The NKS and community development in Surinam

Based on interviews and input from Leonie Hallers and Inger Quanje, NKS

The NKS (Nederlandse Katholieke Sportfederatie [Dutch Catholic Sports Federation]) is a national sports federation with an extended track record of supporting associations. It applies tried and tested methods for supporting associations toward improving local, regional and national Dutch sports infrastructure. According to NKS, good sports infrastructure is necessary for developing a respectful, healthy society, in which everyone enjoys participating.

How does the NKS operate in developing countries?

The NKS has been active in developing countries for several years and uses its expertise to improve local sports infrastructure in an effort to promote community development and social issues, such as gender issues, health, youth empowerment as well as peace-building. The NKS has carried out development projects in Burkina Faso, the Gambia, Kenya, Uganda, Sudan and Surinam. These projects have been important learning experiences. Dutch methods have been adapted to local contexts and can now be applied effectively in developing countries to improve local sports infrastructures. This method is illustrated in one of the NKS projects – ‘Surinam Sport’

NKS fields of activity

The NKS operates in three different fields

- NKS member organisation: Sport friends
  - Friendship ties between NKS member associations and sports organisations from the South
- Education in the Netherlands
  - Millennium games: teaching kit for primary schools
  - Sports development tour: information for sports programmes
  - Presentations, lectures, speeches
- Projects in developing countries
  - building and strengthening organisations through training and enhancement of expertise
  - developing sports structures by supporting and setting up agencies, competitions, community clubs
  - youth exchanges

The NKS promotes developing sports locally, regionally and nationally. Operating at these three levels allows executive (local NGOs and community sports clubs) and directive organisations (public agencies, educational institutions, and sports associations) to interact with one another and make sports development more effective. This approach enables the directive organisations to experience practice and allows them to focus more on demand. It also enables local organisations to communicate their needs for assistance. The outcome should be a self-sufficient structure.

The members of the partnership comprise two basic groups:
- local organisations, such as: sports associations, women’s movements, healthcare organisations, youth associations, parishes and schools
• regional and national organisations, such as ministries (sports, education, healthcare, youth and emancipation), educational institutes, sports associations and federations, the national Olympic Committee and church institutions.

The NKS is not an owner but a supporter of sports development projects. Local organisations should be responsible for such projects. The NKS has learned this lesson through the experience of starting its project in Surinam as more of an owner than a supporter. In the course of the project this role underwent adjustments. Based in part on this experience, the NKS has decided to act as a supporter in the future.

Building infrastructure

A functional sports infrastructure requires the following elements:

• staff responsible for sports technique
• other staff
• establishment of associations and organisations
• support for associations and organisations
• sports equipment
• sports accommodations

* NKS-style sports infrastructure

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<tr>
<th>Staff responsible for sports technique</th>
<th>Organisational support</th>
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In development projects the NKS performs two general types of activities:

• Building and strengthening organisations by training staff and enhancing expertise
• Developing sports structures by supporting and forming agencies, competitions, and community clubs.

Training staff and enhancing expertise

The NKS regards well-trained staff employed by an independent organisation as a cornerstone for good sports infrastructure in any country. Capacity-building makes these organisations far more capable of promoting community development.
Staff members and volunteers are trained during Sports Administration and Sports Leadership programmes with a view towards boosting organisational capacity. Concurrent activities include educating trainers, instructors, teachers and organisational facilitators, so that the country, province or district ultimately has the capacity to run the programmes independently and to support the independent organisations which form the sports infrastructure.

The programmes are led by NKS instructors in conjunction with local instructors. These local instructors receive on the job training to carry out the programmes without support from NKS. Solutions are more sustainable this way. After the programmes have concluded, the country, province or district will have the capacity to run and maintain the programmes independently. Participants in the programme usually come from a local organisation and are enrolled on behalf of this organisation.

