



**United  
Nations**

Department of  
Economic and  
Social Affairs

**SDP TOOLKIT MODULE:  
SDP POLICIES & PROGRAMS**

## ***Contents***

|                                 | <b><i>Page<br/>Numbers</i></b> |
|---------------------------------|--------------------------------|
| Overview                        | 3                              |
| Module Objectives               | 3                              |
| Who is the module for?          | 3                              |
| What is the module about?       | 3                              |
| Learning Objectives             | 3                              |
| Module Map                      | 5                              |
| Technical Content               | 6                              |
| Background                      | 6                              |
| Principles and Definitions      | 6                              |
| Policy Context                  | 9                              |
| Policy and Practical Guidelines | 13                             |
| Phases of Development           | 19                             |
| Preparatory Phase               | 20                             |
| Development Phase               | 24                             |
| Implementation Phase            | 28                             |
| Monitoring & Evaluation Phase   | 33                             |
| Summary & Key Learning Points   | 34                             |
| References and Further Reading  | 35                             |

## **Overview**

### **Module Objectives**

This module provides an overview of basic concepts, types and examples of sport, development and peace (SDP) policies and programs or those related to SDP outcomes that inform a framework for stakeholders at different levels to align policies and programs in a meaningful way. This is important for the optimal delivery on shared interests. Policy coherence and the vertical alignment (from the global to the local level) ensure that structures, programs, and practices are in synergy for collective action. In the same way, the horizontal alignment of policies, structures and programs drives a strategy for avoiding a silo mentality of stakeholders taking full responsibility on a potentially collective mandate. Finding common ground from policy to practice provides a platform for the sharing of resources, leveraging on outcomes and collective benefit from knowledge exchanges.

Policy coherence necessitates different strategies and actions throughout the policy development process, and serves program planning, design, delivery and assessment. A human justice framework is served best by placing the individual and community at the centre of development within and across sectors such as health, socio-economic empowerment, community building and/or sport. 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 and employment related outcomes.

### **Who is this module for?**

This module is relevant to everyone that has an interest in sport for development and peace or has a responsibility to address sport policies or programs due to the nature of their work, including policymakers, civil society (including NGOs), sport federations, and decision-makers as well as practitioners from other sectors.

### **What is this module about?**

This module:

- Defines sport policy (and alignment) and programs within or related to the SDP domain.
- Identifies key links between SDP and the Sustainable Development Goals (SDGs) for this thematic area.
- Reviews and presents experiences (case studies) on developing and implementing policies and programs at different levels.
- 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 associated with policy and program development and implementation.

- Identified key concepts regarding sports programs and policies aligned with selected Sustainable Development Goals (SDGs) for this thematic area.
- Considered the conception, implementation and evaluation of SDP (or related) policies and programs based on stakeholder consultation, inclusive planning and collective delivery of aligned actions that would optimally inform and reflect on SDP outcomes – specifically at the local level.

**MODULE MAP: SDP POLICIES AND PROGRAMS**

1. How does SDP connect to policy and program development, alignment and implementation?

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. The present module focuses specifically on policy development and implementation through well-designed programs for addressing the needs at community level and ensure strategic and collective actions for optimal and sustainable change. To meet these goals, government and other stakeholders can and should:

- **Review** a country's policies in alignment with other relevant ones from a SDP perspective and context.
- **Raise awareness** of the importance of including social, economic and development aspects in sport-related policies among government entities, sport, civil society and other development agencies (from the public and private sectors) and the public.
- **Mobilize** multiple stakeholders and a broad spectrum of society to engage and collectively deliver on SDP outcomes, inclusive of sport organizations, civil society organizations, and human rights agencies such as those involved in persons with disabilities rights groups, women's organizations, development organizations and others.
- **Set achievable targets** to use sport as a tool to reach specific and aligned targets of SDGs, consistent with international standards.
- **Determine the necessary budgets and advocate** for the need for funding for sport policies and programs.
- **Monitor and evaluate** the extent to which existing approaches to advancing SDP are successful and to adjust these approaches where needed.
- **Promote** linkages and coordination with other national programs, particularly in the areas of health, socio-economic empowerment education and in other domains of development and peaceful co-existence; and
- **Generate** commitment to shared ownership and action among stakeholders.

### ***Principles and Definitions***

#### 1. Defining policy coherence, development and sustainability

##### **a. Policy coherence** can be defined as:

"...fostering synergies across economic, social and environmental policy areas' and 'identifying trade-offs [so as to] address the negative spillovers' between policies in different sectors and at different levels."<sup>1</sup>

---

<sup>1</sup> Commonwealth Secretariat (2018). *Strengthening Sport-Related Policy Coherence. Commonwealth Toolkit and Self-Evaluation Checklist*. London: Commonwealth Secretariat, p. 11.

Policy coherence requires alignment in the vertical and horizontal dimensions. Vertical coherence entails that a policy links to relevant international declarations, regional policies such as that of the African Union Policy Framework for Sustainable Development in Africa or the Vientiane Declaration on Sports Cooperation in ASEAN, as well as with sub-national priorities and policies in individual countries.<sup>2</sup>

Vertical alignment is informed by context and political choices as encapsulated by SDG Target 17.5 that proclaims, 'respect for each country's policy space and leadership'.

Horizontal coherence entails the alignment of policies and development priorities across a wide range of institutions and stakeholders within and beyond the sport sector at global, regional, national and local levels.

**b. Development & Sustainability** relates to our understanding of 'development' which is complex and controversial in many ways. Since 1945 critical insights changed the way of western dominated viewpoints to explain development as it relates to SDP as being societally orientated. This explains that there is a wide spectrum of diversity of societal pathways possible along which (self-determined) development can take place. Development encompasses different societal domains or spheres such as the political (e.g., freedom of choice), economic (e.g., employment prospects), social (e.g., human rights and citizenship), and administrative (e.g., governance and democratic dispensation).

At the core of understanding sustainability within 'development', the broad definition has merit as phrased by the Brundtland Commission in 1987:

*"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."*

Sustainable development is based on the three pillars of sustainability: economic, environmental and social sustainability. It is only achieved when there is balance or a trade-off between these three aspects (see Figure 1).

---

<sup>2</sup> African Union (2008). Policy Framework for the Sustainable Development of Sport in Africa; Association of Southeast Asian Nations (2013). Vientiane Declaration on Sports Cooperation in ASEAN. Available: <http://sss.asean.org/wp-content/uploads/images/Community/ACSS/AMMS/Vientiane%20Declaration%20on%20Sports%20Cooperation%20final.pdf>



***Figure 1. The three pillars of sustainable development<sup>3</sup>***

Many SDP policies and programs focus on developmental aspects at different levels and in some instances on a specific domain (e.g., increased employability) outcome. Although individual level of sustainable outcomes may relate to improved quality of life assessed by ‘human development’ or ‘quality of life’ indexes, it remains a holistic understanding of inter-related influences and connected social worlds. The same accounts for sustainable communities. Sustainable programs and organisations and communities are equally related and refer to the capacity and capabilities of continued absorption of a program or intervention that renders positive outcomes understood as ‘development’ (or progress) within a local setting.

The interconnectedness of the different societal spheres is essential for SDP programs to be understood in how people make sense of them at the local level and the ‘uptake’ of policies and programs to have certain effects or outcomes. This brings into play that different stakeholders would have shared interests and should collaborate to bring about meaningful

---

<sup>3</sup> Definitions and explanations of the concepts of development and sustainability. United Nations Sustainable Development Report 2021; <https://sisu.ut.ee/env-intro/book/1-1-sustainable-development>; <https://unesdoc.unesco.org/ark:/48223/pf0000113463?posInSet=5&queryId=4913bcc8-0ce8-4f3c-a8d4-2cd5f5fcd66f>. Also see the following toolkits related to policies and programs for sustainable development: MOOC: Sport for Sustainable Development: <https://www.futurelearn.com/courses/sport-for-sustainable-development>; Bridging the Divide in Sport and Sustainable Development: <https://www.iir.jpnsport.go.jp/en/sdgs/#page=1> and various relevant sections on the sportanddev.org platform.

change at all levels of engagement. For instance, the Olympic Agenda 2020 (and 2020 +5) recommends a collaborative approach where sport entities, the public service sector (i.e., access and construction of sport facilities, education and health institutions) join hands to bring about change on societal issues such as violence, non-communicable diseases and human rights. In this way, an organization may benefit from mapping out its ecosystem or multiple fields and stakeholders that would be strategic for delivering good policies and impactful programs.<sup>4</sup>

**KEY POINT:** Policy and program development, implementation and impact cut across multiple development domains to be understood and applied in an integrated way. SDP is well positioned to support a collaborative and integrated approach and optimally contribute to a myriad of developmental outcomes and peacebuilding. In the SDP ecosystem stakeholders across different sectors such as education, training, and sport as well as political actors may collectively contribute to empowerment, social inclusion, community building and addressing anti-social behaviors and destructive practices within their society and communities.

