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Systematic Review



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Table of Contents

1	Introduction	1
2	Theoretical background.....	2
2.1	UNESCO Chair	2
2.2	Sport for Development	3
2.3	Sport for Development and Peace	4
3	Method.....	5
3.1	Systematic Review	5
3.1.1	Definition	5
3.1.2	Procedure	6
3.1.3	Search Strategy	6
3.1.4	Template.....	7
4	Results.....	8
4.1	Israel - Sport for Development and Peace Program	8
4.2	Zimbabwe - Sport for Development and Peace Program.....	9
4.3	Kosovo - Sport for Development and Peace Program.....	11
4.4	South Sudan - Sport for Development and Peace Program.....	13
4.5	North Ireland - Sport for Development and Peace Program	14
4.6	Sierra Leone - Sport for Development and Peace Program	16
5	Discussion	18
5.1	Main Results and Conclusion.....	18
5.2	Limitations.....	21
5.3	Relevance and Outlook.....	22
	Bibliography	VIII
	Appendix.....	XII

List of Tables

Table 1: Search Strategy for this BSc thesis (Lehmann et al., 2022)	7
Table 2: Israel: Information about Sport for Development and Peace (SDP) (Lehmann et al., 2022)	9
Table 3: Zimbabwe: Information about Sport for Development and Peace (SDP) (Lehmann et al., 2022)	11
Table 4: Kosovo: Information about Sport for Development and Peace (SDP) (Lehmann et al., 2022)	13
Table 5: South Sudan: Information about Sport for Development and Peace (SDP) (Lehmann et al., 2022)	14
Table 6: Northern Ireland: Information about Sport for Development and Peace (SDP) (Lehmann et al., 2022)	16
Table 7: Sierra Leone: Information about Sport for Development and Peace (SDP) (Lehmann et al., 2022)	18

List of Figures

Figure 1: Flowchart of the systematic literature review (Lehmann et al., 2022)	6
Figure 2: Summary of the most important findings (Lehmann et al., 2022)	21

Abstract

The systematic review aims to provide an overview of the impact of sport on peacebuilding and development processes in selected regions. The focus is on peacebuilding and stabilization through sport. For this purpose, various projects dealing with sport and peace will be examined, described, and explained in more detail.

For the study search, different databases were sourced, and a precise search strategy was elaborated. Six projects that fit the criteria were finally used for the thesis. To describe the projects, different papers and homepages were consulted and analyzed.

In general, it can be stated that the projects positively influenced individual and interpersonal development and strengthen the relationship among humans. The sports projects offered the possibility of creating the first rapprochement between ethnic groups in different contexts. This led to some extent to a reduction of prejudices and inevitable tensions. Sport as an instrument can thereby positively impact the promotion of peace and stabilization of a specific region and country.

It is essential to keep the limits of such projects in mind. The projects take place in a protected framework, are sometimes limited in time, and depend on external and local supporters and volunteers. Additionally, peacebuilding is a multimodal task that depends on many different international and regional dimensions in politics, economy, history, or culture.

Zusammenfassung

Ziel der systematischen Untersuchung ist es, einen Überblick über die Auswirkungen des Sports auf den Friedens- und Entwicklungsprozess in ausgewählten Regionen zu geben. Der Fokus liegt dabei auf der Friedensförderung und Stabilisierung durch Sport. Dazu werden verschiedene Projekte, die sich mit Sport und Frieden beschäftigen betrachtet, beschrieben und näher erläutert.

Für die Studienrecherche wurde in verschiedenen Datenbanken recherchiert und eine genaue Suchstrategie ausgearbeitet. Insgesamt wurden schliesslich sechs Projekte, die den Kriterien entsprachen, für die Arbeit herangezogen. Zur Beschreibung der Projekte wurden verschiedene Artikel und Homepages konsultiert und ausgewertet.

Generell lässt sich feststellen, dass die Projekte einen positiven Einfluss auf die individuelle und zwischenmenschliche Entwicklung hatten und die Beziehungen zwischen den Menschen gestärkt haben. Die Sportprojekte boten die Möglichkeit, eine erste Annäherung zwischen ethischen Gruppen in unterschiedlichen Kontexten zu schaffen. Dies führte zu einem Abbau von Vorurteilen und unvermeidlichen Spannungen. Der Sport als Instrument kann sich somit positiv auf die Förderung des Friedens und die Stabilisierung einer bestimmten Region und eines Landes auswirken.

Es ist wichtig, die Grenzen solcher Projekte im Auge zu behalten. Die Projekte finden in einem geschützten Rahmen statt, sind manchmal zeitlich begrenzt und hängen von auswärtigen und lokalen Unterstützern und Freiwilligen ab. Zudem ist Friedensförderung eine multimodale Aufgabe, die von vielen verschiedenen internationalen, aber auch regionalen Dimensionen in Politik, Wirtschaft, Geschichte oder Kultur abhängt.

Acknowledgment

The exposure to a new field was highly instructive and exciting. I knew very little about development cooperation activities related to sport. With this paper, I was able to acquire new knowledge and gather insights into the process of peacebuilding through sports. Additionally, it was highly fascinating to put sport in a completely new context.

At this point, I would like to thank my supervisor Dr. Ivan Müller. As a supervisor, he provided me with an intriguing topic, mixing theory and practice and supporting me in my interests. Whenever I needed advice or assistance, Dr. Ivan Müller was available to help and guide me through my questions and concerns. It was a true pleasure to work with him.

Furthermore, I would like to thank my two fellow students who wrote their bachelor thesis on the same subject. It was a great help to exchange ideas now and then and get a second opinion in case of uncertainties.

Lastly, I would like to thank my family and friends for their support during these times.

Livia Lehmann, 27 May 2022, Basel, Switzerland

List of abbreviations

DDR	Disarmament, Demobilization and Reintegration
EU	European Union
FA	Football Association
FIFA	Fédération Internationale de Football Association
IFA	Irish Football Association
MDG	Millennium Development Goals
NCDDR	National Committee for Disarmament, Demobilization and Reintegration
NGO	Non-governmental organization
NIF	Norwegian Olympic and Paralympic Committee and Confederation of Sports
Norad	Norwegian Agency for Development Cooperation
OECD	Organization for Economic Co-operation and Development
OFFS	Open Fun Football School
POC	Protection of civilian's mandate
SDP	Sport for Development and Peace
SDG	Sustainable Development Goals
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund

1 Introduction

«Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair. It is more powerful than governments in breaking down racial barriers. It laughs in the face of all types of discrimination. »

- Nelson Mandela, (*„Sport Has the Power to Change the World“*, 2021)

This quote holds much meaning, especially in today's world. The world today experiences a lot of suffering and war. The thought that something as simple as sport can contribute to bettering our world and our living together brings hope. In the above quotation, Nelson Mandela suggests that sport can positively affect people and form a path to more understanding and optimism among humanity. According to Adam Fraser (2021), Chief Executive of Laureus Sport for Good Foundation, sport can shape society in a positive nature. This thesis, therefore, considers this point of view and the opportunities that sports can offer (*„Sport Has the Power to Change the World“*, 2021).

Sport has an impact on very different social structures. Regardless of ethical and social affiliation, it creates a community spirit and promotes integration, movement, and education. Furthermore, sport can positively promote upright and tolerant behavior, strengthen self-esteem, and create the willingness to act responsibly (Elsner, n.d.). Such research findings have led to sports becoming a beneficial and adjustable tool for various organizations (Schnitzer et al., 2013). For example, the United Nations [UN] promotes peace and development throughout the world by offering sports activities, sports projects, and different courses. In addition to the UN and non-governmental organizations [NGOs], governments, development companies, and the media also recognize and use sport as a tool for development work and peace promotion (*International Day of Sport for Development and Peace* | UNESCO, n.d.).

