

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

*Survey: “Gender equality in sport: the challenge of promoting self-esteem and leadership in girls”*

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

The survey on self-esteem and sport is a study carried out during 2018 in the framework of the Program for Self-Esteem of UN Women. Its main objective was to demonstrate the relationship between self-esteem and sport in girls and adolescents. This study allowed us to have the first national data on this subject, as well as to show the gaps between boys and girls regarding their daily sports practice, places where they play sports, their sports references and main reasons why they abandon this type of activities.

| <b>Please provide more details on the initiative below:</b> |   |  |
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| <b>Objective(s):</b>  | <i>Please indicate which, if any, of the following fell among the main objectives of the initiative:</i>  |  |
|   | <ul style="list-style-type: none"> <li>Ensuring that no one is left behind</li> </ul>   | <ul style="list-style-type: none"> <li>Eradicating poverty and promoting prosperity in a changing world</li> </ul> |
|   | <ul style="list-style-type: none"> <li>Transformation towards sustainable and resilient societies</li> </ul>  | <ul style="list-style-type: none"> <li>Empowering people and ensuring inclusiveness and equality</li> </ul>        |
|   | <ul style="list-style-type: none"> <li>Research development, data collection and/or data dissemination</li> </ul>   | <ul style="list-style-type: none"> <li>Preventing and fighting corruption in sport</li> </ul>                      |
|   | <ul style="list-style-type: none"> <li>Conflict prevention/peace building</li> </ul>  | <ul style="list-style-type: none"> <li>Strengthened global framework on sport for development and peace</li> </ul> |
|   | <ul style="list-style-type: none"> <li>Policy development for mainstreaming and integrating sport for development and peace in development programmes and policies</li> </ul>   | <ul style="list-style-type: none"> <li>Resource mobilization, programming and implementation</li> </ul>            |
|   | <ul style="list-style-type: none"> <li>Research, monitoring and evaluation</li> </ul>   | <ul style="list-style-type: none"> <li>Other (please specify)</li> </ul>   |
| <b>Implementation mechanisms:</b>                           | <p><i>What are the means/processes of implementation of the initiative?</i></p> <p>The Development of the survey was carried out with Adimark (expert company in market studies), with whom the measuring instrument was developed.</p> <p><i>What are the main deliverables/activities involved?</i></p> <ul style="list-style-type: none"> <li>- Instrument for measuring the “Self-esteem and sport survey”.</li> <li>- Analysis report of the results.</li> <li>- Document about the methodology and sample.</li> <li>- Presentation of the study for a launching and dissemination event.</li> <li>- Graphics with the main results for a social networks campaign.</li> </ul> |  |

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|  | <p><i>What is the time frame of implementation?</i></p> <p>The “Self-esteem and sport survey” was carried out from March to August 2018. The launching event of the results was on August 2, 2018. The survey is still used and disseminated if required.</p>  |
| <b>Target Audience(s):</b>                               | <p><i>Who are the beneficiaries of the proposed/implemented initiative?</i></p> <p>The results of the study were presented and analyzed in junction with the Ministry of Sport, to give data support for their policies. In the same way, the results were delivered to different educational establishments in the Metropolitan Region. The representatives of those schools were invited to the launching event, where they received the information that would allow them to get a new vision on how to approach to sport in their respective establishments.</p> |
| <b>Partners/Funding:</b>                                 | <p><i>Who are the main organizations/entities involved in the initiative and what are their roles in development and/or implementation?</i></p> <p>The initiative was a joint work between UN Women, GFK Adimark consultant and Unilever Enterprise, specifically from the Dove brand (the main donors of the program).</p> <p><i>What are the main sources of funding of the initiative?</i></p> <p>The survey was financed with resources from the Self-Esteem Program, funded by Unilever through its Dove brand.</p>   |
| <b>SDG Alignment:</b>                                    | <p><i>To what SDG goal/target/indicator is this initiative targeted?</i></p> <p>SDG 5: Gender Equality</p> <p><i>Please indicate any other national or internationally agreed goals/commitments to which this initiative is aligned.</i></p>   |
| <b>Alignment with global frameworks:</b>                 | <p><i>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?</i></p> <p>This initiative seeks to be a tool to improve policies on sport and gender equality, to enforce the physical activity as an important action to enhance public health and as enabler of sustainable development.</p>   |
| <b>Alignment with United Nations Action Plan on SDP:</b> | <p><i>Which of the four thematic areas of the UN Action Plan on Sport for Development and Peace is this initiative designed to align?</i></p> <p>2. Policy development</p>   |

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|  | <p><i>To which action area(s) of the Plan is this initiative designed to contribute?</i></p> <p>(a) support the systematic integration and mainstreaming of sport for development and peace into the development sector and into international, national and subnational development plans and policies.</p>   |
| <b>Outcomes:</b>   | <p><i>What are the expected/actual outcomes of the initiative?</i></p>   |
| <b>Mechanism for monitoring and evaluating implementation:</b> | <p><i>What are the mechanisms for monitoring and evaluating the implementation, outcomes and impact of the initiative?</i></p> <p>Being a quantitative study, it was submitted to evaluations and validations of the professional team of the consultant GJK Adimark.</p> <p><i>What are the specific monitoring and evaluation tools involved?</i></p>  |
| <b>Challenges/Lessons learned</b>                              | <p><i>What have been/were the main challenges to implementation?</i></p> <p>One of the main challenges in the development of the “Self-esteem and sport survey” was the limited resources that prevented the collection of information from other regions of the country. The study focuses only on the Metropolitan Region.</p> <p><i>What lessons learned have been/can be utilized in the planning of future initiatives?</i></p> <p>One of the main lessons was to note that there were no data on these issues in the country or specific studies on gender and sports. This highlight the urgency of continuing to work collecting data to strengthen and better guide the policies that seek to eradicate gender gaps in sport.</p> |