### ***Policy Context***

Policy and program development within different societal domains and between different stakeholder constituents are directly connected to the Sustainable Development Goals. With the focus on inclusion, integration, and collective contributions to ‘sustainable development’, SDG 16 and 17 provide direction and appropriate targets. SDG 16 states the promotion of “peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels.”

SDG 16 relates to sport and SDP as it features strong and integrated institutions that speak to good governance, safeguarding, the integrity of sport, anti-doping and equality. The following targets are relevant for the SDP sector:

- 16.1 and 16.2 with reference to significantly reduce all forms of violence and end abuse, exploitation, trafficking, and all forms of harm against children.
- 16.6 and 16.7 with reference to effective, accountable, and transparent institutions that engage in responsible, inclusive and representative decision-making.
- 16b with reference to the promotion and enforcement of non-discriminatory laws and policies for sustainable development.

SDG 17 focuses on recognizing the need for collective approaches that bring together public and private agencies, development entities, the sport sector and civil society. As much as the stakeholders act collectively, different arrangements of them may contribute differently across a range of SDGs. SDG targets 17.3 and 17.9 for collaboration on resource mobilization and the development of human capacity; as

---

<sup>4</sup> Olympic Agenda 2020+5 Available: <https://olympics.com/ioc/olympic-agenda-2020-plus-5>

well as 17.16 and 17.17 with reference to multi-stakeholder partnerships are specifically relevant here, as are the following SDG targets:

- 17.14 Enhance policy coherence for sustainable development.
- 17.15 Respect each country’s policy space and leadership to establish and implement policies for poverty eradication and sustainable development.

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:

| Target   | MINEPS   | Sport result areas   |
|--|--|--|
| 16.1 Significantly reduce all forms of violence and related death rates everywhere.                | II.1 Safeguard athletes, spectators, workers and other groups involved.                | ☑ Sport for health and well-being of all.  |
|  | II.2 Provide safe environment and protect children, youth and other vulnerable groups. | ☑ Sport and safeguarding and quality access and opportunities.   |
| 16.6 Develop effective, accountable and transparent institutions at all levels.                    | II.8 Build effective, accountable and inclusive institutions at all levels.            | ☑ Sport and good governance.<br>☑ Sport responsive to context.   |
|  | III.3 Foster good governance of sports organizations.                                  | ☑ Sport for economic growth and productive employment.   |
| 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels. | I.5 Enforce gender equality/Empower girls and women                                    | ☑ Sport for inclusion and equity regarding gender, level of ability/disability and other identities for exclusion or discrimination. |
|  | I.6 Foster the inclusion of youth in decision-making                                   | ☑ Sport and pathway development.   |
|  | I.7 Foster empowerment and inclusive participation                                     | ☑ Sport for inclusion of girls in all roles.<br>☑ Sport and leadership.  |
|  | II.6 Advance gender equality and empower all women and girls.                          | ☑ Sport for gender inclusion at all levels and roles.  |
|  | I.1 Align with Sustainable Development Priorities                                      | ☑ Sport for development across themes.<br>☑ Sport contribution to and across sectors.  |

|  |   |   |
|--|---|---|
| 16.b Promote and enforce non-discriminatory laws and policies for sustainable development.   | I.1 Align with Sustainable Development Priorities | ☑ Sport contribution to and across sectors – education, social, political, health, economic/commerce, media and others. |
|  | I.2 Establish multi-stakeholder partnerships      |   |
|  | I.2 Establish multi-stakeholder partnerships      | ☑ Sport for development in and across thematic areas.   |
| 17.14 Enhance policy coherence for sustainable development.  | I.2 Establish multi-stakeholder partnerships      | ☑ Sport for development in and across thematic areas.   |
| Target 17.16: Enhance the Global Partnership for Sustainable Development – to mobilize and share resources and to support the achievement of the SDGs.                 | 1.2 Establish multi-stakeholder partnerships      | ☑ Sport for development in and across thematic areas.   |
| Target 17.17: Encourage and promote effective public, public-private and civil society partnerships, building on experience and resourcing strategies of partnerships. |   |   |

The following clustering of selected SDGs provide some guidance in addressing a theme that may include several domains and themes that are cross-cutting (see Figure 2).

|   |   | DOMAIN   | TYPES OF SDP PROGRAMMES LINKED TO SDGs  |
|--|---|--|---|
|   |    | <b>1. Participation in Organized Sport and Physical Activity</b> | <ul style="list-style-type: none"> <li>- Sport and exercise programs for women and girls and vulnerable groups</li> <li>- Advocacy of sport for all and active lifestyles</li> </ul>  |
|  |    | <b>2. Active School and Educational Environments</b>             | <ul style="list-style-type: none"> <li>- Promotion of physical education at schools</li> <li>- Youth at risk after school programs</li> <li>- Skills training and personal development</li> <li>- Promotion of SDP</li> </ul>   |
|  |    | <b>3. Social Impact, Inclusion and Equality</b>                  | <ul style="list-style-type: none"> <li>- Programs for vulnerable groups including persons with disabilities, ethnic minorities and older persons</li> <li>- Refugee and indigenous peoples' programs to promote inclusion and citizenship</li> <li>- Gender equity policy and strategy</li> <li>- Programs to address gangsterism and drug abuse</li> <li>- Programs to promote peace, reconciliation and nation-building</li> <li>- Policies and measures on safeguarding</li> </ul> |
|  |    | <b>4. Economic Development and Employment</b>                    | <ul style="list-style-type: none"> <li>- Sport policy review to include economic development and employment</li> <li>- Sport programs to improve employability and skills development</li> <li>- Programs to improve entrepreneurship and volunteerism</li> <li>- Corporate investment programs</li> </ul>  |
|  |   | <b>5. Environmental Sustainability</b>                           | <ul style="list-style-type: none"> <li>- Sustainable development policies for sport bodies and organizations</li> <li>- Climate change strategies by sport federations</li> <li>- Monitoring of carbon footprint of events</li> <li>- Environmental awareness programs</li> </ul>   |
|  |  | <b>6. Governance of Sport</b>                                    | <ul style="list-style-type: none"> <li>- Development of sport policies and M&amp;E</li> <li>- Promotion of sport and peace</li> <li>- Capacity building programs for sport federations and sport organizations</li> <li>- Promotion of values, sport integrity, ethics and human rights</li> <li>- Promotion of corporate governance</li> </ul>   |
|  |  |  | <ul style="list-style-type: none"> <li>- Promotion of sport and development partnerships with all stakeholders</li> <li>- A focus on SDP collaboration with local communities and NGOs</li> </ul>   |

Figure 2. The clustering of SDGs according to priority domains linked to SDG programs

## Policy and Practical Guidelines

This section offers seven guiding principles for policy and program development in SDP and related domains.

