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Matriculation Number: 20-060-828

Bachelor's program: Sport science

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# Review of projects to promote physical activity in the context of development cooperation

## Bachelor Thesis

Submitted to the Department of Sport, Exercise, and Health  
at the University of Basel

## Systematic Review

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United Nations  
Educational, Scientific and  
Cultural Organization



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## Acknowledgements

First, I would like to thank my supervisor and express my gratitude to Dr. Ivan Müller. The idea for this exciting topic and review was proposed by him. He guided me through the process and could always help when questions arose. I am very thankful for the opportunity to work on this topic for the UNESCO Chair research and teaching unit at the University of Basel. Through this thesis, I was able to learn a lot about the current field of research in Sport for Development. Furthermore, I would like to thank my family and friends who helped me during the process and took the time to review the paper.

## Abstracts

Sport for development in the context of development cooperation nowadays has become an important and widely accepted tool to help achieve the Sustainable Development Goals of the United Nations. This has resulted in more projects being implemented around the world, leading to recent development and new knowledge. This bachelor thesis under the auspices of the UNESCO Chair '*Physical activity and health in educational settings*' provides a systematic review that analyses ten different Sport for Development projects with the aim to collect findings on how sport and physical activity can have a positive impact on health and development. The search has been conducted in various databases to find fitting projects and studies. The sport projects were then analyzed using a project template to ensure a clear and unbiased routine and evaluated based on scientific research. Five thematic areas of Sport for Development; (i) sport and disability, (ii) sport and gender, (iii) sport and health, (iv) sport and livelihoods, and (v) sport and social cohesion were used to organize the projects. This also laid focus on various aspect of Sport for Development to provide a wider range of findings. Ten guidelines have been gathered to summarize the most important findings on how to implement a Sport for Development project. 1) A sport plus approach; 2) Creating a safe space; 3) Using a bottom-up approach; 4) Providing opportunities to learn and grow; 5) Mentoring and coaching to support development; 6) Good trainers provide good results in sport plus programs; 7) Community, cultural and religion specific; 8) Provide opportunities to participate for all people; 9) Away from gender specific programs; and 10) The organization is key to success. Therefore, this thesis provides a comprehensive overview of 'successful' Sport for Development projects. Further it offers insights for future studies and collaborations and lays a foundation for further research in this area. However, the most important finding is that the key to a 'successful' developmental sports project is to create opportunities and safe spaces for all to engage in physical activity and be intrinsically motivated to maintain an active lifestyle later in life.

## Zusammenfassung

Sport für Entwicklung ist im Rahmen der Entwicklungszusammenarbeit heutzutage zu einem wichtigen und weithin akzeptierten Instrument geworden, um die Ziele für Nachhaltige Entwicklung der Vereinten Nationen zu erreichen. Dies hat mitunter dazu geführt, dass in letzter Zeit mehr Projekte weltweit entstanden sind, was wiederum zu Fortschritt und neuem Wissen führte. Diese Bachelorarbeit unter der Schirmherrschaft des UNESCO-Lehrstuhls *‘Körperliche Aktivität und Gesundheit in Bildungseinrichtungen’* bietet einen systematischen Überblick über zehn verschiedene Sportentwicklungsprojekte mit dem Ziel, Erkenntnisse darüber zu sammeln, wie Sport und körperliche Aktivität einen positiven Einfluss auf Gesundheit und Entwicklung haben können. Die Suche wurde in verschiedenen Datenbanken durchgeführt, um passende Projekte und Forschungsarbeiten ausfindig machen zu können. Anschliessend wurden die Projekte anhand einer Projektvorlage analysiert, um eine klare und unvoreingenommene Vorgehensweise zu gewährleisten und auf der Grundlage wissenschaftlicher Untersuchungen bewertet zu werden. Die Sportprojekte wurden in fünf Bereiche der Entwicklungszusammenarbeit gegliedert: (i) Sport und Einschränkung, (ii) Sport und Geschlecht, (iii) Sport und Gesundheit, (iv) Sport und Lebensunterhalt und (v) Sport und sozialer Zusammenhalt. Dadurch wurde auch der Schwerpunkt auf verschiedene Aspekte von Sport für Entwicklung gelegt, um ein breiteres Spektrum an Erkenntnissen zu erhalten. In zehn Leitlinien wurden die wichtigsten Erkenntnisse über die Durchführung eines Sportprojekts in der Entwicklungszusammenarbeit wiedergegeben. Die zehn wichtigsten Leitlinien sind: 1) Ein Sport-plus Ansatz; 2) Schaffung eines geschützten Raums; 3) Verwendung eines Bottom-Up Ansatzes; 4) Bereitstellung von Lern- und Entwicklungsmöglichkeiten; 5) Mentoring und Coaching zur Unterstützung der Entwicklung; 6) Gute Trainer sorgen für gute Ergebnisse in Sport-plus Programmen; 7) Gemeinde-, kultur- und religionsspezifisch; 8) Bereitstellung von Teilnahmemöglichkeiten für alle Personen; 9) Weg von geschlechtsspezifischen Programmen; und 10) Die Organisation ist ein Schlüssel zum Erfolg. Die vorliegende Arbeit gibt einen umfassenden Überblick über ‘erfolgreiche’ Projekte im Bereich Sport für Entwicklung und bietet Anregungen für künftige Studien und Kooperationen und legt die Grundlage für weitere Forschung in diesem Bereich. Die wichtigste Erkenntnis ist jedoch, dass der Schlüssel für ein ‘erfolgreiches’ Sportprojekt im Bereich Entwicklungszusammenarbeit darin besteht, Möglichkeiten und geschützte Räume für alle zu schaffen, um sich körperlich zu betätigen und intrinsisch motiviert zu sein und später im Leben einen aktiven Lebensstil zu pflegen.

