The Commonwealth Guide to Advancing Development through Sport

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Foreword

Sport is the most visible face of the Commonwealth today, with international cricket, netball and rugby dominated by Commonwealth nations, giving world-wide media coverage to the strengths and narratives of Commonwealth cultural ties, while the Commonwealth Games and Commonwealth Youth Games showcase the youth of all 71 Commonwealth nations and territories.

Yet well below the publicised championships, sport is becoming a signature achievement of the Commonwealth in other, perhaps even more vital ways, contributing to the Commonwealth goals of development, democracy and diversity through Commonwealth partnerships in development through sport. In fact, during the last twenty years, the Commonwealth has been a major site of development through sport, as governments, non-governmental organisations and sports bodies from all corners of the Commonwealth work to use grass roots sport-based approaches to contribute to the education, employment, health, gender equity and safety of children and youth, the overwhelming majority of the citizens of the Commonwealth. So effective has this work been that Commonwealth leaders, the Commonwealth Secretary-General, Commonwealth sports ministers and the Commonwealth Advisory Body on Sport have all agreed that development through sport should be strengthened.

This Guide, prepared by the Commonwealth Secretariat, will enable member governments take development through sport to the next step. It is both an intelligent digest of the research and 'best practices' of the interventions of the last two decades, and wise, succinct advice to governments about how they can frame inclusive, workable policies and plan, conduct, and monitor and evaluate accessible, effective programmes. It will prove of enormous benefit to governments and decision-makers.

I commend this insightful contribution.

Bruce Kidd, O.C., Ph.D.
Chair
Commonwealth Advisory Body on Sport

Acknowledgments

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Chapter 1

Introduction

The Commonwealth Guide to Advancing Development through Sport was produced by the Commonwealth Secretariat in collaboration with the Commonwealth Advisory Body on Sport (CABOS) and proactive member countries. Its purpose is to provide support for Commonwealth governments and other key stakeholders seeking to strengthen the contribution of sport to development and peace work.

The guide recognises that the use of sport for development and peace-building has increased rapidly in the last two decades as the broad Sport for Development and Peace (SDP) movement has gained increased profile and credibility. Leading international bodies have formally recognised sport as a contributor, alongside other interventions, to the Millennium Development Goals (MDGs) and to address social, economic and development challenges and global public health.

Today sport is being widely used from local to international level as a tool that can support beneficial social change. Many Commonwealth member countries are active in this work, and other members wish to develop it. Recognising this and following the Fifth Commonwealth Sports Ministers Meeting (5CSMM) in Delhi in 2010, sports ministers requested the production of an evidence-based resource to support members in their use of sport in these capacities. The guide has been produced in response to this request.

The guide builds on, and is overarched by, the work of the UN Office for Sport for Development and Peace and UN International Working Group on Sport for Development and Peace (SDPIWG 2008). The content has been developed following an extensive consultation process and in collaboration with representatives of member governments, SDP experts and leading non-government agencies.

The guide consists of two sections that are designed to inform Commonwealth members about the relevance of sport within their work (Section I), and to provide a practical tool to support their action (Section II).

Section I provides an evidence-based analysis of the potential contribution of sport to development objectives in the Commonwealth.

Chapter 2 explains how sport has emerged as a valuable tool for development and peace, and outlines its potential application within the Commonwealth. It identifies lessons learned about how to use sport to best effect and manage sports initiatives to guard against unintended negative consequences.

Chapter 3 draws on the substantial policy and research literature on sport development and peace to establish a set of principles on which sport for development and peace work can be based. It recommends that the use of sport should be carefully planned, and integrated with established development strategies.

Chapters 4–9 provide a detailed analysis of six policy domains within the Commonwealth in which sport can contribute to development. The six are youth, health, education, gender, diversity and peace-building. For each of these, the section identifies specific contributions sport can make based on case study examples of existing approaches that have proved effective.

Section II of the guide provides a framework for analysis, planning and monitoring of sport for development and peace. The framework is a practical tool that supports analysis and action planning and proposes different strategies and approaches to strengthen policy environments and support mechanisms for SDP. It can also be used to monitor progress in incorporating sport in relevant development work within different policy domains.

The framework offers Commonwealth members a three-step approach for identifying where sport can be used to strengthen their development work. The three steps involve identifying the Commonwealth development priorities to which sport can contribute; which Commonwealth policy domains address these priorities and can make use of sport within their work; and which stakeholders and actors within these domains will be involved in using sport as a development tool.

A second component of the framework provides a detailed and flexible guide to strengthen the use of sport in development. The approach is based on the two sets of principles introduced in Section I on how sport-based approaches should be closely connected to established policy domains and on managing sport

to maximise positive outcomes and minimise negative consequences of sport-based contributions.

In support of these principles, the main body of the framework offers detailed guidelines for policy options, strategic approaches and implementation mechanisms. These support officials in undertaking the following functions:

Analysis

Officials can use this framework to conduct a baseline analysis of the national SDP policy environment, strategy and support mechanisms. The indicators within the framework can be used as the criteria for analysis.

Planning

The analysis process helps to identify good practice and areas to be strengthened. This provides information that can support a more systematic approach to planning how to develop and strengthen SDP, and utilised to guide prioritisation and investment.

Monitoring

Subsequently the framework can be utilised as a monitoring tool by undertaking periodic analysis of the SDP policy environment, strategy and support mechanisms and reviewing this against initial baseline analysis.

The guide is supported throughout by appropriate references to policy statements and research evidence. It also includes several examples of current initiatives worldwide that illustrate how sport can be applied in support of development and peace. Details of how to obtain further information on these are also provided.

SECTION I. THE CONTRIBUTION OF SPORT TO DEVELOPMENT OBJECTIVES

Chapter 2

Sport in Development Work and Peace-building

The use of sport to support development and peace is not new; many development agencies have for years included sport in their work. There has, however, been a very noticeable upsurge in the use of sport since the millennium, and it has now become a substantial movement in its own right. Today sport is being widely used by many agencies to promote social change.

But sport is not a panacea for global social and economic challenges. Grandiose assertions that 'the power of sport' can 'change the world' have been received with scepticism by experienced development practitioners, many of whom regard these claims as unrealistic and/or uninformed.

The purpose of this guide is to provide a nuanced, measured and credible account of the specific contribution that sport can offer. The benefits of sport are not automatic or universal but they can be achieved through well-designed approaches with appropriate planning, monitoring and evaluation that respect the importance of on-going programming and guard against abuse and poor quality provision.

This requires integrating sport within development activities and agendas, and ensuring its use is underpinned by a number of principles, as described in chapter 3.

2.1 The potential of sport to contribute

The last two decades have seen a rapid increase in the use of sport for development and peace-building. Leading international bodies have formally recognised sport as a contributor, alongside other interventions, to the Millennium Development Goals (MDGs) and to address social, economic and development challenges and global public health. The sport for development and peace (SDP) movement has gained increased profile and credibility, and today sport is being widely used by many agencies to promote social change. It is seen as a form of social activity that offers opportunities to:

- Convey core principles that are important in a democracy, such as tolerance, solidarity, co-operation and respect;

- Foster inclusion for individuals and populations otherwise marginalised by social, ethnic, cultural or religious barriers;

- Allow individuals to experience equality, freedom and empowerment.

The benefits of sport are considered especially relevant for the most vulnerable including the poor and excluded, girls and women, people with a disability, those living in conflict areas, and those recovering from trauma. This makes sport a relevant partner in a range of development work to support these groups. Thus, a growing number of established global development agencies have begun including specifically planned sport interventions in their broader strategy,[1] an approach that recognises sport can best serve development objectives by being integrated into the policy domains to which it can contribute.

2.2 Adopting sport as a tool in development and peace

Sport is not a panacea for global social and economic challenges, but used appropriately it is a valuable cross-cutting tool that can significantly strengthen established development approaches. At local level, sport is often used because community, school and health professionals, and volunteers find it is an effective way of working with their target groups, especially young people. The potential of sport to contribute to strategic goals for development has been increasingly recognised, and endorsed in formal declarations at the highest levels of international policy. Agencies such as the United Nations are not prepared to miss out on the contribution that this 'low-cost, high-impact' tool can make to advancing development goals (United Nations 2003).

The United Nations has been prominent in global efforts to promote the capacity of sport to support development and peace-building. Whilst realising that sport is not a 'magic bullet', the UN views well-designed sport-based initiatives as practical and cost-effective tools that add to its strategies for achieving development and peace objectives. Beginning in 2003, UN member states have unanimously adopted a series of resolutions recognising sport as a means to promote education, health, development and peace, and the UN Office on Sport for Development and Peace has been set up to ensure a more systematic use of sport in these roles. The establishment of the UN Inter-Agency Task Force on Sport for Development and Peace (2003) reflected the growing status of sport in UN development by bringing together significant

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international agencies already experienced in using sport in their work. These included the International Labour Organization (ILO), UNESCO, the World Health Organization (WHO), the United Nations Development Programme (UNDP), UNICEF and the Joint United Nations Programme on HIV/AIDS (UNAIDS), and indicates the wide policy relevance recognised in sport. Subsequent to this, the Sport for Development and Peace International Working Group (SDP IWG) was established to collate evidence and assess the potential contribution of sport to development. The SDP IWG 2008 landmark report *Harnessing the Power of Sport for Development and Peace: Recommendations to Governments* (SDP IWG 2008) provided unprecedented analysis of the potential contribution of sport to development and peace and was fully endorsed by the UN Office on Sport for Development and Peace.

Commonwealth countries are also significant leaders in efforts to utilise sport as a tool to promote development and support peace-building efforts. Commonwealth leaders have long endorsed the role sport can play in achieving the Commonwealth's goals of democracy and development, in particular highlighting the potential of sport to engage and promote the development of youth. This recognition is reflected in declarations and resolutions made in key pan-Commonwealth and global platforms. Commonwealth Heads of Government have identified the vital importance of sport in assisting young people to stay healthy, contribute to society and develop into leaders of their communities.[2] Commonwealth sports ministers have also consistently affirmed their conviction on the importance of sport for development and peace (Commonwealth Secretariat 2010b). Regional bodies including CARICOM, the Secretariat of the Pacific Community and the African Union Commission have repeatedly highlighted the role of sport in development efforts.

2.3 The growth of sport in development and peace work

The use of sport to support development and peace is not new; many international aid bodies have for years included sport in their work. Sport has long been an obvious activity for organisations such as UNICEF to use in work with young people, while others have employed it in more specific situations, for example the United Nations High Commission for Refugees (UNHCR), which has run sports activities in refugee camps in Africa, Asia and

Eastern Europe since the late 1990s. There has, however, been a very noticeable upsurge in the use of sport for development and peace since the millennium, and it has now become a substantial movement in its own right.

Contemporary sport within development takes diverse forms, from transnational programmes to small-scale, grass roots activity, making it difficult to plot the scope and spread of this work. Kidd (2008) identified 166 organisations engaged in sport for development and peace projects, while Lyras et al. (2009), using different terms of reference, found that the number of known sport for development providers and projects had risen from around 200 in 2005 to over 1,500 in 2009. Some of the best known instances of sport and development work include the United Nations designation of 2005 as the International Year of Education and Sport; the work of the international organisation, Right to Play, based in Toronto and operating in multiple countries; and programmes such as International Inspiration, the international legacy programme of the 2012 Olympic and Paralympic Games delivered by a partnership of UK Sport, UNICEF and the British Council. A number of in-country programmes have also gained significant exposure through their involvement in international platforms and their participation in research, including Magic Bus in India, the work of the Caribbean Sport and Development Agency and South Africa's Sports Coaches Outreach (SCORE).

While the sport for development and peace movement has boosted the use of sport in development during the last decade, it also benefits from earlier and more local origins. Many in-country partners long pre-date the international programmes through which they have become known to the wider sport and development movement, for example the Mathare Youth Sports Association project in Kenya began in 1987 and Zambia's NGOs Sport in Action and Edusport were founded in 1998 and 1999 respectively. More significantly, there is a substantial level of locally initiated sport that remains relatively invisible within the international sphere (Lindsey and Grattan 2012). There are many cases where sport is being used by community, education and health groups who are not formally associated with organised sport programmes and not formally identified as sport providers. This work is significant as it indicates widespread local traditions of sport activity initiated by local populations. This strengthens the value

Sport... [is]... a tool that can service immediate, localised, specific development needs

Managed appropriately there is no doubt that sport and physical activity can make direct and indirect contributions to development

of sport as a tool that can serve immediate, localised, specific development needs.

2.4 The positive use of sport

As sport has become more recognised in formal policy, a strong advocacy movement has grown up around sport for development and peace. This has been useful in drawing attention to the potential contributions of sport to development and peace work, but has also sometimes been counter-productive. Grandiose assertions that 'the power of sport' can 'change the world' have been received with scepticism by experienced development practitioners outside the sport sector, many of whom regard these claims as unrealistic and/or uninformed. While this is an understandable response to a nascent sport sector that has relatively recently become active in development and peace environments, it is disproportionate to dismiss sport in this way. To do so risks rejecting out of hand a tool that can be an important mechanism for making specific, positive contributions to formal policy goals.

The purpose of this guide is to provide a nuanced, measured and credible account of the specific contribution that sport can offer. While the evidence base is mixed, it includes considerable support for claims that positive development outcomes can often be attained through sport participation, coaching, peer leadership or administration, especially for young people who take on sport leadership roles (Bailey 2006). These benefits do not occur automatically, or in all situations, or for all types of people but managed appropriately there is no doubt that sport and physical activity can make direct and indirect contributions to development. The guide therefore builds on the approach adopted by the Sport for Development and Peace International Working Group in its ground-breaking report to governments (2008), which offers a realistic assessment of the empirical basis for applying sport within development work. More specifically, this guide considers how the best evidenced impacts of sport can be directly applied to specific, formal Commonwealth development goals to strengthen policy and delivery. Some potential impacts are listed in Box 2.1 below.

It is important to balance the positive claims about sport with a clear acknowledgement that the beneficial effects of sport are not

Box 2.1 The potential impacts of sport on development goals

Direct and indirect contributions to physical and mental health and well-being:

- regular physical activity;

- health education and messaging;

- potential to empower and improve the health of the elderly.

Direct and indirect contributions of sport as an engagement and mobilisation tool to:

- engage participants, particularly young people, in wider development programmes such as those related to developing life skills, education, health and gender empowerment;

- build social relations in contexts where these are important forms of social support, such as teacher-student and other adult-youth relationships for young people with limited parental/family networks, and connectivity across some socio-cultural divides (Long et al. 2002; Crabbe 2009).

Direct and indirect contributions of sport to personal and community development and inclusion, including:

- developing 'life' skills that can transfer to non-sport contexts, for instance when decision-making and communication developed in team sports transfer to classroom behaviour (Kay et al. 2008);

- delivering beneficial impacts that extend beyond the individuals who actively participate in sport programmes – for example, young people discuss with their peers what they learn from HIV/AIDS education delivered through sport is discussed by young people with their peers, and girls relay to their parents and extended family the health, hygiene and fertility lessons delivered through girls gender empowerment programmes (Kay and Spaaij 2011);

- working with excluded and vulnerable groups who do not engage with other institutions – e.g. those who do not attend school (Jeanes 2010) – including addressing gender inequalities and improving the lives of girls and young women through physical empowerment, which increases their confidence, physical fitness, skill development, leadership capabilities, social networks, and education levels (Hayhurst et al. 2009);

- providing a safe social space that can be used in conflict situations as a neutral platform for dialogue and interaction.

It is important to balance the positive claims about sport with a clear acknowledgement that the beneficial effects of sport are not guaranteed, and that sport can deliver negative as well as positive experiences

guaranteed, and that sport can deliver negative as well as positive experiences. This reinforces the need for well-designed approaches with appropriate planning, monitoring and evaluation that respect the importance of on-going programming and guard against abuse and poor quality provision. It is therefore of paramount importance for sport-based approaches to address how sport is incorporated in development and peace, and to especially ensure that attention is given to 'doing no harm'. This has implications for policy development and programme implementation, and requires taking proactive steps to counter potential negative impacts on participants and other actors (Innocenti Research Centre 2010).

2.5 Delivering effective sport interventions

The benefits of sport are not automatic or universal but they can be achieved. Sport and development practitioners and analysts consider that sport-based programmes are most likely to contribute to broader human and social development if they are delivered in intentionally planned and appropriate ways. This requires integrating sport within development activities and agendas, and ensuring its use is underpinned by a number of principles (Grove et al. 2004) derived from lessons from within SDP itself and from the wider development sector.

Chapter 3

Using Sport to Advance Development Objectives

Sport is a broad phenomenon that encompasses diverse types of activity, organisation and participation. This broad range makes sport versatile and adaptable, and equally relevant to the development challenges in low-income nations as in affluent ones. The UN Inter-Agency Task Force on Sport for Development and Peace defines sport as '…all forms of physical activity that contribute to physical fitness, mental well-being and social interaction. These include play; recreation; organized, casual or competitive sport; and indigenous sports or games.'

There are many contexts in which sport can provide valuable support to help advance Commonwealth development goals, and where the omission of sport would be a missed opportunity.

The principles that should underpin the use of sport to advance development and peace are:

Principles to strengthen sport-based approaches and connect them to established policy domains within Commonwealth development work
1. Sport for Development and Peace must be explicitly linked to the Commonwealth's shared values and commitment to promoting development, democracy and diversity.
2. Sport for Development and Peace should leverage sustainable, quality and on-going sport activity and be intentionally planned to realise specific developmental goals.
3. Sport for Development and Peace is most effective when integrated with the development sector in support of regional, national and local development priorities.

Principles to maximise positive outcomes and minimise negative consequences of sport-based contributions to development
4. Fully accessible programmes ensuring leaders and participants are safeguarded at all times.
5. Decentralised programmes that involve intended beneficiaries and their communities in the planning process and take local needs and assets into consideration.
6. Programmes designed on the basis of evidence-based models, and conducted with systematic measurement of progress and appropriate monitoring and evaluation.

Chapters 4–9 give specific guidelines on utilising sport in the development focus areas of: youth, health, education, gender, equality and inclusion, and peace-building and conflict situations.

Sport is a broad phenomenon that encompasses diverse forms of activity, organisation and participation

3.1 Development and peace, the Commonwealth context

The Commonwealth promotes protection and inclusion for all citizens and acknowledges human development as a fundamental right that is central to social, economic, cultural, and technological development and to peace[3]. It works to raise the potential of its people, particularly women, young people, poor people or those on the margins of their societies, and aims to create an environment in which all Commonwealth citizens can lead productive, creative lives in accordance with their needs and interests.

In the area of human development, where the Commonwealth aims contribute to the Millennium Development Goals (MDGs) and to longer-term development objectives, key priorities are:

- Progress towards specific education and health related targets, including the MDGs.

- Integration of gender equality and human rights in global frameworks and initiatives.

- Effective socio-economic inclusion of youth, women and other marginalised groups.

- Access and integration of young people, women and civil society to governance and national development processes as significant contributors to development, peace and security.

In its work to prevent and resolve conflict, the Commonwealth works as a collective to improve the political and social atmosphere when conflict or tensions emerge, and promotes the upholding of democracy and good governance by public and civil society organisations.

