

Gregory Schmid, Münchenstein, Switzerland
Matriculation number: 19-057-470
Bachelor's program: Sport, Exercise and Health
Department of Sport, Exercise and Health
University of Basel, Switzerland

Literature Review about Sport for Development (S4D) and Education

Bachelor Thesis
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Systematic Review



Supervisor: Dr. Ivan Müller

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Abstract

In order to achieve the United Nations development goal of providing quality education, various projects have emerged from global players as well as local institutions that seek to promote academic achievement and life skills acquisition through sport programs. This bachelor thesis elaborates the current state of research on the extent to which sport interventions in educational contexts can influence the education of children and adolescents by collecting "Sport for Development and Education" projects and presenting them within the framework of a systematic review. Google Scholar, PubMed, Web of Science, and several selected global organizations were searched for programs in low- to middle-income countries after 2000. A total of five programs from Brazil, El Salvador, South Africa, Tanzania, and the International Olympic Committee (IOC) were selected and included in the review. Based on the analysis of the projects in this report, it can be concluded that a well-implemented sports program can be of great benefit to the education of young people and can become a breeding ground for the formation of important life skills and abilities such as conflict resolution, communication and leadership skills, and teamwork. Challenges to successfully implementing and sustaining a physical activity intervention were identified in areas such as motivating students, teachers, and parents to engage in the activities or integrating the program into an existing curriculum to ensure sustainability of activity programs into the future.

Zusammenfassung

Um das Entwicklungsziel der Vereinten Nationen, eine qualitativ hochwertige Bildung zu ermöglichen, zu erreichen, sind sowohl von globalen Akteuren als auch von lokalen Institutionen verschiedene Projekte entstanden, die mit Hilfe von Sportprogrammen schulische Leistungen und den Erwerb von Lebenskompetenzen fördern wollen. In dieser Bachelorarbeit wird der aktuelle Forschungsstand zur Frage, inwiefern Sportinterventionen in Bildungskontexten die Bildung von Kindern und Jugendlichen beeinflussen können, beleuchtet. Dazu wurden "Sport for Development and Education"-Projekte gesammelt und im Rahmen eines systematischen Reviews aufgearbeitet. Google Scholar, PubMed, Web of Science und mehrere ausgewählte globale Organisationen wurden nach Programmen in Ländern mit niedrigem bis mittlerem Einkommen nach 2000 durchsucht. Insgesamt wurden fünf Programme aus Brasilien, El Salvador, Südafrika, Tansania und dem Internationalen Olympischen Komitee (IOC) ausgewählt und in die Untersuchung einbezogen. Die Analyse der Projekte in diesem Bericht lässt den Schluss zu, dass ein gut umgesetztes Sportprogramm von großem Nutzen für die Bildung junger Menschen sein kann und einen Nährboden für die Ausbildung wichtiger Lebenskompetenzen und -fähigkeiten wie Konfliktbewältigung, Kommunikations- und Führungsfähigkeiten und Teamarbeit bilden kann. Herausforderungen bei der erfolgreichen Umsetzung und Aufrechterhaltung eines Sportprogramms wurden in Bereichen wie der Motivation von Schülern, Lehrern und Eltern zur Teilnahme an den Aktivitäten oder der Integration des Programms in einen bestehenden Lehrplan, um die Nachhaltigkeit von Sportprogrammen auch in Zukunft zu gewährleisten, festgestellt.

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List of Abbreviations

CA	Canada
CEO	Chief Executive Officer
DASH	Disease, Activity and Schoolchildren's Health
DOSB	Deutscher Olympischer Sportbund
FESPORTE	Catarinense Sports Foundation
GNI	Gross National Income
HIV/AIDS	Human Immunodeficiency Virus / Acquired Immunodeficiency Syndrome
ICSSPE	International Council of Sports Science and Physical Education
IFPC	International Fair Play Committee
IOC	International Olympic Committee
JAG	Jointly Achieving Growth
JB	Jambo Bukoba
JFD	Jambo for Development
MDG	Millennium Development Goal
MM	Mighty Metres
n.d.	No Date
NECTA	National Examinations Council of Tanzania
NGO	Non-Governmental Organization
OFHC	Olympic Foundation for Culture and Heritage
OVEP	Olympic Values Education Programme
PA	Physical Activity
PE	Physical Education
S4D	Sport for Development
SDG	Sustainable Development Goal
TPSR	Teaching Personal and Social Responsibility
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
UNITWIN	University Twinning and Networking Programme

WADA	World Anti-Doping Agency
WaSH	Water, Sanitation, and Hygiene
WHO	World Health Organization

1 Introduction

This bachelor thesis addresses the question of whether and in what way sports can be integrated into existing structures, as part of global development cooperation, to achieve a beneficial effect on education. Within the framework of a systematic review, various development projects dedicated to the personal growth through sports are presented.

1.1 Sport for Development (S4D)

“Sport for development (S4D) refers to the use of sport, or any form of physical activity, to provide both children and adults with the opportunity to achieve their full potential through initiatives that promote personal and social development” (UNICEF, n.d.). IOC President Thomas Bach further emphasizes the role of sport as an educational tool that promotes cognitive development, improves social behavior and can connect diverse communities (IOC, 2021c).

Sport has long been recognized as a promising and impactful tool regarding the attainment of the Sustainable Development Goals (SDGs) by the United Nations (*17 Ziele für nachhaltige Entwicklung*, n.d.). The 17 Sustainable Development Goals with their 169 sub-goals are the core of the 2030 Agenda by the UN, considering the economic, social, and environmental dimensions of sustainable development. The SDGs are the expanded successors of the eight Millennium Development Goals (MDGs) formulated in 2000 and are to be achieved globally and by all UN member states by 2030. This means that all states are equally called upon to solve the world’s pressing challenges together.

