



**SDP TOOLKIT MODULE:
PHYSICAL EDUCATION, PHYSICAL ACTIVITY
AND SPORT (PEPAS)**

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Overview

Module Objectives

This module provides policy and program guidelines linking Physical Activity (PA) and Physical Education (PE) with the goal of contributing towards Quality Physical Education (QPE) that will contribute to good choices and opportunities for healthy living, increased productivity, and educational benefits. It will also contribute to inclusive practices at institutional levels that would link with community entities and create an enabling environment for all to be physically active and meet specific development and peace outcomes. The SDP sector has already made inroads in delivering value-based education and sport-for-development programs and services at schools and in the community to the benefit of all. It does so in line with the basic theories and understandings of the Sport for Development and Peace (SDP) sector, in which sport is used to deliver on socio-economic related outcomes.

Who is this module for?

This module is relevant to everyone that has an interest in sport for development and peace (SDP), PA related to health and well-being, and PE within school settings, inclusive of sport for education (and sport educational) programs and initiatives. This includes (but is not limited to) policymakers, government officials from different ministries (especially Health, Education and Sport) – from the national to local levels sport organizations, educational institutions, development agencies such as foundations, private sector, non-governmental organizations (NGOs), related networks and members from civil society.

What is the module about?

This module:

- Defines Sport-for-Education, health, and well-being within the SDP domain.
- Defines physical activity as it relates to healthy living and physical education, inclusive of quality physical education and connects them to SDP.
- Identifies key links between SDP and the Sustainable Development Goals (SDGs) for this thematic area.
- Identifies key steps to implement and evaluate relevant policies and programs.

Learning Objectives

On completion of this module, participants will have:

- Explored the ideas and principles of SDP as they relate to PE, PA and Sport.
- Identified key concepts regarding sports programs and policies aligned with the Sustainable Development Goals (SDGs), and aimed at supporting PE, PA and sport towards achieving development and peace outcomes.
- Considered the conception, implementation and evaluation of an SDP program or policy aimed at furthering PE, PA and sport.

MODULE MAP: PHYSICAL EDUCATION, PHYSICAL ACTIVITY AND SPORT

1. How does SDP connect to physical activity and healthy living, and to physical education and related sport practices?

2. What is the current policy context?

3. How can relevant policies or programs be developed?

4. The four phases of policy/program development related to this thematic area

5. Summary and key learning points

6. References and further Reading

Technical content

Background

Using ideas and methods from the SDP sector, many governments and organizations have designed and implemented policies and programs to meet non-sport goals. This is particularly relevant for using sport and physical activity as educational means in structured (school-based physical education, physical activity and sport education) and non-structured settings for recreation and active leisure. The scope is relatively broad and links with policies and programs of international agencies in sport (including sport for all and SDP space), education and health sectors. These organisations include the United Nations Department of Economic and Social Affairs (UNDESA), United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Development Programme (UNDP), Commonwealth Secretariat, the International Olympic Committee (IOC), and the International Paralympic Committee (IPC). In addition, it looks at specific bodies responsible for the advocacy of physical activity and physical education, such as the Association for International Sport for All -TAFISA, which promotes 'Sport for All' in alignment with selected Sustainable Development Goals (SDGs), and the International Council of Sport Science and Physical Education (ICSSPE) which promotes physical education.

This module speaks directly to UNESCO's Fit for Life initiative that also acts as a recovery strategy in the aftermath of the Covid-19 Pandemic.¹ Fit for Life aims to provide a methodology within the PE, PA and sport (PEPAS) as collective domain to stimulate society-centred interventions focusing on the increase of participation levels through high impact activities and value-based curricula, developing integrated sport and PE policies that are outcome-oriented. It aligns with different intersecting policy agendas such as the World Health Organization's (WHO) Global Action Plan on Physical Activity (GAPPA), Education 2030, UN Women's Sport for Generation Equality and the Olympism 365 Strategy.

These policy leaders and strategies speak to the International Charter of Physical Education, Physical Activity and Sport which was adopted in 2015 as a revised document of the 1978 version that states: "the practice of physical education is a right for all". The revised Charter further introduces universal principles on gender equality, non-discrimination and social inclusion, whilst highlighting the benefits of physical activity, the inclusion of persons with disabilities and the protection of children. Reviews by various organisations, including the Intergovernmental Committee of Physical Education and Sport (CIGEPS) led to the Declaration of Berlin.²

The present module focuses specifically on the goals of value-based education linked to physical education and educational sport and PA practices for educational outcomes aligned

¹ UNESCO's new Fit for Life initiative focuses on three intersecting crises, namely physical inactivity, poor mental health and social inequalities that worsened during Covid-19. <https://www.unesco.org/en/articles/fit-life-unesco-launches-its-new-sport-initiative>

²The Declaration of Berlin focused on (1) access to sport as a fundamental human right; (2) promoting the investment in PE and sport programs; and (3) preserving the integrity of sport with reference to amongst other, the values of sport as represented in the Olympic Charter (2011). The Declaration of Berlin addresses policy design to 'practically support governments develop inclusive, child-centred physical education policy which supports skills acquisition' (UNESCO 2019). <https://unesdoc.unesco.org/ark:/48223/pf0000221114>

with selected SDG targets. To meet these envisaged outcomes, government and other stakeholders can and should:

- ▶ **Review** the policy context of health-optimizing and sound educational practices that relates to PA, PE and sport and SDP in educational setting and beyond.
- ▶ **Raise awareness** of the importance and possibilities of connecting SDP and PE, PA and sport for educational outcomes in the field of health, quality education and learning and sport skills training and development as basis to health and well-being. This awareness should be aimed at the government sector (as policy maker, service provider, facilitator and/or employer), educational institutions (as service provider), the corporate sector, foundations (as funder/investor and potential employer), civil society organization (as implementing agencies/network and employer) and the public (as implementers and beneficiaries).
- ▶ **Mobilize** support from various stakeholders, networks, and partnerships within the sport/SDP sector with an ecosystem inclusive of civil society organizations, youth groups, development organizations and others such as parents and community members in encouraging and supporting young children (minors) to engage in healthy living associated with PA, PE and sport. and others.
- ▶ **Promote** linkages, coordination, and networking with other national programs, particularly in the areas of education, engaged in PA and sport (skill mastery and training) related value-based education.
- ▶ **Create or adapt and apply a program theory** that outlines the process by which PA, PE and sport will be used to support health and educational outcomes that align with selected SDGs and current norms and standards.
- ▶ **Set achievable targets for** PA, PE and sport-related developmental outcomes through SDP mechanisms in ways that align with selected SDGs and that are consistent with international standards.
- ▶ **Determine the necessary resources and advocate** for funding for the development and implementation of PE, health-related and sport policies and programs that can support educational and behavioural outcomes conducive to healthy living.
- ▶ **Monitor and evaluate** the extent to which supporting PE, PA and sport can offer developmental pathways within the SDP domain to deliver on planned outcomes and adjust these approaches if needed.

Principles and Definitions

1. Defining PA, PE and sport (for) education in relation to SDP

The concepts of Sport, Physical Education and Physical Activity form a connectivity known as PEPAS, but as movement domains they overlap and interlink (see Figure 1). In the following definitions, these and related concepts will be clarified although there may be different terms used across the globe and in different settings.

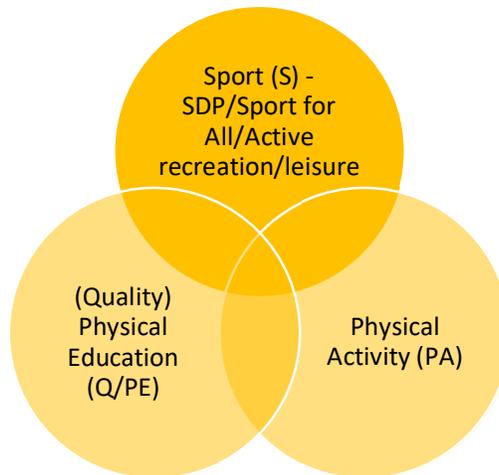


Figure 1. PEPAS framework of interlinked movement-related concepts³

These concepts relate to an educational focus where individuals are informed, influenced, and have experiences that include lessons for sport participation, active living, making healthy choices, becoming an active and productive citizen where physical education, physical activity and sport-related activities and settings create the space where specially designed or informal activities can lead to meaningful outcomes. Sport activities may be included as content in physical education classes or serve as physical activity for health-benefits.