There are many contexts in which sport can provide valuable support for this work, and where the omission of sport would be a missed opportunity. The principles that should underpin the use of sport in these roles are set out below followed by recommendations on how sport-based activity can be utilised within specific areas of the relevant policy domains.

3.2 Defining sport

Sport is a broad phenomenon that encompasses diverse types of activity, organisation and participation. It takes many forms and is not limited to the more obvious well-known mainstream sports, but includes informal physical activity and diverse forms of local,

traditional and alternative activities. The UN Inter-Agency Task Force on Sport for Development and Peace (2003: v) recognises the breadth of activities that sport covers in its definition of sport as '...all forms of physical activity that contribute to physical fitness, mental well-being and social interaction. These include play; recreation; organized, casual or competitive sport; and indigenous sports or games.'

This broad range makes sport versatile and adaptable, and equally relevant to the development challenges in low-income nations as in affluent ones. Sport is therefore most valuable in development contexts when it reflects local circumstances, cultures and traditions. Participation in sport occurs at many levels and includes informal play and movement in open spaces, more organised involvement in sport that is provided in communities and in schools, and taking part competitively in local leagues and tournaments. At higher levels of performance, sport is a popular spectacle watched live or in the media and its mass appeal can be used to harness support for development efforts. In some contexts sport is most valuable for its physical and mental health benefits and can serve development interests best as a component of the wider concept of 'physical activity'.

3.3 Principles for using sport to advance development and peace

Over the last decade the number of initiatives utilising sport to advance development has grown significantly. Sport is now being used extensively in support of diverse development goals and many SDP-related organisations and projects have been in operation for several years (Kidd 2008). Lessons have been learned from these programmes about the approach on which effective, sustainable sport-based contributions to development should be based. This includes adopting appropriately broad, flexible definitions of sport; connecting sport programmes to established development policy; and ensuring that sport-based programmes and initiatives are planned, managed, delivered and monitored in ways that maximise positive outcomes.

Sport is... most valuable in development contexts when it reflects local circumstances, cultures and traditions

3.3.1 Principles to strengthen sport-based approaches and connect them to established policy domains within Commonwealth development work

Principle 1

Sport for Development and Peace must be explicitly linked to the Commonwealth's shared values and commitment to promoting development, democracy and diversity.

Sport embodies the Commonwealth's shared values and is most effective when explicitly linked to them. Contemporary sport can contribute to the Commonwealth's wider development and peace agenda through its ability to engage diverse groups, foster social interaction within and between them, and provide a context for promoting democratic values and human rights.

Principle 2

Sport for Development and Peace should leverage sustainable, quality and on-going sport activity and be intentionally planned to realise specific developmental goals.

Sport is well-established in the Commonwealth and an important shared tradition amongst member countries. It is important that the use of sport for development and peace make use of the existing level of interest in Commonwealth sport and the structures, activities and expertise that support it, and further develops them. Sustainable contributions to development require a strong sport sector that can provide the support partners other policy domains need to use sport to support specific development goals.

Principle 3

Sport for Development and Peace is most effective when integrated with the development sector in support of regional, national and local development priorities.

In the broader development context sport is one of a range of tools that should be recognised as contributing to wider development agendas and strategies. The value of the additional qualities and approaches that sport can offer will be maximised if they complement and become integrated with well-established policy domains. Sport-based activity should not be developed separately from the Commonwealth's established development agenda, but closely integrated within strategies to which it can

make a strong contribution and used selectively in support of specific development objectives.

3.3.2 Principles to maximise positive outcomes and minimise negative consequences

Principle 4

Fully accessible programmes ensuring leaders and participants are safeguarded at all times.

The characteristics of sport readily support development outcomes; however, it is important to recognise that sport, as with other sites of socio-cultural interaction, can be a platform for both positive and negative experiences. If sport is not well managed it may exclude participants rather than include them, and expose them to abuse. Recognising and proactively combating these risks must be a key tenet for sport if development outcomes are to be maximised.

Safeguarding children and youth is especially important. Sport activities often take place away from young people's homes or communities, placing vulnerable young people in the care of coaches and officials. Implementing robust measures for violence prevention and to protect and safeguard the child is essential (Innocenti Research Centre 2010).

Principle 5

Decentralised programmes that involve intended beneficiaries and their communities in the planning process and take local needs and assets into consideration.

Successful development programmes are based on the ideology and practise of partnership and participation and these core principles must underpin use of sport for development and peace. Contemporary development is founded on mutuality, rejects notions of unequal 'expert-learner' relationships, and focuses efforts on supporting local agencies and communities.

It is important that these approaches are embedded in sport for development and peace work. Many in sport share this commitment to partnership but there can be challenges in translating this into practice, especially in international development contexts where the global appeal and status of sport can encourage 'top-down'

leadership and can result in a 'one size fits all' approach (Levermore and Beacom 2009). An ethos of partnership is required that recognises the need for specific sport initiatives to be embedded in the socio-cultural context in which they take place, and that takes account of critical differences in circumstances both within and across national settings. Sport has universal appeal because it can be moulded to become what each individual and community needs. Sport can best serve development by offering itself for local adaptation.

Principle 6

Programmes designed on the basis of evidence-based models, and conducted with systematic measurement of progress and appropriate monitoring and evaluation.

It is important for sport programmes to be informed by the wide array of research that has been conducted in this field. Literature published by highly regarded international expert networks including the UN Sport for Development and Peace International Working Group (Kidd and Donnelly 2007) should inform sport for development programmes.

Sport programmes also need to be informed by deep understandings of local contexts, community and culture; although technical knowledge of sport is needed, the success of any sport programme rests on it being used appropriately in ways that best serve its intended community and participants. In this context it is important that knowledge and understanding held by practitioners and local actors is also valued and that research-based evidence is not unduly privileged. Local input is especially needed to ensure initiatives are shaped appropriately to local preferences and interests, and acknowledge likely cultural and resource constraints. This is essential to improve the likelihood of longer-term sustainability.

As in all aspects of development work, there is a need to monitor and evaluate the development and impact of SDP programmes. To this end the SDP evidence base contains a large number of research, monitoring and evaluation studies which provide examples of possible methodologies (Kidd and Donnelly 2007). These also demonstrate the challenges encountered in attempting to evaluate complex social outcomes from SDP programmes,

especially in the long term. Here it will be valuable for sport to learn from and align with the approaches used by the wider development sector in managing impact assessments effectively to help ensure that the knowledge generated has local as well as external benefit.

Chapter 4

Advancing Youth Development through Sport

Children and young people are a strong focus in development work across the Commonwealth; over 60 per cent of the Commonwealth's population is under 30 years of age. The issues faced by youth are complex and cross-cutting, making them a priority population sector within many separate Commonwealth policy areas, including health, education and gender equality. Many of the issues relating to the use of sport to support youth development in the Commonwealth therefore also feature in the discussions of other policy areas below, aligning with Commonwealth Heads of Government's declaration of the vital importance of sports in assisting young people to stay healthy, contribute to society and develop into leaders of their communities (Commonwealth Secretariat 2011). The broad appeal of sport to many young people, and its high media profile, makes it an appropriate tool for a range of work with youth.

4.1 Policy priorities

The Commonwealth describes youth empowerment and development as crucial 'not only in terms of social inclusion policy but also in terms of young people's role as positive change agents and in nation building' (Commonwealth Secretariat 2006). The overarching agenda for youth-focused work in the Commonwealth is to create enabling environments for youth engagement and empowerment. Young people are considered assets and partners in development.

The Commonwealth Plan of Action for Youth Empowerment (PAYE) 2007–2015, produced by the Commonwealth Secretariat's Commonwealth Youth Programme (CYP) focuses on a commitment to youth development as a part of broader development efforts. The plan identifies action points under three strategic programme areas: sustainable livelihoods for young people; education and training; and engaging young people in governance and development efforts (CYP 2007).

4.2 How sport can contribute

Sport is an especially valuable tool for working with young people across the Commonwealth because of the particularly strong association between sport and youth. In many Commonwealth countries young people obtain some experience of sport participation, in particular if sport is part of the universal compulsory education system. In other situations, large numbers of young people choose to take part in sport when they have the opportunity to do so in non-formal settings. Not all youth are attracted to sport, but its appeal is sufficiently wide to make sport an obvious tool for working with young people, and it is used by many who do so in local community and education settings. Sport also has a high media profile, with major sporting events such as the Olympics and Commonwealth Games, football, cricket and rugby World Cups, and regional events such as the All-Africa Games and Asian Games drawing large audiences. This popularity makes sport a valuable tool for advocacy and engagement that can be used to support a number of aspects of work for development and peace.

The broad appeal of sport to many young people makes it an appropriate tool for a range of work with youth. Participating in sport at a young age is also important for establishing long-term patterns of physical activity and social engagement that can contribute to health and well-being across the lifespan, so the benefits of working with young people through sport are not confined to youth alone (WHO 2010). There are therefore several reasons for making good use of the ways in which sport can make a measured contribution to issues prioritised in youth development strategies across the Commonwealth.

Table 4.1 sets out how sport can support the Commonwealth's established youth policy priority areas.

The broad appeal of sport to many young people makes it an appropriate tool for a range of work with youth

Table 4.1 Sport and the Commonwealth's youth policy priority areas

How sport can contribute	*Considerations for policy formation and development planning*
Strengthen social support systems and collaboration between key stakeholders in youth empowerment (Commonwealth PAYE Action Point 2)	
• Sport can by harnessed to provide social support networks for young people and links for young people who are not involved with other networks. Sport is attractive to many young people, including some hard-to-reach groups who do not engage with other institutions such as schools and religious institutions (Holroyd et al. 2003). • Sport provides an informal context in which young people can build relationships with adult leaders and teachers; it is recognised that being able to interact with supportive adults is especially valuable for young people who have instability in their lives (Kay and Spaaij 2011). • Through participating in the communities that exist around sports programmes and clubs, sport can also support young people in developing enhanced 'social capital' (Coalter 2010).	• Maximise links between sport and youth delivery mechanisms. • Integrate sport-based approaches in youth engagement and development initiatives.
Promote the participation of young people in decision-making (Commonwealth PAYE Action Point 3)	
• Many sport programmes are based on the principle of peer leadership, providing young people with chances to take leadership and organisational roles in their communities. Young people who become peer leaders are given greater opportunities to develop leadership and organisational skills through sport (Coalter 2010). • Sport also gives young people chances to interact with peers, and to learn to work together productively (Martinek unknown).	• Incorporate 'youth leadership through sport' into youth development models. • Engage youth sport leaders and peer coaches in wider youth leadership networks and forums. • Promote peer leadership programmes within sport.
Promote positive role models and foster young people's self-esteem (Commonwealth PAYE Action Point 5)	
• Sport can be used to foster young people's self-esteem by offering opportunities for personal development (Eccles et al. 2003). • Participating in appropriately managed sport programmes can increase young people's skills, confidence and self-knowledge. • Being involved in the communities that develop around sporting activity provides many opportunities for young people to enhance their social skills and networks (Eccles et al. 2003). • Some activities, such as team sports, can be particularly helpful for developing communication and decision-making skills (Kay 2009).	• Train youth workers and non-specialist teachers to organise safe sport and physical activity. • Facilitate access to school and community sport facilities and equipment for youth and community groups.

Table 4.1 Sport and the Commonwealth's youth policy priority areas (cont.)

How sport can contribute	*Considerations for policy formation and development planning*
Take action for equality between young women and men, and for youth in special circumstances (Commonwealth PAYE Action Point 6)	
• Sport can be used to promote empowerment and inclusion as sporting activities offer a different medium through which to engage children and young people, including those with disabilities and girls and women (Jeanes 2010; Hayhurst et al. 2009). • Making opportunities available for young women, young people with a disability and other youth from marginalised groups to participate in well managed sport programmes provides them with safe spaces for interaction and development, and can also introduce them to additional opportunities and support networks (Kay 2009).	• Promote gender sensitive and inclusive programming, including considerations for people with a disability. • Conduct aggregated monitoring to give a clear indication of the participation levels of targeted groups. • Strengthen mechanisms to ensure participants in sport-based approaches, including girls, women and people with a disability, are safeguarded and protected.
Promote peaceful and democratic environments in which human rights flourish (Commonwealth PAYE Action Point 7)	
• When sport is used as a platform for rights-based education and learning it can make a contribution to the promotion and protection of human rights and peaceful and democratic environments. • Some sport projects include educational sessions on human rights in their activities programme. Sport can also be used as a direct information tool to deliver educational content; for example, some programmes examine moral issues from the perspective of the rules governing fair play in sport (Kay 2009).	• Facilitate partnerships between youth, sport and other relevant sectors promoting human rights. • Link sport delivery agencies and organisations that can support the integration of development messaging into sport activities.
Provide quality education for all (Commonwealth PAYE Action Point 8)	
• Sport and physical education can be used to support the provision of 'education for all' by helping to engage young people in educational opportunities. • The attractiveness of sport can be used to encourage young people to attend school. In this way the opportunity to participate in sport and physical activity can create pathways to education programmes, and once enrolled, encourage attendance (SDP IWG 2008).	• Reference the use of sport and physical activity as an engagement tool in education policy and strategy. • Maximise the provision of safe spaces for play, and access to sporting opportunities, in schools and education institutions.

(*Continued*)

Table 4.1 Sport and the Commonwealth's youth policy priority areas (cont.)

How sport can contribute	Considerations for policy formation and development planning
Provide quality education for all (Commonwealth PAYE Action Point 8) (cont.)	
• When young people are in school sport can be used as a motivational tool to encourage students to attend their classes and engage in the educational process.[4]	• Link sport organisations and education institutions and encouraging partnership work. • Include physical education in curriculum and build teachers' capacity to deliver quality physical education experiences.
Youth and the promotion of health, development and values through sports and culture (Commonwealth PAYE Action Point 10)	
• Regular physical activity is a key component of a healthy lifestyle. Taking part in sport is a valuable activity for young people in its own right and makes a significant contribution to young people's health (WHO 2010). • Sport can be used to promote healthy lifestyles and reduce risk factors when used as a platform for education and messaging. • Sport can be used to promote wider development goals; for example, several sport and movement games have been developed to teach young people about HIV AIDS through experiential learning (Jeanes 2011).	• Plan youth engagement activities around sport and physical activity events. • Link sport delivery agencies and organisations that can support the integration of health messaging and education into sport activities.

4.3 Case study examples

The majority of SDP initiatives in the Commonwealth are targeted at young people. There are therefore many well-documented examples of how sport-based approaches for youth can contribute to diverse development goals. The examples below illustrate a range of ways in which sport is being used in the Commonwealth to support key development goals for young people.

Panchayat Yuva Krida Aur Khel Abhiyan (PYKKA) – India

Initiative	The PYKKA programme aims to improve accessibility to sport in the rural areas of India. This is achieved through building the capacity of a cadre of *Kridashree*, or sports volunteers, in local communities and providing infrastructure, coaching and competition. An important component of the initiative is 'to increase the participation of women and people with a disability to help to dispel myths and prejudices about these groups through sport' (Ministry of Youth Affairs and Sports 2010). Training includes rights-based approaches and coaches are often involved in community mobilisation around local issues. Much of the activity takes place in schools and a number of the coaches are also teachers, which helps to strengthen links to local schools and create child friendly schools.
Policy context	The Right of Children to Free and Compulsory Education Act (2009)Cabinet emphasises the centrality of quality physical education and sport. PYKKA is also an approved national 'sport for all' programme.
Further information	www.pykka.gov.in

National School Sport Strategy – Bangladesh

Initiative	The National School Sports Strategy in Bangladesh is now to include Youth Sport Leadership practice. The Directorate of Sports included Youth Sport Leadership training in the annual training programme published in December 2011. The initiative aims to develop leadership, communication, and administrative skills through giving young people the opportunity to be involved in sport festival delivery. Young leaders involved in sport in other contexts reported several personal benefits from the experience as well as increased participation in sport by their peers.
Policy context	Bangladesh National School Sport Strategy (2011)

The Namibia Volunteer Involvement Program (NAM-VIP) – Namibia

Initiative	*NAM-VIP* uses sports volunteering to develop the leadership skills of young people across Namibia. Led by sub-Saharan Africa NGO Sports Coaches Outreach (SCORE) Namibia and delivered in partnership with the Namibian Government, the programme trains young volunteers to organise and deliver community sport activity. This approach has been shown to develop the leadership, communication and management skills of the volunteers.
Policy context	National Youth Service Act, Act No.6 of 2006
Further information	www.commonwealthgames.ca/ids/what-we-do/ids-africa/namibia-volunteer-involvement-program-nam-vip.html

Magic Bus – India

Initiative	The Magic Bus programme works with disadvantaged children and youth in India. Many participants in the programme live in slums with very little play space; dwellings are small and packed close together and accessed by very narrow pathways. They often work for several hours each day. Since PE is not established in schools and there is little space to develop play skills in the slums, the programme aims to develop basic physical literacy skills and to provide a safe haven outside extremely poor and often oppressive communities to enable children simply to explore aspects of childhood and have fun and enjoyment (Coalter 2005). It also aims to develop communication, interaction and social leadership skills through activities conducted alongside participation in sport and other physical activities.
Policy context	The Right of Children to Free and Compulsory Education Act (2009)
Further information	www.magicbus.org

Youth Sport Program – Papua New Guinea

Initiative	The Youth Sports Program provides training opportunities for sports leaders, community leaders, sports administrators, teachers and others in developing their leadership skills and in administration of sports and social clubs in grass roots communities. The programme is delivered in partnership with the Provincial and District Administrations and is co-ordinated with Women in Sport initiatives.
Policy context	Papua New Guinea National Sports Policy 2004
Further information	www.sportingpulse.com/assoc_page.cgi?c=2-7798-0-0-0&sID=207680

Chapter 5

Advancing Health through Sport

Commonwealth member countries recognise that healthy individuals are central to social and economic development. They are therefore committed to providing the highest attainable health for all their citizens. The Commonwealth implements programmes address global health issues such as: non-communicable diseases, maternal and child health, HIV and AIDS, communicable diseases, and mental health. Sport offers direct benefits for health and can provide an effective context for delivering health education.

5.1 Policy priorities

The Commonwealth's health priorities are framed by the Millennium Development Goals and other emerging issues on the global health agenda, notably the rise of non-communicable diseases (NCDs). In response to significant worldwide health challenges, the Commonwealth implements programmes that address the following:

- *Non-communicable diseases (NCDs)* include diabetes, cardiovascular diseases, cancers and chronic respiratory diseases and account for an estimated 60 per cent of global deaths. Most (80 per cent) of these occur in low- and middle-income countries, making NCDs a critical global health priority that is not confined to 'rich' nations. NCDs are addressed by action to prevent or modify four key risk factors; obesity, physical inactivity, excess alcohol intake and tobacco.

- *Maternal and child health*: 60 per cent of all maternal deaths and 40 per cent of infant deaths take place in Commonwealth countries. Reducing child mortality and improving maternal health as specified in the Millennium Development Goals are key focuses for the Commonwealth.