\*Please in replying use the definition of sport of the Kazan Action Plan of 2017 : “ [...] Noting that, for present purposes and unless specified otherwise, the term “sport” is used as a generic term, comprising sport for all, physical play, recreation, dance, organized, casual, competitive, traditional and indigenous sports and games in their diverse forms;2.Highlighting that sport for all, including traditional sport and games, is a fundamental field of intervention for governments to achieve the full potential of physical activity for personal and social development; 3.Recognizingthat the United Nations’ 2030 Agenda / Sustainable Development Goals form the overarching policy consensus on development priorities, goals and targets that guide international and national policy design, implementation and monitoring;4.Stressing that the preamble of the 2030 Agenda acknowledges sport as an important enabler of sustainable development and peace; [...]”

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*Campaign: #EnseñaAutoestima Copa América 2018*

The #EnseñaAutoestima (#Teachself-esteem) campaign in Copa América Femenina (Women America Football Cup) 2018, was carried out during April in the Coquimbo region of Chile and through social networks. The campaign consisted on involving the public with the importance of strengthening the self-esteem of girls and adolescents and making women visible in the sports world, specifically as soccer players. To accomplish this, inputs were generated to deliver to the public and a series of audiovisual and graphic were produced to spread the campaign on social networks during the cup matches.

| <b>Please provide more details on the initiative below:</b> |  |  |
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| <b>Objective(s):</b>  | <i>Please indicate which, if any, of the following fell among the main objectives of the initiative:</i>   |  |
|   | <ul style="list-style-type: none"> <li>Ensuring that no one is left behind</li> </ul>  | <ul style="list-style-type: none"> <li>Eradicating poverty and promoting prosperity in a changing world</li> </ul> |
|   | <ul style="list-style-type: none"> <li>Transformation towards sustainable and resilient societies</li> </ul>   | <ul style="list-style-type: none"> <li><b>Empowering people and ensuring inclusiveness and equality</b></li> </ul> |
|   | <ul style="list-style-type: none"> <li>Research development, data collection and/or data dissemination</li> </ul>  | <ul style="list-style-type: none"> <li>Preventing and fighting corruption in sport</li> </ul>                      |
|   | <ul style="list-style-type: none"> <li>Conflict prevention/peace building</li> </ul>   | <ul style="list-style-type: none"> <li>Strengthened global framework on sport for development and peace</li> </ul> |
|   | <ul style="list-style-type: none"> <li>Policy development for mainstreaming and integrating sport for development and peace in development programmes and policies</li> </ul>  | <ul style="list-style-type: none"> <li>Resource mobilization, programming and implementation</li> </ul>            |
|   | <ul style="list-style-type: none"> <li>Research, monitoring and evaluation</li> </ul>  | <ul style="list-style-type: none"> <li>Other (please specify)</li> </ul>   |
| <b>Implementation mechanisms:</b>                           | <p><i>What are the means/processes of implementation of the initiative?</i></p> <p>The campaign was developed with the support of the National Association of Professional Football (ANFP), in addition to the support of players from the national teams of all the countries participating in Copa América. The process for the implementation of the campaign was through the creation of key messages, scripts and graphic proposals.</p> <p><i>What are the main deliverables/activities involved?</i></p> <ul style="list-style-type: none"> <li>- Graphic pieces of players from the country teams with inspirational phrases about self-esteem and empowerment of girls and adolescents.</li> <li>- Video of Chilean national team players inviting to add to the #EnseñaAutoestima campaign.</li> <li>- 15,000 white cards with the #EnseñaAutoestima message to deliver to the audience attending the parties (the card supposed to be raised when the national hymn sung).</li> </ul> |  |

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|  | <p>- T-shirts with the messages "Girls have no limits" and "Together we play and support each other" for the girl who enter with the players at the beginning of the two final games.</p> <p><i>What is the time frame of implementation?</i></p> <p>The #EnseñaAutoestima campaign of the Copa América de Fútbol Femenino was carried out during April 2018. The graphics and products of the campaign are still available on the website <a href="http://www.enseñaautoestima.cl">www.enseñaautoestima.cl</a></p>   |
| <b>Target Audience(s):</b>               | <p><i>Who are the beneficiaries of the proposed/implemented initiative?</i></p> <p>The main beneficiaries were young people, focus on girls and also on their families, in addition to the general public who attended the cup matches. Through them, a commitment to the self-esteem of girls and adolescents was generated. The actions benefited more than 15,000 people.</p>  |
| <b>Partners/Funding:</b>                 | <p><i>Who are the main organizations/entities involved in the initiative and what are their roles in development and/or implementation?</i></p> <p>UN Women worked with the Chilean Association of Professional Soccer (ANFP), Conmebol (South American Football Confederation) and the national teams from the different countries who participated in the Cup.</p> <p>For the action with girls at the two final matches, we worked with the Republic of Italy School of Tierras Blancas from Coquimbo Region.</p> <p><i>What are the main sources of funding of the initiative?</i></p> <p>The campaign was financed with resources from the Self-Esteem Program, funded by Unilever through its Dove brand.</p> |
| <b>SDG Alignment:</b>                    | <p><i>To what SDG goal/target/indicator is this initiative targeted?</i></p> <p>SDG 5: Gender Equality</p> <p><i>Please indicate any other national or internationally agreed goals/commitments to which this initiative is aligned.</i></p>  |
| <b>Alignment with global frameworks:</b> | <p><i>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?</i></p> <p>The campaign was carried out within the framework of Copa América, which aimed to work on self-esteem issues and at the same time, reduce gender gaps in the sports. With which, it promoted the realization of physical activity and thus also the sustainable development.</p>  |

