



# SPORT FOR DEVELOPMENT AND PEACE



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*Title page photo:* Joy through sport and play – women's cricket in New Caledonia.



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## Sport is not a luxury

“Did you bring a ball?” Often, during my visits to our partner countries in the South and East, that’s the first question children ask me. Even if they are living in poverty and under appalling social conditions, children around the world have one thing in common: the yearning to play and the joy of movement.

In Switzerland, South Africa, Russia or Brazil, everywhere sport and play are deeply-rooted human needs. Through sport, children are able to test themselves in peaceful competition against opponents, to learn how to deal with victory and defeat, to accept rules, to discover the limits of their bodies or to integrate as a member of a team. Sport also lets children learn and practice fundamental social skills combining fun and play – skills by the way which go far beyond sport in their importance. They are crucial for peaceful co-existence in every society and for a life of self-determination of every individual.

Therefore, sport is not a luxury in a society. On the contrary, sport is an important investment in the present and the future – particularly in developing countries. Sport has a proven positive impact on physical and mental health as well as a superlative ability to bring people together across borders of all kinds.

In 1994, when the guns finally fell silent in Rwanda after several years of civil war, the first timid contacts between the former enemies took place on the sports field with football and volleyball games. This is no coincidence. Where other means have failed, sport has proven to be effective in building bridges to overcome conflicts and cultural barriers or to improve the integration of minorities and marginal groups.

These unique qualities make sport an ideal motor for development processes at the individual and social levels. Sport is not a new topic in development cooperation, but after many years during which its potential was not specifically and systematically used, there exists today a rapidly growing consensus that sport and play can make an important contribution to achiev-

ing global development goals, including the Millennium Development Goals (MDGs).

A symbol of this realisation is the resolution by the UN General Assembly making 2005 the International Year of Sport and Physical Education. It aims to make the benefits of sport for peace, development, education and health available to all – in the North as well as in the South and East, in developed societies and developing countries.

Two things in particular are needed to make this succeed: one, a stronger awareness by all actors – international organisations, governments, sports associations, the private sector, aid groups, the scientific community and the media – of the considerable potential of sport, and two, greater cooperation between all actors.

This SDC brochure aims to contribute to both goals. It provides an overview of the main themes in the field of sport for peace and development, demonstrates the opportunities and limitations by referring to concrete experiences and examples and outlines the possibilities for the promotion of a global network for sport and development.

One thing is certain. If all actors contribute their particular advantages and strengths, they will make an unbeatable team working for development and peace.

Walter Fust  
*Director-General*  
Swiss Agency for Development  
and Cooperation (SDC)

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# PART I

## **INTRODUCTION & FUNDAMENTALS**







# **Sport for development and peace – the development policy context**





Sport, a universal language:  
youths playing baseball  
in the streets of the Cuban  
capital Havana.



**What does sport have to do with development? Only a few years ago this question would have had many experts scratching their heads in puzzlement. A lot has changed in the meantime. Sport now occupies a firm place on the development policy agenda and even sceptics admit that sport and development has considerable potential.**

The clearest expression of this change in attitude is the International Year of Sport and Physical Education 2005 which was proclaimed by the UN General Assembly in November 2003. UN Resolution 58/5 calls on governments, sports organisations, the UN and its specialised agencies, development organisations and sports associations to use sport to promote education, health, development and peace. In particular, play and sport should contribute to achieving the Millennium Development Goals adopted in 2000 which aim in part to reduce poverty by half by 2015.

Consequently the subject of sport and development has developed an impressive dynamic with hundreds if not thousands of projects devoted to sport as a development resource.

Take Brazil for example. With its programme “Segundo Tempo”, the government hopes to show young people a way out of the misery and violence in many of their lives through sports. After morning school classes and a warm meal at noon comes a “second half” of sports in the afternoon. By the end of the year, two million children will have taken part in the project. A

similar programme exists in the slums of Medellin in Colombia and has resulted in a drop in criminality. In India, sports tournaments are organised in which mixed teams of Moslems and Hindus compete. On the playing field as well as in the stands, Hindus and Moslems are once again mixing after years of violent confrontation.

### **Universal, fun, simple – and a fundamental right**

All these projects use the unique qualities of sport to reach development goals. Sport with its recreational and fun aspects represents fundamental human values such as respect for the opponent, acceptance of rules, fair play and teamwork. It is universal in the best sense of the word in that its rules are simple, easy to understand and the same everywhere. More than any other activity, it can bring people together regardless of cultural differences.

Moreover, the use of sport is not restricted to individual spheres. It can be used to promote individual personality development of children, adolescents and adults, the social, cultural and economic development of groups or peaceful interaction between cultures. Therefore sport is no luxury for a society but an important investment in the present and the future – particularly in developing countries.

Sport as it relates to development, is defined broadly. It includes any form of physical activity, organised or not organised, which contributes to fitness, mental well-being and social interaction. From a development perspective, the focus is always on mass sport and not elite.

## What is sport?

Play and sport are deeply-rooted human needs and play an important role in all cultures. In the development context, sport includes all forms of physical activity which contribute to fitness, mental well-being and social interaction regardless of whether the sport is organised or unorganised. Sport can also have negative side effects such as violence, corruption, discrimination, hooliganism, nationalism, doping and fraud. To enable sport to develop its positive potential, emphasis must be placed on monitoring and guiding sports activities.



Play and sport are certainly not new to development cooperation. For a long time, mainly humanitarian aid workers used play and sport to improve the living conditions of the victims of conflict or natural catastrophe and in dealing with trauma cases (see box, p. 10). As a cultural element, sport has constantly been a topic even in longer-term programmes. But until recently it has never been used systematically for development purposes.

Sport has long been recognised by the international community as a fundamental right. In 1978, UNESCO described sport and physical education as a “fundamental right for all”. In 1989 the States Parties to the Convention on the Rights of the Child followed suit and recognised “the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child...”. But little weight was given to these declarations and until recently the right to play and sport was sometimes described as the “forgotten right”.

### Growing political dynamic from 1999

In recent years, efforts to realise the right have grown considerably. Progress has been marked by a few milestones:

- 1999: UN Secretary-General Kofi Annan provides the impetus at the World Economic Forum in Davos by calling on the sporting world, together with the political, economic, scientific and religious spheres, to make a greater effort to attain a more just and more peaceful world.
- 2001: Kofi Annan names the former Swiss Federal Councillor Adolf Ogi as his Special Adviser on Sport for Development and Peace. Ogi succeeds not only in having the topic of sport and development included in global development agendas, but also in raising the awareness of all actors – UN organisations, government, sports associations, NGOs, the economic sector, the media and the scientific community – of the considerable possibilities of sports.
- 2002: Under the leadership of Adolf Ogi and the then UNICEF Executive Director Carol Bellamy, the UN Inter-Agency Task Force on Sport for Development and Peace is set up. It consists of representatives of various UN agen-



cies such as the ILO, UNESCO, the WHO, the UNDP, UNEP, the UNHCR, UNICEF and UNAIDS, and examines the role sport can play in achieving the Millennium Development Goals. The final report of the Task Force in 2003 affirms that sport has a great potential in development work and calls for sport to be used systematically in development cooperation.

A more peaceful world through sport: from right to left, Kofi Annan, Adolf Ogi and Roger Federer at the opening ceremony of the International Year of Sport and Physical Education, 5 November 2004 in New York.

- 2003: The 1<sup>st</sup> Magglingen Conference on Sport and Development takes place in February in Switzerland. Sponsored by the UN Special Adviser, Adolf Ogi, the Swiss Agency for Development and Cooperation, SDC, and the Federal Office of Sport, FOSPO, the conference brings together for the first time actors from all sectors of society. Nearly 400 high-ranking representatives from government, UN agencies, the sports world, development organisations and the media meet in Magglingen for an exchange of information and experience. The result is the “Magglingen Declaration”, which confirms sport as a human right and calls on all actors to use sport for development (see box, p. 11). Also in 2003, the UN General Assembly declares 2005 as the International Year of Sport and Physical Education.
- 2005: The highpoint so far has been the opening of the International Year of Sport and Physical Education by Kofi Annan, and Adolf Ogi at a ceremony attended by the tennis star Roger Federer of Switzerland. The year is a perfect opportunity to draw world attention to the importance of sport in society and to further strengthen the dynamic.



### The international environment and Swiss involvement

The efforts have paid off in spades at all levels. Not only are all actors more keenly aware of the potential of sport in peace and development, but also the relation between sport and the developing world has been considerably strengthened,

and both have resulted in a rapid growth in the number of sport and development projects.

Development organisations are discovering more and more that sport is an effective tool which can be used as a complement to other means. Today, different UN agencies such as UNICEF, the UNDP, the ILO and UNEP, as well as government and bilateral development agencies are putting their money on the sport card. Holland, Norway, Canada and Britain all have comprehensive programmes for sport and development which have been developed and implemented in close collaboration with sports organisations and NGOs.

## Sport and humanitarian aid

**Sport has long proven effective as a means to cope with extreme living conditions often found in refugee camps and catastrophe areas. UN organisations and aid groups are continuing to expand this traditional field of activity and accelerating the introduction of sport in refugee camps around the world.**

The United Nations High Commission for Refugees, UNHCR, estimates the number of young people in refugee camps and emergency shelters at around nine million worldwide. Uprooted, impoverished, uneducated and often without sufficient parental care, these young people face a grim future after already having to deal with expulsions and flight, loss of family members or exploitation.

Sport offers them the chance to escape the dismal surroundings of the camp for a few hours by playing, romping around and generally enjoying themselves. Sport gives them an outlet to vent pent-up aggressions and frustrations in a controlled atmosphere. Sport creates minimal structures in an otherwise uneventful daily existence and helps overcome traumas, build self-confidence and regain a feeling of security.

Back in the 1990s already, the UNHCR had recognised the manifold functions of sport and entered into partnerships with such development organisations as "Right to Play". Since then, "Right to Play" has sent volunteers to refugee camps in more than 20 countries with the aim of building a culture of peaceful coexistence in the mostly multinational and multi-ethnic camps. In places where sport is promoted, refugees and volunteers report a decrease in aggression. For example in Uganda it was possible to involve Hutus and Tutsis in friendly competition against each other. Such suc-

cess always depends on the correct staging and management of sport.

Sport projects in the earthquake-shattered city of Bam show a great deal of promise: Around 450 young people aged between 6 and 18 have, since October 2004, been offered an array of relaxing activities such as volleyball, badminton, karate, gymnastics and table tennis. This offer is conceived as a complement to psychological care and takes place in two renovated, protected and well-equipped rooms and a former stadium.

After the calamitous tsunami in Asia, aid organisations are staking a lot on sport. In Aceh alone, UNICEF has set up 21 centres where 17,000 children receive psychosocial care. Girls and boys, numbering between 200 and 300 each can participate in a variety of play and sport.

National and international sports associations can contribute a lot to the development of such programmes. Their help on the ground, whether it is material, financial, organisational or with regard to content, is often crucial for the realisation of humanitarian projects. On the international level they also have enormous potential to raise awareness and mobilise people. ■

Dealing with trauma after natural disasters: sports activities in the tent cities near the Iranian city of Bam which was destroyed by an earthquake in 2003.

Switzerland too is among the pioneers in this sphere. Since 2003 it has had, in the Swiss Working Group for Sport and Development, an instrument to support innovative projects and corroborate experiences. Representatives of the UN Special Adviser on Sport for Development and Peace, the SDC, FOSPO and Swiss Olympic are members of the group.



The SDC uses sport not only as a tool in its own development cooperation and humanitarian aid work. Besides its current projects, the SDC is working to strengthen the development and peace aspects of sport both on the national and international levels.

### About the brochure

This brochure aims to give experts and non-experts alike a comprehensible insight into the current state of the debate on sport and development. It consists of three parts:

The **first part** places the topic in the wider context of development policy (chapter 1) and illustrates the importance of sport as a cross-cutting tool to achieve the global development goals (chapter 2).

The **second part** analyses and documents the possibilities of sport in achieving specific thematic development goals (chapters 3–8).

The **third part** takes stock of activities to date and tries to look at prospects (chapter 9). ■

## The Magglingen Declaration

This declaration represents our commitment to sport and development. While accepting the diversity of sports, we believe it is a human right and an ideal learning ground for life's essential skills. We acknowledge the possibilities and values sport offers, and declare that:

- Sport and physical activity improves people's physical and mental health at a low cost, and are essential for development.
- Making physical education and sports a part of the schooling system helps young people perform better, and improves their quality of life.
- Play and recreation can help to heal emotional scars, and overcome traumas for people in situations of conflict, crisis or social tension.
- Local sports is the ideal place for bringing people from all walks of life together, and helps to build societies.
- Sport can help to overcome barriers of race, religion, gender, disability, and social background.
- Sport is effective when practiced free of drugs or doping, in a fair way, with respect, and including everyone.
- By committing to ethical practices, the sports goods industry adds value to its products, and helps to build society in a positive way.
- Partnership between the sports world, media, and development workers will boost understanding of the contribution sport can make to sustainable development.

All this can be achieved by making sport an important part of national and international development work. Therefore, we call upon governments, United Nations agencies, sports federations, NGOs, the sports goods industry, media, businesses, and all people to contribute to sport for development.

Magglingen is a first step in our commitment to create a better world through sport.

*Magglingen, 18th February 2003*





# Sport as an instrument of development





Sport promotes the development of self-responsibility, self-esteem and social skills: an improvised football goal net in Bosnia shortly after the civil war.



**Because sport affects different societal spheres, it can be used as a cross-cutting instrument for achieving development objectives. But its positive potential does not develop automatically. It requires a professional and socially responsible intervention which is tailored to the respective social context.**

Sport moves people both in the literal and figurative sense. All parts of the world and all cultures play sport. People compete in peaceful contests and get pleasure in their performances as individuals or on teams. Whether as a participant or an onlooker, no other activity captivates so many people around the world.

The reasons lie in the playful, fun character of sport which meets a fundamental human need. The outcome is never known until the end, players have to risk something, go beyond their limits. And they need courage. Hope is also a part of sport. Every game offers a new opportunity. Yesterday's loser may be today's victor.

Scarcely any other activity releases as much power and energy as sport. It is this ability to address people on an emotional and playful level, to mobilise and to bring them together regardless of cultural, linguistic, educational and age barriers which constitute the uniqueness of sport and its inherent value. It also stands for such fundamental human values as respect for the oppo-

nent, acceptance of binding rules, teamwork and fairness, all of which are principles which are also contained in the UN charter.

### **Sport as a value in itself and as a development instrument**

Sport and play have a value in themselves. Access to sporting activities has long been recognised by the international community as a human right and repeatedly been confirmed as such. Under the motto "Access for All", its realisation is also one of the goals of the international community.

The particular qualities of sport also make it an instrument for development with an extremely wide range of possible uses. Whether in short-term emergency humanitarian aid activities, or in long-term development cooperation projects, or on a local, regional or global scale, sport can make an important contribution to achieving development goals, including the Millennium Development Goals (see box, p. 16).

As part of society it enters into the most varied spheres of life and has numerous social, economic and cultural interfaces and points of contact. From a development perspective, sport is therefore ideal as a cross-cutting instrument.

Sport that is regularly practised and competently supervised contributes not only to the health of the individual, but also promotes such characteristics as a feeling of self-worth, a sense of self-responsibility and awareness of the body. It provides a protected space where children,

**// Sport is a school which gives the individual the opportunity to learn, in a playful, fun manner, fundamental social skills such as teamwork, dealing with rules, organisational abilities, structured use of free time and handling strong emotions. //**

adolescents and young adults can learn and practise social skills. In this way, it promotes characteristics and abilities which are important in other societal contexts and which are preconditions for a complete development and a life governed by self-determination.

### **Many areas of application**

The following briefly outlines the considerable potential of sport for different development-related areas.

#### *Personality development and social integration*

- Sport is a social classroom where the individual can learn in a playful and fun manner basic social skills such as teamwork, dealing with binding rules, organisational skills, a structured use of leisure time, and handling strong emotions such as victory and defeat in a constructive manner.
- Sport can also contribute to the better integration of marginalised groups into society, e.g. school drop-outs, street children, child soldiers, the handicapped, ethnic minorities, migrants and people infected with HIV/AIDS.

#### *Peace promotion / conflict prevention and conflict resolution*

- Sport can strengthen interaction between communities, people and cultures and thus contribute to the maintenance of a dialogue between the parties in an open or latent conflict situation.
- Sport can promote identity and solidarity among communities and increase the readiness of individuals to become involved in society.
- In conflict and post-conflict situations, sport can help create a structured, constructive outlet for the people affected which is oriented towards the peaceful reduction of aggression and tensions.
- After armed conflicts or natural catastrophes sport can make an important contribution to managing trauma in refugee camps for example.