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## Abbreviations

DFTA:	Australian Department for Foreign Affairs and Trade
DFTS:	Department for Foreign Affairs and Trade
JSI:	John Snow Research and Training Institute
LLP:	Live, Learn, and Play
PA:	physical activity
PSP:	Pacific Sports Partnership
SDGs:	Sustainable Development Goals:
SFD:	Sport for Development
SFL:	Sport for Life
SFP:	Soccer for Peace
UN:	United Nations
WFC:	Waves for Change

# 1 INTRODUCTION

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The world is in a difficult phase. Millions of people live in poverty, must hunger, have no access to clean water and are not in good health. The availability of education varies extremely, genders are far from being equal, decent work is not available and inequality is a problem within and between countries. The climate is warming and affecting life on land and life below water. There are wars and inhumane acts. These are problems we face as human beings and need to address as a community. Because of this situation the UNESCO invented programs like the UNITWIN/UNESCO Chairs and formulated the Sustainable Development Goals (SDGs). This bachelor thesis focuses on the impact physical activity (PA) has on development towards achieving the SDGs. As Nelson Mandela in 2000 at the inaugural Laureus World Sports Awards said:

*“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.”*

*(„The Global Goals“, 2021)*

The recognition that PA has many positive aspects to our lives has gained momentum in recent decades and continues to grow. The ideology of Sport for Development (SFD) has existed for centuries and dates back to the Olympic Truce that suspended wars, but in academia it has only recently begun to take hold (Peachey et al., 2015). The SDGs that were gathered in September 2015 are a strategy that aims to achieve a more equitable and just world (Baena-Morales et al., 2021). These 17 SDGs are targeting 169 objectives and physical activity and health in educational settings can be a path to achieve some of them (*UNESCO and Sustainable Development Goals*, 2015). According to (Baena-Morales et al., 2021) Goal 3 (Good Health and Well-being), Goal 5 (Gender Equality), Goal 8 (Decent Work and Economic Growth), Goal 10 (Reduced Inequality), Goal 16 (Peace and Justice Strong Institutions) and Goal 17 (Partnerships to achieve the Goal) can be positively affected by SFD projects. The here presented bachelor thesis gives an overview of the current topic SFD. SFD describes the use of sport to achieve positive impact beyond the playing field and is defined as the use of sport, physical activity and play to achieve development in low- and middle-income countries and in disadvantaged communities in high-income countries (Sanders, 2016). The Journal of Sport for Development divides SFD in 7 Areas: sport and disability, sport and education, sport and gender, sport and health, sport and livelihoods, sport and peace and sport and social cohesion (*„Thematic Areas“, 2017*). The focus of this bachelor thesis is placed on sport and disability, sport and gender, sport and health, sport and livelihoods and sport and social Cohesion because of the current state of research. According to these chosen areas projects and interventions will be systematically reviewed to gain more understanding for the impact PA has on development. The following central question will be discussed to gain this understanding: How can the implementation of projects have a positive impact on: (i) sport and disability, (ii) sport and gender, (iii) sport and health, (iv) sport and livelihoods, and (v) sport and social cohesion in the context of development in low, lower-middle and upper-middle income countries? And the following sub questions will be discussed to specify the results: What concrete measures are being taken to promote the development of these aspects through sport? From the research results obtained, what can be ten guidelines for action for future research in these specific sports science areas in the context of development? These questions will be answered through the results obtained during the systematic review.



## 2 THEORETICAL BACKGROUND

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Many programs and interventions for PA and health in educational settings have already taken place or are currently implemented. The knowledge and importance have grown, and the next step is to further implement these interventions in everyday life. In the next passages, the relevancy of physical activity in the context of the SDGs will be further deepened and the fields SFD and UNESCO chair further explained.

