

TEMPLATE FOR REPORTING ON RECENT INITIATIVES ON SPORT FOR DEVELOPMENT AND PEACE

Amazonian indigenous archery

Provide a summary of the initiative, including a brief overview, proposed/actual outcomes and an assessment of any lessons learned and the way forward.

Please provide more details on the initiative below:		
Objective(s):	<i>Please indicate which, if any, of the following fell among the main objectives of the initiative:</i>	
	<ul style="list-style-type: none"> Ensuring that no one is left behind 	<ul style="list-style-type: none"> Eradicating poverty and promoting prosperity in a changing world
	<ul style="list-style-type: none"> Transformation towards sustainable and resilient societies 	<ul style="list-style-type: none"> Empowering people and ensuring inclusiveness and equality
	<ul style="list-style-type: none"> Research development, data collection and/or data dissemination 	<ul style="list-style-type: none"> Preventing and fighting corruption in sport
	<ul style="list-style-type: none"> Conflict prevention/peace building 	<ul style="list-style-type: none"> Strengthened global framework on sport for development and peace
	<ul style="list-style-type: none"> Policy development for mainstreaming and integrating sport for development and peace in development programmes and policies 	<ul style="list-style-type: none"> Resource mobilization, programming and implementation
	<ul style="list-style-type: none"> Research, monitoring and evaluation 	<ul style="list-style-type: none"> Other (please specify)
Implementation mechanisms:	<p><i>What are the means/processes of implementation of the initiative?</i></p> <p>In 2013, the Amazon Sustainable Foundation (FAS) started the novel idea of including young indigenous people who had the traditional knowledge of the bow and arrow usage in high-performance athletes. The main objective of the project is to promote the bow and arrow sport modality and valorize the cultures of the youth indigenous and riverside communities.</p> <p>The recruitment process of the athletes happened between 2013 and 2014 having 3 selective processes at the Olympic Village in Manaus and the participation of 380 athletes in indigenous communities of 5 different localities of the Amazonas state in Brazil. The Athletes team (12 young people) was build and assigned to live at the Olympic Village.</p> <p><i>What are the main deliverables/activities involved?</i></p> <ol style="list-style-type: none"> University scholarships for athletes – 02 graduated athletes with university degrees (until 2019). Regional and sectoral selection among 380 athletes between 2013 and 2014 in 05 regions of the Amazonas state. Implementation of three recruitment processes in the Olympic Village in Manaus, Amazonas, Brazil Team of 12 athletes was selected and relocated to the Olympic Village in Manaus, Amazonas, Brazil. 	

5. From 2014 to 2019, the athletes participated in several regional, national and international competitions. The athletes conquered 49 medals.

<i>Championship</i>	<i>Gold</i>	<i>Silver</i>	<i>Bronze</i>	<i>Total</i>
<i>National</i>	13	06	11	30
<i>International</i>	06	09	04	19
<i>Total</i>	19	15	15	49

What is the time frame of implementation?

The project does not have a specific time frame of implementation. The aim is to extend it to other localities in Amazonas state because stimulates the creation of new opportunities, the inclusion of new athletes through the creation and implementation of public policies that strengthen the sport and the cultural identity with respect to indigenous people. The project aims to turn the archery a constant practice in the villages, adopting the sport as part of the schools program promoted by public policies.

Target Audience(s):

Who are the beneficiaries of the proposed/implemented initiative?

The project is promoting sports in indigenous communities and schools rescuing the custom of bow and arrow among young indigenous of the Amazonas state in Brazil. Currently, 04 indigenous athletes have been part of this: 03 young men and one young woman. The archery sport is fortifying the indigenous social practices as using bow and arrow for fishing and empowering young indigenous to be leaders in their own communities.

Partners/Funding:

Who are the main organizations/entities involved in the initiative and what are their roles in development and/or implementation?

- Amazonas Sustainable Foundation (FAS) - Direct management and implementation.
- Amazonian Archery Federation (FATARCO) - Institutional partner
- State Secretariat for Sports and Youth (SEJEL) - Space for high performance training, accommodation
- Latam Airlines Brasil - Support with airline tickets
- La Salle Educational Center and La Salle Faculty - Scholarships (higher education)
- Bemol Stores - Food, transportation, sporting goods and trousseau.
- Sports Incentives Law - Equipment, selective for athletes
- Banco Bradesco - Human Resources

	<ul style="list-style-type: none"> - Coordination of Indigenous Organizations in the Amazon (COIAB) - Mobilization of indigenous organizations - Coordination of organizations and Indigenous Peoples of Amazonas (COIPAM) - Mobilization of indigenous organizations and monitoring of the team. <p><i>What are the main sources of funding of the initiative?</i></p> <ul style="list-style-type: none"> - Amazonas Sustainable Foundation (FAS) - Amazonian Archery Federation (FATARCO) - State Secretariat for Sport and Youth (SEJEL) - Latam Airlines Brasil - La Salle Educational Center and La Salle College - Bemol Stores - Sports Incentives Law - Bradesco Bank
<p>SDG Alignment:</p>	<p><i>To what SDG goal/target/indicator is this initiative targeted?</i></p> <p>SDG 3 Good health and well-being 3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol 3.5.1 Coverage of treatment interventions (pharmacological, psychosocial and rehabilitation and aftercare services) for substance use disorders.</p> <p>SDG 4 Quality education 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations. 4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated.</p> <p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development. 4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment.</p> <p>SDG 10 Reduced inequalities 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p>