- *HIV and AIDS*: Commonwealth countries represent approximately 30 per cent of the world's population but carry 60 per cent of the world's HIV/AIDS burden. Enabling universal access to prevention programmes, treatment, care and support is a Commonwealth priority.

[Sport] can... provide an effective context for delivering health education

- *Communicable diseases* (CDs): In addition to combating HIV and AIDS, Commonwealth health priorities include addressing communicable diseases including malaria and tuberculosis.

- *Mental health* is also a Commonwealth health policy concern. The socio-economic pressures of poverty and stressful living conditions are recognised risks to mental health for individuals and communities.

Resource and workforce shortages, which undermine healthcare systems, present a challenge across the Commonwealth. The use of 'e-Health' to deliver health care through ICT (information and, communication technology), especially in countries with a shortage of health care professionals and limited resources, is an increasing priority across the Commonwealth.

5.2 How sport can contribute

Sport is a popular and enjoyable form of physical activity, making it an appropriate mechanism for encouraging children, youth and adults to be active in a variety of contexts. It can also provide an effective context for delivering health education (Jones-Palm and Palm 2005). Sport can therefore contribute to several Commonwealth health priorities including reduced health-care costs, increased productivity, and healthier physical and social lifestyles and environments.

- Sport offers several direct benefits for health (WHO 2003). Regular physical activity provides men and women of all ages with a wide range of physical and mental health benefits. Becoming active through sport also encourages greater health awareness in individuals and supports other lifestyle changes including improved diet and reduced use of tobacco, alcohol and drugs (Bakadi 2007). Establishing these behaviours in childhood and youth supports healthy lifestyles in adulthood and later life (Conway 2011).

- Sport has special relevance to the critical health priority of non-communicable diseases. The direct contributions that sport can make to health address several of the risk factors for NCDs, especially physical inactivity and obesity (WHO 2003). As many NCD risk factors are developed or acquired in childhood and adolescence, the popularity of sport with

young people makes it especially valuable for establishing healthy lifestyles.

- Sport offers valuable indirect benefits for health when it is used as a mechanism for delivering health education (Jeanes 2011). Many sport programmes deliver HIV and AIDS information and messaging related to other health issues including alcohol and drug abuse. Sport supports the MDGs as a useful vehicle for providing young women with health information on child and maternal health.

- Sport can also contribute to strategies to address mental health (Knechtle 2004). Mental disorders account for 13 per cent of the global burden of disease and often coexist with other medical factors, such as substance abuse and the harmful use of alcohol, and greater exposure to domestic violence and abuse for women and children. Provision of mental health services can therefore be as important to countries' development as addressing physical health (WHO 2012).

Table 5.1 sets out how sport can be used to support health in the areas of combating NCDs, improving maternal health, combating HIV and AIDS and promoting mental health.

Table 5.1 Sport and the Commonwealth's health policy priority areas

How sport can contribute	*Considerations for policy formation and development planning*
Combat non-communicable diseases (NCDs) (Commonwealth priority area)	
• Non-communicable diseases pose a significant threat to health and sustainable development (Inniss 2012). Being physically active through sport addresses one of the four key risk factors for NCDs. • As many NCD risk factors are developed or acquired in childhood and adolescence, being physically active through sport is important for allowing young people to establish healthy lifestyles throughout the lifespan (WHO 2003).	• Recognise preventative health measures, including sport and physical activity, as critical components in health policy and strategy. • Support initiatives to make sport and physical activity more widely available, emphasising the creation of safe spaces for sport and physical activity in communities, and embedding sport in school curricula.

(*Continued*)

Table 5.1 Sport and the Commonwealth's health policy priority areas (cont.)

How sport can contribute	*Considerations for policy formation and development planning*
Combat non-communicable diseases (NCDs) (Commonwealth priority area) (cont.)	
• Becoming active through sport also encourages wider health awareness and supports other lifestyle changes including improved diet and reduced use of tobacco, alcohol and drugs (Jones-Palm and Palm 2005; Baumert et al. 1998). • The experience gained from using sport in efforts to tackle communicable diseases can be applied to the growing challenge of non-communicable diseases. In particular sport programmes, and sporting role models, can reinforce health education and messaging to reduce risk factors for NCDs.	• Prioritise initiatives to increase physical activity amongst young people, women, people with disabilities and those who are not in education, training or employment (Commonwealth Youth Forum 2007). • Engage athletes and young people as advocates, role models and health project volunteers to emphasise the importance of healthy lifestyles.
Improve maternal health (MDG 5)	
• Sport can play a role in child and maternal health by providing a platform for health education. Sport programmes for female empowerment can include sessions where health information is discussed and participants are educated on sexual and reproductive health, HIV and AIDS, and nutrition and hygiene (Kay 2009). • There is evidence that participants share the health knowledge they receive in sport programmes with other girls and women in families and communities (Kay 2009).	• Integrate health messaging and education, supported by appropriate expertise, into community sport initiatives targeting girls and young women. • Include physical activity provision in maternal health programmes.
Combat HIV and AIDS, malaria and other diseases (MDG 6)	
• Sport can be used as an effective platform to deliver health messaging and education to combat HIV and AIDS and other communicable diseases, and can provide social support to those affected. • Sport can be used as an outreach tool for engaging hard-to-reach groups of young people in HIV and AIDS health education programmes (Clark et al. 2006) and integrated with peer education approaches to train young people to provide life skills information on HIV and AIDS to their peers. Research has shown this can be more effective than conventional approaches in improving knowledge and attitudes amongst young people through the use of alternative communication and peer leader support (Delvaa et al. 2010; Marco et al. 2009).	• Integrate health education as a key component of sport programming and delivery. • Utilise sport events for health messaging, awareness raising and education campaigns.

Table 5.1 Sport and the Commonwealth's health policy priority areas (cont.)

How sport can contribute	Considerations for policy formation and development planning
Combat HIV and AIDS, malaria and other diseases (MDG 6) (cont.)	
• Inclusive and well managed sport programmes can also provide a positive input in the lives of those already infected and affected by HIV/AIDS and form part of a community response to break down stigma attached to diseases such as HIV and AIDS (Delvaa et al. 2010; Njelesani 2011).	
Mental health[6] (Commonwealth priority area)	
• Being physically active through sport offers individual mental health benefits (Knechtle 2005; Seiler and Birrer 2001).	• Integrate sport and physical activity provision and referrals into holistic mental health strategies and support services.
• Additionally the social interactions and community fellowship inherent to many sport programmes can provide a support network for mental health sufferers.	• Provide appropriate sport and physical activity programming for population groups at greater risk of mental health issues.
• Sport can be effective in engaging groups that are especially at risk of mental ill health, such as marginalised youth, displaced populations and homeless people.	
• Using sport to support mental health has relevance to wider health concerns addressing communicable and non-communicable diseases as mental disorders are often associated with a range of other priority health issues, including HIV/AIDS, maternal and child health, and violence and injuries.	
• The use of sport in conflict situations can be a diversionary tool, temporarily alleviating mental health pressures prompted by environmental uncertainty.	

5.3 Case study examples

Health is fundamental to social and economic development and is a high priority across all Commonwealth countries. It is also a major focus within the SDP sector, especially in the area of HIV and AIDS. There are therefore many documented examples of how different countries in the Commonwealth use sport to support some of their main policy priorities for health.

Kicking AIDS Out! Network

Initiative	Kicking AIDS Out! is an international network of organisations working together to use sport and physical activity as a means of raising awareness about HIV and AIDS and motivating positive behaviour change in youth. The network believes that sport and physical activity are effective ways of attracting youth while serving as creative mediums to facilitate and share positive messages about HIV and AIDS and other critical health issues affecting youth. Sport and physical activity are used to build awareness about HIV and AIDS while also encouraging peers to discuss issues affecting their lives and their communities. Programmes implemented by member organisations integrate sport skills and life skills through movement games, role-play, drama and other cultural and recreational activities. Capacity building is central to the success and sustainability of Kicking AIDS Out. The network develops programmes to train coaches, trainers and leaders to build capacity at the individual, organisational and community level.
Policy context	United Nations Political Declaration on HIV and AIDS, June 2011; supported by Commonwealth HIV and AIDS Action Group (CHAAG).
Further information	www.kickingaidsout.net

PNG Games – Papua New Guinea

Initiative	The PNG Games targets youth, women and men and older citizens. It provides an avenue for social contact and is also intended to improve the quality of the sport system at all levels from grass roots up. The PNG Games concept is driving behaviour at the community level and there is evidence of increased sports and physical activities at the Ward, District and Provincial Levels. Community coaches, sports administrators, volunteers and sports leaders are trained under the Community Sports Education Program and use these opportunities to put their knowledge and skills into practice. Sport is an effective mobilisation tool. The PNG Games attracts 10,000 athletes and officials from the country's 22 provinces and 15,000–20,000 spectators and supporters. With so many people attending, HIV and AIDS survey and awareness is conducted during the Games and athletes and officials are given HIV goody bags with various items such as t-shirts, brochures and condoms.
Policy context	Papua New Guinea Sports Foundation Strategic Plan
Further information	www.sportingpulse.com/assoc_page.cgi?c=2-7798-0-0-0&sID=208455

Sport for Health – Tonga

Initiative	Tonga's Sport for Health programme is part of the Tonga Sport for Development Program, a partnership between the Australian Sports Commission (ASC) and the Government of Tonga's Ministry of Training, Employment, Youth and Sport and Ministry of Health. Sport for Health aims to reduce the burden of non-communicable disease in Tonga. The project has two connected activities: strengthening the capacity of the Tonga Netball Association (TNA) to increase opportunities for Tongans, especially girls and women, to participate in quality sport activities; and a targeted Sport for Health intervention, harnessing the improved capacity of TNA to develop a programme focused on women and girls. The Sport for Health intervention uses a social marketing approach: target a specific audience; develop specific health-related behavioural objectives for that audience; take a holistic approach to engendering behaviour change; and conduct a baseline and measure the target group's progress. Through the programme, sport is being used to support health in mobilising women and girls to engage in healthy behaviours; as a setting to educate women and girls about health-related behaviours; and as a means to empower girls and women to take the lead in improving health behaviours in their communities.
Policy context	Hala Fonoga: Ki Ha Tonga Mo'ui Lelei – Path to Good Health: Tonga National Strategy to Prevent and Control Non-Communicable Diseases (2010–2015). The 42nd Pacific Island Forum declared NCD as a crisis and called for a holistic government approach.
Further information	www.ausport.gov.au/supporting/international/programs/pacific/tonga

Jump Rope for Heart – Caribbean

Initiative	The Jump Rope for Heart (JRFH) is a programme designed by the Caribbean Sport and Development Agency. The programme encourages primary school children to adopt healthy lifestyle activities and informed nutritional meal choices. It is facilitated by teachers and community volunteers and combines the simple, low cost, indoor/outdoor fun-filled physical activity of jumping rope with an integrated curriculum approach that has the potential of infusing health information and education into other subject areas.
Policy context	Strategic plan of action for the prevention and control of chronic non-communicable diseases (NCDS) for countries of the Caribbean Community (CARICOM) 2011–2015.
Further information	www.caribbeansportanddev.org

National Strategy for the Ageing Population – Singapore

Initiative	Singapore's overarching strategy for its ageing population has been produced through collaboration between the public and private sectors as well as civil society. The strategy includes identification of three to five easily accessible sports for seniors that will promote cardiovascular health, balance, strength and flexibility and the creation of multi-tiered outreach programmes, with modest incentives, to motivate seniors of all ages and abilities to take up these sports. The collaborating agencies have also set national standards for sports participation and sports safety for seniors and introduced pathways and positions for them to continue contributing to their sporting communities throughout their lifetimes. As well as helping seniors retain a sense of purpose in their lives, these initiatives help meet the demand for administrators, coaches and officials in national sports associations.
Policy context	National Strategy for the Ageing Population, Singapore.
Further information	www.vision2030.sg/proposals/pathways-for-sporting-seniors/

Get Active – Scotland

Initiative	The Scottish Association for Mental Health runs a national programme to improve mental health through sport and physical activity. Get Active aims to bring about improvements in mental health and well-being through lifelong improvement of self-esteem and emotional resilience; (ii) Community-wide improvements in social inclusion and participation; and (iii) Improved sporting and recreational facilities to include the support needs of people with mental health problems. There are four strands to the programme: community engagement pilot projects; a national awareness-raising campaign focusing on the links between healthy bodies and healthy minds; a learning and education component providing practical training for frontline staff to empower them to make a positive contribution to people's self-esteem and morale; and a national event to bring together the learning points from the first years of activity.
Policy context	Scotland Performs: National Performance Framework – Improve Mental Well-being National Indicator.
Further information	www.samh.org.uk/our-work/national-programmes/get-active.aspx

Chapter 6

Advancing Goals for Education through Sport

Education underpins social and economic development and is a strong priority in development policies. The goal of Commonwealth member countries is for every Commonwealth citizen to have access to high quality universal education regardless of gender, age, socio-economic status or ethnicity. Commonwealth governments work to provide education of good quality for all by improving enrolment in primary and secondary education, combating gender disparity and other forms of exclusion, and improving the scale and quality of educational provision. Sport can have a positive effect on children within education environments and can be used to deliver a range of educational content, including life skills and health education.

6.1 Policy priorities

The Commonwealth priorities for education are framed by two sets of international goals, the Millennium Development Goals and the goals of the global movement, Education for All (EFA). Two MDGs are specific to education: universal primary education (MDG 2) and gender equality in education, employment and representation (MDG 3). Education also makes fundamental contributions to other MDGs, especially those concerning poverty reduction and economic empowerment (MDG 1), and health education (MDGs 4, 5 and 6).

The Education for All movement was established in 1990. UNESCO takes the lead in co-ordinating international efforts by governments, development agencies, civil society, non-government organisations and other partners. Education for All aims to meet the learning needs of all children, youth and adults through six action areas: Universal Primary Education; elimination of gender disparities; improvement in the quality of education; use of distance learning to overcome barriers; support to education in difficult circumstances; and mitigation of the impact of HIV and AIDS on education. Since 2000, the work of EFA has included contributing to the educational MDGs (UNESCO n.d.).

Sport can be particularly useful for reaching groups that are harder to access

The Commonwealth policy priorities for education (Commonwealth Secretariat 2010a), which align with the MDGs and with the EFA action areas, are to: achieve and sustain Universal Primary Education and the related MDGs; improve quality and equitable access and inclusion of education and education for all; promote and advance the improvement of gender equality in education; and promote respect and understanding through education.

6.2 How sport can contribute

Sport offers several potential contributions to education priorities in the Commonwealth. It offers a mechanism through which to engage children and young people in education settings, including those with disabilities, girls and women (Jeans 2010). Sport can be particularly useful for reaching groups that are harder to access, for example, boys and young men who have become disengaged from schooling. Equally, the unique context provided by sport-based programmes can also assist in strengthening relationships between peers, adults and youth, and teachers and students (Crabbe 2009). In education settings these benefits can contribute to creating a more child and student friendly environment.

Research suggests appropriate and well delivered physical education and sport has a positive effect on children within education environments (Bailey and Dismore 2004). Notions that participating in sport and physical education adversely affects education attainment are misconceived (Stead and Neville 2010) and, under the right circumstances, participation may lead to improved academic performance (Bailey et al. 2009; Trudeau and Shephard 2008).

As well as being a tool for engaging young people in education, and in the right circumstances positively effecting education environments, sport can be used to deliver educational content. Sport activities can be adapted to deliver educational messages through experiential learning, and sport programmes can also be scheduled to include time for delivering a range of educational content, including life skills and health education (SDP IWG 2007). Educators also identify the value of sport in reinforcing the social development of young people within their educational contexts, for example by encouraging their communication skills and engagement in the classroom.

Table 6.1 sets out how sport can be used to support the Commonwealth's four key education policy priorities, as outlined above.

Table 6.1 Sport and the Commonwealth's four key education policy priorities

How sport can contribute	*Considerations for policy formation and development planning*
Improve education quality and inclusion (MDG 1 and EFA action area)	
• Research suggests appropriate and well delivered physical education and sport has a positive effect on children within education environments (Bailey and Dismore 2004) and, that under the right circumstances, participation supports improved academic performance (Stead and Neville 2010; Bailey et al. 2009). • Incorporating sport and play within the education offering can assist in creating 'student centred environments' as engaging with adults through sport helps build positive relationships with teachers and other authority figures (Andrews and Andrews 2003). • Sport can be more attractive than mainstream education subjects to groups that are difficult to engage and this popularity can be used to increase school attendance (Kay et al. 2008; Holroyd et al. 2003).	• Provide sport, physical education and structured play opportunities in the school environment and support these opportunities with relevant resource provision. • Embed physical education in the curriculum and support teachers with appropriate training and resources.
Achieve and sustain Universal Primary Education (MDG 1 and EFA action area)	
• Sport programmes that take place on school sites can encourage young people to engage with schools as the popularity of sports can be used as a bridge to populations who are hard to reach through standard enrolment processes (SDP IWG 2008). • Participation in sport also can be used as a motivational tool for children to attend school and complement classroom education supporting progress (SDP IWG 2008).	• Provide training and capacity building for both specialist and non-specialist sport and physical education teachers. • Enable community sport organisations to access sports facilities in schools and encourage partnership work with school authorities.
Eliminate gender disparity in all levels of education (MDG 3 and EFA action area)	
• Sport programmes to empower girls and young women can play a role in raising educational aspirations among the target group and their families.	• Promote gender sensitive sport programming within educational settings.

<div align="right">(Continued)</div>

Table 6.1 Sport and the Commonwealth's four key education policy priorities (cont.)

How sport can contribute	Considerations for policy formation and development planning
Eliminate gender disparity in all levels of education (MDG 3 and EFA action area) (cont.)	
• Participating in sport can increase the confidence of girls and young women (Lindgren et al. 2002) and improve the quality of their school experiences, including their relationships with teachers. • Some sport programmes offer educational scholarships for schooling as part of their empowerment efforts (Kay 2012).	• Conduct gender aggregated monitoring to clearly indicate female participation levels in sport, sport volunteering and sport peer leadership within educational settings. • Strengthen mechanisms to ensure participants in sport and physical activity within schools are safeguarded and protected.
Promote respect and understanding through education (Commonwealth priority area)	
• With appropriate partnerships and expertise, sport programmes can be used to deliver education on social issues including human rights and diversity (Hellison 1995). • The unique social interaction that is possible (Kidd and Donnelly 2007) when taking part in well managed sport programmes offers opportunities for personal development, improved self-knowledge and enhanced social skills (Goudas et al. 2006). • Additionally sport role models can be engaged to reinforce messages of respect and understanding.	• Utilise sport-based programmes as platforms to deliver education on social issues.

6.3 Case study examples

Sport is internationally recognised as an important component of a holistic education programme. The UNESCO International Charter of Physical Education and Sport of 1978 states 'every human being has a fundamental right of access to physical education and sport' declaring this to be essential for the full personality development. While this right is far from being realised across the Commonwealth many programmes work to achieve it, and although sport is a crucial component of education in itself, there are also many examples of sport contributing to broader educational goals and objectives.