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| <p><b>Alignment with United Nations Action Plan on SDP:</b></p>       | <p><i>Which of the four thematic areas of the UN Action Plan on Sport for Development and Peace is this initiative designed to align?</i></p> <p>1. Global framework for sport for development and peace.</p> <p><i>To which action area(s) of the Plan is this initiative designed to contribute?</i></p> <p>(a) improve cooperation and coordination to create a common vision of the role of sport for development and peace, particularly relating to the 2030 Agenda, and to contribute to the achievement of universally agreed development goals through sport, in particular the Sustainable Development Goals.</p>  |
| <p><b>Outcomes:</b></p>   | <p><i>What are the expected/actual outcomes of the initiative?</i></p> <p>The results of the campaign were as expected, the positioning and massive use of the hashtag #EnseñaAutoestima in social media, in addition to the visibility in different national and international media of the key messages transmitted during the campaign.</p>   |
| <p><b>Mechanism for monitoring and evaluating implementation:</b></p> | <p><i>What are the mechanisms for monitoring and evaluating the implementation, outcomes and impact of the initiative?</i></p> <p>Being a campaign that responded to a particular event (Copa América Femenina), the evaluation indicators were the impact on media and social media. The results were considered positive to the extent that the campaign was made visible at the regional, national and international levels and had an impact on more than 10,000 women and girls.</p> <p><i>What are the specific monitoring and evaluation tools involved?</i></p>  |
| <p><b>Challenges/Lessons learned</b></p>                              | <p><i>What have been/were the main challenges to implementation?</i></p> <p>One of the main challenges in the development of the campaign was the unequal visibility that women's football has with respect to men's, particularly in the media and social networks.</p> <p><i>What lessons learned have been/can be utilized in the planning of future initiatives?</i></p> <p>One of the main lessons was to notice the enormous interest that exists in the women's football world on the development of these types of campaigns. There is a great commitment to gender equality on women football players and on the professional institutions. Therefore, it is a space who can continue to grow and open space for more campaigns of this type.</p> |

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*Copa América Chile 2015, América unites us. Don't make a difference*

UNICEF collaborates with governments and civil society organizations to overcome the obstacles imposed on children by poverty, violence, disease and discrimination, as well as any other situation that prevents their normal development. UNICEF's work is based on the principles and norms established in the Convention on the Rights of the Child.

The agreement between CONMEBOL and UNICEF (11/24/2014) stated that the Copa América Chile 2015 would benefit children, contributing to the inclusion of all children through the cultural exchange produced by the passion for football.

In 2015, 25 years after the ratification of the Convention on the Rights of the Child. That is why we take the Copa América as a milestone to celebrate the rights of children living in Chile and Latin America, especially migrant children. Through this campaign we called for social inclusion and non-discrimination.

During the football matches of the Copa América, the concept of “green card” was activated where all the attendees of the game, at the beginning of the meeting where the hymns of the countries in competition are sung. Generally, the public expresses their preference and whistles the anthem of the opposing team. The announcer of the stadium asks the public to remain silent during the intonation of the hymns and to raise the green card as a sign of respect. Reinforcing the positive of football and life.

UNICEF has worked with the NGO Fútbol Más + to develop sports promotion activities, to instill respect, and to face emergencies, with psycho-emotional support.

| <b>Please provide more details on the initiative below:</b> |   |   |
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| <b>Objective(s):</b>  | <i>Please indicate which, if any, of the following fell among the main objectives of the initiative:</i>  |   |
|   | <ul style="list-style-type: none"> <li>• <b>Ensuring that no one is left behind</b></li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Eradicating poverty and promoting prosperity in a changing world</b></li> </ul> |
|   | <ul style="list-style-type: none"> <li>• Transformation towards sustainable and resilient societies</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Empowering people and ensuring inclusiveness and equality</b></li> </ul>        |
|   | <ul style="list-style-type: none"> <li>• Research development, data collection and/or data dissemination</li> </ul>   | <ul style="list-style-type: none"> <li>• Preventing and fighting corruption in sport</li> </ul>                             |
|   | <ul style="list-style-type: none"> <li>• Conflict prevention/peace building</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Strengthened global framework on sport for development and peace</b></li> </ul> |
|   | <ul style="list-style-type: none"> <li>• Policy development for mainstreaming and integrating sport for development and peace in development programmes and policies</li> </ul> | <ul style="list-style-type: none"> <li>• Resource mobilization, programming and implementation</li> </ul>                   |
|   | <ul style="list-style-type: none"> <li>• Research, monitoring and evaluation</li> </ul>   | <ul style="list-style-type: none"> <li>• Other (please specify)</li> </ul>  |