### 2.1 SPORT FOR DEVELOPMENT

Sport for Development and Peace refers to the use of sport, PA and play to attain specific development and peace objectives, including the SDGs (*Sport for Development and Peace | DISD, 2022*). All members of the United Nations (UN) work together jointly to achieve the 2030 Agenda for the SDGs, impacting the current economic, environmental, and social state of sustainable development. Sport has proven to impact different aspects of our life in a positive way. The UN recognizes the growing contribution sport has in the realization of development and peace through its empowerment of women and young people, individuals and communities as well as to health, education and social inclusion (*Transforming our world: the 2030 Agenda for Sustainable Development | Department of Economic and Social Affairs, 2022*). This shows that besides the healthy virtues, PA can support the development of collaboration, respect, and coeducation, which are all aspects related to the SDGs. SFD is an idea established through social practice and created by society that influences diverse social contexts (Burnett, 2009). Two frameworks are created by SFD. The first is a universal social and integrative practice, and the second is the deliverance in a development context from the first to the third world (Darnell, 2007). On the one hand, the negative aspects that these programs bring are summarized as a top-down approach from the north accompanied by a neocolonial view that brings the values of the SDGs. Further, sport can have a negative impact if the implementation is not thought through. Traditional factors associated with sport can lead to social exclusion and unjust attitudes (Donnelly, 2008). On the other hand, the SFD programs are believed to bring change in various positive outcomes (Coalter, 2007). According to (Schomer et al., 2001), PA has a direct influence on physical, social, and psychological well-being, which indirectly influence each other and thus make up a person's absolute health. The current evidence states that the sport plus approach delivers the most efficient structure for a SFD program (Coalter, 2007). The sport plus model emphasizes the need to subordinate sport to other processes and outcomes when designing interventions. Therefore, the organization of interventions must be accordingly planned and performed to achieve further positive development. There are three institutions that have laid a groundwork for the study of sport and the effect it has on the SDGs: the Sixth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport, the Commonwealth and Ibero-American Sports Council (Baena-Morales et al., 2021). (Morales et al. 2021) combined the information those institutions gathered. According to their study a direct relationship with eight of the 17 SDGs and 19 of the 169 specific targets could be found. This Bachelor thesis is a review of projects to promote physical activity in the context of development cooperation. In *Journal of Sport for Development* they divide SFD in seven thematic areas („Thematic Areas“, 2017). Those Areas are listed in paragraph 10.3. With the help of some of these aspects, various projects will be systematically reviewed, but more on this in the section 3 Method.

## 2.2 UNESCO CHAIR

“Launched in 1992, the UNITWIN/UNESCO Chairs Programme, which involves over 850 institutions in 117 countries, promotes international inter-university cooperation and networking to enhance institutional capacities through knowledge sharing and collaborative work.” (*UNESCO Chairs and UNITWIN Networks / UNESCO, 2023*). According to UNESCO, the aim is to support key areas and fields of expertise of UNESCO such as communication and culture and social, education, and natural sciences. This results in a high functioning network to enhance communication and the use of resources to address challenges. The chairs and network serve as a think fabric and connectors between academia, civil society, local communities, research, and policymaking. They have proven valuable in areas where expertise is lacking. The chairs and networks have become centers of competence and innovation at the regional or subregional level. They also help to strengthening North-South cooperation. According to (Gerd et al., 2017), it was clear after the comprehensive analysis of the United Nation Decade for Sustainability that global development issues do not function in isolation and that these issues need to be considered in an interdisciplinary and interwoven way. The contribution of UNESCO chairs to the achievement of the UN Sustainable Development Goals has been thoroughly looked at by (Bergman et al., 2018). It’s evident that all chairs, directly or indirectly, contributed to achieve Quality Education (SDG 4) and Partnership for the Goals (SDG 17). But their “...current assessment of the trajectory toward achieving the 17 UN SDGs by 2030 does not instill optimism. What does, however, is the passion, knowledge, skills, expertise, and will to contribute to change well beyond the reward structures of academia by the UNESCO Chairs.” (Bergman et al., 2018). This means that the chairs need to further deepen their connection work towards achieving the SDGs. However, the chairs are a valid starting point to further gain knowledge in the field of SFD. Through their networking and cooperating they can establish programs and interventions and further analyze them to achieve more understanding. As an example, the UNESCO Chair at the University of Basel is dedicated to the field “Physical Activity and Health in Educational Settings”. Their vision is to promote PA and wellbeing in school to achieve a long-lasting effect. An example of their achievements is the *KaziKidz* and *KaziHealth* program in South Africa (*KaziBantu | Healthy Schools for Healthy Communities, 2023*). They changed the local curriculum and implemented PA through a bottom-up approach and achieve valuable development. To conclude, the UNITWIN/UNESCO Chairs Program can be seen as a key component for international cooperation and networking. Therefore, it can lead to important scientific research helping to develop various fields to support the accomplishment of the SDGs.