	<p>10.2.1 Proportion of people living below 50 per cent of median income, by sex, age and persons with disabilities</p> <p>10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard</p> <p>10.3.1 Proportion of population reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law</p> <p>Please indicate any other national or internationally agreed goals/commitments to which this initiative is aligned.</p> <p>1. Decree Law n^o. 7.747 / 05.06.2012 (National Policy for Territorial and Environmental Management of Indigenous Lands - PNGATI)</p> <p>2. ILO Convention 169, articles 14 and 15, emphasize the right of consultation and participation of indigenous peoples in the use, management and conservation of their territories.</p>
<p>Alignment with global frameworks:</p>	<p>How does this initiative align with/contribute to the objectives of the Kazan Action Plan, WHO Global Action Plan on Physical Activity or other related internationally agreed frameworks on sport and/or physical activity?</p> <p>The right to access and participate in sports is recognized in several international conventions. In 1978, the United Nations Educational, Scientific and Cultural Organization (UNESCO), described this activity as a "fundamental right for all". According to the UN, however, "the right to play and practice sports has often been ignored or disrespected". In the 2000s, sport was also part of the Millennium Development Goals. In the 2030 Agenda, the General Assembly recognized the activity as "an important facilitator of sustainable development", highlighting "its promotion of tolerance and respect and contributions to the empowerment of women and young people, individuals and communities". (Source: https://news.un.org/).</p> <p>1. Through cultural practices and based on the specificities of the people involved in the project, the aim is to promote cultural rescue, self-esteem and to value the practice of archery that was previously used only as a tool for hunting, fishing and in tribal wars. Today, this practice is also used as a sports alternative among the indigenous people and outside the villages when these young people are prepared to compete on equal terms with any other practitioners of the sport, taking advantage of the innate potential that these peoples demonstrate for this sport. Sport for indigenous peoples does not go alone. It is closely related to their territories, cultural identity and good living. The awakening of the harmonious relationship with nature.</p> <p>2. Cultural and sporting practices among peoples are means of promoting interethnic relations and unity among indigenous peoples, like the indigenous games that take place in Brazil.</p>
<p>Alignment with United Nations Action Plan on SDP:</p>	<p>Which of the four thematic areas of the UN Action Plan on Sport for Development and Peace is this initiative designed to align?</p>

	<p><i>Theme 1 Global framework for sport for development and peace: Create a paradigm shift across society, increasing knowledge, understanding and appreciation of the multiple benefits of regular physical activity, according to capacity and at all ages</i></p> <p><i>Theme 3 Resource mobilization, programming and implementation: Create and promote access to opportunities and programs, in different contexts, to support people of all ages and abilities to engage in regular physical activity, individually, in the family and in community.</i></p> <p>To which action area(s) of the Plan is this initiative designed to contribute?</p> <ul style="list-style-type: none"> - Promote shared benefits. - Reinforce physical education and promote physical activity at school - Implement initiatives at community level - Reinforce policies, leadership and governance.
Outcomes:	<p><i>What are the expected/actual outcomes of the initiative?</i></p> <ol style="list-style-type: none"> 1. Participation of members of indigenous communities in high performance sports; 2. Qualified participation of indigenous youth (03 male and 01 female) as high-performance athletes; 3. 49 medals won between gold, silver and bronze, in different championships (regional, national and international); 4. Participation of athletes in state, national and international championships 5. Valorization of ethnic identity and the cultural practice of using the bow and arrow as a high-performance sport among indigenous people.
Mechanism for monitoring and evaluating implementation:	<p><i>What are the mechanisms for monitoring and evaluating the implementation, outcomes and impact of the initiative?</i></p> <p>For monitoring and evaluating the initiative during all phases of implementation, the following indicators are used:</p> <ol style="list-style-type: none"> 1. Number of Athletes (Male and Female) served by the project. 2. Number of state, national and international championships in which athletes will participate. 3. Number of medals won, type (gold / silver / bronze). 4. Number of project financing partners. 5. Number of schools that joined the project. 6. Number of communities that joined the project <p><i>What are the specific monitoring and evaluation tools involved?</i></p> <ol style="list-style-type: none"> 1. Annual calendar of state, national and international championships and competitions. 2. Tracking athletes' performance - participation in championships and medal numbers won. 3. Adherence to the project - selective of new athletes.

	4. Disclosure of the Project - number of articles published about the project (by type: TV, radio, newspaper, magazine)
Challenges/Lessons learned	<p><i>What have been/were the main challenges to implementation?</i></p> <ol style="list-style-type: none"> 1. Financial resources to reach the most distant villages and involve the more indigenous peoples in the process of selecting athletes. 2. Financial resources to maintain the project and expand to other regions. 3. Incorporate the modality in amazon schools as a public policy. 4. An appropriate high-performance center for athletes to train in the state of Amazonas / Brazil. <p><i>What lessons learned have been/can be utilized in the planning of future initiatives?</i></p> <ol style="list-style-type: none"> 1. Indigenous children and youth have a facility to perform this sport. 2. Archery must be develop paying attention at the skills and affinities of indigenous peoples. 3. A fund could be created to manage financial resources and avoid situations of financial disadvantage for the athletes. 4. Policies changes must be consider for the future projects.