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| <b>Implementation mechanisms:</b>        | <p><i>What are the means/processes of implementation of the initiative?</i></p> <p>Contribute to create a culture in which the dignity of human being is respected and were the wealth that diversity gives us is valued.</p> <p><i>What are the main deliverables/activities involved?</i></p> <p>Activation of the “green card” in the football matches of the Copa América 2015.</p> <p><i>What is the time frame of implementation?</i></p> <p>It was implemented while Copa América de Chile 2015 lasted, in all football matches.</p>   |
| <b>Target Audience(s):</b>               | <p><i>Who are the beneficiaries of the proposed/implemented initiative?</i></p> <ul style="list-style-type: none"> <li>• Boys, girls and teenagers</li> <li>• Media</li> <li>• Authorities</li> <li>• Social stakeholders</li> </ul>  |
| <b>Partners/Funding:</b>                 | <p><i>Who are the main organizations/entities involved in the initiative and what are their roles in development and/or implementation?</i></p> <ul style="list-style-type: none"> <li>• NGO Fútbol Más</li> <li>• South American Football Confederation (Conmebol)</li> <li>• Chilean Association of Professional Soccer (ANFP)</li> </ul> <p><i>What are the main sources of funding of the initiative?</i></p>   |
| <b>SDG Alignment:</b>                    | <p><i>To what SDG goal/target/indicator is this initiative targeted?</i></p> <p>3. Ensure healthy lives and promote well-being for all at all ages<br/>10. Reduce inequality within and among countries</p> <p><i>Please indicate any other national or internationally agreed goals/commitments to which this initiative is aligned.</i></p> <p>In 2015, we commemorate 25 years from the ratification of the Convention on the Rights of the Child. That is why we decide that Copa América will be the milestone to celebrate the rights of children living in Chile and Latin America, especially migrant children.</p> |
| <b>Alignment with global frameworks:</b> | <p><i>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?</i></p>  |



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|   | <p>The campaign was carried out within the framework of Copa América to enhance the message child inclusion, to reduce child discrimination and enforce the idea of sport as an important tool to achieve all this. So, it promoted the realization of physical activity and thus also the sustainable development.</p>  |
| <p><b>Alignment with United Nations Action Plan on SDP:</b></p>       | <p><i>Which of the four thematic areas of the UN Action Plan on Sport for Development and Peace is this initiative designed to align?</i></p> <p>1. Global framework for sport for development and peace</p> <p><i>To which action area(s) of the Plan is this initiative designed to contribute?</i><br/> (a) improve cooperation and coordination to create a common vision of the role of sport for development and peace, particularly relating to the 2030 Agenda, and to contribute to the achievement of universally agreed development goals through sport, in particular the Sustainable Development Goals.</p> |
| <p><b>Outcomes:</b></p>   | <p><i>What are the expected/actual outcomes of the initiative?</i></p> <ul style="list-style-type: none"> <li>• Promote respect between different nations</li> <li>• Promote football as an encounter point</li> </ul>   |
| <p><b>Mechanism for monitoring and evaluating implementation:</b></p> | <p><i>What are the mechanisms for monitoring and evaluating the implementation, outcomes and impact of the initiative?</i></p> <p><i>What are the specific monitoring and evaluation tools involved?</i></p>   |
| <p><b>Challenges/Lessons learned</b></p>                              | <p><i>What have been/were the main challenges to implementation?</i></p> <p><i>What lessons learned have been/can be utilized in the planning of future initiatives?</i></p>   |

\*Please in replying use the definition of sport of the Kazan Action Plan of 2017 : “ [...] Noting that, for present purposes and unless specified otherwise, the term “sport” is used as a generic term, comprising sport for all, physical play, recreation, dance, organized, casual, competitive, traditional and indigenous sports and games in their diverse forms;2.Highlighting that sport for all, including traditional sport and games, is a fundamental field of intervention for governments to achieve the full potential of physical activity for personal and social development; 3.Recognizingthat the United Nations’ 2030 Agenda / Sustainable Development Goals form the overarching policy consensus on development priorities, goals and targets that guide international and national policy design, implementation and monitoring;4.Stressing that the preamble of the 2030 Agenda acknowledges sport as an important enabler of sustainable development and peace; [...]“

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*Development of rural community tourism, nature tourism and hiking as an alternative to income generation and the fight against poverty of residents living in the Ybytyruzú-RRMY Managed Resources Reserve, Paraguay; revaluing the Tape Aviru, pre-Hispanic road of the Guarani.*

Note: this project was implemented within the framework of the Chile Fund against Hunger and Poverty-FCHP (2016 call), initiative of the Government of Chile, based on Law No. 20,138 where the country committed an international solidarity contribution that channel through Funds, Programs and Agencies of the United Nations System. This fund is managed by UNDP Chile.

The RRMY, located in the Department of Guairá, has an area of 24,000 hectares and great relevance for the conservation of the Atlantic Forest of Alto Paraná. Through the RRMY, it crossed the Guaraní del Tape Avirú Trail, a long-distance ancestral trail (4,000 km) with more than 1,500 years old that connected the Pacific and Atlantic oceans, through the center of South America, intersecting with the Inca Trail. The Tape Avirú has a high value as a world heritage site, in its category of cultural itinerary related to native peoples. 178,750 people settle in the Department (2002 census), among which 3 Mbya Guarani ethnic communities. Among its main problems is the situation of poverty and vulnerability, with many deficiencies and few income generation alternatives, surviving from agriculture and small livestock for self-consumption and, to a lesser extent, from the sale of sugarcane, yerba mate and medicinal plants.

