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Knock Out Poverty – Kick in Development:

A case study of sport and development in Tanzania

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ABSTRACT
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The thesis focuses on finding best practices for using sport as a tool for development in Tanzania. Sport has risen quickly into the forefront of strategies used to tackle problems related to development, but there is still very little research evidence to verify what really works and why. The purpose of the research was to provide suggestions for Fida International in using sport as a tool for development in Tanzania. The main research problem was how Fida International can start using sport as a tool for tackling the problems of the youth in Tanzania. In order to approach the issue it was also necessary to focus on the problems of the youth in Tanzania and more specifically also on the problems related to youth sports.

The research design used was case study research and the data collection and analysis methods were mostly based on the Logical Framework Approach, which is widely used in project planning and management. Data for the research was collected during a six month visit to Tanzania through four interviews, two participatory workshops, observations, and written sources. The analysis of the data followed the analysis phase of the Logical Framework Approach, which included the stakeholder analysis, problem analysis, objective analysis, and strategy selection.

The research findings showed that the situation of youth sports in Tanzania is poor and the youth face diverse problems in their lives, which are caused mostly by lack of education and poverty. Fida International has projects in Tanzania, which are implemented in partnership with the Free Pentecostal Church of Tanzania that are targeted towards the youth and some sports activities have already been implemented in the projects. The Free Pentecostal Church of Tanzania has much experience from working with the youth in Tanzania and it has a wide network of churches around the country. Its main weaknesses in relation to sport and development are in the lack of human and financial capacity.

The key strategies suggested for Fida International included the development of training material and provision of seminars on using sport in development to increase the capacity of the Free Pentecostal Church of Tanzania. Strategies for providing financial support in implementing sports programmes are also needed. The key issue regarding the usefulness of sport in development is to combine sports activities with wider development programmes in order to achieve hoped outcomes. Much more research is still needed in order to clarify the real potential of sport in development.

Keywords
Sport, Development, Tanzania, Logical Framework Approach

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ABSTRAKTI
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Tutkielma keskittyy parhaiden menetelmien löytämiseen liikunnan hyödyntämiseksi kehitysyhteistyössä Tansaniassa. Liikunta on noussut nopeasti kehitykseen liittyvien ongelmien ratkaisustrategioiden eturintamaan, mutta tutkimusaineistoa todistamaan mikä toimii ja miksi on todella vähän. Tutkimuksen tarkoitus oli antaa ehdotuksia Fida International -järjestölle liikunnan käyttämisestä kehitysyhteistyössä ja päätutkimus-ongelma oli miten Fida International voi käyttää liikuntaa välineenä nuorten ongelmien ratkaisemiseksi Tansaniassa. Tutkimusaihetta lähestyessä oli myös tarpeellista keskittyä nuorten ongelmiin Tansaniassa ja erityisesti nuorten liikuntamahdollisuuksiin liittyviin ongelmiin.

Käytetty tutkimusmenetelmä oli tapaustutkimus ja aineiston keruu- ja analyysi-menetelmät pohjautuivat suurilta osin Logical Framework Approach -menetelmään, joka on laajalti käytetty projektisuunnittelussa ja -hallinnossa. Aineisto tutkimukseen kerättiin Tansaniassa kuuden kuukauden vierailun aikana neljän haastattelun, kahden osallistavan ryhmätyön, havainnoinnin ja kirjallisten lähteiden kautta. Aineiston analyysi seurasi Logical Framework Approach -menetelmän analyysivaihetta, johon kuului intressiryhmäanalyysi, ongelma-analyysi, tavoiteanalyysi ja strategian valinta.

Tutkimustulokset osoittivat, että nuorten liikunnan tila Tansaniassa on heikko ja nuoret kohtaavat monenlaisia ongelmia elämässään, jotka johtuvat enimmäkseen koulutuksen puutteesta ja köyhyydestä. Fida Internationalilla on nuorisoon liittyviä projekteja Tansaniassa, jotka toteutetaan kumppanuudessa Free Pentecostal Church of Tanzania -järjestön kanssa, ja myös joitain liikunta-aktiviteetteja on jo toteutettu projekteissa. Free Pentecostal Church of Tanzania -järjestöllä on paljon kokemusta nuorisotyöstä Tansaniassa ja sillä on laaja verkosto seurakuntia ympäri maata. Järjestön suurimpia heikkouksia liikuntaan ja kehitysyhteistyöhön liittyen on pätevän henkilöstön ja taloudellisen kapasiteetin puute.

Päästrategiasuositukset Fida Internationalille sisälsivät koulutusmateriaalin kehittämisen ja koulutusseminaarien järjestämisen liikunnan käyttämisestä kehitysyhteistyössä Free Pentecostal Church of Tanzania -järjestön kapasiteetin parantamiseksi. Myös strategioita taloudellisen tuen antamiselle liikuntaohjelmien toteuttamisessa tarvitaan. Avainasia liikunnan hyödyntämisessä kehitysyhteistyössä on yhdistää liikunta muihin laajempiin kehitysohjelmiin toivottujen tulosten saavuttamiseksi. Lisätutkimuksen tarve on suuri liikunnan todellisen potentiaalin selvittämiseksi kehitysyhteistyön välineenä.

Asiasanat
Liikunta, kehitysyhteistyö, Tansania, Logical Framework Approach

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INTRODUCTION

Sport has been increasingly used as a tool for development and there is great optimism placed on the potential of sport for example to achieve improvements in health, to share information on issues such as HIV and AIDS, to rehabilitate child soldiers and promote peace, to improve school performance, and to reduce deviant behaviour among youth (United Nations 2003). The research evidence to support these claims is however very limited as they are mostly based either on assumptions or on evidence gained from western countries, which do not necessarily carry over to developing countries. The need for research focusing especially on sport in developing countries is much needed to gain more understanding on the true potential of sport in development.

Tanzania is one of the largest recipients of development cooperation funds from the Finnish government, but despite the efforts of the Tanzanian government and external donors the poverty level has remained high. Fida International is one of the many Finnish organisations carrying out development cooperation projects supported by the Finnish government in Tanzania, but so far sport has not been extensively included into its projects and the organisation is lacking expertise in the area. I was offered work through Fida International in Tanzania that would involve using sport in development and this provided an excellent opportunity to carry out research with the purpose of finding ways of using sport as a tool for development in Tanzania. The main research problem was how Fida International can start using sport as a tool for tackling the problems of the youth in Tanzania. In order to approach the issue it was also necessary to focus on the problems of the youth in Tanzania and more specifically also on the problems related to youth sports.

The research strategy chosen to approach the issue was case study research. Yin (1994) states that “case studies are the preferred strategy when ‘how’ or ‘why’ questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context” (p.1). The aim of the research was not to create a project proposal, but project planning tools included in the analysis phase of the Logical Framework Approach [LFA] were used in the research. The LFA was first developed in the 1960s and it has been since used widely in project

planning and management. The analysis phase of LFA includes the following elements: stakeholder analysis, problem analysis, objective analysis, and strategy analysis. Each element involves the use of specific data collection and analysis methods, which were implemented in the research and they suited well into the nature of case study research.

The thesis is structured so that first the general development situation of Tanzania is described in order to provide an understanding of the problems of the youth in the country that need to be addressed. As new development interventions are planned to a country it is always necessary to analyse the key documents related to development in the country. This is followed by a theoretical evaluation of sport as a tool for development and a description of the methodology used to carry out the research. The results and analysis sections of the thesis are combined together and they are based on the analysis phase of the Logical Framework Approach.

The thesis is very practical as it aims at providing best practices for Fida International in using sport as a tool for development in Tanzania. The research focuses especially on evaluating the key stakeholders related to Fida International and sport and development in Tanzania, the problems of the youth and youth sports in Tanzania, and the suggested strategies for Fida International to address the identified problems. Although the research is directed at a single organisation working in Tanzania, especially the section on sport and development can be valuable for anyone interested in learning more about the topic. Ideas for further research are also presented as there is much need to gain more evidence on the real potential of sport in development.

1 TANZANIA – AIMING FOR DEVELOPMENT

1.1 Location and general information

Tanzania is located in East Africa and it is bordered in the north by Kenya and Uganda; in the west by Rwanda, Burundi, and the Democratic Republic of Congo; in the South by Zambia, Malawi and Mozambique; and in the east by the Indian Ocean. The map of Tanzania is shown on the right (Map 1).

MAP 1. The map of Tanzania (The Central Intelligence Agency n.d.)

The United Republic of Tanzania (n.d.) national website provides the following general information regarding the country (para. Country profile):

Area: Total 945,000 km^2

Mainland: 881,000km^2 **Zanzibar:** 2,000 km^2

Political system: Multi party democracy

Administration: 26 administrative regions (21 mainland and 5 Zanzibar), 130 administrative districts (Zanzibar has 10 and Mainland has 120 administrative districts).

Population: Estimated at 33 million people (2002);

- about 51% are women and about 46% are under age 15.

Poverty: About 50% of the population is living below the poverty line.

1.2 The road from slave trade and colonialism to independence

The history of Tanzania, before the 19th century, focuses mostly on the island of Zanzibar and the coastal areas of Tanzania. Little is known concerning the interior areas of mainland Tanzania, other than that people from the Bantu tribes mostly inhabited it by the 10th century (Spectrum Guides 1998, p.28). Zanzibar on the other hand, has a

very colourful and remarkable history. Its location on the coast of East Africa made it an attractive and influential place for traders and explorers wanting to gain access to the interior parts of Africa. By the 8th century the Arab and by the 10th century the Persian traders had settled in Zanzibar, the surrounding islands and the coastal areas of Tanzania (Spectrum Guides 1998, p.64). Through the influence of Arab and Persian traders Islam was also introduced to the area and the Swahili language was born, which became the second official language of Tanzania (Ibid, p.31). The Arabs and Persians controlled the coastal areas and islands in a peaceful and prosperous way up to the end of the 15th century when the Portuguese gained control of the majority of the East African coastal areas. However, in 1698 the Portuguese era in East Africa came to an end as the Sultan of Muscat in Oman gained support from the Arabs in the Tanzanian coastal areas and rose up against the Portuguese (Ibid, p.64). This began the Omani rule in Zanzibar, which continued to some extent up to the time of its independence in 1963 (Ibid, p.66).

Zanzibar had already been a significant place for trade, but its importance was increased even more during the 19th century, when cloves and other spices were introduced there. By the middle of the century Zanzibar, including Pemba, was the world's largest producer of cloves and it was the largest slave-trading centre in East Africa (Ibid, p.65). The 19th century brought also new visitors to the area as the explorers from Germany and Great Britain set foot in Zanzibar and mainland Tanzania. At the end of the century the Germans gained imperial control over the area of mainland Tanzania through the efforts of Carl Peters and others (Ibid, p.40). In 1886 Germany and Great Britain made an agreement, whereby mainland Tanzania became the colony of Germany and Great Britain had control over Kenya, which was north of Tanzania (Ibid, p.42). Mainland Tanzania became known as German East Africa. Zanzibar on the other hand was proclaimed a British protectorate in 1890, but the sultan still maintained some amount of power in the area (The United Republic of Tanzania n.d., National website para. History).

The German colonial rule in Tanzania was met with opposition and uprisings, of which the biggest was the Maji Maji –uprising, which took place during the beginning of the 20th century (Spectrum Guides 1998, 41). The Germans were not able to exercise their rule for a long time, as it was brought to an end during World War I. The British troops advanced from the coast to the interior areas and occupied the whole country by 1916

(Spectrum Guides 1998, p.42). Under the treaty of Versailles in 1919, the League of Nations gave Britain the mandate to administer the territory of mainland Tanzania, which was named Tanganyika in 1920 (Ibid, p.43). Tanganyika remained under British administration up to the time of its independence in 1961 with Julius Nyerere as the first prime minister. Zanzibar had remained a British protectorate, but in 1963 also Zanzibar was declared independent (Ibid, p.45). In 1964 the sultanate of Zanzibar was overthrown as a part of a left-wing revolution and this lead to the merging of Tanganyika and Zanzibar into what is now known as Tanzania (Ibid, p.45). Julius Nyerere was the first president of Tanzania and he remained in office until he retired in 1985. Multiparty politics were introduced to Tanzania in 1992 as the constitution was changed and the first multiparty elections were held in 1995 (Ibid, p.47). The most recent elections took place in October 2005 and Julius Kikwete was elected as the new president. Figure 1 shows a summary of the main events in the history of Tanzania.

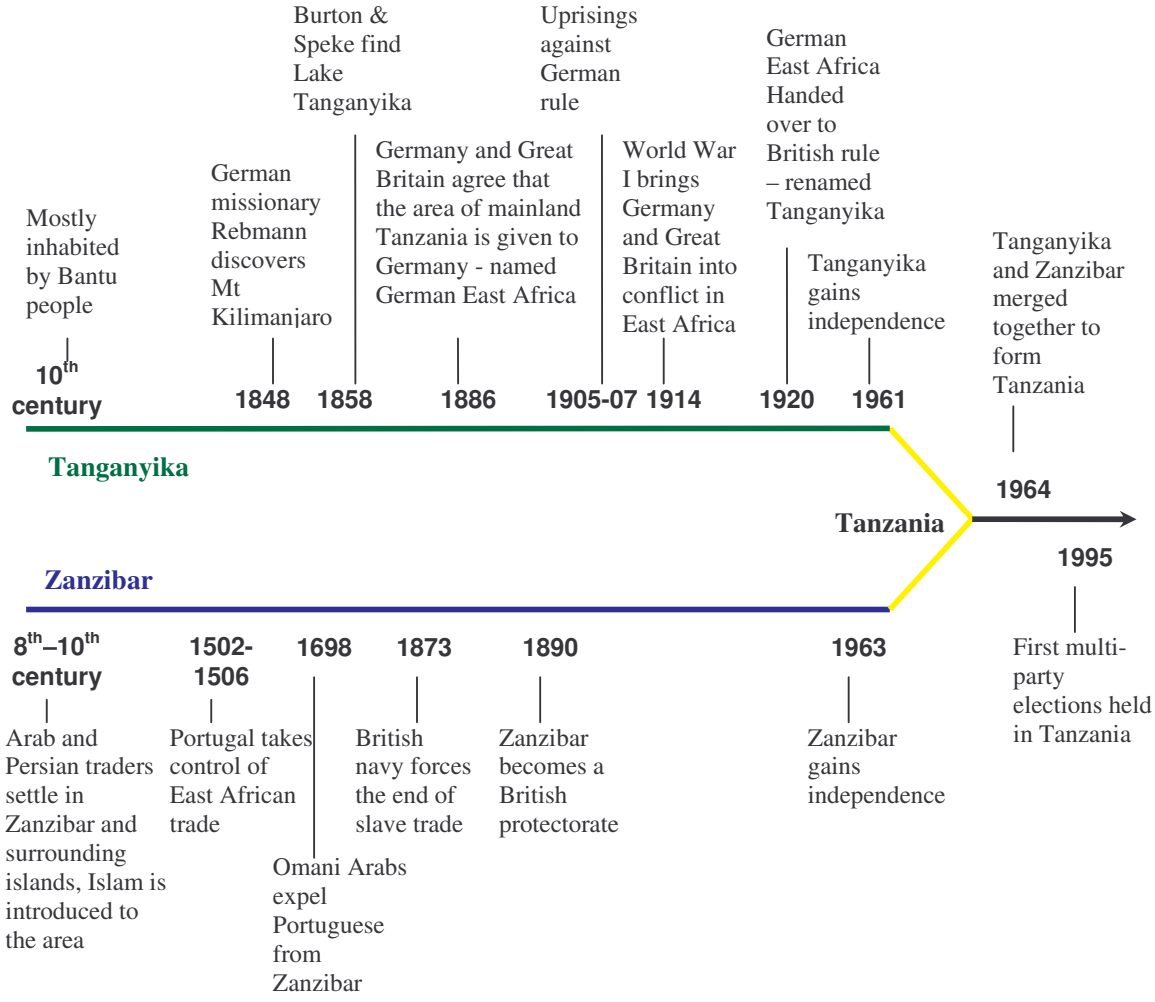


FIGURE 1. Summary of the main events in the history of Tanzania

1.3 The people and population

The population of Tanzania has grown significantly during the past forty years. From a little bit over 12 million in 1967, a few years after the country gained independence, to almost 35 million in 2002 (The United Republic of Tanzania 2002). Figure 2 shows the increase of the overall population.

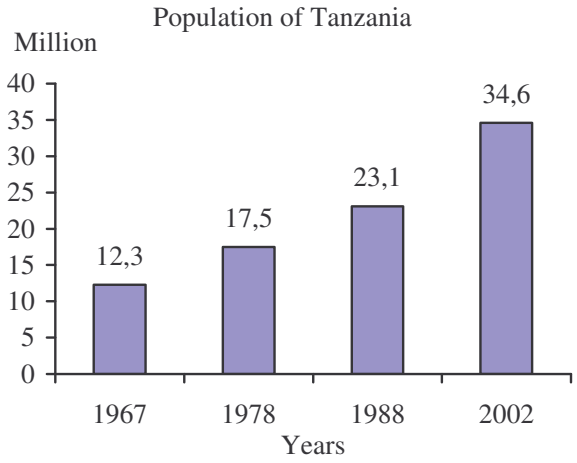
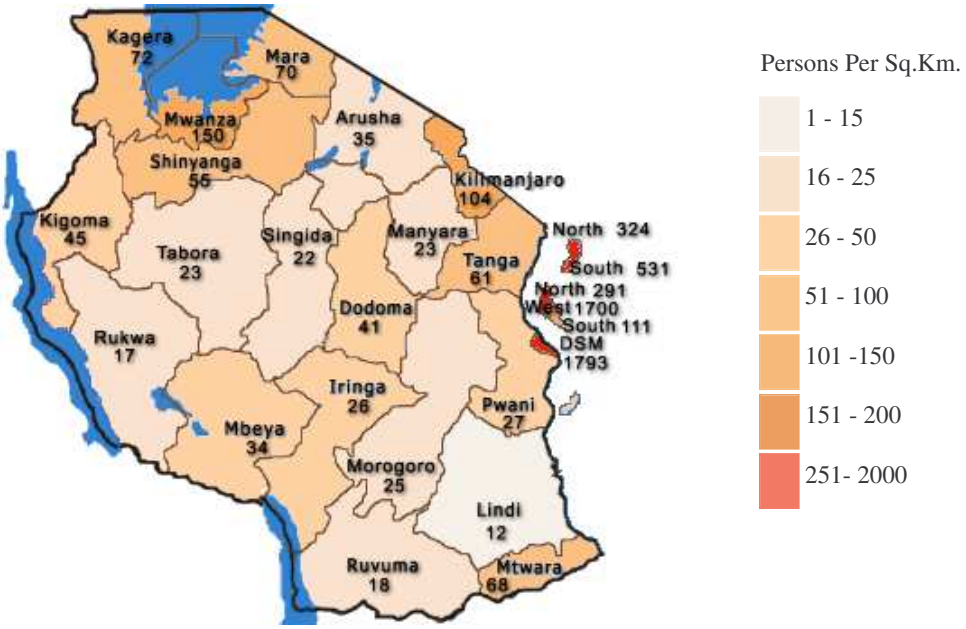


FIGURE 2. The overall population of Tanzania (The United Republic of Tanzania 2002, para. Figures)

Despite the large population of Tanzania, the population density is not very high due to the large size of the country (see map 2). The areas with the highest density are Dar es Salaam, Zanzibar, and Pemba. In the interior parts the regions of Mwanza and Kilimanjaro have the highest population density. The small population density seen in large parts of the country shows how rural areas make up most of the country.

MAP 2. Population Density by Region 2002 (The United Republic of Tanzania 2002, para. Maps)



Household sizes are fairly large in Tanzania; the average household size according to the 2002 Population and Housing Census was 4.9. For Zanzibar region the average household size was 5.3. These are shown in table 1.