In this paper, the focus lies on sport for development and peace [SDP]. An increasing number of companies and NGOs advocate that sport can play a crucial role in peacebuilding in countries with conflict situations or ethical disputes, be it nowadays or in the past. To this end, more and more projects are being set up in countries that precisely pursue this goal. The initiatives are often primarily aimed at children and young people and focus on recreational sports. Indirectly, sport seeks to create change in various areas of development such as conflict resolution, intercultural understanding, personal growth, equality, and social movements within communities (Hasselgård, 2015).

In another context, sport is often met with much criticism in various discourses. Topics such as racism, discrimination, and a lack of consideration for the environment are often discussed in connection with sports and sporting events. In this context, it is often said that sport acts more as a mirror of society (*„Sport Has the Power to Change the World“*, 2021). Without disagreeing with this statement, as stated above, the focus of this paper lies on the positive aspects sport can provide. Due to this and the limited resources, this paper will not consider these criticisms in

detail.

This paper will discuss the central question: Which impact has sports on development assistance, especially peacebuilding? Accordingly, the strategy of reaching peacebuilding through sports is exceptionally crucial. For that matter, the following sub-questions will be answered:

- 1) Where and how are projects like this set up?
- 2) What is the primary purpose or goal of these peacebuilding projects?
- 3) How can we imagine peacebuilding through sports?
- 4) Are these kinds of projects based on sport alone or several sub-themes?

Different projects dealing with this topic will be examined and compared in detail to clarify these questions.

A compact overview of the paper will be presented in the following thesis. First, a theoretical background is provided on the UNESCO Chair, on sport and development, and more specifically on peacebuilding. Secondly, the used method will be described in detail. This is followed by the results found and a discussion illustrating these. Finally, the limitations are discussed, and an outlook for further research fields and the paper's relevance are illuminated.

2 Theoretical background

In the following section, a short introduction of the theoretical background and state of research in the field of UNESCO Chair, sport for development, and sport for development and peace will be given.

2.1 UNESCO Chair

The United Nations Educational, Scientific and Cultural Organization [UNESCO] aims to create peace and stabilization in education, science, and culture (*UNESCO in Brief | UNESCO*, n.d.). One of the UNESCO projects is the UNESCO Chairs Program/ UNITWIN. In this program, UNESCO relies on intellectual cooperation and promotes contact with universities and research institutions. The goal of this program is to reinforce international collaboration between universities, colleges, and research institutions. Those cooperations have different regional focuses like North-South, South-South, North-North, or bilateral. The university Basel is part of such a UNESCO Chair Program, the UNESCO Chair on "Physical Activity and Health in Educational Settings". The Chair has North-South cooperation between the University of Basel and the University of Nelson Mandela in Gqeberha, South Africa (*Overview | UNESCO Chair on „Physical Activity and Health in Educational Settings“*, n.d.). A joint project is the so-called Kazibantu initiative, with the primary mission to promote health and welfare for children from middle- to low-income countries and better school education with the help of sport (*Goals | UNESCO Chair on „Physical Activity and Health in Educational Settings“*, n.d.).

Furthermore, UNESCO programs help reach the Sustainable Development Goals [SDGs]. The SDGs aim to stop hunger, provide health, and well-being, equity, and climate action in the entire world. These goals were drafted in the UN Agenda 2030 and accepted by the UN General

Assembly in 2015 (*UNESCO in Brief* | UNESCO, n.d.). Some of these goals can be achieved or supported with the assistance of sport. For this reason, more and more organizations next to UNESCO have started to work on Sport for Development projects with a particular focus on Peace, Gender, Economy, Inclusion, Resource-Limited Countries, Health, Education (Dudfield & Dingwall-Smith, 2015).

A project is shortly explained to give an example of what UNESCO is currently dealing with. UNESCO is running a Fit for Life competition. This is organized to celebrate the launch of the Fit for Life campaign. This competition gives young people worldwide the opportunity to show the potential of sport in a picture. The initiative aims to demonstrate the empowering, inclusive, and developmental role of sport (*Winners of the Fit for Life Photo Contest* | UNESCO, 2022). This short reference is intended to transition to the topic of sport and development, which will now be explained in more detail.

2.2 Sport for Development

Chappelet et al. (2005) define sport as an essential human need. Every child enjoys playing and moving, no matter where they live or where they come from. Through sports, children can learn how to compete peacefully, deal with victory and defeat, accept rules, and explore the limits of their bodies. In other words, sport helps children to develop important social skills. Moreover, sports can also promote the personality development of youth and adults. This should be reason enough to see sport not as a luxury good, especially in developing countries, but as an important current and future investment. The mentioned positive characteristics make sports and games welcoming tools to promote the development process individually and collectively. There is a growing consensus in the scientific community that sport plays an essential role in achieving global development goals (McCullough et al., 2022). This statement is underlined by a significant commitment made by the UN. The decision to make 2005 the international Year of Sport and Physical Education. The aim of this was to draw attention to the essential role of sport in achieving unique goals, which concern:

“poverty reduction, achieving universal education, promoting gender equality, ensuring environmental sustainability and combating HIV/AIDS” (Beutler, 2006, p.22).

In the history of sports as a development tool, this was a key step (Chappelet et al., 2005).

For this reason and the causes mentioned above, an increasing number of non-profit and non-governmental organizations, UN departments, private sectors as well as international organizations are interested in using sport as a tool for achieving personal, national, and international development goals (*Sport for Development and Peace* | DISD, n.d.).

The term will be clarified a little more to deepen this discourse about SDP further. A distinction between “development plus sport” and “sport plus development” is made. Both deal with the same topic but with different emphases. In one, the development goals are dominant, whereas, in the other, the sport is in the center (Chappelet et al., 2005).

Development plus sport

Projects promoting development plus sport are primarily used by development organizations, governments, and NGOs. Sport is used as an instrument to achieve specific development goals (Chappelet et al., 2005). In this regard, sport is a tool in a more extensive process, which shall achieve various non-sporting outcomes like more peace, economic development, and better health (*Sport for Development Research Initiative | Sportanddev.Org*, n.d.). Two specific examples would be, fighting HIV and AIDS or reintegrating children from the street into normal structures and society with the help of sports projects (Chappelet et al., 2005). This type of project is often referred to in the section on the results.

Sport plus development

Consequently, projects promoting sport plus development focus on the sport itself and try to promote sports and sport-education (Chappelet et al., 2005). They are preferably used by the government or by active actors in the sports world, like the FIFA (*Football Development*, n.d.). Such projects often sport events, create income opportunities, provide infrastructure, or even change social structures, whether intentional or not. Which then helps and supports development processes (Chappelet et al., 2005).

Returning to the main topic of sport for development, Schulenkorf & Sugden (2011) mention that in different areas of sports management, it is increasingly seen as an integrating and exciting opportunity to promote social well-being in a community. Sportive or cultural events can help people develop a more robust community feeling. Implementing different sports programs within or between communities helps to establish social capital and social change. Social capital implies developing more trust and strengthening connections and mutuality among people. In contrast, social change is more about increasing emotional relationships within or between groups, such as creating a social identity or a sense of belonging. The following examples may clarify these aspects: Sports projects can, for example, influence existing gender roles or assist ethically or culturally divided groups in establishing contact, building bridges, and finding solutions to conflicts (Schulenkorf & Sugden, 2011). These findings form the transition into the specific topic of "SDP" more precisely Sport for Development and Peace.

2.3 Sport for Development and Peace

In countries where conflicts have occurred or still occur, sport is an ever more important tool in development and peacebuilding. Sport can be used as a common language (Dart, 2019). The language of sport is simple and understandable for everyone (Chappelet et al., 2005). This shows the "power of sport" (Dart, 2019). No matter what politics are pursued, what language is spoken, or what religion and culture one belongs to, sport has the power to bring people together.

Moreover, it can reach everyone. Sporting games awake joy, which is a human need. It motivates participation like no other pastime. Sporting events, such as football, volleyball, or other games, offer an easy chance to get in touch with people outside of politics. This forms an excellent basis to get to know each other better, reduce inevitable tensions and prejudices, and

push the fear of being different to the side (Chappelet et al., 2005). As a result, sport is a tool to build a positive and stable environment where peace, tolerance, and respect can be created and to support the normalization and humanization of "others" (Dart, 2019). For example, it can bring specific ethnic subgroups closer and change views towards others.