The project overall objective is to develop income-generating capacities in a sustainable way in rural communities in poverty, residents of the RRMY, through nature tourism and related micro ventures, establishing favorable environments for the promotion of heritage at national level and international.

Therefore specifically sought: (1) Assist technically assist microentrepreneurs of the destination, in the field of gastronomy, crafts and guidance with heritage content; (2) Valuation of the Guaraní ancestral route as a tourist resource for the practice of heritage trekking; (3) Articulate public and private actors for the management of the tourist destination; (4) Promote RRMY as a tourist destination of nature in contact with local communities.

| <b>Please provide more details on the initiative below:</b> |   |   |
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| <b>Objective(s):</b>  | <i>Please indicate which, if any, of the following fell among the main objectives of the initiative:</i>  |   |
|   | <ul style="list-style-type: none"> <li>Ensuring that no one is left behind</li> </ul>   | <ul style="list-style-type: none"> <li><b>Eradicating poverty and promoting prosperity in a changing world</b></li> </ul> |
|   | <ul style="list-style-type: none"> <li><b>Transformation towards sustainable and resilient societies</b></li> </ul>   | <ul style="list-style-type: none"> <li><b>Empowering people and ensuring inclusiveness and equality</b></li> </ul>        |
|   | <ul style="list-style-type: none"> <li>Research development, data collection and/or data dissemination</li> </ul>   | <ul style="list-style-type: none"> <li>Preventing and fighting corruption in sport</li> </ul>                             |
|   | <ul style="list-style-type: none"> <li>Conflict prevention/peace building</li> </ul>  | <ul style="list-style-type: none"> <li>Strengthened global framework on sport for development and peace</li> </ul>        |
|   | <ul style="list-style-type: none"> <li>Policy development for mainstreaming and integrating sport for development and peace in development programmes and policies</li> </ul> | <ul style="list-style-type: none"> <li>Resource mobilization, programming and implementation</li> </ul>                   |
|   | <ul style="list-style-type: none"> <li>Research, monitoring and evaluation</li> </ul>   | <ul style="list-style-type: none"> <li>Other (please specify)</li> </ul>  |
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| <b>Implementation mechanisms:</b> | <p><i>What are the means/processes of implementation of the initiative?</i></p> <p>This project is framed in the Chile Fund against Hunger and Poverty (FCHP) that finances technical assistance projects, through which it seeks to share knowledge, and contribute to the development and capacity building of the target population and / or local partner, in matters where Chile has demonstrated significant achievements contributing to the strengthening of public policies in other countries that request it. In this case, it's related to promoting hiking as a tourism tool.</p> <p><i>What are the main deliverables/activities involved?</i></p> <p>The main product related to physical activity is to promote income generating ventures linked to nature tourism and hiking. Which include the design and implementation of the Tourism Promotion Plan of the Reserve, incorporating services, trails, signage, guides, and all the new attractions to offer.</p> <p><i>What is the time frame of implementation?</i></p> <p>24 months</p> |
| <b>Target Audience(s):</b>        | <p><i>Who are the beneficiaries of the proposed/implemented initiative?</i></p> <p><b>Direct:</b> 401 beneficiaries.<br/> <b>Indirect:</b> Families settled in the Ybytyruzú Managed Resource Reserve, which covers 6 districts: 4,310 people .</p>   |
| <b>Partners/Funding:</b>          | <p><i>Who are the main organizations/entities involved in the initiative and what are their roles in development and/or implementation?</i></p> <p>1- Fundación Sendero de Chile, Chilean project implementing organization (responsible for the project).<br/> 2- Center for Studies and Training for Ecodevelopment ALTERVIDA, local partner in Paraguay and co-executor of the project, will be part of inter-institutional instances that will focus on providing sustainability of the project. Future project, such as the National Tourism Secretariat (SENATUR), the Ministry of Environment and districts of the RRMY.</p> <p>A private public alliance will be strengthened, guaranteeing the continuity of results and products.</p> <p><i>What are the main sources of funding of the initiative?</i></p> <p>This project was funded by the Chile Fund against Hunger and Poverty (2017 call), an initiative of the Government of Chile that is managed by UNDP Chile.</p>  |
| <b>SDG Alignment:</b>             | <p><i>To what SDG goal/target/indicator is this initiative targeted?</i></p>  |