The UNITWIN / UNESCO Chairs program was launched in 1992 by decision of the UNESCO General Conference (*Schweizerische UNESCO-Kommission*, n.d.). It aims to promote and strengthen international cooperation, especially North-South, South-South and North-South-South cooperation between academic institutions. UNESCO-Chairs are committed to going beyond the parameters of their discipline and relating their work to global challenges. Currently, 850 institutions in 117 countries are represented in the program. Through an agreement with UNESCO the university of Basel holds such a chair in collaboration with Nelson Mandela University in South Africa that focuses on physical activity and health in educational settings (*Overview | UNESCO Chair on “Physical Activity and Health in Educational Settings,”* n.d.).

1.2 Sport and Education

1.2.1 Education

Education can be described as the process of teaching or learning with the aim of personal development and the acquisition of skills and knowledge, as well as human values and morals (*What Is Education | IGI Global*, n.d.). An important distinction can be made between three types of learning (Eshach, 2007):

1. Formal education

2. Nonformal education
3. Informal Education

Formal education usually takes place in school (Eshach, 2007). It is structured, usually prearranged, teacher-led and motivation is typically extrinsic, as participation is mandatory (e.g. a workshop on fair play in sports). Nonformal education takes place outside the classroom and a teacher may or may not be present. It is like formal learning in the sense that it is prearranged and structured, but the learning is supportive and not evaluated (e.g. organized forms of play during break time). Informal education is unstructured, spontaneous, voluntary and can take place anywhere. The learning process is usually learner-led and the motivation mainly intrinsic (e.g. leisure activities). The projects presented in this paper can therefore also be described and compared based on the occurrence, or the promotion of these different learning channels.

A central theme in this review and in the context of education is that of life skills. The idea behind life skills education is to provide children with fundamental values, knowledge and skills through sporting activities, which they can then implicitly transfer to their everyday lives (Gould & Carson, 2008). Such skills “can be behavioral (communicating effectively with peers and adults) or cognitive (making effective decisions), interpersonal (being assertive) or intrapersonal (setting goals)” (Danish et al., 2011, p. 40).

1.2.2 State of Research

Many agree that sport is of high importance in terms of a comprehensive education. Lemke (n.d.) states that it provides inclusive and lifelong learning, as well as an accessible alternative for children unable to attend school. By participating in sports and physical activities, students learn important values of sport, such as teamwork, fair play, tolerance, and respect for rules, which are prerequisite life skills for future participation in professional life. Given the benefits that sport offers for personal and social development, widening access should be a priority development goal. The UN (n.d.) agrees that “Sport can improve learning outcomes by fostering academic performance and achievement, leadership abilities, and concentration and focus capabilities”.

There has been a noticeable increase in the interest in educating young people with life skills to empower them in their daily lives so that they can learn to make healthy choices (Nasheeda et al., 2019). However, this trend also shows that there is still a lot of potential in life skills research. It is still a very complex topic not yet fully comprehended and an operational definition for the transfer of life skills is still lacking (Pierce et al., 2017).

The Project that has sparked this review and, in some cases, serves as a reference is the KaziBantu-project in Gqeberha (formerly known as Port Elizabeth), South Africa, which was implemented by a team from the Nelson Mandela University, in collaboration with the University of Basel and the Swiss Tropical and Public Health Institute (*KaziBantu | Healthy Schools for Healthy Communities*, n.d.). As a school-based intervention program it promotes an active lifestyle and the well-being of children in disadvantaged communities. KaziBantu succeeds the DASH-study which was conducted between 2014 and 2017 and brought forth

some promising findings, providing arguments for its continuation: “... a positive change in the academic performance was noted after the physical activity intervention. Hence, the implementation of school-based interventions, particularly that of physical activity, is recommended as an attractive and feasible method to not only increase children’s physical activity status, but also to maintain cognitive attention levels and improve academic achievement. These findings suggest that the intervention programme had positive effects on the learner’s concentration” (*DASH*, 2017, p. 23).

1.3 Research Question

With the compilation and analysis of projects dedicated to this subject, different practical approaches will be compared, and an attempt will be made to answer the following two questions:

1. Can the introduction or promotion of formal and nonformal sports activities have a demonstrable effect on education and/or school performance in low- and middle-income countries?
2. What concrete measures are being taken to use sport to support education at school, as well as health and social education?

2 Materials and Methods

2.1 Systematic Review

A systematic review examines a clearly formulated research question using systematic and reproducible methods, with the aim of identifying all relevant research, collecting and analyzing its data, and critically evaluating it (Librarian, n.d.).

Creating a systematic review begins with the emergence of an appropriate research question (Goodman, n.d.). To ensure that the question has not already been successfully answered in a previous review, it is necessary to obtain an overview of the current state of research. A question that is precise and well-constructed will prove helpful in the retrieval of search terms and relevant study results. The next step is to develop a thorough, objective, and reproducible search strategy. Defining study criteria for inclusion and exclusion, specifying databases and search terms, and creating a timeline are all part of the protocol and are important for transparency throughout the work. Once a clear and smart strategy has been designed, the structured search can begin. To avoid unnecessary loss of time, it is recommended to keep a search log. During the study selection process, the collected studies are screened for relevance and quality. In this step it could prove helpful to have colleagues review the articles and/or use standardized assessment tools to eliminate bias. Once all studies deemed relevant have been collected, the data should be extracted and analyzed, and the main studies summarized and synthesized. Finally, the results will be interpreted and presented in a review, where future steps can be suggested.