Go Sisters, EduSport – Zambia

Initiative	In Zambia, the Go Sisters peer leadership sport programme run by the local NGO, EduSport, provides teaching on HIV and AIDS education, human rights, personal development and a range of life skills. Young women are trained to run sport activities in their communities, and deliver HIV/AIDs education. The programme also provides financial support for school attendance through a system of scholarships. In addition, experienced Peer Leaders have the opportunity to undertake placements working within the programme, to develop their professional skills. EduSport receives local support from the Sport Ministry and overseas support from UK Sport and others.
Policy framework	National Gender Policy (2000)
Further information	www.edusport.org.zm

Child Friendly School Initiative – Mozambique

Initiative	Child Friendly Schools is an initiative of the Ministry of Education in collaboration with UNICEF within the International Inspiration programme. The initiative aims to improve the provision and relevance of education in primary schools through the integration of high quality physical education and sport into the child friendly schools model. A national task force developed a child-centred PE manual for lower primary schools that was endorsed by the Special Programme Directorate and the National General Education Directorate to be disseminated across every primary school in Mozambique.
	Approximately 90,000 girls and 115,000 boys now have regular classes of PE and sports, as reported by District Offices of Education, Youth and Technology based on monitoring visits.
Policy framework	Response to pupil retention challenges by UNICEF in partnership with the Mozambique Ministry of Education.
Further information	www.unicef.org/infobycountry/mozambique_56620.html

Just Play Programme – Oceania

Initiative	The key objectives of the Oceania Football Confederation's Just Play programme are to support retention in primary education and foster social inclusion of girls and people with a disability. The programme is focused on participants aged 6–12 years old and is situated around the school. It utilises a 'cascade model' based on training teachers to deliver an adapted curriculum. Just Play has been launched in nine Pacific countries, where over 1,400 coaches have been trained and more than 70,000 have participated. The programme uses a robust in-country delivery model with regional and national project management support and a developed monitoring system.

Two elements of the Just Play curriculum contribute to the programme objectives. First, the design is centred on child-friendly approaches with instructors, trainers and coaches explicitly referred to article 6 of the UN Convention on Child Rights, the 'right to play'. Second, the programme has a specific gender strategy incorporated into the games children take part in. Each game has rules stipulating boys must pass to girls, and specific scoring systems whereby goals scored by female participants are worth double. The Oceania Football Confederation works in collaboration with AusAID, the Australian Sports Commission and UEFA to deliver the programme. |
| Policy context | The delivery of Just Play is overarched by a memorandum of understanding between the Oceania Football Confederation and the Ministry of Education in each operational country. |
| Further information | http://justplayofc.org |

Chapter 7

Advancing Gender Equality through Sport

Gender equality is one of the fundamental principles of the Commonwealth. It is a key factor in eradicating poverty, increasing inclusion, and eliminating discrimination and violence against women. Gender equality underpins major development goals, including ensuring education for all, improving child and maternal health, and combating HIV and AIDS. It is also a key factor in enhancing democracy and peace. There is a well-established tradition of using sport to address issues of empowerment for girls and women, and it can act as a powerful mechanism to challenge social attitudes that legitimise unequal female treatment.

7.1 Policy priorities

The Commonwealth's work on gender equality and equity is framed by the Millennium Development Goals. Gender is the explicit focus of Goal 3, 'Promote gender equality and empower women', and is also recognised as an underpinning factor across all aspects of development that the MDGs address. Gender is recognised as particularly important to the MDGs relating to poverty and hunger (MDG 1), universal primary education (MDG 2), child mortality (MDG 4), maternal health (MDG 5), and combating HIV and AIDS, malaria and other diseases (MDG 6).

The Commonwealth Plan of Action for Gender Equality 2005–2015 recognises that global phenomena impact differently on women and men and provides the framework within which the Commonwealth contributes to advancing gender (Commonwealth Secretariat 2005). It focuses on four areas for action:

- I. *Gender, democracy, peace and conflict* addresses the impacts of conflicts on women and girls, who are particularly vulnerable in such situations, and promotes a human rights-based approach to citizenship and peace education that is geared particularly towards young people.

- II. *Gender, human rights and law* addresses discrimination and opportunities at all stages of life and ensures the maintenance

[Sport] can be used to support the overarching issues of gender inequity and female empowerment

of rights from one stage to another linked with the achievement of the MDGs and poverty eradication strategies.

- III. *Gender, poverty eradication and economic empowerment* mainstreams gender equality into programmes and processes for poverty eradication and creates enabling environments for women, including social protection and access to education and training.

- IV. *Gender and HIV/AIDS* promotes reproductive and sexual health and rights, halting the spread of HIV and AIDS, and addressing the social and economic impact of the pandemic, in particular on women and girls.

Within the Commonwealth Secretariat, 'gender equality and equity' is a cross-cutting programme area and mainstreaming gender issues is a priority focus.

7.2 How sport can contribute

Sport has several contributions to make to gender policy priorities in the Commonwealth. It can be used to support the overarching issues of gender inequity and female empowerment and also applied as a tool within more specific aspects of policy, such as improving education and health outcomes for girls and women.

There is a particularly well-established tradition of using sport to address issues of empowerment for girls and women. Sport is widely used in this capacity across Commonwealth member countries and in diverse contexts. In countries where gender equity is well established as a goal and supported by appropriate policy frameworks, sport-based programmes commonly concentrate on challenging attitudinal constraints through the empowerment of individuals. Sport programmes of this type often aim to raise girls' and women's confidence and self-esteem through the opportunities that sport provides to gain new skills, enhance physical competence, and develop communication skills through interaction with others taking part (Lindgren et al. 2002).

Sport is also used to address female empowerment in contexts where gender inequity is strongly entrenched and women and girls are formally discriminated against in legal, welfare and religious structures (Brady et al. 2007). This may apply to the population as a whole or to particular cultural groups within it. In these contexts, providing opportunities for girls and women to take part in sport

can itself be an important and visible way of challenging social attitudes that legitimise unequal treatment of females. Sport can be a particularly powerful mechanism for this because taking part in sport directly confronts ideas of women's physical weakness and frailty that underpin popular conceptions of female 'inferiority'.

Sport is used in more targeted ways to address particular aspects of disadvantage for girls and young women that are recognised as development goals. Many programmes directly consider issues of gender equity within their activities by delivering teaching on human rights and equality to girls and women who have been brought together to participate in sport. The experience of participating together in activities away from the domestic environment can also give young women experiences of working together collectively that help build female solidarity (Kay 2010). Programmes support female empowerment through activities directed to education and health, for example, through encouraging attendance and achievement at school, and by delivering education on nutrition and hygiene, sexual health and fertility, and HIV and AIDS education.

Although sport can be used to successfully challenge gender inequity it is important to recognise that sport is not immune from the realities women may face in the wider society in which the activity takes place. Sport can make valuable and important contributions to gender policy priorities but in some circumstances may expose girls and young women to increased risk and possible harm. Ensuring sport-based approaches include appropriate mechanisms to safeguard participants and limit the potential of gender-based violence is critical in maximising contributions to gender policy priorities.

Table 7.1 sets out how sport can be used to support the Commonwealth's gender equality policy priorities.

Ensuring sport-based approaches include appropriate mechanisms to safeguard participants... is critical

Table 7.1 Sport and the Commonwealth's gender equality policy priorities

How sport can contribute	*Considerations for policy formation and development planning*
Promote gender equality and empower women (MDG 3)	
• Sport provides an environment where gender equality and empowerment can be promoted. Encouraging participation in sport is one way to challenge wider gender norms. • Positive messaging from female sports role models, including athletes, coaches, volunteers and local sports leaders, can also help to challenge gender norms. • Gender sensitive sport programmes, especially if based on peer leadership models, can give young women experience of carrying out leadership roles in their communities and participating in decision-making processes (Saavedra 2009).	• Promote gender sensitive sport programming and sport provision. • Create safe spaces for girls and women to participate in sport and physical activity including carrying out leadership roles. • Strengthen mechanisms that safeguard and protect girls and women taking part in sport and physical activity. • Conduct gender-aggregated monitoring that clearly identifies female participation levels and monitors the number of women in governance and leadership positions within sport bodies and programmes. • Actively promote female sporting role models.
Gender, poverty eradication, economic empowerment and access to education (Commonwealth action area III and MDG 1)	
• Sport-based programmes that focus on female empowerment can make a measured but identifiable contribution to improving women's prospects. For example, sport programmes can help to improve women's employment prospects by linking additional training to girls and women's sports participation, for example in work-related areas like micro-finance (Kay et al. 2012). • Sport can provide both the 'hook' and 'space' for training and capacity building for girls and women. • When used in a targeted and intentional manner sport programmes can help engage and retain girls and young women in primary and secondary education (Nicholls 2009). • Sport events and activities can provide a space for economic activity and trade and be useful spaces to support and encourage women's entrepreneurship and small business.	• Link employability training and development opportunities to sport-based programmes focused on economic empowerment. • Signpost female sport participants to support, education and development opportunities. • Support targeted entrepreneurship and small business around sporting events and activities.

Table 7.1 **Sport and the Commonwealth's gender equality policy priorities (cont.)**

How sport can contribute	*Considerations for policy formation and development planning*
Gender, democracy, peace and conflict and gender, human rights and law (Commonwealth action areas I and II)	
Issues around protecting and promoting human rights, upholding the rule of law, democracy building and peace and conflict are complex and layered. Viewed through a gender mainstreaming lens contributions from sport must be made through co-operation with other strategies and interventions, by:	• Strengthen legislation and policy frameworks to address gender-based violence within sport and physical activity.
• Supporting young women to participate in sport programmes, which can develop their self-confidence, establish supportive networks and provide safe spaces for addressing gender-based issues (Brady 2005; Brady et al. 2007).	• Implement initiatives to identify, develop and promote female leadership in sport and physical activity.
• Establishing safe spaces through sport programmes that can provide girls and young women with opportunities to discuss and develop their understanding of gender equity and human rights (Brady and Khan 2002; Belawa 2005).	• Include men and boys in gender sensitive programming within gender-based violence prevention.
• Providing leadership skills through sport programmes that can support young women's roles as participants in democracy-building and conflict resolution.	
• As sport is attractive to boys and men, sport programmes can be valuable spaces for community interaction and gender workshops, for boys and parents. This can provide a platform to promote ideas of human rights and gender equity to wider social networks and address generational and male resistance to female empowerment (Kay et al. 2012).	

(*Continued*)

Table 7.1 Sport and the Commonwealth's gender equality policy priorities (cont.)

How sport can contribute	*Considerations for policy formation and development planning*
Gender and HIV and AIDS (Commonwealth action area IV)	
• Sport programmes that target female empowerment often include, or are linked to, training or discussion focused on sexual and reproductive health and HIV and AIDS (Saveedra 2009; Kay 2010). This is due to recognition that well designed, gender sensitive sport programmes can provide an effective space for health education, peer led discussions and for training young women to be active campaigners for sexual health and HIV and AIDS knowledge in their communities (Kay et al. 2012). • Existing research suggests that health knowledge given to participants in sport programmes is shared with other girls and women in families and communities (Kay 2009). • Sport can be used as an outreach tool for engaging hard-to-reach marginalised groups of young women and involving them in effective HIV/AIDS health education programmes (Clark 2006; Delvaa et al. 2010; Marco 2009).	• Sport programmes constitute a means to deliver effective messaging and education on sexual health, including information on drug and alcohol consumption. • Utilise sport events and programmes for health messaging, awareness raising and education campaigns on HIV and AIDS. • Integrate HIV and AIDS health messaging and education, supported by appropriate expertise, into community sport initiatives targeting girls and young women.

7.3 Case study examples

Many initiatives that use sport as a tool in development work have a strong gender focus. If well managed and supported by appropriate safeguard mechanisms sport programmes can provide secure, engaging spaces for girls and women to interact, and can also be useful sites to link in education and development opportunities. In many cultures sport is traditionally male dominated so encouraging female participation, development and leadership in sport is considered valuable in challenging gender norms and inequalities.

GOAL – India

Initiative	GOAL is a collaborative, multi-stakeholder initiative that links the private and NGO sectors. Launched in Delhi, India, the programme uses netball as a tool for individual development and social inclusion. It is implemented by the Naz Foundation India Trust and financed and supported by Standard Chartered Bank and volunteers. GOAL engages 14–19 year old girls and young women from low-income families and urban slums in an activity-based programme that teaches life skills; self-confidence, communication skills, health and hygiene and financial literacy. Some graduates of this programme go on to become Goal Champions, which involves being trained as leaders to deliver the curriculum and coach netball. The programme is being rolled out in other countries including Bangladesh, Indonesia and Nigeria. GOAL aims to involve 100,000 girls and young women by 2013.
Policy context	GOAL is a Standard Chartered Community Investment initiative run in partnership with local and international NGOs.
Further information	www.nazindia.org/goal.htm

Empowerment of girls through sport – Bangladesh

Initiative	This initiative supports social interaction amongst girls through sport, and provides a platform to challenge societal barriers to their full participation in community life and decision-making. In Bangladesh, playing sport increases the visibility of adolescent girls and provides opportunities for them to participate in physical activity and social interaction with peers that was previously unavailable. Community mobilisers provide community consultation and direct advocacy with family members, teachers and influential members of the community to sensitise decision-makers about the concept of adolescent girls participating in sport and highlighting the physical, social and psycho-social benefits of participating in physical activity. When members of the community see girls participating in sport and games, learning new skills and gaining a better understanding of their bodies the perception of what it means to be an adolescent girl changes. For the girls, having the opportunity to participate allows them to become more aware of their capabilities and explore their physicality in a safe and supportive environment.
Policy context	The National Child Policy approved in March 2011
Further information	www.unicef.org/bangladesh

She Got Power – Zambia

Initiative	National Organisation for Women and Sport, Physical Activity and Recreation (NOWSPAR) advocates for policies and legal frameworks that promote participation of women and girls in sport. The NOWSPAR 'She's Got Power' programme is supported the Norwegian Olympic Committee and Women Win. The programme uses sport as a platform to engage girls to deliver a multi-pronged curriculum covering advocacy skills, health, self-awareness, gender-based violence awareness and financial literacy. The programme also engages sport stakeholders to adopt codes of conduct that provide a safe environment for girls and women and to undertake training. The programme provides examples of effective reflexive and decentralised policy frameworks supporting SDP and includes methods for linking sport and other policy domains relevant to social inclusion, employment and social capital.
Policy context	National Gender Policy (2000) and Anti Gender-Based Violence Act (2010)
Further information	www.nowspar.org

The Pakistan Association for Women's Sport (PAWS) – Pakistan

Initiative	PAWS is active in promoting the achievements of girls and women in physical education and sport and overcoming the challenges they face. Understanding of the values of PE and sport is improving and participation rates are increasing, alongside developments in most other Muslim countries. There is collaboration between the National Olympic Committee, provincial ministries and sports boards, and women do compete at national and international competition. The quadrennial Women's Islamic Games held in Tehran from 1993–2005 offered '… a way of increasing participation of women and girls'. There are however concerns about the standards of current engagement of girls and women in the field of sport. Challenges include social and religious conditions, inadequate funding, poor training standards, organisation and facilities, no centre of excellence and lack of research studies that focus on improving future opportunities for girls and women.

Chapter 8

Advancing Equality and Inclusion through Sport

Equality and inclusion are core values for the Commonwealth and underline its formal commitments to protecting and advancing human rights. The Commonwealth regards 'equality and respect for protection and promotion of civil, political, economic, social and cultural rights for all without discrimination on any grounds, including the right to development' as the foundations of 'peaceful, just and stable societies'[7]. The Commonwealth works to ensure that all people enjoy equal rights regardless of gender, race, colour, creed or political belief, and benefit from sustainable development.

The diversity between and within Commonwealth member countries makes issues of tolerance, mutual understanding and respect for difference of fundamental importance. The Commonwealth's leading role in the struggle against apartheid was significant in demonstrating its commitment to eradicating ethnic, cultural or religious racism and racial discrimination. It recognises that growing advances in technology and communication, cultural, ethnic and religious cross-fertilisation is inevitable, and can bring risks of conflict and discord. The Commonwealth aims to manage diversity so it becomes strengthens citizens to feel safe, valued and equal (Commonwealth Secretary-General 2001).

Issues of disability are also a prominent concern for the Commonwealth. An estimated 80 per cent of persons with disabilities live in developing countries, and having a disability increases the risk of poor educational outcomes, unemployment and poverty. Sport can contribute to the mechanisms that support people with disabilities, and other excluded groups.

8.1 Policy priorities

The Commonwealth's work on equality and inclusion is informed by the international legal framework on human rights and is also underpinned by a number of Declarations by Commonwealth Heads of Governments such as the Harare Declaration and the Kampala Declaration (Commonwealth Heads of Government 1991; 2007). Examples of rights established in international law are the right to life, the right to vote, to food, to education, to decent work, to housing and to freedom of expression.

Sport programmes can engage and provide inclusive sport environments for those who are not supported by other structures or institutions

The Commonwealth's commitment to racial equality is longstanding and follows the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD). ICERD, which came into force in 1969, is one of the oldest international human rights treaties and builds further upon the non-discrimination provisions in the Universal Declaration of Human Rights of 1948. Countries party to ICERD must not engage in, defend or support racial discrimination in any form and must encourage means to eliminate barriers between races. The Commonwealth has additionally recorded its commitment to racial equality through the 1971 Singapore Declaration of Commonwealth Principles and the 1979 Lusaka Declaration on Racism and Racial Prejudice issued by the Commonwealth Heads of Government.

The UN Convention on the Rights of Persons with Disabilities recognises that people with disabilities face particular difficulties in obtaining full human rights; for example, children with disabilities are less likely to attend school and more likely to leave school without the qualifications and skills required to find employment and lead an independent life. People with disabilities are therefore a policy priority within the Commonwealth's work to address equality and inclusion. The Commonwealth supports the UN Convention on the Rights of Persons with Disabilities and explicitly aims to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities.

8.2 How sport can contribute

Sport is used to support and promote equality and inclusion in two ways. Sport programmes can engage and provide inclusive sport environments for those who are not supported by other structures or institutions. It can provide inclusive activities that are available to all groups and uphold the rights of individuals by ensuring they are protected when taking part. There is a fundamental requirement for sport interventions to incorporate robust protection and safeguarding mechanisms. People from minority groups and those with disabilities may be especially vulnerable to abuse as a result of their less powerful status, making such provision particularly important.

Sport has also been used effectively to reinforce the values and practices of equality and inclusion by supporting groups that are vulnerable to discrimination and violation. Such groups include ethnic, religious and cultural minorities, people with disabilities, and people suffering from the stigma associated with HIV and AIDS. Sport programmes provide opportunities for social engagement, and also offer teaching on equality, inclusion and human rights.

The use of sport to support minority groups is widespread in sport and has been applied to a number of situations. These include the use of sport to contribute to facilitating inclusion for minority communities, and providing social support to recent immigrants (Amara et al. 2005). Sport programmes can also contribute to wider inclusion by ensuring the provision of equitable access for minority groups.