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|  | <p>15: Life of land: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.</p> <p><i>Please indicate any other national or internationally agreed goals/commitments to which this initiative is aligned.</i></p>  |
| <b>Alignment with global frameworks:</b>                       | <p><i>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?</i></p> <p>This Project was designed in 2016 before the implementation of the Kazan Action Plan, but it could be said aligned with the area 1- Access for all and in the action 1- Elaborate an evidence-based advocacy tool.</p>  |
| <b>Alignment with United Nations Action Plan on SDP:</b>       | <p><i>Which of the four thematic areas of the UN Action Plan on Sport for Development and Peace is this initiative designed to align?</i></p> <p>3. Resource mobilization, programming and implementation.</p> <p><i>To which action area(s) of the Plan is this initiative designed to contribute?</i></p> <p>(c) need to identify and address key thematic areas in sport for development and peace, as well as cross-cutting issues such as human rights, gender, disability, integrity, transparency and health and the objective (c) integrate relevant thematic areas and crosscutting issues in sport for development and peace programmes, including the allocation of dedicated resources.</p>   |
| <b>Outcomes:</b>   | <p><i>What are the expected/actual outcomes of the initiative?</i></p> <p>Among other outcomes, the one related with sports are:</p> <ul style="list-style-type: none"> <li>• 1 new trail for adventure tourism; 1 new path for environmental and cultural interpretation, with its corresponding script; 5 pre-existing trails reactivated, after evaluation.</li> <li>• Training workshops for local hosts and informants: 20 new informants trained to accompany adventure and interpretive tourism trails, 10 trained hosts in their communities; 5 informants and / or selected hosts participate in exchanges of regional experiences.</li> <li>• 2 new viewpoints safe and appropriate to the environment and landscape, enabled and 40 new signs.</li> <li>• A tourist map with examples of tourist packages that demonstrate the diversity of the region's offer and that you can create several options of one, two, three or more days.</li> </ul> |
| <b>Mechanism for monitoring and evaluating implementation:</b> | <p><i>What are the mechanisms for monitoring and evaluating the implementation, outcomes and impact of the initiative?</i></p> <p>All the projects implemented within the framework of the Chile Fund (FCHP), have a Work Plan detailing for each product to be implemented: indicators for which the baseline, goal and respective scope levels are determined as the project progresses in its implementation and the means of verification to be delivered to verify the level of scope of the indicators. This plan also details the cost for each activity to be implemented within the framework of each product.</p>   |

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|  | <p><i>What are the specific monitoring and evaluation tools involved?</i></p> <p>Work plan, baseline, annual technical and financial monitoring reports, final technical and financial reports, monitoring meetings and quarterly monitoring with the Chile Fund.</p>  |
| <p><b>Challenges/Lessons learned</b></p> | <p><i>What have been/were the main challenges to implementation?</i></p> <ol style="list-style-type: none"> <li>1. Climate risk due to the presence of the La Niña phenomenon in Paraguay during 2018 (high rainfall)</li> <li>2. Political risk associated with the result of General and Departmental Elections of April 22, 2018.</li> </ol> <p><i>What lessons learned have been/can be utilized in the planning of future initiatives?</i></p> <ol style="list-style-type: none"> <li>1. The political processes that involve national and local authorities always influence the mood of the population as there are expectations that they comply with the electoral promises, especially about public services and infrastructure.</li> <li>2. A lot of effort and time has been invested by the project technicians in the case of Ita Letra and the authorities have shown no interest in preserving this site with archaeological inscriptions between 2500 and 5000 years old. They have repeatedly engaged in taking the appropriate measures and have not complied.</li> </ol> |

\*Please in replying use the definition of sport of the Kazan Action Plan of 2017 : “ [...] Noting that, for present purposes and unless specified otherwise, the term “sport” is used as a generic term, comprising sport for all, physical play, recreation, dance, organized, casual, competitive, traditional and indigenous sports and games in their diverse forms;2.Highlighting that sport for all, including traditional sport and games, is a fundamental field of intervention for governments to achieve the full potential of physical activity for personal and social development; 3.Recognizingthat the United Nations’ 2030 Agenda / Sustainable Development Goals form the overarching policy consensus on development priorities, goals and targets that guide international and national policy design, implementation and monitoring;4.Stressing that the preamble of the 2030 Agenda acknowledges sport as an important enabler of sustainable development and peace; [...]“

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

*Strengthening of psychosocial skills through socio-sports workshops, in communities in situations of extreme vulnerability, Kenya.*

Note: this project was implemented within the framework of the Chile Fund against Hunger and Poverty-FCHP (2016 call), initiative of the Government of Chile, based on Law No. 20,138 where the country committed an international solidarity contribution that channel through Funds, Programs and Agencies of the United Nations System. This fund is managed with UNDP Chile.

The overall objective of this project was to strengthen the psychosocial skills of children of 2 slums in Kenya, through socio-sports workshops, led by members of the same community. Through these workshops, we sought to promote a comprehensive and harmonious development of children in their physical, social and emotional dimensions, as well as encouraging the encounter, participation and involvement of the community in the education of their future generations. These good treatment skills and culture provided positive learning environments for students both inside and outside the classroom, empowering them with tools and skills that allow them to better face the challenges and opportunities in their lives.

The project had 3 main specific objectives:

- 1.- Since the focus was on promoting the development of children, the first specific objective was the “Strengthening of psychosocial skills through socio-sports workshops for children in communities of 2 slums in Nairobi, Kenya. ”
- 2.- To leave installed capacities in the community (within the framework of what was declared in Rio + 20), the second specific objective was the “Training of local leaders and adolescents in pedagogical strategies for conducting socio-sports workshops in each community ”, Achieving an appropriation of change and its sustainability.
- 3.- Finally, and taking into account that different forms of use of violence have been evidenced in the schools of the community, and since the participating children are 9 to 10 hours a day in these establishments, it was considered essential to incorporate into the classroom the strengthening of the psychosocial skills that one seeks to develop in the first point. The third specific objective was “Training of teachers in methodological strategies for the implementation of a culture of nonviolence and positive reinforcement within the classroom was carried out in 2 schools of slums”. This not only sought a reinforcement of what is learned in the workshops, but it was an opportunity to reduce the environment of violence in which children develop, which threatens their own dignity, as well as being detrimental of what is instilled in the socio-sports workshops. The way in which this was achieved was to leave installed capacities in the teachers of these schools through the workshops specially designed for them. In sum, this project not only achieved the development of the psychosocial skills of the participating children (essential to get ahead in the face of the adversities in which they live daily), but also reinforced community work, empowered positive local leaders and the marked violence environment of these slums is diminished.