In some cases, the focus on health may be added as a descriptive term such as health-optimising physical education (HOPE) or the term ‘education’ by be linked to sport as in the case of ‘sport education’ – a curriculum and methodology designed for the mastery of multiple roles as participant, administrator or technical official.⁴ Whereas PE is a curricular subject at school level that teaches the mastery and practice of movement skills or physical literacy⁵, sport and physical activity are directed towards the entire population, including people of all ages, sexes, and different abilities and social and economic conditions to promote health and social benefits of regular physical activity (ICSSPE Grassroots toolkit).

³ Commonwealth Secretariat (2020) presented the category of ‘Sport, Fitness & Recreation’ under ‘Sport’ for “Measuring the contribution of sport, physical education and physical activity to the Sustainable Development Goals”. <https://www.iir.jpnsport.go.jp/>, p. 29.

⁴ Darryl Siedentop developed the methodology and model for Sport Education that is globally implemented in PE classes. *Siedentop, D., Hastie, P., & Van der Mars, H. (2019). Complete guide to sport education. Human Kinetics.*

⁵ Physical literacy or movement literacy is a concept developed by Margaret Whitehead to indicate the fundamentals of movement skills, motivation, attitudes and knowledge for active living and sport participation. Whitehead 1, M. Whitehead, M. (2001). The concept of physical literacy. *European Journal of Physical Education, 6(2)*, 127-138. Doi: 10.1080/1740898010060205

2. Defining sport, physical education and physical activity

- a. Sport* is a generic term comprising sport for all, physical play, recreation, dance and organized, casual, competitive, traditional, and indigenous sports and games in their diverse forms (UNESCO, 2017).

Sport is a comprehensive and rather open-ended concept that is often used in conjunction with a descriptive term to indicate the nature or setting. For instance, school sport or grassroots sport refer to (competitive, social or recreative) sport practices taking place at schools or in the community. In the same vein, sport mass participation or sport for all as concepts relate to sport as being inclusive as to generate optimal participation for all populations and individuals. Sport may also refer to traditional or indigenous games or social sport which in turn is associated with play as a less formal activity. Other activities may be known as sport when there is an element of competition or count as recreation when it is done for 'fun' and self-paced such as hiking or mountain climbing and other outdoor pursuits.

- b. Sport for All* refers to physical activities performed during free time, with requirements within the capacity and reach of any person, regardless of physical ability, age, gender or identity. In the Association for International Sport for All's Mission 2030 statement, sport is seen as inclusive of "physical activity, elite and grassroots sports, play, movement, traditional sports and games, leisure and recreational sports [...], Sport for All has the power to make a change, to make the world a better place, to contribute to solving the world's problems like little else can" (http://tafisa.org/sites/default/files/pdf/2018/TAFISA_Mission2030.pdfSport).

This definition relates to SDP's view on using sport as a tool for development and peace outcomes. This includes the practice of traditional and indigenous games and sports which has become an important tool for sharing and celebrating different physical cultures within and across countries. Such practices are promoted under the banner of sport for all as promoted by TAFISA.

Another concept on Sport for All comes from that of the former Sport for All Commission (renamed as Sport and Active Society Commission) that advises the International Olympic Committee and at the national level, the National Olympic Committees on how sport participation can improve physical activity levels in a population and provide access to sport as a right to all (<https://olympics.com/ioc/sport-and-active-society-commission>).

- c. Physical Education (PE)* is a subject taught in schools (within curriculum time) that focuses on the holistic development of students related to different competencies, skills, attitudes, and knowledge within the domains of physical, affective, social and cognitive development. The focus is to develop responsible and active citizens that can meaningfully engage in life-long learning and positively contribute to society.

Physical education thus entails active, inclusive, learning to develop a comprehensive skill set, inclusive of physical literacy that encompasses motivation, confidence, physical competence, knowledge, and understanding as integral part of healthy living

and participation in physical activities in multiple environments that benefit the person's healthy development (UNESCO, 2021).

The central focus on health such as in the Australian curriculum of Health and Physical Education (HPE) also drives a human justice agenda in giving expression to ensuring a good quality of life for all its citizens. Health-related outcomes are multi-dimensional and represent a pay into the future investment of a healthy lifestyle:

“Active, healthy lifestyles established during childhood are life-enriching and, if they continue, they are life extending and perhaps life saving”.⁶

d) Quality Physical Education (QPE) is the planned, progressive, inclusive learning experience that forms part of the curriculum in early years, primary and secondary education. In this respect, QPE acts as the foundation for a lifelong engagement in physical activity and sport. The learning experience offered to children and young people through physical education lessons should be developmentally appropriate to help them acquire the psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life (UNESCO, 2015).

QPE is about “the whole-body health which includes physical and psycho-social well-being. It supports students to develop physical, social and emotional skills which define healthy, resilient and socially responsive citizens” (UNESCO, 2022). Offering QPE is a way to combat different types and levels of disadvantage associated with socio-economic status, geography, ethnicity, sexual identity and special needs according to the Commonwealth Secretariat’s recommendation for an Educational Development Framework.⁷

e) Physical Activity (PA) is any bodily movement that requires the use of energy. It refers “to all movement including during leisure time, for transport to get to and from places, or as part of a person’s work” (World Health Organization, 2020). PA concerns initiatives and activities intended to increase the physical fitness and wellbeing of all. For optimal health benefits, physical activity should be ‘planned, structured, repetitive, and purposeful in the sense that the improvement or maintenance of one or more components of physical fitness is the objective’ (WHO, 2019). According to the World Health Organization (WHO) Global Action Plan on Physical Activity 2018 – 2030 (WHO GAPP, 2022) PA also includes recreational forms of activity where individuals actively go about daily living tasks such as gardening or engage in sport participation, exercise or training or activities such as going for a walk or cycling. Other forms of PA refer to active recreation and physical recreation.

⁶ Lawson, H.A. (Ed.) (2018). *Redesigning Physical Education: An Equity Agenda in which Every Child Matters*. London, UK: Routledge, p. xiii.

⁷ McLennan, N., & Thompson, J. (2015). *Quality physical education (QPE): Guidelines for policy makers*. UNESCO Publishing.

Active recreation and leisure refer to physical activities or experiences that involve various levels of physical exertion, prowess and/or skills that may not be the focus and is voluntarily engaged by individuals in their leisure time for the purpose of mental and/or physical satisfaction. Related to this concept is **physical recreation** which refers to sport or active recreation activities that may be organised by a club or community-based institution or organisation (e.g., youth or sport club) as a once-off event, competition or program (Australian Bureau of Statistics, 2008).

Boundaries are often blurred when it comes to demarcate these movement-related concepts and practices as PA can be part of PE/QPE and can take part during curriculum school time or before and/or after regular school hours at different settings in the community. The rather vague description is perhaps why the President of the International Council of Sport Science and Physical Education (ICSSPE) addressed this very issue in his opening remarks at the Madagascar conference by stating:

‘Quality Physical Education is not sport.
Health-enhancing physical activity is not fitness or rehabilitation.
Sport is not *per se* sport-for-development.
Sport-for-development is not just sport-for-development. [and]
Sport-for-development is not quality physical education’ (Schaefer 2019).

The linkages exist but so does the unique meanings and applications in different settings focused on reaching different outcomes.⁸

A major trend in the advancement of healthy living relates to creating awareness, access to and promotion of workforce health, well-being and productivity, reduce absenteeism, health-care costs and improve employee satisfaction. According to the Centres for Disease Control and Prevention employees can implement effective strategies by:

- developing and implementing wellness policies
- providing management support and offering flexible working hours
- providing or facilitating access to facilities, programs and events
- incentivizing and promoting active commuting to and from worksite
- assisting local communities and providing access to health-related PA to employee’s families
- providing information and creating awareness of healthy living to employees and local communities
- collaborating with local stakeholders to provide safe and accessible sites for walking, biking and wheelchair rolling near the worksite and in local communities⁹

⁸ Weiss, M. R., & Wiese-Bjornstal, D. M. (2009). Promoting positive youth development through physical activity. *President’s council on physical fitness and sports research digest*, 10, 1-8.

<https://experts.umn.edu/en/publications/promoting-positive-youth-development-through-physical-activity-2>

⁹Centres for Disease Control and Prevention. CDC 24/7 Saving Lives, Protecting People – What is the role of employers?