### 1. Inclusion of Key Stakeholders

Developing policies or programs should involve a cross-section of actors that have a legitimate stake in various domains where collective action would benefit the solving of problems or drive social transformation or positive change. These stakeholders may include the following:

- Government Officials (National) from Government Ministries/Departments who participate in the national coordinating mechanism or are focal point on sport should play a key role in the design and implementation of a national policy. They are also well placed to share information with colleagues in their ministries to ensure sufficient levels of awareness and understanding of, and buy-in for the plan.
- Government Officials (Provincial, Regional, Local) can help to identify and address a range of social, economic, political and environmental issues through sport and SDP in different contexts.
- Parliamentarians. Elected representatives (members of national parliaments and legislatures) can have an important role in the development of the National Sport Policy to ensure that it adequately addresses the needs of the population. Parliamentarians may also be involved in the plan's implementation, particularly as regards any necessary legislative reforms and in holding the government to account on the provisions of the policy. In this regard, parliamentary committees, where they exist, can influence the design and implementation of a National Sports Policy.
- Sports Federations understand the national, regional and/or local sports context and delivery system and deliver meaningful input to the design and implementation of sport programs and policies within the SDP field.
- Grassroots Sports Organizations and NGOs already operate in most regions of the globe. Most possess strong working knowledge and institutional memories of the use of sport to deliver on broader social outcomes and peacebuilding. Civil society participation can also include other organizations, such as women's groups, youth groups, disability groups, community development organizations, faith-based organizations, and business associations. Their input is valuable in the design of policies and programs and can contribute to policy coherence.
- Non-sport NGOs mostly focus on supporting different development issues and should be included in the design and implementation of specific and cross-cutting policies and programs.

- Funders, SDP-supportive charities, foundations and influential networks such as Comic Relief, Laureus Sport for Good and others may provide valuable expertise and connectivity for SDP policy and program development. They may offer institutional insights, facilitate programme implementation and/or provide financial support.
- International, regional and sub-regional organizations. A range of international, regional and sub-regional organizations may be involved in the design and implementation of a NSP, provided that such involvement is requested by the government and does not infringe upon national sovereignty. International, regional and sub-regional organizations can play a number of roles including as implementing partners (delivering activities and providing technical expertise), donors and agents of political support. Regardless of the roles played by such organizations, the government should retain the lead role in decision-making. The types of organizations that might be involved include:
  - a) United Nations entities, and
  - b) Regional and sub-regional inter-governmental bodies concerned with the topic.

## 2. Accessibility of the process

The development of policies and programs using sport as tool for change must ensure an accessible and participatory process. This requires the adoption of transparent and open approaches to the sharing of information and joint implementation and shared ownership of programs. It is critical that such communications are in user-friendly formats and that accessibility is ensured for meetings, workshops, fora, or other opportunities for personal participation, including interactive learning and knowledge sharing at all levels, within and between organisations.

## 3. Sustainability

Policies and programs using sport to support a variety of SDP thematic areas should aim to achieve long term results, with benefits that extend beyond the lifespan of the policy or program itself. Organisations such as SDP NGOs are often dependent on external and short-term funding that negatively effects the capacity of an organization, especially during economic downturns such as was the case during the Covid-19 pandemic. For sustainable organisations, programs and practices, key SDP principles should be applied. This means that a policy or program itself should also:

- be based on a realistic assessment of existing and potential human and material capacity;
- 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 and coherence among communities of practice, the creation process should take account of other relevant policies, programs, and processes. This means

that any sport-focused and sport-related programs or policies should take into consideration current policies and programs such as those focusing on youth development, inclusion, trade and commerce, education (including physical education), health (including physical activity), gender, and disability amongst others. For example, sport and/or SDP related programs aimed at the integration of immigrant population into host communities, should align with national, regional, or local government legal frameworks, strategic plans and recommendations in place for supporting newcomers.

#### 5. Flexibility

Policies and programs designed to use sport to support multiple causes and development priorities need to be responsive to changing circumstances and include mechanisms for on-going (internal) monitoring and periodic (external) review. Being open to new ideas, innovative practices in different fields where developmental work takes place will benefit from being responsive to changing circumstances.

#### 6. Language and Approach

Policy and programming guidelines should take care to use inclusive language that emphasizes strengths more than weaknesses or deficiencies. Sharing and building on existing good practices provide examples for others. However, in development work the learnings should also show unintended consequences associated with program outcomes. Language based on learnings, improvement and empowerment is likely to be effective.

#### 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 different areas earmarked for social, economic, political and/or environmental change.

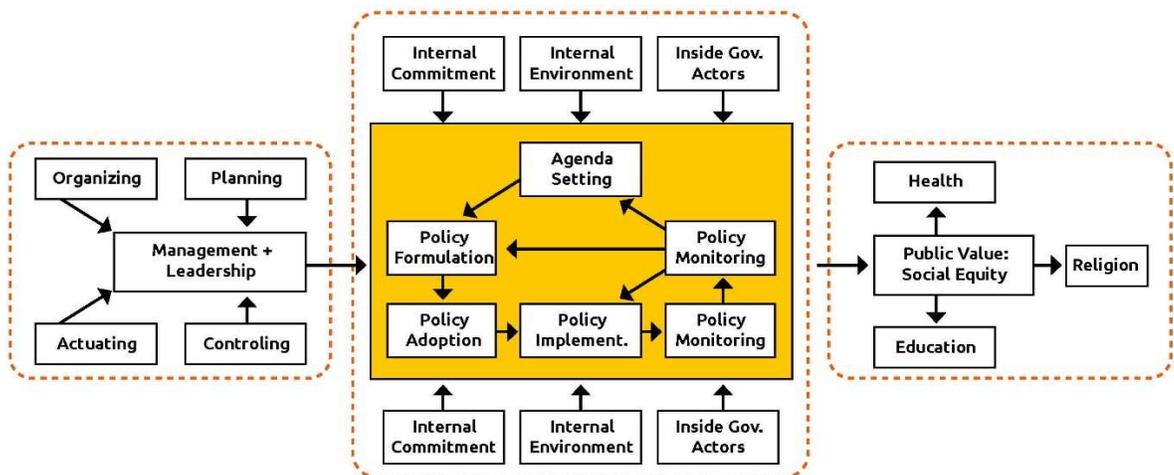
Against this background, a particular policy that is noteworthy for this toolkit is the Fiji National Inclusive Sports Policy for Persons with Disability (2015-2025<sup>5</sup>)

## Lessons from Fiji

This policy provides good 'how to' policy guidance on what priority themes should be included in sport policies with respect to persons with a disabilities (PWD). Priority areas of the Sports Policy for Persons with Disability include:

- Provide an enabling, inclusive and supportive sports environment
- Promote a sport culture
- Enhance participation, capacity building and interaction
- Strive for excellence and better future locally and internationally
- Provide for the protection of persons with disabilities participating in sports
- Provide for the protection of minors
- Guarantee national institutional coordination and networking, as well as regional and international cooperation and participation
- Ensure policy monitoring and evaluation.

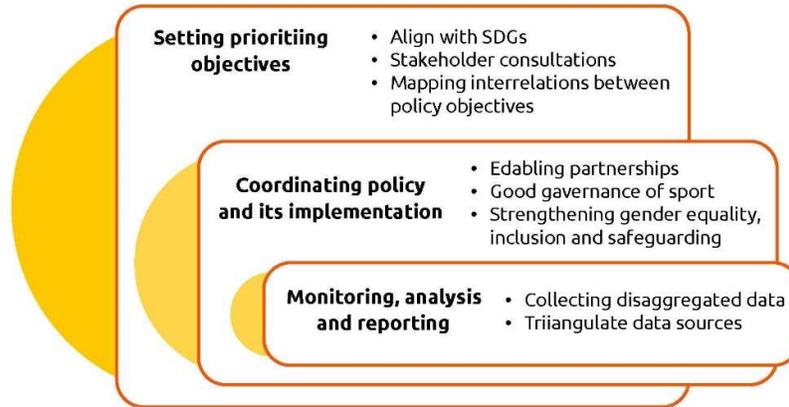
Policies may address a specific issue or field and are focused on a specific target population's integration within a specific environment, but it can also entail multiple sectors, In Figure 3, a model for public policy formulation focuses on addressing the issue of social justice.



**Figure 3. A model of public policy formulation to ensure social justice within a society**

Source: Nugroho, K. S., Rahayu, R., Adnan, M., & Warsono, H. (2020). Model Structure of Public Policy Based on Social Learning onto Intolerant In Pandeglang District, Banten, Indonesia. *ijd-demos*, 2(2), 118, Figure 1.

The importance of policy coherence and alignment (vertically and horizontally) is presented in the following figure based on the components as discussed in a toolkit developed by the Commonwealth Secretariat.<sup>6</sup> Three distinct phases are presented in Figure 4, followed by a self-evaluation check list to assess an organization’s state and trace progress on a pathway to optimal policy coherence (Figure 5).