TABLE 1. Household sizes in Tanzania (The United Republic of Tanzania 2002, para. Tables)

Region	Population	Households	Average Household Size
Total Tanzania	34,569,232	6,996,036	4.9
Total Mainland	33,584,607	6,811,087	4.9
Total Zanzibar	984,625	184,949	5.3

Tanzania has a very youthful population and this is seen clearly from the age structure in the country (see Table 2). Approximately 64 percent of the population is between 0 and 24 and when you look at the population in five-year age groups, the first group from 0 to 5 is the largest and each following group is steadily smaller (see Table 2). In the National Youth Development Policy youth are defined according to a United Nations definition, which defines youth as those aged 15 to 24 (Ministry of Labour and Youth Development 1996, p.1). According to that definition there were 6,744,247 youth in Tanzania in 2002, which is about 20 percent of the population. The majority of the population of Tanzania live in rural areas and this holds true for the youth as well (see Table 2). Regarding the total population, 77% of the people live in the rural areas and the gender balance of the population is fairly equal in both rural and urban areas. The largest differences between the amount of males and females among young people are seen in the age group 20-24, where there are considerably more females. In the urban areas the population decreases only slightly from the 0-4 age group to the 20 - 24 age group, but in the rural areas the decrease is much more significant. The reason for this is not sure, but it could be related to a larger number of children dying in the rural areas at a young age or because young people are moving to urban areas for education or employment as they get older.

TABLE 2. Total population by age in five-year age groups and sex (The United Republic of Tanzania 2002, para. Tables)

	TOTAL			RURAL			URBAN		
Age	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female
TOTAL	34,443,603	16,829,861	17,613,742	26,500,042	12,932,679	13,567,363	7,943,561	3,897,182	4,046,379
0 - 4	5,664,907	2,830,545	2,834,362	4,599,268	2,296,453	2,302,815	1,065,639	534,092	531,547
5 - 9	5,130,448	2,573,993	2,556,455	4,152,042	2,091,090	2,060,952	978,406	482,903	495,503
10 - 14	4,443,257	2,233,401	2,209,856	3,523,522	1,791,024	1,732,498	919,735	442,377	477,358
15 - 19	3,595,735	1,761,329	1,834,406	2,665,588	1,334,930	1,330,658	930,147	426,399	503,748
20 - 24	3,148,513	1,402,077	1,746,436	2,188,506	966,377	1,222,129	960,007	435,700	524,307
25 - 29	2,801,965	1,309,661	1,492,304	1,964,575	901,778	1,062,797	837,390	407,883	429,507
30 - 34	2,229,046	1,087,599	1,141,447	1,600,639	764,777	835,862	628,407	322,822	305,585
35 - 39	1,669,873	824,338	845,535	1,226,957	593,656	633,301	442,916	230,682	212,234
40 - 44	1,348,508	669,549	678,959	1,011,886	489,862	522,024	336,622	179,687	156,935
45 - 49	984,823	478,522	506,301	751,030	352,680	398,350	233,793	125,842	107,951
50 - 54	883,820	428,501	455,319	694,804	325,592	369,212	189,016	102,909	86,107
55 - 59	590,667	290,117	300,550	477,958	228,735	249,223	112,709	61,382	51,327
60 - 64	604,956	287,502	317,454	500,075	234,817	265,258	104,881	52,685	52,196
65 - 69	439,671	213,635	226,036	370,600	179,875	190,725	69,071	33,760	35,311
70 - 74	377,852	180,246	197,606	320,261	154,424	165,837	57,591	25,822	31,769
75 - 79	221,354	113,205	108,149	189,420	98,562	90,858	31,934	14,643	17,291
80+	308,208	145,641	162,567	262,911	128,047	134,864	45,297	17,594	27,703

1.4 Struggling for development

> Tanzania is a very poor country with about 50 percent of the estimated 31 million people living below US$ 1 a day. About 30 percent of the people live in abject poverty. While poverty is mainly a rural phenomenon in Tanzania it is also gaining prominence in urban areas. The high debt burden, the incidence of HIV/AIDS and the unpredictable influx of refugees aggravate the problem of poverty in Tanzania. Poverty is widespread in Tanzania in spite of the abundance of land and natural resource.
>
> (The United Republic of Tanzania 2000b, p. 2)

This section provides a brief overview of the development situation of Tanzania through looking at issues raised in some of the key documents that are related to development in the country. Although Tanzania is a country that battles against extreme poverty it is

one of the few countries in Africa, which has enjoyed political and civic stability since its independence (The United Republic of Tanzania – European Community n.d., p.5).

During the time of its independence in the early 1960s, Tanzania had a population of five million, a literacy rate of 10 percent and a per capita income of $50 per annum. The economy was dependent on subsistence agriculture and the growing of sisal, coffee and cotton for export. Tanzania, at that time, was much less developed than for example its neighbouring countries Uganda and Kenya. (United Nations Development Programme 2000, p.15)

The Tanzania Development Vision 2025 describes two significant visions that have directed the country around the time of its independence. The first vision was to gain independence, and that was achieved in 1961, but following independence there were problems in making people understand the importance of working for the country in order to enjoy the opportunities of the newly gained independence. The second significant vision was related to the Arusha Declaration in 1967, which defined socio-economic liberation based on socialism and self-reliance as the long-term national goal of Tanzanians. This strategy focused mainly on state control of the main means of production, exchange and distribution and on building a strong public sector as the source of economic development and growth. Although the strategy had its weaknesses, according to The Tanzania Development Vision 2025, Tanzania enjoys unity, social cohesion, peace and stability largely due to the core social values of the Declaration. (The United Republic of Tanzania n.d., p.6-7)

According to several policies regarding development in Tanzania the three main development problems during the time of Tanzania's independence have been: ignorance, disease and poverty (The United Republic of Tanzania n.d., p.7; The United Republic of Tanzania 2000a, p.3). Regardless of some even significant improvements in health and education sectors, the development of the country has not progressed according to expectations. Various efforts were directed to improve the economic and social problems in the 1970s and 1980s, but despite these efforts, the country is still very under-developed. Currently around fifty percent of the population of Tanzania is living in poverty and one third of the population in abject poverty (The United Republic of Tanzania 2000a, p. 3).

Some statistics, which show the extent of poverty in Tanzania are summarised in table 3 below.

TABLE 3. The extent of poverty in Tanzania (The United Republic of Tanzania 1998, p.1-6)

Poverty in Tanzania
• Estimated literacy level 68%
• 11 % have access to water at home, 38% have to walk 15 minutes to reach a water source and 27% have to walk up to 30 minutes to a water source
• Ratio of population per health facility is 7,421; there is one hospital bed per 1000 people and one physician per 23,188 people
• Average life expectancy is 55 years; infant mortality rate is 96 per 1000 live births and under five mortality is 158 per 1000
• Malnutrition is common, among under-five year olds the prevalence of stunting is 43,4%; underweight 30,6% and wasting 7,2%
• Widespread environmental degradation caused for example by intensive exploitation of land in small areas and the use of firewood as the main source of domestic fuel
• High unemployment, because the economy is unable to create opportunities for work. Youth unemployment is nearly 30% and youth are moving from rural to urban areas.
• More than 50% of Tanzanians live below poverty line
• Living conditions are poor, for example in Dar es Salaam 70% of the population live in squatter settlements
• Poverty is more prevalent in rural areas
• Women are poorer than men and have fewer opportunities for employment and education

Tanzania is a large country with large regional variations in poverty. As was mentioned in the table above, poverty is more prevalent in rural areas. Table 4 describes the regional differences in poverty and shows the notable differences between the least and most deprived regions of the country. The rural areas in the western and central parts of Tanzania (eg. Dodoma, Kagera, Kigoma) are the most deprived regions in the country, alongside the south eastern parts (Lindi, Mtwara). However, the Poverty Reduction Strategy Paper points out that urban poverty is also widespread and increasing (The United Republic of Tanzania 2000a, p. 6).

TABLE 4. Regional variation in poverty in 1999 (The United Republic of Tanzania 2000a, p.10)

Indicator	Least deprived region	Most deprived region	Most deprived regions
Per capita GDP in 1997	US$ 608	US$ 156	Kilimanjaro, Dodoma, Kagera, Kigoma
Literacy rate (percent)	96.4	68.1	Shinyanga, Kigoma, Arusha, Singida
Gross primary school enrolment rate (percent)	100	63	Kagera, Kigoma, Rukwa, Tabora, Dodoma
Boys	99	65	Kagera, Kigoma, Rukwa, Tabora, Dodoma
Girls	100	60	Kagera, Kigoma, Rukwa, Tabora, Dodoma
Life expectancy (years)	59	45	Dodoma, Morogora, Mtwara, Kagera, Rukwa, Iringa
Men	57	44	Dodoma, Morogora, Mtwara, Kagera, Rukwa, Iringa
Women	62	45	Dodoma, Morogora, Mtwara, Kagera, Rukwa, Iringa
Infant mortality (per 1000)	52	130	Dodoma, Lindi, Kagera, Mtwara
Under five mortality (per 1000)	78	220	Dodoma, Lindi, Kagera, Mtwara
Low birth weight (percent)	4.7	15.6	Mara, Ruvuma, Mwanza, Morogoro
Severe malnutrition (percent)	2.7	14.7	Iringa, Lindi, Kagera, Singida
Food security (cereal equivalent) 2/	590	177	Coast, Dodoma, Morogoro, Tanga

Poverty is extensive in Tanzania and there are a number of causes to the situation, some of which are described in the Tanzania National Poverty Eradication Strategy (The United Republic of Tanzania 1998, p.6-10). The causes are divided into internal and external causes and they are summarised in table 5. These causes include very large scale issues, which demand high level interventions, but also others, which may be tackled effectively at the local level.

TABLE 5. Internal and external causes of poverty in Tanzania (The United Republic of Tanzania 1998, p.6-10).

Causes of poverty
Internal causes:
• The country has pursued policies, which did not promote economic growth
• The agricultural sector, which is crucial to the country, has not received enough support and therefore it has performed poorly
• Inadequate support has been given to small scale rural industries
• Disruption of local institutional structures
• Low level of technology has led to low productivity
• Poor gender division of labour with women given much work, but with low pay
• Laziness and irresponsibility of people in especially urban areas
• Diseases such as malaria, diarrhoea, pneumonia, anaemia, cholera and typhoid are common. HIV/aids is increasing poverty especially through families loosing the main income earners.
• Families are very big and parents are unable to provide for their children
External causes:
• The debt burden of Tanzania drains the resources of the country. Debt servicing makes up about 39% of the budget
• Unequal exchange in the international trade. Tanzania is relying on unprocessed agricultural products as their main exports, but the prices for them are low.
• Tanzania has had to accommodate refugees from neighbouring countries, which has caused the depletion of natural resources and destruction of social infrastructures.

Poverty is one of the key issues that has to be in some way addressed by all development initiatives. The Tanzania Poverty Reduction Strategy Paper (The United Republic of Tanzania 2000a, p.14) states that poverty reduction strategies should be aimed at:

- reducing income poverty,
- improving human capabilities, survival and social well-being, and
- containing extreme vulnerability among the poor.

The Poverty Reduction Strategy Paper suggests that economic growth is one of the most powerful means for reducing income poverty and focus should be placed also on sustaining macroeconomic stability and improving rural and private sector development (The United Republic of Tanzania 2000a, p.14-20). In relation to the second and third strategies mentioned above, the Poverty Reduction Strategy Paper suggests that focus should be placed on improving the educational level of people, improving health standards, improving the well-being of the poor and giving them opportunities to influence their lives, and in targeting interventions especially towards vulnerable people groups (The United Republic of Tanzania 2000a, p.18-21).

The Tanzania Assistance Strategy (The United Republic of Tanzania 2000b, p.24) provides a suitable conclusion for this section in its description of the 'best practices' for development cooperation, which are:

- promoting local ownership and leadership,
- promoting partnership,
- improving aid coordination mechanism,
- improving transparency, accountability and predictability of aid,
- harmonising donor policies and procedures, and
- strengthening the capacity of aid the recipient government.

These 'best practices' show a clear sign of how the focus of development cooperation has to be in working through local structures, achieving local ownership, and improving the coordination of the work at all levels. Much of development work used to focus on providing aid, instead of working in cooperation, and the one providing the aid was largely responsible for deciding how to achieve development.

1.5 The youth and their problems

A very recent analysis on the problems faced by people in Tanzania was carried out by the United Republic of Tanzania (2004) through analyzing respondents' views as expressed in questionnaires for poverty reduction strategy review. Table 6 provides a summary of the main problems reported in the analysis by sector, age group and location. According to the report the biggest problems reported by the respondents were health (12.4%), corruption (11.2%), education (10.7%), human rights (5.7%), and agriculture (5.5%). Among young people under the age of 18 the biggest problems reported were education, human rights, health, and corruption. The concern for education among those under 18 is very natural and expected, as they are mostly school aged children. An interesting factor in this age group was the difference between rural and urban respondents. This was the only age group where a larger percentage of respondents from urban areas (10.6%) reported problems than respondents from rural areas (6.5%). Children in the rural areas reported much less problems with issues regarding corruption, human rights, and education, but more children reported problems with hunger. It seems that children may be more vulnerable in urban settings and face more problems there. For the age group from 18 to 34 the biggest problems reported by the respondents were corruption, health, education, employment, governance,

agriculture, and human rights. In this age group the respondents in the rural areas reported generally more problems than those in the urban areas. Regarding problems related to governance and corruption, the percentages were similar for rural and urban areas. It can be clearly seen that as young people get older and start to engage more in employment and agriculture they are naturally also faced with more diverse problems. Perhaps a surprising finding from the research was that poverty was not rated as an especially significant problem by any age group in rural or urban areas.

TABLE 6. Problems of the youth reported by sector, age group and location (percentage) (The United Republic of Tanzania 2004, p.36)

Problem In	Total			< 18 years			18-34 years			35+ years		
	Total	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural
Total	100.0	36.8	63.2	17.1	10.6	6.5	33.0	11.3	21.7	49.9	15.0	35.0
Education	10.7	4.6	6.1	3.8	2.4	1.4	3.4	1.3	2.1	3.5	0.9	2.6
Health	12.4	3.8	8.6	1.9	1.0	0.9	4.0	1.2	2.8	6.5	1.7	4.8
Agriculture	5.5	1.2	4.3	0.2	0.1	0.1	1.8	0.3	1.4	3.5	0.7	2.7
Water	4.6	1.4	3.2	0.8	0.5	0.3	1.4	0.3	1.1	2.3	0.5	1.8
Corruption	11.2	4.9	6.3	1.8	1.2	0.7	4.1	1.9	2.2	5.3	1.9	3.4
Governance	7.7	2.8	4.9	0.5	0.2	0.2	2.4	0.8	1.6	4.8	1.7	3.1
Employment	5.2	2.6	2.6	0.8	0.5	0.2	2.6	1.3	1.3	1.9	0.8	1.1
Human Rights	5.7	3.2	2.5	2.2	1.8	0.4	1.6	0.7	0.9	1.9	0.7	1.1
Hunger	4.6	0.9	3.7	0.6	0.2	0.4	1.5	0.2	1.2	2.5	0.4	2.1
Credit Facilities	4.3	1.5	2.8	0.1	0.1	0.1	1.5	0.5	1.0	2.7	1.0	1.7
Poverty	3.5	1.2	2.2	0.9	0.5	0.4	1.0	0.3	0.7	1.6	0.5	1.1
Salaries/Pensions	3.7	1.6	2.1	0.2	0.1	0.1	1.1	0.5	0.6	2.4	1.0	1.4
Other	18.2	5.9	2.7	2.7	1.7	1.0	5.9	1.6	4.3	9.6	2.6	7.0
No problem stated	2.8	1.1	0.6	0.6	0.3	0.7	0.7	0.3	0.4	1.5	0.5	1.0

The differentiation between problems faced by young people in rural and urban areas was also raised in the Tanzania Child Development Policy. According to the policy the main problems in urban areas include (Ministry of Community Development, Women Affairs and Children 1996, p.4):

- overcrowding and a diversity of traditions and customs,
- early employment,
- lack of moral direction,
- lack of communal responsibility for their upbringing,
- living on the streets,
- temptations to participate in illegal businesses,

- involvement in drug abuse,
- poor living conditions, and
- problems in travelling to and from school.

Problems of the children in rural areas include (Ministry of Community Development, Women Affairs and Children 1996, p.4-5):

- mostly poverty related problems,
- inadequate social services such as schools and health services,
- problems with poor communication, lack of and access to information, and
- problems caused by natural disasters such as flood, drought and epidemics.

The differences between rural and urban areas are understandable when looking at the opportunities that are available for youth in the different environments. In urban areas problems become much more diverse as the youth are faced with more opportunities and perhaps less control from their family or community. In rural areas the problems are related more to the basic needs of people and the lack of available services for health and education.

The Tanzania National Youth Development Policy includes a situational analysis of the youth in Tanzania and this gives some further insight into the problems of the youth. The analysis defines the most common economic activities that the youth engage in as follows:

1) Production activities in agriculture, mining, animal husbandry, fishing and small-scale industries in carpentry, black smithery and tailoring.

2) Small businesses in selling fruits, second hand clothes, and various foods.

According to the analysis the youth face many difficulties in implementing the above activities, such as the lack of capital, equipment and know-how. The analysis also states that 60 percent of the unemployed people in Tanzania are youth and that as a consequence of the unemployment the youth engage in promiscuous behaviour like thievery, armed robbery, substance and drug abuse, unsafe sex etc. (Ministry of Labour and Youth Development 1996, p.2-3)

The analysis points out that many of the social problems of the youth are caused by the changes in the lifestyles in communities and systems of parenthood and economic hardships, which have left the upbringing of children and youth to institutions. In the homes bringing up children has traditionally been the responsibility of the women, but increasingly women are also more engaged in employment and do not always have the necessary time to give to their children. The analysis also points out the negative impact that mass media is having on the youth as they are more and more able to perceive examples from all around the world. (Ibid, p.4)

Regarding health issues the analysis lists the following health problems that the youth often face (Ibid, p.5):

- Increase in sexually transmitted diseases.
- Poor nutrition, which results in stuntedness, anaemia and low birth weights.
- Drug abuse.
- Harmful traditional practices such as female genital mutilation.
- Child bearing at an early age.

Despite the fact that the young people in Tanzania face many types of problems, the nature of the most common problems is such that they can be addressed. Most of the problems of young people are related to the lack of proper education and lack of knowledge regarding for example health, ethics, and children's rights.

1.6 Education of the youth

The Tanzanian education system is made of three levels: basic, secondary and tertiary levels. The structure of the formal education system in Tanzania constitutes 2 years of pre-primary education, 7 years of primary education, 4 years of junior secondary (ordinary level), 2 years of senior secondary (advanced level) and up to 3 or more years of tertiary education (The United Republic of Tanzania n.d., National website para. Education). The language of teaching in primary schools is Swahili, but from secondary schools onwards it is English. This change in the teaching language causes significant problems in the education of children. Many are unable to continue from primary to secondary level and there are many other reasons to this, but the language change plays an important part as well.

The following table (table 7) shows general statistics on the education situation in Tanzania. The information is adopted from the Basic Statistics in Education (Ministry of Education and Culture 2000). The statistics are from year 1999 unless mentioned otherwise.

TABLE 7. Statistics on education in Tanzania (The Ministry of Education and Culture 2000, p.1-47)

Primary school		Secondary school	
Number of schools	11,409	Number of schools	826
Gross enrolment	77,1%	Form I enrolment as % of those completing standard VII	19,1% (1998)
Net enrolment	57,1%	Total enrolment, form I-IV	225,868
Total enrolment, standard I-VII	4,189,816	Total enrolment, form V-VI	21,713
Total enrolment, standard I	737,564	Total enrolment, form I	67,477
Total enrolment, standard VII	473,162	Total enrolment, form V	11,972
Teacher pupil ratio	1:40	Teacher pupil ratio	1:19
Percentage of girls	50%	Percentage of girls	46%
		University education (1998)	
		Number of universities	3
		University enrolment	10,553

The enrolment rate for primary school level is fairly good in Tanzania, but even there the drop-out rate is high as almost 300,000 less students enrol on standard VII than on standard I. Then the shift from primary to secondary level shows a more dramatic decrease as there are only around 800 schools, which provide secondary education in comparison to the 11,000 that provide primary education. Only 20% of those who finish standard VII continue to form I and also in secondary school there is a high drop-out rate. Another important factor is the teacher pupil ratio, which at primary school level is 1:40, which means that the class sizes are far too big.

The Tanzanian Youth Development Policy identifies the following problems that are caused by poor education in Tanzania: (Ministry of Labour and Youth Development 1996, p.6)

- When finishing primary school the children are too young to be self-dependent and lack the skills necessary in self-employment.
- The enrolment percentage of girls drops more significantly than with boys when going up the grades and this affects the future opportunities available for girls.
- Poor education environment leads to truancy. For example lack of uniforms, food, equipment and facilities, etc.

Although Tanzania has gone a long way forward in improving the education level of the people, there are still many challenges as were mentioned above. Especially the lack of vocational skills is a significant factor as a large percentage of the youth only enter primary school and therefore lack vocational skills to improve their opportunities for work.