The use of sport to address issues surrounding disabilities is well established in many countries and is demonstrated globally through the quadrennial Paralympic Games. The Sport for Development and Peace International Working Group has identified five ways in which sport can foster well-being for people with disabilities: empowering them; reducing stigma; providing opportunities for independence; and acting as an agent of socialisation and/or a mechanism for inclusion (SDP IWG 2008).

Table 8.1 sets out how sport can be used to support equality and inclusion through empowerment and inclusion and by addressing stigma and discrimination.

Table 8.1 Sport and the Commonwealth's equality and inclusion priority areas

How sport can contribute	*Considerations for policy formation and development planning*
Empowerment and inclusion (equality and inclusion priority area)	
• As sport and physical activity can be modified to suit diverse cultural requirements (e.g. by modifying clothing to accommodate religious requirements) and ability levels (Black et al. 2011) it can be a valuable platform to promote inclusion and empowerment.	• Identify and champion the rights of marginalised groups, including racial minorities and people with a disability, in relevant sport policy frameworks and delivery strategies.

(*Continued*)

Table 8.1 Sport and the Commonwealth's equality and inclusion priority areas (cont.)

How sport can contribute	Considerations for policy formation and development planning
Empowerment and inclusion (equality and inclusion priority area) (cont.)	
• For example, many people with a disability are excluded from mainstream social institutions from an early age and deprived of opportunities to fully participate in their communities. Similarly, in several countries young women have more restricted opportunities for social interaction than other groups. Inclusive sport programmes can provide one avenue to address these forms of exclusion. • In situations where platforms for engagement and support networks are lacking, sport can include rights-based education and provide connectivity with other people. Sport programmes can provide spaces for people who experience disadvantage through discrimination to exchange information, develop and share skills, and take collective action.[8] • Many sports activities require communication between team mates and participants and more broadly provide opportunities for relationships with friends, team mates, opposition players, coaches and other community members, which can contribute to the development of social interaction and networks for people excluded by race or disability (McCain-Nhlapo 2007).	• Ring-fence resources to support inclusive sport programmes. • Initiate special projects and programmes to enhance access to sport for people constrained by disadvantage, including those with a disability. • Address access issues for people with a disability through inclusive design of sport facilities and in the creation of accessible spaces to play. • Conduct targeted monitoring to identify current inclusion of targeted groups within sport and physical activity programming.
Addressing stigma and discrimination (equality and inclusion priority area)	
• Stigma lies at the root of much of the damaging and exclusionary treatment meted out to marginalised people by others and can also cause people to undervalue themselves. Inclusive sport can help combat stigma by breaking down stereotypes and generating shared experiences that emphasise common interests.	• Enact legislation to eliminate discriminatory practices within sport and physical activity provision. • Facilitate partnerships between sport organisations and pro-disability and inclusion groups.

Table 8.1 Sport and the Commonwealth's equality and inclusion priority areas (cont.)

How sport can contribute	*Considerations for policy formation and development planning*
Addressing stigma and discrimination (equality and inclusion priority area) (cont.)	
• Sport can be especially powerful in challenging stereotypes of people with disabilities by placing them in a position where their skills are highlighted (Walker 2007). • By playing a role in reducing the stigma and stereotypes surrounding persons with disabilities, participation in sport can contribute to the promotion of more inclusive communities (McCain-Nhlapo 2007).	• Focus on inclusive sport in public awareness and anti-stigma campaigns and engage sport role models to support messaging. • Incorporate equality and inclusion training in sport and physical activity education and capacity building. • Strengthen mechanisms that safeguard and protect people with disability in sport and physical activity programmes.

8.3 Case study examples

The following initiatives promote the inclusion and empowerment of people with a disability.

National Action Plan on Disability Sport – Uganda	
Initiative	The Uganda Disability Sport Summit brought together relevant stakeholders to design and develop a national action plan for disability sport in Uganda. Organised by the Kids League, with support from Motivation and Comic Relief, the Summit was convened to promote increased co-ordination between organisations working to promote disability sport in Uganda. It involved representatives of schools, NGOs, sport organisations and the Uganda Paralympic Committee, who produced a detailed national action plan. It was agreed that the Uganda Paralympic Committee would organise a task force to take forward the plan.
Policy context	National Policy on Disability in Uganda (2006)
Further information	http://assets.sportanddev.org/downloads/uganda_disability_sport_summit_report_1.pdf

Special Olympics

Initiative	The Special Olympics movement was founded in 1968 to promote sport for children and adults with intellectual disabilities. The movement strives to create a better world by fostering the acceptance and inclusion of all people. Its mission is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community. To do this Special Olympics provides a wide range of training, competition, health screening and fund-raising events. It also creates opportunities for families, community members, local leaders, businesses, law enforcement, celebrities, dignitaries and others to band together to change attitudes and support athletes.
	Special Olympics works through a range of programmes, including athlete leadership and family engagement initiatives, and a focus on health and the engagement of young participants. The movement also holds 50,000 competitions a year that bring together athletes, coaches, volunteers, supporters and leaders at local, regional and national levels. The flagship events are the movement's World Games, which take place every two years and can be the world's largest sporting event of the year. Special Olympics has the support of governments worldwide and has helped bring about policies to improve education, health care, and employment opportunities for people with intellectual disabilities all around the world.
Policy context	United Nations Convention on the Rights of Persons with Disabilities (2008)
Further information	www.specialolympics.org

Paralympic Committee of Tanzania – Training Programme in Schools

Initiative	The Tanzania Paralympic Committee aims to 'actively promote sports for persons with a disability in Tanzania by creating a structured, sequential, progressive development and competition structure for athletes, coaches, administrators, and technical officials, from beginner level to the International level'. As part of its work it operates training programmes in schools, which includes the distribution of sports equipment.
Policy context	National Policy on Disability (2004)
Further information	www.paralympic.org/npc/tanzania

Cricket for Change

Initiative	Cricket for Change (C4C) is an organisation that uses cricket to connect with and support the development of young people. The organisation believes that cricket can make a positive impact on the lives of individuals and that cricket and sport for development can make more fundamental differences to communities. C4C uses cricket to create an environment in which young people can flourish, and also uses its expertise to train and build capacity among partner organisations in London, the UK and overseas.
	C4C sees cricket as being unique in being able to help young people with a disability share in the benefits of competitive team because it is a non-contact game. Its programme, Hit the Top, supports young people with a disability to access cricket in a way that is comparable to their able-bodied peers and play the game at a level that suits them. Hit the Top improves self-esteem, confidence and independent mobility skills. Participants are encouraged to excel and many have gone on to represent their school, local club, county and even country.
Policy context	The United Kingdom Equality Act (2010), including the Disability Equality Duty from the previous Disability Discrimination Act (DDA).
Further information	http://cricketforchange.org.uk/initiatives/hit_the_top

The following initiatives promote the inclusion of indigenous populations.

He Oranga Poutama – New Zealand

Initiative	*He Oranga Poutama* is an initiative led by Sport New Zealand that supports Māori participation in community-level sport and traditional physical recreation. *Oranga Poutama* is focused on Māori participation and leadership in sport *as* Māori. The programme is an example of an effective and decentralised policy framework supporting SDP. It includes methods for linking sport and other policy domains relevant to social inclusion, employment and social capital. Regional sport trusts help to mobilise and access community and decentralised resources. The programme also contributes to Green Prescriptions, a nationally funded initiative supporting doctors to prescribe physical activity for at-risk patients with a sedentary lifestyle.
Policy context	Sport New Zealand Strategic Plan 2012–2015
Further information	www.sportnz.org.nz/en-nz/communities-and-clubs/He-Oranga-Poutama/

Active After-school Communities (AASC) in the Torres Strait Islands – Australia

Initiative	In the Torres Strait islands, the Australian Government's Active After-school Communities (AASC) programme works with Hockey Queensland's Remote and Indigenous Hockey Programme to bring hockey to children. Members of the local community are trained in a hockey-specific Community Coach Training Programme (CCTP). Once certified, the coaches are capable of teaching children core hockey skills, in a fun, safe and inclusive environment.
	The initiative, which started in 2003, is part of the AASC national programme that aims to engage traditionally inactive primary school children in sport and structured physical activity. Children have access to free programmes in the after-school time slot of 3.00pm to 5.30pm. AASC Regional Coordinators co-ordinate the delivery of the programme in primary schools and Childcare Benefit Approved Out of School Hours Care Services (OSHCS) using local sporting clubs, volunteers, private providers, teachers and OSHCS staff, retirees, senior secondary and tertiary students, and parents, brothers or sisters.
	The cornerstone of AASC is the involvement of the local community in the delivery of the programme. This involvement offers opportunities to support and strengthen community cohesion and development.
Policy context	The Active After-schools Community programme is an initiative of the Australian Government.
Further information	www.remotehockey.com

Chapter 9

Advancing Peace and Stability through Sport

P eace and security are core values on which the Commonwealth is based. Commonwealth member countries hold that peace and security, economic growth and development and the rule of law 'are essential to the progress and prosperity of all'.[9] Conflicts that threaten peace and security may occur between nations or within them, at a macro level or within specified communities, and cause extensive practical and social instability. The lives of vulnerable groups, including young people, women, people with disabilities and older people, are especially likely to be affected. Carefully managed and co-ordinated sports contributions can facilitate dialogue and promote shared experience.

9.1 Policy priorities

Peace and conflict management is by its nature a highly complex area of work. Within the Commonwealth this area of work focuses on efforts to reduce the likelihood of conflicts emerging, by addressing underlying causes of tension and improving communication and dialogue. The Commonwealth also conducts this work in conflict and post-conflict situations, but acknowledges that once conflict occurs, achieving an enduring peaceful resolution is challenging; about half of all countries that emerge from conflict lapse back into violence. Preventing conflict is therefore especially valuable.

The overarching approaches for preventing conflict in the Commonwealth are to strengthen democratic governance, promote productive dialogue between conflicting groups and provide a framework for peace and stability. These approaches involve:

- Bringing together representatives from diverse backgrounds including governments, civil society and young people in order to promote dialogue on a range of issues and concerns (inter-generational, inter-cultural, peace-building) to build consensus on practical ways forward.

If carefully managed, sport-based approaches can make a positive contribution to peace-building and conflict management

- Creating spaces, providing platforms and suggesting frameworks for dialogue, debate and review as well as the sharing of good practices.

- Undertaking and disseminating meaningful and participatory research in niche areas to support human development.

- Developing approaches, tools and methodologies in specific areas to help individuals, organisations, governments (specifically ministries of Education, Health and Women's Affairs) and youth networks maximise their potential to contribute to peace and stability.

9.2 How sport can contribute

In conflict and post-conflict scenarios sport is by no means a singular solution to the challenges faced by social and political actors and its contributions must not be overstated. But, if carefully managed, sport-based approaches can make a positive contribution to peace-building and conflict management (Sugden 2010). Sports contributions can include symbolic gestures, facilitating dialogue and promoting connectivity and shared experience. It is clear that for sport-based approaches to be effective they must be co-ordinated and integrated into broader processes.

Table 9.1 sets out how sport can be used to contribute to advancing peace and stability in the key areas of promoting dialogue and interaction and supporting the well-being, recovery and re-integration of children, youth and adults.

Table 9.1 Sport and the Commonwealth's priority areas for advancing peace and stability

How sport can contribute	*Considerations for policy formation and development planning*
Promoting dialogue and interaction (priority areas for promoting peace and stability)	
• In many contexts sport is perceived as neutral and can therefore offer an alternative space for dialogue and interaction where tension or mistrust exists.	• Include sporting activities and tournaments in strategies to promote dialogue and interaction where tension exists or in post-conflict situations.

(*Continued*)

Table 9.1 Sport and the Commonwealth's priority areas for advancing peace and stability (cont.)

How sport can contribute	Considerations for policy formation and development planning
Promoting dialogue and interaction (priority areas for promoting peace and stability) (cont.)	
• In other domains sport participation, sport volunteering and community sport organisations can generate social ties (Burnett 2006) that can help build shared identities and possible fellowship among groups that might otherwise be inclined to treat each other with distrust (Rookwood 2008). • As sport is malleable and flexible these relationships may occur between individuals, groups and/or organisations and their communities. This is important as approaches that work on multiple levels, including socio-political levels, have the greatest impact (SDP IWG 2008).	• Ensure that the use of sport in peace and conflict management is wholly integrated with broader conflict prevention strategies; based on a thorough situational analysis; and underpinned by extensive risk management processes. • Intensify preventative measures to limit high profile sport teams/competitions being used as platforms for inflammatory behaviour or actions. • Engage high profile athletes and teams to reinforce messages of tolerance and integration.
Supporting the well-being, recovery and reintegration of children, youth and adults (priority areas for promoting peace and stability and giving support in post-disaster contexts)	
• The physical and mental health benefits of participation in sport are well documented and apply in post-conflict and post-disaster contexts (Knechtle 2004; Seiler 2001). • Through regularly scheduled activity, children and adults can begin to regain a sense of security and normalcy and enjoy periods of respite from the often overwhelming challenge of reconstruction. • In particular, sport and play have been shown to be therapeutic in helping children overcome trauma (Colliard and Hanley 2005). • Sport can be an effective part of wider efforts to reintegrate ex-combatants into their communities, including child combatants (SDP IWG 2008), by providing an environment in which rebuild relationships and trust with adults (Gasser et al. 2004). • Sport can provide a 'safe space' in which participation should be encouraged,, alongside other interventions and strategies, to help victims of conflict and natural disasters regain a sense of normality.	• Integrate sport and physical activity into work with victims of conflict, displaced populations and in post-disaster contexts. • Engage community members in the design and delivery of programmes in such circumstances. • Use sport to signpost victims of conflict to other support services. • Strengthen safeguarding mechanisms for sport or physical activity programmes to cope with the additional vulnerability of participants in post-conflict or post-disaster contexts. • Integrate members of the wider community into sport interventions to maximise reach and promote connectivity with other peace-building and conflict management approaches.

9.3 Case study examples

Sport and play for inter-ethnic dialogue – Sri Lanka

Initiative	In Sri Lanka sport and play are used as tools to promote dialogue amongst ethnic groups since sport is perceived as apolitical, 'unsuspicious' and a 'safe' entry point. Children and youth are ideal for involving parents, key leaders and extended village communities in the dialogue process.
	The project provides children and youth with life skills and non-formal education that are not taught in school or at home. Children learn to deal with differences and conflicts in a non-violent manner through the use of sport, and develop social values and skills such as fair play and respect for ethnic and religious diversity. Their emotional stability is also strengthened by increasing self-esteem and resilience.
	The project's strategy has been to build the capacities of local youth as coaches to promote inter-ethnic dialogue among Singhalese and Tamil children and youth. The sport and play activities are conducted three times a week. The pilot project is a contribution towards inter-culturalism in a multi-ethnic, multi-cultural post-conflict context. It takes place at the grass roots level where children and youth interact with each other through guided sport and play activities, three times a week in ethnic and gender mixed groups, and through additional activities promoting inter-cultural understanding.
Further information	www.fpforum.org/index.php?option=com_content&view=article&id=106:swiss-academy-for-development-sad&catid=48:main-presentations&Itemid=75

Peace Players International-Northern Ireland – United Kingdom

Initiative	Peace Players International-Northern Ireland (PPI-NI) is an independently registered cross-community peace-building organisation in Northern Ireland that uses sport – in particular, basketball – to unite and educate young people from Protestant and Catholic communities.
	By regularly competing together on mixed teams, children from these historically divided groups discover common ground and forge new friendships, while a mix of local and international facilitators help them adjust to the complexities that accompany growing up in a post-conflict society.
	In its last programmatic year, PPI-NI worked with roughly 900 participants, while providing services to eight of the 10 most disadvantaged communities in Northern Ireland.
Further information	www.peaceplayersintl.org

Laureus Sport for Good Foundation Kickz programme – United Kingdom

Initiative	The Laureus Sport for Good Foundation raises funds to provide financial and practical support to more than 100 projects that use the power of sport to provide coaching and education to young people in some of the most challenging and deprived environments around the world. The Laureus Kickz programme is one of three used to reduce youth crime.
	Sport has benefits for everyone, but it can be a particularly powerful tool for tackling youth crime, helping to engage disadvantaged and disillusioned young people who are hard to reach in other ways. Kickz is a national programme, funded by the Premier League and Metropolitan Police, that uses football to work with hard-to-reach young people in deprived areas. Arsenal Football Club delivers Kickz in Elthorne Park, north London, and the project has helped transform the local area. Kickz gets kids off the street and playing football, and since the project started, youth crime has dropped by two thirds within a one-mile radius of Elthorne Park. Research by Laureus has also found that for every £1.00 invested in the project, £7.00 of value is created for the state and the local community. A large proportion of this comes from savings to the victims of youth and gang violence that used to be common in the area.
Policy framework	UK Every Child Matters and Children's Act 2004; Youth Inclusion Programme.
Further information	www.laureus.com/sites/default/files/publications/teenage_kicks_report_final.pdf

Sport and Recreation in Temporary Learning Centres – Pakistan

Initiative	Sport can play an important role in restoring and sustaining mental health. In regions affected by natural disasters or war, where trauma is widespread, sport can be highly effective in helping to normalise life. Through regularly scheduled activity, children and adults can begin to regain a sense of security and normalcy and enjoy periods of respite from the often overwhelming challenge of reconstruction. Recognising that sport and play have proven extremely therapeutic for children in overcoming trauma, UNICEF developed a kit of materials for children displaced by war and natural disaster. The kit allows children to participate in team sport in a supportive, non-competitive environment led by a teacher or trained volunteer.

One such example is the provision of education for affected children in post-flood Pakistan. The initiative integrated sport into temporary learning centres (TLCs) to support the psychosocial recovery of the flood affected children and to help them to access education.

Some 430 TLCs were established to respond to the learning and recreation needs of flood affected children in five districts of northern Sindh. School supplies inclusive of sports and recreation kits, 'school in boxes', early child development kits, floor mats, black boards and water coolers were provided for children and teachers at all the TLCs. Overall, the TLCs supported 20,575 flood affected children (39.5 per cent girls).

Of the 433 teachers, sports facilitators and social mobilisers working for the TLCs, approximately 50 per cent are women. They are trained on classroom management skill, emotional therapy, child friendly teaching methodologies and recreation activities. |
| Further information | www.unicef.org/infobycountry/pakistan_60366.html |

SECTION II. A FRAMEWORK FOR ADVANCING DEVELOPMENT IN THE COMMONWEALTH THROUGH SPORT

Chapter 10

Guidance for Analysing, Planning and Monitoring SDP

Section II provides a framework of recommendations to guide Commonwealth countries in strengthening the use of sport in development efforts. The framework is a practical tool that supports analysis and action planning and proposes strategies and approaches to strengthen policy environments and support mechanisms for sport for development and peace (SDP). It can also be used to monitor progress in incorporating sport into relevant development work.

The first part of the framework provides reference points to help identify where sport is being used, or could be used, to strengthen development work and the key stakeholders to drive this.