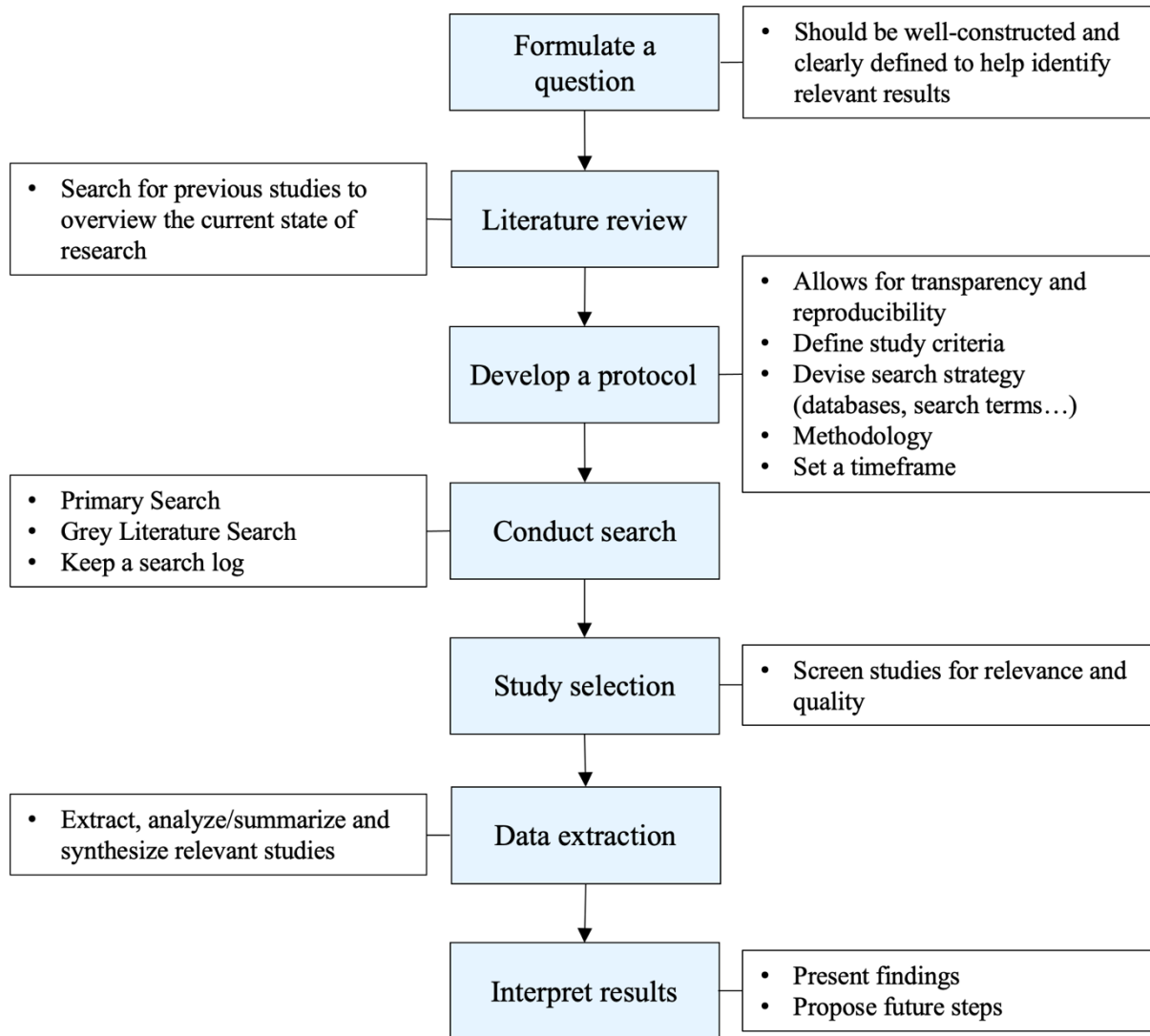


Figure 1 Systematic Review Flowchart (source: Schmid et al. 2022).

2.2 Project Template

In order to ensure comparability within the review, the selected projects and studies are to be prepared identically according to the following template. The author may omit a section if it is not considered relevant to the description of a given program.

	Section Description	Content
1	Title	
2	Keywords (max. 3)	
3	Author / Partner organizations	
4	Year (existing since)	
5	Type of collaboration (bi-/multilateral, North-South, South-South, North-North)	
6	The most scientific publications or report / results of the project	
7	Description / Short summary	
8	Resources, which were used to succeed	
9	Learnings	
10	Outlook (further goals)	
11	Other important elements of the project	
12	Addressing which SDGs	
13	Possible points of contact with our UNESCO Chair, or possible collaboration potentials	
14	Language	
15	URL	
16	Contact detail	

Table 1 Project Template (source: Schmid et al. 2022).

2.3 Search Strategy

For this systematic review, only projects and studies in low-income, lower-middle income and upper-middle income countries were considered. Consequently, programs in high-income economies were not included. The World Bank's GNI per capita classification of 2022 was used for this purpose (*World Bank Country and Lending Groups – World Bank Data Help Desk*,

n.d.). For the literature search, Google Scholar, PubMed, and Web of Science were used. In addition, a few selected organizations (IOC, UN, UNESCO, WHO, World Bank) were screened for relevant programs. The keywords that were used and their linkage using the Boolean operators can be viewed in *Figure 2*. Only publications after the year 2000 were considered.