#### *Health maintenance and health promotion*

- Sporting activities can contribute enormously to the physical and spiritual health of individuals and of society.
- Sport is an appropriate tool to reach street children, adolescents growing up in poverty and young adults, all of who face the most health risks.
- Sport can promote more conscious care of one's own body and offer positive role models.

#### *Gender*

- Sport can contribute to breaking down gender stereotypes, raise questions about socio-cultural expectations of girls and women and discuss gender roles.
- Sport can create opportunities for women and girls to improve their social contacts and to increase their participation in public life.

#### *Economic development*

- Sports and sports events can create employment and income opportunities at local, regional and national levels.
- Because of its positive impact on the health of the people in general sport can contribute to a more productive economy and to a reduction in the burden on health systems.

#### *Mobilisation and communication*

- Sport has a tremendous magnetism and can bring people together. Therefore it is an excellent instrument for the mobilisation of people for both targeted sports activities and for participation in other development-related projects and programmes (sport as a door-opener).
- As a communications tool, sport is ideally suited to convey social, health- and peace-related messages. For example, sports events are a good medium for information campaigns and actions (e.g. AIDS prevention campaigns, vaccination actions).



**Great potential, but not without problems**

In the second part of this publication we present and investigate more closely the potential contribution of sport to the individual themes. The analyses show clearly that sport in development cooperation projects has different roles which are connected with each other.

On the one hand, sport is central and is used directly as an instrument for health promotion or personality development. A typical example is the project "Kicking AIDS out!" in Africa, in which sport is used directly for health prevention and HIV/AIDS prevention.

On the other hand, its mobilising power is used as a "door-opener" to attract people and raise their awareness of and motivate them for other development-related activities and projects. For example, the NGO "Sport in Action" in Zambia successfully tries to create community structures through sport and use these as the basis for further activities such as the development of agricultural production communities (see chapter on "Sport for communication and mobilisation", p. 64).

But as great as its potential is, sport is not a cure-all for development problems. As a cultural phenomenon it is a mirror of society and is just as complex and contradictory.

For example, gender roles and societal constructions as to what is "manly" or "womanly", is just as important in sport as in other societal spheres. Accepted and applied without due consideration, such constructions can considerably hinder the access and participation of girls and women in sport. By the same token,

## Sport and the MDGs

**Goal 1****Eradicate extreme poverty and hunger**

Providing development opportunities will help fight poverty. The sports industry, as well as the organisation of large sports events, create opportunities for employment. Sport provides life skills essential for a productive life in society.

els delivering prevention messages.

Sport, through its inclusiveness and mostly informal structure, can effectively assist in overcoming prejudice, stigma and discrimination by favouring improved social integration.

**Goal 2****Achieve universal primary education**

Sport and physical education are an essential element of quality education. They promote positive values and skills which have a quick but lasting impact on young people. Sports activities and physical education generally make school more attractive and improve attendance.

**Goal 7****Ensure environmental sustainability**

Sport is ideal to raise awareness about the need to preserve the environment. The interdependency between the regular practice of outdoor sports and the protection of the environment are obvious for all to realise.

**Goal 3****Promote gender equality and empower women**

Increasing access for women and girls to physical education and sport helps them build confidence and a stronger social integration. Involving girls into sport activities alongside with boys can help overcome prejudice that often contribute to social vulnerability of women and girls in a given society.

**Goal 8****Develop a global partnership for development**

Sport offers endless opportunities for innovative partnerships for development and can be used as a tool to build and foster partnerships between developed and developing nations to work towards achieving the millennium development goals. Goal 8 acknowledges that in order for poor countries to achieve the first 7 goals, it is absolutely critical that rich countries deliver on their end of the bargain with more and more effective aid, sustainable debt relief and fairer trade rules for poor countries – well in advance of 2015. ■

**Goals 4 & 5****Reduce child mortality and improve maternal health**

Sport can be an effective means to provide women with a healthy lifestyle as well as to convey important messages as these goals are often related to empowerment of women and access to education.

Source: «Concept – Education, Health, Development, Peace» (2005), United Nations Office for the International Year of Sport and Physical Education, Geneva 2005

**Goal 6****Combat HIV/AIDS, malaria and other diseases**

Sport can help reach out to otherwise difficult to reach populations and provide positive rolemod-



sport can however serve as a space where gender roles are discussed and newly distributed (see chapter on “Sport and gender”, p. 46). Similarly, sport can, according to social context, build bridges between groups in a society and reduce tensions. Or it can contribute to a strengthening of animosity and even to violence (see chapter on “Sport and peace”, p. 38).

To successfully achieve the desired effects sport and development projects must confront this ambivalence and consciously include it into conception and implementation. If this takes place then the positive aspects of sport outweigh the negative aspects by far, says the UN Inter-Agency Task Force in its report “Sport for Development and Peace” (p. 2).

### Success factors in projects

Experiences to date lead to the conclusion that different factors are critical for successful projects:

- **Intervention:** The intervention (staging) is of decisive importance in sport and development projects. Sport does not develop its positive potential automatically. It requires professional and socially responsible guidance in sport and play activities by trained instructors and coaches. What is also important is that sports activities be done regularly and with commitment. By contrast, the choice of sport has a subordinate role.

- **Context:** Sport must take into consideration the social and cultural context and be used according to the situation. That applies both to the choice of sport and to the nature of the intervention. Excluding mechanisms related to race, ethnic origin, religion and gender should be actively combated.

- **Locally rooted:** The focus must be on the demand-driven support of local initiatives. There should be no imported sports projects. For the sake of sustainability, the weight must be on local sponsors and locally secured financing. The recurrent infrastructure costs must be borne by the local population.

- **Gender sensitive:** Women and sometimes men too, are confronted by a whole series of specific barriers which prevent them from taking an active part in sport. To remove these barriers, sport and development initiatives must take into consideration the specific perspectives, roles and responsibilities of women and men.

- **Integration in cross-cutting development strategies:** From a development perspective, sport is a complementary tool which is used together with other instruments and ideally is consolidated in cross-cutting development and poverty-reduction strategies.

### Actors with different interests

Today sport is a global factor. As such, different actors are involved in promoting and developing sport.

On the one hand is the sporting world, led by national and international sports organisations such as the International Football Association, FIFA, or the International Olympic Committee, the IOC, and the economic sector consisting for example of sports equipment manufacturers, organisers of sports events and media enterprises. Their main goal is the development of sport in itself and particularly the promotion of specific types of sport like football, track and field, volleyball, basketball, etc.

**// As great as its potential may be, sport is not a cure-all for all development problems. As a cultural phenomenon, it reflects society in all its complexities and contradictions. //**



## **“The practice of physical education and sport is a fundamental right for all.”**

Unesco, International Charter of Physical Education and Sport, 1978

On the other hand is the development community of government and development organisations. They see sport mainly as an effective and cost-efficient way to reach development goals.

For this group sport is one instrument among many which can be used complementarily. Its interest is not the development of sport as such, but development through sport. From a development perspective therefore mass sport is always central and not elite sport.

The labels “Sport development” or “Development through sport” are generally used in discussions to refer to both thrusts. In the beginning they were considered mutually irreconcilable, but in the meantime there has been a re-thinking. Today, it is recognised that both approaches have their value in development policy and complement each other. Not least the sporting world and development community share the same basic values.

But this does not exclude the possibility of conflicts of interest. Especially in the realm of elite sport, there are repeated abuses such as hooliganism, nationalism, doping, corruption, trade in athletes, etc. which are contrary to develop-

ment goals. There is also the risk that global sports disciplines such as football and basketball will overwhelm local games and sports and thus contribute to cultural impoverishment.

No one, and least of all the sports organisations themselves, disputes the point today that the sports community has a particular responsibility in dealing with these problems. Just as clear is the fact that sport reflects general societal problems that can be solved only through the commitment of all participating actors. For example in the sphere of doping, it was only through the cooperation of all actors that the Anti-Doping Convention was established and has a good chance of success.

### **Cross-cutting model for sport and development**

“Sport and Development” thus appears as a dynamic social sphere in which different thrusts, actors and themes come together. So far there exist hardly any models which have a conceptual grasp of this fact. The graphic below is an attempt at an integrated model which expresses this multi-dimensionality. It is intended as a contribution to the formulation of an analytical framework.

“Development plus sport” and “Sport plus development” in this model describe the main interests of development activities and provide indications to the actors involved. They are the poles in one and the same continuum. The only difference is where the stress is placed in the projects and programmes. In one, the sports aspect is dominant, while in the other, development goals have precedence.

What is common to all activities is that they use the inherent values of sport – its power to mobilise, its ability to motivate, its fun nature and its cross-cutting character.

In reality the boundaries are frequently fluid. Depending on the emphasis and intensity of the development dimension, projects may shift left or right on the continuum. Similar behaviour can be observed regarding themes: The overlapping nature of sport enables it to be used as a cross-cutting instrument for several themes.

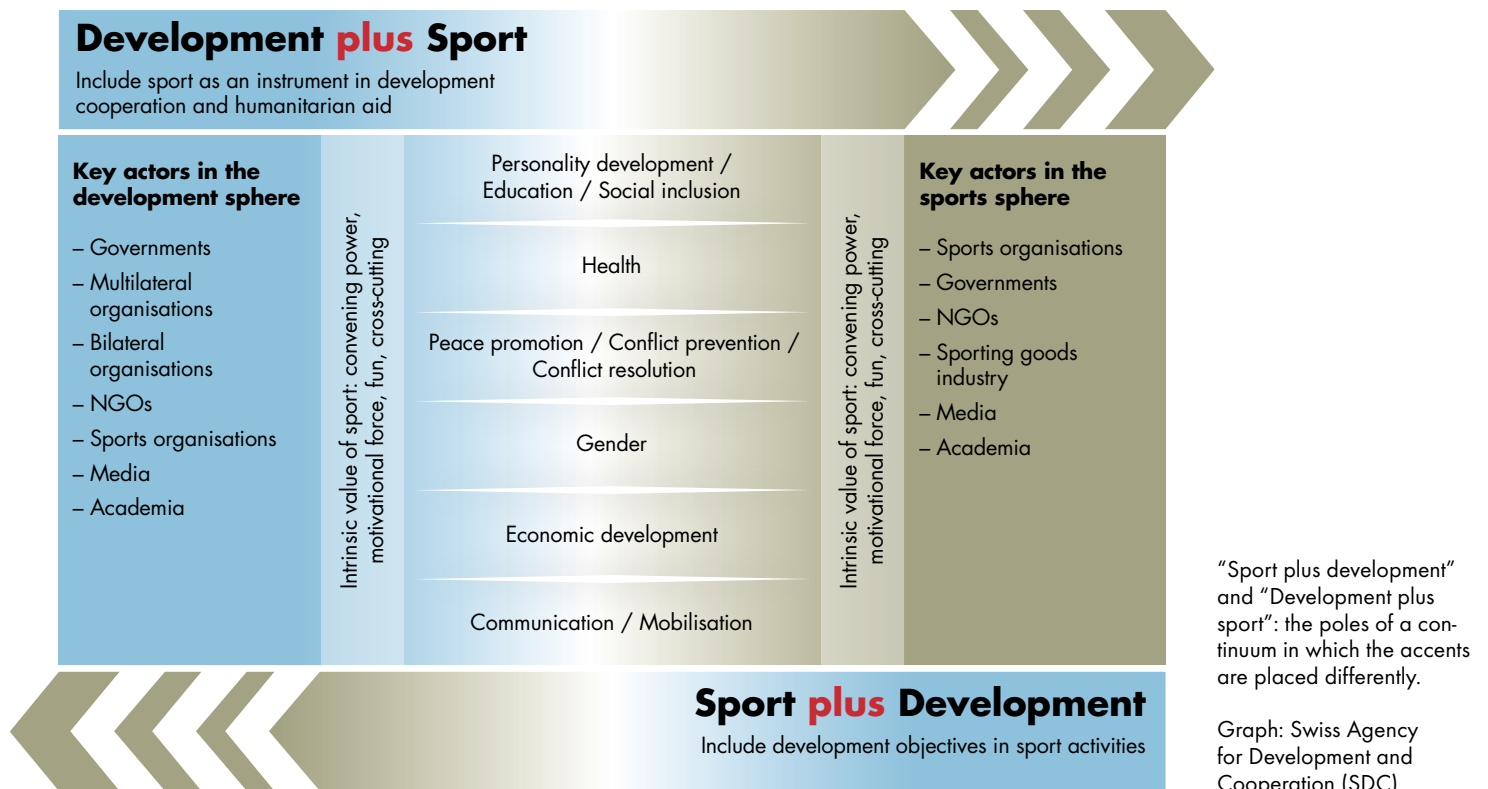
The two thrusts can be characterised as follows:

■ **Development plus sport:** The starting point for these projects is mostly development organisations, governments and NGOs. They use sport

as an instrument to achieve specific development goals such as the fight against HIV/AIDS and the reintegration of street children. Ideally, these projects are integrated into broader development programmes.

■ **Sport plus development:** Typically, these projects are initiated by governments and actors from the world of sport. They aim to promote sport and sport education in schools and consider sport as a value in itself. Deliberately or not they can contribute to development through the formation of community structures, the promotion of income and the provision of infrastructures.

The model illustrates the complexity of the area of sport and development. At the same time it also makes it clear that only when all actors – governments, sports associations, international





organisations, the private sector, NGOs, the media and the scientific community – cooperate and bring their specific skills into play can sport itself play a significant role as a driving force of development processes.

Sport and development draws its dynamic from the great variety and diversity of current projects and their participants. But there is a growth potential. This centres on the development of a common conceptual framework, better coordi-

nation between the actors and the formation of new and innovative partnerships which go beyond institutional boundaries and limits imposed by sporting disciplines (see chapter on “Conclusions and outlook”, p. 72). ■

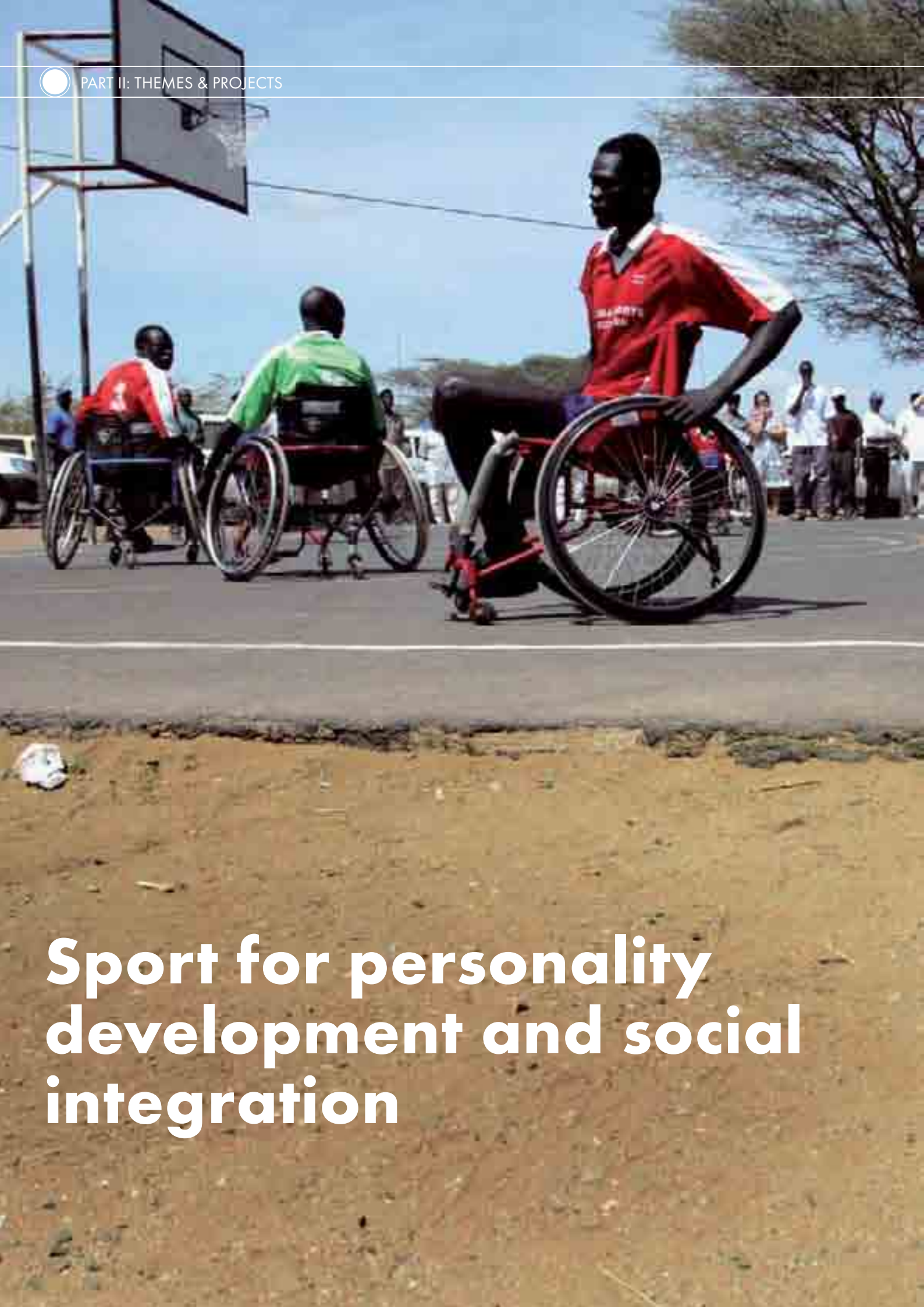


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## PART II

# **THEMES & PROJECTS**





# Sport for personality development and social integration



Participating regardless:  
Sudanese victims of landmines  
playing basketball in Kakuma  
refugee camp, Kenya.