Learning through experience is pivotal in the programme, as is providing feedback about the material learned to co-workers. The management and boards of the organisations from which the participants originate become involved in the programmes thanks to presentations, intake and progress interviews, homework assignments and traineeships. This helps the organisations build their capacity.

The NKS uses local resident expertise wherever possible. If such expertise is insufficiently available, the NKS dispatches instructors to train local staff. In addition to executive members, instructors are trained. This enables the local partner to train people independently. The NKS hopes to deploy trained staff from the South to work in other countries in the South in the future. These arrangements will be known as South-South exchanges or deployments.

Instrumental value of sports

Sports development is inextricably linked with the instrumental value of sports toward promoting social development. The NKS focuses on the themes:

- sports and peace (establishing peace and overcoming trauma)
- sports and gender (gender empowerment and gender equality)
- sports and health (physical, sexual, psychological)
- sports and youth (prospects for activities)

The NKS is convinced, however, that this instrumental value of sports will be effective only if sports are instrumentalised and developed as an objective.

Case study: ‘Surinam sport!’

In 2003 the sports development project ‘Surinam sports!’ was launched. The aim of this project was to build and enhance sports and exercise opportunities available in western Surinam. This programme includes special consideration for the local sports infrastructure, training for staff and involvement of young adults and women. The project owner is Stichting Sahara, a partner of the development organisation Cordaid. The project was conducted in conjunction with the Sports Directorate within the Surinamese Ministry of Education and Public Development.

Stichting Sahara has been active in the Nickerie district since 1999 and in the Coronie and Saramacca districts since 2003 and is dedicated to strengthening neighbourhood organisations and to encouraging them to enrich their surroundings. Sports can be of great significance here
as one of the three pillars for community development. The other two pillars are healthcare and local economic incentives.

Stichting Sahara has gathered organisations dedicated to sports and community development in the three districts. These include public organisations, sports associations, educational institutions and NGOs. A sports development committee has been formed for each region and is responsible for regional sports development. Stichting Sahara supports and supervises the process and anchors the sports development projects in the local settings. In addition, Stichting Sahara directs local working groups responsible for organising training programmes and basic sports facilities by dispatching its field workers as intermediaries in the districts. Stichting Sahara has recruited a project leader for the sports development project to handle local coordination, harmonisation and integration of the sports development project.

In the course of carrying out the sports development project Stichting Sahara required assistance in several areas and requested support from the NKS in the following fields:

- increasing sports knowledge and skills (organisational management as well as sports technique) among the local organisations
- supplying sports equipment
- setting up basic sports facilities in the underprivileged areas.

**Project activities**

1. **Setting up General Sports Trainer and Organisational Management training programmes**

The two programmes organised in the different regions are for General Sports Trainers and Organisational Management. Before the programmes were launched in the districts, 2 NKS instructors taught a General Sports Trainer refresher course in Paramaribo to 4 Surinamese General Sports Trainer instructors. These instructors had been trained as instructors for Recreational Sports Trainers about 10 years ago and were able to operate as assistant instructors at the General Sports Trainer programme following a one-week intensive refresher course.

**General Sports Trainer Programmes for General Sports Trainers**

Programmes for General Sports Trainers were offered in 7 locations. The programme comprises two parts.

a. **General Sports Trainers Programme (2 x 2 weeks)**

Participants are educated to become General Sports Trainers. The programme highlights sports-related aspects and touches on recreational ones as well. The following four components are pivotal in the programme:

- organising (sports activities, tournaments etc.)
- teaching (sports-specific skills)
- communication
- reflection.

See Annex 1 (hyperlink) for information about the content of this programme.

b. **Enhanced General Sports Trainers Programme (1 x 2 weeks)**

Following the General Sport Trainers programmes, interested individuals may attend a trainers’ programme in sports technique for football and rounders. These programmes are organised by the Surinamese national sports associations.