3. Relevance and Connections to SDP

PE, PA and sport within the health and educational domains all connect to development and peace, broadly defined. The global neglect of implementation of PE in public schools and the continuous call for providing all children with age-appropriate physical education linked to value education and optimizing health-related outcomes that would have lasting impact beyond the school years has received new attention after the COVID 19 pandemic and in the wake of alarming rates of inactivity with detrimental health risks and early mortality. For instance, childhood obesity has become a public health crisis with an increase up to 6-8% of children globally being overweight or obese which is disproportionately high among certain populations.¹⁰

KEY POINT: Therefore, and in line with Sustainable Development Goal # 3 (Good Health and Well-being) and Sustainable Development Goal #4 (Quality Education) and the UNESCO's Quality Physical Education (QPE) framework and policy guidelines, *PE, PA and sport are key drivers for healthy living, a good quality of life, optimal productivity, value-informed pro-social practices, inclusion, positive growth and development of human capital to the benefit of society.*

Physical education, physical activity, and sport (PEPAS) can meaningfully contribute to development and peaceful co-existence by developing individuals throughout their life span to live healthy and fulfilled lives, become resilient and responsive leaders and citizens through actively engaged in sport, PA and PE through programs and activities that have positive outcomes for them, their families, institutions, and communities where they hold membership or identity. These outcomes connect with key SDP themes and goals of *empowerment, social inclusion, responsible behaviors, community building, active citizenship, and social capital for life-long learning.*

Empowerment is the process of claiming rights and control over one's life, through skills, confidence, and strength. Empowerment through sport (for girls, young women, indigenous peoples and persons with disabilities) is a key goal in SDP. Taking on leadership roles, for good decision-making and healthy living supported by learnings and educational experiences for growth and development through PE, PA and sport.

According to the World Bank, **social inclusion** means improving the terms on which individuals and groups take part in society, particularly those disadvantaged based on identity. Positive experiences and inclusive practices for all students in PE across the school system and in communities, will contribute to a more just society and equitable access to resources and opportunities to reap the benefits of sound educational practices. Taking

<https://www.cdc.gov/physicalactivity/activepeoplehealthynation/everyone-can-be-involved/employers.html>

¹⁰ Jaacks, L. M., Vandevijvere, S., Pan, A., McGowan, C. J., Wallace, C., Imamura, F. & Ezzati, M. (2019). The obesity transition: stages of the global epidemic. *The Lancet Diabetes & Endocrinology*, 7(3), 231-240. doi: 10.1016/S2213-8587(19)30026-9

responsibility for healthy and informed lifestyle choices is a positive investment for quality-of-life outcomes associated with PA and sport participation across the life span.

Figure 2 shows the dimensions of social inclusion that can be generated through PE where valued capabilities and competencies translate into ‘community capital’ and serve to aid the development of community cohesion and civic pride.

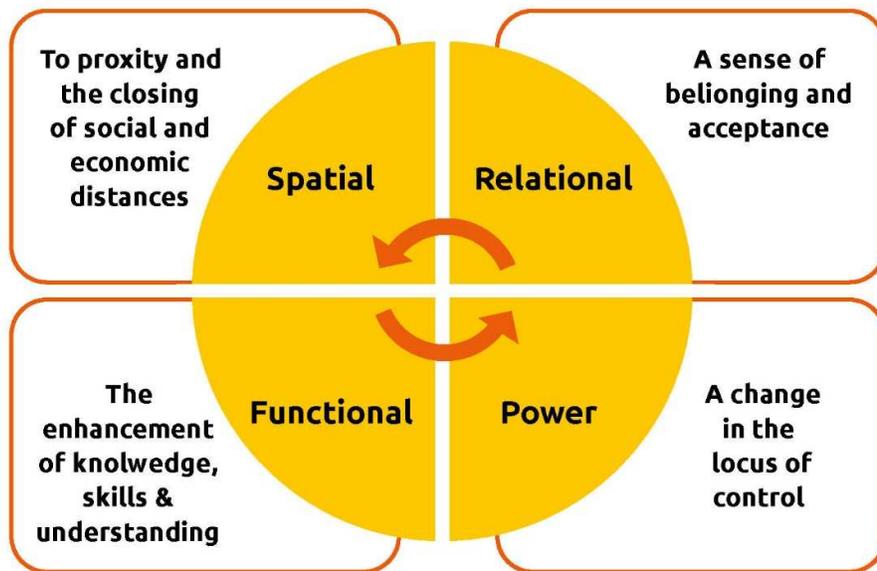


Figure 2. The dimensions of social inclusion

Source: Bailey, R. (2018). Sport, physical education and educational worth. *Educational Review*, 70(1), 51-66. Doi: 10/1080/00131911.2018.1403208, p. 58.

Community building is important in SDP. PE, PA and sport-related formative experiences offer a cross-cultural, inclusive, and fun experience that can build community-based relationships, especially amongst groups who might not otherwise interact. A whole-school whole community approach and linking school and community agencies to facilitate active participation in sport and physical activities during events, programs or leagues may contribute to a sense of connection to people from different backgrounds and generate a shared identity and togetherness. Sport and PA have the potential to bridge social divides and generate peaceful co-existence based on learning about others, sharing and accepting differences based on disparities in class (socio-economic stratification), gender, ethnicity, religion, culture, geography, (dis)ability or sexual identity. Well-designed quality education in the effective delivery of PE, PA and sport programs has the potential to cause a ripple effect of change from the individual level to that of a household and social institution (e.g., school or centre) until it has a societal impact.

The positive educational, quality of life and health outcomes of PE, PA and sport have been well-documented, yet for optimal health benefits a minimum of 60 minutes daily of moderate to vigorous physical activity are not met by at least 80% of adolescents. The same holds true for delivering positive mental and psychological health outcomes.¹¹ Targeted investments in PEPAS, meeting the required frequency, dosage and intensity of PA are essential to prevent and combat non-communicable diseases (NDCs) associated with physical inactivity such as diabetes, cardiovascular disease, osteoporosis and certain forms of cancers. Health and physical inactivity are influenced by many socio-cultural and environmental factors to be considered when designing effective PEPAS policies, strategies and programs.

The Human Capital Model (HCM) draws together a comprehensive evidence base of benefits of physical activity. These benefits are not autonomous, independent, or disconnected (see Figure 3). They reinforce each other and their true value can only be properly appreciated from a broad holistic perspective. Underlying the HCM is an assertion that personal competencies, knowledge, and other attributes can be acquired through participation in physical activity, and that these activities produce value that is realized in increased quality of life, educational achievement as well as economic value.

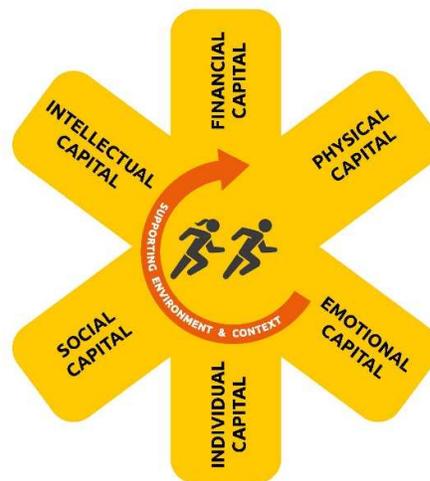


Figure 3. The Human Capital Model (HCM)

Source: Bailey, R. (2018). Sport, physical education and educational worth. *Educational Review*, 70(1), 51-66. Doi: 10/1080/00131911.2018.1403208, p. 60.

The following targeted outcomes are associated with SDP outcomes as substantiated by existing evidence in the field.

1. Physical capital outcomes – improvement of motor skills, functional fitness, muscular strength, bone health, immune system functioning, nutrition and sleeping patterns.

¹¹ WHO (2022) see InFocus report also Lindsey and Chapman, 2017.

2. Emotional capital outcomes – improved fun, satisfaction, self-esteem, self-efficacy, body image, mood and internal motivation.
3. Social capital outcomes – improved (positive) social norms, social relationships, inclusion, acceptance, trust and equality; reduce anti-social behaviors such as drug use, smoking, teenage pregnancies and juvenile delinquency.
4. Individual capital outcomes – improved activity, social skills, time management, goal setting, honesty, respect, responsible behavior, self-discipline, and self-efficacy.
5. Intellectual capital outcomes – improved educational attainment, school engagement, academic performance, and learning.
6. Financial capital outcomes – improvement in job success, productivity; reduction in health care cost and absenteeism.

Positive Youth Development (PYD) is an influential and compatible framework to the Human Capital Model that entails the perspective of similar assets or competencies (cognitive, social, emotional, and intellectual). Through opportunities provided in PE, PA and sport should provide opportunities to develop key competencies and life skills through the interaction with important others in the family peer, school, and community settings. Figure 4 provides an overview of the linkages between PYD opportunities and essential program mechanisms in context to achieve desirable outcomes.