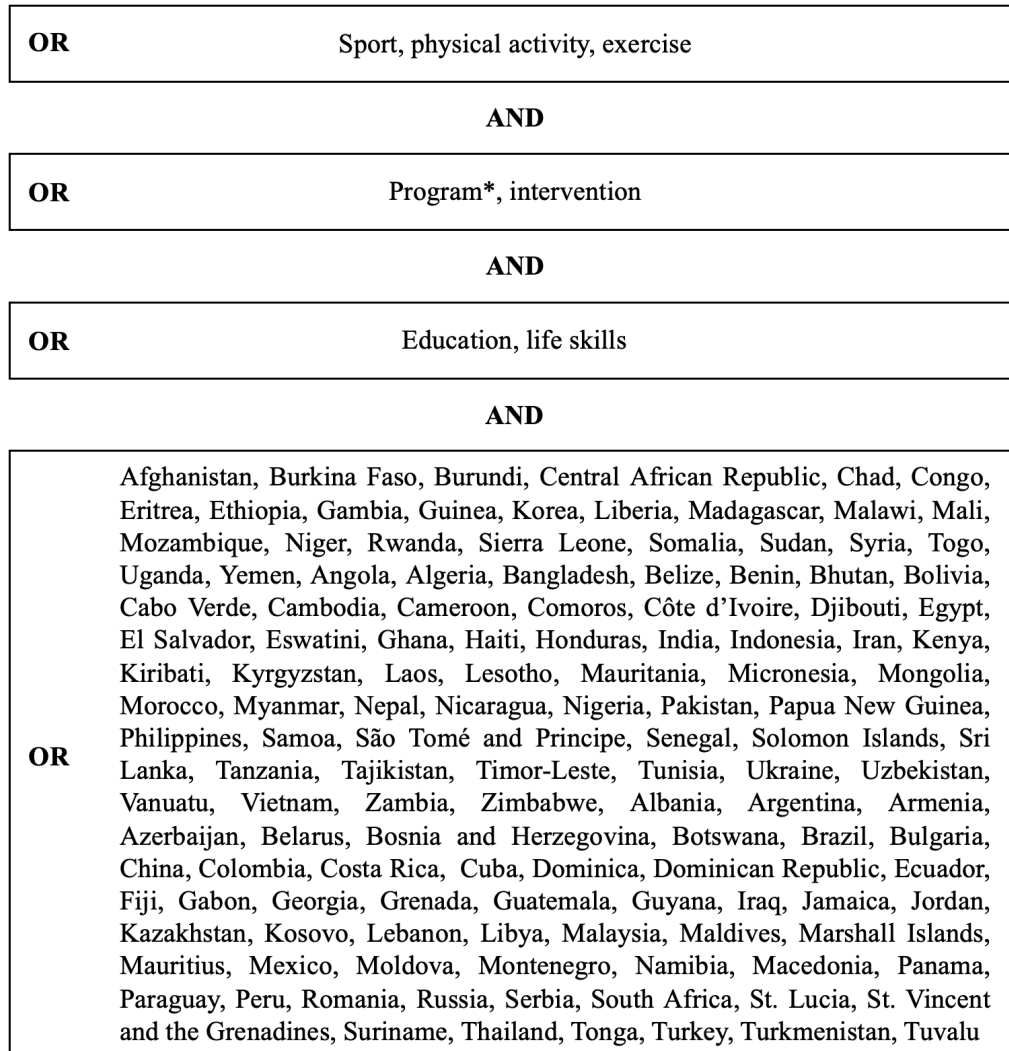


Figure 2 Keywords used for Literature Search (source: Schmid et al. 2022).

3 Results

This chapter presents the five resulting projects from the literature search. These were retrieved from Google Scholar (Mighty Metres/JAGRunners, Jambo Bukoba/Jambo for Development), PubMed (PE program in El Salvador), Web of Science (Movimente), and the IOC web page (Olympic Values Education Programme). For Mighty Metres/JAGRunners, the PE program in El Salvador, and Movimente, empirical studies on the subject were found that used multi-method approaches to evaluate mostly interviews and questionnaires. Although only a sparse number of studies are currently available, numerous documents were found suitable for the documentation of the Olympic Values Education Programme and Jambo Bukoba/Jambo for Development.

3.1 Mighty Metres / JAGRunners

Keywords	Running, Life skills, South Africa
Author / Partner organizations	<ul style="list-style-type: none"> • JAG (Jointly Achieving Growth) Foundation • New York Road Runners Foundation
Year (est.)	2007
Collaboration	Multilateral, North-South-South
Publications	Burnett (2014 & 2015)
Description	<p>Mighty Metres was launched by Elana Meyer, former Olympian, and CEO of the JAG Foundation, as a free school-based running program in 43 poorly resourced primary schools in the Western and Eastern Cape Provinces of South Africa (Burnett, 2015). The intervention was set in township areas where many people are trapped in poverty, and unemployment and gang crime are part of everyday life. This program was designed to provide opportunities for personal development for children in a safe environment and to acquire attributes and skills such as leadership abilities, self-confidence, and peaceful co-existence. The program offers students the opportunity to run under teacher supervision and with classmates several times during the week at scheduled times, with the goal of running one mile three times each week. The role of the teachers is to provide motivational or goal-setting support to learners and to record their completed kilometers. Rewards such as certificates and medals, T-shirts, caps or frisbees can be earned as incentives for certain milestones (e.g. a medal for every marathon). The program takes place on the school premises and therefore should be easily incorporated into the school curriculum.</p>
Resources	Coaches are provided with a coaching kit “JAG in a Bag” for better practical orientation. Furthermore, a suitable infrastructure is needed for the implementation of the program (e.g. hall, track and field stadium, netball court etc.) (<i>Elana Meyer: One Step at a Time Leader.Co.Za</i> , n.d.).
Learnings	Burnett (2015) has shown that the introduction of the Mighty Metres program has had a positive impact in multiple ways. In addition to physical benefits, psychological responses have been observed. Teachers generally perceive their students as more attentive, relaxed, and cooperative, thereby improving academic performance and interpersonal relationships. For most, participation in this program brings a sense of achievement, self-efficacy and belonging. Some embrace the opportunity to act as leaders, which gives weaker academic learners in particular a chance to strengthen their self-esteem and act as role models. Girls are arguably more readily influenced by the running program due to having been less exposed to

structured PA prior to the intervention. Further, school principals proclaim that more students are being attracted thanks to the program and branding as an “active school”. It is evident that the program can achieve many positive effects if applied correctly. However, there have been reported cases where the sports field became overcrowded, and students were pushed to the ground by older ones. In addition, teachers need to be aware of their role. Some failed to provide adequate supervision, while others misused the program as punishment for misbehaving children. Although the program undoubtedly harbors many merits, it will likely retain clear limitations. In the gang-ridden townships, spillover effects into the school cannot be ruled out and the program may provide a platform for conflict triggers. While these conflicts are usually prevented during school hours, it is not controllable what happens in the streets. “Neither the school nor the program address the root of the violence but put measures in place to ‘manage the problem’” (Burnett, 2015, p. 829).

Outlook

Mighty Metres has since been adopted into the JAGRunners program and continues to do well in its efforts to build sustainable structures to empower young people in high-risk communities (*JAG Runners | JAG Foundation*, n.d.). It is hoped that children who benefit will pass on their experiences and skills to their communities and further generations (*Elana Meyer: One Step at a Time | Leader.Co.Za*, n.d.). JAGRunners is a very dynamic program with great potential for growth. This is also evident in the introduction of a coach-coaching-the-coaches model and a further focus on motivating and enabling talents to pursue a professional athletic career. The Foundation has formulated the goal of making JAGRunners the largest youth running club in the world.