**Programme for General Sports Trainer Instructors**

a. **Assistant instructors**

In each group two participants were selected and trained as General Sports Trainer assistant instructors. This programme comprised two parts:
• a central programme for all talented members of the different training groups;
• a ‘on the job’ programme, in which prospective assistant instructors taught part of the programme alongside an accredited instructor as a learning and training experience.

b. Instructors and programme instructors
At the start of the project, 4 Surinamese Recreation Sports Trainer instructors were assigned to an NKS instructor as teaching assistants. When the first stage of the project concluded, 3 persons qualified as General Sports Trainer instructors. In the second stage the trained Surinamese instructors taught the General Sports Trainer programmes on their own, as well as a ‘training on the job’ segment, in which the Surinamese instructors learned how to train other instructors.
All are now employed by the Directorate of Sports as assistant instructors, instructors and programme instructors.

Organisational Management
The Organisational Management programmes were launched and conducted in parallel with the General Sports Trainer programmes in the same 7 locations. The Organisational Management programme took place over the course of 3 two-week periods, interspersed with homework assignments. The programme is intended to help sports organisations in developing countries take shape, grow, develop and become more professional (capacity building) and to enhance the quality of the sports infrastructure, sports organisation, sports selection and sports participation in developing countries. The programme revolves around three competencies:
1. Organising
2. Communicating
3. Reflecting.
For the programme content, see Annex 2 (hyperlinks).

2 Promoting the establishment of sports organisations for young adults and women (amateur clubs, sports and gaming associations, organisation of recurring events).
In selecting the participating organisations, Stichting Sahara paid special attention to recruiting women’s organisations and youth movements. Participating in the curriculum has strengthened these organisations. In addition, the programme focused extensively on the position of girls, women and young people in society, especially with respect to sports and exercise. Participants received homework and training assignments that encouraged participation by the target groups within their organisation.

3 Supporting practical implementation of sports and games by supplying equipment and setting up basic sports facilities.
All participating organisations were issued a sports equipment kit for the duration of the programme. Upon completing the programme, the organisations were allowed to keep these kits. In each intervention area, a budget was allocated toward fixing up or building basic sports facilities. Such facilities are to be managed by community representatives and to be open to all local residents.

4 Contributing to the institutional development of sports organisations and sports groups with a different format.
The programmes have helped the organisations build capacity. On average, 10 to 15 different organisations from the same area participated. As a result of the programme, central sports activities were organised for the neighbourhood or community, and the network or sports organisations have become stronger and have expanded.

5 Expanding the activities of the Surinamese sports associations to the Western districts.

The Surinamese Football Association and the Surinamese Rounders Association have enriched their network and staff by arranging decentralised programmes in the districts.

Current state of project & results

Although the project ended on 1 August 2006, follow-up was planned. About 300 people have been trained, and 50 organisations were strengthened (capacities were developed in 7 intervention areas). Additional ongoing sports activities are being organised in neighbourhoods, at school and at sports organisations, and more young people and women are participating.

Lessons learned

- The NKS has shifted its role from a project owner to a project supporter. The local organisation has to be responsible for the project.
- Ensure that the mission, vision and strategy of the supporting organisation are compatible with the local organisation and project. An advance organisational assessment is essential to this end.
- What is the track record of the local organisation in sports and community development? Is the local organisation the right choice for implementing the sports development project?
- Ensure that the most important local stakeholders entrust local ownership to the project owner.
- In ‘Surinam sport!’ the local partner’s concerned staff members lacked an appropriate educational background. Accordingly, the programme participants were soon more skilled than the staff members at the partner organisation. This created tension and discomfort during meetings as the views of the person in charge of the project were not being heard.
- Investments in developing the surroundings of the partner organisation were made only as requested by this partner organisation. The partner organisation was insufficiently receptive to much-needed internal capacity reinforcement (which might have been perceived as too threatening). This led to a mismatched capacity between the participants and the project owner. A power struggle ensued.
- Despite some prior knowledge of Surinamese culture, familiarity with Hindustani subculture was inadequate, especially with respect to gender (male-female interactions) and the caste system. Nor was there sufficient understanding of how the different population groups related to one another and how this might affect the project.
- Before the project, insufficient thought was given to how the project might affect the personal position of the participants in their surroundings. The negative side effects were therefore not properly anticipated.
- Be aware of the purpose of training people and of the results their participation in the programme will yield. A project should not end once the people have been
trained: that is when the real work starts. Assign trained staff for the benefit the local community, and group them in networks wherever possible.