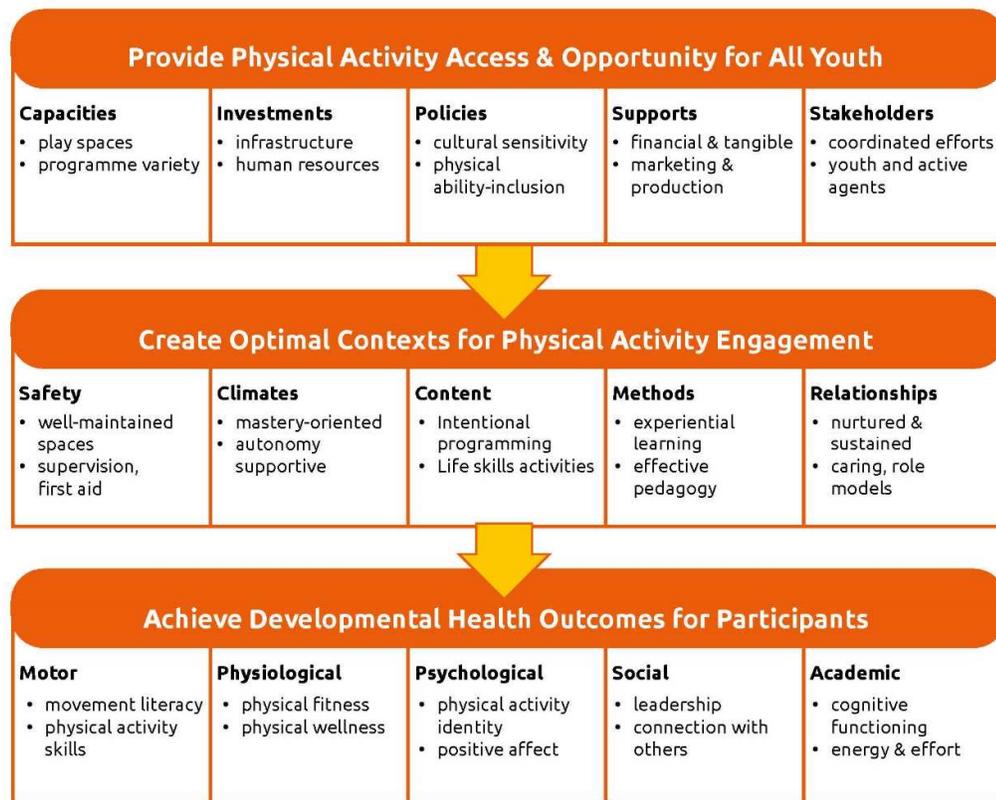


Figure 4. Fundamental building blocks for promoting Positive Youth Development through Physical Activity

Source: Weiss, M. R., & Wiese-Bjornstal, D. M. (2009). Promoting positive youth development through physical activity. *President's council on physical fitness and sports research digest*, 10, 1-8.

<https://experts.umn.edu/en/publications/promoting-positive-youth-development-through-physical-activity-2>

KEY POINT: Sport, physical education and physical activity as separate and integrated domains can deliver on positive outcomes for the individual (see different capitals of the HCM and assets of PYD) with positive effects in relationship building, social integration and bonding as important components in peaceful and harmonious living evident of a vibrant community culture and living. It also can be effective in preventing or countering negative influences associated with peer pressure, risk-taking and all forms of violence as manifestation of family and community-level disintegration. The social returns on investment in QPE, PA and sport cannot be under-estimated although it should be carefully planned, delivered and measured as to prevent unintended consequences.

Policy Context

Physical education, physical activity and sport are directly connected to the Sustainable Development Goals, the UN's development agenda for 2030. SDG 3 contains a perspective on the universal understanding of health and well-being that contain a paradigm shift from focusing on a specific health issue or crisis such as HIV/AIDS to a more holistic approach on mitigating the health risks associated with sedentary living. Physical inactivity has become a global health threat of the 21st Century, accounting for about 1 to 4 percent of all health care costs and leading cause of early mortality. Policies and strategies that can contribute to the increase of active participation in sport, physical education and physical activity have indirect benefits for improving productivity and health care cost savings. It can thus contribute to SDG target 3.4, which requires attention to addressing non-communicable diseases and promoting mental health and well-being. Active engagement in PEPAS creates an enabling and favorable environment for conversations and teaching moments to enhance health behaviors and attitudes. A holistic approach allows for a wider lens on the ecosystem and influences related to human health and well-being that necessitates multi-sectoral collaboration and sharing of resources and access to different types of engagement.

Initiatives focusing on sexual health and the reduction of alcohol and drug abuse are supported by SDG targets 3.4 and 3.5.

Specific SDG 3 targets that connect with PE, PA and sport to health and wellbeing for attainment by 2030, are:

- 3.4 aims to “reduce by one-third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being”.
- 3.3 aims to “end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases”.
- 3.5 aims to “strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol”.

Policy responses and sport-based initiatives, including PE seek to provide health-based education and empower individuals to take responsibility for their health decisions and behavior in preventing a whole range of health problems that they might have encountered over their life span.¹² Specific knowledge and behaviors may be taught as in the case of producing content, toolkits or materials around specific diseases or root causes such as personal hygiene and protective measures during COVID 19 as to prevent infection or

¹² Specific health themes are covered by purposive designed toolkits and resources such as the Red Ball Child Play and Health Games focusing on Malaria, TB, measles and diarrheal diseases and Live Safe Play Safe focusing on HIV/AIDS, sportanddev.org. Other toolkits are: Nutrition-WASH toolkit (2016) from UNICEF East Asia and Pacific Regional Office <https://www.unicef.org/eap/media/1181/file/Nutrition-WASH>; Toolkit on Hygiene Advocacy from the Global Handwashing Partnership 2018. <https://sswm.info>

spreading the disease. Specific health knowledge and protocols served to inform the public and to introduce some home-bound physical activity.¹³

Specific SDG 4 targets that connect with PE, PA and sport to inclusive and equitable quality education and promotion of lifelong learning opportunities for all, for attainment by 2030, are:

- 4.1 aims to “ensure that all girls and boys complete free equitable and quality primary and secondary education leading to relevant and effective learning outcomes”.
- 4.4 aims to “substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship”.¹⁴
- 4.5 aim to “eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable including persons with disabilities, indigenous peoples and children in vulnerable situations”.
- 4.7. aims to “ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development”.

The relationship between SDP and the SDGs is also articulated in the Kazan Action Plan (KAP), which resulted from the *Sixth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS VI)* in 2017. The KAP recognized the SDGs as the overarching policy consensus regarding international development and that sport can:

- make a strong contribution to meeting the SDGs and contributing to sustainable development, and
- connect to priorities of gender empowerment, partnership development and youth engagement.

According to the Commonwealth Secretariat, the Kazan Action Plan (and its associated MINEPS Sport Policy Follow-up Framework) connects sport and SDP to meeting SDG targets. The SDG targets most relevant to the content of this module are:

¹³ WHO #HealthyAtHome – Physical activity. <https://www.who.int/>; The UNICEF Nutrition-WASH toolkit for East Asia and the Pacific Regional Office.

[https://www.unicef.org/eap/media/1181/file/Nutrition-WASH toolkit for ISBN: 978-974-685-153-4](https://www.unicef.org/eap/media/1181/file/Nutrition-WASH%20toolkit%20for%20ISBN%20978-974-685-153-4)

¹⁴ SDG 4, target 4.4 is also covered in the Module on: Skills Training, Volunteerism, Employability and Mentorship. The emphasis in this module relates to capacity building, education and training for the implementation of health-optimising interventions and school-based PE, PA and sport.