Furthermore, Chappelet et al. (2005) illustrate the peacebuilding characteristics by enhancing identity and solidarity, strengthening interaction, and forming structure between groups and people. On a personal level, sport can help consolidate self-respect, self-effectiveness, and handling aggression. Additionally, with the help of rules and referees, sport shows the boundaries between aggressive behavior that is still tolerated and violent trade that does not want to be seen.

Despite all of this, sport as an instrument alone cannot lead to more peacebuilding and resolve a conflict between two countries, groups, or people. For that, very different tools, such as politics and economics, are needed (Chappelet et al., 2005).

In the following, we will take a closer look at the word "peacebuilding". John Dart (2019, p. 4) described peacebuilding in his article Sport and Peacebuilding in Israel/Palestine as follows:

"Talking about all processes, which happen before, during, and after a violent conflict, to prevent, end, or transform violent conflicts create the necessary conditions for sustainable peace."

The peacebuilding process often involves partnerships with players such as local, national, and international NGOs and the government (Dart, 2019). Moreover, to achieve the goal of greater stabilization and peace through sport, promoting the participation of developing countries in institutions of global governance is of great importance. International sports organizations must promote this inclusivity. This is already being attempted, for example, with the Olympics or other significant events like European or world championships being held in countries such as Brazil, China, or South Africa (McCullough et al., 2022). Now that all the essential terms have been clarified, the following is a presentation of the methodology.

3 Method

The following section discusses the research method and the execution plan in more detail. Therefore, the conduct of a systematic review will be shown and explained.

3.1 Systematic Review

In this bachelor thesis, the systematic review was chosen as the methodology. The meaning of this will be explained in the following section.

3.1.1 Definition

A systematic review summarizes the current knowledge on a particular topic. This knowledge is often available in empirical research findings. The structure and categorization of the results on a specific theme are important (Willems, 2020). This is because the review elaborates on the current state of research, stimulates critical thinking, and supports scientific work (Hofer, 2019).

The outline of the systematic review is divided into two main parts, a theoretical and an empirical claim. On the one hand, a theoretical and conceptual framework needs to be clarified, and on the other hand, a literature search has to be developed, and data analysis has to be done.

There must be an accurate and precise research question (Willems, 2020), and the search strategy must be exact, complete, and transparent (Gusenbauer & Haddaway, 2020). Furthermore, it is essential to establish a systematic and explicit method to identify the relevant literature and analyze and present it accurately afterward (Hofer, 2019). In the end, with this methodology, three goals are pursued. First, the author must collect all essential data with limited resources on one topic to get the best from it. Second and third, transparency and reproducibility should be ensured (Gusenbauer & Haddaway, 2020). The following section takes a closer look at the precise procedure of the systematic review.

3.1.2 Procedure

First, a precise and correct research question has to be elaborated, and an initial idea of the current state of research in the defined area has to be gathered. Afterward, a conceptual framework must be developed (Willems, 2020). This involves clarifying already existing knowledge for the chosen topic (*Theoretischer Rahmen einer Abschlussarbeit*, 2015). Additionally, a search strategy needs to be designed. During the design, the relevant databases should be selected, and the search terms and the documentation of the results have to be defined. The exact search strategy for the presented work is explained in more detail in a separate section. After finishing the search process, the found data must be evaluated.

A multistage procedure should finally define the study selection. This means that the literature found is discarded in several steps until only the best relevant articles are left. The evaluation is done according to scientific criteria such as internal validity, i.e., avoiding systematic errors, and external validity, like the generalization of studied facts (*Kritische Bewertung der Studien*, n.d.). Finally, the collected data, namely the different projects, which deal with peacebuilding through sport, are each summarized according to a particular template, and the results are systematically compared and discussed (Willems, 2020). The whole process has been included in a flowchart (figure 1) below for illustration purposes. In the next section, the search strategy is explained in more detail.

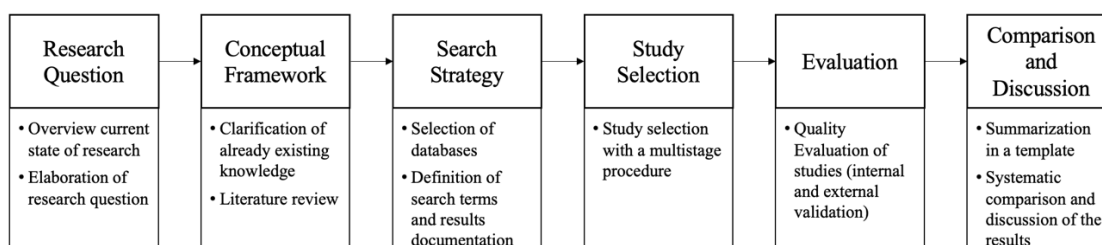


Figure 1: Flowchart of the systematic literature review (Lehmann et al., 2022)

3.1.3 Search Strategy

A targeted search strategy was used to narrow down the search better. The most important terms derived from the research question were recorded in table 2 and supplemented with sub- and

super-terms, synonyms, etc. The different terms have been collected through a web search, by consulting a dictionary, and through the keywords, which were presented in the articles.

Table 1: Search Strategy for this BSc thesis (Lehmann et al., 2022)

Source terms	Sport	development	Peace
Synonyms	physical activity exercise	change progress improvement elaboration	truce quietude
Related term	physical education	-	stability harmony
Generic term	pastime distraction activity	process	-
Subcategory	football ball sports fitness dancing	-	-
Other languages	Aktivität Bewegung	Entwicklung, Verbesserung	Frieden Friedensförderung
Other	sport management sport program	sport for development community engagement	sport for peace peacebuilding peacemaking conflict resolution conflict prevention

The above-listed words were used on different platforms and combined in various ways to find the best possible projects on the theme of SDP. For this purpose, platforms such as Google Scholar, PubMed, and UNESCO were used. When articles on the topic were found, they were divided into three categories after initial skimming. These categories were: Perfect fit, informative but medium fit, or poor fit. After the search had been completed, the papers considered were read carefully and incorporated into the template explained below.

3.1.4 Template

As already mentioned, the projects found about peacebuilding through sport were summarized according to a previously established template. The summaries are based on different subcategories in the template. Examples of these subdivisions are the cooperation type, the most scientific publications, or reports, utilized resources, learnings, difficulties, etc. This structured procedure helped to compare and evaluate the collected data. The complete template can be found in appendix A. This concludes the section of the selected method and leads to the discovered results.

4 Results

The following section presents projects on sport for development and peace collected from different literature sources. A total of six SDP projects, for example, in countries like Israel or South Sudan, are elaborated on and examined in more detail. Sections 4.1-4.6 are structured as follows. In the first place, it is explained roughly why peacebuilding measures are needed; then it is described how and when the program was developed. Further, a description of the actions, which were implemented, what benefits the projects have brought, and what difficulties they have encountered, is given.

4.1 Israel - Sport for Development and Peace Program

The following project is an example of peacebuilding through sports in Israel. The project that will be looked at a little closer is the Football for Peace Project [F4P]. The program was launched in 2001 and the first project took place in the city of Ibillin, which is in Northern Israel. It was a 7-day coaching camp, in which football lessons were offered every day. The idea was to involve the Jewish community of Misgav next to the Muslim and Christian Arab children. This is due to the main objectives of the F4P of promoting peace and harmonization in Israel and building bridges between the deep-rooted religious, ethnic, and socio-cultural divisions between Jews and Arabs. These tensions and divisions arose with the establishment of the state of Israel in 1948. It certainly was what the Jewish community desired but was unfavorable for the Palestinian population. As they consider the land on which Israel lies today initially as their homeland. After a civil war, which put many Palestinians to rout, the armistice was declared in 1949. Only a tiny part of the Palestinians remained in Israel, with a majority fleeing to the surrounding neighboring countries (Schulenkorf & Sugden, 2011). In the following section, only the Palestinian population in Israel is considered. Although they have equal rights in Israel, there is discrimination in various areas of life, such as education, health, work, and housing (Dart, 2019).