## 3 METHOD

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According to (Munn et al., 2018), “a systematic review uses explicit, systematic methods that are selected with a view to minimizing bias, thus providing more reliable findings from which conclusions can be drawn and decisions made. Systematic reviews follow a structured and pre-defined process that requires rigorous methods to ensure that the results are both reliable and meaningful to end users.” It aims to answer defined questions through gathering evidence and summarizing the rapidly growing body of knowledge (Pollock et al., 2018). Further, the systematic review provides an unbiased summary and reproducibility for further studies (Aromataris et al., 2014). Therefore, a systematic review was chosen to conduct this bachelor thesis. The articles and projects in this review were examined and included or excluded based on their relationship to the research question. The included studies and projects were then analyzed according to the project template which is provided in paragraph 9.1.

### 3.1 STATE OF RESEARCH

It is well established and proven that PA can have a positive impact on development. The next step is to gain knowledge about how it influences and could be used to support development in a positive way. As (Baena-Morales et al., 2021) found in their study, a connection between PA and the SDGs is clearly evident. PA and sports contributes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives (*The Role of Sport in Achieving the Sustainable Development Goals*, 2022). More projects are being conducted and implemented around the world. This gives the opportunity to further deepen our knowledge how these interventions affect participants and thus impact the development of their country. Hence, a recurring review and gathering of evidence is needed. Further this knowledge provides a new base for further projects. Therefore, the body of evidence must be thoroughly looked at.

In the Journal of Sport for Development they divide SFD in seven areas, as is shown in paragraph 10.3. Out of these seven areas Sport and Education and Sport and Peace are well studied and established areas. One reason is that Nelson Mandela's famous words about sport sparked the increase of various projects and influenced the view of sport for peace. The other reason is the logical implementation of SFD project in schools to create development at the grassroots level, which is also the most common focused thematic area in organizations (Svensson et al., 2017). Additionally, all thematic areas influence each other and especially peace and education are strongly affected by the others. So, to further increase our understanding in (i) sport and disability, (ii) sport and gender, (iii) sport and health, (iv) sport and livelihoods, and (v) sport and social cohesion in the context of development, this bachelor thesis will focus on these aspects.

### 3.2 RESEARCH QUESTIONS

With the analysis of different development cooperations, projects and interventions an attempt will be made to find and compare practical implementations to answer the following questions:

1. How can the implementation of projects have a positive impact on: (i) sport and disability, (ii) sport and gender, (iii) sport and health, (iv) sport and livelihoods, and (v) sport and social cohesion in the context of development in low, lower-middle and upper-middle income countries?
2. What concrete measures are being taken to promote the development of these aspects through sport?
3. From the research results obtained, what can be ten guidelines for action for future research in these specific sports science areas in the context of development?

### 3.3 SYSTEMATIC REVIEW

The procedure of a systematic review is performed in six steps. First, one must formulate a specific question. Second, a protocol must be drawn up, which serves as a work plan. Third, the search must be conducted. Fourth, the found studies must be selected and assessed. Fifth, the data must be analyzed and summarized and in a final and concluding step, the results are interpreted. (Graves, 2022). The research questions are formulated in paragraph 3.2. The project template in which the studies are analyzed is a suitable protocol to summarize the reviews. The search is further explained in paragraph 3.3.1 and was executed in various databases. And finally, to summarize and interpret the results the bachelor thesis is written as the last step. To execute this systematic review and finding fitting projects, various databases were thoroughly looked at. Databases like Google Scholar, PubMed,

SPORTDiscus, Surf and Web of Science were examined. In a first step, all possible studies were registered and in a second step the registered studies were thoroughly looked at and organized according to the 5 thematic areas. These studies were reviewed according to the project template.

### 3.3.1 Search Strategy and Screening

The search and screening strategy is one of the key points for a successful systematic review. To start an organized search, the keywords of the topics for this bachelor thesis and the keywords of the thematic areas were identified. Additionally, synonyms, generic terms, sub terms and the German translations were filled in. The keyword table was completed using the Wiktionary and SportDiscus thesauri. Through the completion of the keyword table a wider range of screening and specification is possible. Different factors were identified for the inclusion or exclusion for studies and projects. The publication date should be after 2010. The studies should be in English or German. Also, grey literature was included. The projects are in low, lower-middle and upper-middle countries given by (*World Bank Country and Lending Groups, 2023*). According to the Boolean operator’s different search strings were formed to conduct a search in different databases. These Search strings were formed according to table 2. The search was conducted in Google Scholar, Worldcat, PubMed, SPORTDiscus, Surf and Web of Science.