**Besides improving physical conditioning and developing sports-specific skills, sport has a considerable educational potential. It promotes personality development and growth in social skills thus contributing in a broader sense to social integration and cohesion. But to achieve this it has to be used in specific ways and competently directed.**

By Anton Lehmann

One of the tasks in developing individuation in childhood and adolescence is teaching young people to use their free time wisely and autonomously. In this process, the family and the school play a central role as primary socialisation factors.

Exercise, play and sport can make an important contribution, particularly in countries or situations where children not enrolled in school are growing up in precarious family situations and the family is unable to assume this central role, or only inadequately so. Sport and exercise programmes offer orphans, street children and refugee children the possibility to realise their needs for physical and spiritual well-being and to develop their self-esteem and social compe-

tencies in the group. But sport can also marginalise, for example in cases where participation is based only on selection and on promoting talent or where girls are generally excluded.

Studies have shown that sport alone does not automatically promote moral development in children and adolescents, but that it offers a basically suitable environment for this development. For sport to encourage children and adolescents to learn social skills and competencies such as independence, the ability to manage conflict in a productive way, or to deal constructively with success and failure, sports activities must be embedded in an adequately "prepared" environment and conceived and directed according to pedagogical principles. "Realising the educational values of sport (why?) depends not only on the content (what?) but also on the way it is staged (how?)," observe the sports scientists Jeisy and Mengisen in this connection.<sup>1</sup>

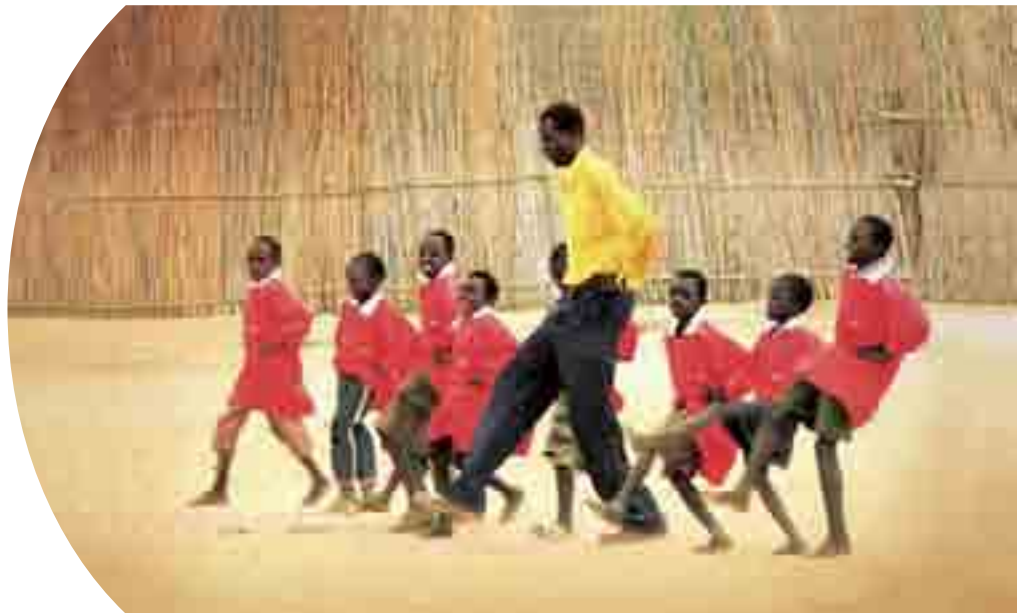
#### **Educational impact at the individual and collective levels**

Appropriately used, sport can contribute in various ways to personality development and the acquisition of fundamental social skills.

**"Sport alone does not automatically promote the moral development of children, but it provides in principle a suitable environment for this development."**

<sup>1</sup> Jeisy E.; Mengisen W., mobile 1/04, Magglingen, 2004





Trainers and instructors are important role models as leaders and people who shoulder responsibility.

*Personality development through individual and group sport experience:*

- Regular and committed sports activity promotes discipline, determination and reliability. To be part of this and to gain a sense of worth and competence are the main reasons that young people participate in sports activities. Such a sense of accomplishment can be promoted through high-quality direction, emotionally charged experiences and exciting challenges as well as through the appropriate attitude of the trainer who rewards progress and success with positive feedback and encouragement.

- A condition for a positive individuation and the development of self-competence and well-being in the group is getting to know one's own body through natural body contact and exercise and feeling good in one's own skin. Touching, holding and carrying are basic human needs. Sport can provide the appropriate arena without overstepping the limits.

- Athletes are also confronted with their limits; practice self-control and learn to make a realistic assessment of their abilities. Too great a willingness to take risks increases the danger of

injury. A reluctance to take risks means closing oneself off from new experiences and spoiling the satisfaction of overcoming challenges. It is here that coaching staff and sports instructors are challenged: the bigger the discrepancy between self-perception and that of others, the greater the potential for tension and conflict. Working with young people in setting goals and the pace set to reach them serve as guidelines for the development of healthy self-confidence and a realistic self-evaluation.

*The practice of social competencies in the group promotes integration and a sense of community:*

- Social competencies are acquired in the learning process with peers, with younger and older members of the family, and/or the social network. Many underprivileged young people lack both: a family and a reliable social network. Therefore they have no, or only a very



rigid, system of values and show limited ability to express appropriate feelings and behaviour in a group. In dealing with themselves, partners and opponents, and with their surroundings, they need positive extra-curricular and extra-familial experiences to develop a sense of their own ability and self-control and to learn appropriate conflict skills in group.

■ The universal language of sport with its simple rules and non-verbal body language simplifies communication, promotes the formation of groups and strengthens cohesiveness in the group. Therefore, sports activities and group play provide a suitable environment to practise social skills such as a sense of responsibility, respect, team spirit, fair play, tolerance and conflict skills across linguistic, cultural and social divisions. In this context, the presence of different traditions and minorities can be seen as enriching. Sport offers young people, who, in other societal contexts, face difficulties for ethnic reasons, a chance to have an equal op-

portunity and to be integrated. Teachers can promote all this through suitable rituals such as the welcome and introductory sessions which build confidence and forge identity or the initial help of "older" members.

■ In adolescence, self-perception and the perception by others is increasingly controlled by peers. Sports pedagogues can set guidelines for the values and norms of the group by letting everyone participate in the development of agreements (commitments, charter, codex) and community-shaping rituals and symbols, instead of by unilateral decree.

■ In the clearly structured field of experience and practise of the sport group, young people develop an effective and exemplary sense of community and citizenry which goes beyond the group. In particular they contribute to the growth of the group, take over responsibility for delegated tasks from the director whether as peer leader, co-trainer, organiser or assistant at events, as the editor of a club publication, etc. and in this way become qualified for tasks in civil society.

More important than the choice of sport is the concept and direction of the sports activities.



### **Sport in developing countries – striving for educational effectiveness**

As leaders and people who bear responsibility, trainers and teachers are important role models. Sport is a medium not only for conveying sport-related technical skills, but also for promoting the personal and social competencies described here. Individual and collective learning processes occur which for young people are of decisive importance in defining their lives satisfactorily. They need direction and supervision. Teachers are also bound by an ethic of social responsibility and of vigilance. This cannot simply be prescribed but is developed and reinforced by continuing education and practical day-to-day training.

It is a fact that worldwide, also in developing countries, sport is practised without leadership (e.g. young people and adults playing football). Despite the value of this form of undirected sport and play, such spontaneous activities will scarcely have any educational impact, or at best only a diffuse effect, in the context of the competencies aimed at here.

From a development perspective and for carrying out sport and development projects, the following aspects are of particular importance:

- The question of which sport or which kinds of sport are especially appropriate in promoting the above-mentioned competencies cannot be conclusively answered. But what is certain is that the choice of sport is less important than its concept and presentation. For example, the sport should be adapted to the respective context, should not be exclusive, should consider the culturally determined roles of the sexes, should be practised regularly and with commitment and should be rooted in the local community. Finally, the activities should have a performance aspect and develop the physique.

**“Realising the educational values of sport (why?) depends not only on the content (what?) but also on the way it is staged (how?).”**

- Pure sport selection criteria should be used with extreme caution. More important is that sport and exercise programmes involve as many young people as possible, especially girls. Talented and ambitious children who want to develop further in competitive sport should be helped mainly by referring them for further development. It is also important that not only established “global” sports are chosen, but also traditional “local” sports and forms of play and dance.

- As a rule in heterogeneous groups, things do not always run harmoniously. Children learn to follow mandatory norms, rules, guidelines and standards and to actively come to terms with them. Coaches should be trained to deal with tensions, conflicts and crises (see chapter on “Sport and peace”, p. 38).

- Special attention should be paid to forming sports groups with underprivileged children – children not (no longer) attending school, street children, refugees, internally displaced children, child soldiers, etc. They should be able to train and play together under supervision several times a week.



- The education of sports instructors and trainers should, in addition to developing sports-specific competencies, also increasingly integrate development-related content and teaching techniques. At the same time, lecturers and students should be made more strongly aware that sport can assume an important social-pedagogical task in the extra-curricular sphere.
- Broad civil structures (e.g. a kind of system of associations) can be built on the foundation of organised sports activities which strengthen cohesiveness and peaceful co-existence between communities. ■

## Key messages

- **Exercise, play and sport are central to the socialisation and development of young people.**
- **Sport alone does not automatically promote the moral development of children and adolescents, but it offers a basically suitable environment.**
- **A professionally and socially responsible direction of sports activities by trained coaches is of primary importance to enable sport to develop its positive potential for personality development and social integration.**
- **Decisive in successful projects is not the choice of sport but its concept and presentation.**
- **Correctly directed sport promotes the constructive handling of success and failure and increases conflict skills.**
- **Sporting rules, rituals and symbols can help forge confidence and identity and increase the sense of community and group integration.**
- **Organised sports activities create a basis for civil society structures which reinforce cohesiveness and peaceful co-existence between communities.**





## “Right to Sport” – movement, play and sport for underprivileged children

**Place:** Socially underprivileged neighbourhoods of Abidjan (e.g. Cocody, Abobo, Port Boué, Joupogon) and communities in the interior of Ivory Coast (e.g. Rubino, Guiglo, Daloa)

**Target group:** Children from underprivileged neighbourhoods, children not enrolled in school, street kids and refugee children

**Organisation:** The “Right to Sport” project is a cooperative effort of the Federal Office of Sport in Magglingen, Switzerland, and the National Institute for Youth and Sports in Abidjan, Ivory Coast. Most of the financing comes from the Swiss Agency for Development and Cooperation (SDC).

**Sports students at the national sports institute in Abidjan convey the development and peace-related elements of sport to local animators, who then specifically apply this knowledge in socially underprivileged areas.**

Under the guidance of “Right to Sport”, children and adolescents in the West African state of Ivory Coast have been practicing sports under competent supervision two to three times a week since 2002. The number of children involved in the project has grown from approximately 650 at the beginning of the programme to 2,000 today, one-third of whom are girls. The education project aims to give street children, refugee children, and children from slums access to play and sport programmes.

The curriculum of the National Institute of Youth and Sports has the objective of promoting the socio-pedagogical potential of sport, which initiates and supports the involvement of lecturers and students in this extracurricular area. Equipped with specialised knowledge and teaching aides, the students complete three months practical training in the field of “Sport with underprivileged children and adolescents”. During this practical training period they teach local animators to become sports supervisors and monitor them on the job.

“Right to Sport” provides neighbourhoods and communities with a structured pedagogically valuable leisure time, as well as an occupational tool for the huge number of underprivileged children and youth, who are not enrolled in school

or are unemployed. These sporting activities are important structures in an otherwise aimless week. The programmes create a sense of belonging and achieve social integration that helps overcome ethnic and religious divisions. The acquisition of social skills through sport and play can help them to better manage the difficult circumstances in their everyday lives, and to improve their prospects for the future.

### Success in spite of difficult circumstances

The successful pilot phase of the programme experienced a serious baptism of fire with the outbreak of the civil war in September 2002. In spite of the difficult conditions, the first students of the national sports institute completed their education and began passing on their knowledge to animators of local aid groups and of communities.

Today, “Right to Sport” is increasingly turning into a development programme for communities, which promotes individual personality development among rootless children, and has a socially integrating impact that overcomes ethnic and religious divisions. The interest of the communities in these services is great, particularly among those communities which have been strongly affected by the civil war.

“Right to Sport” finances the project work in the different locations for one year, after which the activities are integrated into community structures as per agreement, which means that new locations can be added each year without an explosion in costs. ■



# Sport and health



Physical health and mental  
balance through sport:  
People in a park in Shanghai  
practicing Tai-Chi, a combination  
of self-defence and meditation.



**The alarming increase in so-called “civilisation diseases” in threshold and developing countries can be checked cost-effectively by increased physical activity and sport. But sport has an impact which goes beyond a direct improvement in health. It is also a platform for promoting health-related attitudes and conveying information regarding prevention.**

By Claudia Kessler Bodiang

The World Health Organisation, WHO, says that more than one billion adults around the world are overweight. Since 1980, this problem has tripled in many countries, from the richest to the poorest. Today nearly 60 percent of all deaths worldwide are caused by overweightedness through such non-infectious diseases as heart, circulatory ailments, diabetes and cancer.

More and more children and adolescents, not only in industrialised countries but increasingly in threshold and developing nations, are affected by this phenomenon, sometimes overproportionally. In China's urban areas around 20 percent of the people are overweight. In Samoa, the figure rockets to 75 percent. In Africa, Asia and Latin America too, the rapid pace of

social change is leading to the lightning spread of this “spectre of civilisation”.

The main causes of overweightedness are a lack of exercise and poor nutrition. Increasing urbanisation and technological development, even in the poorest countries, have caused a drop in physical activity in professional life and leisure time. Globally, around 60 percent of people get too little exercise and this has a huge negative impact on public health and the economy.

#### **Sport – a cost effective tool to maintain and improve general health**

At first glance, sport's greatest potential lies in this field. Exercise and play, as numerous studies have shown, promote health and have a preventive effect. The WHO recommends a daily minimum of 30 minutes of moderate exercise or sport. Substantiated scientific studies show that such activity can have a significantly positive impact on health and quality of life.

Studies also show that adolescents in particular who practise sport are less likely to adopt behavioural patterns damaging to the health. To be able to perform as expected in sport, young athletes don't smoke and are

**“Sport reaches and mobilises target groups who barely pay attention to the usual messages about health.”**



less prone to alcohol and drug addiction. Also, young women athletes more frequently avoid early pregnancy.

These aspects of sport and play are of particular importance in threshold and developing countries because helping make a healthier and more active population means reducing costs in health and social services. In countries where health services barely function, prevention of chronic illnesses is especially important, because such illnesses are often expensive and involve lengthy treatments which are not widely available in many of the poorest countries.

Therefore in countries with limited resources sport is not a luxury. In fact, it has great value in development terms because it is a cost effective way to maintain the general level of health and improve it.