- Partnerships between local counterpart organisations need to be clearly stipulated. Describe roles and responsibilities properly.
- Adapt the programmes to reflect the availability of the participants: meet after working hours if necessary.
- Try to conduct the programmes where the participants work and live.
- Involve the organisations with which the participants are affiliated as early as possible in the programme to build the capacity of these organisations and to expand the foundations for development.
- Keep the organisational structure simple: start small and end large (if possible).
- Institutionalised organisations, such as schools and churches, are in a better position to apply the material learned than are less institutionalised organisations, such as sports associations and youth movements.

**Essential core elements for partner organisations**

- Clear organisational structure, with a mission, vision and strategy.
- Staff members are familiar with the mission, vision and strategy of the organisation, as well as with their respective roles and responsibilities in this context.
- Dedication to a social cause.
- Willingness to learn: open to capacity-building within the organisation.
- *A raison d’être* and acknowledgement from the surroundings.
- No political bias.
- Logical / natural partner for the project.
- Access to a network of local organisations.

**Success factors**

- Sports and community development should figure within the vision or mission of partner organisations.
- Local project owner bears ultimate responsibility for project development, monitoring and evaluation. External support is of course an option (through capacity-building in this area).
- Local ownership, on the part of both the project owner and the organisations participating in the project.
- The project will be positioned clearly within the organisation, and persons will be recruited for the project.
- Capacity-building of local organisations nearly always coincides with capacity-building for the local project owner.
- Achieve local successes, show what you are doing.
- Offer programmes at times and in places that enable the target group to participate.
- Make the programmes clear and compact and directly compatible with the practice within the organisation.
- Consider the local context, use course material that is locally available, and employ local staff wherever possible.
- Decentralise the programmes, form a local support network for project staff and for participation in local society.
• Involve and recognise the local community (including key operators within the community, such as the headmaster, the chief of police, etc.). Make the project part of the community, rather than just part of a single organisation.

• Local project staff members need to be aware that they are role models and should be aware of their role as such. This may involve avoiding smoking and drinking, etc.

• Participants should be from an organisation and may not participate in programmes on their personal behalf: this will be more conducive to capacity-building for the organisation.

• Arrange continuous feedback from the programmes and participants to the organisation.

• Focus on the internal organisation in the programme, use cases, traineeships and homework that relate directly to capacity-building of the internal organisation.

• Have the teacher complement the programme with 'on the job coaching' within the organisation of the participants.

• Offering the Sports Trainer and Organisational Management programmes simultaneously appears to promote partnerships within and capacity-building of an organisation from two perspectives.

• Opening up the programme to participants from organisations with different backgrounds will help form networks and joint initiatives toward community development.
Annex 1

General Sports Trainer programme

Objectives

The chart below indicates the knowledge and skills for each section that participants require to complete the programme.