Target	MINEPS	Sport result areas
4.1 By 2030, ensure that all girls and boys complete free equitable and quality primary and secondary education leading to relevant and effective learning outcomes.	<p>I. Developing a comprehensive vision of inclusive access for all to sport, physical education, and physical activity.</p> <p>II. Maximizing the contributions of sport to sustainable development and peace.</p> <p>II.3 Provide quality education and promote lifelong learning for all and skills development through sport.</p>	<p>☑ Inclusive access to sport for all.</p> <p>☑ Physical education for boys and girls</p> <p>☑ Sport for health and well-being of all.</p> <p>☑ Sport for quality education and lifelong learning for all.</p>
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship.	<p>I. Developing a comprehensive vision of inclusive access for all to sport, physical education, and physical activity.</p> <p>II. Maximizing the contributions of sport to sustainable development and peace.</p> <p>II.3 Provide quality education and promote lifelong learning for all and skills development through sport.</p>	<p>☑ Inclusive access to sport for all.</p> <p>☑ Sport for health and well-being of all.</p> <p>☑ Sport for gender equality and empowerment of all women and girls.</p> <p>☑ Sport for quality education and lifelong learning for all.</p> <p>☑ Sport for economic growth and productive employment.</p>
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.	<p>I.5 Enforce gender equality/empower girls and women</p> <p>I.6 Foster the inclusion of youth in decision-making processes</p> <p>II.4 Build peaceful, inclusive and equitable societies.</p>	<p>☑ Sport for gender equality and empowerment of all women and girls.</p> <p>☑ Inclusive access to sport for all</p> <p>☑ Sport for peaceful, inclusive and equitable societies</p> <p>☑ Sport for economic growth and productive employment.</p>
4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable	<p>I. Developing a comprehensive vision of inclusive access for all to sport, physical education, and physical activity.</p>	<p>☑ Inclusive access to sport for all.</p> <p>☑ Physical education for boys and girls</p>

development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.

II. Maximizing the contributions of sport to sustainable development and peace.

II.3 Provide quality education and promote lifelong learning for all and skills development through sport.

II.6 Advance gender equality and empower all women and girls.

III.2 Protect children, youth and other vulnerable groups.

☑ Inclusive access to sport for all.

☑ Sport for peaceful, inclusive, and equitable societies.

☑ Physical education for boys and girls.

☑ Sport for quality education and lifelong learning for all.

☑ Sport for gender equality and empowerment of all women and girls.

☑ Sport for quality education and lifelong learning for all.

☑ Sport for health and well-being of all.

Policy and Practical Guidelines

This section offers seven guidelines for developing policies and programs to support PE, PA and sport.

1. Inclusion of Key Stakeholders

Developing policies or programs should involve a cross-section of actors that have a legitimate stake in the issues. In the case of PE, PA and sport, these stakeholders may include the following:

- Government Officials (National) from ministries or divisions of youth, gender, sport, health and education. They can share important information with colleagues to ensure awareness and shared responsibility, and also ensure coherence with existing policies and programs.
- Government Officials (Provincial, Regional, Local) at senior level from provincial, regional and local governments can help to identify the particular issues related to PE, PA and sport in their local context. They can also support and share or take ownership of creating awareness of the importance and benefits of taking part in PE, PA and sport.
- Elected Officials can lend important credibility when establishing the links between PE, PA and sport related to policy development and implementation. They are also in a position to support any necessary legislative reforms and to hold government to account.
- Sports Federations understand the national, regional and/or local sports context and delivery system. They can support the design and implementation of sport programs

and policies as it relates to PE and PA. They can also build awareness and support amongst sport-based stakeholders.

- Grassroots Sports Organizations and NGOs already operate globally and usually have a presence in local communities where they can extend the reach to minority or marginalized communities. They often possess strong working knowledge and institutional memories of the use of sport and PA to meet non-sport goals and outcomes. There is an emerging practice in PE to outsource the delivery of content, particularly related to value-based education. NGOs often step into this space as the school has become a preferred place for program implementation where they can reach children and youth.
- Non-sport NGOs that operate in the field of PA and health are well positioned in the development of sport-based programs and policies. They should be included in design and implementation of such.
- International Organizations such as the United Nations, UNESCO, WHO, Commonwealth Secretariat, African Union and European Union, are key stakeholders in the broader policy context of sustainable development, particularly regarding health-related PA, Quality Physical Education and sport for all. Their policy statements and priorities should be consulted.
- Foundations, charities, and advocates such as Comic Relief, Women Win, Laureus Sport for Good, streetfootballworld (now Common Goal) and Terre des Hommes prioritize sport programs related to broader health and issues of equality. They may offer institutional and/or financial support.

2. Accessibility of the process

The development of policies and programs for active participation in PE, PA and sport should be accessible and participatory. This requires the adoption of transparent and open approaches to the sharing of information. It is critical that such communications are in accessible formats and that accessibility is ensured for meetings, workshops, fora or other opportunities for personal participation.

Previous SDP research has called for a *communitarian approach*, where the free cultural exchange between cultural groups is supported, and groups are encouraged to learn from one another through a collaborative approach to participation in PE, PA and sport. An example of a collaborative process between young leaders and facilitators from Germany and several southern African countries resulted in the development of a user-friendly toolkit for offering grassroots sport events in resource-poor environments.¹⁵

3. Sustainability

Policies and programs using PE, PA and sport for health and educational purposes should aim to achieve long term results, with benefits that extend beyond the lifespan of the policy,

¹⁵ International council of Sport Science and Physical Education (ICSSPE) and UNESCO (2022) Grassroots Sport Toolkit. Available: https://www.icsspe.org/sites/default/files/20220531_ICSSPEToolkitGrassrootsSportFinal_0.pdf

curriculum, or program itself. To do so, the inclusion of SDP principles is required. The policy or program itself should also:

- be based on existing legislation and relevant legal frameworks and a realistic assessment of existing and potential human and resources;
- consider, in all its elements, how capacity can be developed to meet short- and long-term needs; and
- dedicate time and resources to the development of national and local capacities.

4. Coherence

To ensure policy coherence, the creation process should take account of other relevant policies, programs and processes. This means that any PE, PA and sport-focused program or policy should take into consideration current policies, legislation and programs. For example, PE, PA and sport programs aimed at promoting health-related and educational outcomes, active lifestyle and life-long learning should investigate, and where appropriate align with relevant policy frameworks – from the global to the local level.

5. Flexibility

Policies and programs designed to use PE, PA and/or sport to support health, equality and educational outcomes need to be responsive to changing circumstances and include mechanisms for on-going monitoring and periodic review. Being open to new ideas and remaining responsive to changing circumstances is critical for success.

6. Language and Approach

Policy and programming guidelines should take care to use inclusive language that emphasizes strengths more than weaknesses or deficiencies. Research has found that some SDP training manuals focus too often on deficiencies, risks and individual limitations through the language used within their manuals and by their practitioners. The opposite may be true for educational manuals where positive outcomes are emphasized without considering possible harm or injuries that may come for active participation in PE, PA and sport.

7. Program Theorizing

To be both successful and sustainable, programs and policies must be based on a clear and well-defined program theory, which outlines the processes and/or mechanisms by which sport can contribute to health and educational outcomes.

Impact theory shows causal linkages between program activities or actions and outcomes. The impact in this case refers to the outcome at a broader level – either at the level of a community or society. It also represents a logical framework or reasoning between the delivery and outcomes of a program. Figure 5 demonstrates a simplistic causality between a program intervention and immediate/proximal, medium term/distal and longer-term effects/improvement of a societal condition.



Figure 5. Integration of physical activity and outcomes

Source: Adapted from Etsuko Yamada, E & Sanders, B. (2020). Bridging the divide in sport and sustainable development. A guide for translating policy into practice and effective programme management, 2020, p. 77. <https://www.iir.jpnsport.go.jp/en/sdgs/book.pdf>

The ComSec toolkit provides a set of indicators to monitor at a community level. These indicators include depth of impact that enables stakeholders to assess beneficiaries' improvement levels due to an activity. It uses a simple three-point scale identifying three distinct levels of change that a beneficiary may experience – connect, improve and transform – as explained below:

- Connect – the number of people reached by an activity who can report some limited change as a result of the activity (e.g., raised awareness of opportunities to improve literacy skills);
- Improve – the number of people who can report some substantive improvement in their lives as a result of the activity (e.g., actually able to read better);
- Transform – the number of people who can report an enduring change in their circumstances, or for whom a change can be observed due to improvements (e.g., they got a job due to improved literacy). (For further details see ComSec, 2020)¹⁶

¹⁶ ComSec 2020. Sport and SDG Toolkit Version 4 and Indicator Bank. Commonwealth Secretariat and Partners. London.

Phases of Development

The development and implementation of SDP policies and programs designed to support PE, PA and sport should proceed through the following four phases:

1. A **preparatory phase**, during which key agencies and organizations address the institutional structures for planning and engaging with sports organizations, relevant ministries, service providers, international organizations, and collaboration with other stakeholders. This includes consideration of the international policy context and gathering of relevant data for informed decision-making and evidence-based planning.
2. A **development phase**, during which key agencies and organizations elaborate a policy or program within a specific country context, intensify the consultation process, and draft the policy, curriculum (PE) or program.
3. An **implementation phase**, during which relevant agencies implement the policy, curriculum (PE) or program.
4. A **monitoring & evaluation phase**, which overlaps with the implementation phase and involves a process of adjustment of policy, curricular or programs objectives and activities in consideration of new data or shifting circumstances, followed by assessment and review to lay the foundation for a successor policy, curriculum or program.