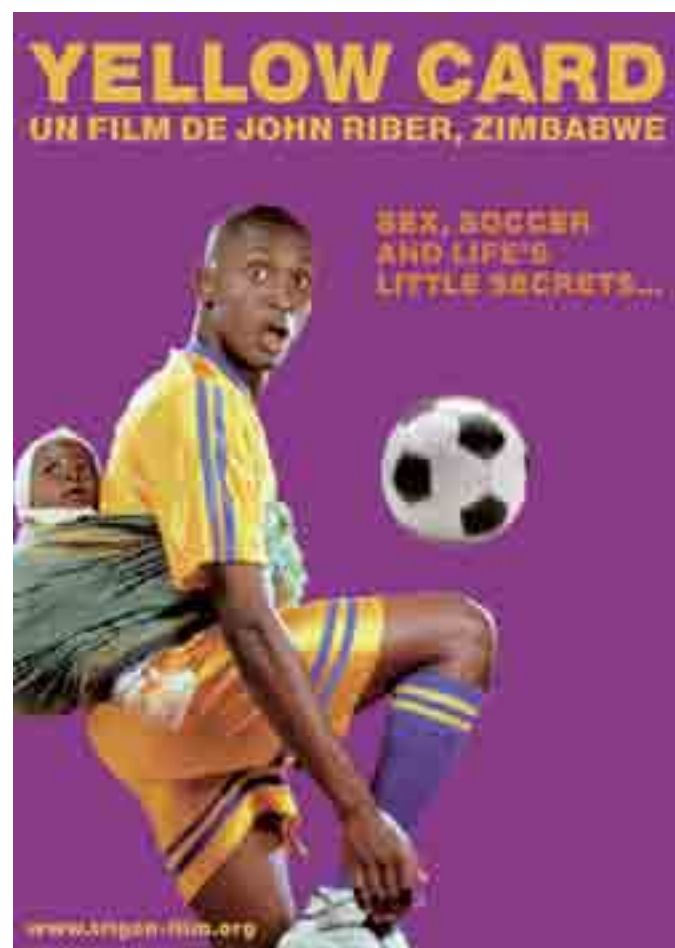
In the USA, it has been shown that for every dollar spent on exercise and sport, more than three dollars are saved in health costs. Added to that is the economic benefit derived from reduced rates of sick leave and higher productivity.

In this connection, there are still no exact figures for developing countries, but it can be assumed that in the poorest countries the opportunity costs of sicknesses in the form of sick leave are essentially greater because the existing health systems are already overburdened by other challenges such as HIV/AIDS and are absolutely in no position to ward off the looming problems.

### **Sport as an information platform**

Sport can make an important contribution to the health of the individual or of a population directly as well as indirectly. Indirectly, sport can mobilise and bring people together. To a certain extent it acts as a door-opener by providing a platform in conjunction with sports activities to convey health-related information and to discuss related behavioural patterns.

For example, the "Ishraq" programme in Egypt, which is aimed at illiterate girls in rural areas, links sport and play with education and the promotion of so-called life skills. Information and discussion about reproductive health and rights, sexuality,



pregnancy, violence against women and girls and relationship questions are integrated into other measures which are intended to strengthen the self-determination of the socially most vulnerable, the girl. The woman's attitude towards her own body is also discussed and in some cases positively changed. Assessments have shown that following their participation in the programme, girls are considerably more critical of adolescent marriage and female circumcision (see chapter on "Sport and gender", p. 46).

A basic health project of the German Society for Technical Cooperation (GTZ) in Uganda takes a similar approach and uses sport as a door-opener. In local health centres sports activities for girls and boys are organised. Mostly the girls find that sport gives them easier access to the other services and information offered by the centres.

The film "Yellow Card" from Zimbabwe uses the story of a local football star to present the problem of teenage pregnancies, HIV infection and paternal duties.



The potential of sport in indirect health promotion and prevention is also evident in the fight against AIDS. Well directed sports activities are an ideal instrument to convey information and to discuss health-related behaviour. The interest of the media in sports events and the appearance of well-known sports icons can be used to raise awareness and linked to prevention campaigns.

Many projects around the world use sport specifically for HIV/AIDS work:

- “Live Safe, Play Safe”: The sport and health programme of the international NGO “Right to Play” aims to strengthen the abilities of young people to protect themselves against HIV infection. Forming one’s own opinion concerning relationships and sexual matters, making and carrying out decisions relating to health promotion and the correct use of condoms are discussed and practised in a spirit of play and linked to sports activities. Traditional games which the children and adolescents already know are also used.

- A study carried out in 2003 in Zimbabwe, Zambia and South Africa with the support of the Norwegian sports association shows that in a country with a high infection rate the fight against the stigma of HIV/AIDS must top the list of priorities of the sport movement. HIV-infected people who practice sport can maintain their health longer and remain better integrated so-

cially. HIV-infected people who act as coaches can make a valuable contribution to enlightening athletes and spectators. “Kicking AIDS Out!”, a regional network of organisations in southern Africa, has subscribed to this goal (see p. 37).

- Several films made to explain AIDS use sports-related stories to bring the message home to a young audience. The film “The Yellow Card” from Zimbabwe shows, with the help of the story of a local football star, the problems of teenage pregnancy, HIV infection and paternal duty.

### **Considerable action needed**

Records of the positive impact of sport and exercise on the health of people are still mainly concentrated in industrialised countries. The situation in developing and threshold countries has barely been documented. But the “Agita São Paulo” programme shows that even in a country like Brazil broad segments of the urban population can be reached by a participative mobilisation programme backed by solid scientific data. An evaluation shows that 55 percent of the people (61 percent of women) adopted a lifestyle which involved more exercise. Initiated in 1996, Agita São Paulo is today considered a model of how physical activity can be promoted in developing countries.

Experiences to date reveal the need for action on the operational and structural levels:

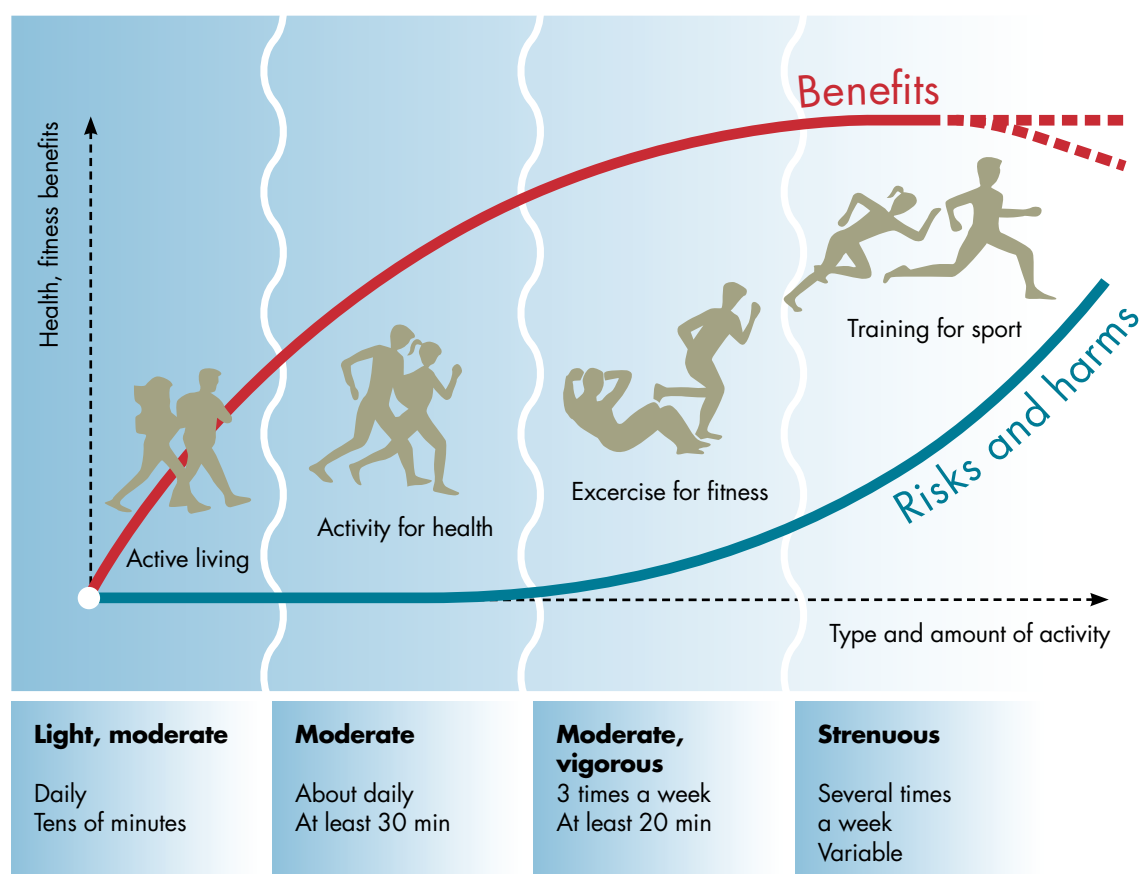
- The awareness of politicians and health experts of the potential of sport in promoting good health must be strengthened. They must be made aware that sport is not a luxury for poor countries, but has an important impact on

health. Because of the benefits to health and the economy, the promotion of physical activity and sport must be a priority for governments in developing and threshold countries. In urban areas in particular, health and sport policy should be closely interwoven.

■ Play and sport can be successfully integrated into existing health and HIV/AIDS projects at little additional expense. This not only promotes the actual goals of these projects but also contributes to their attractiveness and familiarity. In addition, target groups, who would hardly take notice of the usual health messages, can be reached and mobilised.

■ The role of sports associations in health-related information activities, especially in the sphere of HIV/AIDS, is far from exhausted. They are important in raising awareness in the population, transmitting information about prevention and effectively fighting stigmatisation and discrimination. By including people infected with HIV/AIDS, the sports associations can not only contribute to maintaining the health of these people but also increase the credibility and competence of their awareness training. Projects in Mozambique, Mongolia and elsewhere have successfully trained and used football coaches as multipliers for health information.

### The recommended levels of physical activity



Graph: World Health Organisation (WHO)



- Promoting health through sport and physical exercise is cost effective. But this relationship still has to be scientifically proven for developing countries. Specific studies should provide information about the impact on the general health of the people and on costs in the health sector.
- Specific programmes should be developed for groups who would particularly benefit from increased physical activity and who often have only restricted access to existing offers, notably women and girls, the handicapped and the aged. ■

## Key messages

- **Exercise and sport promote physical and mental health. A lack of exercise is one of the high-risk factors for the alarming increase in illness and death caused by chronic, non-infectious diseases around the world, and more and more in threshold and developing countries.**
- **The specific use of exercise and sport is an inexpensive strategy to reduce health care costs and to promote economic productivity. Therefore governments of poor countries should place particular importance on taking corresponding measures.**
- **Sport is a platform to disseminate health-related information and to discuss relevant behaviour patterns.**
- **Sport and play can be successfully integrated into existing health programmes and increase their popularity.**
- **When developing corresponding activities in developing countries, attention should be paid that all population groups are included, particularly the underprivileged (women, the aged and the handicapped).**
- **Sports personalities and associations have an important potential in the fight against HIV/AIDS. This potential lies in raising awareness, conveying information and the fight against discrimination and stigmatisation of people infected with HIV/AIDS.**
- **The value of sport and increased physical activity for health should be substantiated through scientific studies also in the context of threshold and developing countries.**





## “Kicking AIDS Out!” – sport in the fight against AIDS

**Location:** Canada, England, Kenya, Namibia, Norway, South Africa, Tanzania, Zambia, Zimbabwe

**Target group:** Young men and women with and without HIV infection

**Organisation:** The project was initiated by the Zambian foundation Edusport. With the support of the Directorate for Development Cooperation of Norway (NORAD), an international network of 12 member organisations developed out of the project.

**Sport and play improve the health and integration opportunities of HIV infected people. Sport is also successful in prevention efforts at little additional cost. “Kicking AIDS Out!” shows people infected with HIV and those at risk how to deal appropriately with the illness.**

“Do mosquitoes carry AIDS?” There’s a brief pause before Lindiwe decides to answer “False” and darts to the next question post. If she covers the distance between two question posts without being hit by a ball thrown by the opposing team, after four questions she returns to the start-finish position and her team receives a point. If she answers incorrectly or is hit by the ball, she drops out until the two teams change sides.

This kind of sporting activity in the “Kicking AIDS Out!” programme combines prevention and information with play, fun and physical movement. The network sees itself mainly as an information platform on which ideas for play and problems and solutions can be exchanged and discussed. It acts as a lobby group on various levels and compiles educational material for the leaders of local “Kicking AIDS Out!” chapters. In 2005 for example more than 70 traditional games from Zambia were collected.

For the games supervisors – 60 percent of them are young women – special training modules were put together which enable them to study the planning, implementation and spreading of the news about “Kicking AIDS Out!” activities. In addition, the trainers are educated as special-

ists in matters related to HIV/AIDS which qualifies them to act as confidants and information sources for people the same age and friends. Occasionally, role playing and theatre performances complement the sporting activities.

The concept of “Kicking AIDS Out!” is broadly defined. Sport should be a medium not only to pass on AIDS specific knowledge to young people but also self-confidence, self-reliance, awareness of the body, respect for fellow humans and a sense of community. ■

Further information at  
[www.kickingaidsout.net](http://www.kickingaidsout.net)



# Sport and peace



Upholding basic human values in  
the face of conflict and war:  
Orphaned children playing in  
Baghdad during the Iraq war.



**With a regular diet of news of violence, hooliganism and racism in top-class sport, it is easy to forget that sport has repeatedly played a role in peace-building and as a bridge for dialogue between cultures and social groups.**

By Maja Schaub Reisle and Rolf Schwery

United Nations peacekeeping forces have a ritual. Whenever they begin a mission in a conflict region, the first thing they do whenever possible is organise sports activities with the local population.

Experience has taught them the following: Sport is an ideal opportunity to get around politics and come into contact quickly and easily with the people. Whether playing football, volleyball or other games, the peacekeeping forces and the local population meet on a level play-

ing field as equal individuals and partners. Playing together so often marks the beginning of a process aimed at getting to know each other better and reducing tensions, prejudices and xenophobic feelings on both sides.

Of course sport alone cannot transform conflict-laden situations into ones of long-term mutual confidence. That requires a whole series of specific and coordinated political and economic measures. However, sport can act as a tool which makes an important contribution to peace-building and conflict prevention.

The great potential of sport is based on qualities which in their combination are unique:

- Its language is simple and understandable by everyone. Therefore it can bring people together in spite of political, linguistic, religious and cultural barriers.
- Sport rests on the principles of fairness, respect for the opponent, recognition of strict rules and participation. The same values apply in peaceful coexistence.

Building trust through play and sport: Project "Sport for Peace" in Ivory Coast.





- Sport reaches everyone – poor, rich, young, old. It appeals to the profound human need for play and fun and can, as no other pastime, encourage people to participate in a communal activity.

- By nature, sport is apolitical. Therefore it can serve as a neutral platform where individuals and social and political groups meet.

In practice, sport is an effective, but at the same time often fragile, peace-building tool. Its fragility arises from the fact that, for all its positive experiences, sport is still a part of a larger social reality. In conflict situations, there is always the danger that its structures and methods will be abused by political groups with negative results such as violence, separatism, nationalism and racism.

Fact is that sport and play have an intrinsic value. However, it is also clear that they can particularly develop their promise in conflict prevention and management when their potential is explicitly promoted and specifically and competently communicated within the context of development and peace projects and embedded in an overall strategy tailored to the specific context.

If this is the case, sport can play a peace-building role on different levels and in various contexts.

### **Sport as a tool in conflict transformation and in forging an identity**

In 1994, when the guns finally fell silent after several years of civil war in Rwanda, the first tentative contacts between the former enemies took place on the sports field. The same thing happened in the Balkans after the break-up of Yugoslavia.

This is not just a coincidence, because after violent conflicts sport can offer urgently needed diversion and above all permit initial contacts to be made on a neutral ground where politics are sidelined. Sport clears the way for the difficult process of rapprochement and reconciliation between former enemies.

**“Sport permits encounters on neutral territory unhampered by politics, thus preparing the ground for rapprochement and reconciliation between former enemies.”**

Past experience shows that sports programmes are particularly effective in reducing tensions on the community level because they directly address and involve the people concerned. Here, sport is an ideal platform for raising awareness about and discussing conflict-relevant issues.

In national and international contexts too, sport has a role as mediator and bridge-builder.

In the past sport has contributed to overcoming social divisions and to forging a national identity in different countries. In spite of occasional outbreaks of violence, football for example has strengthened national unity in such African countries as Eritrea, Zimbabwe, Malawi and Nigeria. The victory of the German football team over Hungary at the 1954 world championship gave a boost to the self-confidence of a whole nation following the devastating experiences of the Second World War.

At the international level sport has succeeded where politics has failed. In the 1970s, two superpowers, the USA and China, used a table tennis tournament to revive their relations which had reached an all-time low. It was a procedure which is still known today as “ping-pong diplomacy”. The 2002 world football championship



which was hosted jointly by South Korea and Japan, brought two countries together which had, for decades, been mortal enemies. The Olympic Village too, has for a long time been a symbol of the unifying spirit of sport.

### **Sport as a “training camp for democracy”**

Sport, as an instrument of peace-building, is probably most effective on the local level in the education of children and adolescents. By teaching basic social values such as tolerance, teamwork, fairness and a constructive way of dealing with conflict, it contributes to a culture based on peaceful values and thus also reinforces civil structures. In this sense it is a kind of training camp for democracy.

The fascination with group identity which is deliberately abused by sects, extreme right wing groups and secret societies, can be used by means of sport and play to create an ethic of social responsibility:

- Rituals create a sense of security, belonging, contact and identity. They can also be a behavioural guide off the sports field.