It provides a three-stage approach to identify where sport is being used, or could be used, to strengthen development work and the key stakeholders to drive this. The three stages identify:

- Development priority areas to which sport currently contributes or could potentially contribute;

- Established policy domains that address these priorities and can make use of sport within their work;

- Stakeholders and actors within these domains who are currently, or could potentially be, working to strengthen sport as a development tool.

The second part of the framework starts by identifying principles to underpin sport for development in the Commonwealth. These principles, which were introduced in Section I of this guide, are of two types:

- Principles to strengthen sport-based approaches and connect them to established policy domains within development work in the Commonwealth; and

- Principles relating to how sport is managed to maximise positive outcomes and minimise negative consequences of sport-based contributions.

In support of these principles, the main body of the framework then offers detailed guidelines for policy options, strategic approaches and implementation mechanisms.

The framework is designed to be flexible and account for the diversity between and within Commonwealth member countries. It uses a 'development matrix' to highlight a range of policy options, strategic approaches and support mechanisms that can be selected to suit different levels of priority and resource availability. The framework is not prescriptive: all elements are presented in an illustrative manner, are indicative and avoid 'standard setting'.

10.1 Framework functions

The framework is intended to support the following functions:

Analysing

Officials can use the framework to conduct a baseline analysis of the national SDP policy environment, strategy and support mechanisms. The indicators within the framework can be used as criteria for analysis. This process assists in both the identification of good practice and areas that could potentially be strengthened.

The framework provides a thorough and extensive overview of potential SDP policy approaches, strategy and mechanisms so stakeholders can select the components most relevant for their context and limit analysis to these.

Planning

The use of the analysis process to identify good practice and areas to be strengthened provides information to support a more systematic approach to developing future SDP policy, strategy and support mechanisms. This information can be utilised in planning to guide prioritisation and investment.

Monitoring

Subsequently the framework can be utilised as a monitoring tool by undertaking periodic analysis of the SDP policy environment, strategy and support mechanisms and reviewing this against initial baseline analysis.

10.2 Using the framework

The framework provides a practical tool to support officials in introducing and/or strengthening the use of sport in development work in their country.

Part 1 helps officials to identify *the areas of development policy where it would be most helpful to use sport*. It is expected that stakeholders will make different choices about this, reflecting national and local circumstances. These choices will be influenced by a number of factors, such as the development priorities within their country, and the current capacity and status of the sport sector. Officials may also want to consider how work in one policy domain can contribute to another; for example, if sport is to be used primarily to contribute to youth development it may also offer opportunities to support development objectives for education. Similarly, when sport is used to promote women's empowerment and support gender equity, it may be appropriate to address health issues.

After considering Part 1 of the framework, officials will have identified the *development objectives* to which sport can contribute, the *policy domains* in which sport will be used, and the *government personnel and external actors* who will be responsible for taking this work forward.

Having made these decisions, officials will be able to use Part 2 of the framework to *analyse the status* of policy, strategy and support mechanisms for sport-based contributions to development in their country, identifying good practice and areas for development referenced against a pan-Commonwealth framework. This process will support *action planning* to consolidate and strengthen the use of sport and *monitor progress* in doing so.

This part of the framework is on the six principles that underpin effective use of sport in support of development and peace. All six principles applied together to any sport-based approaches will maximise positive impacts and protect against possible negative ones.

Countries will vary in the extent to which they have existing policies and mechanisms that support each principle. Part 2 of the framework addresses this diversity by providing flexible sets of indicators that accommodate the different priorities of countries. Indicators are presented in a matrix that offers suggestions for the policies and mechanisms depending on whether that policy area,

strategic approach or support mechanism is *recently initiated*, or *developing,* or *established*.

The framework therefore provides countries with a range of options that reflect different levels of experience, involvement and resources to support sport for development and peace. The indicators can therefore help countries analyse the current status of their SDP structures, but also plan for the future by identifying possible areas to strengthen. Each set of indicators also provides advice to officials on the role that relevant stakeholders can play in the process, and identifies appropriate supporting information.

Chapter 11

Framework Part 1: Development Objectives and Stakeholders

Part 1 of the framework offers guidance on development areas (Stage 1) and policy domains (Stage 2) to which sport can best contribute. It identifies government and non-government stakeholders and actors who could potentially make use of sport and/or may play an important role in strengthening and co-ordinating sport-based contributions to development work (Stage 3).

11.1 Primary development objectives

	Primary development objectives to which sport can contribute
STAGE 1	Youth
	Health
	Education
	Gender
	Equity and Inclusion
	Peace and Stability

11.2 Policy domains

	Policy domains where sport can be used to contribute to development objectives
STAGE 2	Youth
	Health
	Education
	Gender
	Social Welfare
	International Development
	Home Affairs
	Law and Justice
	Other policy domains that may intersect with sport for development
	Housing and Planning, Tourism, Foreign Affairs, Transport, etc.

11.3 Stakeholders and actors

STAGE 3	**Stakeholders and actors who can facilitate and maximise the contribution of sport to development objectives**
	Lead Agency
	Co-ordinating ministry, department or organisation
	Government — *Delivery, civil society and development sector*

	Government	Delivery, civil society and development sector
	Prime Minister's office	Sports councils
	Sport Ministry	National Olympic and Paralympic Committee
	Youth Ministry	Commonwealth Games Association
	Health Ministry	National sport federations
	Education Ministry	Major sports clubs
	Local government	Youth sector
	Police, law enforcement and military	Health sector
		Education and research sector
		Development agencies (INGOs and NGOs)
		Disability rights advocacy groups
		Gender groups

Chapter 12

Framework Part 2: Policy, Strategy and Support Mechanisms

This part of the framework offers specific guidance on support mechanisms to advance the use of sport in development. The guidance is aligned with the definition of sport and six principles for sport for development and peace that were identified in Section I of the guide.

The framework is based on the wide definition of sport introduced in Section I:

> Sport is a broad phenomenon that encompasses diverse types of activity, organisation and participation. It takes many forms and is not limited to the more obvious well-known mainstream sports, but includes informal physical activity and diverse forms of local, traditional and alternative activities. The UN Inter-Agency Task Force on Sport for Development and Peace (2003: v) recognises the breadth of activities that sport covers in its definition of sport as '...all forms of physical activity that contribute to physical fitness, mental well-being and social interaction. These include play; recreation; organized, casual or competitive sport; and indigenous sports or games.'

The six principles adopted in the framework draw on lessons learned from the wide range of programmes throughout the world that use sport to strengthen development. The guide now uses these principles to support Commonwealth members' use of sport for development. For each principle, appropriate indicators are proposed to support analysis of each area.

12.1 Overview of principles for strengthening the contribution of sport to development objectives

The first set of principles relates to how sport is positioned in relation to established development policy within the Commonwealth. Each principle is associated with a number of indicators for analysing the status of policy, strategy and support mechanisms, as set out in Table 12.1. For each indicator, a range of descriptors is provided to support the analysis process.

Table 12.1 Indicators of policy, strategy and support mechanisms to strengthen sport-based approaches within development and connect them to development objectives

Principles	Indicators of established policy, strategy and mechanisms
1. SDP must be explicitly linked to the Commonwealth's shared values and commitment to promoting development, democracy and diversity	1.1 The commitment of sport and development stakeholders to SDP 1.2 Policy frameworks for SDP 1.3 Integrity, governance and administration guidelines, co-ordination and support for sport organisations
2. SDP should leverage sustainable, quality and on-going sport activity and be intentionally planned to realise specific developmental goals.	2.1 Resource mobilisation and allocation for SDP 2.2 SDP planning, risk management and monitoring and evaluation systems 2.3 SDP capacity building offers 2.4 Development messaging integrated into major sport events and further promotion through sporting role models 2.5 Development legacy programmes incorporated into major sporting events and championships 2.6 SDP networks, forums and symposiums
3. SDP is most effective when integrated within the development sector in support of national, regional, and local development priorities	3.1 References to the value and contribution of SDP in non-sport policy frameworks and strategies 3.2 The alignment of SDP structures with youth engagement, education and health provision structures 3.3 The inclusion of SDP stakeholders in multi-sector and cross-departmental initiatives 3.4 Resources invested in SDP initiatives by non-sport actors

The second set of principles relate to the importance of systematic planning and delivery of sport in order to maximise benefit and minimise harm. Each principle is again associated with a number of indicators with associated descriptors, as set out in Table 12.2.

Table 12.2 Indicators of policy, strategy and support mechanisms to maximise positive outcomes and minimise the negative consequences of sport-based contributions

Principles	*Indicators of established policy, strategy and mechanisms*
4. Fully accessible programming that ensures leaders and participants are safeguarded at all times, in particular children and those vulnerable to gender based violence	4.1 Focus on safeguarding and protection of children and vulnerable adults in sport policy and within broader legislation, policy and mechanisms
	4.2 Guidelines and resources to support safeguarding and protection in sport (inclusive of designated SDP initiatives)
	4.3 Designated authorities responsible for safeguarding and protection in sport (inclusive of designated SDP initiatives)
	4.4 Focus on equality and inclusion within sport policy and broader legislation, policy and mechanisms
	4.5 Guidelines and resources to support equality and inclusion in sport (inclusive of designated SDP initiatives)
	4.6 Designated authorities responsible for strengthening equality and inclusion in sport (inclusive of designated SDP initiatives)
5. Decentralised programming that involves intended beneficiaries and their communities in the planning process, and takes local needs and assets into consideration	5.1 Decentralised co-ordination, strategies and funding mechanisms for increasing sport participation and strengthening SDP programming
	5.2 Opportunities for participatory SDP policy development and programme design
	5.3 Platforms for community-based SDP stakeholders to network
	5.4 Resources, reward and recognition for community-based SDP initiatives
6. Programming designed on the basis of evidence-based models, and conducted with systematic measurement of progress and appropriate monitoring and evaluation	6.1 SDP research projects and initiatives backed by a commitment from the higher education sector
	6.2 Monitoring and evaluation of sport participation
	6.3 Monitoring and evaluation of the contribution made by sport-based interventions to development objectives

12.2 Principle 1: Upholding the Commonwealth's shared values and commitment to promoting development, democracy and diversity

Sport embodies the Commonwealth's shared values and is most effective when explicitly linked to them. Contemporary sport can contribute to the Commonwealth's wider development and peace agenda through its ability to engage diverse groups, foster social interaction within and between them, and provide a context for promoting democratic values and human rights. Key to enhancing sports contributions are policy platforms that promote leveraging established sport programmes and events to support development focused initiatives and interventions. Consequently a functioning, sustainable and robust sport sector, managed effectively is an important component for strengthening SDP. Equally important is a recognition from both sport and wider development stakeholders that sport has a role to play, and can add value.

Indicators for Principle 1

1.1 The commitment of sport and development stakeholders to SDP

1.2 Policy frameworks for SDP

1.3 Integrity, governance and administration guidelines, co-ordination and support for sport organisations

Indicator 1.1 The commitment of sport and development stakeholders to SDP

International and pan-Commonwealth resolutions and declarations support the use of sport in development efforts. These provide a basis for SDP policy, strategy and programming that, in the first instance, engage the sport fraternity and subsequently involve broader development actors. Typically SDP approaches are most effective when initiatives and programmes are supported by both sport and development stakeholders and co-ordinated with other national, regional and international development efforts and stakeholders.

Initiated	*Developing*	*Established*
Sport, development and other identified stakeholders commit to explore the potential for SDP to contribute to national development priorities.	Key sport persons and stakeholders endorse the contribution SDP can make to national development priorities.	High-level political endorsement for the contribution SDP can make to national development priorities.
Up-to-date country data logged with Commonwealth Secretariat and UN Office on Sport for Development and Peace.	Full participation in pan-Commonwealth SDP initiatives and the Sport for Development and Peace International Working Group.	Leadership and/or resource partnerships in support of regional, pan-Commonwealth and International SDP platforms.
	Efforts to strengthen SDP reference the commitments, endorsements and ratifications of Commonwealth Heads of Governments, Sport and Youth Ministers and other international and regional bodies, including the UNOSDP.	Key actors ratify Commonwealth and other international declarations and endorsements for the sport sector to intensify efforts to contribute to development and peace objectives.

Supporting Information

United Nations resolutions 67/17 and 66/5 recognise sport as a means to promote education, health development and peace and opportunities to build a peaceful and better world through sport and the Olympic ideal. The United Nations Office on Sport for Development and Peace co-ordinates efforts of the UN system in SDP and is building a database of on-going policies, programmes and the current state of government involvement in SDP. Further information is available at: www.un.org/sport

Commonwealth Heads of Government recognise the vital importance of sport in assisting young people to stay healthy, contribute to society and develop into leaders of their communities (CHOGM 2011). To support member governments the Youth Affairs Division of the Commonwealth Secretariat has been mandated to co-ordinate SDP efforts. Further information is available at: www.thecommonwealth.org/sport

Indicator 1.2 Policy frameworks for SDP

To maximise their contribution to development efforts sport based approaches 'must be accepted and integrated into the broader development toolkit, and the necessary national policies, investment, and capacity must be in place' (SDP IWG 2008). Effective and appropriate policy frameworks are critical to enable legislation, investment and programming that promote SDP. The particular context of each country will determine the degree of integration and separation between SDP and other development frameworks that would be most effective.

Initiated	Developing	Established
Initiatives to strengthen and co-ordinate SDP reference multiple policy frameworks.	SDP clearly referenced in National Sport Policy frameworks.	A distinct SDP policy with legislative, budgetary, programmatic and monitoring and evaluation components. SDP integrated into policy frameworks across identified development areas.

Supporting Information

To develop effective policy framework for SDP relevant stakeholders can:

- Reference multiple policies and frameworks as a basis to strengthen and co-ordinate SDP;

- Incorporate SDP into existing sport policy frameworks;

- Integrate SDP into relevant non-sport policy frameworks of identified development areas; and

- Establish a distinct national policy for SDP.

For each of these actions stakeholders can consider:

- Acknowledging international, regional and national declarations and commitments;

- Defining 'sport' and 'sport for development and peace' for the purposes of the policy;

- Outlining the specific development areas and policy objectives sport can contribute to, and how;

- Affirming the importance of safeguarding programme participants and ensuring programmes, and projects adhere to guidelines that promote good governance and effective administration, and protect the integrity of sport;

- Highlighting a commitment to inclusion, equity and promotion of indigenous sports;

- Endorsing inter-sector approaches and joined up working with other sport stakeholders; and

- Clarifying the roles and responsibilities of relevant stakeholders including resource commitments and monitoring and evaluation approaches.

The Sport for Development and Peace International Working Group 2008 report *Harnessing the Power of Sport for Development and Peace: Recommendations to Governments* (examines the experiences of 34 national governments in developing SDP policy.

Indicator 1.3 Integrity, governance and administration guidelines, co-ordination and support for sport organisations

Effective governance and administration systems, compliant with both international federation standards and national statutory frameworks, provide the most effective platform to maximise the contribution of sport to development efforts. This can be further enhanced through effective partnership working between sport organisations, government and the broader development sector.

Initiated	Developing	Established
Networking between sport federations and organisations co-ordinating or delivering sport and physical activity programmes.	Formal system(s) for the co-ordination of sport federations and organisations delivering sport and physical activity programmes.	Formal system(s) to register sport federations and organisations co-ordinating or delivering sport and physical activity programmes. Registration based on (self) compliance with governance and administration guidelines.
Awareness raising for sport federations and organisations delivering sport and physical activity programmes on issues that impact on the integrity of sport including the importance of effective governance, administration and reporting procedures.	Capacity building for sport federations and organisations co-ordinating or delivering sport and physical activity programmes on issues that impact on the integrity of sport including the importance of effective governance, administration and reporting procedures.	Governance, administration and reporting guidelines in place for both sport federations and organisations co-ordinating or delivering sport and physical activity programmes on issues that impact on the integrity of sport including the importance of effective governance, administration and reporting procedures. Funding is regulated based on compliance with governance and administration guidelines.

Supporting Information

A number of Commonwealth countries have published guidelines and recommendations on good governance in sport:

- Australia, www.ausport.gov.au/supporting/clubs/governance

- Canada, www.sportlaw.ca

- United Kingdom, www.sportandrecreation.org.uk/smart-sport/voluntary-code

12.3 Principle 2: Leveraging sustainable, quality and on-going sport activity to deliver intentionally planned development interventions

Sport is well established in the Commonwealth and an important shared tradition amongst member countries. It is important that the use of sport in development work makes use of the existing level of interest in Commonwealth sport and the structures, activities and expertise that support it, but also works to further develop these. Sustainable contributions from sport to development require a strong sport sector that can provide the support partners in other policy domains need to use sport to contribute to specific development goals.

Indicators for Principle 2

2.1 Resource mobilisation and allocation for SDP

2.2 SDP planning, risk management and monitoring and evaluation systems

2.3 SDP capacity building offers

2.4 Development messaging integrated into major sport events and further promotion through sporting role models

2.5 Development legacy programmes incorporated into major sporting events and championships

2.6 SDP networks, forums and symposiums

Indicator 2.1 Resource mobilisation and allocation for SDP

Mobilising human, financial and in-kind resources will enhance the contribution of sport to development objectives. Identifying an appropriate agency to lead SDP co-ordination will ensure resources are utilised most effectively and any duplication is reduced.

Initiated	*Developing*	*Established*
Identified public agencies have SDP as a part of their portfolio and take responsibility for co-ordinating and strengthening SDP.	A lead agency for SDP is established with responsibility for co-ordinating and strengthening SDP.	A dedicated agency or unit with a mandate and dedicated budget to strengthen and co-ordinate SDP.
Human resource and budgetary support is provided for SDP events and festivals.	Budget allocated to support on-going SDP initiatives.	A defined percentage of the total sport budget is allocated to support SDP initiatives on an annual basis.
	SDP programmes access public facilities free of cost or at reduced cost.	Dedicated facilities provided for SDP programming and administration.
	Corporate sector support for SDP initiatives.	Tax incentives to support SDP initiatives and funders.

Supporting Information

The Sport for Development and Peace International Working Group's 2008 report *Harnessing the Power of Sport for Development and Peace: Recommendations to Governments* highlights how different governments have mobilised resources to support SDP and co-ordinated efforts in their country.

Indicator 2.2 SDP planning, risk management and monitoring and evaluation systems

Positive development outcomes from sport are not automatic or guaranteed. Deliberate planning, co-ordination and the targeted management of sport-based approaches are required to maximise any positive outcomes. This is most effective if overarched by planning and co-ordination mechanisms at a district, national and regional level.

Initiated	Developing	Established
SDP referenced in relevant sport focused strategies and operational plans.	Dedicated strategies and action plans to strengthen SDP.	Mechanisms exist for co-ordination planning and risk management across the SDP sector.
Regular communication with SDP stakeholders.	Mechanisms are in place to co-ordinate SDP stakeholders.	Formal system(s) to register organisations delivering SDP programming. Registration based on (self) compliance with SDP delivery guidelines.
	SDP delivery guidelines ratified and published.	Funding and/or registration for organisations delivering SDP programmes is regulated based on compliance with delivery guidelines.