**Figure 4. Components of policy coherence within the SDP sector**

<sup>6</sup>Commonwealth Secretariat (2018). *Strengthening Sport-Related Policy Coherence. Commonwealth Toolkit and Self-Evaluation Checklist*. London: Commonwealth Secretariat.

Dudfield, O. (Ed.) (2014). *Strengthening Sport for Development and Peace. National Policies and Strategies*. London: Commonwealth Advisory Body on Sport & Commonwealth Secretariat. ISBN (e-book): 978-1-84859-912-3



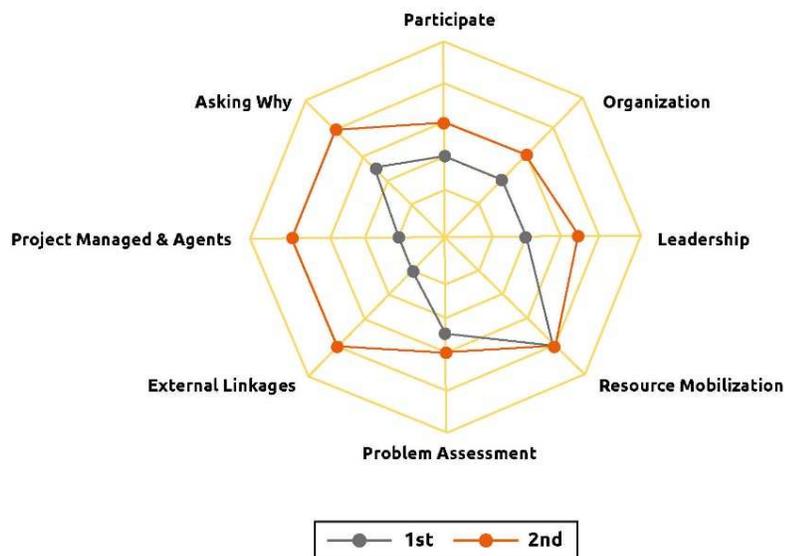
*Figure 5. Components of policy coherence on the self-evaluation check list*

With reference to practical guidelines, it is important that policies reflect a clear understanding of local needs and circumstances as presented at different levels where SDP has a role to play. For community-level SDP interventions, it is key to consult with multiple (and relevant stakeholders) from a community around sites of prospective implementation. In some instances where needed, some stakeholders need to be capacitated to take up shared ownership and agree on assigned roles and responsibilities. Community capacity building should be aimed at:

- Ensuring or improving participation
- Developing local leadership
- Building or strengthening organizational structures
- Increasing problem assessment capacities
- Enhancing the ability of the community to ‘ask why’
- Improving or enabling resource mobilization
- Strengthening links to other organizations and people
- Increasing stakeholder control over program management

Such preparatory work can be done in different phases – from initial consultation and creating the aptitude for ‘uptake’ (first phase), establish the needs relevant to different ‘domains’ linked to why it is needed (reasons), how to improve the situation (as per measurable outcomes), developing a strategy and access resources.

Figure 6 presents a strategic plan in a spider web diagram and serves as an example of such a process.



**Figure 6. Assessing community capacity during the consultation process**

Source: Laverack, G. (2012). Building community capacity through sport, development and peace programmes. In K. Gilbert & W. Bennett (Eds.) *Sport, Peace, and Development* (p. 98). Common Ground Pub. LLC.

## Phases of Development

The development and implementation of SDP policies and programs designed to ensure policy coherence and stakeholder collaboration across selected SDP fields aligned to relevant SDGs, 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 in initial consultations with sports organizations, relevant ministries, service providers, international organizations, and other stakeholders; this includes gathering relevant data for 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 or program.
3. An **implementation phase**, during which relevant agencies implement the policy or program.
4. A **monitoring & evaluation phase**, which overlaps with the implementation phase and involves a process of adjustment of policy 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 or program.



## 1. Preparatory Phase

This phase is crucial to ensure that the process will have resources and support to be created comprehensively, with inputs from multiple stakeholders. To ensure that, the leaders of the process should take several steps, gathering support and planning the administration of the policy, including:

- **Soliciting support or endorsement from an influential organization.** When decision-makers commit to the policy development, the buy-in process gets momentum. When led by national governments, for instance, heads of state can be key stakeholders to commit.
- **Designating leadership** - A designated body should have a clear mandate and sufficient political support. It should also be bestowed with sufficient seniority to effectively involve and influence both leading political actors and operational decision-makers from a whole range of departments and agencies involved in the design and implementation of the strategic or action plan. In this regard, the profile of the coordinator or chair of the national co-ordinating mechanism can be critical.
- **Establishing a coordinating mechanism** – the governance of the mechanism should involve stakeholders from government agencies, sports federations and athletes, amongst others. Depending on the scope of the policy, sub regional coordinating committees can also be put in place to engage in national discussions and commit to policy implementation.
- **The coordinating mechanism shall** provide strategic leadership, dissemination and the implementation of the policy, ensuring effective communication among stakeholders, also during the implementation of the policy, as it may need adjustments once the policy is in effect.
- The coordination mechanism should stay in **close contact with all stakeholders**, making sure that underrepresented groups are heard (both formally and informally) to create an adequate engagement of those impacted by the policy, raise awareness, and informing about the goals and objectives of the policy.
- **Framework for participation and consultations** – in the initial stages of the process, the creation of the sports policy should be an open, transparent and participative process. To ensure the participation of all interested stakeholders,

capacity building actions can be provided to those that may need support to add their inputs.

| Capacity Development and Policy Development  |
|--|
| <p>A certain level of capacity is required to initiate a policy development process, which requires both dedicated work time of officials and a certain level of knowledge of issues surrounding sport, sport for development and peace, inclusion and human rights.</p> <p>Capacity building may, therefore, be a necessary precursor to, or at least a component of, the first stages of developing a policy. Where necessary, external agencies such as the UN or civil society organizations are often able to provide such support.</p> <p>UN DESA has expertise on capacity building at national level - <a href="https://www.un.org/development/desa/cdpmo/">https://www.un.org/development/desa/cdpmo/</a></p> |

- **Determining a plan, timeframe and budget for the preparatory and development stages.** Before proceeding to the development stage of the policy, either the Government entity leading the process, or the designated coordinating mechanism should prepare a time-bound work plan. The plan should identify entry points for contributions from stakeholders and should be made public upon its completion.

| Partnerships  |
|---|
| <p>In 2019 IDB in partnership with the Agitos Foundation, launched a new 3-year project with a total investment of \$1.3 million. During the Lima 2019 Parapan American Games, this initiative was supported by the Japan Special Fund Poverty Reduction Program with a contribution of \$740,000. It was executed by the IDB's social sector together with the Agitos Foundation.</p> <p>This is an excellent example of the partnership of an NGO, an Investment Bank and a National Fund. Local projects, especially in the early stages of organizational development, won't probably access such funds, but the principles stated below can be used in any process of building partnerships.</p> <p><b>How-to lessons from IDB: steps to promote SDP</b></p> <ul style="list-style-type: none"><li>• Step 1: Form a mutually beneficial partnership such as IDP and Agitos.</li><li>• Step 2: Focus on a clear objective, such as to strengthen Para-sport infrastructure in Colombia, Ecuador, El Salvador, Nicaragua and Peru.</li><li>• Step 3: Capacity building (awareness-raising workshops)</li><li>• Step 4: Strengthening of local structures (NPCs)</li><li>• Step 5: Strengthening the relationship with the private sector.</li><li>• Step 6: Legislative advances achieved to facilitate the practice of sports for persons with disabilities.</li><li>• Step 7: Communication campaign</li></ul> |

- **Determining funding strategy** for the whole life cycle of the policy is fundamental, so this phase should draw a particular attention to it. Getting commitment on the policy development from those responsible for the budget is crucial, as resources are needed for the creation and implementation. Note that the responsibility for the budget may vary. It can be the ministry responsible for the national budget, an international donor, or an internal department or a coalition of partners. It is important to identify adequate stakeholders to support the process.
- **Preparing a preliminary assessment** as the policy should rely on evidence-based data and an appropriate assessment of the national context in the field of sport. This assessment should include:
  - A review of existing laws, policies and practices.
  - Review of policy frameworks
  - Quantitative and qualitative data regarding physical education, physical activity and sports
  - A stakeholder analysis in the field of sports in the context of the policy.