**“By teaching fundamental social values such as tolerance, teamwork, fairness and a constructive way of dealing with conflict, sport contributes to a culture based on peaceful values.”**

- The honing of skills and abilities promotes self-esteem and forges identity.

- Sport contributes to the emergence of self-efficacy and permits the experience of sense and feeling of coherence.

Handling aggression is one of the main social skills. In sport aggression is highly visible and therefore also a good topic of discussion. A measured handling of aggression is part of the life-forming skills of children and adolescents.

- Aggression is mobilised, channelled and regulated through sport.

- Sport teaches us how to play with and against one another peacefully. Rules of conduct and of play define the limits between acceptable aggressiveness and undesirable violence. Sport is an ideal medium to practise how to deal with infringements of the rules or with conflicts.

These qualities in sport are applied specifically in the re-socialisation of the victims of armed conflicts such as in programmes for the re-integration of child soldiers into society. Sport has shown itself to be one of the most effective methods to reach out to them – the most important precondition for psychosocial care programmes. At the same time, sport is a chance for the former warriors to learn and experience new social forms of behaviour and principles of responsibility.

The situation is similar in refugee camps. As well as diversion and a welcome structure to an otherwise uneventful daily routine, supervised sport can channel aggression and peacefully cultivate it. In this environment too, sport is of major importance as a tool in dealing with trauma.

### Numerous innovative examples around the world

There are numerous examples where sport has been used successfully in peace-building around the world.

- In the West African state of Ivory Coast which has been wracked by civil war, the “Sport for Peace” project uses the attractions of play and sport to bring together one-time enemies fighting over ethnic and social antagonisms, to break down mutual mistrust and to contribute to the development of reliable social structures.

- In Burundi, Uganda, Sierra Leone and Liberia former child soldiers learn to deal with their traumatic experiences through sports programmes, to cultivate their aggressions constructively and to develop a sense of belonging with the aim of demobilising them once and for all and to reintegrate them into society.

- In Bosnia and Herzegovina, Macedonia, Serbia and Montenegro girls and boys from various ethnic groups meet for the “Open Fun Football Schools”. By participating in ball sports, the groups come closer to each other, learn to understand each other better and to overcome cultural barriers. More than 70,000 children between 8 and 12 have attended the Open Fun Football Schools project.

- In refugee camps in Azerbaijan supervised sports activities are offered under the “Sport-Works” project. This programme aims to give hope and diversion to the refugees who have been scarred by violence and war and to help them better cope with their traumatic experiences.

- In 2004, UEFA supported the ICRC campaign “Protect Children in War”, by offering the European football championship in Portugal in 2002, the third largest media event in the world, as a publicity platform.

In contrast to these positive examples, there are cases in which sport, and particularly top-class sport, has encouraged conflict or even unleashed it.

Rabid sports fan clubs are fertile ground for radical political groups. The 1970 conflict between El Salvador and Guatemala was kindled by a football game and went down in the history books as the “football war”. An infamous example is the “Delje” fan club of the Serbian club Red Star Belgrade. The members of this club made a name for themselves as a much-feared group of thugs in the Balkan conflict.

The positive potential of sport however is particularly compromised by the hidden violence in the form of sexual violations, racism and military-like training methods.

### Factors leading to successful projects

For sport to be able to live up to its positive potential to overcome cultural barriers and building peace, a number of conditions must be met. The following factors seem decisive seen from today’s perspective:

- **Integration** – Sport should not be seen as an isolated tool but rather as an integral part of comprehensive peace-building or community-building programmes.

- **Cooperation** – Important local players such as community leaders and role models (local sports personalities, cultural and political icons) should be brought into the projects to ensure that they have local support and legitimacy.



- **Direction** – Sport and play must be supervised by people trained for the purpose. These people must be able to deal with such issues as aggression and make sure that no one is excluded, particularly weaker individuals and girls.
- **Feasibility** – Sport is an effective, but limited peace-building tool which should not be over-extended. It can get things moving again in deadlocked conflict situations and can open doors for continuing action. But on its own merits, it is bound to fail as a peace instrument. ■

## Key messages

- In combination with coordinated political and economic measures, sport can make a decisive contribution to peace building and conflict transformation.
- On its own merits, sport is bound to fail as a peace instrument.
- With its simple language, the principles of fairness, respect and teamwork and its apolitical nature, sport can possibly show the way out of apparently hopeless conflict situations.
- Sport promotes the control of aggression by mobilising it, channelling it and regulating it.
- In uneventful everyday situations, sport satisfies the basic human need for change, play and diversion.
- Sport always runs the risk of falling victim to political and religious influences. Only on neutral ground and when it is open to all population groups, can it make its impact felt in conflict prevention and the stabilisation of societies.





## “Game4Change” – overcoming conflicts through play

**Location:** India (amongst others Anakapalli, Bangalore, Halol, Nagpur, New Delhi)

**Target group:** Moslem and Hindu young people and adults

**Organisation:** The project was initiated by local grass-roots organisations. Today it is sponsored by the National Youth Foundation, the Swiss Agency for Development and Cooperation (SDC) and 10 other organisations.

**Throughout India sports tournaments are organised in which mixed teams of Moslems and Hindus compete. After a series of violent incidents in 2002 between the two communities, these competitions aim to bring Hindus and Moslems closer together on the playing field as well as in the stands.**

Tension between the Hindu majority and the Moslem minority in Gujarat State led to regular outbreaks of violence going back to 1988. They escalated in February 2002 and culminated in the loss of 850 lives by the end of the year.

To break the cycle of violence, local organisations founded the Jagruti Trust in 2003 with the aim of restoring stability and security based on respect and trust particularly among young people. To this end, the Jagruti Trust organised a “Cricket for Peace” tournament in January 2003 in which 12 teams participated. Around 2,000 spectators attended the final game. The teams, which were made up of 11 players, had to consist of at least five members each from the Moslem and Hindu communities with the captain and co-captain each coming from the different religious groups.

What began small in 2003 developed greatly in 2004 with the number of teams taking part in the 2004 Jagruti Cup growing to 35. Women also took part for the first time, fielding three teams; this, after being permitted to take part only in the opening ceremonies a year before. A total of 40,000 spectators, among them Indi-

an cricket stars, crowded the stands. The tournament had developed into a public celebration where people prayed together and won and lost together and where the idea of peace was actively promoted with T-shirts, flyers, ceremonies and information booths.

### **Cricket for Peace becomes Game4Change**

The great success of the event prompted the organisers to expand its geographical and conceptual framework. Today, under the name “Game4Change”, sports events are held in various parts of the country at which men and women compete not only in cricket but also in a variety of other mostly regional and ethnically specific sports such as Kabbadi, Kho-Kho, Carrom and Teer Kamta. The competitions are also no longer associated only with peace building, but include other issues such as health, education and water. ■

Further information at  
[www.game4change.org](http://www.game4change.org)



# Sport and gender

AFGHANISTAN



Sport as a human right:  
women athletes from Afghanistan  
taking part for the first time since  
the fall of the Taliban regime in  
the "Games for Moslem Women"  
in Tehran, Iran.



**Promoting gender equality and empowering women are prime objectives in development. And sport can make an important contribution towards achieving them. In recent years, the push for “gender equality in sport” has shifted to one of “sport for gender equality”. Now gender equality is defined as an objective in sport for development initiatives, rather than simply the promotion of the participation of women and girls.**

By Annemarie Sancar and Charlie Sever

Sport for development is not just about physical well-being, but also about using sport to promote wider development goals such as peace and community development. Today, sport and sports institutions tend to be orientated towards the interests of men, and women's different needs and circumstances tend to be sidelined. As a result, women's participation in sport lags far behind that of men in all countries and regions of the world.

**“Sport offers an area where gender roles can be newly negotiated instead of just re-affirmed.”**

A key goal therefore is to achieve gender equality in sports projects through an awareness of the constraints faced by women and girls – and indeed some groups of men – and to better tailor projects to their specific needs.

Addressing gender-based exclusion from sport is thus not just about “letting women and girls play” but is about showing a marked commitment to understanding gender specific barriers and en-

suring the access to sports projects as well as the full and meaningful participation of women and girls.

#### **Girls' participation in sports projects in the Ivory Coast and Kenya**

A programme in the Ivory Coast is doing just that. “Sport pour la Paix” (“Sport for Peace”) was launched in October 2003. Over 1,600 young people have since taken part in the programme. A third of them are girls. The project is seen as part of the reconciliation process after years of religious and ethnic conflicts. It brings together young people with little or no formal education from different ethnic, political and religious groups. They participate in regular training 2–3 times a week, in open spaces of the cities of Guiglo, Man and Duékoué.

To make it easier for girls to get involved in the programme, warm-up exercises are replaced by music and dance. In addition, girls have to be represented amongst the “peer leaders” who provide support for other members of the group. Finally, the president of the Ivory Coast's “Women's Parliament” (a group of 3,000 women, belonging to a peace movement) has championed the programme and provided high-level support to making the programme more gender-sensitive.



Successful projects consider the specific physical and social conditions of girls: sport project for girls of the Mathare Youth Sports Association, MYSA, in Nairobi, Kenya.



Another example is the community-based football programme run by the Mathare Youth Sports Association (MYSA) in Nairobi, Kenya. MYSA was set up in 1987 to link sport, youth development and environmental activism. It now implements an HIV/AIDS education programme and a football programme and offers other community services (e.g. rubbish collection) and educational activities.

MYSA did not simply design programmes for girls based on those for boys, but designed projects that took into account the specific physical and social constraints girls faced. To gain support from within the community, and in particular from parents, MYSA staff and members went to individuals' homes, talked with parents and got them involved in the project.

### **From “gender equality in sport” to “sport for gender equality”**

Gender equality is a fundamental goal of development and belongs to the basic and universally recognised civil, cultural, economic, political and social rights. Worldwide, women are less frequently seen participating in sports activities than men. Women are also significantly under-represented in the decision-making bodies of sporting institutions.

Increasing women's participation in sport must therefore be one of the main objectives of sport and development programmes. However, in recent years, there has been a move from “gender equality in sport” to “sport for gender equality”. This shift has meant defining gender equality as an objective in projects, rather than simply promoting the participation of women.



There are many ways in which sport can help promote broader gender equality objectives (e.g. rights and empowerment).

- Sport can give women and girls access to public spaces where they can gather, develop new skills together, gain support from others and enjoy freedom of expression and movement.
- Sport can promote education, communication, negotiation skills and leadership, all of which are essential for women's empowerment.
- Sport can develop girls' and women's sense of ownership over their bodies, increase their self-esteem and better enable them to make choices about their lives, including their sexual activity. In situations of deprivation and inequality, such a sense of ownership over one's own body is all the more important. Moreover, sport can provide a channel for informing girls and women about reproductive health and other health issues, particularly young unmarried women who may not receive such information.
- Sport has tremendous appeal and convening power and can be used as a door-opener for women's and girls' participation in other development activities.

### **Understanding and overcoming barriers**

Sport is a social and cultural process in which social constructions of masculinity and femininity play a key role.

- Sport is traditionally associated with values of "masculinity". In many societies, it is considered inappropriate for women and girls to engage in sport, and women and girls who do may be perceived as "masculine". Conversely, men who do not engage in sport or who are not talented may be labelled as "unmanly". Yet, it is evident that there is no one masculinity or femininity, and sport could provide a space where masculinity and femininity are re-negotiated rather than just re-affirmed.
- Public exhibition of women's bodies or the overt showing of self-confidence and self-esteem by women may be considered inappropriate. Women may be particularly exposed to physical and/or verbal harassment as well as other dangers related to participation in sports programmes, because of location and time of day, for instance.
- The practice of sport is related to a number of assumptions about "work" and "leisure", which are often lived differently by men and women. Caring for the sick and elderly, raising children, and other work in the home – "reproductive" activities still predominantly carried out by women and girls – are generally not socially and economically recognised as "work". "Productive" activities exercised outside the home and recognised as "work" – and in particular when they are performed by men – bring with them the right to have time off "work" for leisure.
- Some societies value sport as "productive" in that it contributes to the physical health of the workforce, especially that engaged in manual labour. Despite the fact that, at least in some markets, an increasing number of women com-

pose the workforce, sport may be valued when practiced by men and be seen as a waste of time or even as detrimental to one's health when practiced by women.

- Women and men tend to engage in different types of physical activity and their attitudes towards sport may be very different. The competitive dimensions of many sports may for some be at the heart of the game, while for others, sport may simply be an opportunity to get together. Being identified and identifying oneself as belonging to a particular "culture", "ethnic" group, socio-economic class or caste also play a role in how one engages in sport.

- There is a lack of female role models including women as coaches or as other "leaders".

Women, and eventually men too, may thus face a number of practical barriers to participation in sport. In order to overcome them, sport for development initiatives need to take into account the perspectives, roles and responsibilities of both women and men.

### Factors for successful projects

This means going beyond noting that women and girls are often excluded from sport. In order to avoid reinforcing inequalities and crude stereotyping, projects should demonstrate an understanding of the gendered nature of sport, of particular contexts and power dynamics, of the barriers different groups and individuals face in gaining access to and control over resources,

and of their own perceived needs and interests. Consultations with these different groups and individuals are essential. Issues for consideration include:

- **Type of sports** – which particular sports are appropriate for which contexts? For example is it more important to emphasise teamwork, or to promote body strength and/or physical health? Sometimes a particular type of sport has to be adapted to fit the needs of women, boys or girls. For example the size of a pitch, of a ball, of a goal, and even the rules of a game can be modified in order to attract and encourage specific participants.

- **Location of activity** – what social norms exist around women's and girls' activities in public places and what is the best way to address these? Outdoor sport facilities, such as football pitches, are more likely to be used by men, whereas indoor facilities such as gyms are more likely to be used by women. The provision of local sport and community facilities are particularly beneficial for women and girls.

- **Nature of activity** – the emphasis should also be on participation, not (always) on competition. Special sport and play events could include the whole family (social events) and offer possibilities to mothers, fathers and children to participate actively in sporting activities. Basic skills can be taught using specifically adapted games.

**"Sport is a social process in which cultural constructions of masculinity and femininity play a key role."**



## Women and Sport: Major international conferences

The “First World Conference on Women and Sport” was held in Brighton, UK, in 1994. It led to the “Brighton Declaration” and the establishment of the “International Working Group on Women and Sport”.

In 1995, sport was included in the “Beijing Platform for Action” (paragraphs 83, 107, 290) and subsequently in the “Beijing+5” outcome document five years later.

The “Second World Conference on Women and Sport” took place in Windhoek, Namibia, in 1998. The “Windhoek Call for Action” goes beyond pushing for women’s participation in sport to promoting sport as a means of realising broader goals in health, education, elimination of violence and human rights – an idea further promoted at the “Third World Conference on Women and Sport” in Montreal, Canada, in 2002. This involves integrating sport within community development projects, information campaigns around health and other issue, and national advocacy campaigns for gender equality and women’s rights.

### The “Brighton Declaration” calls for:

- Equity and equality in society and sport
- Planning, design and management of sports facilities to meet the needs of women
- Leadership, including increasing the number of women coaches, advisers and decision-makers
- Education, training and development programmes addressing gender equality
- Information and research on women and sport
- Resources for sportswomen and for targeted programmes to increase women’s participation in sport
- Domestic and international cooperation and the sharing of knowledge and experiences

### The “Windhoek Call for Action” calls for:

- Greater cooperation between different agencies responsible for women’s issues in sport and between these and other actors working for women’s rights and gender equality
- Official Development Assistance (ODA) programmes to provide equal opportunities for girls’ and women’s development and recognise the potential of sport to achieve development objectives

### Montreal 2002 calls for:

- “Investing in change”: more opportunities for girls and women to participate and lead in sport around the world
- Sustainable infrastructure for women’s and girls’ sport and physical activity

■ **Safety concerns** – what safety measures are in place for girls and women, or for marginalised groups of men, to facilitate their participation? For example female safe spaces, good lighting, timing of activities, location and transport.

■ **Images in sport** – how is sport represented both in organisational literature and in the media? Positive language and representation of women and girls in sport including role models are essential in order to overcome barriers to participation and negative perceptions of women in sport.

■ **Leadership roles** – are women and girls able to take part in decision-making? Targeted training may be needed for women and girls to become coaches. Encouraging women’s leadership means understanding that women may find it difficult to express themselves in the presence of men. In addition to mixed-sex activities, single-sex activities in the area of sport may provide a context for building confidence as well as physical well-being. There needs to be a supportive and collaborative environment.

■ **Recruitment procedures** – how effective and gender sensitive are outreach programmes? Strong outreach will be needed and could include measures such as home visits to family/parents. In this context it may be important to identify the “gatekeepers” – brothers, fathers, mothers, etc. who control women’s and girls’



movements in specific social and cultural settings – and specially address them. Efforts should be made to include women of all ages and not just girls and to retain their participation. This can be achieved through mobilising support from other members of the community and involving parents and other family members.