| <b>Please provide more details on the initiative below:</b> |   |   |
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| <b>Objective(s):</b>  | <i>Please indicate which, if any, of the following fell among the main objectives of the initiative:</i>              |   |
|   | <ul style="list-style-type: none"> <li>• Ensuring that no one is left behind</li> </ul>                               | <ul style="list-style-type: none"> <li>• <b>Eradicating poverty and promoting prosperity in a changing world</b></li> </ul> |
|   | <ul style="list-style-type: none"> <li>• <b>Transformation towards sustainable and resilient societies</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Empowering people and ensuring inclusiveness and equality</b></li> </ul>        |
|   | <ul style="list-style-type: none"> <li>• Research development, data collection and/or data dissemination</li> </ul>   | <ul style="list-style-type: none"> <li>• Preventing and fighting corruption in sport</li> </ul>                             |

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|                                   | <ul style="list-style-type: none"> <li>• Conflict prevention/peace building</li> </ul>  | <ul style="list-style-type: none"> <li>• Strengthened global framework on sport for development and peace ***</li> </ul> |
|                                   | <ul style="list-style-type: none"> <li>• Policy development for mainstreaming and integrating sport for development and peace in development programmes and policies</li> </ul>   | <ul style="list-style-type: none"> <li>• Resource mobilization, programming and implementation</li> </ul>                |
|                                   | <ul style="list-style-type: none"> <li>• Research, monitoring and evaluation</li> </ul>   | <ul style="list-style-type: none"> <li>• Other (please specify)</li> </ul>   |
| <b>Implementation mechanisms:</b> | <p><i>What are the means/processes of implementation of the initiative?</i></p> <p>This project is framed in the FCHP that finances technical assistance projects, through which it seeks to share knowledge, and contribute to the development and capacity building of the target population and / or local partner, in matters where Chile has demonstrated significant achievements contributing to the strengthening of public policies in other countries that request it.</p> <p><i>What are the main deliverables/activities involved?</i></p> <p><b>Product 1:</b> Boys and girls from communities and schools of 2 slums in Nairobi strengthen their psychosocial skills.<br/> <b>Product 2:</b> Leaders and local adolescents trained in pedagogical strategies for conducting socio-sports workshops in each suburb.<br/> <b>Product 3:</b> Teachers from 1 school in each of the 2 suburbs trained in methodological strategies for the implementation of a culture of nonviolence and positive reinforcement within the classroom.</p> <p><i>What is the time frame of implementation?</i></p> <p>24 months</p> |  |
| <b>Target Audience(s):</b>        | <p><i>Who are the beneficiaries of the proposed/implemented initiative?</i></p> <p>A total of 360 children and 25 teachers between the two communities of the slums.</p> <p><b>Slum Kibera Nairobi, Kenya:</b> 180 children and 13 teachers<br/> - Direct impact on 120 students from St Martins and 60 children from the community.<br/> - Indirect impact on at least 810 people between family members and nearby community.</p> <p><b>Slum Mathare Nairobi, Kenya:</b> 180 children and 12 teachers<br/> - Direct impact on 120 Destiny students and 60 children from the community.<br/> - Indirect impact on at least 810 people between family members and nearby community.</p> <p>→ Being the focus of this project, leaving installed capacities, the future generations of the intervened communities are considered benefited, a benefit that is not quantified, but it is worth highlighting.</p>  |  |

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| <b>Partners/Funding:</b>                                 | <p><i>Who are the main organizations/entities involved in the initiative and what are their roles in development and/or implementation?</i></p> <p>1-Fundación EducAfrica, Chilean project implementing organization (responsible for the project)<br/> 2-Futbol Más Foundation: organization who provided advice on methodology for socio-sports workshops in vulnerable communities.<br/> 3-Strathmore University: University of Kenya, Local Partner in Kenya (typical of the EducAfrica methodology), advising with all their knowledge of the local reality for the correct design, development and evaluation of the project.<br/> 4-Chilean Embassy in Kenya: Which has been supporting the foundation's projects for more than 2 years. On this occasion, they supported the work carried out with the Kenyan Ministry of Sports and the management of the Kenya / Chile visit that was developed with children who best represent the spirit and values of the project.</p> <p><i>What are the main sources of funding of the initiative?</i></p> <p>This project was funded by the Chile Fund against Hunger and Poverty (2016 call), an initiative of the Government of Chile that is managed by UNDP Chile. The Barn I Fokus Foundation of Swedish origin supported with the co-financing of the building of sports facilities in the community of Kibera.</p> |
| <b>SDG Alignment:</b>                                    | <p><i>To what SDG goal/target/indicator is this initiative targeted?</i></p> <p>4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</p> <p><i>Please indicate any other national or internationally agreed goals/commitments to which this initiative is aligned.</i></p> <p>Universal Declaration of Human Rights in its Article 26, and in its numeral 2.<br/> Universal Declaration of the Rights of the Child, articles 29 and 31.</p>  |
| <b>Alignment with global frameworks:</b>                 | <p><i>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?</i></p> <p>This Project was designed in 2016 before the implementation of the Kazan Action Plan, but it is aligned with the area 1- Access for all and in the action 1- Elaborate an evidence-based advocacy tool.</p>  |
| <b>Alignment with United Nations Action Plan on SDP:</b> | <p><i>Which of the four thematic areas of the UN Action Plan on Sport for Development and Peace is this initiative designed to align?</i></p> <p>2. Resource mobilization, programming and implementation.</p>   |