Supporting Information

Relevant stakeholders can:

- Include SDP within current strategic and operational plans;

- Devise dedicated strategies and action plans for strengthening SDP;

- Support mechanisms for regular communication with SDP stakeholders;

- Establish a registration and co-ordination system for SDP agencies and programmes; and

- Regulate the delivery of SDP activity (alongside grass roots and participation).

For example:

The 4th Session of the African Union Conference of Ministers of Sport approved a revised African Sport Architecture that describes sport as a 'central theme for social integration and development, particularly in addressing the Millennium Development Goals' (African Union Commission 2011). The African Sport Architecture serves as an example of mechanisms for the management and co-ordination of sport stakeholders with a strong emphasis on Sport for Development and Peace. For further information visit the Social Affairs Section of the African Union Commission website at http://sa.au.int

Indicator 2.3 SDP capacity building offers

Good practice in sport for development and peace requires capability in both 'sport delivery' and 'development' work. Typically stand-alone 'sport' or 'development' capacity building offers do not fully support policy-makers, administrative staff or practitioners to develop the necessary capability to effectively implement SDP initiatives. For this reason capacity building that combines 'sport' and 'development' outcomes may be required in order to strengthen SDP.

Initiated	*Developing*	*Established*
National SDP symposiums, workshops and forums conducted.	SDP training and capacity building delivered (and available) for sport departments, sport federations, youth and wider development organisations. SDP resources developed and distributed to relevant agencies/ organisations.	Formal degree programmes and/ or electives in 'Sport for Development and Peace' offered. Recognition of SDP capability in the national (or regional) accreditation framework (primarily within youth development qualification streams). SDP resource depository established and available to the sport, youth and other development sectors.

Supporting Information

Higher Education Institutions in Commonwealth countries across Africa, Australasia, the Caribbean and Europe offer degree programmes in Sport for Development and Peace. For details visit www.sportanddev. org/en/toolkit/research_corner

The International community Coach Education Systems (ICES) project is an initiative aimed at supporting organisations to establish sustainable education systems for SDP and community sport coaches and activity leaders. For further information visit www.uksport.gov.uk/pages/ices

Indicator 2.4 Development messaging integrated into major sport events and further promotion through sporting role models

Established and sustainable sport events and programmes offer valuable platforms to integrate development interventions at local, national and international levels. In strengthening SDP it may be preferable and more sustainable to ensure co-ordination between established sport structures and development stakeholders rather than establishing stand-alone initiatives. Established sports role models can also be used to reinforce and support development messaging, leveraging their unique status in many cultures. Sporting role models are not confined to elite and high-performing athletes; many local sports leaders and community coaches play an influential role in their communities, in particular with young people.

Initiated	Developing	Established
Development agencies regularly attend and contribute to sporting events.	MOUs and agreements in place with identified development agencies to use sporting events for awareness raising and advocacy campaigns.	Charitable fundraising initiatives are integrated into sporting events.
Federations, teams and athletes incorporate community service into programmes and promotional work.	Training and support provided for federations, teams and athletes to incorporate community service into programmes and promotional work.	A requirement for community service is embedded in funding agreements for federations, teams and athletes.

Supporting Information

SportAccord is the international umbrella organisation for both Olympic and non-Olympic sports and organisers of sporting events. The organisation's Social Responsibility Map logs its social responsibility programmes and policies. View them at www.sportaccord.com

Indicator 2.5 Development legacy programmes incorporated into major sporting events and championships

The legacy of sport events can encompass more than infrastructure development. Sport, social and human development legacy can be as important and depending on the nature of the event can have local impact, national significance or, for major events, international scope.

Initiated	Developing	Established
Legacy programming encouraged as a component of sport event hosting.	Legacy programme a requirement when hosting sport events.	Legacy programming formalised as a key criteria in awarding the hosting rights for sport events.
Event hosts fund components of legacy programming.	A percentage of sport event hosting budget allocated to legacy programmes.	The requirement to allocate a defined percentage of event hosting budget to legacy programming is embedded in event hosting contracts.
	International development is included as a component of major sport event legacy programmes.	Major sport events require both domestic and international legacy programmes.

Supporting Information

International Inspiration is London 2012's international sports legacy programme. It aims to enrich the lives of young people around the world through physical education, sport and play. International Inspiration supports policy development, capacity building and opportunities to participate in quality sport and physical education. Resources and further information are available at: www.london2012.com/join-in/education/international-inspiration

Commonwealth Games Canada's Game of Life Run/Walk uses a mass participation sport event to raise money for sport for development programmes. For details on the event visit www.commonwealthgames.ca/ids

Indicator 2.6 SDP networks, forums and symposiums

An effective SDP sector will include a diverse range of stakeholders. Many will be embedded in sport, both within and outside national federation networks, while others will come from the youth, education, health and broader development sector. Networks and forums to link these diverse stakeholders can be important support mechanisms to co-ordinate the sector, build momentum, share good practice and encourage collaborative partnership working.

Initiated	*Developing*	*Established*
Publicised opportunities for SDP stakeholders to connect, network and share good practice.	Regular SDP forums and symposiums are conducted at district and national level.	National SDP network(s) are in place with administrative support and connectivity to capacity building, resource sharing and inter-sector linking opportunities.

Supporting information

India's Maidan platform is a national initiative aimed at strengthening SDP in India and serves as a good practice example. Maidan includes an annual summit, an online resource and published magazine. The initiative is managed by the leading SDP NGO, Magic Bus and the strategic partners include India's Ministry of Youth Affairs and Sport, the Australian Sports Commission, the British Council and the University of Delhi. Further information is available at: www.maidan.in

12.4 Principle 3: Integration with the development sector in support of development priorities

Sport within development is most effective when recognised by the wider sector as one of the range of tools that can contribute to prioritised agendas and strategies. While sport brings distinctive qualities and approaches to development, contributions will be maximised if sport-based approaches complement and become integrated with well-established development policy domains. Sport-based activity can then be used selectively in support of the most relevant development objectives and closely integrated within strategies to which it can make a strong contribution.

Indicators for Principle 3

3.1 References to the value and contribution of SDP in non-sport policy frameworks and strategies

3.2 The alignment of SDP structures with youth engagement, education and health provision structures

3.3 The inclusion of SDP stakeholders in multi-sector and cross-departmental initiatives

3.4 Resources invested in SDP initiatives by non-sport actors

Indicator 3.1 References to the value and contribution of SDP in non-sport policy frameworks and strategies

Including sport-based approaches in the policy frameworks and planning approaches in other sectors will maximise contributions and ensure co-ordination with other development efforts. Sport, as a tool for development, can be referenced in cross-government mechanisms such as Poverty Reduction Strategy Papers (PRSP), key policy documents (e.g. as a preventative measure in health policy), legislative structures (e.g. allowing community groups access to school sport facilities) and specific development plans and strategies.

Initiated	Developing	Established
SDP stakeholders engaged in policy consultation and strategic planning processes.	SDP included in National Development and Poverty Alleviation Plans. SDP officials involved in international co-operation and development assistance planning.	SDP referenced as a tool to achieve defined non-sport policy objectives. SDP referenced in multilateral and bilateral co-operation agreements.

Supporting Information

To maximise the inclusion of sport-based approaches in non-sport policy frameworks and strategies relevant stakeholders can:

- Formally reference sport-based interventions in policy frameworks;

- Agree to memorandums of understanding (MOUs) that overarch joined up approaches between sectors;

- Include SDP officials and stakeholders in international co-operation and development assistance dialogue and planning; and

- Formalise the inclusion of SDP in bilateral co-operation agreements and treaties.

For each of these actions stakeholders can consider:

- Acknowledging international, regional and national declarations and commitments (including relevant sport policy);

- Outlining the specific policy objectives sport can contribute to, and how;

- Defining 'sport' and the parameters of 'sport-based interventions' as they relate to those identified policy objectives; and

- Clarifying the roles and responsibilities of relevant stakeholders including resource commitments and monitoring and evaluation approaches.

The promotion of health, development and values through sports and culture is a key action point in the Commonwealth Plan of Action for Youth Empowerment (PAYE) 2007–2015 (CYP 2007).

Indicator 3.2 The alignment of SDP structures with youth engagement, education and health provision structures

Analysing and aligning sports policy and delivery mechanisms with those of key development sectors can assist with the integration and co-ordination of sport-based approaches. For example if education is delivered through a decentralised approach, aligning SDP mechanisms will assist with co-ordination and collaboration.

Initiated	*Developing*	*Established*
Mapping of youth engagement, education and health structures and delivery mechanisms.	Formalised links between sport and youth engagement, education and health structures and delivery mechanisms.	Alignment of sport delivery structures and mechanisms with appropriate youth engagement, education and health structures and delivery mechanisms.

Supporting Information

New Zealand's Regional Sport Trust (RST) model is an example of a policy and delivery mechanism that supports co-ordination and collaboration with other sectors. Positioned as 'network hubs', RSTs have strong working relationships with sport organisations, local councils, health agencies, education institutions, local businesses and the media. RST's connectivity to local stakeholders helps them to mobilise financial and 'in kind' resources within their local community. For further information about RSTs, visit www.sportnz.org.nz/en-nz/our-partners/Regional-Sports-Trusts

Indicator 3.3 The inclusion of SDP stakeholders in multi-sector and cross-departmental initiatives

This indicator relates to sport-based approaches within multi-sector and cross-departmental initiatives. Sports integration can be considered at governance, strategic and delivery levels within multi-sector initiatives.

Initiated	*Developing*	*Established*
Sport officials engaged in inter-departmental planning processes.	Ministers and officials with responsibility for sport have defined roles in inter-departmental committees and working groups.	Inter-departmental committees focused solely on maximising sports contribution to national development priorities.
Joined up planning between sport stakeholders and other sectors.	Sport officials engaged in regular, formalised platforms for multi-sector planning, monitoring and evaluation.	Signed MOUs outlining the parameters for joined up approaches between sport and other sectors.
	Pilots and/or localised initiatives established in which sport is one of multiple interventions addressing a complex development issue.	Nationally scaled programming in place in which sport is one of multiple interventions addressing a complex development issue.

Supporting Information

The Healthy Islands Through Sport (HITS) forum is an example of a cross-sector sport initiative. The forum brought together senior officials from Ministries of Health and Ministries responsible for Sport from 14 Pacific island countries to discuss how sport could be used to tackle non-communicable diseases such as obesity and diabetes in the Pacific. The initiative was led by the Australian Sports Commission in collaboration with the World Health Organization and Secretariat of the Pacific Community. As part of the forum a sample MOU for inter-departmental collaboration was developed.

For information about the forum and sample resources contact asc@ausport.gov.au or visit www.ausport. gov.au/supporting/international/news/story_485909_healthy_islands_through_sport_forum_ report_of_proceedings

Indicator 3.4 Resources invested in SDP initiatives by non-sport actors

While investment by sport stakeholders is crucial, to fully scale SDP multi-sector support for the sector is important. As such, this indicator relates to investment in SDP by non-sport stakeholders across the government, non-government and corporate sectors.

Initiated	Developing	Established
Non-Government (NGOs) and Community Based Organisations (CBOs) invest in sport-based activities as part of their wider programming.	Private sector and non-government funding is available for SDP programmes and projects.	Trusts, foundations and funding agencies and/or corporate entities fund SDP activities and programmes on a national scale.
Local and municipal governments allocate human and financial resources to support SDP initiatives.	Dedicated, cross-departmental initiatives prioritising sport and physical activity as central strategies to address community health and development objectives are established and receive ring-fenced funding.	Multiple ministries provide dedicated budgetary support for sport and physical activity-based interventions and programmes.

Supporting Information

The Inter-America Development Bank (IDB) is an example of a major development funder who recognise the value of supporting SDP approaches. Given sports' proven ability to engage, motivate, train, and retain youth in programmes, the IDB have integrated sports into their youth development activities in the areas of health and well being, gender inclusion and violence prevention. The IDB reported integrating sport into their Youth and Citizen Security Strategy 'sparked great interest in social investors and agents of change'. For more information visit www.iadb.org/en/topics/sports.

The Australian Drug Foundation's Good Sports Program is an example of a dedicated sport-based initiative, funded from across government, working to address health, drug and alcohol abuse in sports clubs and wider communities. For further information visit www.goodsports.com.au.

12.5 Principle 4: Fully accessible programming ensuring leaders and participants are safeguarded at all times, in particular children and those vulnerable to gender-based violence

The characteristics of sport readily support development outcomes; however, it is important to recognise that sport, as with other sites of socio-cultural interaction, can be a platform for both positive and negative experiences. If sport is not well managed it may exclude participants rather than include them, and expose them to opportunities for abuse. Recognising and proactively combating these risks must be a key tenet for sport if development outcomes are to be maximised.

Issues of safeguarding children, youth and vulnerable people are especially important. Sport activities often take place away from young people's homes or communities, placing participants in the care of coaches and officials. Implementing robust measures for violence prevention, child protection and safeguarding in sport is essential (Innocenti Research Centre 2010).

Indicators for Principle 4

4.1 Focus on safeguarding and protection of children and vulnerable adults in sport policy and within broader legislation, policy and mechanisms

4.2 Guidelines and resources provision to support equality and inclusion in sport (inclusive of designated SDP initiatives)

4.3 Designated authorities responsible for strengthening equality and inclusion in sport (inclusive of designated SDP initiatives)

4.4 Focus on equality and inclusion within sport policy and broader legislation, policy and mechanisms

4.5 Guidelines and resources to support the safeguarding and protection of participants in sport (inclusive of designated SDP initiatives)

4.6 Designated authorities responsible for strengthening safeguarding and protection in sport (inclusive of designated SDP initiatives)

Indicator 4.1 Focus on safeguarding and protection of children and vulnerable adults in sport policy and within broader legislation, policy and mechanisms

Safeguarding participants must be a central tenet in SDP policy, strategy and delivery in order to maximise positive outcomes. All stakeholders have a responsibility to implement policy, processes and mechanisms to safeguard participants from accidents as a result of negligence and from physical, emotional and sexual abuse. In particular children and vulnerable adults are particularly susceptible to harm and should be a focus for safeguarding efforts. Vulnerable adults include people with a disability, minority groups, and other marginalised populations and in many instances girls and women.

Initiated	Developing	Established
Sport and wider development stakeholders consulted on safeguarding and protection in sport.	Safeguarding and protection embedded in sport policy frameworks and explicitly endorsed by key stakeholders.	Legislative frameworks established to enforce safeguarding and protection in sport.
Agencies and organisations that can support safeguarding and protection in sport identified and details communicated to sport stakeholders.	Platforms established to link sport stakeholders with agencies and organisations that support safeguarding and protection.	Sport explicitly referenced within broader safeguarding and protection policy, legislation and legal frameworks.
	National, district and local campaigns to raise awareness and advocate for safeguarding and protection in sport.	Sport identified as a model of good practice in campaigns to raise awareness and advocate for safeguarding and protection.

Supporting Information

Article 19 of the Convention of the Rights of the Child (United Nations 1989) states:

1. Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Indicator 4.2 Guidelines and resources to support safeguarding and protection in sport (inclusive of designated SDP initiatives)

Safeguarding participants in sport-based programmes is a challenging and complex undertaking. Guidelines, resources and capacity building on safeguarding in sport can offer valuable support in limiting instances of abuse and maximising positive outcomes for participants in sport-based activities.

Initiated	Developing	Established
Sport and wider development stakeholders consulted on safeguarding and protection in sport. Safeguarding and protection included as a key programmatic area and agenda item in sport workshops, forums and symposiums.	Context specific guidelines on safeguarding and protection in sport published and endorsed by key stakeholders. Dedicated workshops, forums and symposiums focused on safeguarding and protection in sport. Resources made available to support sport stakeholders in strengthening safeguarding and protection. Safeguarding and protection referenced and considered in all special projects and initiatives in the sport sector.	Adherence to safeguarding and protection guidelines a prerequisite for funding and support. Systematic capacity building for sport stakeholders to improve the capability of the sector to strengthen safeguarding and protection. Repository established for safeguarding and protection resources and examples of good practice. Specific initiatives and projects focused on strengthening safeguarding and protection in sport funded, implemented and evaluated.

Supporting Information

Keeping Children Safe is a network of organisations working together to increase the safeguarding of children. It was formed by some of the leading international development agencies in response to incidences of abuse and exploitation of children that arose when some organisations were working with vulnerable communities. Keeping Children Safe has developed resources and tool kits to support the safeguarding of children. To access these resources for further information visit www.keepingchildrensafe.org.uk

Streetfootball World supports works with a number of organisations that use football as a tool to empower disadvantaged young people. As part of these efforts they worked in partnership with Beyond Sport, Laureus and the International Society for Prevention of Child Abuse and Neglect (ISPCAN) developed a series of online resources on child protection. For further details visit www.streetfootballworld.org/knowledge_centre

Indicator 4.3 Designated authorities responsible for strengthening safeguarding and protection in sport (inclusive of SDP initiatives).

Establishing agencies with lead responsibility for safeguarding provides a focal point for stakeholders requiring support and assistance. Lead agencies can also help co-ordinate the interaction between sport stakeholders and broader safeguarding and protection mechanisms.

Initiated	Developing	Established
Nominated officials have responsibility for safeguarding and protection issues in sport.	An appropriate number of officials focus solely on safeguarding and protection issues in sport.	A dedicated unit in place to lead on strengthening safeguarding and protection in sport.
Guidance provided to the sport sector on recruiting, vetting and appointing professional and volunteer staff in adherence with good practice and relevant legislation.	Dedicated support for sport organisations to assist recruitment, vetting and appointment policy, processes and practice.	Mechanisms in place to conduct appropriate background checks for professional and volunteer staff in sport working with children and vulnerable adults.
	Recognition for sport organisations that demonstrate good practice in safeguarding and protection.	Formal accreditation system for sport organisations that adhere to agreed guidelines for safeguarding and protection in sport.

Supporting Information

The United Kingdom's National Society for the Prevention of Cruelty to Children (NSPCC) is an example of an organisation focused on safeguarding and protecting children. In relation to sport its Child Protection in Sport Unit (CPSU) works with national sports authorities, national sport federations and local sport organisations to help them minimise the risk of child abuse during sporting activities. Information and resources on the CPSU and NSPCC are available at: www.nspcc.org.uk

Indicator 4.4 Focus on equality and inclusion within sport policy and broader legislation, policy and mechanisms

Supporting marginalised and disadvantaged groups to access sport-based development opportunities should be a key premise of SDP efforts and reflected in policy, legislation and planning.

Initiated	*Developing*	*Established*
Sport and wider development stakeholders consulted on equality and inclusion in sport.	Equality and inclusion embedded in sport policy frameworks and explicitly endorsed by key stakeholders.	Legislative frameworks established to enforce equality and inclusion in sport.
Agencies and organisations that can support equality and inclusion in sport identified and details communicated to sport stakeholders.	Platforms established to link sport stakeholders with agencies and organisations that support equality and inclusion.	Sport explicitly referenced within broader equality and inclusion policy, legislation and legal frameworks.
	National, district and local campaigns to raise awareness and advocate for equality and inclusion in sport.	Sport identified as a model of good practice in campaigns to raise awareness and advocate for equality and inclusion in other sectors.
	Parameters established to collect aggregated participation data (i.e. number of female participants) and consult underrepresented groups in support of equality and inclusion in sport.	Aggregated data collection and consultation with underrepresented groups embedded in monitoring and evaluation approaches.