After attending the General Sports Trainer Programme, participants are expected to have the following skills:

| Tournaments, competitions and events | - Organise a basic tournament, competition or event  
- Draft a script for an event and be able to follow it  
- Form a tournament committee  
- Work with tournament plans  
- Explain how forms of competitions vary  
- Compile the budget for and promote a tournament, competition or event |
|-------------------------------------|----------------------------------------------------------------------------|
| Teach a sports lesson               | - Plan a sports activity  
- Analyse and evaluate a sports activity  
- Formulate the objectives of a sports activity  
- Be familiar with different methods and didactical approaches  
- Improvise and differentiate during a sports activity  
- Modify a sports activity  
- Provide instructions (explain the rules of a game correctly)  
- Demonstrate examples  
- Organise and manage groups  
- Use training schedules and curricula  
| Repertoire                          | - Teach sports and games, including basic sports skills for football, handball, rounders, basketball, volleyball, cricket  
- Games to help people become acquainted  
- Large and small game formats  
- Organise teambuilding activities  
- Organise neighbourhood sports activities for participants of all ages |
| Communication                       | - Mobilise people able to assist with preparing, carrying out and evaluating sports activities  
- Be familiar with different leadership styles and be able to explain your own leadership methods.  
- Prepare and chair meetings  
- Observe, listen and ask questions in communicating with others  
- Interpret and understand non-verbal communication from others and be able to anticipate such cues  
- Provide constructive feedback  
- Resolve conflicts  
- Role of women in sports |
| Sports, health and safety           | - Supervise warm-ups  
- Provide basic first aid  
- Implement and promote fair play principles  
- Be familiar with milestones in childhood development (developmental psychology)  
- Offer advice about general health matters |
| Reflection & Evaluation             | - Evaluate the objectives of activities  
- Analyse the reasons why objectives are not met  
- Reflect on and evaluate personal responsibilities  
- Formulate personal development targets as a Sports Trainer. |

The different modules detail the objectives.
**Annex 2**

*Organisational Management Programme*

**Objectives**

The chart below indicates the knowledge and skills that participants require to complete the programme.

After attending the General Sports Trainer Programme, participants are expected to be able to:

| Policy & Organisation | - Set up the organisational structure and compile the organisational chart of their sports organisation  
| - Analyse the strengths and weaknesses of their sports organisation and position it in their surroundings in terms of opportunities and threats (SWOT analysis)  
| - Conceptualise what their sports organisation will be like in three years  
| - Formulate concrete objectives for themselves and their sports organisation (according to the SMART principle)  
| - Draft a policy plan for a specific area (such as: membership, sports technique, tournaments)  
| - Present the policy plan within their sports organisation and implement it  
| Sports, Games & Exercise | - Organise sports and game activities for their sports organisation  
| - Draft a script for a sports and games day  
| - Form an activities committee within their sports organisation  
| - Supervise the committee members  
| - Prepare, conduct and evaluate a meeting  
| - Compile a budget for and promote the sports and games day  
| - Compile activities and year plans for their sports organisation  
| Personnel & Communications | - mobilise staff within the association to prepare, carry out and evaluate the sports activities and games to be organised  
| - distinguish leadership styles and identify their own  
| - prepare and chair a meeting  
| - analyse and improve their own communication skills  
| - perceive, listen and ask questions in communicating with others  
| - interpret and understand the body language of others (non-verbal communication) and anticipate these cues adequately  
| - be pleasant and constructive in providing feedback  
| Promotion & Marketing | - promote the range of sports within their sports organisation  
| - recruit sponsors for (the activities of) their sports organisation  
| - stabilise (i.e. retain) and expand (i.e. recruit) members  
| - describe the image of their sports organisation and exert a positive influence  
| - establish and maintain relationships in their surroundings with relevant people and institutions affiliated with or related to the association  
| Accounting & Administration | - set up a financial records system for the sports organisation  
| - compile a budget for their sports organisation  
| - compile a budget for a sports and games day  
| - set up membership records and dues procedures for their sports organisation  
| Facilities & Equipment | - draft a management and maintenance plan for the facilities of the sports organisation  
| - compile and maintain a register of the sports and games equipment  
| Quality & Evaluation | - evaluate whether the policy plan targets have indeed been met  
| - list reasons as to why the targets have or have not been met  
| - make their personal development explicit and formulate targets  
| - design and carry out a customer satisfaction survey  

The different modules detail the objectives. A programme has been elaborated for each module.