2 SPORT AND DEVELOPMENT

The aim of this section is to provide an understanding of the role of sport in development. Firstly, the focus will be on how sport has emerged as a tool for development especially during the 21st century and what are the links between sport and development. This will be followed by a critical evaluation of some of the claims made concerning the outcomes of sport in development programmes. The focus will be especially on sport in relation to the Millennium Development Goals and on the research evidence available to support or criticise the claims.

2.1 What has sport got to do with development?

> Sport can play a role in improving the lives of individuals, not only individuals, I might add, but whole communities. I am convinced that the time is right to build on that understanding, to encourage governments, development agencies and communities to think how sport can be included more systematically in the plans to help children, particularly those living in the midst of poverty, disease and conflict.
>
> (Annan 2002)

The role of sport in development has been increasing dramatically at the start of the 21st century. Some of the most significant developments, which are related to the increased recognition of sport in development, include the following:

- Mr. Adolf Ogi was assigned as the Special Adviser on Sport for Development and Peace in the United Nations in February 2001.
- A United Nations Inter-Agency Task Force on Sport for Development and Peace was constituted in November 2002.
- The first International Conference on Sport & Development was held in Magglingen, Switzerland in February 16th to 18th 2003.
- As a result of the conference an International Platform for Sport and Development was created into the World Wide Web at the address www.sportanddev.org.

- The report of the United Nations Inter-Agency Task Force on Sport for Development and Peace was finished in March 2003. The report was titled: Sport for Development and Peace: Towards Achieving the Millennium Development Goals.
- The Magglingen Declaration was presented to the United Nations Secretary-General Kofi Annan in New York on September 17th, 2003.
- Year 2005 was the International Year of Sport and Physical Education.

Naturally sport has played a part in development cooperation also before the 21st century, but the abovementioned events show the remarkable rise in interest towards using sport in development. There is currently much optimism and hope placed on the potential role of sport to alleviate the problems faced by people both in developing and developed countries. However, there is very little research evidence on using sport for development and that is why also much of the analysis in this thesis comes from the evidence gathered from sport in Europe.

In order to get an overview of the issue, it is helpful to see the types of projects that there are related to sport and development around the world. These are summarised in tables 8 and 9. This is not a complete list, as such would not be possible to get, but it gives an idea of how sport is related to development. The statistics are adapted from the Sport and Development: International Platform – ProjectBase, which is available on the internet and contains information on sport and development from around the world. Table 8 has the projects divided according to the issue the project addresses and table 9 according to the target group. The tables show how majority of the projects in sport and development deal with health education and capacity building and the most common target group is children, youth, and schools.

TABLE 8. Sport and development projects according to issue (Sport and Development: International Platform n.d., para. ProjectBase)

Sport and Development Projects	
Issue	Number of projects
Crime and drug prevention	13
Economic development	2
Environmental awareness	5
Equipment and facilities provision	13
Health education	50
Human capacity building	75
Institutional capacity building	22
Intercultural dialogue	8
Peace building	17
Racism and violence reduction	8
Social inclusion	29
Total	242
Total number of projects (duplication)	155

TABLE 9. Sport and development projects according to target group (Sport and Development: International Platform n.d., para. ProjectBase)

Sport and Development Projects	
Target group	Number of projects
Children, youth, schools	102
Disabled persons	14
Ethnic minorities, immigrants and indigenous communities	-
Fan groups	3
Girls and women	13
Refugees	24
Sports clubs	7
Sports instructors	41
Other	13
Total	217
Total number of projects (duplication)	155

One of the key issues in relation to sport and development is the aim of sports development programmes, which according to Coalter (2002) may be the development of sport in communities and/or the development of communities through sport (p.7). It is very important to define whether the focus is on sport for sports sake, or on using sport to achieve other goals. Coalter (2002) states that the development of sport in communities aims at sporting inclusion and hoped outcomes include (p.7):

• Removal of barriers to sports participation in the community among the general population or target groups.
• Provision of opportunities to progress and to develop sporting skills and expertise.
• Provision of opportunities to move from recreational participation to competition or excellence.
• Training and support of leaders and coaches.
• Establishment of links between school, sports clubs and the wider community.

The main aim of projects related to the development of communities through sport is social inclusion and according to Coalter (2002) those projects try to achieve goals such as (p.7):

• Improving the fitness and health of specific social groups.
• Addressing issues of community safety and reducing levels of vandalism and crime.
• Contributing to improved school attendance/educational performance.
• Developing social and technical skills and increasing employability.
• Contributing to community development and regeneration.

Indeed, table 8 and 9 show how very few of the current projects focus solely on the development of sport, but rather aim to use sport as a tool for social development. This issue was raised up also in the report on the Next Step expert meeting on sport and development, which was held in Amsterdam in 2004. The report states how the participants of the meeting emphasised how "[s]port can be used as a vehicle to achieve something else, but this should not let us lose sight of the fact that sport has a value of its own" (National Commission for International Cooperation and Sustainable Development [NCDO] 2004, p.13). An important point was made in the report by National Olympic Committee director Theo Fledderus, who said that "[t]he flipside of seeing sport in an instrumental fashion is also clear: sport becomes a panacea" (NCDO 2004, p. 13). Now that sport has been brought to the forefront of development strategies

there is a continually increasing hope to seeing it as the answer to all problems. Fledderus continued by saying that there is a heavy burden placed on sport and we should not raise our expectations too high and expect too much from sport (Ibid 2004 p.13).

The area of sport and development is one, which has many noble statements, hopes, and beliefs, but very little research evidence to verify these claims. A participant in the Next Step 2004 meeting made a good point by stating that "[s]port is a highly attractive phenomenon that has been used and abused time and time again by politicians to further their aims and/or hide real problems. There is probably not a single country in the world that is free of this problem" (NCDO 2004, p.17). Is sport really something that can make a difference in developmental issues or is it just a trendy tool, which will last for some years before fading out? This is a question worth considering and there are no final answers. The next section will provide a critical evaluation using sport as tool for development. Due to the lack of research evidence on sport in developing countries, the majority of the research comes from England, where research has been carried out in relation sport and community development.

2.2 Critical evaluation of using sport as a tool for development

There is a great need for critical evaluation regarding sport and development. Much optimism is placed on the role of sport in development and examples of these are shown in the Magglingen Declaration, which states the role that sport can play in development and it points out how sport should be a human right of everyone. The declaration stated that:

- Sport and physical activity improves people's physical and mental health at a low cost, and are essential for development.
- Making physical education and sports a part of the schooling system helps young people perform better, and improves their quality of life.
- Play and recreation can help to heal emotional scars, and overcome traumas for people in situations of conflict, crisis or social tension.
- Local sports is the ideal place for bringing people from all walks of life together, and helps to build societies.

- Sport can help to overcome barriers of race, religion, gender, disability, and social background.
- Sport is effective when practiced free of drugs or doping, in a fair way, with respect, and including everyone.
- By committing to ethical practices, the sports goods industry adds value to its products, and helps to build society in a positive way.
- Partnership between the sports world, media, and development workers will boost understanding of the contribution sport can make to sustainable development.

  (International Conference on Sport and Development 2003, p.1)

The report on the Next Step meeting stated several times that there is a need to get research evidence to support the types of claims that are outlined in the Magglingen Declaration and provide suggestions for best practices (NCDO 2004). As was mentioned earlier, there is very little research done on sport in developing countries. Because of this, the critical evaluation provided here is grounded on research done in the United Kingdom. All results are not most likely directly transferable, but they will give an indication of how the sport has matched up to the hopes placed on it.

Instead of talking about development, in Europe sport is often linked to tackling social exclusion. It is defined by Parkinson (1988) as follows:

> Poverty is usually defined in terms of low income and material want; social exclusion conveys more . . . it emphasises the ways that people are locked out of the social, economic and political mainstream. Social exclusion has many faces and takes many forms. They include: unemployment and insecure employment; homelessness; inadequate housing and high levels of debt and arrears; low educational attainment; lack of mobility; limited access to essential services; poor health and lack of citizenship rights.
>
> (as cited in Coalter, Allison, and Taylor 2000, p.16)

This is a very useful term, which is has relevance both in developing and developed countries. However, when looking at the issues related to social exclusion defined above, it is not easy too see how sport could alleviate these problems. When we move from aiming at sporting inclusion to using sport for social inclusion it is very difficult to evaluate the impact that sport has had on a given issue. Patriksson (1995) gives a useful note to clarify our focus on evaluating sport and development:

> The point is that sport has the potential both to improve and inhibit an individual's personal growth. The futility of arguing whether sport is good or bad has been observed by several authors. Sport, like most activities, is not a priori good or bad, but has the potential of producing both positive and negative outcomes. Questions like 'what conditions are necessary for sport to have beneficial outcomes?' must be asked more often.
> (as cited in Coalter et al. 2000, p.17)

In order to start analysing the outcomes of sport, Coalter (2002, p.22) suggests considering the theories of change, which relate to questions such as:

- Why do we assume that participation in sport can have certain impacts on participants and communities?
- What are the properties of sports participation that lead to such outcomes?
- Can we define clearly the theory of the relationship between participation in sport and a range of outcomes (improved health, changed attitudes to crime, increased self-esteem)?

One of the strategies, pointed out by Coalter (2002), to answer these questions is making logical relationships between sport and the desired outcomes and analysing the individual chains of relationships. An example of a logical model of the relationship between sport and social and economic outcomes is shown in figure 3.

Analysing the individual chains gives an indication of how a desired outcome may have been achieved through sport. For example, instead of going straight from increased time spent in sports to increased self esteem, it is necessary to include the steps in between to the analysis. However, even when analysing the individual chains, there are difficulties in evaluating the outcomes due to parallel influences. Coalter (2002) defines parallel influences as other factors, which may also contribute to the measured changes, but are outside the scope of the sports programmes. A further important issue raised by Coalter (2002) in determining outcomes is that of necessary and sufficient conditions to achieve the desired outcomes. Participation in sport may be a necessary condition for a given outcome, but it is not sufficient, because it does not on its own guarantee the outcomes and may actually lead to negative outcomes. Therefore, it is necessary to define the sufficient conditions that are needed to achieve the outcomes. Coalter (2002) gives examples of these such as the type of provision, style of management and experience

which can ensure the desired outcomes. Once again, it is difficult to define what are the real sufficient conditions and much more research is needed in this area. (Coalter 2002, p.25-26)

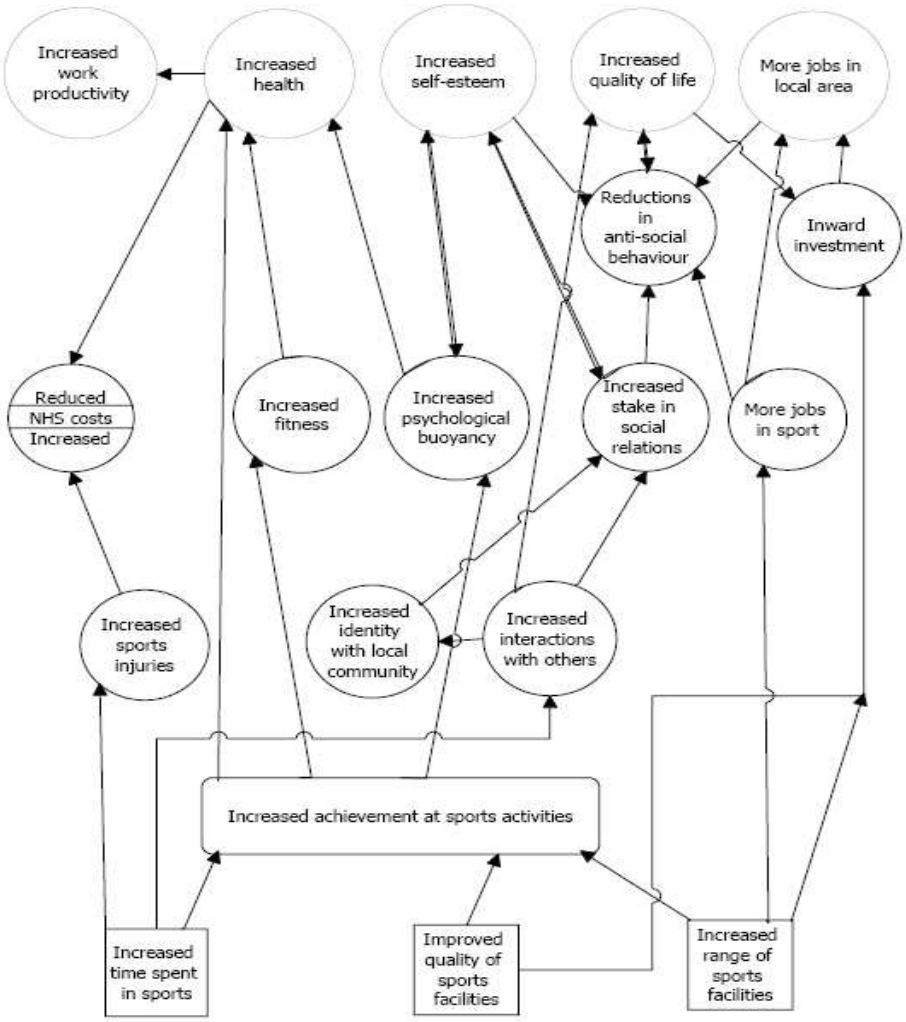


FIGURE 3. Logical model of the relationship between sport and social and economic outcomes (Boivaird, Nicols, and Taylor 1997 as cited in Coalter 2002, p.22)

This section outlined some of the key challenges related to evaluating the real impact of sport on development. The next section will look more specifically at the individual outcomes that are linked to sport and development especially in relation to the Millennium Development Goals.

2.3 Sport and the Millennium Development Goals

Much of the development work done currently is based on the United Nation's Millennium Development Goals [MDG]. The report of the United Nations Inter-Agency Task Force on Sport for Development and Peace focused on sport in relation to the MDGs. According to the report

> sport directly contributes to the pursuit of the Millenium Development Goals. It is an innovative and effective tool to assist existing efforts to achieve specific targets such as those concerning education, gender equality, HIV/AIDS and the reduction of major diseases. (United Nations 2003, p.5)

The role of sport in achieving the MDGs according to the report will be presented one goal at a time and research evidence in relation to the aims of the goal will be included to provide a critical evaluation of the goals. The focus will be to a great extent on the United Nations (2003) report on Sport for Development and Peace, because it is one of the key documents available on the subject.

2.3.1 Sport and Health

> Sport and physical activity are essential for improving health and well-being, an aim integral to the achievement of the MDGs. Appropriate forms of sport and physical activity can play a significant role to prevent as well as help cure many of the world's leading non-communicable diseases. Evidence shows that regular participation in physical activity programmes provides all people with a wide range of physical, social and mental health benefits. Such active participation also complements strategies to improve diet, discourage the use of tobacco, alcohol and drugs and enhance functional capacity. Consequently, physical activity is an effective method of disease prevention for the individual and, for nations, a cost-effective way to improve public health. (United Nations 2003, p.5)

It is in the area of improving health that the role of sport is often best accepted by the general public. However, here it is important to define that the health benefits achieved from sports are generally those that are linked to regular physical activity instead of sports by itself (Coalter et al. 2000; Rowe, Beasley, and Adams 2004). Examples of the benefits of regular physical activity are presented in table 10. Rowe et al. (2004) state that the "current scientific evidence suggests that to derive a health benefit from physical activity it needs to be of at least moderate intensity for at least 30 minutes a

day, five days a week" (p.24). For a sedentary person in Europe, this may suddenly be an overwhelming amount of exercise, but for many in the devoping countries everyday life includes a lot of physical tasks such as walking, riding bicycles, doing manual labour, etc.. Coalter et al. (2000) identify that among the least active people groups, a promotion of an active lifestyle would be the first step (p.27), but how does this relate to the developing world where a large proportion of the population is already active? There are not many answers available as to whether physical activity is a key issue regarding the physical health of people in developing countries.

TABLE 10. Benefits of regular physical activity (World Health Organization 2003, p.3)

Benefits of regular physical activity
• reduces the risk of dying prematurely • reduces the risk of dying from heart disease or stroke • reduces the risk of developing heart disease, colon cancer and type 2 diabetes • helps to prevent/reduce hypertension • helps control weight and lower the risk of becoming obese • helps to prevent/reduce osteoporosis, reducing the risk of hip fracture in women • reduces the risk of developing lower back pain can help in the management of painful conditions, like back pain or knee pain • helps build and maintain healthy bones, muscles, and joints and makes people with chronic, disabling conditions improve their stamina • promotes psychological well-being, reduces stress, anxiety and depression • helps prevent or control risky behaviours, especially among children and young people, like tobacco, alcohol or other substance use, unhealthy diet or violence

Perhaps a more important issue in terms of health benefits through sport regarding developing countries is related to the psychological health benefits. Coalter et al. (2000) point out that "[q]ualitative evidence suggests that the greatest gains from involvement in activity relate to psychological health and increased feelings of well-being" (p.27). The World Health Organisation (2003) report also notes that participation in sports "helps prevent or control risky behaviours, especially among children and young people, like tobacco, alcohol or other substance use, unhealthy diet or violence" (p.3). This is an issue, which is very much relevant in developing countries as well.

The United Nations (2003) report mentions also the economic benefits of sport through for example reduced absenteeism and increased productivity (p.6). Gratton (2004) has researched the economic benefits of sports in England and he emphasises that there are big health inequalities among socio-economic groups with the lower socio-economic

groups having a lower health status. Gratton (2004) suggests that physical inactivity does have a significant economic impact and he proposes that emphasis should be placed especially on getting the groups to participate that would get the most health benefits from increased physical activity (p.94). Again, there is little evidence from developing countries. The World Health Organisation (2003) report states that "[n]o data (on economic benefits of sport) are available from the developing world" (p.4).

Coalter et al. (2000) provide a conclusion to this issue, which challenges the role of sport in relation to health and gives recommendations for future programmes:

> There is a widespread absence of robust monitoring information on the health benefits of provision. Much of the rationale for this has rested on assumed beneficial outcomes of any increased activity. Further, there is little long-term monitoring of adherence to activity programmes. This reflects the short-term nature of most initiatives, the lack of funding for such monitoring and the lack of expertise to undertake such work. (p.28)

2.3.2 Sport and Education

> Education is central to the achievement of all of the MDGs, and sport has a natural place in education, whether the approach used is formal, non-formal or informal. In schools, physical education is a key component of a quality education and can be used to promote schooling among young people. Outside the classroom, sport is a "school for life", teaching basic values and life skills important for holistic development. Sport is also a powerful vehicle for public education, while sporting events can effectively increase awareness and galvanize support and action around key issues. (United Nations 2003, p.8)

Education is without a doubt an important condition for development in all developing countries. However, the link between sport and improved level of education is not as well documented. Coalter et al. (2000) state that "[r]esearch on possible causal relationships between physical activity and academic performance is inconclusive" (p.50) and the Count Me In report states that "[t]he research evidence around the link between sport and education is rather ambivalent" (Department for Culture, Media and Sport 2002, p.34). The lack of such evidence does not mean that there would be no significance of sport in relation to education. Coalter et al. (2000) continue by saying

that sport may have impacts on cognitive and emotional development, which in turn may contribute to better academic performance (p.50). Similarly, they conclude that sport may be used to attract under-achieving pupils to educational programmes (p.50). The United Nations (2003) report on Sport for Development and Peace gives an example of how physical education in schools has been an effective way of getting young people to come to school for example in refugee schools (p.9). It seems to be evident that the role of sport in relation to education is more related to getting young people to attend school, or other educational programmes, rather than trying to improve academic performance through sport. Naturally, sport itself is also a learning ground, or a 'school of life' as the United Nations (2003) report defines it.

The report on United Nations (2003) emphasises how focus should be especially placed in the opportunities that girls and women and disabled people have to participate in sport programmes and physical education (p.8). This is noted also by Kirk (2004), who states that "[s]ocial class, gender and disability are key barriers to the development of the physical competences, perceptions and motivation that permit young people to participate in physical activities, and children from lower social groups, girls and young disabled people are markedly under-represented in community-based sports clubs" p.76). These are also the groups of people with the lowest educational levels and therefore the need for targeting sports programmes specifically to them is especially important in order to influence their educational level also. Kirk (2004) also points out that it is very important to provide quality learning experiences for young children in order to achieve continuing participation in physical activities (p.76).