Addressing which SDGs

- SDG 3: Good Health and Well-Being
- SDG 4: Quality Education

Possible points of contact with our UNESCO Chair

The resemblances between Mighty Metres/JAGRunners and the KaziBantu program in South Africa are of a geographical nature, as well as regarding the goal of providing children with an environment conducive to learning and imparting values through sport. The physical proximity of the organizations and the shared socioeconomic and cultural background could possibly facilitate a mutually beneficial sharing of information, especially since the two approaches clearly differ from each other.

Language

English

URL

<https://jagfoundation.org.za/jag-runners/>

Contact

Sunrise Circle, 7405 Ndabeni, Cape Town, ZA,
info@jagfoundation.org.za, 0861999909

3.2 Undergraduate PE program in El Salvador

Keywords	Youth violence, Life skills, El Salvador
Author / Partner organizations	<ul style="list-style-type: none"> • Universidad Pedagógica de El Salvador • Social Science and Humanities Research Council of Canada • Brock and MacEwan Universities (CA)
Year (est.)	2007
Collaboration	Multilateral, North-South
Publications	Mandigo et al. (2014 & 2016), Hellison (2010)
Description	<p>In 2015, violence in El Salvador reached a temporary peak with around 30 murders per day, whereas it has been shown that the large majority of these acts were committed by male adolescents and young adults (Mandigo et al., 2014). Recognizing this, the WHO has long identified schools as a key focus where violence prevention should be implemented (WHO, 2020). In 2007, the Universidad Pedagógica de El Salvador created a three-year study program for aspiring PE teachers, who would be trained to impart life skills to their students according to Don Hellison's Teaching Personal and Social Responsibility (TPSR) model (Hellison, 2010). Hellison describes a student-centered approach to physical education that is designed to facilitate the acquisition of life skills such as conflict resolution, self-control, and compassion, among others. The TPSR model takes into account available resources and that children have different strengths and needs, while calling for teachers to form nurturing bonds with their learners (Martinek & Hellison, 2016). The partnership between universities in El Salvador and Canada led to a large-scale longitudinal study by Mandigo et al. (2014) to evaluate the effectiveness of the aforementioned teacher training by monitoring those newly graduated PE teachers and their classes over a period of three years. The students were in third through twelfth grade at the onset of the study.</p>
Learnings	<p>The main limitations of the study were the lack of a control group and the inability to observe the children outside of the school environment. Nevertheless, the three years produced some very positive findings related to life skills education through PE. In their evaluations, Mandigo et al. (2014) were able to identify three life skill categories: Coping and Self-Management Skills, Communication and Interpersonal Skills and Decision Making and Critical Thinking Skills. According to school principals, PE attendance has improved, which could prove very significant in terms of violence prevention, as school absenteeism is considered an important risk factor for youth violence. Also, many stated that PE helps them deal with stress brought on by high levels of poverty and violence in El Salvador.</p>

Especially for children whose households are unsupportive, the student-centered PE lessons provide an important platform for developing self-confidence, responsibility, perseverance, and a sense of hope. Participants in the study referred that life skills education in sports classes improved several aspects of social relationships, such as teamwork, respect, and tolerance. Positive feedback was also received for the program's effect on gender equality, which is particularly significant in El Salvador, where traditional gender roles still prevail. Also, the role of the PE instructor as a role model and as a teacher of values was emphasized, which reflects the role of sports in life skills education, especially for children who lack role models in their private lives. Students, teachers, and directors affirm the understanding that PE provides an ideal platform to acquire and foster conflict resolution and problem-solving skills. Students themselves have recognized that they can directly apply the solving of posed problems and conflicts in PE classes in their everyday life.

Outlook

The Undergraduate PE degree program has been able to build a very positive reputation since its initiation, which is reflected in the increased student enrollment. Mandigo et al. (2016) have shown that this values-based approach to PE by those newly graduated teachers can have measurable effects on the life skills of children and adolescents in El Salvador and that schools can potentially have a great impact on aggressive behavior, especially for boys. The formation of PE teachers trained in life skills at the Universidad Pedagógica de El Salvador continues to strive to be a part of the solution for the building of more peaceful generations to come. Many countries in Central America share similar educational systems and struggle with the same societal problems, such as gang-related crime. The results of Mandigo et al. (2016) suggest that the introduction of such projects or study programs in neighboring countries, such as Honduras, Guatemala, or Belize, could also positively impact youth.

In 2015 at 103 murders, the homicide rate per 100'000 inhabitants in El Salvador has since dropped to 17,6 by 2021 (InSight Crime, 2022). However, it is difficult to pinpoint a precise cause for this trend.

Addressing which SDGs

- SDG 3: Good Health and Well-Being
- SDG 4: Quality Education
- SDG 5: Gender Equality

Language

English, Spanish

URL

N/A

Contact

jmandigo@brocku.ca, info@pedagogica.edu.sv

3.3 Olympic Values Education Programme (OVEP)

Keywords	OVEP, Olympic values, fair play
Author / Partner organizations	<ul style="list-style-type: none"> • International Olympic Committee (IOC) • Agitos Foundation • International Fair Play Committee (IFPC) • International Council of Sports Science and Physical Education (ICSSPE) • Olympic Foundation for Culture and Heritage (OFHC) • UNESCO • World Anti-Doping Agency (WADA) • Various National Olympic Committees and Olympic Games Organizing Committees
Year (est.)	2007
Collaboration	Multilateral
Publications	Binder (2012), IOC (2017)
Description	<p>In 2007, the Olympic Values Education Programme (OVEP) was designed to convey the benefits of sport “through an understanding of Olympism and its positive impact on individual health, enjoyment and social interaction” (IOC, 2017b). The OVEP is not a location-based project, but rather a resource toolkit provided by the IOC to teach Olympic values to children and adolescents. The program centers on the Olympic values of excellence, respect, and friendship and strives to empower young people with life skills and values while inspiring them to live a healthy lifestyle. OVEP intervention programs can take many forms, as past initiatives in Burundi, Dominica, Guatemala, the Seychelles, and many more have shown (IOC, 2021b).</p>
Resources	<p>The IOC provides its entire toolkit online for free on its website. It is comprised of four main resources to be used by teachers, coaches, educational institutions, and the government to best integrate Olympic-themed activities and teaching strategies into a curriculum:</p> <ol style="list-style-type: none"> 1. The Fundamentals of Olympic Values Education Manual (IOC, 2017d) 2. Delivering OVEP PLAYbook: a Practical Guide (IOC, 2017b) 3. Activity Sheets (IOC, 2017a) 4. OVEP Workshop Plan (IOC, 2017c) <p>Additionally, in 2019, in line with the OVEP, six international partners have come together to release a guide for educators on how to teach respect,</p>