1. Preparatory Phase

The goal in the Preparatory Phase is to establish the leadership, clear ownership and support necessary to develop and implement a successful policy, curriculum or program. Inputs from multiple stakeholders should be sought. This is also the phase during which to situate and connect the policy or program to the broader policy context. The Preparatory Phase should proceed through several steps:

- **Soliciting support or endorsement** – When key stakeholders or decision makers commit to the policy or program, the buy-in process accelerates and a Memorandum of Understanding (MOU) or Memorandum of Agreement (MOA) may be signed by all relevant parties. When led by national governments, for instance, heads of state can be key stakeholders for building support and follow a top-down delivery approach with cascading mandates to provincial or local bodies within a particular ministry. Public-Private Partnerships (PPP) are particularly relevant for employability training and job creation in different sectors, inclusive of the SDP field.
- **Designating leadership and coordination** – Depending on the policy, curriculum or program to be developed, establishing leadership should involve stakeholders from sports organizations, government agencies, NGOs, the corporate sector, foundations and/or funders. PE may be an exception as different governmental institutions such as the Ministry of Health, Ministry of Sport and Ministry of Education may have different divisions dealing with different aspects of a curriculum, program or policy. Depending on the scope of the policy, sub regional coordinating committees can also

be put in place for support. A coordination structure is required to provide strategic leadership, dissemination, and the implementation of the policy, ensuring effective communication among stakeholders.

- Leaders and coordinators should stay in **close contact with all stakeholders**, making sure that underrepresented groups are heard, both formally and informally, to ensure the input of all of those impacted by the policy or program, to raise awareness, and to inform about the goals and objectives.

Sport organizations and practitioners should strive to build meaningful relationships with participants and effective partnerships within their respective communities by linking to local stakeholders such as schools, community leaders (particularly traditional leaders in remote rural communities where they exert power) and youth leadership groups or forums.

- **Participation and consultations** – Since the Development Phase (below) requires identifying priorities and barriers, it is necessary to engage in consultation with all stakeholders about the specific challenges related to skills training, volunteerism mentorship and employability in their context. This should be done in an open, transparent and participative manner.

Example from the Preparatory Phase

Program: Integrated Physical Education and School Sport (IPESS) policy of Namibia

Location: Namibia

Stakeholders: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Ministry of Education, Arts and Culture (MoEAC) and Ministry of Sport, Youth and National Service (MoSYNS) as drivers in collaboration/consultation with stakeholder representatives from 14 regions, 121 constituents from the government sector, academia, civic society, international development agencies, commercial sector, sport sector and media.

Background: In 2020, the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Ministry of Education, Arts and Culture (MoEAC) and Ministry of Sport, Youth and National Service (MoSYNS) invited proposals for the development of an Integrated Physical Education and School Sport Policy (IPESS) in Namibia. NamScore Sports Consultancy (Pty) Ltd was appointed to undertake extensive research, consult with multiple stakeholders, and develop the IPSS.

Policy Development – Phase one – alignment and synergy

In the situation analysis report it states that Government of the Republic of Namibia recognises the sentiment expressed in relevant international charters and resolutions in the quest for policy coherence to optimally facilitate the holistic development of young people is a cornerstone in attaining a productive- and healthy nation.

- Document analysis and alignment with global policy frameworks such as the International Charter of Physical Education and Sport (1978), WHO's strategic plan

on physical activity 2018-2030, UNESCO's documentation on Quality Physical Education and the Kazan Action Plan (KAP), amongst others.

- African Union Agenda 2063 and insights were also gathered from the African (Sports) Ministers held in Antananarivo in Madagascar in September 2019 on discussions of the crucial role of Quality Physical Education (QPE) and school sport which informed the African Union Sports Policy.
- National policy alignments include that of: The constitution of the Republic of Namibia (Chapter 3, Article 20 – compulsory and free primary school education in state schools); Basic Education Act, 2020; Vision 2030 – Namibia's long-term development plan; National development plans (NDPS – 1 to 5); the Harambee Prosperity Plan (HPP) 2016/17 – 2019/20; and relevant national ministerial strategic documents (e.g., Ministry of Education, Arts and Culture, Ministry of Sport, Youth and National Service (MoSYNS) Strategic Plan and the Sport Act of Namibia.

Phase 2 – Research, Consultation and Situation Analysis

- Develop research instrument and consultation protocols, obtain ethical approval, pilot methodology and train research team and consultants.
- Data collection and visits to 14 regions and 121 constituents where workshops were held and interviews conducted with representatives from government entities, academics, international development agencies, the sport sector (including sport federations), civic society agencies, commercial sector and the media. Due to Covid-19 restrictions additional interviews were held online. One senior researcher conducted all interviews with national representatives.
- Two on-line surveys were completed by respondents from different stakeholder types.
- All interviews were transcribed for analysis (interpretation, reflection and feedback).
- All data sets were integrated for a situation analysis across regions and nationally. Six main themes emerged, namely:
 - Policy and structure
 - Capacity and training
 - Funding and resource mobilisation
 - Long term athlete/participant development
 - Infrastructure and equipment

Phase 3 – Regular communication, validation workshop for policy with key stakeholders, presentation of final draft of IPESS policy for adoption, dissemination, and implementation.

Link: <http://www.moe.gov.na/files/day3/3.NEC%20IPESS.pdf>

Program: MeWeSports

Location: India

Background: In 2021, Sangath and Pro Sport Development collaborated in the design and piloting of an innovative program that uses sports-based approaches to prevent substance

use and improve mental health in adolescents, using sports-based approaches to prevent the initiation of substance use, while also improving their mental health and well-being.

Aim: Sangath aims to develop a comprehensive and evidence-based program which can be tested for local and national implementation, using a sports agnostic approach to increase its applications and relevance across different settings in the country. Given the lack of a comprehensive national response to the growing problem of alcohol, tobacco and drug use among young people, the program comes at a crucial time.

Approach: There is a shared understanding of sport being an effective medium to tackle issues of mental health and the need for such interventions in India is what led to the collaboration between Sangath and Pro Sport Development (PSD) in 2021.

Activities: Sangath conducted surveys and consulted with young people, parents, and experts in sport for development, mental and adolescent health to understand the scope and extent of problems related to adolescent substance use, and priorities that should underlie prevention efforts. They also engaged with community members and a youth advisory board.

In the second half of 2021, PSD and Sangath organised a two-day workshop in New Delhi, which brought together practitioners from the sport for development sector across India, along with Sangath's youth leaders. It provided practical and contextual insights from the sport for development sector.

They created a development advisory group who held regular online meetings and shape the intervention. In 2022, the advisory group met in-person for a two-day workshop in Goa to refine matters around the intervention for implementation. This included shortlisting activities that could be implemented, building a timeline for the intervention, drafting, and reworking the theory of change, as well as discussing contextual and practical elements vital for the success of the intervention.

Next steps: MeWeSports team plans a workshop with global adolescent health experts to get feedback on the intervention developed so far, after which the PSD and Sangath teams will move towards preparing an intervention manual. This will serve as a comprehensive guide to help organisations implement the program in their setting.

Once the intervention manual is developed, the program will be piloted in Goa as well as other parts of India, in order to evaluate its effectiveness, applicability across geographies and contexts as well as propensity to implement at scale.

Link: <https://www.sportanddev.org/en/article/news/mewesports-using-sport-prevent-substance-use>

2. Development Phase

The development phase, which may be overseen by the coordinating mechanism, should include the following steps:

- **Determining Priorities** – A situational analysis is necessary to determine the current state of health and well-being at national level and/or for different populations, as well as challenges associated with physical inactivity, behavior and needs that have relevance to PE, PA and sport within a SDP framework. Possible priorities for policy makers and programmers may include the advancement of physical literacy, improved access to PE, PA and sport participation, quality teaching, coaching and learning that would foster healthy living, informed choices, positive relationships, inclusive sport practices and prevent or address negative behaviors. It is therefore necessary to prioritize goals and identify gaps where action will be necessary to advance the policy development or program implementation. This can be done through consultations with both governmental and non-governmental stakeholders, in the form of meetings or workshops at national and local levels or opportunities for online or written submission of views, among others.
- **Identifying barriers** – Identifying the barriers to be overcome is crucial. A barriers model is a useful approach for programming and policy makers how to implement policies by demonstrating a commitment to the removal of barriers for target populations such as socio-economically disadvantaged or poorly resourced public schools, girls or people with disabilities. These barriers might include the lack of access to safe spaces and facilities, poor transportation, and racism, sexism, or homophobia or inadequately qualified teachers and/or coaches. When developing a policy document or program, organizations should take an active role in ensuring barriers to inclusion are being actively and effectively addressed.