Finally, one of the most significant issues in relation to sport and education is the role of physical education in schools. The United Nations (2003) report on Sport for Development and Peace states that physical education in schools is largely neglected as governments do not see its importance and therefore the amount of time allocated to physical education is often decreased and teachers are not trained adequately (p. 10). There is much research needed to evaluate the impact of sport on education in developing countries and to define best practices on improving the educational level of people through integrated sports and education programmes.

2.3.3 Sport and Sustainable Development

> Effective development must be sustainable and human-centred. Sustainable development requires that the needs of the present generation are met without compromising the ability of future generations to meet their own needs, and human development requires that people's choices are enlarged, providing all members of society with increased opportunities and the conditions necessary to live long and fulfilling lives. Well-designed sports programmes work to assist meeting the objectives of sustainable human development, by contributing to economic and social development and environmental sustainability.
> (United Nations 2003, p.10)

Sustainability is a key word in development issues and the claims related to economic and social development through sport will be especially evaluated here through research evidence from Europe. The report on Sport and Development for Peace suggest that sport is related to economic development in the following ways: 1) By increasing sport activities it is possible to improve local economic development as the increased needs create new opportunities for work 2) There are great opportunities for increasing local manufacturing of sporting goods and infrastructure development requires investment during construction and also provides ongoing employment 3) New sport activities can create jobs and also through sport especially young people may learn many valuable skills that help them in getting employment. (United Nations 2003, p.11-12)

Coalter et al. (2000) criticise specifically the types of claims made in the first two of the above statements. According their research "[t]here is little existing research on the *regenerative* potential of investment in sport" and "[t]here is little evidence concerning the long-term economic and employment effects of sports-led investment strategies" (p.58). The same conclusion was brought up the Count Me In report, which stated that the projects included in the research had only peripheral influence on job creation, but rather the benefits were in the skills that the projects gave to the participants that helped to compete in the labour market (Department for Culture, Media and Sport 2002, p.38). Therefore it seems evident that most probable benefits of sports programmes in relation to economic development lie in the third point raised by the United Nations (2003) report on Sport for Development and Peace. Coalter et al. (2000) provide support for this by stating that participation in sport may be a necessary condition for a given

outcome, but it is not sufficient, because it does not on its own guarantee the outcomes and may actually lead to negative outcomes. Therefore, it is necessary to define the sufficient conditions that are needed to achieve the outcomes. Coalter (2002) gives examples of these such as the type of provision, style of management and experience which can ensure the desired outcomes (p.25). Once again, it is difficult to define what are the real sufficient conditions and much more research is needed in this area.

The report on Sport for Development and Peace gives examples of how sport may be used to connect people together and teach important values of life and especially with young people, sport programmes can help to reduce social exclusion, rehabilitate children who have gone through various traumas and integrate marginalized groups into communities (United Nations 2003, p.12). Collins, Henry, Houlihan, and Buller (1999) made a report on sport and social exclusion in the United Kingdom. Their report summarised the constraints that various groups have regarding participation in sports and these are presented below in table 11.

TABLE 11. Constraints of sports participation among excluded groups (Collins et al. 1999, p. 11)

Group excluded		Youth		Poor/	Wo-	Older	Ethnic	People
Constraint/ exclusion factor	Child	Young people	Young delinq.	unemp-loyed	men	people	minor.	disabled
Structural factors								
Poor physical/social environment	+	+	++	++	+	+	++	+
Poor facilities/ community capacity	+	+	++	++	+	+	+	++
Poor support network	+	+	++	++	+	+	+	++
Poor transport	++	++	++	++	++	++	+	++
Managers' policies and attitudes	+	+	++	++	+	+	++	++
Labelling by society	+	+	+++	+	+	+	++	++
Lack of time structure	+	+	++	++		+		+
Lack of income	+	+	++	+++	+	++	+	++
Lack of skills/personal and social capital	+	+	+++	+++	+	+	++	++
Fears of safety	++	++	++	++	+++	++++	++	++
Powerlessness	++	++	+++	++	++	++	++++	++
Poor self/body image	+	+	++	++	+	+	++	++

The number of + signs shows the severity of particular constraints for particular groups

The findings in table 11 give an indication of the types of issues that need to be addressed when planning sports programmes for excluded groups. This shows the challenges that exist already in trying to provide sports programmes to excluded groups, let alone tackle social exclusion and integrate marginalised groups into society. Coalter et al. (2000) suggest the following:

> Available evidence suggests that traditional facility-based programmes will have a limited impact. Outreach approaches, credible leadership, 'bottom-up' approaches and non traditional, local, provision appear to have the best chance of success with the most marginal at-risk groups. A needs-based youth work approach may be more appropriate than a product-led sports development approach. (p.45)

In order to have an impact on the social development of excluded groups, sports programmes must be planned and implemented locally and there needs to be a thorough understanding of the causes of exclusion. An important point made in the Count Me In report is that just making sports available is not a sufficient condition to ensure that exclude people groups benefit from it and emphasis should be placed on locating projects in disadvantaged areas (Department for Culture, Media and Sport 2002, p.73).

Finally, in relation to social development, Coalter et al. (2000) provide the following recommendation:

> Sport appears to be most effective when combined with programmes which seek to address wider personal and social development. Rather than hope that these develop as a by-product of participation in sport, sports' salience can be used to attract young people to integrated programmes which offer formal programmes in personal development, health awareness and employment training. Enhancing employment opportunities is the best way to reduce social exclusion and the propensity to commit crime – diversion must be complemented by development. (p.45)

In the case of environmental sustainability the United Nations (2003) report on Sport for Development and Peace notes that all sports activities and facilities have an impact on the environment, but the negative impact of sport on the environment should always be minimised (p.13). The report points out that focus should be placed on creating appropriate, clean and safe places to play sports, which do not unnecessarily harm the

environment (p.14). Coalter et al. (2000) state that "the maintenance of otherwise under-used community facilities and wider environmental recreation-related improvements (parks, playing fields, pathways) have a significant role to play in the development of the quality of life in communities" (p.75). This shows that sports programmes, which provide and improve facilities, may have an influence on not just the physical environment, but also the quality of life of the people. Both Coalter et al. (2000) and Ravenscroft (2004) highlight the importance of providing opportunities for people in deprived areas to participate in sports and giving equal access to all groups.

The final element related to sustainable development in the United Nations (2003) report on Sport for Development and Peace is volunteerism. The report suggests that sport should also be used, as a way to promote volunteerism, because sport at all levels is largely dependent on volunteers (p.14). The significance of sport for volunteer labour pointed out by Coalter et al. (2000) is that it provides non-participants with the opportunity to get the potential benefits of sport and there are also opportunities for the development of a sense of self-esteem and social purpose through volunteering (p.67). Taylor (2004) also stresses the importance of the voluntary sports sector and says that it "may offer as good or better prospects for participation growth than a heavily constrained public sports provision sector, or a commercial sector with relatively narrow sporting interests" (p.110). In order to improve the sustainability of sports programmes Coalter et al. (2000) stress the importance of 'bottom-up' approaches, which provide a contribution to the wider aspects of the community (p.67)

2.3.4 Sport and Peace

> Sport is an international language. Its ability to cross cultures enables sport-related programmes to bridge social and ethnic divides. As a result, sport can be a powerful tool to promote peace, both symbolically on the global level and very practically within communities.
>
> The power of sport can be used as a tool for preventing conflict as well as an element for building sustainable peace. When applied effectively, sports programmes promote social integration and foster tolerance. These core values are the same as those necessary for lasting peace. In post-conflict environments in particular, this can work to reduce tensions and generate dialogue.
>
> (United Nations 2003, p.15)

Sport is an activity that flares up emotions in people and although sport has even sometimes ignited a war (Wikipedia: The Free Encyclopedia n.d., para. Football War), it is more often linked to positive emotions. However, the role of sport and peace building is not always clear, as is seen from the comment made by Mr. van der Stoel at the Next Step meeting: "The relation between sport and peace is far-fetched and not always positive. It works under specific circumstances but there is no guarantee for success" (NCDO 2004, p.14). The importance of defining the right circumstances is very much needed and this was also pointed out by Adolf Ogi, who is the Special Adviser on Sport for Development and Peace in the United Nations, in the Next Step (NCDO 2004) meeting.

The report on Sport and Development for Peace gives examples of how sport is used for specific groups in preventing conflicts and improving social integration and also in post-conflict environments to reduce tensions. 1) With young people sport has been used to prepare them to meet the challenges that they face in the world 2) With refugees and IDPs (internally displaced people) sport has shown to be a good way of giving them some positive and productive activities in order to reduce the tensions and ease the problems that they face 3) For former child soldiers, who have gone through very difficult experiences, sport has shown to be a significant way of helping the rehabilitation process. The report concludes that sport programmes give opportunities for playing and giving back the childhood to the children who have lost it too early and sport activities help to build positive connections with other people help to control aggressions (United Nations 2003, p.15-16)

The peace building potential of sport was noted also in the Right to Play (2004) report on sport for development and peace, which supported the issues raised in the United Nations (2003) report. Especially the role of sport in rehabilitating children who have experienced traumas was highlighted in the Right to Play (2004) report, along with the emphasis on the need for improved partnerships between non-governmental organisations and governments to work together to build comprehensive sport and development programs (p.25).

2.3.5 Sport and Communication

> Sport is one of the world's most powerful communication tools due to its near universal appeal, its convening power and its many positive associations. Together, these features give sport the capacity to reach a range of audiences in a variety of ways, particularly groups that are otherwise difficult to reach. On its own, sport has the ability to communicate messages such as cooperation, coexistence, or how to graciously manage victory and defeat. As a powerful channel to communicate messages, sport can also be an arena to promote United Nations goals for development and peace. Whether a one-time event or a longer-term campaign, sport provides valuable opportunities for both advocacy and the mobilization of communities.
> (United Nations 2003, p.17)

The United Nations (2003) report on Sport for Development and Peace describes different methods that have been used in relation to sport and communication. These include for example using athletes as goodwill ambassadors, using sports events to give information, establishing relationships with sports organisations that can reach people various levels, and using sport media and specific campaigns (p.17-18). The report also points out how sport has shown to be very effective in social mobilization, because it is such a useful way of gathering people together (p.18).

Much of the research done focuses on the direct impacts of sport and therefore there is not much evidence specifically on sport and communication. However, the effectiveness of using sport as a tool for communicating other messages has not been criticised to any great extent. For example Coalter et al. (2000) mention several times in their report that sport is especially effective in bringing people together and using that opportunity to provide information for them in various issues (p.45,50,58). The important point here is that the claim is not that participation in sports would provide certain results directly, but rather sport is just a tool to help in communicating other messages. It seems evident that communication may actually be one of the most effective ways of using sport as a tool for development.

2.3.6 Sport and Partnerships

> The eighth MDG calls for the establishment of a global partnership for development as a way both to involve new sections of society and to meet global development challenges more effectively. The sports sector provides a significant opportunity for establishing such new partnerships for development. Partnerships are also a particularly effective way to work with sport, given that the world of sport is by definition a world of partnerships, incorporating diverse actors from the community, the public and private sectors and sports organizations at various scales. The implementation of sport for development programmes and the use of sport by the United Nations should, therefore, be based upon strategic partnerships with the range of stakeholders involved in sport, coordinated through a common framework. (United Nations 2003, p.19)

Much of development work done currently is done through partnerships and this has been the aim of the United Nations also in relation sport for development programmes. According to the United Nations (2003) report on Sport for Development and Peace the partnership approach has shown to be especially effective in programme implementation, resource mobilization, and advocacy (p.20). The report emphasises that partnerships should be made with a range of actors in the specific sector and they can help to implement the programmes and also mobilise resources (p.20). Partnerships is one of the areas, which is most strongly supported by the research available.

The Next Step expert meeting summarised some of the key cross-cutting issues related to all sport and development programmes and these are presented in table 12 (NCOD 2004). They are all directly also related to partnerships and more specifically to the importance of taking the local context into consideration. In order for any programme to be successful, it has to take into consideration the issues highlighted in table 12.

The importance of partnerships is also emphasised by Collins (2004) as he states that "[p]artnerships of agencies are needed to make any sort of substantial breakthrough" (p.62). The reason for this, according to Collins (2004), is that it is only through partnerships that it is possible to devise programmes that actually reach the people and provide something that is relevant to them.

TABLE 12. Key cross-cutting issues related to sport and development programmes (NCDO 2004, p.23-25)

Cross- cutting issues of sport and development programmes
Ownership • Enhancing and securing ownership of the stakeholders, especially at community level needs to be a focal point in any sport and development initiative.
Partnership • Ensuring effective partnerships is a prerequisite for effective implementation of sport and development initiatives. In all workshops partnership was pointed out as a crucial issue. The definition of partnership was approached from a vertical level (e.g. relation between donor-recipient or national – local structure) as well as a horizontal level (e.g. between different stakeholders or community groups).
Technical assistance • Technical assistance is an external intervention to increase the effectiveness and efficiency of sport initiatives. The main issue here is the gap between the supplied expertise and the demand from the local and/or national perspective. Successful technical assistance is well adapted to the local context and takes into concern the absorption capacity and financial bearing of those assisted.
Capacity building • Capacity building is not a mere technical issue, but goes further. It endeavours to put in place the necessary management, institutional and organisational skills in such a way that development initiatives can be carried forward on a sustainable basis.
Sustainable funding • Sustainable funding does not only depend on the existence of potential national and international sponsors and donors. It is equally determined by the trust that these sponsors have in the accountability of the 'receiving' structures.

Finally, Coalter (2002) gives a suitable conclusion to this issue:

> There is a need for collaborative approaches which involve all stakeholders (especially the so-called 'target groups') in the planning and delivery of programmes. Both sport and community development workers need to develop a mutual understanding and trust and sports providers must develop an understanding of their target groups – not simply in terms of the nature of any constraints on participation, but also in terms of values, attitudes and priorities (which may not include sport). Such provision needs to be needs-based rather than product-led. (p.36)

The bottom line of the current research and all recommendations is that it is not possible to implement development programmes without partnerships and the local context has be taken into consideration at all stages of the programmes.

2.3.7 Sport and HIV and AIDS

> The HIV/AIDS pandemic is one of the greatest threats to life, dignity and the enjoyment of human rights. UNAIDS estimates that 42 million people are living with HIV/AIDS; 90 per cent are from developing countries, 75 per cent in sub-Saharan Africa. 36 Fourteen million children have lost one or both parents to the disease. The extent of devastation caused by this pandemic makes it more than a health issue. HIV/AIDS has fundamental implications for economic development, social cohesion and security, which resonate throughout society. Consequently, all aspects of civil society, including sport, must be mobilized in the global fight against HIV/AIDS. (United Nations 2003, p.22)

According to the United Nations (2003) report on Sport for Development and Peace sport can be used as a vehicle to alleviate the spread and impact of HIV and AIDS. The report gives examples of HIV and AIDS programmes that consist of the following four main pillars: knowledge, life skills, safe and supportive environment, and access to services (p.22). The also report points out how coaches and other people who are leading sports activities are in a good position to provide knowledge on issues concerning HIV and AIDS, because the youth usually respect and listen to them well (p.23).

HIV and AIDS is an issue that has not got the same proportions in for example Europe, as is the case in sub-Saharan Africa. This is largely the reason, why there are no real examples of how sport would have been specifically used to tackle this issue in Europe, but the section on sport and communication provides some general insight into using sport as a means of communicating other important messages. The report on the Next Step expert meeting emphasises how it is important to use the existing infrastructure in a given community to address the issue of HIV and AIDS and this naturally includes also sports clubs (NCDO 2004, p.21). This is especially relevant to projects, which may not be directly dealing with HIV and AIDS, but wish to include it as an element of the project. The report suggests the following regarding projects directly related to sport and HIV and AIDS:

> “In terms of projects specifically designed around the issues of sport and HIV/AIDS, the usual methodology applies. The project must be locally owned, it

> must have achievable goals and the success or failure of the project must be framed in terms of behavioural change." (NCDO 2004, p.21)

A further suggestion was made in the Right to Play (2004) report, which emphasised the need to use sport in a holistic way to approach the issue of HIV and AIDS. This meant that various issues related to HIV and AIDS, such as gender and stigma, would be targeted through sports interventions that have a strong focus on giving out information (p.12). The real impact of sports projects in relation to HIV and AIDS remains to be seen as more research is done in developing countries.

2.4 Conclusions regarding sport and development

> Both in terms of accountability to funders and the broader need to answer the question 'what works and why?', it is essential that sports development programmes adopt a more systematic approach to the planning and management and the monitoring and evaluation of their performance. (Coalter 2002, p.8)

A key issue in relation to the role of sport in development is that sport has a lot of potential, but there is too little research done to evaluate exactly how sport can provide the outcomes that are related to it. Coalter (2002) describes the therapeutic potential of sport (table 13) and gives similar presumed outcomes of sports participation as were mentioned earlier in relation to the Millennium Development Goals (p.30).

TABLE 13. The therapeutic potential of sport (Coalter 2002, p.25)

The therapeutic potential of sport: Presumed outcomes	
Health • Increased physical fitness/health • Improved mental health	Personal development • Self-concept/self esteem • Self-confidence • Increased sense of personal control
Psychological well-being • Reduced anxiety/stress • Sense of well-being	Social skills • Empathy and tolerance • Cooperation • Team work

The key point of Coalter (2002) is that "[t]he potentially positive impacts associated with sport are not inevitable outcomes of participation. Programmes have to be managed in order to maximise the possibility that such outcomes are achieved" (p.30). Although there is reason to believe that sport has the potential to lead to the types of

outcomes as described in table 13, mere participation does not necessarily deliver these outcomes. There is a need to put effort into all phases of project management in order to come up with ways of using sport that may produce the outcomes that are hoped. As was mentioned earlier, the key point is to take the local context into consideration and work in partnership with other stakeholders. We have to remember, as Coalter et al. (2000) said that "[s]port is not *the* solution, but properly used it can be *part* of the solution" (p.86). Sport alone will not solve the problems in developing countries, but when implemented correctly it certainly has a role to play in development and sport may be especially useful as a part of other development programmes. There is a need for more empirical research on the issue and this is one of the reasons why much effort should be placed also in thorough evaluation of sport and development projects. Most of the research that was used in this thesis came from the United Kingdom and there is a need to evaluate what works in developing countries.

There are not yet conclusive answers to the question 'what works and why?', but clear indications are available and these were outlined in the section on the Millennium Development Goals. Finally, it has to be remembered that the focus does not always have to be on using sport to achieve social outcomes. Coalter at al. (2000) give an apt conclusion to this section:

> Much of this report has been concerned with the instrumental use of sport to address a range of social issues. However, there remains a case for 'sport for sport's sake'. All provision in areas of social deprivation should not be made wholly on instrumental grounds and assessed by measurable outcomes (this is rarely the approach adopted for the 'socially included'). There remains a case for developing sport in the community and providing all citizens with equal opportunities for participation. (Coalter et al. 2000, p.90)

3 METHODOLOGY

3.1 Background to the research

It is not until fairly recently that sport has been extensively and systematically used in development cooperation. I have had a very personal interest in sports ever since I was very young and similarly my interests in development work rose already at the age of ten, when my family lived two years in Zambia. During the year 2005, I had the opportunity to spend seven months in Tanzania as a part of my practical training for my Master's degree. During that time I was offered work in the country, which would involve using sport as a tool for development. The organisation that I was to work with, Fida International, had very little experience from using sport in development work and there was a clear need to plan the work well and to study sport and development more in depth. Therefore, I set out to complete my Master's thesis in relation to sport and development and more specifically on how could Fida International start using sport as a tool for development among the youth in Tanzania. There is a lot of optimism on the potential of sport in development, but very little research has been done to show the true value of sport in development. Therefore, this research will give significant insight into an issue that has not been sufficiently studied.

3.2 Research Methods

The research method chosen to approach the issue was case study research. Yin (1994) states that "case studies are the preferred strategy when 'how' or 'why' questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context" (p.1).

TABLE 14. Case study inquiry (Yin 1994, p.13)

Case study inquiry	
1. A case study is an empirical inquiry that • investigates a contemporary phenomenon within its real-life context, especially when • the boundaries between phenomenon and context are not clearly evident.	2. The case study inquiry • copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result • relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result • benefits from the prior development of theoretical propositions to guide data collection and analysis.

Table 14 shows some of the key factors that define a case study inquiry. This section will provide a description of the research design and demonstrate how the case study was a suitable method for the research.