Topic	Review of projects to promote physical activity in the context of development cooperation							
Core terms	<b>Physical activity</b>	<b>Projects</b>	<b>Development</b>	<b>Disability</b>	<b>gender</b>	<b>health</b>	<b>livelihoods</b>	<b>Social cohesion</b>
Synonyms	exercise	studies, program,	advancement, progress	disadvantage		well-being	employment	community cohesion, social coherence, solidarity
Generic Terms	sport		growth	restriction		physical and mental wellness	occupation	social relations
Subterms	games, play,	intervention	improvement, increase	inability, handicap		energy, fitness,	living, income	
German words	Körperliche Aktivität, Sport	Projekte, Interventionen	Entwicklung	Behinderung, Beeinträchtigung,		Gesundheit, Wohlbefinden	Lebensunterhalt, Existenzgrundlage, Lebensgrundlage	sozialer Zusammenhalt

Table 1 Keyword Table (Maurer et al. 2023)



Table 2 Search String Former (Maurer et al.2023)

### 3.3.2 Search Results

During the search in Google Scholar, Worldcat, PubMed, SPORTDiscus, Surf and Web of Science fitting studies and projects were identified and ordered in three groups. These groups were named: “very suitable”, “suitable” and “not so suitable”. During the search studies published by the Journal of Sport for Development often came up. Therefore, as a last step their database with published journals was also screened. After a first screening around 50 studies were identified and organized in those 3 groups. In a second step the studies were looked at more precisely and ordered according to the thematic areas (i) sport and disability, (ii) sport and gender, (iii) sport and health, (iv) sport and livelihoods, and (v) sport and social cohesion. These identified studies were included for a full text screening and for each area at least two valuable studies were identified. The final step was to complete the project templates for the identified projects and create an organized template to vaguely summarize the findings (Table 3). The icons representing the projects are official, besides Live, Learn & Play, PSP and Sporting Nations, which were created for display. In the following paragraphs the projects will be summarized, an overview will be given, and the findings of the most scientific research will be presented. Colored means: the projects have a positive influence; white: no negative influence could be determined; red: a negative influence has been determined.








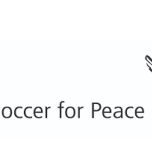


Health		Gender		Disability		Livelihoods		Social Cohesion	
									
Health	Health	Health	Health	Health	Health	Health	Health	Health	Health
Gender	Gender	Gender	Gender	Gender	Gender	Gender	Gender	Gender	Gender
Disability	Disability	Disability	Disability	Disability	Disability	Disability	Disability	Disability	Disability
Livelihoods	Livelihoods	Livelihoods	Livelihoods	Livelihoods	Livelihoods	Livelihoods	Livelihoods	Livelihoods	Livelihoods
Social cohesion	Social cohesion	Social cohesion	Social cohesion	Social cohesion	Social cohesion	Social cohesion	Social cohesion	Social cohesion	Social cohesion

Table 3 Overview Search Results (Maurer et al. 2023)

## 4 PROJECTS

### 4.1 SPORT AND DISABILITY

Sport and disability describes the use of sport, games, and PA to support inclusion, access, and human rights to people with disability. According to The United Nations Convention on the Rights of Persons with Disabilities, all people are entitled to all rights and freedoms, to be guaranteed full enjoyment with no discrimination (*Convention on the Rights of Persons with Disabilities*, 2023). They recognize disability as an evolving concept that stems from people with impairments and attitudinal and environmental barriers that limit equal participation in society. Given by (Ikkelberg et al., 2008), discrimination is triggered by two main factors. The first is created by the characteristic of a disability and the impairment of the person who has a trauma or disease. The second is created by the specific environment that creates physical and social barriers. Participation in sports creates an accomplishment, improves self-esteem, strengthens self-concept, improves social skills and mobility and autonomy (Scarpa, 2011). The following projects will be an example of how SFD work with disability.

4.1.1 Pacific Sports Partnership Program		PSP
Year (existing since)	2009	
Collaboration / Organization	North-South	
The most scientific publication or report	<p>“They don’t see my disability anymore’ – The outcomes of sport for development programmes in the lives of people in the Pacific</p> <p>(Devine et al., 2017)</p>	
URL	<a href="https://olympics.com/ioc/sport-and-active-society/case-studies/pacific-sports-partnerships-ssp-program">https://olympics.com/ioc/sport-and-active-society/case-studies/pacific-sports-partnerships-ssp-program</a>	