■ **Information campaigns** – are opportunities being taken to provide information on issues such as health or citizenship? Having sports and other activities at the same location can also increase women's participation as it provides a dual role which may make it more acceptable for them to participate.

### **Burning questions and potential for action**

Questions remain over whether sport can really challenge gender roles in a positive way to broaden community and family understandings of appropriate behaviour for girls. Male partners and men in institutions need to be made more aware of the importance of women's participation and the ways in which they may be adversely affected by gender roles and the division of labour.

More work needs to be done on how widespread ideas of sport and aggressive masculinity may prevent particular groups of men from accessing the benefits of sport if they do not fit into a traditional male stereotype.

Sport can provide a way of providing reproductive and other health information to women. Providing information in the context of sport can promote a holistic view of women's health including nutrition, fitness and mental health, rather than a narrow focus on reproductive health and contraceptive services.

Sport can be closely associated with particular constructions of masculinity such as aggression and competition. More reflection is needed on how such constructions are promoted in both sport and conflict situations in order to design projects that promote teamwork and reconciliation rather than reinforcing an environment of combat.

### **Concluding remarks**

Gender mainstreaming in sport and development projects means understanding the barriers to participation faced by women and men. Successful projects will act on such understandings and expand or alter the types of activities on offer and provide necessary additional measures to facilitate participation.

Gender mainstreaming involves a three-pronged approach:

- Gender as a transversal theme (minimum requirement; integrating gender in the analysis, implementation, and monitoring and evaluation of all projects/programmes);
- Gender-specific programmes; initiatives/budgets addressing specific gender issues;
- Engendering organisations; integrating gender in procedures, staff competence, budgets, partnerships, organisational culture, and equal opportunities policy.

This approach requires an acknowledgement of the relationship between sport and ideas of masculinity and femininity – and of the implications of gendered divisions of labour and socio-cultural stereotypes.



Moving from this focus on achieving gender equality in sport projects to one which sees the potential of sport to promote gender equality and women's empowerment goals is an important challenge for development policymakers, practitioners and sport professionals alike. New

initiatives now need to be developed which combine a wide range of learning and development opportunities for all ages and could address such potentially diverse issues as women's health, leadership skills, rights awareness, empowerment and political organisation. ■

## Key messages

- **Cultural and social factors continue to create a wide range of gender-specific barriers to participation in sport.**
- **It is crucial to look at constructions of masculinity and femininity and at gender roles and relationships, rather than just aiming to "include women" in existing projects.**
- **As well as gender equality in the world of sporting activities, sport is increasingly being used to promote gender equality and women's empowerment.**
- **Successful initiatives need to take into account the type and location of sports activities, safety issues for women and girls, participation in decision-making, access to resources for sports activities, the need for positive images and gender-sensitive recruitment processes.**
- **More work is needed on the implications for development projects of the relationship between sport and aggressive masculinity.**
- **The introduction of broader awareness-raising, education and community development projects in conjunction with sporting activities can provide welcome new opportunities for women and girls.**



## “Ishraq” – a second chance for young women

**Location:** Four villages in the governorate of Al-Minya in Upper Egypt

**Target group:** Girls and young women between the ages of 13 and 15 without extensive education

**Organisation:** The project was initiated by the Population Council, Save the Children, USA, the Centre for Development and Population Activities (CEDPA) and Caritas. After the successful pilot phase, the Egyptian government now also participates.

**In a three-year education programme, young Egyptian women, besides learning how to read, write and do arithmetic, also take part in sport which develops in them an increased sense of self-esteem, greater confidence in dealing with their own bodies and a new understanding of their role as women.**

In February 2004, the first 200 young Egyptian women from four villages celebrated their successful completion of the three-year “Ishraq” educational programme. The festivities were attended by family members, community authorities and representatives of the national government and showed the great support enjoyed by this project within the public. “Ishraq” is directed by educated women from the local communities who were chosen by the village council and who work closely with local schools and youth centres.

Twice a week, the participants meet on a sports ground, which is located away from the eyes of the curious public. Prior to launching into organised sports such as volleyball, football, handball and basketball, the programme begins with indigenous sports and games and basic principles of movement, in order to make girls and young women familiar with sports. Table Tennis proves to be a particularly appropriate way to bridge the different sports activities.

Sport not only benefits the health of the girls and young women, but also contributes to an increased sense of self-esteem and increased confidence in dealing with their own bodies.

On the sports field they are able to develop self-confidence, leadership qualities and decision-making abilities. This evolution is occasionally mirrored by the way the participants are dressed: Initially, they play in their traditional dress, but overtime they feel more comfortable and able to wear training outfits.

The programme also involves the participants in discussion of such issues as reproductive health and rights, family and identity. The teaching method introduces various issues with a song, a picture or a short video. In the ensuing discussion, the students have to highlight problems and develop possible solutions.

### Gratifying results

The programme was monitored scientifically by the Population Council, an international organisation which carried out qualitative and quantitative studies before, during and after the programme. The results show a clear increase in the level of education among the girls and young women and a changing attitude towards early marriage, traditional roles for women and female circumcision. The girls report that they do not want to circumcise their daughters. Moreover sport has given the graduates of the programme more confidence to make an increased claim on public spaces, thus breaking down restrictive behavioural norms. ■

Further information at  
[www.popcouncil.org](http://www.popcouncil.org)



# Sport and economic development





Income and employment through sport: production of balls for the local market in Tehran, Iran.





**Once sport was a leisure time activity reserved only for a few declared sporting enthusiasts. In the 20th century however it has become a mass global phenomenon. In industrialised countries sport has developed into its own economic branch contributing two percent to gross domestic product, GDP. The challenge today is to promote sport in less developed countries to the extent that it becomes a factor in economic development.**

By Jean-Loup Chappelet

The whole world is waiting expectantly for this event – the 19th FIFA World Cup football championship which is set to kick off at the beginning of June 2010 at “Soccer City” Stadium in Johannesburg. For the first time in the history of football, the world’s biggest sports event, apart from the summer Olympics, is taking place in Africa.

Hundreds of million dollars are being poured into the organisation of this event and many people may well be asking if this money could not have been better spent elsewhere. But the organisers are speaking already of the phenomenal effects the project has had on the economy and the creation of numerous jobs during the preparatory stage alone. And media attention is expected to be huge. For more than one month in June and July 2010 the attention of all the media will be on South Africa. Thousands of reporters will comment on the matches, visit the 11 stadiums and report on the country and its people. This coverage will attract tourists to South Africa long after the World Cup is over. If South Africa organises a good World Cup

event, this will draw businesses which would prefer to set up shop in this region than in any other and this will have positive, long-term economic effects in South Africa.

When referring to the development priorities of a country, it may justifiably be asked if such a project is really appropriate. Are there not other more urgent needs? We just have to think back to the graffiti on a stadium wall at the 1986 World Cup in Mexico: “No queremos goles, queremos frijoles” (“We don’t want goals, we want beans”). Major sporting events show great potential in view of globalisation and can have a catalytic effect on sustainable economic development. Recently South Africa adopted a strategy for the organisation of international sports events including the Olympics. Booming economic powers such as Japan (Tokyo 1964), Korea (Seoul 1988) and China (Peking 2008) have already taken the same path.

All young people in Africa and on other continents will have their eyes glued to the television screen, providing there is one, to follow the action on the field in South Africa. They will identify with the football stars of the moment and after the games they will get together with friends to play football on an improvised pitch. Some will join local clubs in the hope that one day they will be able to play at the highest national or international level.

### From sporting event to sports activities to sports equipment

Major sports events are of limited and brief interest, if they don't succeed in promoting mass sport which stimulate the market for sports articles and facilities, from shoes for the individual athlete to community facilities for a broad range of disciplines. Pierre de Coubertin<sup>1</sup> said: "To have ten extremely successful athletes, one hundred must practice sport intensively and one thousand more be physically fit." Today the producers of sports articles could add: "To sell one million T-shirts and basketball shoes, several million people have to practice sport and link this activity with a positive image."

This economic dynamic works in industrialised countries. Sport has become a business in which associations or private enterprises participate by offering various services which range from simple instruction in a club to a subscription in a fitness centre. There is also a market for sports events which live from TV broadcasting rights, the marketing of major events and the sale of tickets. These three markets – sports activities, sports equipment and sports events – exert an influence on each other and together form their own not insignificant economic branch which is constantly growing. Sport has become not only a consumer good, but consumes goods itself. It generates income and new jobs and at the same time has a positive influence on the health of those who practice it.

How can less developed countries use such a dynamic? A UNESCO study in 1995 into the situation of sport in less developed countries in Africa (one of the few studies available in this sphere) shows clearly that the level of sporting activity is extremely low. The reason for this can be traced back to a lack of sports instruction at schools, sports teachers and trainers and sporting facilities, particularly for types of sport calling for demanding installations. This situation arises from insufficient state funding and a population explosion which limits further the per capita availability of these essential human and material resources.

**"In addition to the direct economic impact such as the creation of new sources of income, sport has numerous indirect economic effects."**

Projects financed by development agencies, which are intended to make up the lack of state funds in the area of education and sports installations, can contribute to the promotion of mass sports and to economic development in these regions and countries.

There are more examples which support this thesis:

- In Africa, especially Central Africa, Democratic Republic of the Congo, Ghana, Guinea-Bissau, Lesotho, Mozambique, São Tomé and Príncipe and Zambia, the "Olympafrica" Foundation which is financed by the International Olympic Committee and Daimler Chrysler has built simple sports facilities and made basic equipment available to promote sports activities particularly in track and field. Each of these facilities creates jobs which in turn promotes local economic activity (see p. 63).

- In the Caribbean, especially on the island of St. Kitts, the successful STRONG project has been supported for six years by the Commonwealth Games Association of Canada. It motivates young people to attend sport, language and computer courses in school so that they can hold their own on the labour market and find practical training in local companies. It is planned to extend this project to other islands in the region.

<sup>1</sup> The French pedagogue and historian Pierre Baron de Coubertin (1863–1937) is considered the father of the idea to revive the Olympic Games "in a modern style but resembling as much as possible the games of ancient Greece on an international basis".



■ In Afghanistan, South Asia, Bolivia and other countries, the French non-governmental organisation “Sport sans Frontières” is carrying out projects which aim to give everyone access to sporting activities and to promote local economic development.

■ For the past 20 years, international sports associations such as FIBA (basketball), FIFA (football) and the FIVB (volleyball) have been financing the construction of sports facilities and contribute equipment for their particular sport. Although these projects aim to promote their own sport, they also have a positive impact on the economies of the cities concerned.

■ In the developed countries of Europe, rural and mountain regions have found a new lease on life by responding to a new demand for outdoor sport and recreation linked in part with cultural and social events. This has interested a new group of tourists and the activities involved along with the required modifications to open spaces have created added value economically.

In addition to the creation of new sources of income at different levels, sport can also have indirect economic consequences. For example, it can improve the efficiency of a national economy by contributing to maintaining and improving the health of the people.

This means that fewer workers have to take sick leave which in turn means less production days lost and lower costs for health services. Through sport, children and adolescents can acquire basic social and organisational skills which are also important in economic life. Different examples also show that sport is a good way to motivate young people to participate in training programmes and to stick to it.

### Success factors

Only a few studies have been made in the less developed countries about the economic impact of sports projects there. In the countries of the North macroeconomic analyses into the size of the sport sector have been done, mainly under the sponsorship of the European Union. Numerous feasibility studies of sports events have been made, often before the event, either by the supporters or the opponents of such projects, each of whom wanted to over-trump the other with convincing arguments. In North America independent economic studies were made to find out whether professional teams and their sports facilities had an economic impact on the region where they had located. The results were mostly negative.

So caution is called for when considering the direct economic impact that can be expected from a sport project. An evaluation is credible only if it has factored in all economic, social and ecological elements of an event. In most cases, there is a lack of ex-post studies and cost-benefit analyses in industrialised countries too. Such analyses would give the authorities important information about the benefits and sustainability of subsidies and donations in the sporting field.

Added to this is the fact that sport today is faced with problems such as doping, violence and corruption which has led to doubt the social-economic advantages of sport in countries of the North. The negative side of sport should not be exported to the countries of the South. It must be ensured that the projects carried out in these countries rest on the principle of “S.A.F.E.” sports, an acronym standing for the following qualities of sports activities:

**“In the countries of the South, economic under-development goes hand in hand with underdevelopment in sport.”**

■ **Sustainable:** Projects avoid setting up structures which do not respect the culture of the local population or do not take local conditions sufficiently into account. The projects promote sustainable development in the region.

■ **Addiction-free:** The projects advise against the consumption of dangerous substances whose sole purpose is to enhance performance but in the long run damage the health of the athlete. Projects promote a drug-free lifestyle and a healthy treatment of the body.

■ **Fair:** Projects condemn any form of discrimination and physical and mental abuse. They ensure that sport and fair play is used for the complete upbringing of young people.

■ **Ethical:** Projects condemn all forms of corruption and criminal activity. In this way they contribute to a healthy economy and respect universal moral principles.

These four principles are components of the Magglingen Declaration which was adopted at the 1<sup>st</sup> Magglingen Conference on Sport and Development in February 2003 (see p. 11).

### Open questions

In connection with the use of sport as a driving force for economic promotion in less developed countries, there are still several unanswered questions which should be considered.

Numerous countries in Africa, Latin America, the Caribbean and Asia are threatened by a "muscle drain", analogous to the "brain drain". These countries are not in a position to guarantee their best athletes economic benefits commensurate with their talent. These athletes develop their careers mostly in Europe, North America or the Gulf States. In football and track and field, this phenomenon has been around for years, but now it's making itself felt in other branches of sport. Moreover, ambiguous and even illegal dealings are carried out which



hamper the development of sport in the countries concerned. Suggestions have been made for the introduction of a "Coubertoin Tax"<sup>2</sup> for the transfer of such athletes and players. In the long term, a market could be developed with the help of local sponsors and media for sports events in the countries of the South which could help end this phenomenon.

Scientific studies long ago pointed to a direct connection between sports performances at the international level and the economic development of a country and its inhabitants. Scientists can also predict exactly how many medals each country in the Olympic Games will win. It is also known that around three-quarters of all countries which participate in the Olympics or other competitions will go home with no medals. This situation could in the long term endanger these sports encounters which are of major importance for international cooperation. Only an increase of all sporting disciplines in least developed countries could reverse this trend and promote a common identity which also has economic and social value.

Major sports events have a positive affect on development if they succeed in promoting mass sport: Nelson Mandela (r) and Desmond Tutu celebrate the awarding of the 2010 World Cup football championship to South Africa.

<sup>2</sup> In 2003, Vladimir Andreff, professor at the University of Paris-Sorbonne, developed the idea of a tax which sports associations in developed countries would have to pay for the transfer of athletes from the South. The name is a combination of Pierre de Coubertin and the economist James Tobin.



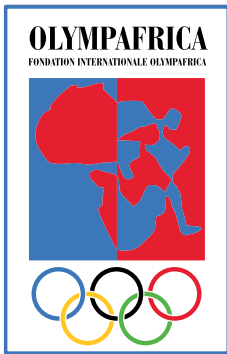
In the countries of the South, economic underdevelopment goes hand in hand with underdevelopment in sport. If sport can be successfully promoted in these countries in a sustainable and healthy manner, the hope exists that the negative downward spiral will be broken and forces released which lead to economic and social growth without endangering the environment.

With the organisation of the 2010 World Cup and other major sports events, South Africa has accepted this challenge. How it will deal with it will emerge in the next few years. South Africa could inspire other developing countries to launch sports projects too with all their attendant economic benefits. ■

## Key messages

- **Sport, particularly mass sport, can contribute to the economic development of a region.**
- **Major sports events can help in long-term economic development most notably if they succeed in promoting mass sport.**
- **Sport enables the development of three different markets: sports activities, sports equipment and sports events. Together they form a highly promising economic branch.**
- **The environmentally tolerable use of open spaces for sports activities stimulates tourism, often by far the most important source of income of a region.**
- **The indirect economic impact of mass sport is considerable: Sport promotes health, increases performance, reduces the decline in production processes because of sick leave and lack of motivation and eases the financial burden on the health system.**
- **Sport is excellently suited to motivate young people to participate in training programmes and to stick to it.**
- **The negative side of sport – doping, violence and corruption – endangers the economic dynamic. This can be combated with specific projects based on proven principles and values.**
- **The field of sport and economic development offers great scope for further research.**





## “Olympafrica” – sport against poverty

**Location:** Africa, especially Central Africa, Democratic Republic of the Congo, Burkina Faso, Ghana, Guinea-Bissau, Lesotho, Mozambique, São Tomé and Príncipe, Zambia and South Africa

**Target group:** children and young adults

**Organisation:** The project was initiated by the International Olympic Committee, IOC, and Daimler Chrysler. Financial support comes from the World Bank and the French foreign ministry.