Supporting Information

UN Enable, the official website of the Secretariat for the Convention on the Rights of Persons with Disabilities (SCRPD), provides a catalogue of resources on disability and sports at www.un.org/disabilities/default.asp?id=1563

The Brighton Declaration is an international gender equity declaration for sport calling for the commitment of all stakeholders to develop a sporting culture that enables and values the full involvement of girls and women in every aspect of sport. This is designed to complement all sporting, local, national and international charters, laws, codes, rules and regulations relating to women or sport. The Brighton Declaration is available at: www.iwg-gti.org/brighton-signatories

Indicator 4.5 Guidelines and resources to support equality and inclusion in sport (inclusive of designated SDP initiatives)

Guidelines, resources and capacity building focused on inclusion in sport can assist stakeholders to ensure programmes and initiatives are designed in an inclusive manner and are widely accessible.

Initiated	Developing	Established
Sport and wider development stakeholders consulted on equality and inclusion in sport.	Context specific guidelines on equality and inclusion in sport published and endorsed by key stakeholders.	Adherence to equality and inclusion guidelines a prerequisite for funding and support.
Equality and inclusion included as a key programmatic area and agenda item in sport workshops, forums and symposiums.	Dedicated workshops, forums and symposiums focused on equality and inclusion in sport.	Systematic capacity building for sport stakeholders to improve the capability of the sector to strengthen equality and inclusion.
	Resources made available to support sport stakeholders in strengthening equality and inclusion	Repository established to store equality and inclusion in sport resources and examples of good practice.
	Equality and inclusion referenced and considered in all special projects and initiatives in the sport sector.	Specific initiatives and projects focused on strengthening equality and inclusion in sport funded, implemented and evaluated.

Supporting Information

The International Disability in Sport Working Group in conjunction with the United Nations Office of the Special Advisor to the Secretary-General on Sport for Development and Peace published a comprehensive report on *Sport in the United Nations Convention on the Rights of Persons with Disabilities*. The report can be accessed at the following link:

http://assets.sportanddev.org/downloads/34__sport_in_the_united_nations_convention_on_the_rights_of_persons_with_disabilities.pdf

The website of the International Working Group on Women in Sport contains a number of resources and tool kits in support of inclusive policy development. To access this site visit www.iwg-gti.org

Women Win is a non-governmental organisation that uses sport as a strategy to advance women's rights in partnership with a range of grass roots sport projects. Women Win has developed guidelines and resources to support the inclusion and empowerment of women in sport. To access these resources visit www.womenwin.org

Indicator 4.6 Designated authorities responsible for strengthening equality and inclusion in sport (inclusive of designated SDP initiatives)

As with safeguarding and protection in sport, identifying and appointing agencies with lead responsibility for inclusion provides a focal point for stakeholders requiring support and assistance and can spearhead co-ordination with gender, disability and other inclusion mechanisms.

Initiated	Developing	Established
Nominated officials have responsibility for equality and inclusion issues in sport.	An appropriate number of officials focus solely on equality and inclusion issues in sport. Recognition for sport organisations who demonstrate good practice in supporting equality and inclusion.	A dedicated unit in place to lead on strengthening equality and inclusion in sport. Formal accreditation system for sport organisations who adhere to agreed guidelines to enhance equality and inclusion in sport.

Supporting Information

A range of international organisations and networks support nominated national authorities and pro-inclusion groups working to advance inclusion within sport. They include:

- The International Paralympic Committee, the global governing body of the Paralympic Movement, www.paralympic.org

- Special Olympics International, working to enrich the lives of people with an intellectual disability, www.specialolympics.org

- The International Working Group on Women in Sport is an independent co-ordinating body consisting of representatives of key government and non-government organisations from different regions of the world. It focuses is sustainable sporting culture that enables and values the full involvement of women, www.iwg-gti.org

- The International Federation of Adapted Physical Activity is a network of organisations concerned with promotion and dissemination of knowledge and information about adapted physical activity, disability sport, and all other aspects of sport, movement, and exercise science for the benefit persons who require adaptations to enable their participation, www.ifapa.biz

- The International Association of Physical Education and Sport for Girls and Women (IAPESGW) is an organisation with a primary aim to support and bring together like-minded professionals from around the world who are working in the fields of physical education, dance and sport, www.iapesgw.org

12.6 Principle 5: Decentralised delivery with community ownership

Most successful development programmes are based on partnership and participation and these core principles are of value in the use of sport for development and peace. Contemporary development is founded on mutuality, rejects notions of unequal 'expert-learner' relationships, and focuses efforts on supporting local agencies and communities. An ethos of partnership that recognises specific sport initiatives must be embedded in the socio-cultural context in which they take place, often proves most effective. This takes account of critical differences in contexts both within and across nations. Sport is well suited to this approach because of its malleability, i.e. its capacity to become what each individual and community needs. Sport-based approaches can best serve development through such local adaptation.

Indicators for Principle 5

5.1 Decentralised co-ordination, strategies and funding mechanisms for increasing sport participation and strengthening SDP programming

5.2 Opportunities for participatory SDP policy development and programme design

5.3 Platforms for community-based sport and development stakeholders to network

5.4 Resources, reward and recognition for community-based SDP initiatives

Indicator 5.1 Decentralised co-ordination, strategies and funding mechanisms for increasing sport participation and strengthening SDP programming

This indicator relates to support structures for community-based efforts to utilise sport within development work.

Initiated	Developing	Established
Community based organisations, including SDP programmes and projects, are linked to national structures and mechanisms.	Resource provision for community-based organisations supporting sport participation including SDP programmes and projects.	Decentralised funding and administration mechanisms established and assisting community-based organisations supporting sport participation including SDP initiatives.
SDP stakeholders are included in key advisory groups and forums focused on growing sport participation.	SDP networks and co-operatives supported and recognised in national sport governance, leadership and representative forums.	SDP stakeholders included in key advisory groups supporting national development priorities and other policy objectives.
	Strengthening SDP programming and projects is a key tenant of strategy and action plans to engage underrepresented communities in sport.	Special projects and initiatives to engage underrepresented communities through SDP initiatives have been implemented.

Supporting Information

Both government and non-government organisations across the Commonwealth support community-based initiatives focused on using sport within development efforts. Examples include:

- The Australian Sports Commission Pacific Sport Development Support Grants and Targeted Countries Sport Development Grants. Further information can be found at www.ausport.gov.au/supporting/international/about/development_grants

- The Laureus Sport for Good Foundation provide support to more than 100 projects using sport in development work in some of the most challenging or deprived environments around the world. Information about Laureus' work is available at: www.laureus.com

- Comic Relief's 'Sport for Change' initiative supports organisations to use sports in a variety of ways to help achieve positive change in the lives of poor and disadvantaged children and young people. Full details are available at: www.comicrelief.com/apply-for-a-grant/programmes/sport-change

- International Development through Sport (IDS), the international charity partner of UK Sport, assists small grass roots organisations in developing countries. For an overview of IDS visit www.uksport.gov.uk/pages/ids/

Indicator 5.2 Opportunities for participatory SDP policy development and programme design

Policy formation and programme design based on the inputs of community members and beneficiary groups is recognised as effective practice in development work. When using sport for development, programme and project design incorporating inputs from multiple sectors and stakeholders with diverse backgrounds and expertise can further enhance this approach.

Initiated	Developing	Established
Consultation with national, district and local SDP stakeholders to inform policy development and strategic planning.	Targeted members of the SDP field, broader development stakeholders and wider community leaders are engaged in policy development and strategic planning and programme design processes.	Targeted members of the SDP field, broader development stakeholders and wider community leaders develop and drive strategic plans and programme design.

Supporting Information

The Kicking AIDS! Out (KAO) Network serves as an example of participatory programme design. An international network of Sport for Development and Peace NGOs, organisations and national sport structures, KAO members work as a collective to raise awareness about how sport and physical activity programmes can be adapted to promote dialogue and education about HIV and AIDS and to facilitate life skills training. A major focus of the network is to support locally run initiatives in building up capacity of youth leaders as Kicking AIDS Out facilitators so that the concept can be woven into the fabric of community programmes and sport initiatives. To access more information about the network's approach visit www.kickingaidsout.net

Indicator 5.3 Platforms for community-based SDP stakeholders to network

This indicator addresses the extent to which organisations using sport within development efforts have the opportunity to connect with other community-based development organisations, local and national sport networks and relevant organisations in the wider development sector. This prioritises the value in exchanging local knowledge, sharing good practice and addressing development challenges through community-based and bottom-up approaches.

Initiated	*Developing*	*Established*
Symposiums, workshops and forums conducted to connect SDP stakeholders at national and district levels.	Symposiums, workshops and forums conducted to connect SDP stakeholders with youth engagement, education and health stakeholders at national and district levels.	Mechanisms in place to connect SDP stakeholders with youth engagement, education and health delivery agencies to facilitate co-ordinating development efforts at national and district levels.
SDP organisations, programmes and projects link with national sport organisations.	National sporting organisations register and support SDP organisations, programmes and projects.	National youth engagement, education or health organisations register and support SDP organisations, programmes and projects.

Supporting information

A number of international platforms and networks work to enhance the connectivity between community-based, national and international SDP projects and with other sectors. Many involve web-based networking and resource sharing. For example:

- The International Platform for Sport and Development is the key online resource and communication tool for sport and development. The platform is designed to help all sport and development stakeholders to understand the different themes in SDP, find practical tools, guidelines and resources, stay informed and make connections and share information with like-minded people and organisations interested and active in SDP.

- 'Beyond Sport' promotes and supports the use of sport to create positive social change. The organisation does this through hosting a global summit and awards ceremony, maintaining an online platform and promoting the concept of sport for social change to professional sports teams and organisations. In particular, Beyond Sport aims to link the corporate and social development sectors through sport; for further details visit www.beyondsport.org

- 'Peace and Sport' aims to enhance international co-operation between political leaders, sport governing bodies, and actors from the private sector, peace organisations and civil society. This is achieved through supporting an online community and resource hub, hosting an annual awards platform, and providing direct support for community based initiatives. For information visit www.peace-sport.org

Indicator 5.4 Resources, reward and recognition for community-based SDP initiatives

Initiatives that promote community-based SDP initiatives and recognise good practice at the community level in using sport-based approaches in development.

Initiated	Developing	Established
Communication and promotional material highlighting SDP good practice is published and disseminated by national stakeholders.	Regular communication material highlighting SDP good practice and innovations is published and disseminated at local, district and/ or national levels.	Web, print-based and social media communication platforms regularly utilised to promote SDP and recognise good practice.
	Award ceremonies conducted at local, district and/or national level recognising SDP good practice. The stakeholders organising the awards are primarily from the SDP or sport sector.	Regular SDP award ceremonies are held rewarding outstanding programmes and practitioners from the sector. Development agencies, other government agencies, corporates and/or media outlets are involved in organising the awards process including through sponsorship or in-kind resource provision.
	Grants programmes in place supporting the initiation or further development of SDP projects and/ or professional development opportunities for SDP practitioners.	Grants programmes in place supporting the initiation or further development of SDP projects have specific provision for community-based initiatives. These are supported by an additional grants programme focused on professional development opportunities for SDP practitioners.

Supporting information

The Canadian Sport for Life initiative is an example of an effective communication platform promoting sports contribution to community health and well-being. The sport for life online platform and eNewsletters provide information on community sport initiatives, resources, examples of good practice and link parents, coaches and participants. To view the Canadian Sport for Life web platform visit www.canadiansportforlife.ca.

To view other community-based, national and international initiatives promoting SDP visit www.sportanddev.org.

12.7 Principle 6: Evidence-based programming, monitoring and evaluation

There is a large array of research that has been conducted into the SDP field that can help inform the design and delivery of programmes. This includes literature published by international expert networks including the UN Sport for Development and Peace International Working Group.

Good practice in sport-based programmes is informed by deep understandings of local context, community and culture; although 'technical' knowledge of sport is needed, the success of any programme rests on it being used appropriately to serve its intended community and participants. In this context it is important that knowledge and understanding held by practitioners and local actors is also valued and that research-based evidence is not unduly privileged. Local input is especially needed to ensure initiatives are shaped appropriately to local preferences and interests, and acknowledge likely cultural and resource constraints. This is essential to improve the likelihood of longer-term sustainability.

As in all aspects of development work, there is a need to monitor and evaluate the development and impact of SDP programmes. To this end the evidence base contains a large number of monitoring and evaluation studies that provide examples of possible methodologies. These also demonstrate the challenges encountered in attempting to evaluate complex social outcomes, especially in the long term. Here it will be valuable for sport to learn from and align with the approaches used by the wider development sector in managing impact assessments effectively for local as well as external benefit.

Indicators for Principle 6

6.1 SDP research projects and initiatives backed by a commitment from the higher education sector

6.2 Monitoring and evaluation of sport participation

6.3 Monitoring and evaluation of the contribution made by sport-based interventions to development objectives

Indicator 6.1 SDP research projects and initiatives backed by a commitment from the higher education sector

Research into the use of sport within development efforts offers an opportunity for policy-makers and practitioners to enhance their understanding of the benefits and challenges of this approach. While international research networks and partnerships play an important role, increasing the opportunities for academics and post-graduate students to conduct research within their own national contexts should be considered a priority.

Initiated	Developing	Established
SDP research supported through sport research grants.	SDP research supported through dedicated SDP research grants.	SDP research funded through youth, education, health or wider development focused research grants.
Higher education and research institutes included in national SDP networks.	Dedicated SDP conferences and symposiums to share research and network with higher education and research institutes.	SDP included as a thematic stream in development focused conferences and symposiums.
	Students focused on SDP research eligible for higher education academic scholarship programmes.	Dedicated academic scholarships for students focused on SDP research.

Supporting Information

The following online resources contain Sport for Development and Peace papers and reports as well as links and information related to research in this area:

- Sport for Development and Peace International Working Group key publications, www.un.org/wcm/content/site/sport/sdpiwg_keydocs

- The International Platform on Sport and Development Research Corner, www.sportanddev.org/en/toolkit/research_corner

- Literature Reviews on Sport for Development and Peace, www.righttoplay.com/news-and-media/ Documents/Policy%20Reports%20docs/Literature%20Reviews%20SDP.pdf

- International Sport for Development and Peace Association, www.isdpaonline.ning.com

- International Council for Sport Science and Physical Education, www.icsspe.org

- UK Sport and Sport England's Value of Sport Monitor, www.sportengland.org/research/value_of_sport_monitor.aspx

Indicator 6.2 Monitoring and evaluation of sport participation

Collecting data on sport participation levels is an important component of monitoring and evaluating the effectiveness of strategies to encourage greater participation. Combining participation data with additional analysis of the size and capacity of the sport workforce supports targeted implementation and development planning. The sport workforce can include professionals and volunteers from the community to national level. Analysis of this nature provides valuable information to assess the contributions sport makes to economic development and facilitates a targeted approach to capacity building and training needs.

Initiated	Developing	Established
Sport specific and physical activity participation surveys inclusive of SDP.	Estimations of sport physical activity levels based on sound empirical monitoring.	Policy development and strategic planning informed by a comprehensive national sport and physical activity participation survey.
Sport specific or localised analysis of the volunteer sport workforce inclusive of SDP.	Analysis of the roles and capabilities required of the sport workforce inclusive of SDP initiatives.	Capacity building strategy and investment informed by a comprehensive analysis of the sport workforce inclusive of SDP.
	Analysis of the economic contribution of specific sport initiatives, projects or events.	Economic analysis of the size and contribution of the sport industry.
	Aggregated baseline data collected to identify variances in sport participation based on community groupings and geographic location.	Policy development and strategic planning informed by progressive and comparative empirical analysis of sport participation trends, including identification of communities with low participation rates.

Supporting Information

As part of the process to strengthen the Oceania Sport Education Program in Pacific Island countries the Oceania National Olympic Committee (ONOC) works with national sport federations, schools and community sport deliverers to map the sport participation model in each country and the competencies required by sport volunteers and professionals. For further information about the approach and methodology, visit www.oceaniasport.com/osep

Indicator 6.3 Monitoring and evaluation of the contribution made by sport-based interventions to development objectives

Monitoring and evaluating the contribution sport-based approaches make towards development objectives is challenging and requires a more developed methodology than tracking sport participation or involvement in programmes and projects. The development areas to which sport is best placed to contribute are complex domains that usually encompass multi-sector approaches. Sport will often be one of multiple interventions employed making it difficult to establish causal links between a sport-based intervention and stated development objectives. Monitoring and evaluation that recognises this complexity, and that is framed within broader evaluation systems and based on well-developed theories and models, are often the most appropriate.

Initiated	Developing	Established
National SDP monitoring and evaluation framework(s) established.	National SDP monitoring and evaluation framework(s) framed by development focused indicators.	Identifiable body of data and evaluation evidencing sports contribution to national development priorities
Compare funding for sport with other sectors.	Cost outcome analysis embedded in SDP monitoring and evaluation frameworks.	Cost versus outcome analysis published comparing sport with other public investment.
	Mechanisms in place to communicate SDP monitoring and evaluation with key stakeholders in youth, education and health sectors.	SDP embedded in the monitoring and evaluation approach of other key sectors (youth, education and health).

Supporting Information

A number of SDP networks and agencies have invested in developing monitoring and evaluation frameworks for sport-based contributions to development objectives. Examples include:

- The International Platform on Sport and Development tool kit, which has different links and information about monitoring and evaluating SDP initiatives. This can be viewed at www.sportanddev.org/en/toolkit/monitoring___evaluation

- Views, an online monitoring and evaluation system developed by UK agency Substance. Access details at www.views.coop

For information from the broader development field, *Monitoring and Evaluation News* is an online resource focused on developments in monitoring and evaluation methods relevant to social development objectives. Visit the site at http://mande.co.uk

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Notes

1   For example, see Sport for Development and UNICEF Priorities www.unicef.org/sports
2   For example, at the 2011 Commonwealth Heads of Government Meeting (CHOGM) in Perth, Australia, where Heads of Government authorised the Commonwealth Secretariat to play a co-ordinating role in this area.
3   As stated in the Trinidad and Tobago Affirmation of Commonwealth Values and Principles recalling earlier statements through which the Commonwealth's values and principles have been defined and strengthened over the years, including the Singapore Declaration, the Harare Declaration, the Millbrook Action Programme, the Latimer House Principles and the Aberdeen Principles.
4   See, for example: www.brasil.gov.br/news/history/2011/05/03/programs-developed-by-the-ministry-of-sport-are-taken-as-a-model-for-other-countries-in-south-america/newsitem_view?set_language=en
5   Funk et al. 2010; WHO 2012.
6   Affirmation of Commonwealth Values and Principles, see: www.thecommonwealth.org/document/181889/34293/35468/216908/commonwealth_values_and_principles.htm
7   See, for example: www.specialolympics.org
8   Affirmation of Commonwealth Values and Principles, see: www.thecommonwealth.org/document/181889/34293/35468/216908/commonwealth_values_and_principles.htm

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