Table 4 The Pacific Sports Partnership Program

The Pacific Sports Partnerships (PSP) is a flagship program under the Australian Government and is funded by the Australian Department for Foreign Affairs and Trade (DFTS) (*PACIFIC SPORTS PARTNERSHIPS (PSP) PROGRAM - Olympic News*, 2021). It was launched in 2009 and has been in operation ever since. Sport is used to promote both Australia's national sports organizations and their Pacific partners. This program operates through partnerships with the DFTS and 11 Australian and Pacific island sports organizations and is now active in eight countries. The goal of the PSP is to enhance physical activity that leads to a healthier life, inclusion, and equal access to sport. The community level is targeted to include disability, youth and emerging leaders, and women and girls. They give three keys to success: leveraging expertise, local delivery, and phased approach. Knowledge, expertise, and wealth is shared and through this collaborative approach. The communities can benefit from these advantages. They work together with local people and organizations to get an on-the-ground delivery for each initiative. In phase I from 2009 and 2014 they implemented 5 sports and gained experience to implement more sports in phase II, which is still ongoing. In 2013 the Australian Government's Aid program and the Australian Sports Commission established the strategy 'Development through-sport'

with two strategies: ‘Improved health-related behaviors to reduce the risk of non-communicable disease’ and ‘Improved quality of life for people with disabilities’ (Devine et al., 2017). A ‘theory-of-change’ framework was conducted for the second strategy, and it has two goals: 1) improving the way people with disabilities think and feel about themselves, and 2) reducing barriers to inclusion. The second strategy is also the important strategy for the study of (Devine et al., 2017). The method to implement physical activity is through various regional or local initiatives like the Mutua program in Fiji or the Youth Outreach Partnership. The goal is to give opportunities to be physically active and implement PA regularly or introduce people to new sports to spark the motivation for future activity.

The results of the study of (Devine et al., 2017) are represented in three themes: 1) improvements in the quality of life of people with disability, 2) barriers to inclusion in sport for development activities and 3) enablers of inclusion in sport for development activities. Improvements in quality of life translate into higher self-esteem, better health and well-being, social inclusion, economic empowerment, and awareness. Barriers of inclusion are lack of support as the main obstacle, prejudice and discrimination, environmental barriers (information, programs, facilities, equipment), transportation, lack of options for competitive routes and disability-specific barriers that impact participation. Enablers of inclusion in sport are peer-to-peer encouragement and role modelling, inclusion of people with disability in all aspects of the program and opportunities to participate in mainstream sport. To conclude, we need to understand the needs and situation of the local intervention to give people with disabilities the opportunity to participate. This is the key point for governments and sport development programs. According to (Devine et al., 2017) the effectiveness of sport for development programs in the pacific is strongly connected to cultural barriers like “... gendered family, work responsibility, environmental barriers, and lack of motivation and support...” additionally, it is important “...to clearly articulate disability inclusion in their strategies, contractual agreements, implementation plans” to actively work against those barriers of inclusion. The further goals are to bring PA to more people and to develop in a positive direction.

4.1.2 The Portuguese Association of Adapted Surfing – SURFaddict®	
Year (existing since)	2012
Collaboration / Organization	North-North
The most scientific publication or report	Adapted surfing as a tool to promote inclusion and rising disability awareness in Portugal (Lopes, 2015)
URL	<a href="https://www.surfadaptado.pt/en/">https://www.surfadaptado.pt/en/</a>



Table 5 The Portuguese Association of Adapted Surfing – SURFaddict®

SURFaddict was created in 2012 by a group of friends („The Association“, 2023). They organize regular events to get people with disabilities in contact with surfing. Their goal is to give everyone with a disability the chance to feel the waves. Their association is free for all participants. On their website they give four objectives: 1) Demystifying the issue of disability, helping to break down prejudices that



still exist in relation to disabled people, 2) motivate those people to get out of the house or institution and socialize, providing a different day for them and their families, 3) mobilizing people to volunteer, 4) to draw the attention of municipalities and society in general to the importance of accessibility. According to (Lopes, 2015): “Surfing can play a significant role in the lives of people with disabilities by promoting physical well-being, combating discrimination, building confidence, as well as playing an important role in the rehabilitation process.” Therefore, it is an inclusive and therapeutic area which impacts four major factors: aquatic environment, individual interaction, coach interaction and group interaction. Surfing has a broader approach for activities of daily living compared to traditional sports, such as dressing, bathing, functional mobility, community mobility, safety, educational participation, social participation, a wide physical range (mobility, balance, strength, etc.), sensorial and psychosocial (Lopes, 2015). From May 2012 to December 2013 (Lopes, 2015) collected data to identify the value of surfing as a therapeutic tool for physical health and well-being, mental health, social interactions and inclusion of people with disabilities.