	<p>equity, and inclusion to eight- to twelve-year-old children (UNESCO et al., 2019).</p>
<p>Learnings</p>	<p>With its global reach, media presence and recognition, the Olympic Games have been recognized as a unique opportunity to spread values based on sport and the Olympic ideals. The OVEP and all other Olympic education programs demonstrate that sports education goes beyond the physical and can provide a strong foundation upon which important values and relationships can be developed and formed.</p>
<p>Outlook</p>	<p>The OVEP created by the IOC represents the foundation of an idea that can be implemented in a variety of ways and in a globally adapted manner. Since 1988, most of the Organizing Committees of the Olympics have included a program to help spread values around the world. As the most recent player, Beijing 2022, in collaboration with the Chinese Ministry of Education, released materials that are planned to reach 1’663 schools (IOC, 2021a). In addition, many national committees, such as Canada (Canadian Olympic Committee, n.d.), Switzerland (Swiss Olympic, n.d.), and Turkey (Turkey National Olympic Committee, n.d.) have over the past several years embedded in their foundations their own resource kits for schools to promote values-based education. The OVEP’s goal is to continue to grow the number of global initiatives in the future.</p>
<p>Other important elements of the project</p>	<p>Even though the OVEP was founded by the IOC, the dissemination and teaching of Olympic values is a mission that many other stakeholders take to heart, as evidenced by various publications worldwide on school interventions centered on Olympic education (Sukys et al., 2017).</p>
<p>Addressing which SDGs</p>	<ul style="list-style-type: none"> • SDG 3: Good Health and Well-Being • SDG 4: Quality Education • SDG 5: Gender Equality
<p>Possible points of contact with our UNESCO Chair</p>	<p>In 2026, the Summer Youth Olympic Games are to be held in Dakar, Senegal. This marks a milestone as no Olympic event has ever been hosted on the African continent before. In this regard, taking up the resources provided to teach Olympic values to active schools in South Africa, such as those involved in the KaziBantu program, could be an exciting addition to the existing curriculum.</p>
<p>Language</p>	<p>English</p>
<p>URL</p>	<p>https://olympics.com/ioc/education/olympic-values-education-programme</p>
<p>Contact</p>	<p>Maison Olympique, 1007 Lausanne, Switzerland, ovep@olympic.org, contact@support.olympic.org</p>

3.4 Jambo Bukoba / Jambo for Development

Keywords	Life Skills, Games, Tanzania
Author / Partner organizations	<ul style="list-style-type: none"> • Jambo Bukoba • Deutscher Olympischer Sportbund (DOSB) • Deutsche Sporthochschule Köln • Segal Family Foundation
Year (est.)	2008
Collaboration	Multilateral, North-South-South
Publications	Jambo for Development (2021), Gilbert & Bennett (2012), Nacken et al. (2018)
Description	<p>Jambo Bukoba (JB) is a non-governmental organization that aims to promote education, health and gender equality among children and youth in the Kagera region of Tanzania through sports (<i>Jambo Bukoba</i>, n.d.). Emphasis is placed on fostering communication skills, mutual trust, fair play, and the ever-present sensitive issue in sub-Saharan Africa of HIV/AIDS awareness and girls' empowerment. The initial program design derived from the findings of a school-based baseline-study (Gilbert & Bennett, 2012) and continued to evolve in subsequent years. In 2019, Jambo Bukoba was incorporated into the newly formed NGO Jambo for Development (JFD), which offered new opportunities to all involved (Jambo for Development, 2021). An important cornerstone of the intervention is the promotion of life skills through games, which should train students to cope with challenges more independently and confidently, strengthen their self-competence and embrace new opportunities, as well as teamwork and fairness. Teachers are trained to transfer life skills to children through games in workshop sessions. The students can then compete against other schools in these games at so-called Bonanzas, all with the motivation that the winning school will be awarded a school building project by Jambo for Development and partners. The construction or renovation of infrastructure is always individually aligned to the needs of the location. In addition to improving classrooms, WaSH (water, sanitation, and hygiene) is an important component of this program that involves the installation of toilet facilities, water tanks and filters, hand washing systems, or menstrual hygiene management rooms.</p>
Resources	Upon completion of the workshop, schools will be provided with sports equipment and a manual as a guide to assist teachers in planning and implementing games and physical education lessons (Jambo for