The Football for Peace project combats this inequality and exclusion. The program has grown a lot in nine years since its initial. Third different projects have been launched, and 33 Cross Community Sports Partnerships [CCSPs] with local communities have been established. There is a strong emphasis on holding the camps in places that are considered neutral, i.e., politics-free zones, and the helpers are told to leave their own ideological and political views aside. These camps are meant to be a safe place that offers intercultural activities and diverse sporting activities. Their curriculum is built on five basic principles, which are:

inclusiveness, equality, respect, trust, and responsibility (Schulenkorf & Sugden, 2011, p. 239)

Accordingly, the program primarily pursues SDGs 3 and 16 (good health and well-being and peace, justice, and strong institutions). The realization of the F4P project is realized by local and overseas volunteer helpers, all of whom have undergone specific training. Each project is intended to have approximately the same structure, but it is adapted locally to the surrounding circumstances. The children are divided into two age groups and then further into small groups. There should be a mix of Arab and Jewish children, as well as in the coaching teams

(Schulenkorf & Sugden, 2011).

The F4P Homepage shows some of the impacts that the program has achieved. In total, about 8000 children participated in these projects in Israel. Friendships have been formed, and good and beautiful experiences have been made (*Our Impact | Football 4 Peace International*, n.d.). The program is supported by many organizations and has partnerships with the British Council Israel, the Israeli Sports Administration, the German Sports University in Cologne, Cologne City Council, the (English) FA, the German FA, and hundreds of voluntary co-workers and volunteers (Schulenkorf & Sugden, 2011). In the papers about F4P in Israel, some difficulties are also listed.

On the one hand, it is underlined that it is difficult to make a real contribution to peacebuilding when no political foundations have been laid. On the other hand, it is claimed that the projects are partly used as propaganda for the Israeli government. As the systematic oppression of the Palestinian population continues and no meaningful peace talks are taking place (Dart, 2019). Furthermore, at the local level, some resident volunteers are under-trained and unprepared. For the further implementation of such projects, it is therefore important that local coaches are well trained in sports but also educated in peace promotion. Responsibility must be handed over by international experts. Besides, the whole community must be involved. To really achieve social development, work has to be done beyond the sports arena. Parents, friends, and the community need to be involved in project-related support activities to enable social exchange and transmit a positive atmosphere (Schulenkorf & Sugden, 2011). Subsequently, a shortlist of the most important key data about the project is recorded in a table. This same type of table (tables 2-7) follows for each of the projects.

Table 2: Israel: Information about Sport for Development and Peace (SDP) (Lehmann et al., 2022)

The most scientific publications of the report	Sport for Development and Peace in Divided Societies: Cooperating for Inter-Community Empowerment in Israel
Organization and URL	Football 4 peace: F4P https://www.football4peace.org.uk
Cooperation	North-South-South Cooperation
Possible points of contract with our UNESCO Chair, or possible collaboration potentials	Similarities: SDG 3 is pursued, promoting collaborations with different organisations, universities, and government organizations Collaboration potential: follow similar development goals but pursue a quite different main goal, therefore rather not
Languages	English

4.2 Zimbabwe - Sport for Development and Peace Program

The National Olympic Committee of Norway [NIF], is a large voluntary organization (*National Olympic Committee of Norway – (NIF) – Points Project*, 2018). As an umbrella organization, they run and are responsible for all kinds of sports in Norway. The Cambridge dictionary defines an umbrella organization: *as an organization that controls or organizes the activities of several other organizations (UMBRELLA ORGANIZATION | Bedeutung im Cambridge*

Englisch Wörterbuch, n.d.)

Hasselgård & Straume (2014) explain that NIF is based on the Norwegian sports model. The model, in turn, is built on the basic idea that sport is for everyone. The health and welfare of all people should be ensured. In this sense, it is a public concern, and everyone should have the opportunity to participate in sporting events. Additionally, sports clubs in Norway are often multidisciplinary and run by local committees. In a broader sense, these sports clubs are related to social democratic values like fellowship, tolerance, harmony, and collectivism, which are strengthened in the process. NIF was convinced, that all these thoughts should be transmitted to other countries, which led to the launch of SDP projects in Zimbabwe in 1991. These projects are meant to primarily support the Zimbabwe Sport and Recreation Commission [SRC]. Hasselgård & Straume (2014) describe that the aim of the SDP programs was to develop a better mass sports system in the capital Harare, with the long-time goal to promote democracy, gender equality, and more human rights. Hence the cooperation between NIF and SRC led to the development of sport on the one and development through sport on the other hand (Hasselgård & Straume, 2014).

Now a little insight into life in Zimbabwe to better understand why implementing the projects was necessary, will be given. In 2008, there was very high inflation, and many residents were unemployed. In addition to financial problems, there were and still are gender inequalities and long-standing tribal conflicts between different ethnic groups (Canever, 2015). Sport is seen as a task of the school and not necessarily as a leisure activity, and so finally, the focus has less been put on volunteering. Thus, parents were less familiar with participating in sport events to support their children and have not seen sports as necessary as opposed to academic achievement (Hasselgård & Straume, 2014).

The SDP project was expanded in 2008 to a community sport development program [CSDP] by the SRC and supported by the NIF and UNICEF. The Norwegian Agency for Development Cooperation [Norad] finances the whole project. The community sports development program CSDP has two primary responsibilities. One is mainly to promote and develop multidisciplinary sports in different country provinces. The main physical activities which are encouraged are football, netball, athletics, and volleyball. The other is to extend youth education through sport [YES] (Hasselgård & Straume, 2014). The program helps educate youth on vital issues like HIV and teaches them more about life skills such as responsibility and self-initiative in daily life (*Youth Education through Sport (YES) - United Nations Partnerships for SDGs Platform, n.d.*). Resulting, YES aims to create a safe place where children can also take responsibility for themselves and the community (*YES - Youth Empowerment Through Sports, n.d.*). Through CSDP, SDGs 3, 4, and 16 will be pursued (good health and well-being, quality education, and peace).

The program has been implemented in local schools because the infrastructure and possible tools were in place, and they have been able to reach out to more children. Both sides have benefited from this cooperation. On the one hand, the teachers have learned through the program how to teach sports better and on the other hand, the CSDP has benefited by offering sports activities during school (Hasselgård & Straume, 2014). The realization of the CSDP led

to some challenges and resulted in some adaptations. For example, safe places for the sports program were sometimes missing (it was already too dark, a long way home, and closed facilities), and consent and support from parents were missing.

Finally, it is important for the future to understand the difference between the ideas and values that come from outside, here in the example with the Norwegian model, and a final adapted interpretation, which can then be implemented locally. In the end, the conditions are never the same and thus one is confronted with different opportunities and challenges (Hasselgård, 2015).

Table 3: Zimbabwe: Information about Sport for Development and Peace (SDP) (Lehmann et al., 2022)

The most scientific publications of report	Sport for development and peace policy discourse and local practice: Norwegian sport for development and peace to Zimbabwe
Organization and URL	Youth Education Program (YES) https://sustainabledevelopment.un.org/partnership/?p=11610
Cooperation	Multilateral, North- South- South Cooperation
Possible points of contract with our UNESCO Chair, or possible collaboration potentials	Similarities: SDG 3 and 4 is pursued, cooperation with regional schools, and governmental organisations, promote changes in state systems Collaboration potential: cooperation would be possible, as the YES program especially has similar goals
Languages	English

4.3 Kosovo - Sport for Development and Peace Program

Kosovo is located in the Western Balkans in Europe. The country's history is marked by a civil war in 1990 between the Serbian-led Yugoslav forces and the Kosovo Liberation Army. After the conflict, there was a long period of reconstruction. The West strongly supported this. In 2008, the country declared itself independent from Serbia and was recognized by most countries in the international community. In 2014, Kosovo was accepted by the International Olympic Committee [IOC] as a full member. Later, in 2016, Kosovo was admitted to the Union of European Football Associations [UEFA] and the Fédération Internationale de Football Association [FIFA]. For sport and policy matters, this international recognition was of great importance. This, in turn supported the independence and eventually the stabilization and security of the country (Giulianotti et al., 2017). Now some information about the socio-cultural situation in Kosovo will be shared.