**The Olympics in Africa? In many countries the Olympics are already taking place, but the winners aren't top class athletes. Rather they are small businesses, people looking for work and the local economy.**

To the question how the Olympic spirit can contribute concretely to the development of the poorest countries in the world, the former president of the IOC, Juan Antonio Samaranch, had this reply: the “Olympafrica” programme. The first project started in 1990 in Somone, an impoverished fishing village near Dakar in Senegal. Today, there are more than 30 “Olympafrica” centres throughout Africa where sport, play, culture and education contribute successfully to the economic development of a region.

The different centres aim mainly at trying to stem the flow of young people to the cities by making it attractive for them to stay in frequently remote and impoverished areas. They do this by promoting the cohesiveness in a region and offering young adults possibilities to become involved vocationally and socially and to develop their talents.

One of the principles of “Olympafrica” says that the initiative to create a centre must come from the local people. Construction and maintenance is planned and implemented in close co-operation with youth organisations, the authorities and local businesses. Construction material comes from the region, sports equipment and apparatus are produced in local workshops. A

“local Olympic club” with the broadest possible support heads the centre and guarantees maintenance and continuity.

The “Olympafrica” centres are laid out multi-dimensionally, comprising a simple sports facility with racing track, football field, an area for other ball sports, changing room and reception counter. It also offers school and instruction rooms, a medical station and a community centre. Cultural requirements are met with an entrance hall, library, stage and workshops.

### Spreading to other continents

From Somone in Senegal, the “Olympafrica” centre has become an important driving force for development elsewhere. In the village of Boane in Mozambique which is dogged by poverty and flooding, the “Olympafrica” centre plays a significant role in an ILO and IOC development programme. The IOC finances the education costs of around 600 students who are trained at the centre while a cooperative of women sew the appropriate school uniforms. In addition, the centre offers sport outlets for around 1,000 children in the area. On the basis of these positive experiences two similar development programmes have recently been initiated, “OlympAsia” and “OlympOceania”.

Further information at  
[www.olympafrica.org](http://www.olympafrica.org)



**XII<sup>th</sup> RATH INDIAN OPEN MARATHON**  
**DEDICATED TO AIDS AWARENESS**

**RACE  
AGAINST  
AIDS**



Venue:  
**J. L. N. STADIUM**  
Date: 13<sup>th</sup> Feb. '94  
Flag off: 7 a.m.



Entry forms available at  
Kanchenjunga Building, 4<sup>th</sup> floor, 18 BaraKhamba Road.

**Sport for communication  
and mobilisation**





Sport as a channel for messages concerning development and health: sign for the "Race against AIDS" in India.





**Thanks to its widespread popularity and media presence, sport is an effective instrument to convey development messages to a broad range of population groups. The systematic use of its high mobilisation potential however is still insufficient.**

By Daniele Waldburger

The news shook the world: on 7 November 1991, Earvin Magic Johnson, the best basketball player in the world and the idol of millions of young people, told a news conference in Los Angeles that he was HIV positive and that he was withdrawing immediately from active sport.

The announcement caused widespread consternation within the public. At the same time, Johnson's announcement was a milestone in the fight against HIV/AIDS: for the first time a sports superstar and idol of the young admitted openly to having the infection. In doing so he made a marked contribution to lifting the taboo associated with this socially repressed subject and to removing the stigma against HIV infected

people – two of the most important conditions in the fight against HIV/AIDS and for effective prevention activities.

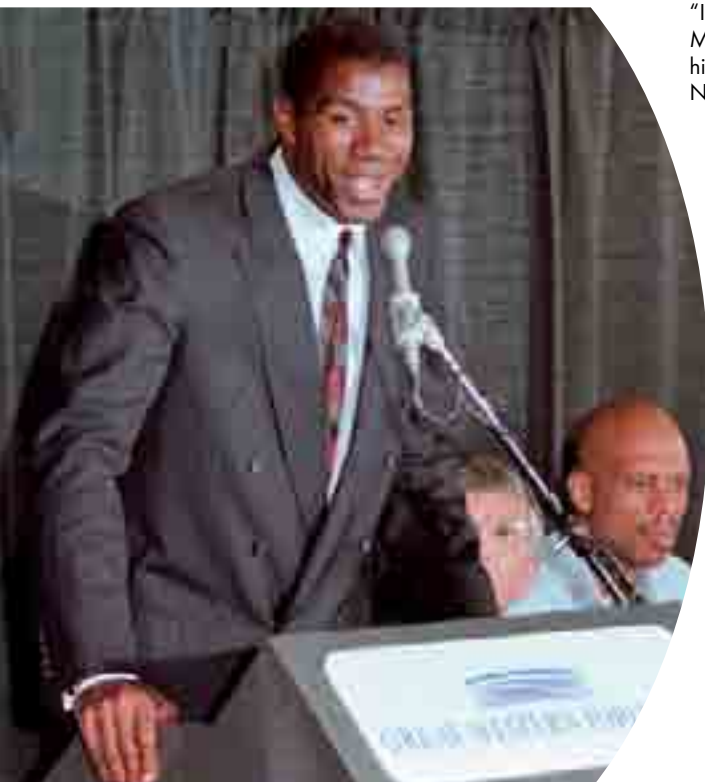
### **Communication of development messages to a broad range of population groups**

The above is an impressive example of how sport is an excellent medium for communicating development-related messages. No other activity comes close to the popularity sport enjoys. It gets more intense media attention and reaches more people on the global level as well as on the regional and local levels.

Regardless of where they live – in Brazil, Kenya, Bhutan or the Ukraine – children everywhere identify with local and national sports idols and strive to be like them. International stars like Ronaldinho, David Beckham and Michael Jordan have a following that surmounts cultural and political borders. Sports events are a first-class magnet. For example, the live broadcast of the 2002 World Cup final between Brazil and Germany kept more than one billion people glued to their TV screens – more than any other event in the history of humanity.

This huge potential which has long been systematically exploited commercially can be and is used perceptibly to achieve development goals too.

Sports associations helped raise millions of dollars in donations after the tsunami disaster of December 2004. The 2002 World Cup football championship in Japan and South Korea helped increase awareness of the problem of child labour around the world. Well-known athletes have taken part in campaigns on AIDS prevention in southern Africa. These are just some of the probably thousands of examples where sport has acted successfully as a platform for



"I am HIV positive."  
Magic Johnson during  
his news conference in  
November 1991.

the communication of messages concerning humanitarian, development, peace and health issues.

Athletes, active and retired, play an exceptional role in this. The football player of the century, Pél  , the middle-distance runners Maria Mutola and Haile Gebrselassie, the tennis stars Roger Federer and Boris Becker and many others use their popularity more and more frequently for development purposes whether it's as a goodwill ambassador or with their own aid activities.

In comparison to other cultural activities, sport has decided advantages from the communication point of view mainly because it appeals to people from an emotional, personal and basically positive level. It has an unsurpassable ability to reach broad sectors of a population, mainly marginal groups such as street children, unemployed young people or people living in rural areas who are extremely difficult to reach by other means.

### **Sport as a door-opener for other activities**

The communications potential of sport is used more and more in specific development cooperation activities. By contrast it is used less systematically in the area of mobilisation although its potential here is also considerable. This is evident in the following examples:

- In the West African state of Sierra Leone, play and sport are important means to make initial contact with neglected former child soldiers, thus creating the preconditions for on-going psycho-social care and social reintegration.
- In the Bolivian community of Murumamani (4,200 metres above sea level) the local farmers' wives meet regularly for a football game. They use the occasion to exchange information and experiences concerning such matters as new agricultural methods or the development of prices and markets for their products.

**“Hardly any other activity enjoys greater popularity, receives more media attention and reaches more people than sport.”**

- In southern Africa, UNICEF successfully used sports events for vaccination programmes against measles. Well-known athletes from various disciplines did promotional work for the health programme in which around five million children were vaccinated.
- The Zambian NGO “Sport in Action” uses sport to develop community structures, which are the foundation for on-going activities such as the creation of agricultural production communities.
- In the slums of Nairobi young people have established the Mathare Youth Sports Association. Besides common sports activities, the organisation provides training and works to combat violence, corruption and pollution.

Sport is central to all these projects. The desire to join in play is the most important motivation for the participants to meet on a regular basis. At the same time, a common basis for on-going activities is created. This pronounced ability of sports to mobilise children, adolescents and adults equally, to bring them together and to motivate them to join in common activities is however still rarely specifically exploited in development programmes although this door-opener quality is part of the outstanding features of sport.





Numerous sports idols work as goodwill ambassadors for a more just world: The Swiss tennis star Roger Federer, UN ambassador for the International Year of Sport 2005, with children of a school in New Brighton, South Africa, in March 2005.

### Factors for successful projects

In spite of the widely recognised importance of sport in communicating development messages and mobilising in favour of development issues, the systematic assessment of experiences and guidelines for successful projects is still in its infancy. Nevertheless, a few preliminary conclusions can be drawn from experiences to date:

- **Launch site for mobilisation:** Regardless of the kind of discipline, sport is an ideal launch site when it comes to appealing to people on an emotional level and mobilising them for specific development goals.
- **Positive role models:** Initial studies show that athletes are seen as positive role models and can influence favourably the behaviour of young people. In choosing athletes for information and mobilisation campaigns, it must be ensured that they actually embody the values they are meant to communicate.
- **Coherence:** Sport must be part of a coherent over-all strategy. The messages communicated by athletes, for example on AIDS prevention, can have sustainable impact only if they are complemented by other measures such as widely available counselling services, additional information and integration of the issue into school instruction. One-off, isolated actions are condemned to fizzle out with no effect whatsoever.

■ **Clear messages:** Essentially sport is a vehicle which can convey any kind of message. But it seems to be particularly appropriate for communicating health information and social values such as teamwork and integration of outsiders. In every case it is important that the message is clear, simple and aimed at specific target groups.

■ **Media involvement:** Close cooperation with the media can help ensure that awareness-building campaigns get wide exposure. That means keeping in mind media exploitation value when choosing athletes and preparing the messages. Whenever possible, a wide range of communications avenues should be used – TV, radio, print, Internet.

■ **Women and girls:** As usual sport addresses itself more to men and boys than to women and girls. This should be considered when planning an information campaign (see chapter on “Sport and gender”, p. 46).

### Wanted: comprehensive partnerships

The great potential of sport to raise the awareness of people and mobilise them on behalf of development is still far from exhausted. To tap into this reserve all actors – international organisations, governments, sports associations, the private sector, aid groups and the media – need a much greater consciousness of the possibilities of sport as a motor of development. The other requirement is increased partnerships between the different actors in developing strategies on the local, regional and national levels. As powerful as sport may be as a communication instrument, it can always only be one element in a range of coordinated measures.

Considerable work still has to be done as concerns the processing and assessment of experiences with sport as a communication instrument. Also needing more precise investigation is what values and role images are conveyed through sport as well as the impact on the attitudes of selected target groups, mainly women and girls. The question of how to effectively integrate sport into local, regional and global development programmes still needs a conclusive answer.

There is no argument that sport can play an important role in development communication

and that it is basically a message of hope. Magic Johnson is also an example of that.

Following his announcement in 1991, many people expected Johnson to die soon. But it didn't happen that way. He not only made comebacks as a trainer and player. Also as a businessman he proved that the HIV infection does not have to be the beginning of the end. On the contrary, Johnson poured himself energetically into his work to build an extensive

business empire and to become one of the most influential Afro-American businessmen in the United States.

He continues his activity as an ambassador in AIDS prevention work. ■

## Key messages

- **Sport is an ideal medium both to raise the awareness of people concerning development messages and to motivate them.**
- **Sport can address a broad range of population groups, particularly marginalised groups such as street children, unemployed young people and the inhabitants of rural areas.**
- **Athletes can be important role models and therefore are ideal ambassadors.**
- **Communications through sport have the greatest impact when used in the context of comprehensive development and communication strategies and complemented by social, economic and political measures.**
- **The media play a decisive role as partners and multipliers and their needs must be taken into consideration.**
- **In developing sport-related information programmes, special attention must be paid to communication with women and girls, because typically sport addresses men and boys more.**
  - **It is urgent to process and assess project experiences in the context of targeted evaluations.**



## “Think and Move” – sport working to protect the environment and to promote understanding between people

**Location:** 10 communities in Bosnia and Herzegovina

**Target group:** Elementary and middle school students between 13 and 18 years old

**Organisation:** The project was initiated by the Cooperation Office of the Swiss Agency for Development and Cooperation (SDC) in Sarajevo in cooperation with the local organisation RIN Action and the Natron paper factory.

**In the summer of 2005, around 7,200 students from throughout Bosnia and Herzegovina took part in football, basketball and ecology competitions.**

In the first phase of the project students had to compete for the paper to “graduate” to the second and third phases. The 10 communities and cities whose school classes collected the largest amount of waste paper qualified automatically for the next round. In this way, the students collected more than 150 tonnes of old paper, more than is recycled in a whole year.

Following this initial test, the selected localities competed in an internal elimination round in the disciplines of football, basketball and ecology. To reach the Top Ten Final in Sarajevo, the students had to demonstrate not only good ball-handling technique but also a thorough knowledge of ecology. Using the Internet, the participants had to correctly answer as many of the 170 questions as possible.

The knock-out competition began on 7 May and ended with a final on 11 June. Among the spectators was Adolf Ogi, the Special Adviser to the United Nations Secretary-General on Sport for Development and Peace. The elimination round and the final were covered by national television in cooperation with local TV stations, edited into a one-hour special and broadcast.

### Success at various levels

“Think and Move” enabled many young people to leave their home towns for the first time giv-

ing them a first opportunity to get to know children of the same age from other regions and to forge contacts across ethnic and religious barriers. At the same time, the project created a strong awareness of the need for environment protection. In fact, various schools continue to collect waste paper and use the money earned to pay for excursions and school trips. Finally, the project motivated many young people to take a greater part in rebuilding an active community life.

It was the first time since the end of the Balkan conflict that a project had such a mobilising effect and gripped young people from the whole of Bosnia and Herzegovina. In a country where not long ago almost all aspects of life had become political instruments and environment protection was ignored, sport created a neutral space in which the participants could meet in a fresh and carefree atmosphere. It also acted as a stimulus to deal with the results of environmental pollution. ■

Further information at  
[www.sdc.admin.ch](http://www.sdc.admin.ch)

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## PART III

# **SUMMARY & PERSPECTIVES**





# Conclusions and outlook







Realising the huge potential of sport for development and peace: youngsters in the Afghan city of Kandahar playing cricket at sundown.



**Every day, sport and play live up to their promise as instruments for peace and development in hundreds of projects around the world. Now it is a question of assessing the experiences gained and documenting them. At the same time, cooperation and coordination between the different actors must be strengthened and improved if sport is to fully develop its huge development potential.**

In recent years, after a rather erratic beginning, the area of sport and development has developed an impressive dynamic. This can be seen partly in the rapidly growing number of projects worldwide in which sport is used to achieve development goals. It can also be seen in the fact that the theoretical discussion has increased considerably and that a global development policy debate is taking place involving all the actors – governments, international organisations, bilateral development agencies, sports organisations, NGOs, the economy, the media and the scientific community.

The scepticism with which sport was greeted in development circles has in the meantime largely abated. The international community has realised that all the combined strengths of society are necessary if global development goals such as the Millennium Development Goals (MDGs) are to be achieved. Today it is increas-

ingly recognised that sport is a positive force whose potential is worth using in the interests of development and peace. At the same time there is a changed understanding of development cooperation. Earlier “key problems” were identified in a specific development context and then special measures were developed to deal with these problems. Today what is increasingly identified are the positive social forces which could contribute to solutions and which are strengthened with appropriate measures. Sport is among these forces.

#### **Projects and priorities**

There are hundreds of projects around the world in which sport for development is used. They are situated at all levels – local, national and international. There is no detailed evaluation based on thematic priorities. However, an approximate stocktaking suggests the following distribution whereby the thematic attribution cannot be clear cut because of the cross-cutting nature of sport.

##### *Personality development/social integration and health promotion*

The greatest percentage of projects is devoted to “personality development/social integration” and “health”. Supra-regional initiatives such as “Kicking Aids Out!” in southern Africa (see p. 37) or projects for underprivileged children and street children such as “Right to Sport” (“Droit au Sport”) in Ivory Coast (see p. 29) are good examples.

**“Current projects in sport and development cover a broad range of topics and are underway at all levels – local, national and international.”**

Combined strengths build success: underprivileged young people from 20 countries at the “Play for Peace” youth camp in Trogen, Switzerland (August 2005).