### **International mandates and policy actions**

When planning a policy or program, it is crucially important to be familiar with international mandates that affect the field of SDP. These can provide relevant context and background to be applied to the particular national setting.

In 2001, Kofi Annan the then Secretary General opened the United Nations Office on Sport for Development and Peace (UNOSDP) with the mandate to coordinate UN efforts in promoting sport as a vehicle for development and peace. UNOSDP acted as an international SDP hub. Since its closure in May 2017, UNDESA has been given the SDP portfolio within the UN system and the mandate of providing strategic support to the Member States in the SDP field.

## **UN Action Plan on SDP**

The Action Plan outlines a system-wide approach to leveraging sport for the implementation of the 2030 Agenda. In 2018, the Secretary-General proposed an update to the Action Plan. He set out recommendations to improve collaboration related to international sport policy and practice and outlined a global framework for promoting and mainstreaming sport for development and peace, highlighting two major internationally agreed frameworks: the Kazan Action Plan and the Global Action Plan on Physical Activity 2018–2030.

### **Kazan Action Plan**

The Kazan Action Plan is a major policy framework that has significantly impacted government policies and focus areas in SDP. The Kazan Action Plan was adopted as an outcome of the Sixth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS VI) in Kazan, Russian Federation, 13-15 July 2017. Substantive consultation took place amongst UNESCO Member States, the Intergovernmental Committee for Physical Education and Sport (CIGEPS) and its Permanent Consultative Council, as well as other experts and practitioners in the field of physical education, physical activity, and sport policy. The Kazan Action Plan demonstrates a multi-stakeholder commitment to link sport policy development to Agenda 2030 and support international cooperation.

### **Global Action Plan on Physical Activity 2018–2030 (GAPPA)**

The Global Action Plan on Physical Activity responds to the requests by countries for updated guidance and a framework of practical and feasible policy actions to increase physical activity at all levels. The plan sets out four objectives and recommends 20 policy actions that are universally applicable to all countries and address the multiple cultural, environmental and individual determinants of inactivity.

### **Fit for Life: using sport to drive health, education and equality outcomes**

UNESCO's new sport-based flagship has been designed to activate smart investments in sport to tackle rising physical inactivity, mental health issues and social inequalities. The flagship activities connect international, regional and national stakeholders to accelerate COVID-19 recovery and enhance the wellbeing of all people, beginning with youth. Planned interventions are evidence-based and will support integrated action from the development of inclusive sport policies to the delivery of sports and quality physical education (QPE) curricula in schools and communities.

#### **Example from the Preparatory Phase**

##### ***Program: Aik Saath Project***

Location: London, UK

Background: Aik Saath is a youth-run project in London that trains young people (between 12 and 25 years old) as peer educators around conflict resolution and diversity. They are mostly from Sikh, Muslim and Hindu communities. These communities experienced serious incidences of racial violence in the late 1990s that contributed to negative media portrayals of young Asians in Slough and other communities. A documentary entitled 'The Peacemaker' was aired on Channel 4 in 1998.

An international facilitator for the documentary introduced his unique methods of conflict resolution and went on to work with young people (for young people) in these communities.

A Peer Training Team of more than 100 youth provided peer-to-peer training in conflict resolution and anti-racism skills.

**Aim:** The project was started to address inter-ethnic tension and sporadic conflict between Sikh and Muslim youth in Slough, UK.

**Activities:** Firstly, an alliance was created between a non-government agency (NGO), the government and local youth. Local facilitators were recruited and trained to offer activities for establishing conflict resolution groups and reduce the number of playground fights between Sikhs and Muslims through school sport programs and addressing the key issues causing inter-ethnic tension. The facilitators engaged in building a working relationship with street gangs.

Since then, the organization has been active in the field and developed innovative resources and activities to emerging challenges such as:

- A Youth4Peace Training Toolkit for peacebuilding.
- Young peacebuilders guide to tracking harmful narratives – for conflict resolution.
- Empowering students for just societies: a handbook for primary school teachers for responsible citizenship.
- RESTORE activities to support secondary school teachers during COVID – 19.
- Teach Peace Pack for training, facilitating and implementing peace building activities.

Source and Link: (Laverack, 2012. P.93); <https://creducation.net/intl-orgs/aik-saath/>

## **2. Development Phase**

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

- **Determining Priorities** – Cross-cutting themes often require the collaboration of different stakeholders whose development approaches and priorities need to be complementary and aligned - there is a range of possible priorities for policy makers and programmers. These can range from encouraging youth to stay in school, addressing inequalities in female leadership and access to resources, creating a safeguarding policy or developing a social enterprise program for youth employment. 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 for refugees or people with disabilities. These barriers might include lack of privacy, lack of accessible safe spaces, poor transportation, and racism, sexism, or homophobia or home-making roles for women. When developing a policy document or program, organizations should

take an active role in ensuring barriers to inclusion are being actively and effectively addressed.

**Example from the Development Phase**

***Programs: SDP (soccer league), health, education and community development***

Location: Nilgiris District in India

Background: the caste system in India creates socio-political and economic schism between populations such as between Adivasi and non-Adivasi communities also evident in the Nilgiris District in India (in the Ambalamoola region). The cultural, systemic and structural barriers limit opportunities for social inclusion and community integration. Established in The Nilgiris-Wynaad Tribal Welfare Society (NWTWS) is a non-governmental organization established in 1978 to provide support to the Adivasi people.

Programs: Soccer peer-coaching program in addition to health, educational and community development initiatives.

Aim: To encourage social inclusion efforts and improve social cohesion within Advasi groups and between Avasi and non-Advasi communities. The development of programs aimed at addressing the lack of health care and superstition. There is a vast gap between the educational levels of Tribal and non-Tribal children including Tamil repatriates from Sri Lanka. Around 90% of non-Tribal children complete 10 years of schooling compared to 20% of Tribal children who pass 10<sup>th</sup> grade. A high drop-out rate contributes to low literacy levels of children in about 40 local villages within the Nilgiris District.

Activities: The organization implements multiple inter-related programs to achieve SDP outcomes and those who are supplementary to deliver on health and well-being, educational advancement and community development.

- Sport - Establishing an interschool soccer competition for Advasi schoolchildren. For the program to be effective and contribute to social cohesion and community integration, local youth coaches were recruited and trained to deliver soccer and life skill coaching in addition to have teams competing in the local soccer (school) league.
- Health and well-being – establish a health clinic and providing health needed health care to often neglected illnesses, but recently also included hypertension, stroke and diabetes requiring constant program development.
- Education – focusing on the girl child, the organization provides classes in literacy, future planning, saving and the development of life skills (building self-esteem and a Tribal identity), whilst assisting those who wish to enter mainstream education.
- SDP outcomes cut across other initiatives that include a nursery school cum drop-in centre, school awareness program, teacher training, coaching and child rights education.

- Residential Special Training Centre program aligned with the Rights to Education Act.
- Providing access to legal documentation.
- Teachers and senior students held hut classes during COVID-19 school lock downs.
- Leadership workshops, training, linking with a Tribal advisory committee and setting an Agenda for the Society.

Source and Link: (Philip, Seal & Philip, 2022; <https://www.nwtws.org/projects-empowerment.html>)

The theory of change (ToC) may guide multiple stakeholders to align their policies and action plans that entail addressing issues around gender inequality within sport and broader society.

- **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.

In the case of sport addressing gender inequality in and through sport, relevant indicators might include:

- ✓ The availability of resources for girls and women (including females 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 and 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.
- ✓ The building, through SDP activities, of both hard and soft life skills that lead to enhanced leadership development and engage in pathway (and succession measures) that will enable women to take up leadership positions in organizations where they can actively engage in decision-making. These could include active recruitment, setting 'gender targets',

offering education and mentorship, and ensuring safe and fair election practices.

- **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.