The Kosovar population is still divided into a majority of Albanians, a minority of Serbs, and some small subgroups (primarily Bosniaks, Turks, Roma, Ashkali, and Egyptians) (Giulianotti et al., 2017). Between the Serbs and the Albanians, tensions and certain prejudices still exist. This is due to the memory of a war where they fought on different sides (*Western Balkan - Cross Cultures Project Association - CCPA*, 2018). Giulianotti et al. (2017) describe that one-third of the population lives in poverty. The country is still today plagued by corruption, organized crime, and human rights cannot be guaranteed.

After the Yugoslav conflict, Kosovo's sports policy was to build a national sports system,

provide new infrastructures, such as new buildings, better coaches education, and promote sports internationally. The support of international institutions was necessary for these achievements. Another important goal was to use sport to promote social development and build peace between the different ethnographic groups. A concrete example is added here to show a sport-specific problem between the ethnic groups. This provides insight into the influence of the Serbian state. This is demonstrated by the fact that Serbian sports clubs from Kosovo feel they belong to the Serbian sports federation and participate in Serbian events. When a Serbian club became involved in a Kosovar event, it was pressured by local groups to refrain from this affiliation (Giulianotti et al., 2017).

Focusing a little more on the SDP topic itself, it can be seen that the movement is substantial and long-standing. The international NGOs deal with issues such as peacebuilding and improving inter-group relations. One of the most important NGOs for Kosovo is the Cross Cultures project Association, with the program Open Fun Football School [OFFS]. The program is Danish and was founded in 2005. It is derived from the Danish sports model, which focuses on volunteer work, club thinking, and sport for everyone. The Cross-Culture organization has strong local and national relationships and relies heavily on local coaches and volunteers to run sports activities (Giulianotti et al., 2017). The vision of OFFS is:

“A world where children and youth experience cross-cultural friendship, trust, and belonging.” (, Cross Cultures Project Association - CCPA“, 2018).

The program aims to create connections between people and institutions, and it mainly refers to the SDGs 4, and 5, 16 (quality education, gender equality, peace, justice, and strong institutions) as they especially promote:

“a culture of peace and non-violence, gender equality, social inclusion, and appreciation of cultural diversity and culture’s contribution to sustainable development.” (Sustainable Development Goals - Cross Cultures Project Association - CCPA, 2019).

The OFFS are primarily organized in the regions where different ethnic groups are located. The children are thoroughly mixed in the groups. No matter what age, gender, skills, ethnicity, opportunities, and religion they have. In each group, there are 16 children with one coach and one assistant. They play different football games; they eat and drink together, and everyone is accepted and respected. It is crucial for the peacebuilding process that children are included early. On the one hand, they are brought closer to sport, and on the other hand, sport makes them forget their family histories and prejudices. The study *Sport and Peace Building in Post-conflict Societies: The role of Open Fun Football Schools in Kosovo* has shown that through OFFS, certain attitudes and points of view regarding ethnic groups and gender roles have changed positively (Krasniqi & Krasniqi, 2019). Which is seen as very beneficial to the cause.

In the long term, as a suggestion for improvement, it will be crucial to work with other instruments besides the development through sports, to achieve more structural, sustainable political, and economic development. Also, it is still unclear how the situation of SDP will change when the external organizations leave the country and hand over the projects to the local and national

bodies (Giulianotti et al., 2017). Hopefully, the local workers can lead the sports project as successfully as they do with the help of oversea experts.

Table 4: Kosovo: Information about Sport for Development and Peace (SDP) (Lehmann et al., 2022)

The most scientific publications of report	Contested states and the politics of sport: the case of Kosovo – division, development, and recognition
Organization and URL	Open Fun Football School, OFFS https://ccpa.eu/balkan/
Cooperation	North-East Cooperation
Possible points of contract with our UNESCO Chair, or possible collaboration potentials	Similarities: SDG 4 is pursued, also wants to involve local people, and relies on local and national collaborations Collaboration potential: the main goal is clearly on something else therefore rather not, could share ideas and experiences
Languages	English

4.4 South Sudan - Sport for Development and Peace Program

Now the focus turns back to Africa, more precisely to South Sudan. The country experienced a civil war between 2013 and 2018. The war erupted between two ethnical groups. Since the conflict started, armed troops have terrorized the civilian population. There have been many outrages of rape, destruction of property, looting of villages, and recruitment of children (*Civil War in South Sudan | Global Conflict Tracker*, n.d.). During the conflict, the UN established Protection of civilians [POC] camps in different country areas. These accommodations were intended to provide refuge for the nearly two million South Sudanese, who feared for their lives and had to flee from the war. In these camps, the emotional support to deal with the experienced trauma was very low (Whitaker, 2016). For the inhabitants, the situation in the camps was very distressing due to a lack of stability and purpose (*Peace through Sports | Whitaker Peace and Development Initiative*, n.d.). Many refugees struggled with feelings of anger and revenge, and some young people showed aggressive behavior (Whitaker, 2016). When Forest Whitaker, the founder of Whitaker Peace & Development Initiative [WPDI], visited one of these camps in South Sudan, he saw the helpless situation. Prompting him to come up with the idea for a sport-specific program. This Peace through Sport program was designed to give people in the camps the possibility to deal with their pent-up energy and provide a safe place in which they could establish essential values. To a certain degree, they learned how to live with the trauma they had experienced. The sport allowed them to feel respected and included, share these values with others, and have fun (*Peace through Sports | Whitaker Peace and Development Initiative*, n.d.). All these inputs together form the groundwork for forgiveness and acceptance. The program combines various sports such as soccer, basketball, and volleyball with peacebuilding activities. The different sports ensure that everyone feels addressed and motivated (Whitaker, 2016).

The enthusiasm for the POC was terrific. More than a thousand children and youth, both boys and girls, signed up for the different activities of Peace through Sports (Whitaker, 2016). With the support from the WPDI, sports teams were created that had the chance to play games on a

weekly to daily basis (*Peace through Sports | Whitaker Peace and Development Initiative*, n.d.). Even newly constructed courts were built, where these matches could be performed (Whitaker, 2016). In addition to sports, workshops and discussions took place, which dealt with various topics such as peace and tolerance, processing violence and traumatic experiences, and physical and psychological health (*Peace through Sports | Whitaker Peace and Development Initiative*, n.d.). The lessons have been delivered by WPDI staff and other experts (Whitaker, 2016). In doing so, SDGs 3, 4, 5, and 16 (good health and wellbeing, quality education and gender equality and peace, justice, and strong institutions) shall be achieved. In addition to the activities provided by the program, there were Peace Engagement days. These sporting events offer thrilling games and celebrations and space for community and cultural dialogues. With more than 10,000 participants, these events are vital for social development (*Peace through Sports | Whitaker Peace and Development Initiative*, n.d.).

Finally, the organization itself is considered in a little bit more in detail. The non-profit organization WPDI, which has an American background, has cooperated with the South Sudan Football Association on the project. The association conducted many pieces of training for coaches, players, and referees. This also allowed certain participants to pursue a career for themselves. The article *Promoting Peace and Development on and off the Playing Field*, by Whitaker (2016) mentions the significant impact of the program. In his article, Whitaker depicts the advantage of sports. The program, as discussed above, builds a platform where people connect, work together, and achieve a common goal. The author further notes that many people can better deal with difficult situations and traumatizing experiences if they can actively process them through movement. In Forest Whitaker's words: Sport provides an opportunity, which is neither political nor economic, to create more peace and development (Whitaker, 2016).