This is not surprising. The teaching of so-called life skills such as teamwork, respect for the opponent and fair play, and the promotion of self-esteem and feeling well in one's body are to a certain extent inherent components of sport which can be realised through competent supervision. The same applies to the health promoting impact of sport. To put people in a position to make autonomous decisions and to determine their own lives (empowerment) are among the main goals of development processes. Sport for children, adolescents and adults can contribute much to this.

#### *Peace promotion/conflict prevention/ conflict transformation*

Also well represented are projects which in a wider sense work in the area of peace promotion and conflict transformation. Central to this are numerous projects in refugee camps carried out by the NGO “Right to Play” and the United Nations High Commission for Refugees, UNHCR. They contribute to efforts to manage traumas and to bring about reconciliation be-

tween former enemies. Other examples from India (see p. 45), Rwanda, Israel/Palestine and Kosovo show that sport can successfully bridge religious, ethnic and political divisions. However, in this very area lurk potential dangers because sport can increase tensions and conflict.

#### *Communication and mobilisation*

A third priority of sport is in the field of communication and mobilisation. Mainly on the national and international levels, sports idols and sporting events are often used as channels to convey development and peace-related messages. Raising awareness for children's rights through UNICEF and FIFA at the 2002 world football championship and the “Football against Racism” project in Europe are only two of dozens of examples. On the other hand, what seems less targeted and systematic is the mobilisation potential of sport for development-related activities. Such examples as “Think and Move” in



Bosnia (see p. 70) where sport was used as a door-opener for environment projects or targeted vaccination actions in the context of sports events as UNICEF has repeatedly carried out are not a general rule.

#### *Gender*

There is a strong global movement which is working for the participation of women in sport and for their equality within sport. But in development cooperation, sport has not yet broadly established itself as an instrument for promoting gender equality. However, different examples such as the “Ishraq” project in Egypt (see p. 55) in which sport is an important component in the education of young women, show the considerable potential of sport in this area.

#### *Economic development*

The impact of sport as an economic factor on the global level and on the national economies of industrialised countries is documented in detail, but corresponding studies for developing countries are lacking. Projects in which sport is used directly as an instrument for employment and income promotion are rare. This can have something to do with the fact that fundamental sports structures have to first be built before sport becomes a local economic factor. As far as the promotion of the general health of a population is concerned, sport also has an indirect positive effect on the economy by reducing the burden on health services and raising productivity.

#### **From anecdotal to solid evidence**

Today, sport is used in an extremely wide variety of ways. Moreover the initiative for sport and development projects comes from different actors. NGOs, international actors, sports organisations and bilateral development organisations all play an important role. Nevertheless only in exceptional circumstances do they use sport systematically and specifically. With the exception of specialised NGOs such as “Right to Play”, “Sport sans Frontières” or “Streetfootballworld”, a mainstreaming in most organisations has so far not taken place.

This has different reasons. Sport and development as a development theme is still recent. Discussion has not yet matured and there are still many gaps. Systematic reviews and assessments have only just begun and the conceptual frames of reference are not yet firmly consolidated. Many organisations lack an awareness of the possibilities of sport and play as well as specific knowledge and practical experience.

To change this, for one thing, theoretical and operational foundations must be systemised and developed, and awareness further strengthened. There is a need for action at various levels:

■ **Validation:** The systematic review of experiences from concrete sport and development projects must be increased. Today, positive outcomes are often claimed rather than proven. Projects must be evaluated and their positive and negative effects documented. A precondition for that is the development of effective instruments for monitoring and evaluation.

■ **Systemisation:** The analytical concepts and theoretical frames of reference for sport and development must be further developed and sharpened. At the same time, what must be worked out is how sport can be applied to specific development problems. What can sport do that other instruments cannot? How does sport have to be presented and established to achieve the best possible results? How can negative effects be minimised? These are just some of the possible questions.

■ **Operationalisation:** The development of policies for the consolidation of sport in cross-cutting development strategies is urgent. From an operational perspective, also required are instruments such as guidelines, tool-kits, checklists and websites which define standards and make the realisation of projects easier.

■ **Awareness building and documentation:** All relevant actors must continue and increase their efforts to raise the awareness of decision makers and practitioners to the possibilities of sport. To do this, more information and audio-visual material such as case studies and fact sheets should be processed.

This work is currently under way and the International Year of Sport and Physical Education 2005 has assumed an important catalytic function which translates into numerous national and international conferences devoted to such main themes as "sport and health", "sport and peace" or "sport and education".

### **Scaling up: a global network for sport and development**

Scaling up involves aiming for the uppermost goal which gives as many people as possible access to sport and movement and uses the development potential of sport as widely as possible. However, most of today's sport and development projects are merely spot solutions which as a rule reach only a limited number of people and hardly have any impact beyond their immediate surroundings. To change this, activities must be considerably expanded and raised to a new political level.

What is required for such an up-scaling is increased awareness and mobilisation of the different actors as well as development of cooperation and coordination in the context of an international alliance.

**"With the exception of specialised NGOs, mainstreaming in most development organisations has not yet taken place."**

The creation of a global network for sport and development was first mooted at the 1<sup>st</sup> Magglingen Conference on Sport and Development in February 2003. Since then, progress has been achieved at various levels (see "Further information", p. 80) and the first outlines of an international alliance can be seen. It takes a multi-stakeholder approach and aims to enable individual actors to optimally integrate their specific strengths and interests.

The following sets out the tasks and roles of the different actors:

■ **International development organisations:** leading role in policy dialogue on strategic and global levels; sensibilising international actors; creating networks and coordination; carrying out and processing exemplary projects, programmes and approaches; mainstreaming

■ **Sports organisations:** greater emphasis on the development goals of projects; adoption of development themes in the training of coaches

■ **Governments:** development of coherent sports policy concepts and programmes as well as their coordination and implementation such as promotion of sport in schools, integration of sport and movement in health policy, coordination of actors





- **Bilateral development agencies:** integration of sport in bilateral development programmes; implementing and processing exemplary projects, programmes and approaches; mainstreaming
- **NGOs:** practical demonstrations through pilot projects; gathering and passing on experiences
- **Private sector:** guaranteeing fair production conditions; sponsoring of development-related sports activities
- **Media:** reports on sport as a social theme beyond the pure sports aspect; raising awareness of the possibilities of sport for development and peace
- **Science and research:** sharpening analytical concepts; analysis of experiences; contributing to the development of evaluation methods and instruments

The next phase involves consolidating and expanding the structures of the global network already in place. The continuation of policy dialogue is an important way of doing this. Its goal is to see that all stakeholders communicate with each other on a common vision, common goals and a common frame of action. Just as important is the promotion of structures and instruments which facilitate the exchange of knowledge and experience as well as coordination between the actors. Lastly and most importantly, it involves the promotion of innovative partnerships on all levels – local, national and international. They are the best guarantee that the dynamic set in motion further increases and that sport can realise its huge potential for development and peace in a sustainable way. ■

**“The agreement of all actors on a common vision, common goals and a common frame of action is an important objective of the on-going policy dialogue.”**

# APPENDIX



## Further information

The following list includes selected references to initiatives, toolkits, information sources and documents. It is not intended to be comprehensive.

### Initiatives

- International Platform «Sport and Development»: [www.sportanddev.org](http://www.sportanddev.org)
- International Working Group on Sport for Development and Peace: [www.sportanddev.org/en/sdpiwg.htm](http://www.sportanddev.org/en/sdpiwg.htm)
- International Working Group on Women and Sport: [www.iwg-gti.org](http://www.iwg-gti.org)
- International Toolkit Team: [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)
- Swiss Working Group on Sport and Development: [www.sportanddev.org](http://www.sportanddev.org)

### Toolkits

- Coalter F. (2002): Sport and community development: A manual, [www.sportdevelopment.org.uk/html/sportcomdevman2002.html](http://www.sportdevelopment.org.uk/html/sportcomdevman2002.html)
- International Paralympic Committee (2004): Disability Rights Toolkit, [www.paralympic.org/release/Main\\_Sections\\_Menu/Development/Development\\_Programmes/Symposium/Disability\\_Rights\\_Toolkit.pdf](http://www.paralympic.org/release/Main_Sections_Menu/Development/Development_Programmes/Symposium/Disability_Rights_Toolkit.pdf)
- International Working Group on Women and Sport (2002): The Montreal Toolkit. A legacy of 2002 World Conference, [www.canada2002.org/e/toolkit/](http://www.canada2002.org/e/toolkit/)
- Sport for Development, [www.toolkitsportdevelopment.org](http://www.toolkitsportdevelopment.org)

### Policy documents

- 1<sup>st</sup> Magglingen Conference on Sport and Development (2003): Magglingen Declaration, 16 – 18 February 2003
- Australian Sports Commission (2004): Pacific Sporting Needs Assessment
- SDC – Swiss Agency for Development and Cooperation (2004): Sport for Peace and Development. SDC Involvement in the International Year of Sport 2005
- DEZA – Direktion für Entwicklung und Zusammenarbeit, BASPO – Bundesamt für Sport (2003): Sport und Entwicklung, Konzept
- Netherlands Ministry of Foreign Affairs (1998): Sport in Development – Teamwork Scores. Policy Memorandum on Sport in the Context of Development Cooperation

- Norwegian Ministry of Foreign Affairs (2005): Norway's culture and sports co-operation with countries in the South
- PMP in partnership with the Institute of Sport and Leisure Policy, Loughborough University / European Commission (2004): Sport and Multiculturalism (Lot 3). Final Report
- Right to Play (2004): Harnessing the Power of Sport for Development and Peace. Report from the Athens Roundtable Forum
- UNESCO (1999): MINEPS III. Final Report. Third International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport, Punta del Este – Uruguay, 30. November – 3. Dezember
- UNICEF – The United Nations Children's Fund (2004): Sport, Recreation and Play
- UN Inter-Agency Task Force on Sport for Development and Peace (2003): Sport for Development and Peace: Towards Achieving the Millennium Development Goals
- UN (2005): Concept of the International Year of Sport and Physical Education 2005
- UN Resolution 58/5 of 17 November 2003: Sport as a means to promote health, education, development and peace
- UN Resolution 59/10 of 27 October 2004: Sport as a means to promote education, health, development and peace

### Links

- 2<sup>nd</sup> Magglingen Conference on Sport and Development 2005: [www.magglingen2005.org](http://www.magglingen2005.org)
- Australian Sports Commission: [www.ausport.gov.au/international/index.asp](http://www.ausport.gov.au/international/index.asp)
- Canadian International Development Agency: [www.acdi-cida.gc.ca](http://www.acdi-cida.gc.ca)
- Council of Europe, The Europe of cultural co-operation: [www.coe.int/T/E/Cultural\\_co-operation/sport](http://www.coe.int/T/E/Cultural_co-operation/sport)
- Department of Canadian Heritage: [www.pch.gc.ca](http://www.pch.gc.ca)
- SDC – Swiss Agency for Development and Cooperation, Dossier: Sport for Development: [www.deza.admin.ch/sport](http://www.deza.admin.ch/sport)
- ILO – International Labour Organisation, Universitas: [www.ilo.org/public/english/universitas/index.htm](http://www.ilo.org/public/english/universitas/index.htm)
- IOC – International Olympic Committee: [www.olympic.org](http://www.olympic.org)

- IPC – International Paralympic Committee, Development: [www.paralympic.org/release/Main\\_sections\\_Menu/Development](http://www.paralympic.org/release/Main_sections_Menu/Development)
- Commonwealth Games Canada, International Development through Sport: [www.commonwealthgames.ca/site/index\\_e.aspx?DetailID=12](http://www.commonwealthgames.ca/site/index_e.aspx?DetailID=12)
- Norwegian Agency for Development Cooperation: [www.norad.no](http://www.norad.no)
- Norwegian Olympic Committee and Confederation of Sports: [www.nif.idrett.no/t2.aspx?p=26797](http://www.nif.idrett.no/t2.aspx?p=26797)
- Platform Sport & Development: [www.sportdevelopment.org](http://www.sportdevelopment.org)
- Population Council: [www.popcouncil.org](http://www.popcouncil.org)
- Right to Play: [www.rightrightplay.com](http://www.rightrightplay.com)
- Swiss Committee for the International Year of Sport and Physical Education 2005: [www.sport2005.ch](http://www.sport2005.ch)
- Special Olympics: [www.specialolympics.org](http://www.specialolympics.org)
- Sport and the European Union: [europa.eu.int/comm/sport/index\\_en.html](http://europa.eu.int/comm/sport/index_en.html)
- “Sport – the global game”, National Education Campaign: [www.sport2005bildung.ch](http://www.sport2005bildung.ch)
- Sport sans Frontières: [www.sportsansfrontieres.org](http://www.sportsansfrontieres.org)
- Pestalozzi Children’s Foundation: [www.pestalozzi.ch](http://www.pestalozzi.ch)
- Streetfootballworld: [www.streetfootballworld.org](http://www.streetfootballworld.org)
- UK Sport, International Development Assistance Programme: [www.uksport.gov.uk/generic\\_template.asp?id=12325](http://www.uksport.gov.uk/generic_template.asp?id=12325)
- UNEP – United Nations Environment Programme, Sport and Environment: [www.unep.org/sport\\_env](http://www.unep.org/sport_env)
- UNICEF – The United Nations Children’s Fund: [www.unicef.org/sports](http://www.unicef.org/sports)
- UN, International Year of Sport and Physical Education: [www.un.org/sport2005](http://www.un.org/sport2005)
- UN, Sport for Development and Peace: [www.un.org/themes/sport](http://www.un.org/themes/sport)
- WHO – World Health Organisation, Move for Health: [www.who.int/moveforhealth](http://www.who.int/moveforhealth)
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## About the authors

**The contributions in Part I and Part III are by Daniele Waldburger, Lukas Frey and Ulrich Lutz, as are the project examples in Part II.**

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**Daniele Waldburger**, independent communications consultant, is specialised in compiling, editing and communicating complex themes. Besides working on national and international commissions in the field of information technologies, science and research, he is involved mostly with topics related to development policy. He is an experienced journalist and studied African history and social anthropology.

## SDC at a glance

DEZA  
DDC  
DSC  
SDC  
COSUDE



The Swiss Agency for Development and Cooperation (SDC) is Switzerland's international cooperation agency within the Swiss Foreign Ministry. Together with other federal offices, SDC is responsible for overall coordination of development activities and cooperation with Eastern Europe, as well as humanitarian aid.

SDC employs a staff of around 550 people to carry out its activities in Switzerland and abroad, with an annual budget of CHF 1.3 billion (2004). The agency undertakes direct actions, supports the programmes of multilateral organisations and helps to finance programmes run by Swiss and international aid organisations in the following areas:

- Bilateral and multilateral development cooperation
- Humanitarian aid, including the Swiss Humanitarian Aid Unit (SHA)
- Cooperation with Eastern Europe

The aim of development cooperation is to alleviate poverty by helping people in partner countries to help themselves. Development activities focus on promoting economic and governmental autonomy, improving production conditions, helping to solve environmental problems, and providing better access to education, basic health care and culture for the most disadvantaged groups in society.

Bilateral development cooperation concentrates on 17 priority countries and 7 special programmes in Africa, Asia and Latin America. Approximately 750 projects are currently in operation.

At the multilateral level, SDC collaborates in particular with UN organisations, the World Bank and regional development banks.

The aim of humanitarian aid is to save lives and alleviate suffering. The Swiss Humanitarian Aid Unit (SHA), with its own personnel, provides direct relief in the wake of natural disasters and during emergencies arising from violent conflicts. Support is given, also financially, to partner organisations engaged in humanitarian activities. Humanitarian aid is provided wherever the need for it is greatest, with prevention, emergency aid, survival assistance, reconstruction and advocacy being the core areas of intervention. While humanitarian aid can be offered globally, its emphasis in 2005 is on 8 regions. In 2004, 335 SHA experts were sent on humanitarian aid missions.

Cooperation with Eastern Europe and the Commonwealth of Independent States (CIS) supports partner countries in the transition to pluralistic democracy and a market economy. The main concerns are the training and advanced training of specialists, the establishment of grass roots democratic institutions as well as sustainable management of natural resources and reforms in the health and social sectors. The focus is on the countries of South-East Europe which take up 70% of resources and the CIS which take up 30%, mainly for South Caucasus and Central Asia. There are currently more than 200 projects and two special programmes under way in 14 partner countries. Projects in Eastern Europe are implemented in close cooperation with the State Secretariat for Economic Affairs (seco).

Further information is available at [www.deza.admin.ch](http://www.deza.admin.ch)

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**“Sport is a universal language that can bring people together, no matter what their origin, background, religious beliefs or economic status. [...] Sport can play a role in improving the lives of individuals, not only individuals, I might add, but whole communities.”**

Kofi Annan, UN Secretary-General

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