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|                         | <p><i>To which action area(s) of the Plan is this initiative designed to contribute?</i></p> <p>(c) need to identify and address key thematic areas in sport for development and peace, as well as cross-cutting issues such as human rights, gender, disability, integrity, transparency and health and the objective (c) integrate relevant thematic areas and crosscutting issues in sport for development and peace programmes, including the allocation of dedicated resources.</p>  |
| <p><b>Outcomes:</b></p> | <p><i>What are the expected/actual outcomes of the initiative?</i></p> <p><b>Output 1:</b></p> <p>1.1 -709 girls, boys, adolescents enrolled in socio-sports workshops</p> <p>1.2- Workshop assistance: In Kibera the attendance of both boys and girls was 84%, while in Mathare assistance in 2017 was 69% in children and 72% in girls; In 2018, assistance in Kibera was 84% in boys and 85% in girls. At Mathare, assistance in 2018 has been 91% for both boys and girls.</p> <p>1.3- Hours of workshops taught: Slum 1 Kibera: a total of 331.5 hours taught and Slum 2 Mathare: A total of 571.5 hours of workshop taught.</p> <p>1.4- Percent of boys / girls who improve their results on the SDQ test after the Program: In 2017 58% of the boys improved their results on the SDQ test, while 59% of the girls improved their results with respect to the baseline of January 2017. In 2018 64% of the girls improved their results in the SDQ, while 61% of the boys improved with respect to the pre-January 2018 measurement.</p> <p>1.5-Percent of boys / girls improving their CYRM test results and rs-14 test after the program: In 2017 50% of the boys improved their results in the RS-14 test, while 58% of the girls improved their results with respect to to the baseline of January 2017. In 2018 58% of the girls improved their results in the RS-14 test, while 54% of the boys improved with respect to the January 2018 measurement.</p> <p><b>Output 2:</b></p> <p>2.1- Number of local leaders of the communities trained in the proposed methodology: 28.</p> <p>2.2- Number of teenagers from schools and communities trained in the proposed methodology: 22 graduates.</p> <p>2.3- Percent of socio-sports workshops carried out in accompaniment of a local leader or adolescents trained in the methodology: 248 of the 385 sessions or workshops were accompanied by at least one community leader, that is, 64% in total.</p> <p><b>Output 3:</b></p> <p>3.1-Perency of teachers from the 2 schools trained in the methodology for the implementation of a culture of nonviolence and positive reinforcement: 100% of teachers from the trained schools.</p> <p>3.2- At least 5 positive stimuli are recorded on average during the development of classes in the 2 schools.</p> <p>3.3- The number of coercive methods used in the classrooms in the 2 schools was reduced by 70% (according to the record collected in the diagnostic stage).</p> |

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| <p><b>Mechanism for monitoring and evaluating implementation:</b></p> | <p><i>What are the mechanisms for monitoring and evaluating the implementation, outcomes and impact of the initiative?</i></p> <p>All the projects implemented within the framework of the Chile Fund (FCHP), have a Work Plan detailing for each product to be implemented: indicators for which the baseline, goal and respective scope levels are determined as the project progresses in its implementation and the means of verification to be delivered to verify the level of scope of the indicators. This plan also details the cost for each activity to be implemented within the framework of each product.</p> <p><i>What are the specific monitoring and evaluation tools involved?</i></p> <p>Work plan, baseline, annual technical and financial monitoring reports, final technical and financial reports, monitoring meetings and quarterly monitoring with the Chile Fund.</p>  |
| <p><b>Challenges/Lessons learned</b></p>                              | <p><i>What have been/were the main challenges to implementation?</i></p> <p>Political instability affects displacement and work in slums based on what happened. During the two years of execution, there were presidential elections leading to instability in the safety of the team and the stakeholders. Front of any safety hazard, the protection was chosen, and no classes were held.</p> <p><i>What lessons learned have been/can be utilized in the planning of future initiatives?</i></p> <ol style="list-style-type: none"> <li>1- What should have been done differently / better? The project being an alliance must seek the right balance between the responsible executor and the alliance that provides support in the installation and transfer of capabilities. Achieving the right balance means much more detailed planning. The number of equitable volunteers between both institutions should be included, thus not neglecting any of the 3 products raised.</li> <li>2- What is recommended to improve in the future: Include horizontally the communities involved in the project. Build the design together. It is a tremendous challenge but involving local professionals in these types of exercises helps to reduce the distance between those who design the project from Chile and who are the beneficiaries in Kenya.</li> <li>3- Which mistakes should be avoided if the initiative had to be replicated: the proposal to make an exchange trip to Chile with minors was a mistake that was avoidable.</li> <li>4- How successes could be replicated in another context: Direct work with schools has had its difficulties, but from a general perspective it has been a tremendous success, which can be replicated in other contexts. Working with these educational establishments has meant having high coverage and assistance from the girls and boys who participate in the project. The commitment of school principals has been key at this point. Another success that is replicable has been to adapt the curriculum and the components to work in the socio-sports workshops directly with the beneficiaries. The intervention has a general methodology that could be adapted to the local and reality of the Mathare and Kibera neighborhoods.</li> </ol> |

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