Table 5: South Sudan: Information about Sport for Development and Peace (SDP) (Lehmann et al., 2022)

The most scientific publications of report	UNESCO Article on Sport 4 Peace https://en.unesco.org/news/sport-4-peace
Organization and URL	WPDI, Whitaker Peace and Development Initiative: Peace through Sport https://www.wpdi.org/program/peace-through-sports/
Cooperation	North- South Cooperation
Possible points of contract with our UNESCO Chair, or possible collaboration potentials	Similarities: SDG 3 and 4 is pursued, important cooperation's and partnerships with the UN and other organizations collaboration potential: the focus is clearly on something else therefore rather not, Sharing ideas and experiences
Languages	English

4.5 North Ireland - Sport for Development and Peace Program

Northern Ireland is part of Great Britain and is geographically a part of the island of Ireland. Northern Ireland has long been engaged in a social conflict. This involves various fields such as history, politics, economics, and gender roles. The country's population is divided into two

societies, belonging to two different political and religious camps. On the one hand, there is the part of the population with a Protestant background, the “unionists”, and on the other hand, there are the roman catholic “nationalists” or “republicans”. The former wants to remain a part of the United Kingdom, which is the status quo, and the latter seeks to reunite with the Republic of Ireland. This disunity was evident from the late 1960s to the late 1990s with low-intensity violent clashes. Due to extremist groups, there were repeated attacks and street fights. The fighting was between these extremists, with the British military also getting involved. After various conflicts, in 1998, there was a "power-sharing" agreement, the so-called Belfast or Good Friday Agreement (Mitchell et al., 2021). The Agreement requires that both political sides be represented in every governmental body. The divided government is held together, with some intermittent difficulties (,Q&A“, 2021).

If we look at today’s situation, the two groups are still divided in almost every part of life despite this peace agreement. For example, the youth attend different schools, live in different communities, and participate in and prefer different sports (*PeacePlayers Northern Ireland - Bridging Divides Through Sport*, n.d.). This division of sports is based on the different school systems. In Catholic schools, Gallic games are taught more often, as the people in the catholic community support them. Soccer seems to take on a unique role as it is prevalent in both groups, especially among the working classes. Despite this commonality, the game reflects the national and secular division very well. Riots and violence have occurred on several occasions (Mitchell et al., 2021). These divisions also occur in other sports, but never as strongly as in soccer. To combat this, some reforms were started in Northern Ireland soccer. In 2000, the Irish Football Association [IFA] launched the "Soccer for All" program. The EU Peace Program established it. The program includes public relations and training for coaches and referees in inclusion and diversity. Increasingly, organizations and the government recognized the potential that recreational promotion and sporting activities can have on inclusion and peacebuilding between groups.

Thus, various projects dealing with the issue were created after the agreement. One organization is Peace Player International. They have been present in Northern Ireland since 2002 and promote the neutral sport of basketball (Mitchell et al., 2021). The program involves approximately 1200 Protestant and Catholic youth each year. The youth age varies from 9 to 25 years. In addition to year-round basketball training, conflict resolution training and leadership development are also provided. The program from Peace Player International includes five parts. The first part is the primary school twinning. The project is for children aged between 9 and 11 and consists of a 90-minute sports session during the school day, where children from an established Catholic and a controlled Protestant school are mixed. The second program builds on the curriculum of the elementary school. It offers young people after-school and evening inter-community basketball training, games, and community relationship talks at sports centers. This League is also known as the Cross Community Leagues. The third is coach development, and the fourth is a leadership development program. The last program, the Interface games, provides an opportunity for children and youth from different backgrounds to come together and play. The children get a profound knowledge of the different cultures, and the three main Northern

Irish sports: football, Gaelic football, and Rugby, are introduced and played (*PeacePlayers Northern Ireland - Bridging Divides Through Sport*, n.d.). All the organization's actions primarily address Sustainable Development Goal 16 (peace, justice, and strong institutions).

In the following, the impacts, which are listed on the Peace Players website, are described. One hundred percent of the children and youth stated that they get along well with other children of different religious beliefs, and seventy-five percent admit that the program has had the most significant impact on their way of thinking. Additional Basketball skills have improved (*Peace-Players Northern Ireland - Bridging Divides Through Sport*, n.d.). Despite these findings, it is crucial to recognize the limitations of these contact-seeking projects. The conceptual framework, such as separate schools, different sports systems, and different interests, remains. In a survey, many Northern Irish also said they do not mind the different teams and sports cultures (Mitchell et al., 2021). In conclusion, it would be essential to make further attempts at integration, like reappraisal and political rapprochements, in addition to sports measures.

Table 6: Northern Ireland: Information about Sport for Development and Peace (SDP) (Lehmann et al., 2022)

The most scientific publications of report	Sport and strategic peacebuilding: Northern Ireland and Korea compared
Organization and URL	Peace Players Northern Ireland https://peaceplayers.org/northern-ireland/
Cooperation	North- North Cooperation
Possible points of contract with our UNESCO Chair, or possible collaboration potentials	Similarities: little in common besides the sporting activities, partial integration of the projects into the schools collaboration potential: rather not, because the focus is strongly on stabilizing the relationship between the two groups
Languages	English

4.6 Sierra Leone - Sport for Development and Peace Program

The following section deals with a program called D.D.R. in Sierra Leone. D.D.R stands for disarm, demobilize, and reintegrate [DDR], an essential cornerstone of modern peacebuilding (Dyck, 2011). The UN uses the program to promote peaceful development after civil wars and prevent a relapse into violence. This is the case in almost all peacekeeping missions in Africa, as one example in Mali (*Disarmament, Demobilisation and Reintegration*, n.d.). The civil war in Sierra Leone lasted 11 years, from 1991 to 2002, during which many children and young people were turned into soldiers and took on other roles for the military and rebel groups (Dyck, 2011). There were many reasons for the war, grand corruption, youth unemployment, poor health care, and little access to education (Bundeszentrale für politische Bildung, n.d.). After the war, many child soldiers struggled with structural violence and psychosocial stress. This often resulted in depression, violent behavior, and anxiety. The UN offered camps in the D.D.R. programs for all the fighters from different formations which were part of the conflict (Dyck, 2011). In these occurred the surrender of weapons and registration for training and reintegration

programs (Bundeszentrale für politische Bildung, n.d.). The camps provided food, shelter, and medical care (Martin, 2003). In addition, psychological counseling, education, cultural activities, community-developing projects, and sports were offered. Sport took on an increasingly important role. Not only as a balance to the life in the camp but also in integration and peace-building. The program tracks SDGs 3, 4, 8, and 16 (good health and well-being, quality education, decent work, and economic growth, peace, justice, and strong institutions).

In the beginning, the men and boys played football mainly during the breaks as a pastime, while the girls helped prepare the meals. Over time, the young people, also more and more girls and women, were active for three to four hours a day. The dominant sport among boys remained football, while girls liked to play volleyball. Besides these, other activities were played like table tennis, checkers, and Scrabble. Several benefits resulted from the increased movement. The first and most important benefit was decreasing direct violence between male adolescents. This led to more safety for the camp employees and the entire neighborhood. Secondly, it led to a good exchange between the youth from the camp and the neighboring children. It offered the possibility to break down specific barriers and build new relationships. The third advantage was that sports could strengthen social connections between young people. For example, new long-term friendships have been made with people who have had the same experiences. These relations are essential for the general development process. Finally, it offered everyone a distraction from experienced psychological traumas.

In addition to these individual impacts of physical activity, sports will now be placed more concretely in the context of reintegration and peacebuilding. In this regard, the article: *Football and Post-War Reintegration: exploring the role of sport in DDR processes in Sierra Leone* by Dyck (2011), mentions that sport is one tool among many. It complements other initiatives such as work-related training, education, and mental health promotion.