The aim of this research was not to devise a project plan, but some project planning tools were used in the research. One of the most significant tools used was the Logical Framework Approach [LFA], which may be defined as follows:

> The LFA is an analytical process and set of tools used to support project planning and management. It provides a set of interlocking concepts which are used as part of an iterative process to aid structured and systematic analysis of a project or programme idea.
>
> The LFA should be thought of as an 'aid to thinking'. It allows information to be analysed and organized in a structured way, so that important questions can be asked, weaknesses identified and decision makers can make informed decisions based on their improved understanding of the project rationale, its intended objectives and the means by which objectives will be achieved.
>
> (European Commission 2004, p.57)

The LFA was first developed in the 1960s and it has been since used widely in project planning and management. In this research the 'analysis phase' of the LFA will be implemented as a research tool. The analysis phase includes the following elements: stakeholder analysis, problem analysis, objective analysis, and strategy analysis. These are explained briefly in figure 4.

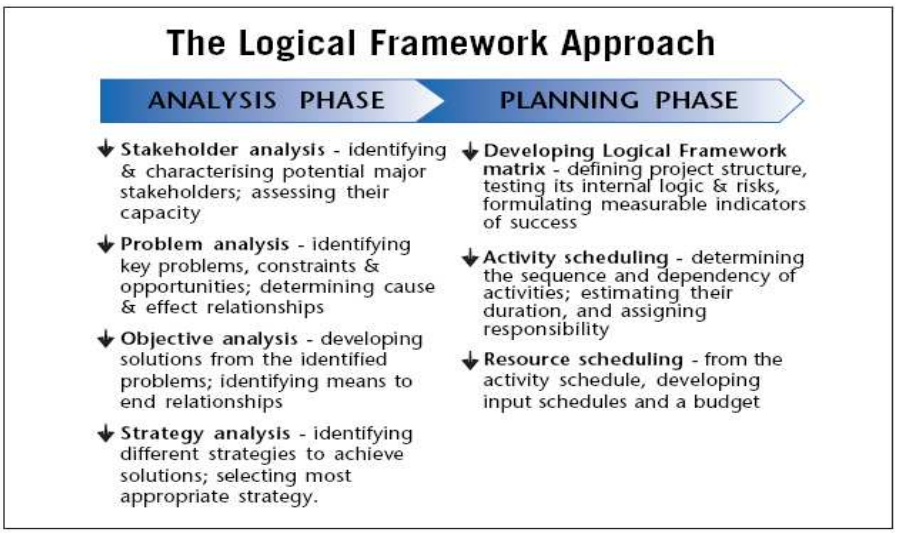


FIGURE 4. The Logical Framework Approach (European Commission 2004, p.60)

The methodologies related to the elements of the analysis phase, which are used in the research are described in detail in the analysis section of the thesis.

3.3 The case design

The case design of the research can be defined as a single embedded case design. This means that the research includes the study of a single case with multiple units of analysis. The main logic of the research follows the Logical Framework Approach, which is especially significant in providing structure and validity to the research.

3.4 Study question

The main problem or study question of the thesis was: How can Fida International, in partnership with the Free Pentecostal Church of Tanzania [FPCT], start using sport as a tool for tackling the problems of the youth in Tanzania? Fida International is a Finnish mission and development organisation that does extensive development cooperation work around the world and one of its key guiding principles is to work in partnership with local churches whenever possible. In Tanzania the Free Pentecostal Church of Tanzania is Fida's partner and therefore any work that Fida International does in Tanzania is done in partnership with FPCT. In order to answer the study question, it was necessary to focus the research especially on FPCT, because it will be the one implementing the work in Tanzania.

A second significant element of the study question was sport in Tanzania. There was very little documented material on the situation of sport in Tanzania and therefore the problem and stakeholder analyses of LFA were also used to gain further insight into the specific challenges related to sport and its potential as a tool for development.

3.5 Units of analysis and propositions of the research

The units of analysis of the research are based on the stakeholder and problem analysis of the LFA analysis phase as both of these analyses involved identifying the groups or subjects of analysis. Especially the stakeholder analysis provided the tools that were needed to identify the necessary units of analysis in order to answer the study question. The following units of analysis were identified as the most significant for the research.

1. The Free Pentecostal Church of Tanzania
   - The focus was especially on the capacity and willingness of FPCT to implement sports programmes
2. Fida International
   - The projects of Fida International in Tanzania
   - The policies and guidelines of development cooperation work done by Fida International
3. Sport in Tanzania
   - Sport in schools
   - Department of Sport in the Ministry of Labour, Youth Development and Sports
   - Sport and development in Tanzania
   - Opinions of the youth on sports in Tanzania

In order to guide the research, the following propositions were outlined. The propositions are related to the available studies and guidelines on sport and development and on my prior knowledge concerning Fida International's work in Tanzania.

1. FPCT has the willingness, but lacks the capacity to start using sport as a tool for tackling the problems of the youth in Tanzania
2. There are not enough opportunities for the youth in Tanzania to play sports
3. Sport has the potential to be used as a tool for development in a number of ways to contribute to achieving the aims that Tanzania has for its youth
4. Sport fits well into the existing projects of Fida International in Tanzania

3.6 Data Collection

Data collection was carried out during the time that I spent in Tanzania from January 2005 to July 2005. Yin (1994) states that "[e]vidence for case studies may come from six sources: documents, archival records, interviews, direct observations, participant-observation, and physical artefacts" (p.78). Most of these sources are also used in this research. The key principles of data collection, according to Yin (1994, p.90-98) are:

1. Use multiple sources of evidence
2. Create a case study data base
3. Maintain chain of evidence

The data collection methods of the LFA stakeholder and problem analysis fulfilled the abovementioned key principles logically.

In this research four interviews were conducted, which were aimed at analysing the capacity of FPCT and its relations to other stakeholders. The people interviewed were:

- Mr. Jackson Muna (Interview on 25th June 2005)
  - Manager of FPCT's youth centre in Tanga, who has a good understanding of the youth work done within FPCT
- Mr. Henry Ramadhani (Interview on 13th June 2005)
  - Director of Sports in the Ministry of Labour, Youth Development and Sports
- Mr. Chigogolo Mohammed (Interview on 28th May 2005)
  - Sports Coordinator of Sport Development Aid, Mtwara
- Mr. Herman Ngoma (Interview on 6th June 2005)
  - Senior teacher from Korogwe, who is also responsible for Physical Education in the school

All of the interviews conducted were recorded and transcribed. The interviews were based on the stakeholder analysis and were semi-structured.

Participatory group work was conducted in Pemba Island with 9 boys and 15 girls to identify the problems of the youth in relation to sports. The problem analysis was conducted according to the general LFA guidelines and it resulted in a problem tree, which shows the core problem and outlines its causes and effects. The methodology for creating the problem tree is explained further in the analysis section of the thesis.

Further participatory group work was conducted in Tanga with 26 youth workers who came from churches and youth centres around the country. The aim of the group work was to assess the capacity and willingness of FPCT to implement sports programmes. The data was gathered from the youth workers by using a spider diagram, where they assessed the capacity of FPCT in certain key areas.

As I was able to spend seven months in Tanzania, I also had the opportunity to observe the situation first hand. Observations were made especially on the islands of Pemba and Zanzibar, where my work focused and a diary was kept of the observations during this

time. Further significant insight on the situation of sports in Tanzania was gained from coaching seminars held for coaches in Pemba Island and for church youth workers in Tanga. Because of the language and cultural barriers, full participatory observation was not suitable, but even through direct observation it was possible to see many issues that were left unmentioned talking with people.

Finally, data was collected from documents and archives. This was especially the case concerning the policies and projects of Fida International.

3.7 Analysing data

Yin (1994) states that "[d]ata analysis consists of examining, categorizing, tabulating, or otherwise recombining the evidence to address the initial propositions of a study" (p.102). The methods of analysis were closely linked to the stakeholder, problem, objective and strategy analysis phases of the Logical Framework Approach. They are described further in each corresponding section of the analysis section. Yin (1994) describes two general analytic strategies (p.103-104) and four dominant modes of analysis (p.106-119). According to his definitions the analytic strategy used in this research was 'relying on theoretical propositions' and the dominant mode of analysis is pattern-matching. The analysis was strongly grounded in the Logical Framework Approach in terms of methodology and in the theoretical propositions regarding sport and development and general development issues in Tanzania. The findings of the research were structured and evaluated in relation to the theoretical propositions available. The analysis was directly aimed at answering the research question and the key propositions of the research. In addition to the theoretical methods of analysis, also my own knowledge of the situation was be used in analysing the data.

3.8 Validity

In addressing the validity and quality of research designs Yin (1994) outlines the following four elements that need to be considered (p.32-33):

- Construct validity
- Internal validity
- External validity
- Reliability

The case study protocol was followed through applying the Logical Framework Approach, which is a well known tool that is used around the world in project planning. The Logical Framework Approach provided the framework for the research design in a way that automatically addressed the abovementioned elements and gave an easily replicable structure for data collection and analysis. All the data that was collected was documented and multiple sources of evidence were used in data collection, which provided a chain of evidence where the validity of the data could be verified by data from other sources.

4 ANALYSIS OF THE KEY STAKEHOLDERS

Stakeholders are defined in the European Commission (2004) Project Cycle Management Guidelines as follows:

"Any individuals, groups of people, institutions or firms that may have a significant interest in the success or failure of a project (either as implementers, facilitators, beneficiaries or adversaries) are defined as '*stakeholders*'" (p.61).

TABLE 15. Steps included in the stakeholder analysis (European Commission 2004, p.61)

Stakeholder analysis
1. Identify the general development problem or opportunity being addressed / considered; 2. Identify all those groups who have a significant interest in the (potential) project; 3. Investigate their respective roles, different interests, relative power and capacity to participate (strengths and weaknesses); 4. Identify the extent of cooperation or conflict in the relationships between stakeholders; and 5. Interpret the findings of the analysis and incorporate relevant information into project design to help ensure that (i) resources are appropriately targeted to meet distributional/equity objectives and the needs of priority groups, (ii) management and coordination arrangements are appropriate to promote stakeholder ownership and participation; (iii) conflicts of stakeholder interest are recognized and explicitly addressed in project design.

The stakeholder analysis is the first stage in the analysis phase of the Logical Framework Approach and the steps often related to the analysis are shown in table 15. The development problem or study question of the research was: How can Fida International, in partnership with the Free Pentecostal Church of Tanzania (FPCT), start using sport as a tool for tackling the problems of the youth in Tanzania? It would be possible to identify various stakeholders that would have an interest or would be affected by the project, but with the resources available the stakeholder analysis was limited to the following stakeholders:

- Fida International was analysed as the organisation supporting FPCT in implementing the work.
- FPCT would be the implementing organisation and therefore it was the most important stakeholder.
- The Department of Sports in the Ministry of Labour, Youth Development and Sports had a natural interest in sports in Tanzania and therefore was an important stakeholder.

- Schools have an impact on a large number of young people and also provide opportunities for playing sports and were also potential partners in implementation.
- There are some other organisations involved in sport and development in Tanzania and Sport Development Aid was selected as an example, because of its close connections to Finland.
- The youth of Tanzania are the end beneficiaries and their views were taken into consideration especially in the problem analysis stage.

Information regarding the stakeholders was gathered through semi-structured interviews and through available documents. The issues that were discussed with the stakeholders included the following (See Appendix 3):

1. Stakeholder and basic characteristics
2. Interests and how affected by the problem(s)
   - This was related to the problem of youth sports and the problems of young people generally in Tanzania
3. Capacity and motivation to bring about change
   - This analysis included using tools such as SWOT analysis and Spider diagram.
4. Possible cooperation by FPCT or Fida International with the stakeholder

4.1 Fida International

The information regarding Fida International was gathered from available documents and through personal knowledge of the work done by Fida International in Tanzania and elsewhere.

Stakeholder and basic characteristics

The executive director of Fida International, Arto Hämäläinen, describes the organisation as follows in the Development Cooperation Unit Project Manual:

> Fida International is in accordance with its name an international mission and development cooperation organisation. The word ‘fida’ originates from Latin and signifies faithful and reliable. By its character Fida International is a charitable organisation that aims at helping people among different cultures in a comprehensive way. We want to respond to both spiritual and material needs of our neighbours. Loves for God and for our neighbours go hand in hand. Fida

> International operates in 53 countries. Its 370 missionaries guarantee that the aid is directed to the intended destination. (Fida International 2006, p.9)

The main tasks of Fida International fall under the following four categories:

1. Evangelising and establishing churches
2. Teaching and training
3. Development cooperation
4. Strategic development of operations

The stakeholder analysis of Fida International here mostly deals with the Development cooperation unit, which is responsible for implementing projects in developing countries. The Development Cooperation Unit of Fida International is described in table 16.

TABLE 16. The Development Cooperation Unit of Fida International (Fida International 2006, p.13)

The Development Cooperation Unit of Fida International
The Director for Development Cooperation Unit is in charge of all development cooperation operations of Fida International. The unit consists of 8 persons working at the Fida HQ in Finland and approximately 90 persons in field projects. Currently, the unit is operating over 76 programmes or projects in 29 developing countries and is one of the largest NGOs for development cooperation in Finland. The annual budget of the unit amounts to approximately 7,3 M€. Fida International was one of the first NGOs to receive cooperative funding from the government. It began its development cooperation operations already in 1974. Funding from the Finnish government is essential to the Development Cooperation Programme. A partnership agreement has been signed between Fida International and the government, which entitles Fida to funding of 6M€ per year.

The development cooperation work conducted by Fida International is in accordance with Finland's development policy and the Millennium Development Goals of the UN Millennium Declaration, which call for the following targets to be achieved by 2015:

1. Reduce by a half both the proportion of the world's population who live in extreme poverty and the proportion suffering from hunger
2. Ensure primary education for all children
3. Eliminate gender inequality at all levels of education
4. Reduce the mortality rate for children under five by two thirds
5. Reduce the maternal mortality rate by three quarters
6. Halt, and start to reverse, the spread of HIV/Aids, malaria and other major diseases

7. Ensure the sustainable development of the environment and, amongst other targets, halve the proportion of people without sustainable access to safe drinking water
8. Create a global partnership for development
(Ministry for Foreign Affairs of Finland 2005, p. 10)

Interests and how affected by the problem(s)

The interests of Fida International are directly related to development cooperation and especially in empowering its partners to become positive influences in their communities. The goal, mission, vision, main tasks, and principles of the Development Cooperation Unit of Fida International can be seen in table 17. The types of programmes conducted by Fida International together with local partners include community development programmes, youth centres, preschools, aid for homeless children, and cultural and environmental programmes.

TABLE 17. The core functions of the Development Cooperation Unit (Fida International 2006, p.17-18)

Core functions of the Development Cooperation Unit
Goal • "Healthy people in a healthy community" Mission • Our mission is to help our neighbours in developing countries and crisis areas by creating sustainable development, as well as holistically improving the living conditions in cooperation with our partners. Vision • Our vision is to empower our partners to become positive and powerful influences in their communities. Main tasks • The main tasks of the Development Cooperation Unit of Fida International are development cooperation, humanitarian aid and information, training and education in cooperation countries and in Finland. Principles All of our operations bind to the following principles: • Partnership • Community-based approach • Participation • Local ownership • Holistic well-being • Sustainable development • Equality and human rights • Promotion and global security • Reduction of widespread poverty • Promotion of human rights and democracy • Prevention of global environmental problems

Fida International has worked with FPCT in Tanzania for a long time and projects targeted at the youth of Tanzania have also been implemented. Since 1996 Fida International has supported FPCT in establishing youth centres to Tanzania and currently there are two projects running in Tanzania, which support the work of the youth centres and the youth work of the churches in general. However, Fida International has no significant experience in using sport as a tool for development. Therefore, the problems related to youth sports per se in Tanzania have not been addressed so far, but there is a growing interest within Fida International to begin using sport in development. The Project Coordinator of Fida International, Mr. Olli Pitkänen, wrote in the book *Kehitys avusta kumppanuuteen [The Development from Aid to Partnerships]* that the time is right for Fida International as an organisation to begin using sport in a well planned and sustainable way in the development cooperation work (Pitkänen 2004, p.108 free translation).

Capacity and motivation to bring about change

The capacity of Fida International to address the problems of youth sports and the problems of the youth in general in Tanzania is dependent both on the capacity of Fida International itself and the capacity of FPCT as the partner implementing the activities. The capacity of FPCT will be evaluated separately. The financial capacity of Fida International is fairly good especially in implementing small scale community based projects. The partnership agreement with the Ministry for Foreign Affairs provides a secure source of funding along with the self financing of Fida International, which is largely dependent on sales from second hand shops. Fida International has currently four projects in Tanzania with FPCT and also some other projects, which cover the whole of East Africa. There could be possibilities for starting a whole new project in relation to sport and development, but in Tanzania some work has already been done within two projects and there is no need for a new project as such. These two projects are:

- Empowering churches for youth ministry, and
- Youth of the Islands.

Both of these projects deal mostly with youth centres, but the Empowering churches for youth ministry –project operates nationwide, whereas the Youth of the Islands –project operates only on the islands of Tanzania. Some financial resources have already been

reserved for sport and development within these projects, but if there would be a need for major investments, further funding would have to be applied for the projects.

The capacity of Fida International as an organisation in relation to knowledge on sport and development is low as there are currently very few employees within Fida International who have in depth knowledge of sport related issues. However, through gaining experience, raising awareness, and developing materials it could be possible to raise the capacity significantly. Currently Fida International has one person in Tanzania with experience and academic knowledge in sports and this provides sufficient capacity for implementing sport and development programmes in Tanzania.

Possible cooperation with FPCT or other stakeholders

All projects of Fida International in Tanzania are implemented with FPCT. There is however, a need to ensure that the partner is included in all phases of planning and implementation regarding sport and development programmes. This is necessary, because sport and development issues are new also to FPCT and there is a need to increase the ownership, capacity, and commitment of FPCT in this area.

Regarding other stakeholders, there could be opportunities for Fida International to learn from other organisations dealing with sport and development. Some discussions have already been held with Liike ry, which is a Finnish NGO supporting Sport Development Aid in Mtwara region in Tanzania. Liike ry is one of the few organisations in Finland dealing with sport and development and there could be good opportunities for cooperation. Other opportunities should be evaluated as more experience is gained and contacts are developed in the field.

4.2 The Free Pentecostal Church of Tanzania

The stakeholder analysis of FPCT is mostly based on an interview done with Mr. Jackson Muna, who was at the time of the interview the manager of FPCT's Novelty Youth Centre in Tanga. He has a broad understanding of the youth work done within FPCT.

Stakeholder and basic characteristics

The Free Pentecostal Church of Tanzania has a long history as it has been founded on work done by Swedish missionaries in the 1930s (Free Pentecostal Church of Tanzania [FPCT] 2000, p.3). However, the name FPCT has been used only since the year 2000. FPCT has churches all around Tanzania with a total membership of over 350 000 and it is involved in around 50 social projects together with its partners. The Constitution of FPCT outlines its objectives and the first two paragraphs of the objectives, which are shown here, reveal the key tasks of FPCT:

> To uphold practice and promote the Pentecostal faith and doctrine and to preach and propagate the Gospel in Tanzania as well as outside Tanzania through every possible means in accordance with the Great Biblical Commission of Jesus Christ. The local church is the foundation of ministry and testimony. (FPCT 2000, p.7)
>
> To provide special Social Welfare and Community activities as well as facilities hand in hand with the Government, to include relief services, Education, Health programmes, Orphanage care and service camps for Destitute, Handicapped persons and catastrophes by considerations of fair distribution of the facilities in geographical and gender terms. (FPCT 2000, p.7)

FPCT has two main foreign partners, Fida International (Finland) and PMU (Sweden), which both support the work of FPCT in various areas.

FPCT has eight departments and youth work is under the Children and Youth Department, which is called HUIMA. All local churches are obligated to conduct services for children and youth according to the regulations and principles outlined by the Department. In addition to youth work done in churches, FPCT has five youth centres that are already running and three more will be completed during the year 2006. The youth centres offer educational courses and free-time activities for the youth. FPCT has over 200 pre-schools all around Tanzania and one secondary school, which aim at improving the educational level of the youth.

Interests and how affected by the problem(s)

The interests of FPCT do not lie in sports as such, but according to Mr. Muna the key interests concerning youth work are to have stable youth in all areas of life -

economically, socially, mentally, spiritually and also physically. Mr. Muna believes that the biggest problem that the youth face in Tanzania is having poor economy, which leads to many other difficulties and often deviant behaviour. The problems of the youth in Tanzania have made FPCT find various ways of working with children and young people, such as the youth centres and pre-schools, which have been supported by Fida International. Sports have been included as free-time activities in the youth centres and also some churches have started their own teams as a part of their youth ministry. Also PMU has started to support FPCT in using sports to reach the youth in the coastal areas of Tanzania and especially on the island of Pemba. (J. Muna, personal communication, June 25, 2005).