Learnings	<p>Development, 2021). Further resources are the building materials for the construction of school and sanitation infrastructure.</p> <p>The effects of JB and JFD are proving positive in many ways (Jambo for Development, 2021). Physical education now holds a higher status in many schools and in particular the participation of girls in it has greatly increased. Understanding and raising awareness about HIV/AIDS has become more important to many teachers, and the program helps them teach this important subject in a way that is accessible to children. Furthermore, the national examination body for education (NECTA) indicates that since the introduction to the program, overall performance of pupils in the Kagera region has improved and the graduation rate and attendance at primary schools has increased. The impact of Jambo Bukoba and Jambo for Development goes beyond the classroom, as evidenced by the strong commitment of the local communities and their financial support for the school construction projects, which amounts to about 25% of the costs incurred.</p>
Outlook	<p>The 2027 agenda of Jambo for Development entails full coverage of Kagera Region schools (Jambo for Development, 2021). For this purpose, the number of workshops for teachers, as well as the number of bonanzas and construction projects are to be increased. This will allow each school to have the chance to win a building project at least once a year. Longer-term goals are the introduction of a subsequent concept for promotion and further education in topics of employability and entrepreneurship (JB Campus) and to expand the program to other regions.</p>
Addressing which SDGs	<ul style="list-style-type: none"> • SDG 3: Good Health and Well-Being • SDG 4: Quality Education • SDG 5: Gender Equality • SDG 6: Clean Water and Sanitation
Possible points of contact with our UNESCO Chair	<p>The JFD and KaziBantu projects are both under the co-leadership of a German-speaking partner organization. Both programs are multicomponent and address various health and social aspects. In addition, the prevention of AIDS is an ongoing concern in South Africa as well.</p>
Language	<p>English, Swahili</p>
URL	<p>https://www.jambobukoba.com/, https://jambofordevelopment.org/</p>
Contact	<p>P.O. Box 984, Shore Road, Bukoba – Kagera, Tanzania, info@jambofordevelopment.org, +255 7537976119</p>

3.5 Movimente

Keywords	Physical Activity, Sedentary Behavior, Brazil
Author / Partner organizations	<ul style="list-style-type: none"> • Federal University of Santa Catarina • Florianópolis Board of Education • National Research Council for Scientific and Technological Development • Catarinense Sports Foundation (FESPORTE)
Year (est.)	2014
Collaboration	Multilateral, South-South
Publications	Silva et al. (2020), da Silva Bandeira et al. (2021)
Description	<p>The Movimente program is located around the city of Florianópolis in southern Brazil. The project is still a young concept and aspires to increase physical activity and reduce sedentary behavior in school environments (Silva et al., 2020). After the pilot study in 2016, a one-year intervention phase was conducted in 2017 among seventh- to ninth-grade students at six public schools. The three main components of the program are teacher training, adaptations to school grounds for increased physical activity, and educational strategies: Teacher training consisted of a face-to-face meeting to discuss health and its impact on everyday school life. Furthermore, teachers were provided with a handbook to help incorporate the various aspects of health into lessons and break time. To promote dialogue between teachers from different schools and researchers, an online platform and phone application was set up to report on activities and provide feedback. Environmental restructuring included drawing line markings in schoolyards and supplying sports equipment. The educational strategies aimed to educate parents about the value of physical activity and encourage them to support their children.</p>
Resources	<p>The teachers were provided with didactic support in the form of booklets (<i>Movimente</i>, n.d.). As part of the educational interventions, four folders with messages to students' parents were created to introduce the content of physical activity, sedentary behavior, and nutrition in relation to health. Teachers were prompted to use them in class, while students were encouraged to share the messages with their parents. In addition to the folders, four posters were created to be displayed in the schools showing, among other things, the relationship between academic performance and physical activity. All this content can be accessed on the website. For the measurements of sedentary behavior and the realization of further studies,</p>

	various measuring devices and materials were used, which will not be discussed further in this context (Lopes et al., 2021).
Learnings	In general, the teacher training was regarded as very useful by the participants and health topics such as nutrition and physical activity could be incorporated into the lessons (da Silva Bandeira et al., 2021). However, student feedback indicates that the messages were insufficiently absorbed and had little impact on the lifestyles of most. Furthermore, the brochures and posters did not have the targeted effect because they were not sufficiently well received. The low participation rate of teachers in face-to-face training and the partially non-supportive school community are suspected to be the main causes for this. The latter is also reflected in the fact that difficulties arose in integrating the program into the rather inflexible class schedules, which highlights the importance of utilizing easy-to-use activities and collaboration with key stakeholders, such as school principals. All the same, some positive observations can be reported, such as increased participation in PE classes, which some teachers hope allows for positive changes in adolescents' lifestyles.
Outlook	To make the program more appealing and better able to achieve its goals, da Silva Bandeira et al. (2021) bring forward a number of possible modifications: To better reach teachers and communicate the key points of the program to them, all teachers could be invited at the beginning of the school year. Parental involvement could be increased through theme-based activity days. Further, there needs to be closer collaboration with school coordinators so that teachers can take the time to plan activities and incorporate them in the class schedule. The prospect of including lower grades of elementary school is also envisioned.
Addressing which SDGs	<ul style="list-style-type: none"> • SDG 3: Good Health and Well-Being • SDG 4: Quality Education
Language	English, Portuguese
URL	https://movimente.ufsc.br/en/
Contact	N/A

4 Discussion

This review highlights five selected S4D projects that showcase the efforts of institutions and the global community to use sport to foster youth education. All cases in this paper contribute to the achievement of SDGs 3 and 4, concerning education and health. Three programs explicitly seek to address SDG 5, the promotion of gender equality, while the JFD program additionally contributes to SDG 6 by building sanitation facilities. It remains to be noted that, in the second instance, the scope of these interventions arguably reaches other SDGs not yet explicitly mentioned. Development goals such as ending poverty, hunger, and inequalities, as well as promoting economic growth, peacebuilding, and environmental awareness, are deeply rooted in school-based education. The efforts to provide children with a beneficial education, including through the addition of quality PE, are thus justified by the fact that this early development of young people lays a foundation for future development in all areas and should continue to be advanced.

		SDGs			
		Education	Health	Gender	Sanitation
Programs	MM/JAGRunners				
	PE program El Salvador				
	OVEP				
	JB/JFD				
	Movimente				

Table 2 SDGs Overview per Program (source: Schmid et al. 2022).

This review covers five programs whose objectives are similar, but whose approaches are quite different. To explain this, we should keep in mind the social situation in the country, as well as the nature of the program. For this comparison the OVEP can be ignored because it is the only one that is fully accessible to the general public and is not a stationed program. The other four projects in South Africa, El Salvador, Tanzania, and Brazil apply their different approaches to sports education to address issues perceived as important within their region. For the initiatives in South Africa and El Salvador, the concern centers on poverty and gang crime. The programs aim to prevent violence and are meant to provide a safe haven for personal development. In addition to providing sports education and life skills, the JB/JFD project in Tanzania is dedicated to improving hygiene and fighting HIV. Lastly, Movimente seeks primarily to encourage young people to adopt an active lifestyle in order to reduce sedentary behavior. The different backgrounds, intentions, and financial resources of the projects make it hard to weigh the effectiveness of interventions against each other. Thus, it can be stated that a variety of measures for implementing sports activities in schools can achieve a positive effect.