Finally, one difficulty of the sports project in the D.D.R. camps should be mentioned. Sports like football are often very gender role reinforcing and divisive. This could enhance specific hierarchical structures in society that already have been established in the civil war. Therefore, it is essential to mix sports groups and change them regularly. Additionally, it was necessary to ensure that sport did not take over too much of the focus in the camps and that other rehabilitation and reintegration measures may become forgotten. What ultimately remained an open question in the paper by Dyck is the extent to which sport can promote the dynamics of reintegration and whether the relationship with neighborhood communities can be normalized more quickly (Dyck, 2011).

Table 7: Sierra Leone: Information about Sport for Development and Peace (SDP) (Lehmann et al., 2022)

The most scientific publications of report	Football and Post-War Reintegration: exploring the role of sport in DDR processes in Sierra Leone
Organization	NCDDR, National Committee for Disarmament, Demobilization and Reintegration
Cooperation	North- South Cooperation
Possible points of contract with our UNESCO Chair, or possible collaboration potentials	Similarities: SDG 3 and 4 is pursued collaboration potential: pursue similar development goals but with a different main goal therefore rather not, share experiences and knowledge
Languages	English

5 Discussion

In the following section, the most important results are summarized, brought into connection, and discussed. The conclusion and the outlook follow section 5.1.

5.1 Main Results and Conclusion

Overall, it can be summarized that sport as a tool can contribute to peacebuilding and stabilization. Often, physical activities positively impact on a personal and interpersonal level. Therefore, sports-related projects aim to promote individual and community development.

Comparing the literature, it is seen that projects are often very similar in structure. They primarily work with similar types of sports. Of course, sports like football, volleyball, and basketball are the best known and most popular. This is beneficial because such activities can be played with beginners to experts, and the whole range of children and youth can be mixed well. In addition to the physical activities, the SDP programs also offer educational tools, such as roundtable discussions and workshops on culture and peacebuilding. This is shown by the examples of South Sudan and Northern Ireland. Non-profit organizations often operate internationally and are represented in different countries. For simplicity, only one country is considered and discussed for one project in the thesis to give a more accurate and precise insight.

The organizations often come from "outside," meaning from primarily other Western countries and try to positively impact foreign countries, which deal with various problems. The southern or eastern countries are affected by colonialism, poverty, crime, poor education, and gender inequality. This is shown, for example, by the example of Zimbabwe. Certain countries have gone through an international war and are in the phase of reconstruction and strengthening independence, such as Kosovo. Others are struggling with civil wars or the country's destruction through ethical, religious, and political conflicts. This was shown by the example of South Sudan or Israel. Not to forget the example of Northern Ireland. A country that appears stable from the outside and struggles with political and religious divisions. In this example, the organization's support is from the country for the country because the founder of Peace Players is from Northern Ireland.

The following section summarizes in more detail the “bottom-up” and local planning. Bottom-up planning means: *that the intended recipients and beneficiaries of aid are supposed to do the planning and make the decisions* (Hasselgård & Straume, 2014, p.89). North-South cooperation can create a donor and recipient relationship. Because often, the non-profit organization is the expert who takes over the planning and implementation of the project, and the conflict-affected country accepts this fact. In the beginning, this was a problem in the case of Zimbabwe. In the paper of Hasselgård & Straume (2014), it is mentioned that the attempt to change this is by having the recipients themselves implement the decisions and also take over the responsibility (Hasselgård & Straume, 2014). The involvement and the overtake of responsibility could change the cooperation more in a North-South-South cooperation. This is also the reason why this type of collaboration is partly used in the previous tables (tables 2 and 3).

Local people are represented in the sports projects in almost all the tasks, next to the outside experts. Giving away responsibility from the experts to the locals is also discussed and approached as positive in the paper by Schulenkorf & Sugden (2011) on peacebuilding in Israel. This is because the proactive participation of community leaders and project agents can lead to better subgroup development, inclusion, and cooperation. These local carriers and coaches must be well trained and aware of their tasks. Teaching a sport well is sometimes not enough; they must also implement their position as role models and be up to the task of peacebuilding (Schulenkorf & Sugden, 2011).

Another point for discussion is the conceptual framework, which is crucial. Kosovo's article: *Sport for Development and Peace in Divided Societies: Cooperating for Inter-Community Empowerment in Israel* (2011) highlights that substantial challenges are political, financial, and organizational resources. Finally, the projects must be politically accepted since the government or other state organizations are sometimes involved. In certain countries, for example, in Israel, no organization can operate without the governments or the military's permission. In addition, there are laws preventing entry for individuals and organizations, who are critical of the Israeli government. This, of course, affect the activities of SDP organizations (Schulenkorf & Sugden, 2011).

Moreover, projects like these can only continue if they are financially covered and if they have enough volunteers. As mentioned, the organization of the projects can also vary substantially. This was seen in the example of Zimbabwe. People often have a precise idea of what they want to implement and how the project should be established. However, this is often not possible with the available resources and the different circumstances. There might be less developed gyms or fields, or there is no access, less equipment, and other environmental conditions.

The attitude of the inhabitants is also different in some cases. The people affected by the conflict must be open and willing to take advantage of the presented opportunity. Further, the parents of the children, who should participate in the SDP project, often play an important role. In Zimbabwe, many parents did not see sport as important and probably did not realize the significance of the project and sport as a tool for peacebuilding and stabilization. Therefore, the local adaptation of the Norwegian sports model in the southern partner country was essential.

In addition to the lack of understanding, the importance of conflict resolution is sometimes underestimated. This was seen in the example of Northern Ireland. The cultural differences between the two groups are seen as not so tragic by the locals. It is all right for most North Irish to pursue different sports interests and perform other sports. Therefore, it is crucial that the local situation and the people affected are closely considered in the decisions and that the projects are adapted to these varying circumstances.

Another point to be emphasized is cooperation. The SDP organizations are often dependent on the collaboration with other organizations like NGOs or the UN and the government, and many volunteers. When the example of South Sudan is considered, it is recognized that without the UN, which established the POC camps, the WPDI would never have been able to carry out its sports project. In general, many of the organizations discussed have various partnerships with various institutions to fulfill their goals.

Additionally, when comparing the UNESCO Chair, some similarities are found in the rough structure. However, it is difficult to compare them since the UNESCO Chair on "Physical Activity and Health in Educational Settings" is more concerned with education. If the focus would move more towards peacebuilding, the projects found would undoubtedly serve as a reasonable basis and support.

Another point that has been mentioned a few times is that it is essential to remember that sport is only one tool in a broad spectrum of instruments for stabilization and peacebuilding. In this way, sport serves the more extensive process of development. Having this in mind, it must be clear that sport alone cannot change political and economic structures. It starts at a much smaller level, namely with the individual people in a society. Sport can stimulate the rethinking of individuals, influence certain stereotypical attitudes, and form the first bridge between cultures. If these limits are respected, there will be no overestimation and the potential and unique benefits of sport can be better utilized.

For an even better understanding, the most important findings and connections are illustrated in the upcoming graphic (figure 2). The diagram highlights once again the potential structure of such projects and the interplay of many different factors that make implementation and success possible.