Capacity and motivation to bring about change

Mr. Muna says that "actually FPCT has good capacity to motivate or to encourage young people, because first, it is spread all over the country, so by having a good training from the grassroots to the national level, we are able to motivate the young people throughout the country" (J. Muna, personal communication, June 25, 2005). The capacity of FPCT is strengthened by the cooperation with Fida International and PMU, which give support through various projects. However, on the side of sports the capacity varies. According to Mr. Muna the youth centres are easily capable of running sports activities and they have already been doing that, but for churches which are not connected to a youth centre the capacity is a little bit lower. Mr. Muna believes that the biggest challenges for churches in starting to use sport in youth work are in the lack of knowledge and training. The project supported by PMU, which uses sport as tool for development, strengthens the capacity in the coastal areas and Pemba, but does not reach the interior parts of the country. Mr. Muna thinks that the motivation is high in starting sports programmes, because the churches are looking for new ways to work with the youth. (J. Muna, personal communication, June 25, 2005).

To gain further confirmation on the capacity of FPCT to implement sports programmes, a capacity assessment was done using a spider diagram during a seminar on starting football teams in the church. The seminar was held in Tanga and the participants, who were youth workers from churches and youth centres, came from around the country. In the spider diagram the participants of the seminar evaluated the capacity of FPCT to implement sports programmes on eight key areas. 26 of the participants filled the

diagram on the 27th of May 2005. In the section on the financial capacity to start programmes two people had left it blank. In the sections on facilities available for sports activities and links with schools or other organisations organising sports, one person left them blank. The average results of the spider diagram analysis are shown in figure 5 with dots (Appendix 1 and 2 show the spider diagram form and results).

The findings from the spider diagram show that the youth workers believe that FPCT has good potential to start sports programmes. The churches accept sports as a part of the church activities, they are willing to start sports programmes, they have people who could be coaches for teams, and they have good links to the youth and other organisations dealing with sports. However, much improvement is needed in the facilities available for sports, the financial capacity is also low, and there is a lack of policies and guidelines for implementing sports programmes.

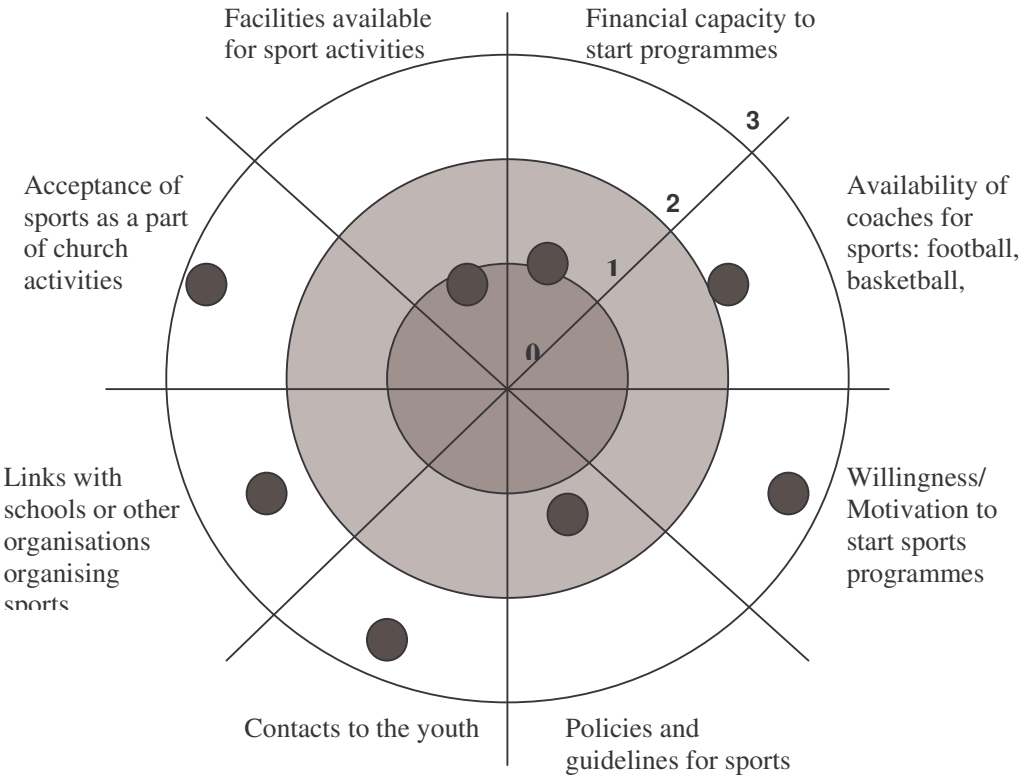


FIGURE 5. The average results of the spider diagram capacity analysis

A summary of the strengths, weaknesses, opportunities, and threats regarding FPCT is shown in table 18.

TABLE 18. SWOT matrix for FPCT

SWOT Matrix for FPCT	
Strengths	Weaknesses
• FPCT is well organised for doing youth work (HUIMA) • Good commitment to youth work • Different approaches already used in youth work • Good partnerships with Fida and PMU	• Poor human resource capacity • Insufficient training in necessary areas • Unable to keep teachers in youth centres, government is taking them to schools to teach
Opportunities	Threats
• Partnerships with Fida and PMU provide good opportunities to move forward • The policies in Tanzania give freedom to and support the youth work done by FPCT • Expanding work from existing youth centres to other areas	• Political instability in the islands • Competition in the area of youth centres

Possible cooperation by Fida International with the stakeholder

Fida International has a partnership agreement with FPCT and they have worked together for a long time. Mr. Muna believes that there are good opportunities for Fida International to work in partnership also in the area of sport and development. He emphasised the importance of having the work coordinated by FPCT in order for the work to have a strong impact on the communities. This was seen by Mr. Muna as especially important, because FPCT has also other partners and for example PMU already has a project related to sport and development with FPCT. Fida International is already involved in projects that operate nationwide in Tanzania and therefore Mr. Muna also saw good opportunities for working in the whole country in relation to sport and development. The 'Empowering churches for youth ministry' project, which is supported by Fida International, has already included some sports elements, but it could be possible to place more emphasis on sport within the scope of the project. Mr. Muna suggested that a system could be made where training would be provided at first at the national level and then it would be brought downwards so that it would finally reach even the smaller churches in the villages. The key areas where help could be provided by Fida International, according to Mr. Muna, are giving knowledge about sports, raising awareness, and building capacity. (J. Muna, personal communication, June 25, 2005).

4.3 The Department of Sports

The Ministry of Labour, Youth Development and Sports includes the Department of Sports and I was able to interview the Director of Sports Mr. Henry Ramadhani. The Department of Sports also had a policy for sports, but unfortunately it was only available in Swahili and I was therefore not able to use it at this stage.

Stakeholder and basic characteristics

The Department of Sports has three subdivisions: sport infrastructure and equipment, national sports associations and sports development, and registration of sports. The department works throughout the whole country in implementing the national sports policy. The main objectives of department are:

1) to provide access and equity of participation to all levels in Tanzania for physical exercises and sports, and

2) to ensure the infrastructures are maintained, supervised and occupied.

(H. Ramadhani, personal communication, June 13, 2005).

Interests and how affected by the problem(s)

The problems of youth sport are directly related to the interests of the Department of Sports. Mr. Ramadhani believes that the biggest problems in youth sports are the inadequate financing system, poor organisation and administration of sports, poor sports infrastructure, and lack of coaches. The Department of Sports is involved in youth sports around the country and it receives support from various sources, which are sometimes used to support youth sports. (H. Ramadhani, personal communication, June 13, 2005).

Capacity and motivation to bring about change

According to Mr. Ramadhani the Department of Sports has very little capacity to bring about change in the situation of youth sports in Tanzania. The Department runs one college, which trains sports instructors and has some programmes, such as the peer coach programme, but they are not sufficient to improve the situation. Mr. Ramadhani says that the motivation is high among the people, but the major problem is the finances needed. Clubs are lacking the knowledge regarding team management and marketing and also volunteerism is not yet widely used sports. (H. Ramadhani, personal communication, June 13, 2005).

A summary of the strengths, weaknesses, opportunities, and threats regarding the Department of Sports is shown in table 19.

TABLE 19. SWOT matrix for the Department of Sports

SWOT Matrix for the Department of Sports	
Strengths	Weaknesses
• Motivated and eager people • Peace in the country allows good development and opportunities to play sports • Good government structure	• Lack of technology and technical expertise • People don't have opportunities to get education on sports • Sports is seen just as practical, not an academic subject. • Lack of finances • Poor sports administration for the youth
Opportunities	Threats
• Helping the youth to play sports and teaching them also how to manage clubs economically – empowering youth economically and physically • Going to other countries to study sports – many countries are willing to help • Receiving people from other countries who come to Tanzania and working with them	• Those educated in sports go into other fields to work instead of sports (or youth sports) • Volunteerism will not become successfully implemented into running youth sports

Possible cooperation by FPCT or Fida International with the stakeholder

According to Mr. Ramadhani FPCT and Fida International can help the Department of Sports in any area of the sports policy. The Department is willing to negotiate with anyone interested in sports and youth and they see the opportunities for cooperation as good. Due to the poor capacity of the government to provide opportunities for the youth to play sports, they are willing to accept all help from outside. The Department of Sports is willing to help FPCT and Fida International in any way that it can if they were to start sports programmes in Tanzania. (H. Ramadhani, personal communication, June 13, 2005).

4.4 Sport in Schools

Physical Education is a subject, which should give the majority of young people the opportunity to participate in sports at least in schools if there are no other opportunities for organised sports. However, in Tanzania the situation of school sports and physical education is currently very poor. An interview with Mr. Herman Ngoma, a senior teacher of English and Kiswhahili from Korogwe High School, revealed some of the

key problems related to sport in schools. Mr. Ngoma is responsible for organising sports activities in his school and he is also working in Fida International's youth centre project in Pemba and is a member of FPCT.

Stakeholder and basic characteristics

The school system in Tanzania consists of seven years of primary school and six years of secondary school, which is followed by colleges and universities. The majority of children go to primary school, but after that the drop-out rate is very high. According to Mr. Ngoma less than half of the students continue from primary to secondary school. Mr. Ngoma believes that the schools system is good, but there are problems because young people do not have anything to do once they drop out of school. Also, as the majority drop out after primary school, they do not receive any vocational training. (H. Ngoma, personal communication, June 6, 2005).

Interests and how affected by the problem(s)

According to Mr. Ngoma Physical Education is not well organised in schools. Sport is only an afternoon activity and the teachers are not educated in sports and there are very rarely physical education teachers as such. Rather, physical education is set as the responsibility of a teacher, as in the case of Mr. Ngoma, and it is mostly up to the motivation and interest of the teacher how sports will be organised. According to Mr. Ngoma the main interest of the Ministry of Education is to educate the youth in Tanzania, but it has not shown great interest in the physical education of the youth. (H. Ngoma, personal communication, June 6, 2005).

Capacity and motivation to bring about change

Mr. Ngoma says that the capacity of schools to address the problems related to youth sports is low, because the teachers lack knowledge and motivation concerning sports. Also the Ministry of Education has not placed any significant emphasis on improving the capacity of schools to provide physical education. However, Mr. Ngoma mentioned that individual enthusiastic teachers may be influential and schools usually do have sports grounds, which gives them some potential to do more sports. (H. Ngoma, personal communication, June 6, 2005).

A summary of the strengths, weaknesses, opportunities, and threats regarding sport is schools is shown in table 20.

TABLE 20. SWOT matrix for the Ministry of Education – sport in schools

SWOT Matrix for Ministry of Education – Sport in Schools	
Strengths	Weaknesses
• The majority of children go to especially primary school • Most schools have some kind of sports grounds	• No full time physical education teachers • Lack of training for teachers • Lack of interest and motivation towards sports • Lack of financial resources • Physical education is not a real subject in school
Opportunities	Threats
• Improving the status of physical education in schools • Many children can be given opportunities to play when sports are organised in schools	• Decreasing interest in physical education in the Ministry of Education

Possible cooperation by FPCT or Fida International with the stakeholder

Mr. Ngoma sees that FPCT could have good opportunities in cooperating with schools in organising youth sports. The schools often have sports grounds, which the churches are lacking, and the churches could provide the skilled personnel to run the sports activities if an agreement could be gained with the school headmasters. Also training teachers on sports would be very helpful to schools according to Mr. Ngoma. (H. Ngoma, personal communication, June 6, 2005).

4.5 Sport and Development in Tanzania

Sport is not an entirely new thing in development in Tanzania. The ProjectBase of the Sport and Development website gives the following projects (Table 21), which are related to sport and development and are taking place in Tanzania. Although there are some projects using sport in development in Tanzania, they are mostly influencing a small region or a special group of people. For example, three of the projects are located in refugee camps in the Western parts and two are related to sport for disabled. I had the opportunity to interview Mr. Chigogolo Mohamed, who is the Sports Coordinator of Sport Development Aid (SDA) in Mtwara. Mr. Mohamed is also involved in youth work within FPCT.

TABLE 21. Projects related to sport and development in Tanzania (Sport and Development: International Platform – ProjectBase, 27.5.2006)

Project	Organisation	Country	Duration
» ATHENS 2004 Paralympic Games Dutch Special Initiative	International Paralympic Committee (IPC)	Tanzania Other countries in Africa	ongoing
» Education through Sport	LiiKe (Sports Development Aid)	Tanzania	ongoing
» Healthy Paralympians	International Paralympic Committee (IPC)	Kenya, Rwanda Tanzania, Uganda	ongoing
» Kicking AIDS Out! (International Network)	Commonwealth Games Canada (CGC)	various	ongoing
» SportHealth Project in Tanzania	Right To Play	Tanzania	ongoing
» SportWorks Project in Tanzania (Kanembwa, Karago, Mkugwa, Mtendeli, and Nduta refugee camps)	Right To Play	Tanzania	ongoing
» SportWorks Project in Tanzania (Lugufu I&II, Mtabila I&II, Muyovosi, and Nyarugusu refugee camps)	Right To Play	Tanzania	ongoing
» SportWorks Project in Tanzania (Lukole A&B refugee camps)	Right To Play	Tanzania	ongoing

Stakeholder and basic characteristics

SDA is a sport development organisation, which was started in 2000 and operates in Mtwara region in Tanzania. Most of its work is done through primary schools, but it has also started some clubs outside of school. The organisation is supported by Liike ry from Finland. The main goals of SDA are: giving children chances to play sports in schools and focusing on sport and development through providing information on health issues, fair play, etc. The aim of SDA is to improve the educational level of children through improving school attendance by having sports in schools. (C. Mohamed, personal communication, May 25, 2005).

Interests and how affected by the problem(s)

Mr. Mohamed believes that the biggest problem in youth sports is the lack of chances to play. There are also no good sports facilities or grounds and the children are lacking the necessary equipment. SDA is working directly in improving the opportunities of young

people to take part in sports activities. (C. Mohamed, personal communication, May 25, 2005).

Capacity and motivation to bring about change

Mr. Mohamed noted that through working with schools SDA has a strong capacity to provide opportunities to play for many children; they are currently working in about 300 schools. Also the support they get from Liike ry in Finland and other local companies gives them financial resources for the work. SDA has the motivation to help organise youth sport activities is high, because this is the main goal of the organisation. However, Mr. Mohamed notes that SDA is not able to provide chances for everyone and also the poverty of the youth affects their opportunities to play. SDA works currently in a small area of Tanzania, but they have plans to extend their work to other areas. (C. Mohamed, personal communication, May 25, 2005).

A summary of the strengths, weaknesses, opportunities, and threats regarding Sport Development Aid is shown in table 22.

TABLE 22. SWOT matrix for Sport Development Aid

SWOT Matrix for Sport Development Aid - Mtwara	
Strengths • Good links to the authorities • Financial support from Liike and local companies • Working through schools provides a way to get chances to play sports for many children	Weaknesses • Having to rely on schools, sometimes problems with schools changing their timetables • Knowledge of different sports • Lack of staff • Only working in a limited area
Opportunities • With the support and positive attitude of the local governments it is possible to expand work • Starting more sports clubs • Expanding work elsewhere, discussed areas: Lindi and Mwanza	Threats • Possibility of losing the funding from Liike ry • Not being able to make the work sustainable

Possible cooperation by FPCT or Fida International with the stakeholder

Mr. Mohamed says that SDA is working closely with other organisations and there are good opportunities for cooperation between FPCT and SDA. Both are doing work with children and if FPCT starts sports programmes they can benefit from each other. SDA has experience especially from sports ground maintenance and that is an area, where

FPCT would need much support. Due to the links between SDA, FPCT, Fida International, and Liike ry, cooperation could be suggested especially in the areas where SDA is already working. (C. Mohamed, personal communication, May 25, 2005).

Mr. Mohamed suggested that FPCT should gain experience from using sport in development and slowly extend the work to reach the whole country. He emphasised especially the need to get to the villages, because very few projects reach the interior parts of Tanzania. The most important issue according to Mr. Mohamed is to find people who have a vision of the work and who are willing to continue the work. (C. Mohamed, personal communication, May 25, 2005).

5 YOUTH SPORTS IN TANZANIA – PROBLEMS AND CONSEQUENCES

According to the European Commission (2004) Project Cycle Management Guidelines the problem analysis stage may be defined as follows: "Problem analysis identifies the negative aspects of an existing situation and establishes the '*cause and effect' relationships* between the identified problems" (p.67). In this research the problem analysis was related to the problems of youth sports in Tanzania and to the problems of the youth in general. These issues were discussed also as a part of the stakeholder analysis with the stakeholders, but the most significant part of the problem analysis was conducted in Pemba on the 4th of June 2005 with the youth who take part in the sports activities at the youth centre. The analysis was conducted as a participatory group work with 9 boys and 15 girls (done separately with boys and girls) and as a result of the group work a problem tree was created. The method used for creating a problem tree is explained in tables 23 and 24. The problem analysis was conducted in a small area of Tanzania with a limited sample, but there is reason to believe that the results can be mostly generalised to large parts on Tanzania. Support for the findings of the problem analysis was gained also from observations done during the six month training period spent in Tanzania and the stakeholder analysis.

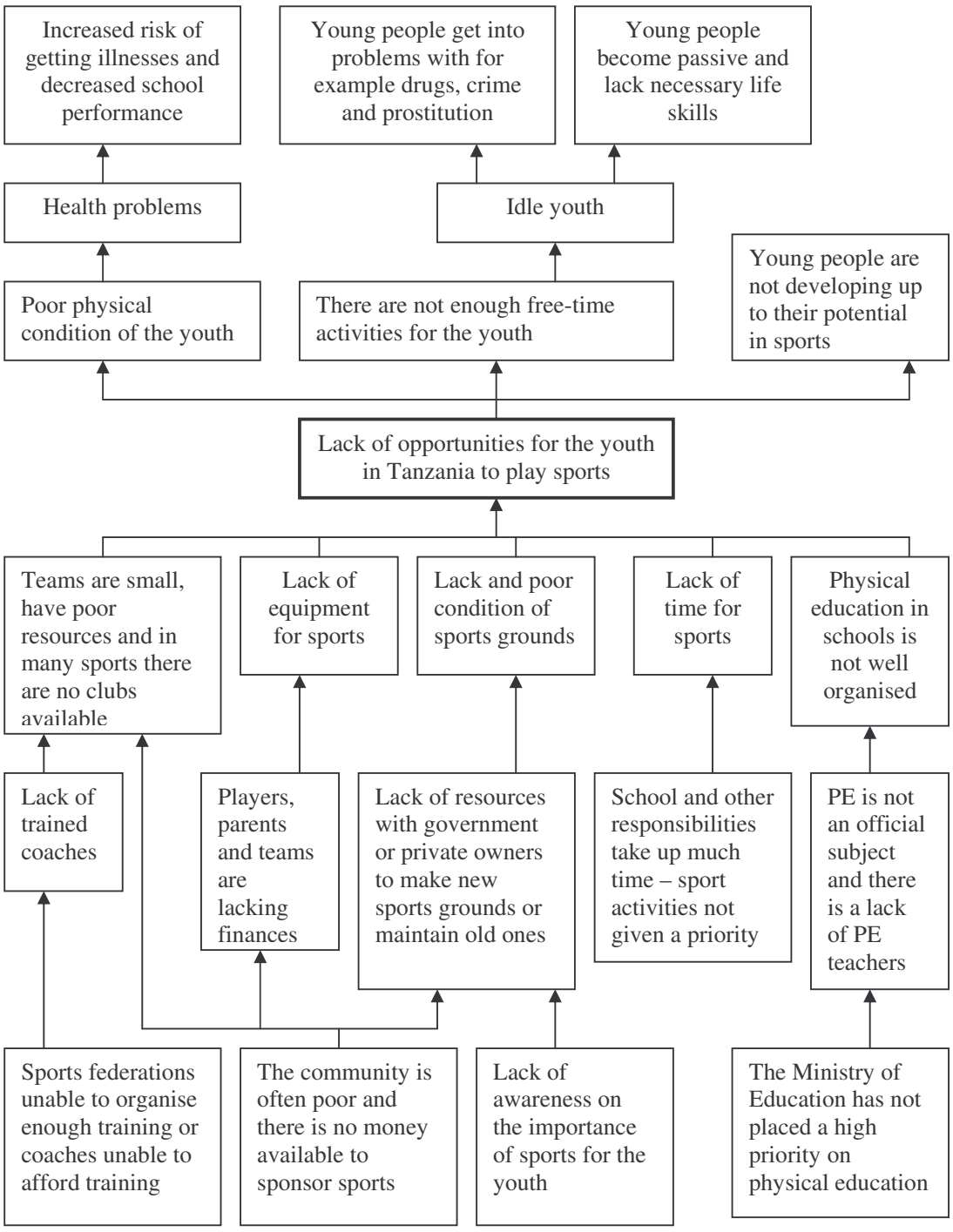
TABLE 23. Conducting the problem analysis (European Commission 2004, p.67)

Problem analysis
1. Definition of the framework and subject of analysis; 2. Identification of the major problems faced by target groups and beneficiaries (What is/are the problem/s? Whose problems?); and 3. Visualisation of the problems in form of a diagram, called a "problem tree" or "hierarchy of problems" to help analyse and clarify cause–effect relationships."

