click here:

- [SOU champions inclusion by breaking stigma Newspaper article](#)
- [SOU launches Athletics for Development_ Newspaper article](#)

Videos

- [A4D training session with children at an Inclusive school](#)
- [Special Olympics preparing for Special Games](#)



9. Sport for Integration and Social cohesion among refugees and host communities

i) Urban context

According to the UNHCR report of March 2022, Uganda hosts over 1,500,000 refugees, of whom 90,000 (6%) of them reside in Kampala. 82% of these are women and children. 62% of refugees come from South Sudan, followed by the Democratic Republic of Congo (29%). Most urban refugees live in Kampala slums of Kisenyi, Makindye, Kawempe, Naguru, Acholi quarters, and Nsambya, which are characterized by poor sanitation, poverty, a high crime rate, scanty education and health facilities, overcrowded households, and all forms of violence.

At the start of 2023, the A4D project initiated collaboration with Youth Sport Uganda (YSU) to promote social cohesion for refugees and host community children and youth aged (6-25yrs) in 5 divisions of Kampala. This intervention aimed at strengthening school and community systems to create a safer environment for children and youth (refugees & host communities) development through A4D and increasing community engagement towards social cohesion, conflict prevention, violence reduction, inclusion, and gender equality.

This has been implemented through training of 20 A4D community coaches, conducting 2 talk shows on community radios about social cohesion in urban refugee settings in Luganda (during World Refugee Day) and English (ahead of International Women's Day). Furthermore, a total of 17 A4D outreaches were conducted and an A4D festival during commemoration of International Day of Sport for Development and Peace among other activities. 1,703 children and youth took part in the different project activities within the 5 divisions of Kampala.

ii) Rural Context

Since early 2023, as a carry-on project activity within rural refugee context, the A4D project in collaboration with Cradle Sports embarked on a project to build a sustainable A4D community in Adjumani district. The main objectives under this intervention included:

- Increase the capacity of trained coaches and teachers and entrench A4D methodology in schools and communities.
- Increase awareness and understanding of A4D concept within the refugee environment in promoting peace and fostering social cohesion.
- Leverage the Training and Resources Network to further promote and increase the application of A4D based on success stories in different contexts.

In these endeavours 10 coaches undertook an advanced A4D training on peace promotion, violence prevention and gender equality, whereas 19 media personalities attended a workshop on S4D and gender equality and inclusion/ sensitive reporting. 5000 children and youth have been reached through regular sessions offered under A4D clubs and taking part in events such as the A4D festival during the International Day of Sport for Development and Peace on April 6th, 2023.

Project partners

- Ministry of Education and Sports
- United Nations Refugee Agency
- Youth Sport Uganda
- Uganda Olympic Committee
- Kampala Capital City Authority
- Department for Refugees, Office of the Prime Minister
- Windle International Uganda
- Ministry of Gender, Labour and Social Development
- Adjumani District Local Government

More info Click here:

- [Framework children youth competences sport for social cohesion and inclusion.pdf](#)
- [Framework professional competences coaches' social cohesion and inclusion.pdf](#)

10. Summary of all project partners

German development cooperation activities in the field of A4D in Uganda are carried out in cooperation with a wide range of stakeholders, among others:

a. Government partners

- Ministry of Education and Sport (MoES) inc.
- National Council of Sports and National Curriculum Development Centre
- Local Government
- Office of the Prime Minister (Department for Refugees)
- Ministry of Health (MoH)
- Ministry of Gender, Labour and Social Development

c. Sports federations

- Ugandan Olympic Committee (UOC)
- Ugandan Paralympic Committee (UPC)
- School Sport Associations (Primary, Secondary & East Africa)
- Ugandan Athletics Federation (UAF)

e. UN Agencies

- United Nations Children's Fund (UNICEF)
- United Nations Population Fund (UNFPA)

g. Other GIZ projects

- Civil Society in Uganda Support Programme (CUSP)
- Civil Peace Service (CPS)

b. Academia

- Makerere University
- Kyambogo University
- Ndejje University

d. Non-Governmental Organisations

- Cradle Sports
- Caritas
- Right to Play
- Centre for Sport Development Initiative
- Uganda Junior League
- Christian Sports Contact

f. International partners

- German Olympic Sports Confederation (DOSB)
- World Athletics
- German Athletics Association (DLV)
- Viva con Agua