The results in the study of (Lopes, 2015) indicates that surfing adds further value in prevention and treatment by contributing social inclusion, preventing sedentary lifestyles and stress, teamwork and self-esteem. Surfing brings empowerment to the people, which spreads to their social life and may lead to challenging more problems themselves and taking a more active role in society. The social interaction and inclusion are especially taking part through leaving the “comfort zone”, which leads to learnings and growth. The physical rehabilitation in orthopaedic and neurologic areas is stimulated through improved balance and coordination. This also leads to a more autonomous way of living. These events also raise awareness for people with disabilities, their rights, and various topics. Therefore, surfing can play a significant role in the treatment of pathological conditions and enhancing the way of life. Further, it promotes physical well-being, inclusion, confidence and brings awareness for protection of the environment. There are only a few studies on surfing as a therapeutic tool and no research for coaches. This leaves a wide gap in knowledge, which further studies should be looking at.

## 4.2 SPORT AND GENDER

The fifth SDG is the achievement of gender equality and empowerment of all women and girls. The UN suggests that international and national programs and interventions should provide equal access to women and girls, since sport creates an opportunity to develop mental and physical health, skills, self-esteem and social inclusion (Schulenkorf et al., 2019). As a result, gender “...gaps in access to education have narrowed, but disparities remain among regions in all levels of education, particularly for the most excluded and marginalized...” (*United Nations Millennium Development Goals*, 2023). Therefore, it is important to further advocate the equalization of gender. The following projects provide an overview of this topic to show positive and negative aspects SFD projects have on gender.




4.2.1 Sport for Life		
Year (existing since)	2009	
Collaboration / Organization	South-South	
The most scientific publication or report	<p>Levelling the playing field: Human capability approach and lived realities for sport and gender in the West Indies (Zipp et al., 2018)</p> <p>Changing the game or dropping the ball? Sport and human capability development for at risk youth in Barbados and St. Lucia. (Zipp, 2017)</p>	

Table 6 The Sport for Life Program

According to (Zipp, 2017) Sport for Life (SFL) is a SFD project which operates in Barbados, St. Lucia, Trinidad, Tobago, St. Vincent and the Grenadines. Their motto is: The choices I make today will determine the course my life takes tomorrow. The program is for 10-16 years old. It promotes life skills and academic skills for children who have been assessed as needing help in school. The extracurricular curriculum included 3 hours every Saturday during the school year and is made up of education in life skills and sports. Since cricket is one of the most popular local sports, it is usually chosen as a game and other sports are seldomly chosen. The study of (Zipp et al., 2018) looked into "... adolescent participants, youth coaching trainees, programme facilitators and government administrators involved in SDP programmes in Barbados and St. Lucia...". They used surveys, group discussions, interviews, and journaling.

(Zipp et al., 2018) concluded that this program incorporates "...girls into existing masculinised, heteronormative, neo-liberal sport models with the hopes that this will inherently challenge restrictive gender norms and attitudes." This is against the wanted development for gender equality, further it guides boys into socially accepted masculine roles. This results in a belief that girls are inferior to boys and limits development of girls. This was shown when girls struggled with the cricket skills but flourished during gymnastics. But the girls in this program were able to play cricket and football, which is a positive aspect, considering these are masculine dominated sports and is empowering for girls. (Zipp et al., 2018) says that boys and girls choose the roles that were social expected, though they were willing to accept untraditional roles in theory. One problem is the lack of female role models, which was also shown in the difficulties to find female coaches. Therefore, it can be concluded that SFD programs must consider how they challenge the masculinity in sport. Because without considering this important factor, the desired positive impact could become a negative impact on the development of gender equality. Therefore, various activities should be included in the program so that everyone has the opportunity to have these valuable experiences. There must be a wider range of possibilities and opportunities for the people who participate in such a measure.

4.2.2 Live, Learn and Play		LIVE LEARN & PLAY
Year (existing since)	2013	
Collaboration	North-South	
The most scientific publication or report	Sports-for-development gender equality impacts from basketball programme: Shifts in attitudes and stereotyping in Senegalese youth and coaches  (Meyer et al., 2017)	
URL	<a href="https://www.jsi.com/project/live-learn-and-play-senegal/">https://www.jsi.com/project/live-learn-and-play-senegal/</a>	

Table 7 The Live, Learn and Play Program

The Live, Learn, and Play (LLP) is a NGO partnership between United States Agency for International Development and the National Basketball Association and was established by the John Snow Research and Training Institute (JSI) in Senegal with 1,595 youth participating and training more than 240 coaches in five regions of Senegal („Senegal Live, Learn, and Play (USAID)“, 2023). The program wants to engage young people and their communities through basketball. The program trained coaches through a trainer model to equip Senegal with skilled coaches to educate the youth. “By using basketball as a platform to teach life skills to youth between the ages of 13 and 15, the LLP program built skills that instill confidence, advocates the importance of education and literacy, drives leadership development and promotes conflict mitigation, inclusion, gender equality, values, and social responsibility among Senegalese youth.” („Senegal Live, Learn, and Play (USAID)“, 2023). Schools participating in this program offer at least two basketball practices per week and tournaments on the weekend. JSI worked with their local partner “Sports for Education and Economic Development in Senegal” to build a local ownership. SFD programs are getting greater popularity, but to further understand the impact (Meyer et al., 2017) conducted a study to gain knowledge about the impact on gender equality in this specific program. Virtually no SFD program has studied the effects on female and male youth and female and male coaches. Therefore, they want to demonstrate “...how a sports-for-development programme may impact gender equity, stereotypes, and norms among youth and coaches in southern Senegal where gender inequities in education strongly disadvantage females.” (Meyer et al., 2017). The study investigates the change in gender equality among youth and coaches between May 2014 and November 2015 with at least one year of exposure and involvement. Two survey tools were used: the Attitudes towards Women Scale for Adolescent and the Gender-Equitable Men Scale.