TABLE 24. Creating a problem tree (European Commission 2004, p. 67)

Creating a problem tree	
Step 1: The aim of the first step is to openly brainstorm problems which stakeholders consider to be a priority. Step 2: From the problems identified through the brainstorming exercise, select an individual starter problem. Step 3: Look for related problems to the starter problem Step 4: Begin to establish a hierarchy of cause and effects:	Step 5: All other problems are then sorted in the same way – the guiding question being 'What causes that?' Step 6: Connect the problems with cause-effect arrows – clearly showing key links Step 7: Review the diagram and verify its validity and completeness. Step 8: Copy the diagram onto a sheet of paper to keep as a record, and distribute (as appropriate) for further comment/information

5.1 Problem tree on youth sports in Tanzania



During the problem analysis conducted in Pemba, the youth identified the lack of money as the core problem of youth sports. However, in the problem tree the core problem was set as 'The lack of opportunities for the youth in Tanzania to play sports'. The lack of finances is most certainly one of the key causes of the poor situation of youth sports and the youth in general in Tanzania, but it would be too simplistic to say that money would solve all the problems. Sometimes the lack of finances may actually be used as an excuse not to do anything. The root causes identified in the problem tree include poor organisation of sports, lack of finances at all levels, and the lack of awareness concerning the importance of sports for the development of the youth. These issues cause the poor situation of youth sports in Tanzania, which is seen in the lack of trained coaches, lack of teams, poor condition of sports grounds, lack of equipment, and the poor situation of physical education in schools. These problems were identified also by all of the people interviewed in the stakeholder analysis.

The effects of the lack of opportunities for the youth in Tanzania to play sports were identified as follows. Firstly, the lack of exercise may lead to health problems and this may also have an influence on the school performance of young people and their general quality of life and ability to work. However, having seen life in Tanzania it can be said that generally the youth live a much more active life than those in Western countries. This is because people are forced to walk long distances, use bicycles for transport, and do more manual labour. Therefore, I do not believe that the lack of exercise is the key issue that influences the health of the youth, but it does play a certain role anyhow. Sometimes when I held football training sessions for the youth in the youth centre in Pemba the players were simply tired because of the lack of food. The problems also vary between urban and rural life. In urban areas it is much more common to see young people just hanging around and doing nothing. Secondly, the lack of opportunities for the youth to spend their free time may cause them to become passive and end up in problems with for example drugs, alcohol, or prostitution. Mr. Muna identified this as an especially significant problem for the youth who move from the rural areas to towns. Thirdly, also Mr. Muna and Mr. Ramadhani both emphasised how the poor situation of youth sports is causing the young people not to develop up to their potential in sports. (J. Muna, personal communication, June 25, 2005; H. Ramadhani, personal communication, June 13, 2005).

6 TURNING PROBLEMS INTO OBJECTIVES

The objective analysis stage of the Logical Framework Approach involved changing the problem tree into an objective tree, which described the future situation that was hoped to be achieved. The steps related to forming the objective tree are described in table 25. The aim of the objective analysis was to illustrate means-ends relationships that would provide possible strategies to address the problems in youth sport and through that also influence the problems of the youth in general.

TABLE 25. Steps in forming the objective tree (European Commission 2004, p.69)

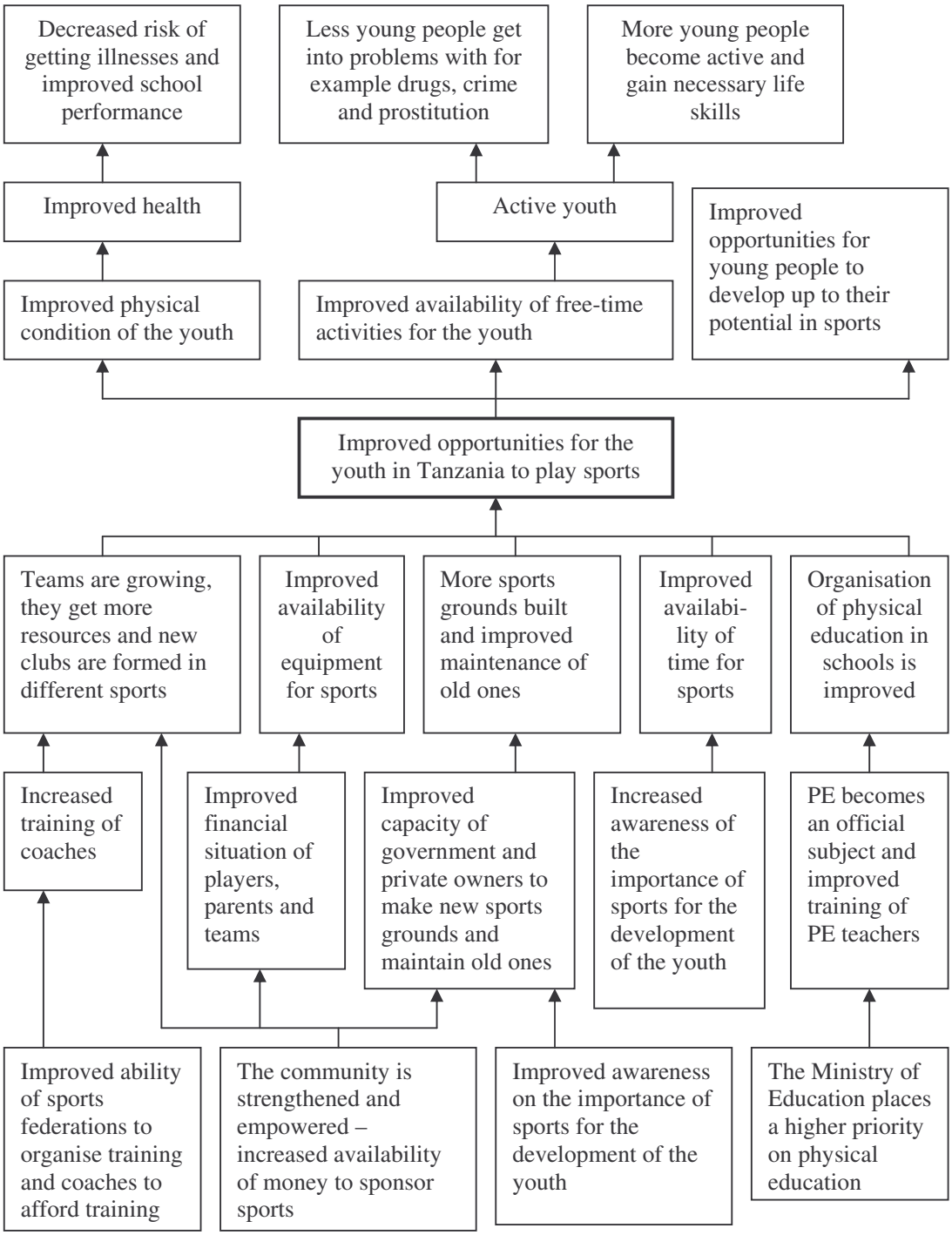
Objective analysis
Analysis of objectives is a methodological approach employed to: • Describe the situation in the future once identified problems have been remedied; • Verify the hierarchy of objectives; and • Illustrate the means-ends relationships in a diagram.

The problem tree and objective tree approach to problem analysis fits well into the strategy of forming logical relationships pointed out by Coalter (2002, p.23), which was explained in the section on sport and development. When a chain of cause-effect relationships is formed it is possible to analyse the individual chains and the steps in the chain to evaluate the proposed outcomes.

In the objective tree on the following page, the causes and effects in the problem tree have been turned into means-ends relationships which show the how the potential objectives could be achieved. Through improved awareness and training regarding sports, increased financial resources, and effective community empowerment, it could be possible to improve the opportunities that young people have to play sports. This could potentially lead to improved health of the youth, which influences for example school performance, the ability to work and the general quality of life. The provision of constructive free-time activities could result in reduced crime and substance abuse, and improved life management skills. Additionally, young people could have the opportunities to develop their potential in sports. However, as was discussed in the section on sport and development, participation in sports does not immediately lead to

these results. The individual objective chains will be shortly analysed with reference to the literature on sport and development and the stakeholder analysis.

6.1 Objective tree – what to aim for



Firstly, it has to be remembered, as Coalter (2002) pointed out, that participation in sports is often not a sufficient condition for achieving the desired outcomes (p.25). Mere participation may help in achieving certain outcomes, but sometimes also negative may result from badly organised and managed interventions. Secondly, the focus here is somewhat more on the development of communities through sport than on the development of sport in communities (Coalter, 2002, p.7). Many of the objective chains in the objective tree include the development of sport in communities at the first stages of the chain, but then towards the end the overall focus is shifted more towards community development through sport.

The lack of training of coaches and teachers on specific sports was highlighted by all of the people interviewed in the stakeholder analysis as one of the key problems in youth sports. The capacity of FPCT is also fairly low in this area, although the spider diagram analysis showed that churches and youth centres would have coaches, their skills in coaching are generally low. This is an area where Fida International could play a significant role in providing training for coaches especially within FPCT, but possibly also for sports federations and schools. There are already good experiences from Pemba, where coaching seminars were held for the coaches of some of Pemba's best teams in cooperation with the Zanzibar Football Federation. Training coaches demands good knowledge of various sports and therefore it is unsure how the capacity of FPCT could be raised for them to provide the training on their own. FPCT has already started sports teams in youth centres and some churches and there is reason to believe that they will be able to continue and expand this as more training is provided and create more opportunities for youth sports. Cooperation with other stakeholders, such as other sport and development organisations, sports federations, and schools could be used to improve the training of coaches.

The lack of finances in communities' leads to a situation where there are very little funds available for sports and this is affects the equipment available for sports and the sports grounds. Also this issue was raised by all the people interviewed in the stakeholder analysis as a major problem. The financial capacity of FPCT to implement sports programmes was rated as very low according to spider diagram analysis. However, Mr. Muna specified that youth centres have a somewhat higher capacity, because they have other income generating activities which may provide funds also for

sports (J. Muna, personal communication, June 25, 2005). It is possible for Fida International to provide financial support to FPCT in organising sports programmes, but much the way of providing the support has to be carefully planned. Emphasis can also be placed on empowering the sports teams to raise funds locally. Much improvement could be done in the area of voluntary work to support sports and with improved organisation of sports teams their capacity to raise funds could be increased.

Raising awareness on the importance of sports for the youth is much needed among various authorities. For example in improving sports grounds cooperation is needed with the owners of the fields and they also have to see the importance of providing good opportunities for youth sports. If FPCT were to organise sports activities in cooperation with schools by using their sports grounds they could also help to improve the status of physical education in schools. There is also regional variation in the way that sports activities are seen by the people. In the islands of Zanzibar and Pemba sports are a very popular among the youth, but according to Mr. Mohammed in the rural areas of Tanzania the opportunities for young people to play organised sports are few. FPCT could play a significant role in providing opportunities also in the rural areas for the youth to participate in sports and also raise the awareness on the importance of physical activity for young people.

The first outcome related to the improved physical condition, health, and school performance has varying support in the literature. For example Coalter et al. (2000, p.28) mentioned how there is a lack of robust evidence on the health benefits of sports although there are plenty of assumptions on the beneficial outcomes of physical activity. However, there is very little evidence from developing countries. The relationship between sport and education is also more related to aiming at improving school attendance through sports than improving performance in school through sports.

In the second outcome chain on improved free-time activities for the youth the focus has to be on combined programmes, which include other elements along with sports provision. Coalter et al. (2000) give much support to the potential of sport in communication of other messages (p.45, 50, 58). Sport can be used effectively as a way to bring people together and use it to provide other important information for the youth.

For example the Next Step expert meeting emphasised how sport can be used to address the issue of HIV and AIDS in communities (NCDO 2004, p.21).

The final outcome in the objective tree on developing the sporting potential of the youth is directly related to the development of sport in communities. The relationships between the means leading to improved opportunities for the youth to play sports are most directly related to this outcome. However, even here mere participation is not a sufficient condition, as high quality coaching, equipment, and facilities are needed for high level sports.

7 HOW TO ACHIEVE THE OBJECTIVES – SELECTING STRATEGIES

The European Commission (2004) Project Cycle Management Guidelines describe how the strategy selection stage of the Logical Framework Approach ties together the information gathered from the other stages of the analysis phase.

> During the process of stakeholder analysis, problem analysis and the identification of potential project objectives, views on the potential merits or difficulties associated with addressing problems in different ways will have been discussed. These issues and options then need to be more fully scrutinized to help determine the likely scope of the project before more detailed design work is undertaken (European Commission 2004, p.70).

This is the key analysis stage of this research as the aim is to provide suggestions for the best possible strategies. The strategy analysis was guided by the questions shown in table 26 and the key criteria for strategy selection presented in table 27. The strategy analysis was conducted in relation to the other information gained from the LFA analysis phase and from the theoretical perspectives highlighted in the first part of thesis.

TABLE 26. Key questions related to the strategy analysis (European Commission 2004, p.70)

Strategy analysis
The types of questions that need to be asked and answered at this stage include: • Should all the identified problems and/or objectives be tackled, or a selected few? • What are the positive opportunities that can be built on (i.e. from the SWOT analysis)? • What is the combination of interventions that are most likely to bring about the desired results and promote sustainability of benefits? • How is local ownership of the project best supported, including development of the capacity of local institutions? • What are the likely capital and recurrent costs implications of different possible interventions, and what can realistically be afforded? • What is the most cost effective option(s)? • Which strategy will impact most positively on addressing the needs of the poor and other identified vulnerable groups? • How can potential negative environmental impacts best be mitigated or avoided?

TABLE 27. Key criteria for strategy selection (European Commission 2004, p.71)

Key criteria for strategy selection
• Expected contribution to key policy objectives, such as poverty reduction or economic integration • Benefits to target groups – including women and men, young and old, disabled and able, etc • Complementarity with other ongoing or planned programmes or projects • Capital and operating cost implications, and local ability to meet recurrent costs • Financial and economic cost-benefit • Contribution to institutional capacity building • Technical feasibility • Environmental impact

7.1 Key problems and objectives

Both Fida International and FPCT have little experience on sport and development and therefore it can be suggested that too ambitious programmes would not be implemented before further experience is gained. Trying to tackle all the problems identified through achieving all the objectives is not in the scope of the work done by Fida International or FPCT. However, the potential is there and encouraging examples have already been gained within the existing projects of Fida International in Tanzania and the good management of the youth centres by FPCT. The objectives most related to the nature of development cooperation work done within in Fida International are those in the first parts of the objective chain (means), which include especially the training and empowerment of the partners. FPCT plays a significant role in achieving the end outcomes, because it will be responsible for implementing the programmes and it has a high motivation to develop new ways of working with the youth in Tanzania.

The suggested key objectives for Fida International include the following:

- Improved training of FPCT youth workers in churches and youth centres in coaching sports, organising and managing sports clubs, and maintaining sports grounds.
- Increased financial capacity of FPCT to implement sports programmes through support from Fida International and through improved capacity to raise funds locally.
- Improved networking of Fida International and FPCT in Tanzania in the area of sport and development.

The suggested key objectives for FPCT include the following:

- Improved capacity to implement sports programmes in churches and youth centres for the youth in Tanzania.
- Holistically (physically, socially, mentally, and spiritually) improved quality of life of the youth who take part in the sports activities organised by FPCT.
- Improved cooperation with other stakeholders dealing with youth sports.

7.2 Suggested interventions to achieve key objectives

Different interventions could be chosen to achieve the objectives stated above. However, Coalter (2002) and Coalter et al. (2000) provide the following suggestions that will form the basis for the choice of interventions (these have been already mentioned in the section on sport and development). Firstly, Coalter (2002) emphasises the need for good management of sports programmes in order to achieve the aims that are set, because sport itself does not produce the desired results and sport alone is not the answer to the problems faced by the youth (p.30). Secondly, Coalter et al. (2000) give the following recommendations:

> Sport appears to be most effective when combined with programmes which seek to address wider personal and social development. Rather than hope that these develop as a by-product of participation in sport, sports' salience can be used to attract young people to integrated programmes which offer formal programmes in personal development, health awareness and employment training. Enhancing employment opportunities is the best way to reduce social exclusion and the propensity to commit crime – diversion must be complemented by development. (p.45)

> Available evidence suggests that traditional facility-based programmes will have a limited impact. Outreach approaches, credible leadership, 'bottom-up' approaches and non traditional, local, provision appear to have the best chance of success with the most marginal at-risk groups. A needs-based youth work approach may be more appropriate than a product-led sports development approach. (p.45)

Thirdly, Coalter et al. (2000) state that

> [t]here remains a case for 'sport for sport's sake'. All provision in areas of social deprivation should not be made wholly on instrumental grounds and assessed by measurable outcomes (this is rarely the approach adopted for the 'socially

> included'). There remains a case for developing sport in the community and providing all citizens with equal opportunities for participation. (p.90)

Sport has already been included to some extent in two of the projects of Fida International in Tanzania, which support especially youth centres, within the 'Empowering churches for youth ministry' project it is possible to support also churches that do not have a youth centre. There seems no apparent need for specific project for sports, but rather the sports components could be expanded within the existing projects. The following interventions would be suggested to achieve the objectives stated above:

1. The development/provision of training material for:
   a. establishing and managing sports clubs.

      This is an especially important area, because proper management and organisation is needed in order to improve the sustainability of the sports clubs. Because sports is not directly usually an income generating activity at the lower levels the clubs have to be based largely on voluntary work and creativity is needed in raising finances for the club. In the area of club management the development of committees to run the clubs is suggested. The committees could be made up mostly or entirely of the youth who take part in the activities as this would increase their commitment and ownership of the clubs.

   b. including social development issues such as health awareness (including HIV and AIDS), employment training, and value-based education to sports programmes.

      In order to achieve the also the social development objectives it is necessary to combine teaching on those issues to the sports activities. In the youth centres there are especially good opportunities to provide other types of education along with the sports activities. Short teaching periods can be also incorporated into sports training sessions, but proper guidelines and materials are needed to in order for it to work.

   c. coaching football, basketball, and netball.

      Many young people have also negative experiences from sports due to poor coaches. In order to gain positive outcomes regarding the development of the

youth the coaches have to receive training in the sports they are coaching. There is much material already available on coaching these sports, but most of it is in English and if the aim is to reach also the rural areas of Tanzania, the materials would have to be translated into Swahili. Therefore, there is a need to provide some basic manuals for these sports that could be translated. For advanced levels English manuals should be sufficient.

d. sports ground maintenance.

   The situation of sports grounds is very poor in Tanzania and also few churches or youth centres have their own sports facilities. In this area cooperation with Sport Development Aid is strongly suggested as they already have manuals and experience of the issue.