Examples from the Development Phase

Program: Waves of Hope

Location: Trinidad & Tobago

Background: Poor households and fragmented families (single mother breadwinners) bear the seed for inter-generational poverty and promotion of 'learned helplessness'. Youths are exposed to fall victim of or engage in sexual violence, drug and alcohol abuse and other forms of deviance.

Aim: Waves for Hope offers youth development programs that utilize surfing, group discussion and mentorship to empower at-risk youth in under-served communities across Trinidad & Tobago. Their mission is to improve the physical, emotional and mental well-being of young people by engaging in surfing with therapeutic activities and mentorship in safe spaces. By developing different competencies, becoming confident and taking control of their lives as much as possible, forging friendships and experience a sense of belonging.

Activities: They are guided and exposed to opportunities where they can build healthy relationships, develop positive coping skills, become resilient and improve their confidence

and self-esteem. In this way, they will make positive life choices and act as role models in their environments.

Participants receive training and education to become mentors in the surf therapy program. The training involved theoretical and practical lessons and on-site training to equip them to offer similar activities in their own communities.

Some narratives from participants who became mentors attest to this, such as expressed by a young man:

“I am a product of an absent father and a poor, abusive mother. And I see the same family setup in the whole community. And seeing young girls making the same mistakes as their mothers is heart-breaking...I promised myself not to repeat this cycle and to help anybody to keep from repeating this cycle.”

Participants share the vision, as expressed by one: “My vision for the future of surf therapy in Trinidad is to have surf therapy programs in all the villages so we can make our country a better place.”

Link: <https://wavesofhope.org/>

Program: Women on the Move

Location: Uganda, Palorinya refugee camp about 30 kilometers from the South Sudan border.

Background: Palorinya is 40 square kilometers where about 120,000 refugees from South Sudan live side-by-side with Ugandan locals. In 2016, violence in South Sudan escalated and the SAD's football for mental health program came to a halt. Some months later, refugees from South Sudan revived this program in a refugee camp in Uganda. For them, playing and engaging in physical activities helped to come to cope with trauma.

Aim: The initial program was aimed at supporting women traumatized by war and violence. Playing sport helped them to cope better with their experiences and it offers them a platform to talk about topics considered to be taboo or highly sensitive and traumatic. It provides a sense of empowerment that is echoed by the Women on the Move slogan: “What men can do; women have been able to do so for a long time.”

Activities: Playing football in the camp, practicing and celebrating with rhythmic dancing creates a sense of normality and joy. It also provides spectators with an escape from the stark reality of having lost loved ones and in many cases, all their possessions.

Reviving the game of football is reminiscent of how they would enjoy playing in their home country. Some recall that the program was more structured then when it was “SAD and [run by a] local NGO South Sudan Psychosocial Programme (SSPP)”.

Link:

https://www.sportanddev.org/sites/default/files/downloads/sad_2014_women_on_the_move_part_i.pdf

- Developing a Program Theory** – It is crucial in developing a sport policy or program to create or adopt a program theory. In an effective program theory, everything a participant experiences leads to the next set of conditions that must be negotiated. This allows for an understanding of why a program works or not.

Change happens at different levels, from the individual (micro level) to that of the household or school (meso level) to the level of the community or society (macro level). In the following theory of change, the community issue identified (problem statement) is that girls are socially excluded from community activities related to low self-esteem and gender stereotyping. The program objective focuses on addressing this root problem and set a target (KPI) as a percentage of these girls to participate in community activities over time (see Figure 6).

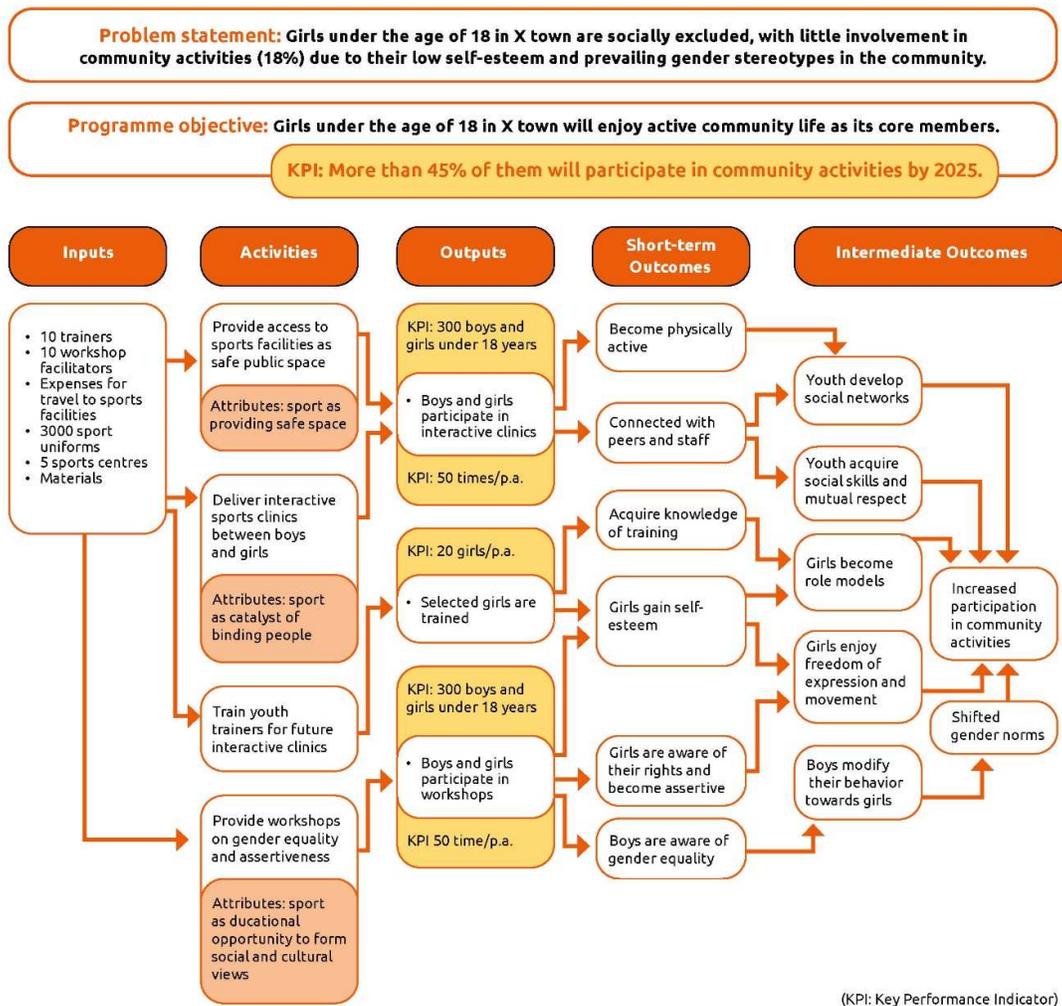


Figure 6. A theory of change towards an increase of girls' participation in community activities through sport

Source: Etsuko Yamada, E & Sanders, B. (2020). *Bridging the divide in sport and sustainable development. A guide for translating policy into practice and effective programme management*, 2020, p. 79. <https://www.iir.jpnsport.go.jp/en/sdgs/book.pdf>

- **Establishing Indicators** – Indicators are necessary for the eventual monitoring & evaluation of the policy or program. The purpose of indicators is to provide relevant information that is clear and can be measured and objectively verified. It is also important to consider who is to be responsible for gathering indicators. See the module on Monitoring & Evaluation for indicators and criteria for developing them. See Commonwealth Secretariat Sport & SDG Indicator Toolkit V4.0.¹⁷

In the case of PE, PA and sport relevant indicators might include:

- ✓ The availability of resources at schools, and in the community to provide access to all, inclusive of persons with disabilities to enable them to participate in sport and physical activities adapted to needs and that facilitate the acquisition of life skills.
 - ✓ The provision of public/safe spaces, safeguarding an adherence to a code of conduct to protect the rights of girls and women in sport/SDP that serve to enhance their education, communication, negotiation skills and leadership toward their empowerment.
 - ✓ The availability of SDP activities and components through which participants learn values such as honesty, confidence, fair play, respect, inclusion, and cooperation/teamwork and transfer these to their economic, social, and cultural life.
 - ✓ Providing education and training in PE, PA and sport programs that will motivate and enable individuals to live a healthy and active lifestyle, make positive choices and foster an aptitude for life-long learning whilst transferring and applying positive learnings and values into real life settings.
- **Preparing a draft action plan** – A core group should be identified to lead the drafting of the policy or program. The plan should clearly set out the overall goals and objectives and identify, based on the preparatory phase, priority areas and sectors. It should also set strategies for achieving objectives, including specific activities to be undertaken and plans for monitoring and evaluation within a set timeframe.