**How to determine the important factors in planning:**

| THE 7 – C PROTOCOL FOR PLANNING AND IMPLEMENTATION |
|--|
| 1. Content   |
| 2. Context   |
| 3. Commitment                                      |
| 4. Clients/Coalitions                              |
| 5. Capacity  |
| 6. Communication                                   |
| 7. Coordination                                    |

The 7 C Protocol is a handy instrument for planning and managing SDP programs (Cloete et. Al. 2016). The seven 'C's' are used to carefully consider each of these critical factors when planning an SDP policy. In the case of context, planning requires the careful consideration of political, economic, social and sustainability aspects as well as any other specific circumstantial or contextual factors. These

could also be identified as part of risk management in program and project management.

Content concerns the quality of the actual content or substance of the initiative, e.g., in the case of coaching programs well thought out quality training modules must be offered. Commitment concerns leadership and all partners and beneficiaries are a vital factor in this regard. In SDP work the cooperation with partners and the formation of coalitions with other organizations are an essential factor. Partnerships are addressed in a separate section below.

Capacity concerns the management, technical and other human resources capacity to ensure that programs and projects can be competently managed to ensure that the intended outcomes are met. Capacity also relates to organizational capacity, that of partners, as well as cooperative ability.

Communication concerns both internal and external communication to ensure good working relationships, high levels of transparency and accountability. Coordination is essential to ensure the implementation of cooperative efforts where different operational programs and projects need to be aligned.

- **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 who 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 to the public and through reporting to stakeholders.
  - ✓ Ensure adequate financial management, and
  - ✓ Lead the monitoring and evaluation processes (discussed in the 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

**Name of Entity:** *SPORT4IMPACT Forum*

Location: Global

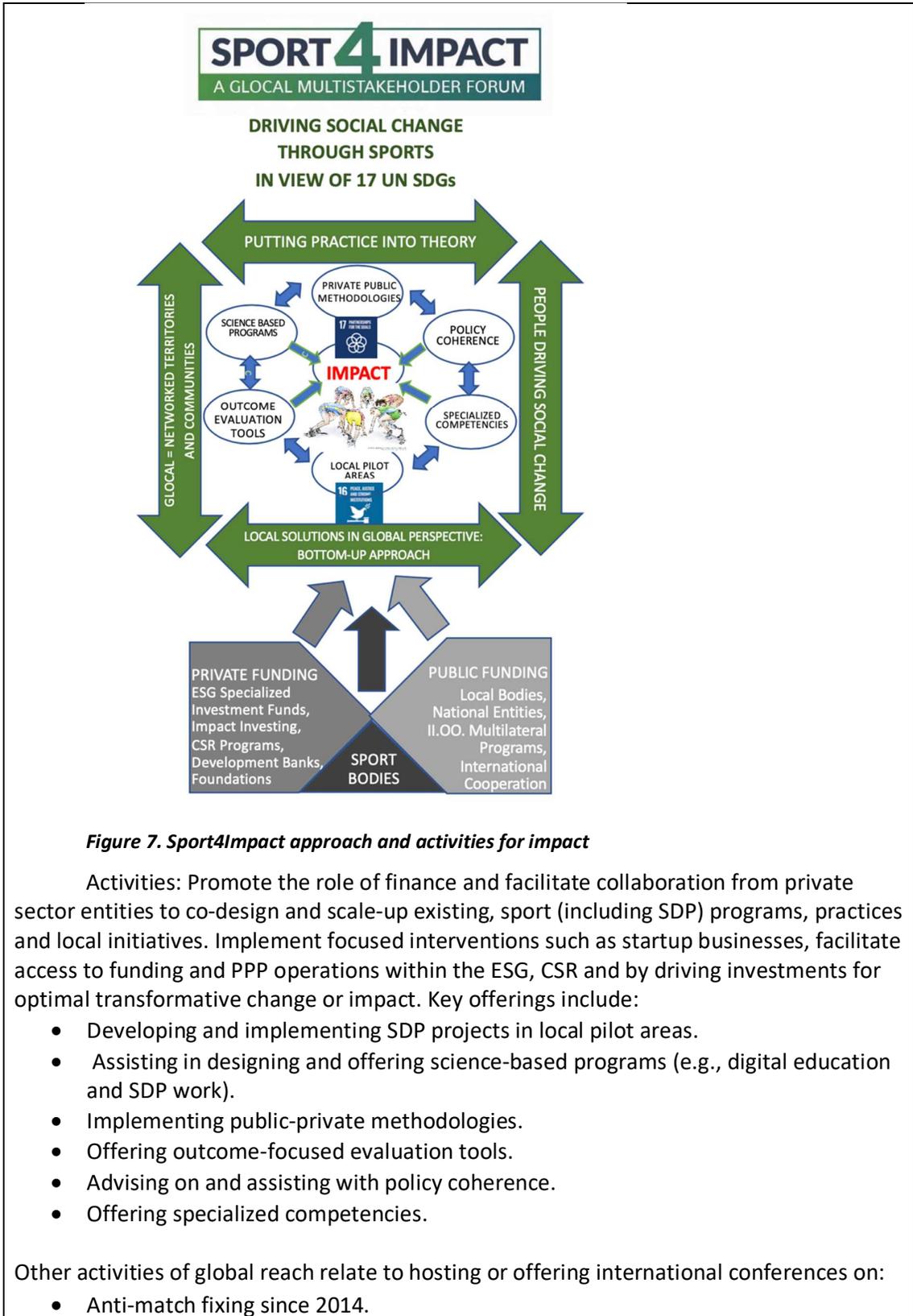
Background: The SPORT4IMPACT Forum is a multi-stakeholder entity, founded by the International Institute Study Sport Society (IISSSS) in partnership with High School on Psychology Agostino Gemelli – SACRED Heart Catholic University, ISTAR Institute at University of Trento, University of Salento and Territorial Policy & Research Centre for Local Development through PPPs methodologies with its head office in Milan, Italy. The Forum was conceived, designed and established in the period 2017-2018 during the preparatory and follow-up phase of UNESCO MINEPS VI in Kazan within the framework of a cooperative alliance with UNESCO itself and with the Italian Ministries for Sports and for Foreign Affairs, while structurally interacting with UNODC and with the Italian network of universities acting to promote the social role of sports (UNISPORT Italia) and other international universities, by leveraging on a first international conference held in January

2018 in Milan at Catholic University premises on one side, and on a set of projects funded by the European Commission on the other side.

**Mission:** The Forum's mission is to substantially contribute to the design and implementation of policies and programs with the aim of building strong local communities through a strategic use of sport at the local level that optimally aligns with 16 SDGs through the 17<sup>th</sup> Goal (Multi-stakeholder approach/PPPs). Specific focus areas relate to social inclusion, sport integrity, skill development, capacity building, local development and innovation.

**Approach:** The Sport4Impact Forum follows a multi-stakeholder approach in forming long-term alliances with multiple agencies and engage in dialogue with academic experts, public and private sector entities, sport bodies and funders, SDP agencies and networks amongst others. It promotes the application of a simplified methodology informed by international guidelines, conventions and resolutions of UNESCO, UNODC and DESA.

**Global footprint:** The Sport4Impact Forum has formal members and substantive informal interactions with approximately eighty countries, including a relevant presence in Latin America (especially with Bolivia, Argentina, Brazil, Mexico, Cuba and Panama), in the Middle East and MENA Region (including Lebanon, Tunisia, Qatar, Israel) and in Africa (especially with South Africa, Burundi, Madagascar, Somalia, Senegal, Kenya and Nigeria).



- UNESCO supported international conferences in 2018, 2021 and 2023 that focused on featuring experts and representatives from diverse stakeholders to discuss topical issues around SDP.