2. The provision of sports equipment and financial support for sports ground maintenance according to set criteria for youth centres and churches implementing sports programmes.

   The biggest desire on the side of the people implementing the sports programmes is usually to receive equipment and better facilities. The needs are evident, but the methods of providing aid have to be carefully planned. For example, in the 'Empowering churches for youth ministry' project the primary principle is that the churches have to show that they have the capacity to sustain the activities started on their own and also provide a financial share to the start up of the activities. Specific criteria have to be also devised for deciding when support could be provided in acquiring sports equipments. In any case, the support for equipment cannot be continuous and the need for the churches and youth centres to purchase equipment on their own will arise anyhow. In the case of sports facilities the finances needed are far greater than for sports equipment and the capacity of churches and youth centres to raise finances for this area is quite low. There are possibilities also for supporting the establishment of new facilities, but mostly the need will be in cooperating with the owners of the sports grounds and looking at opportunities of improving the condition of the existing grounds. Also in the case of facilities, specific criteria for giving aid have to be devised.

3. The organisation of training seminars for teaching and sharing the training materials.

   One training seminar was already held during 2005 on football coaching and the establishment of sports clubs for workers from churches and youth centres. In order to gain the maximum benefit from training seminars they should be completed in as a practical way as possible and the training materials should be available for the participants of the seminars. Seminars could be held in several key areas of the country so that it would be possible to reach also the rural areas. More advanced training could be organised for the workers from the youth centres, but especially for the churches in rural areas the seminars have to be in a very simple and practical level.

4. The facilitation of meetings to improve cooperation in the area of sport and development between Fida International, FPCT, and other stakeholders. There is a need to improve the coordination of work done by FPCT in the area of sport and development, because FPCT has also other partners which deal with the issue and duplication of work should be avoided. This is related currently especially to PMU as they already have a project dealing with sport and development with FPCT.

5. The facilitation of sports camps for teams in youth centres to raise awareness and interest and give examples for implementation.

   Some sports camps for football and basketball have already been organised since 2004 for the football and basketball teams of the youth centres in Pemba and Zanzibar. This has shown to be an effective way of motivating the teams and centres and providing examples of how the work can be implemented. These sports camps or possibly also tournaments between teams of youth centres could be continued to raise interest in the issue.

FPCT has shown great interest in including sports activities especially to youth centres and increasingly also to churches as a part of their youth work. Teams have already been formed and support has been received also from PMU in the form of a project in the coastal areas of Tanzania. In order to achieve the objectives set above the following interventions are suggested:

1. The establishment of sports teams in churches and youth centres with the help of the training materials and seminars provided by Fida International.
   Even if the training material is provided and seminars are held, little is achieved in terms of reaching the objectives if this element is not implemented successfully. Due to the lack of experience the aim should not be to start teams in all churches in all sports, but rather to gain experience slowly and build up on that. Youth centres will have a higher capacity to establish clubs in many sports, but especially smaller churches could start with very small activities. Also there is no need to force churches to implement sports programmes, but rather the focus should be on supporting those who have the motivation to start on their own with the help of the training material and seminars. This was also emphasised by Mr. Mohammed as an important issue. However, emphasis should also be placed on being able to support the churches in the rural areas, which are mostly out of the reach of projects that focus on cities. The importance of reaching rural areas is especially significant in Tanzania, where the majority of the population live in rural areas. An important issue is to establish clubs for both boys and girls and young people with disabilities and focus should be placed on reaching the socially excluded youth through the sports clubs. The main aim in the early stages would be to gain experience and find best practices for establishing and managing clubs. In the youth centre in Pemba the football team has already been registered as a club to the league on the island and this example could be followed also elsewhere if the capacity is high enough. At later stages there could be opportunities for organising whole youth leagues especially for young children who rarely have opportunities to play organised sports.

2. The inclusion of social development issues aiming at the holistic development of the youth as a part of the sport activities.
   Coalter et al. (2000) emphasised the need for combining sports programmes with other wider social development programmes in order to achieve the end objectives regarding the social development of the youth. The youth centres are already providing educational courses and information on issues regarding the life management of the youth. Similarly churches are also involved in various types of youth work and have some capacity in including social development issues to sports

programmes. However, there is a need for developing a clear system along with good material in order for the social development issues to be implemented properly to sports activities. It has to be remembered though that even providing well organised and managed free-time activities for the youth is already an important goal in itself, but to achieve further development objectives also further teaching has to be included. Many of the problems that the youth face are due to lack of knowledge and information and therefore the potential of using sport in communicating other messages is especially important.

3. Cooperation with other stakeholders in the organisation of sports programmes. As FPCT has little experience in organising sports activities and also few churches and youth centres have their own sports facilities there is a need for cooperation with other stakeholders. This is an issue, which should be determined locally according to the situation and the contacts available to other stakeholders. For example, in Mtwara area where Sport Development Aid operates it would be strongly advisable to work in cooperation with them as they have experience from organising sports activities there. Similarly cooperation with schools or other stakeholders owning sports grounds should be developed. At the national level FPCT, Fida International, PMU, and possibly other partners of FPCT dealing with sport and development have to find ways to improve their cooperation.

4. The creation of a sports development policy for FPCT.
   If the sports programmes are implemented well and the work is expanded there is a need to create a sports development policy for FPCT. This would be especially important when FPCT receives support from various partners to the sports programmes so that there would be clear common guidelines on how to operate and duplication of work could be avoided.

7.3 Local ownership and capacity building

The promotion of local ownership and capacity building are some of the key elements in all development programmes. Collins (2004) and the participants of the Next Step (NCDO 2004) seminar emphasised the importance of working through partnerships in order to achieve sustainable development that reaches the target groups. Similarly, Coalter (2002) stresses the need to involve the stakeholders in the planning and delivery

of the programmes so that they will be needs-based rather that product-led (p.36). Due to the policies of Fida International, these issues are automatically addressed as the key elements of all programmes. The use of the Logical Framework Approach ensures the inclusion of the stakeholders to all stages of the project cycle management and through working with FPCT the work will always be implemented locally at the grass root level. The key aim of the sport and development from the perspective of Fida International has to be in building the capacity of FPCT to implement sports programmes. This involves both training and financial support. As sports activities should only be started in churches and youth centres, which are capable of running them on their own the ownership is entirely local. The challenge is to improve the capacity of FPCT to that extent that it could also take the responsibility of providing the training on its own.

7.4 Costs of interventions

Sport has the potential of reaching many young people through low-cost interventions. The existing projects of Fida International should be able to include the costs of the suggested interventions into their budgets. The development of training material, organisation of training seminars, and provision of small quantities of sports equipment do not require extensive funds. In the area of sports facility maintenance and construction increased costs may arise especially if new facilities are constructed. Regarding the interventions suggested for FPCT, the costs should be within the scope of the churches and youth centres especially for small scale activities. However, this needs good management of the clubs and creative ways of fund raising. The hope of most churches and youth centres would be to receive as much as possible from Fida International or other partners, but if there is true motivation and ownership to implement the activities the funds should also be possible to be raised locally.

7.5 Impact of suggested strategies on the poor and vulnerable

The impact of sport and development projects on economic development and job creation is not supported widely by the current research (Department for Culture, Media and Sport 2002; Coalter et al. 2000). Both reports suggested that sport could play a role in reducing social exclusion and giving skills for competing in the labour market, but not directly to job creation or economic development. Therefore, the suggested objectives have not been set to achieve economic development directly, but to rather focus on the social development of the youth. The activities should however, be targeted

to the poor and excluded people groups who are often out of reach for many projects. For example the current focus on sustainable development and local income generation may lead to a situation where opportunities are not provided for groups of people that are not able to pay for the services. If targeted effectively, sport has the potential of reaching also the excluded people groups. In some cases this may demand more resources and capacity and in those situations there should ways of providing more support. Especially in the case of disabled youth there is a clear need for additional equipment, training, and facilities for implementing sports activities. The final impact on the poor and vulnerable will be largely dependent on the capacity of FPCT to implement the sports programmes in a way that reaches also the excluded groups. Although sports activities may not lift the youth out of poverty, both Coalter et al. (2000) and Ravenscroft (2004) emphasise the importance providing opportunities for people in deprived areas to participate in sports as that may have a positive influence on their quality of life.

7.6 Avoiding negative environmental impacts

Sports activities may have a negative impact on the environment if sports facilities are overused. Currently the situation in Tanzania is such that there are far too few sports grounds and they are in a very poor condition. By improving the maintenance of sports grounds it would be possible to minimise the damage caused by over usage on the grounds. Additionally, if new facilities or sports grounds are built, an evaluation of the use of the environment has to be completed in order to estimate the environmental impacts of the construction and use of the new facility.

8 CONCLUSIONS AND RECOMMENDATIONS

The main purpose of the thesis was to come up with suggestions for ways in which Fida International could start using sport as a tool for development in Tanzania. Secondly, the thesis outlined the key problems related sport in Tanzania in order gain a better understanding of the views of the youth concerning sports and the relevance of sport as a tool for development. The sections on the general development situation in Tanzania and the role of sport and development provided the theoretical framework that determined the ways in which sport could and should be used in Tanzania to influence the development of the youth. The case study methods used in the research were largely based on the Logical Framework Approach, which was especially suitable for answering the main research question. The analysis phase of the LFA provided the necessary tools for collecting and analysing the information and also provided the structure for the whole results and analysis section of the thesis. The use of LFA methods provided a natural progression in the analysis that resulted in direct suggestions for Fida International regarding using sport as a tool for development in Tanzania. Recommended strategies were provided for both Fida International and the Free Pentecostal Church of Tanzania, which is responsible for project implementation in Tanzania. The problem analysis regarding sport in Tanzania together with the stakeholder analysis and theoretical section on sport and development focused on the role that sport could play as a tool for development.

The core findings of the research followed the propositions outlined in the methodology section. Firstly, Tanzania has a very youthful population and many of the problems that the youth face are caused by poor education and lack of information. There are insufficient opportunities for young people to take part in sports in Tanzania largely due to poverty and the lack of interest among various authorities concerning youth sports. The opinions of the youth and the current knowledge on sport and development both support the use of sport as a tool for development in Tanzania. The key areas where sport could benefit the youth are in the area of social development through providing constructive free time activities combined with sharing information regarding health and ethical issues. Secondly, Fida International as an organisation is very eager to increase the use of sport in its projects. The positive experiences already gained from Tanzania

have raised interest also elsewhere and the many of the existing projects could implement sports activities to support their goals. Fida International receives funding from the Finnish government and this provides a stable source of funding upon which to build projects. The project planning and management tools used by Fida International take into consideration the requirements placed upon development initiatives to Tanzania. Thirdly, the Free Pentecostal Church of Tanzania has shown great interest in improving their youth work by implementing sports programmes and some churches and youth centres have already started their own sports teams. The main strengths of FPCT are in its broad network of churches, which covers the whole country and gives opportunities for reaching also the rural areas, and in its interest in working among the youth. However, FPCT lacks capacity in sports coaching and management and in combining sport activities with broader development goals.

The methodology used in the research provided answers to the research questions, but some weaknesses and difficulties could be noted. The area of sport and development does not have strong theoretical background upon which the thesis could have been built. Also the Logical Framework Approach, which was extensively used in the research, is mostly a practical tool that is not widely used in research. These elements made it difficult to have a strong theoretical and methodological foundation upon which to conduct the research. Also the nature of the research question demanded a wide approach where information had to be gathered from various sources and concerning a range of topics. This made it difficult to narrow the focus of the research very specifically and therefore the analysis also consisted of fairly broad suggestions instead of very precise results and answers.

The usefulness and strength of the research lies especially in its practical application to a concrete current situation where Fida International was searching for ways of using sport as a tool for development in Tanzania. The use of the Logical Framework Approach provided a practical way of answering the research question with research tools that are widely used and well understood by project planning and management personnel. This increased the usefulness of the research for other organisations or individuals interested in using sport as a tool for development as the same approach and structure could be easily repeated elsewhere. The results of this research were focused

solely on Tanzania and more specifically on Fida International and FPCT and therefore they do not necessarily directly carry over to other countries or contexts.

The theoretical contribution of the thesis focuses on the critical evaluation of sport as a tool for development. Sport has risen quickly into the forefront of strategies for addressing various development issues and many of the claims made on the usefulness of sport have been based on assumptions and hopes rather that concrete research evidence. Most of the evidence regarding the influence of sport is based on research in Western countries, where the context differs significantly to what is seen in developing countries. The thesis did not provide further research evidence to support the role of sport in development, but rather drew together the current evidence and emphasised the need for a critical approach to the issue. Regarding sport and development in Tanzania, the thesis did provide concrete examples of how sport could be used to tackle the problems that the youth face in the country.

The area of sport and development is in much need of further research. An especially important issue that has already been mentioned is to gain further support to the claims made on the potential of using sport in development in developing countries. Fida International as an organisation would also have good opportunities of continuing the research if they start to implement sports programmes systematically into their projects to evaluate the usefulness of sport in development. The need for research is especially important in order to develop recommendations on using sport in development and therefore enable the use of sport in a way that is most effective.

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APPENDIX 1: Spider diagram analysis form

Spider diagram of the capacity of FPCT to implement sport programmes

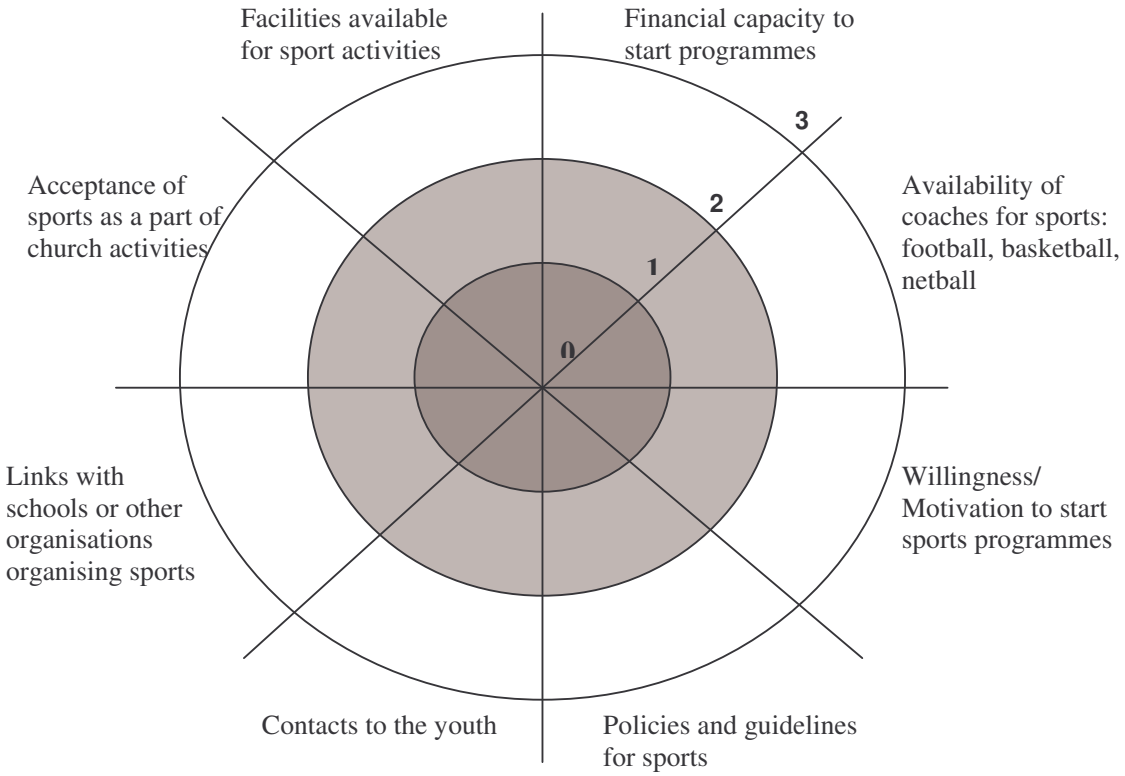
Please fill in the spider diagram concerning your own local church or the youth centre that you are working in! Think of the capacity of the whole church or the youth centre when filling the diagram, not just your own capacity.

Church: _____

Approximate number of members in the local church: _____

If you are working in a Youth Centre, please fill the name of the centre:

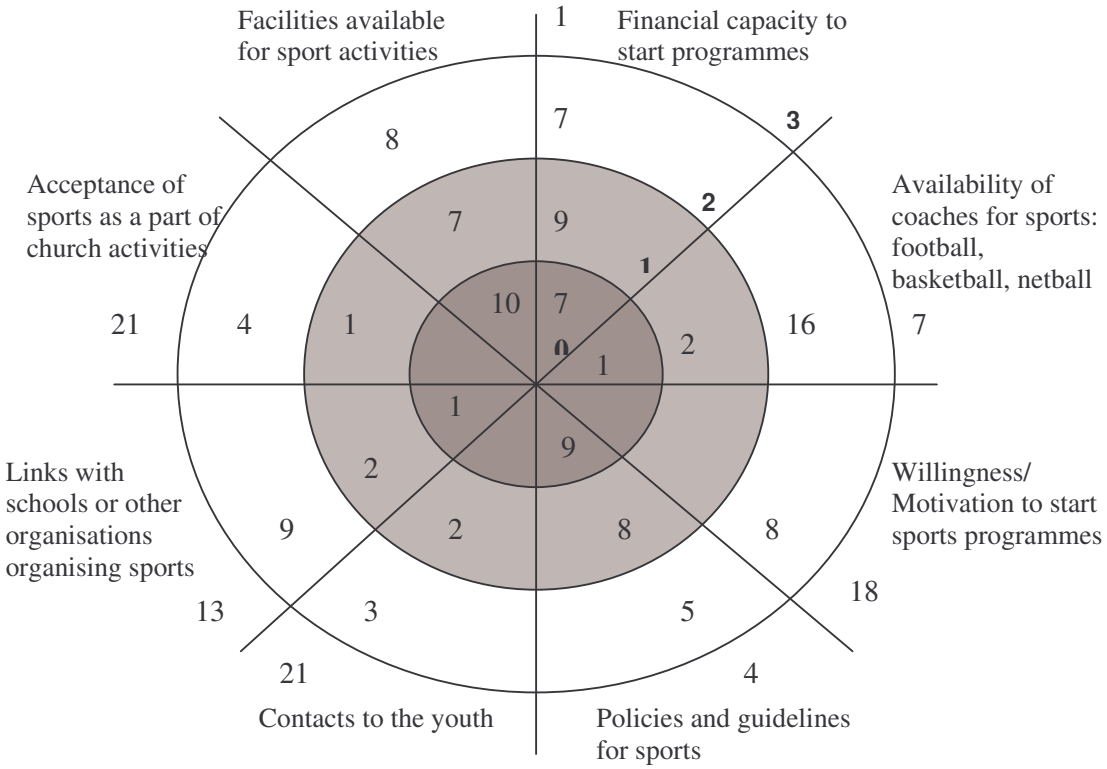
_____



Key:
0 = Undesirable, dramatic improvement needed
1 = Poor situation, significant room for improvement
2 = Satisfactory, some scope for improvement
3 = Highly effective

APPENDIX 2: Spider diagram analysis results

Number of answers on each section in the spider diagram



Average results

Facilities available for sports activities	0,9
Acceptance of sports as a part of church activities	2,8
Links with schools or other organisations organising sports	2,4
Contacts to the youth	2,7
Policies and guidelines for sports	1,2
Willingness/motivation to start sport programmes	2,7
Availability of coaches for sports	2,1
Financial capacity to start programmes	1,1

APPENDIX 3: Interview form

Interview for stakeholders:

Name:

Employer:

Occupation:

- **Stakeholder and basic characteristics**
  - What is the organisation that you are working for, what does it do?
  - How long has it been working in Tanzania?
  - How is the organisation linked to the youth in Tanzania?
  - Is it limited to a certain area of the country?
- **Interests and how affected by the problem(s)**
  - What are the goals and interests of the organisation/institution?
  - What are the interests of the organisation/institution concerning youth sports?
  - How the organisation/institution is affected by the general problems of the youth in Tanzania?
  - How the organisation/institution is affected by the problems in youth sports in Tanzania?
- **Capacity and motivation to bring about change**
  - What is the capacity and motivation of the organisation/institution to bring about change concerning the problems of the youth and youth sports?
- **Possible actions to address stakeholder interests**
  - How do you see that FPCT sports programmes could address your interests?
- **Any additional points**
  - Sports in Tanzania in general?

SWOT analysis regarding youth development through sport

- Strengths
- Weaknesses
- Opportunities
- Threats