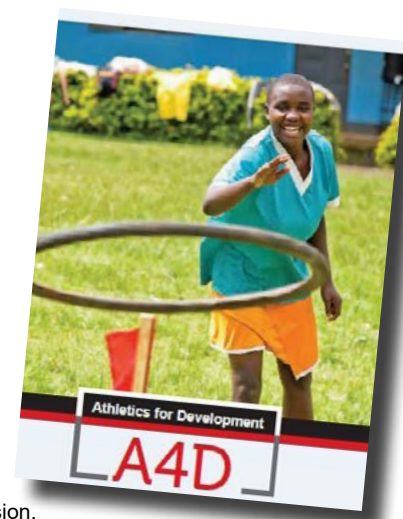


11. Lessons Learned

We only grow through learning and reflecting on our actions. Joint implementation of A4D activities has also had some challenges, highlights, and learnings throughout the years. This section shall list some of our learnings that may inform the implementation of A4D activities going forward.

A4D training materials

- i) All manuals/handbooks should not be too sophisticated and should contain minimal theory and more practical sessions.
- ii) The layout and design should appeal to the target group and most importantly be localized.
- iii) The materials should be presented in an easy-to-understand language for the target group of different intellectual abilities.
- iv) All produced materials should be reviewed by National Curriculum Development Centre to ascertain whether the content is appropriate.
- v) There is need by coaches and teachers to also acquire digital skills for them to fully utilize the A4D mobile app.



Capacity Building for Coaches

- i) High demand by coaches and teachers to have a demonstration video of a standard A4D training session. A demonstration video that was produced should be distributed on all channels and shown in trainings.
- ii) A4D workshops should be delivered by competent Instructors and training sessions should be delivered by qualified and vetted coaches and teachers.
- iii) A4D sessions require sufficient practical sessions to allow for skill acquisition by participants.
- iv) Coaches and teachers require more guidance and repetitive training, follow up and mentorship sessions.

A4D on the road: outreaches to schools and communities

- i) Taking sport to the community rather than expecting the community to come to the activity is an attractive way to ensure that a large group of participants can be reached-. There is a need to engage with the local community especially to mobilise the participants.
- ii) Coaches on the van should keep the checklist of materials contained in the van for easy tracking of missing, out of use and adequacy of materials.
- iii) With the S4D van in the custody of MoES, partners intending to use it should plan ahead of time to notify MoES about their intention to use the van.
- iv) Ensure that van is parked in spaces where it is out of danger from flying sports equipment or idlers.



Safeguarding in sport/sport for development

- i) A4D partners identified the urgent need of raising awareness about safeguarding in sport/Sport for development. By training A4D coaches and teachers, we are giving people access to vulnerable children and youth. Thus, raising awareness on the importance of safeguarding is a priority for all partners.
- ii) Much as safeguarding is being implemented during A4D trainings, it should be a component of all PE, sport and S4D workshops and awareness sessions should be held for young people, volunteers, and multipliers. Before coaches are entrusted with young people to conduct any training, they should be vetted.

Inclusion of persons with Disabilities

- i) Partners identified the need for continue to increase awareness about inclusion of persons with disabilities through designing appropriate materials that meet their physical and intellectual needs.
- ii) Inclusion of persons with disabilities should be a component of all PE, sport and S4D workshops to equip coaches with the skills to create inclusive sport sessions.

Sport for integration and social cohesion among refugees and host communities.

- i) Athletics is a powerful sport that can be used to break barriers in refugee communities.
- ii) There is a need for need for safe spaces both for school-going children and out-of-school children and youth. Local authorities should engage schools for community access and use of school play spaces.

12. A4D Sustainability

Sustainability strategies informed by best practices and learnings documented over a period of five years to further anchor and disseminate A4D in Uganda have been adopted by different partners.

Most notable sustainable measures include the incorporation of A4D methodology into the curricula for training and qualification of teachers and coaches. Case in point is the undergraduate curriculum of Athletics training for sports science students at Makerere University which embodies the A4D methodology. The National Curriculum Development Centre has also integrated A4D specific activities for learners with visual impairment in the SNE learners' book for lower secondary school level. Under the National Physical Education and Sports Policy (currently awaiting Cabinet approval) S4D has been included under community sports.

Recently, Uganda Athletics Federation (UAF) developed its first National Coach Education and Certification framework to support the training and certification of local track and field coaches. A4D (general and specific theory and practice) has been adopted in the Elementary course for beginner coaches.

Since its adoption in 2022, 52 coaches have been trained by Uganda Athletics Federation and Uganda Secondary Schools Sports Association.