(Sources: <https://sport4impact.net>; <https://www.iiiss.it> – Istituto Internazionale Italiano Studi Sport Sociata. Conferences and programs include the following:

2018: First International Conference with the support of UNESCO:

<http://conference2018.sport4impact.net>

2021: Second International Conference with the support of UNESCO:

<https://conference2021.sport4impact.net/node/5>

2023: Third International Conference with the support of UNESCO:

<http://conference2023.sport4impact.net>

Implemented Programs:

2015-2017: <http://www.anti-match-fixing-formula.eu/>

2016-2018: <http://amatt-digitalclassroom.eu> - <https://www.amatt.eu>

2017-2019: <http://www.tpreg-digitalclassroom.eu> - <http://www.tpreg-training.eu>

2020-2022: <https://asag.unicatt.it/asag-ricerca-e-progetti-draws>

2020-2022: <https://asag.unicatt.it/asag-ricerca-e-progetti-skills-by-sport-for-med-sport-as-a-vehicle-fordeveloping-skills-for-the-labor>)

***Program: BMZ/GIZ – SDP in Africa***

Location: Global

Organizations: German Federal Ministry for Economic Cooperation and Development (BMZ) and German Development Cooperation (GIZ)

Background: BMZ assisted in planning and steering German development policy since 1961, whilst drawing on the guiding principles of the UN Agenda 2030 and the SDGs since 2016. BMZ tools include cooperation around financial and technical support, as well as cooperation with civil society and with other global stakeholders and with 50 developing countries in large country programs and a few on thematic and regional programs. In 2019 the budget of BMZ was around 10.2 billion € (0.61 of the German gross national income) of which about 46.5% was invested in bilateral cooperation. GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit/German Development Cooperation) put policy projects into practice by collaborating with other implementing organizations by driving sustainable development, education and SDP policy development and projects.

Aim and Objective: GIZ's mission statement is to 'work to shape the future worth living around the world'. In their SDP work this translates to the objective of sport as an effective tool for development that enhances the lives of disadvantaged children and young people globally.

Approach: Collaborating with international and local organizations by providing funding, support and steer innovate projects that would 'boost young people's employability, advance gender equality and strengthen social cohesion' amongst other impactful initiatives aligned with regional and national development priorities. Projects follow policy objectives which are:

- Normative – focusing on education, health and violence prevention.

- Strategic – focusing on using sport as a tool for value-based education, life skill training, local infrastructure development and utilization, development of policy, and stakeholder building and engagement.
- Operational – 7 cluster issues relating to: education and vocation, training of coaches, health through increased PA, violence and crises prevention, inclusion and empowerment of girls and women in and through sport, developing and anchoring sport in development policy’, teaching of social competencies and values.

SDP in Africa: Following the 2006 World Cup in Germany, GIZ became instrumental to spread the SDP philosophy in 10 African countries prior to the 2010 FIFA World Cup in South Africa. SDP projects were implemented in collaboration with government, sport, corporate and civil society agencies in countries like Kenya, Ghana, Rwanda and seven southern African countries.

They made big strides in policy development in collaboration with the then Deputy Minister of Sport in South Africa who was also a ‘rotating chair’ of the International Working Group for SDP. Significant project impacts include:

- The development of toolkits for gender empowerment and inclusion, violence prevention and life skill development (Youth Development through Football project [GIZ/YDF]).
- Life skills curriculum for training License D football coaches
- Policy development to include SDP philosophy
- Formation of the Sport for Social Change Network [SSCN] in collaboration with NIKE South Africa and stakeholders from different sectors.

GIZ funded and co-lead the development of the current Integrated PE and School Sport Policy of Namibia.

Source and Link: Burnett, 2012a & b; Schreiner, Mayer & Kastrup, 2021;  
<https://www.giz.de/en/worldwide/118003.html>

***Program: Bicycles for Development (BFD) – Bikes Without Borders’ Initiative (including the Bike Host Program)***

Background – locally and internationally: Bikes Without Borders (BWB) is a Toronto-based NGO that uses the bicycle for multiple purposes to contribute to social change in local communities in Toronto as part of the Bike Host program that offers free mentorship and connects Convention refugees to permanent residents.

Bicycles for Development (BFD) is a nascent movement whereby used bicycles are collected (mostly in the Global North) and distributed in development contexts (often in the Global South). The idea is that bicycles can be used for exercise and for efficient mobility thus deeming the bicycle as a conduit for achieving SDG targets associated with poverty reduction, health promotion, youth development and education.

**Aim:** Provide people in impoverished circumstances with a bicycle to use for personal use and reap additional benefits by using the mode of transport to assist others daily. The meaning and value placed on cycling, are for participants to gain positive attitudes, feel a sense of belonging, explore their surroundings and provide assistance to others. These outcomes may enhance social inclusion.

**Activities:** In partnership with CultureLink, BWB provides refurbished and donated bicycles to participants of the Bike Host program that led group bike rides in and around the city of Toronto. A participant said: 'You're not only part of the city, you're a part of a cycling group, you feel accepted'.

Internationally, used bicycle donations are often shipped via containers to various parts of the world. In the Zomba District of Malawi, the bike is used to mobilize community health workers – enabling them to increase their health outreach capacities using bicycle ambulatory services. In Sierra Leone, donated bicycles from BWB provide children with easier access to education because schools in these regions are located far away from many communities.

Similar programs offered by NGOs using the bicycle for SDP associated outcomes, include:

- In Uganda – Amururu Villabe Health Team, Bicycles Against Poverty (BAP), First African Bicycle Information Organization (FABIO), Hope 4 humans, Kadama Widows Association, Kara-Tunga and Union of Hope (UOH).
- In Ghana – Village Bicycle Project (VBP)
- In South Africa – Bicycling Empowerment Network (BEN)

Source: (McSweeney, Millington, Hayhurst, Wilson, Ardizzi, & Otte, 2021)

***Program: Go Sisters!***

Location: Zambia

**Background:** Zambian girls and women live in a highly patriarchal society where women are expected to fulfil 'birth jobs' within the domestic life of a good mother and wife. Early marriages, high HIV prevalence, compromised health and education are part and parcel of many of their daily lives. This led to gender inequalities in almost all areas of Zambian society. It is against these realities that a local NGO, EduSport developed the Go Sisters! (GS) Program.

**Aim:** The GS program aims to empower socio-economically underserved girls through sport by focusing on the increase of control over important life matters (e.g., health, employment and shelter).

**Activities:** Peer leadership training, peer-led workshops, mentoring, engagement in sport competitions and tournaments, sports administration and public speaking. Entrepreneurship activities and small business support.

A narrative from a female soccer player provides insight on how sharing and learning happens between peers:

“It was comforting to know that when we had our workshops, we would be alone with the team (girls’ team) to share common experiences. During the workshop we would share in small groups about the challenges we faced as girl footballers, and I would be encouraged by how one or two girls overcome the challenges.”

However, cultural beliefs and norms mitigate against girls playing football as one girls said her sister and family said ‘no man will marry a footballer’, whilst a parent of a player referred to ‘abnormal girls who play football’.

Source: (Mwaanga & Prince, 2016)

#### **4. Monitoring & Evaluation Phase**

Monitoring and Evaluation (M&E) is an essential element of successful policies and programs that use sport, including those that aim to support various issues related to SDP within and across for instance, health, education, gender empowerment and/or child projection. This will be discussed in a separate module.

## **Summary and Key Learning Points**

This module links to SDG 16 and 17 that mainly speaks to human rights issues and integrity issues whilst setting a framework for multi-stakeholder collaborations to contribute to goal achievement. Such collaboration requires vertical and horizontal alignment of policies, strategies and programs to share resources and extend the reach to constituents and beneficiaries within the context of Sport for Development and Peace (SDP). The key point of the module is that sport is well positioned to support diverse and integrated practices as to speak to the complexity and different dimensions of addressing issues in different contexts. For instance, one program or policy regarding 'gender empowerment' may include aspects of education, employability training and mentorship, leadership development, social inclusion, community building and increased social capital for bonding, bridging and linking.

The main component of the module are the four phases of policy/program development, including 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 stakeholder collaboration, policy and program alignment and coherence. In accordance with key stakeholder engagement, many case studies provide insightful learnings across the different phases to demonstrate how these theoretical concepts are practically implemented – from international, regional and local levels.