¹⁷ See Commonwealth Secretariat Sport & SDG Indicator Toolkit V4.0 Measuring the contribution of sport, physical education and physical activity to the Sustainable Development Goals. https://production-new-commonwealth-files.s3.eu-west-2.amazonaws.com/migrated/inline/SDGs%20Toolkit%20version%204.0_0.pdf

- **Conducting Consultations** – Consultations are critical to the success of a policy or program. Once a first draft of the policy has been prepared, a series of consultations should be organized to review it. All relevant stakeholders should be included. The goal is to ensure that the program or policy:
 - ✓ Reflects appropriate priorities and addresses barriers,
 - ✓ Is based on an appropriate program theory; and
 - ✓ Enjoys buy-in and support before implementation.
- **Finalize Policy or Program** After consultations and stakeholders’ participation, the policy or program can be finalized, in accordance with the broader policy context and Sports for Development and Peace principles.

3. **Implementation Phase**

The implementation phase, during which the policy or program is put into use, should include the following steps:

- **Designate a coordinating group – Implementation** requires the designation of a coordinating group that should:
 - ✓ Promote coordination, information sharing, and relationship management between stakeholders involved in the implementation process.
 - ✓ Communicate information on the policy or program’s implementation, including communicating to the public and through reporting to stakeholders.
 - ✓ Ensure adequate financial management and good governance.
 - ✓ Lead the monitoring and evaluation processes (discussed in next phase).
- **Profile and public awareness** – The implementation phase should also include activities to raise awareness about the program or policy. These can include the sharing of positive outcomes, profiles of participants, or examples of behavior change achieved through the program or policy. In this way, the relevance of the program or policy will be promoted, and more people will understand its value.

Examples from the Implementation Phase

Program: SOWETO Active Schools

Location: Soweto, Greater Johannesburg Metropole, South Africa

Background: In the wake of high levels of inactivity, high level of child obesity and disease profiles and the low level (about 30%) South African learners not taking part in physical education on health-inducing physical activities, Nike South Africa took the initiative to implement an ‘active school programme’ as part of the *Make to Play* campaign. After the 2010 FIFA World Cup, in 2014 they implemented a similar program in the Township of

Alexandra (Alexandra Butterflies, as part of the Designed to Move initiative), but shifted to Soweto where they targeted five primary schools in close proximity to the Nike Football Training Centre (FTC). The program is implemented in collaboration with the regional office of the Department of Basic Education and an external service provider, a local sport for development NGO.

Aim: To provide Quality Physical Education in a cluster of five primary schools, whilst providing in-service training to class teachers for the implementation of health-enhancing PE, PA and sport during and after school hours to learners whilst offering value-based learning to transfer into the school culture and everyday living as part as a sport-to-life philosophy.

Approach: The program consists of four pillars, namely PE during school hours, inter/intra-class and inter-school competitions and the integration of youth leadership and life skills through a value-based approach. The program stretches over three years and follows an on-site training by two individuals trained in PE who present first 80% of classes, then 50% in year two and 20% in year three (80 to 20 principle). Two Champion teachers per school attended a workshop to mentor and assist other class teachers.

Activities: Two external educators offer classes and teacher training to all schools on a rotation basis. In addition to teaching fundamental movement and sport skills, various slogans capturing the sport-to-life philosophy are taught. These are:

Use your voice

Come to play

Stay in the game

Build your team

Look, listen and learn

Plan (have) goals and prioritize

During inter-class competitions are offered as part of the school sport program such as athletics in summer and soccer and netball in winter. All children are encouraged to take part and after inter-class competitions, teams are selected to participate at the Nike FTC against the other schools within their cluster and part of the program.

Source: (Burnett, 2020)

Program: Right to Play International

Location: Global

Background: Since 2001 Right to Play uses sport and play to educate and empower young people through the Play for Advancement of Quality Education (PAQE) in Ghana, Mozambique, Pakistan, Rwanda and Tanzania.

Aim: To influence the policy and regulatory environment and support the integration of play-based learning to enhance quality education for positive educational outcomes.

Approach: The PAQE initiative is supported by the Government of Canada through Global Affairs Africa and demonstrates how reflective, collaborative and applied (RCA) methodology is effective in play-based and sport approaches.

Activities: The Ministry of Education in Rwanda (MINECUC) through the Rwanda Education Board (REB) revised the national primary and secondary school curriculum in 2013. The shift was from knowledge to a competency-based curriculum. Right to Play provided a PE and Sport Teacher Guide, participated in cross-cutting issues panels of the curriculum renewal process, fed into cross-curricular activities in consultation with different stakeholders. The organisation offers support for REB to capacitate teacher trainers, adaptation of activities, guide the implementation of a play-based learning philosophy, develop learning guidelines and sample lesson plans for implementation.

Source: (Lindsey & Chapman, 2017, pp. 70-71)

Program: Association for the Promotion of Youth and Sports (APJS)

Location: Mali

Background: The double African Champion in Taekwondo, Aminata Makou found APJS in 2017 with the intention of investing in youth and sport for development so that young people can develop and reach their potential in sport and in life.

Aim: The organization focuses on offering support to public authorities through the provision of training and assistance in the design and management of alternative and innovative sport projects. In 2021 they set strategic outcomes that include the provision of access to improved education, quality care and the promotion of sustainable peace in alignment with selected UN Sustainable Development Goals 3 (good health and well-being) and SDG 4 (quality education). Peacebuilding is cross-cutting as Mali has to deal with 'terrorist' and factions in conflict that cause a major security crisis.

Activities: Giving a voice to youth by organizing them and addressing their employability status by offering entrepreneurship training and certified training. Providing access of women to sport participation and lift the status of women sport through advocacy and offering of competitive participation. Promote peace and education throughout Mali to 'populations at risk' and provide opportunities for school dropouts to access alternative learning and training opportunities at preferred certified training organisations. They initiated different sport projects to combat the spread of violence in schools and universities. Organizing an international forum yearly to promote sport among young people and include Malian government authorities to provide opportunities for participation in view of the essential role that sport can play in development (advocacy).

Link: <http://www.peace.sport.org.apjs>

1. Monitoring & Evaluation Phase

Monitoring and Evaluation (M&E) is an essential element of successful policies and programs that use PE, PA and sport, including those that aim to improve outcomes related to education, health and well-being. According to the Commonwealth Secretariat, M&E of sport policies and programs aimed at meeting the SDGs should use a Results Based Management (RBM). The four pillars of M & E which include planning, monitoring, evaluation and learning (MEL) will be discussed in the Monitoring and Evaluation Module.¹⁸

Summary & Key Learning Points

This module linked PE, PA and sport to peaceful coexistence, quality education, life-long learning, health and other development outcomes within the context of Sport for Development and Peace (SDP). The key point of the module is that PE, PA and sport (PEPAS) as collective and individually is well positioned to support educational and health-related outcomes through processes of empowerment, social inclusion, increased productivity, preventing and addressing diseases and anti-social behaviors associated with physical inactivity and idleness, social interaction and connectivity.

Key elements of the current SDP policy context were provided as well as seven guidelines for the development of relevant policies and programs. The integration and interrelatedness of activities and cross-cutting themes demonstrate the holistic approach at the individual level and the necessity for sector-wide integration and stakeholder collaboration as a response to local needs and realities. Development and peacebuilding activities are equally intertwined to address the complexity of real-life issues in a diversity of settings at the global, national and local levels. A main feature of the module is the four phases that are also demonstrated through relevant examples from the SDP sector. Following these four phases can help to create sport-based policies and programs that support peace and development through PE, PA and sport participation and engagement. In accordance with key stakeholder engagement, many case studies provide insightful learnings across the different phases to demonstrate how theoretical concepts and policies are practically implemented.

¹⁸ See Commonwealth Secretariat Sport & SDG Indicator Toolkit V4.0 Measuring the contribution of sport, physical education and physical activity to the Sustainable Development Goals. https://production-new-commonwealth-files.s3.eu-west-2.amazonaws.com/migrated/inline/SDGs%20Toolkit%20version%204.0_0.pdf

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