As alluded to in the introduction, both the concept of education and its implementation can take different forms. The featured programs all use a mix of formal and non-formal education.

However, the idea is always to generate a spark that motivates students to continue learning on their own initiative outside of school hours. In this case, this informal education would be achieved when students, for example, enjoy a newly learned game or sport and practice it in their free time. This has not been examined in greater detail in a study on any of these programs. The research of this work has found that many sports programs and studies, whose contents concern the development goals of the UN, understand the concept of education as the personal development of children and youth. Publications often evaluate the academic achievements of their subjects among many other study characteristics in life skills, the promotion of which many researchers see as an important lever in empowering disadvantaged communities. Life skills, such as conflict solving, communication and leadership abilities, teamwork, tolerance, stress management, confidence and taking responsibility, were prominent in the projects of this review. The improvements in many of these skills were either drawn directly from the evaluations of the studies (MM/JAGRunners, PE program El Salvador, Movimente) or are embedded in the core principles of the program (OVEP, JB/JFD).

Another opportunity of educational sports programs in schools reveals itself in gender equality. Although not the thematic focus of this paper, three of the projects discussed have this matter embedded in their program. Underpinning this is the idea that sport can be a medium for change to create more inclusive environments (Lyras & Hums, 2009).

The projects presented are subject to the changing circumstances of today's society, which is why it makes sense to carry out recurring analyses and studies, constantly striving for positive changes in the existing structures. The evaluations of the various studies show that problems and potential for improvement can be observed in different places. As it has been found, the success of a program largely depends on the ability, motivation and conscientiousness of the program leaders and coaches. These are the ones who have the mediating role and direct contact with the children and therefore should be aware of their responsibilities towards them. The collection of programs in this review displays a wide range of school self-sufficiency with differences in the accountability of local stakeholders. If coaches are not provided by the program, then local mobilization of teachers and their training plays an important role. For this reason, close collaboration with school principals and their staff is essential to ensure that the program can be usefully integrated into an existing curriculum. Furthermore, parents should also be educated about the motives of the respective program and motivated to provide their children with the best possible support. A successful example of parental engagement can be seen in the JFD program.

Finally, program initiators should be mindful of the limits of their reach. A school-based intervention will never trigger the same positive effect in all participants. Although flexible, PE cannot be adapted to the needs of each individual, which means that students will always benefit differently from such programs. Furthermore, several study authors note that it is very difficult to quantify the spillover effects of an intervention outside the school environment. This may become more of a focus in the future, with the notion that it is precisely those out-of-school effects that significantly influence the trajectory of a given society.

The scope of this review is narrowed by the limited selection of databases and organizations that were screened for S4D programs. A further limitation was imposed with the exclusion of programs in high-income economies, which was justified in that only initiatives in a socioeconomic setting comparable to the KaziBantu project in South Africa were selected. OVEP was the exception here, as it is a global initiative. An interesting subject of research could be to examine the differences between programs in high-income countries versus those in low- to middle-income countries and whether a difference in the importance of PE and teaching life skills can be detected.

One challenge that could not be overcome in this work was obtaining more information directly from program initiators. Several emails and contact forms were sent to the corresponding addresses of the JAGRunners, OVEP and Movimente programs without receiving a response. In the case of OVEP, an additional request was sent to the higher-level address of the IOC, to which a response was received, but which did not yield any new information. For urgent questions, another option would be to contact the researchers of the studies directly, which was not done in this case.

5 Conclusion

Mighty Metres/JAGRunners has built a running program into the daily school routine to take South African students away from the perils of township life and give them an opportunity for personal development. The undergraduate PE program in El Salvador empowers young PE teachers to teach their students life skills through sports so they can better manage their daily lives, stay away from crime, and build futures. The Olympic Values Education Programme is a free and adaptable toolkit for educational institutions or governments to introduce children to the Olympic spirit and teach them skills and values such as respect and friendship. Jambo Bukoba/Jambo for Development teaches Tanzanian students life skills through games, as well as HIV awareness. Movimente seeks to improve the nutrition and physical activity habits of its students in Brazilian schools through teacher training and the restructuring of school grounds.

The research question of this paper whether the introduction of sports programs in low- to middle-income countries can have a demonstrable effect on education can clearly be answered in the affirmative. The projects included in this review use different, multifaceted approaches to foster both academic achievement and life skills, whose importance for community development has long been recognized by researchers, as evidenced by numerous recent studies. Furthermore, the relevance of sport in supporting communities educationally and socially around the world is apparent through efforts of global organizations such as the UN and the IOC. The conclusions of this review suggest that the concept of “Sport for Development and Education” can continue to be an exciting research focus and, more importantly, a valuable and practical tool for improving global educational opportunities now and into the future. Research on life skills is far from complete, and in particular the transfer effects of the interventions on the learners’ everyday life outside of school, as well as the long-term effects

of such programs on a regional and larger scale in the development of a given country, remain to be investigated.

This review further notes that there is no single optimal solution for building an S4D program in low-middle-income countries to promote education. As evidenced in this paper, it seems more advisable to center the program on region-specific challenges and to keep refining it based on research. For a successful implementation, initiatives such as those included in this review could provide some guidance on what to look out for and what to expect.

Given the close collaboration between the Universities of Basel, Switzerland and Gqeberha, South Africa, it is envisaged that the findings of this review could be shared with colleagues at Nelson Mandela University and hopefully make a small contribution as fresh knowledge or possibly even as inspiration. The KaziBantu school program is ongoing, and a comparison with other projects that make explicit use of sport and exercise in an educational setting might be interesting.

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A handwritten signature in black ink, appearing to read 'G. Schmid'. The signature is written in a cursive style with a large, looped initial 'G'.