## References and Further Reading

- Abderrazak, E. (2019). Partnership As an Instrument of Sport Governance in Morocco: Case of The Partnership Between Ministries in Charge of Sport and National Education. *Spor Hekimligi Dergisi/Turkish Journal of Sports Medicine*, 54 (Suppl), 16-22. Doi: 10.5152/tjism.2019.147
- Ball, S. J. 1997. Policy sociology and critical social research: a personal review of recent education policy and policy research. *British educational research*, 23(3): 257–274. Doi: 10.1080/0141192970230302
- Burnett, C. (2012a). GIZ/YDF as a Driver of Sport for Development in Africa. *Journal of Sport and Development*, 9(1):1-11.
- Burnett, C. (2012b). *Stories from the field: GIZ/YDF Footprint in Africa*. Pretoria: GIZ GmbH Youth Development Project.
- Clutterbuck, R., & Doherty, A. (2019). Organizational capacity for domestic sport for development. *Journal of Sport for Development*, 7(12), 16-32.  
<https://jsfd.org/2019/03/01/organizational-capacity-for-domestic-sport-for-development/>
- Commonwealth Secretariat (2016). Policy Guidance to Commonwealth Governments on Protecting the Integrity of Sport. Available:  
<http://thecommonwealth.org/sites/default/files/inline/Policy%20to%20Commonwealth%30Commonwealth%30Governments%20on%20Protecting%the%20integrity%30of%20Sport%202016.pdf>
- Commonwealth Secretariat (2018). *Strengthening Sport-Related Policy Coherence. Commonwealth Toolkit and Self-Evaluation Checklist*. London: Commonwealth Secretariat.
- Cvitanovic, C., Cunningham, R., Dowd, A.M., Howden, S.M., & Putten, E.I. (2017). Using Social Network Analysis to Monitor and Assess the Effectiveness of Knowledge Brokers at Connecting Scientists and Decision-Makers: An Australian Case Study. *Environmental Policy and Governance*, 27(3), 256-269.  
[doi.org/10.1002/eet.1752](https://doi.org/10.1002/eet.1752)
- Darnell, S. C., Giulianotti, R., Howe, P. D., & Collison, H. (2018). Re-assembling sport for development and peace through actor network theory: Insights from Kingston, Jamaica. *Sociology of sport journal*, 35(2), 89-97.10.1123/ssj.2016-0159
- Dudfield, O. (Ed.) (2014). *Strengthening Sport for Development and Peace. National Policies and Strategies*. London: Commonwealth Advisory Body on Sport & Commonwealth Secretariat. ISBN (e-book): 978-1-84859-912-3

- Giulianotti, R., Hognestad, H., & Spaaij, R. (2016). Sport for development and peace: Power, politics, and patronage. *Journal of Global Sport Management*, 1(3–4), 129–141. <https://doi.org/10.1080/24704067.2016.1231926>
- Giulianotti, R., Coalter, F., Collison, H., & Darnell, S. C. (2019). Rethinking sportland: A new research agenda for the sport for development and peace sector. *Journal of Sport and Social Issues*, 43(6), 411-437. Doi: 10.1177/0193723519867590
- Hasselgård, A., & Straume, S. (2015). Sport for development and peace policy discourse and local practice: Norwegian sport for development and peace to Zimbabwe. *International journal of sport policy and politics*, 7(1), 87-103. Doi: 10.1808/19406040.2014.890535
- Hayhurst, L. M. (2009). The power to shape policy: Charting sport for development and peace policy discourses. *International journal of sport policy and politics*, 1(2), 203-227.10.1080/19406940902950739
- IOC. (2017). Achieving SDGs through Sport Partnerships and institutional responses for greater coherence and effectiveness. Lausanne: International Olympic Committee.
- Jayawardhana, A., & Piggin, J. (2021). The need for the development of a unique framework for sport policy analysis. *Journal of Physical Education & Health-Social Perspective*, 10(17), 14-29. Doi: 10.5281/zenodo.6481139
- Laverack, G. (2012). Building community capacity through sport, development and peace programmes. In K. Gilbert & W. Bennett (Eds.) *Sport, peace, and development* (p. 98). Common Ground Pub. LLC.
- Lindsey, I. (2017). Governance in sport-for-development: Problems and possibilities of (not) learning from international development. *International Review for the Sociology of Sport*, 52(7), 801–818. Doi: 10.1177/1012690215623460
- Lindsey, I., & Darby, P. (2018). Sport and sustainable development goals: Where is the policy coherence? *International Review for the Sociology of Sport*, 54(7), 793–812. Doi: 10.1177/1012690217752651
- Ma'mun, A. (2019). Governmental roles in Indonesian sport policy: From past to present. *The International Journal of the History of Sport*, 36(4-5), 388-406. Doi: 10.1080/09323367.2019.1618837
- McSweeney, M., Millington, B., Hayhurst, L., Wilson, B., Ardizzi, M., & Otte, J. (2021). 'The bike breaks down. What are they going to do?' Actor-networks and the Bicycles for Development movement. *International Review for the Sociology of Sport*, 56(2), 194-211. Doi: 10.1177/1012690220904921.

- Meier, H. E., & García, B. (2021). Beyond sports autonomy: A case for collaborative sport governance approaches. *International Journal of Sport Policy and Politics*, 13(3), 501-516. Doi: 10.1080/19406940.2021.1905035
- Mwaanga, O., & Prince, S. (2016). Negotiating a liberative pedagogy in sport development and peace: understanding consciousness raising through the Go Sisters programme in Zambia. *Sport, Education and Society*, 21(4), 588-604. Doi: 10.1080/13573322.2015.1101374
- Nugroho, K. S., Rahayu, R., Adnan, M., & Warsono, H. (2020). Model Structure of Public Policy Based on Social Learning Onto Intolerant In Pandeglang District, Banten, Indonesia. *ijd-demos*, 2(2), 108-124. Available: <http://hk-publishing.id/ijd-demos>
- OECD (2016). Better Policies for Sustainable Development 2016: A New Framework for Policy Coherence. Available: <http://bit.ly/2o5RdA3>
- Peachey, J. W., Cohen, A., Shin, N., & Fusaro, B. (2018). Challenges and strategies of building and sustaining inter-organizational partnerships in sport for development and peace. *Sport Management Review*, 21(2), 160–175. Doi: 10.1016/j.smr.2017.06.002
- Philip, B., Seal, E. L., & Philip, S. (2022). Human resource development for community development: lessons from a sport-for-development program in rural India. *Asia Pacific Journal of Human Resources* (2022), 1-20. Doi:10.1111/1744-7941.12357
- Schreiner, L., Mayer, J., & Kastrup, V. (2021). National 'Sport for Development and Peace'-programmes in light of UN recommendations and national sports organisations' endeavours. A document analysis of the role of 'Sports' in Germany's development policy. *European Journal for Sport and Society*, 18(2), 114-134. Doi: 10.1080/16138171.2020.1823691
- Shilbury, D., Sotiriadou, K., & Green, C. B. (2008). Sport development. Systems, policies and pathways: An introduction to the special issue. *Sport Management Review*, 11(3), 217–223. Doi: 10.1016/S1441-3523(08)70110-4
- Schulenkorf, N., & Siefken, K. (2019). Managing sport-for-development and healthy lifestyles: The sport-for-health model. *Sport Management Review*, 22(1), 96-107. Doi: 10.1016/j.smr.2018.09.003
- Sherry, E., & Schulenkorf, N. (2016). League Bilong Laif: Rugby, education and sport-for-development partnerships in Papua New Guinea. *Sport, Education and Society*, 21(4), 513-530. Doi: 10.1080/13573322.2015.1112780

Schreiner, L., Mayer, J., & Kastrup, V. (2021). National 'Sport for Development and Peace'-programmes in light of UN recommendations and national sports organisations' endeavours. A document analysis of the role of 'Sports' in Germany's development policy. *European Journal for Sport and Society*, 18(2), 114-134. Doi: 10.1080/16138171.2020.1823691

Swanson, S., Collison, H., Burnett, C., Skinner, J. & Meeks, V. (2021). Sport for Development and Olympic Movement Stakeholders: A Social Network Analysis. Report for the IOC Olympic Studies Centre Advanced Olympic Research Grant Programme 2019/2020 Award.

UNESCO (2017). Kazan Action Plan. Available:  
<http://unesdoc.unesco.org/images/0025/002527/252725e.pdf>

Waardenburg, M. (2016). Which wider social roles? An analysis of social roles ascribed to voluntary sports clubs. *European Journal for Sport and Society*, 13(1), 38–54. Doi: 10.1080/16138171.2016.1153883