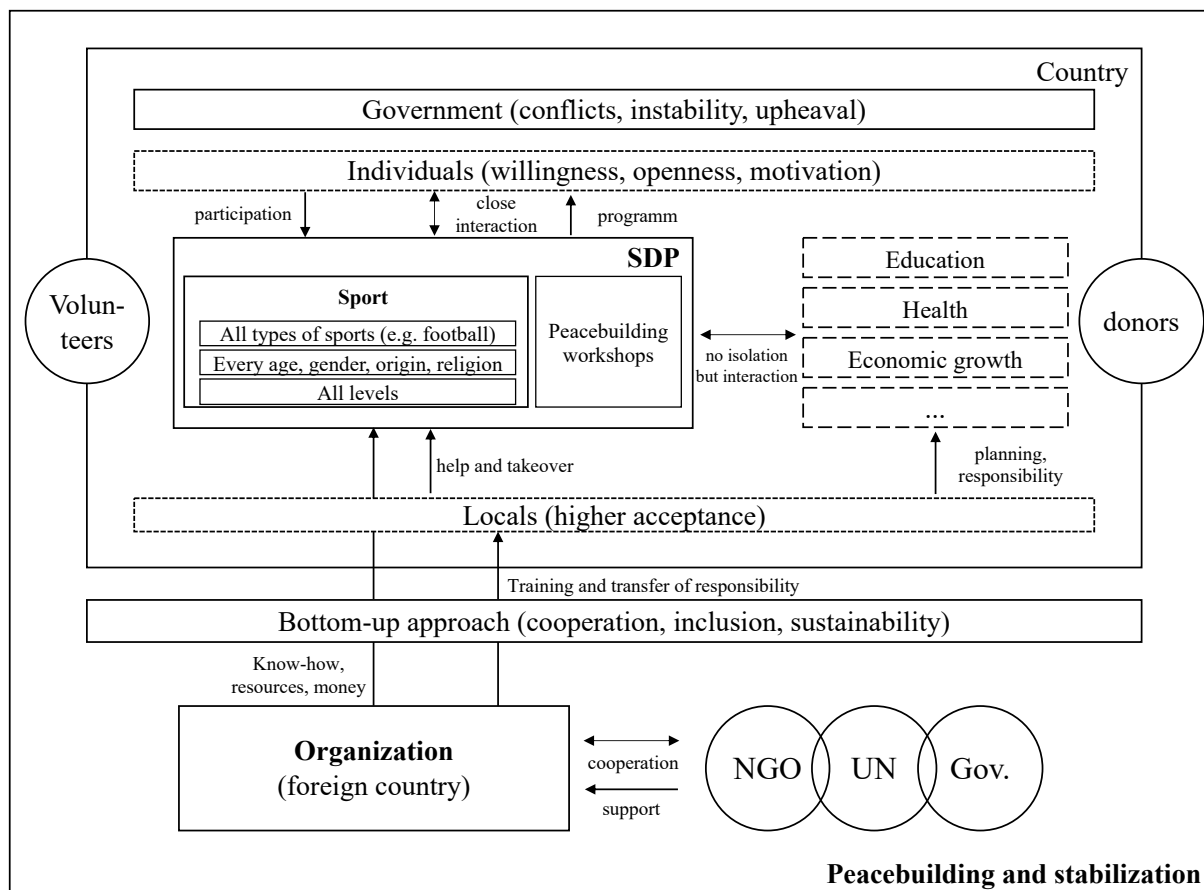


Figure 2: Summary of the most important findings (Lehmann et al., 2022)

With these thoughts and insights, Mandela's quote should be highlighted once again. Sport does indeed possess particular abilities, and in the proper form and combination, it can have great power for change.

5.2 Limitations

In the following, the limitations of this bachelor thesis, as well as the strategies about how to minimize them, will be presented.

An explicit limitation in this paper is that not all projects on this topic have been considered. This was not possible due to the given extent of the work and the time limitation. Of course, the author's particular personal opinion and interest also played a role. Nevertheless, the precise search strategy and selection criteria ensured that the selection of projects was valid.

Another limitation is that the respective homepages of the projects often restrict themselves exclusively to the positive impacts and leave out the disadvantages and difficulties. Therefore, it was essential to include additional papers about these projects. However, another problem must be pointed out here. In the final description of the projects for peacebuilding through sport, much more attention has been paid to the positive and beneficial characteristics, and negative factors have only been mentioned in passing. Because even if sports itself and sporting events can provide instrumental input, as discussed above, it can also have negative consequences, as such projects are sometimes misused. Political groups in conflict situations can abuse sport as

a weapon for violence, nationalism, segregation, and extremism (Chappelet et al., 2005). Another point of criticism is that sometimes in the manifestation of specific sports projects, local consent and gender inclusion are lacking (Mitchell et al., 2021). However, if these negative points are kept in mind and considered, projects such as those in the results can still succeed, as the planning has been adapted to the specific conditions.

Furthermore, the projects themselves can be limited by children and adolescents, who cannot identify with sport, do not enjoy it or have had bad experiences. They would have to be inspired by other activities to achieve the mentioned impacts. Most of the projects also had other activities besides sports, such as Scrabble or table tennis in Sierra Leone and group discussions and workshops in South Sudan. In addition, a large part can undoubtedly be reached through sport, as most people enjoy it even if they are not particularly good at it.

Finally, the fact that sport rarely acts alone in the peace process must be considered. As already mentioned, it is one part of many. It cannot alone solve a deep-rooted, long-lasting conflict, but it can create small change at the local and international levels. Therefore, it is essential to look at these SDP projects and see sport as an essential tool that can also be used with other development instruments.

Despite all these limitations, the systematic approach, the elaborated search strategy, and the use of different sources in the description of the projects ensured the reliability and validity of the analysis. Thus, the aim of this work, to obtain an assessment of the influence of sport on peace promotion, can be considered achieved.

5.3 Relevance and Outlook

The subject's relevance can indeed be demonstrated, as some important organizations, such as the UN or UNICEF, are working on projects that focus on SDP and sport for development. The current state of research also shows that an increased number of scientists are dealing with this topic, publishing various research papers. Moreover, different projects use sports as a tool for development and peacebuilding.

Nonetheless, the need for more methodologically verified research is certainly still important. Therefore, researchers should definitely continue to explore the topic of sport for development and peace in the future. To provide a larger body of scientific knowledge and a good basis for future projects and research. Furthermore, the study: *Sport for development and peace policy discourse and local practice: Norwegian sport for development and peace to Zimbabwe* (2014) mentions that methodological studies should be better designed for the “global South”. The aim is to create a better understanding for the SDP partners and show the issue's importance.

What will also be crucial is good communication and cooperation between different institutions and organizations working in this field. This offers the chance to exchange experiences and knowledge and can additionally help to win new partners for Sport for Development and Peace and to spread the topic further (Chappelet et al., 2005).

Even though some limitations of the SDP projects have been pointed out, there is more than enough potential to remain active in this field. It creates the opportunity to reach out to a large

group of people who might otherwise remain wholly isolated and hostile (Krasniqi & Krasniqi, 2019).

The relevance is additionally made more explicit by the current war situation in Ukraine as well as existing wars in other parts of the world. In just such countries, peacebuilding and stabilization instruments will be of great importance and relevance today and in the future. Since it is seen in various projects that sport manages to make the world a little more peaceful, its prupose is automatically given.

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Appendix A: Template

	Categories
1	Title
2	Keywords (max. 3)
3	Author/ partner organisations
4	Year (Exciting since)
5	Description/ Short Summary (max. 200 words)
6	North-South, North-East, South-South or North–North, multilateral, more than two countries divide the partners into north or south
7	The most scientific publications or report/ results of the projects
8	Resources, which were used to succeed (physical activities, other methods?)
9	The most important visualisations (max. 5 pictures)
10	Learnings
11	Outlook (further goals)
12	Other important elements of the projects
13	Addressing which SDGs (health, education, gender, economy, peace, inclusion etc.)
14	Possible points of contract with our UNESCO Chair, or possible collaboration potentials
15	language
16	URL
17	Contact detail

Declaration of independence

I hereby certify that I have prepared this thesis independently and have not used any other than those indicated in the thesis. All passages are taken verbatim or in spirit from sources and are marked as such. I have marked all passages taken verbatim or in the heart from sources. Furthermore, I confirm that the thesis has not been submitted to another university as a seminar, project, or final dissertation or as part of such or as part of such work. I am aware that plagiarism, according to § 25 of the regulations for the bachelor's program "Sport, Exercise and Health" at the Faculty of Medicine of the University of Basel on November 19, 2018, plagiarism is considered unfair examination behavior, and I am aware of the consequences of such actions.

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A handwritten signature in black ink, appearing to read 'L. Lehmann', written in a cursive style.

Signature: Livia Lehmann