This study about LLP is a further proof that SFD can positively impact gender equality and is a tremendous opportunity among adolescents. The coaches on the other side appeared to show no benefit from the program. According to (Meyer et al., 2017), after one year of exposure LLP changed gender attitudes positively and reduced stereo-typing. This is especially impactful in an environment like Africa, where most of the people are adolescents. Opportunities like this program should be used and should integrate meaningful learnings. Due to the lack of improvement among coaches, future SFD programs should also focus the programming prioritization, because of the impact the coaches can have. Further the program brought in female basketball leaders to speak about gender and the importance of women in sports, while the male basketball leaders talked about education, life skills,

citizenship, and other important topics. Therefore, the topics of male leaders should be a further future point to change. Another point (Meyer et al., 2017) gives, is that programs should include youth workshops to establish a “...more personal atmospheres to discuss controversial questions and topics of gender equity and gender norms with gender specialists, outside of coach discussions and weekly trainings.”. Three important lessons can be concluded: First, that coaches are a group that needs to be more involved. Second, that when speakers and important people give a speech, gender should be a topic they talk about. Third, that not only large events but also small workshops should be used to talk about important issues. This program gives a long-term sustainability, reproducible and scalability for future LLP programs („Senegal Live, Learn, and Play (USAID)“, 2023). Future studies about gender equality, should lay their focus on coaches, due to the lack of findings in this study.

### 4.3 SPORT AND HEALTH

Sport for health is a key factor to fight against non-communicable diseases. The ever-increasing prevalence rate of non-communicable diseases on a global scale (Bennett et al., 2018) is drawing attention and leading to further activity by practitioners and scientists. Health sports interventions promote a healthy lifestyle through various PA interventions to achieve a healthier physical and mental state of the participants to create a healthy and physically active community. PA provides reduced risk for cardiovascular diseases, diabetes and osteoporosis (Haskell et al., 2007). It influences the psychosocial and mental state and mood in a positive way (Ströhle, 2009). Therefore, PA is clearly an important tool to tackle the problem of non-communicable diseases. The following projects display effects SFD programs have on the well-being of people.

4.3.1 Waves for Change	
Year (existing since)	2009
Collaboration	South-South
The most scientific publication or report	“I feel happy when I surf because it takes stress from my mind”: An Initial Exploration of Program Theory within Waves for Change Surf Therapy in Post-Conflict Liberia  (Marshall et al., 2020)
URL	<a href="https://waves-for-change.org/">https://waves-for-change.org/</a>



Table 8 The Waves for Change Program

Waves for Change (WFC) is a South African NGO, who worked with universities, youth and participants to establish a mental health service for children (*Waves for Change | Surf Therapy | South Africa*, 2023). It has expanded to other countries in Africa and South America. In cooperation with sharing research their surf therapy has been designed with youth and mental health experts. Their goal is to provide supportive relationships and help the participants with stress during childhood and adolescence. They teach values such as respect, well-being, putting people first, acceptance of diversity, participation and collaboration, and safety. The surf therapy is made up of mind and body therapy and surfing. They use evidence based therapeutic techniques which include behavioral therapy, goal setting, emotional

regulation, breathing and meditation techniques. (Marshall et al., 2020) provides a possible curriculum online, which is used besides regular weekly surf sessions. WFC provides 11 sessions during a 17-week period. These 11 lessons teach the following skills, plus a surf session to adapt and apply the new skills. They divide the process of development in three phases. Phase one is the building of relationships through trust and empathy. Phase two is the development of skills to cope with stress. These skills are mastering deep breathing, meditation, and knowledge of his own strength. Phase three is the step to become independent and use these skills in everyday life. (Marshall et al., 2020) conducted a study to investigate the effects of these surf therapy sessions through interviews. The results in the study of (Marshall et al., 2020) indicates that WFC creates a safe space, which provides room to learn and play. A safe space is important for sharing and learning coping skills. This structure is very valuable because it is something that is often not provided. The program establishes social connection, support, and cohesion. These values, positive relationships, positive behaviors, and morals are the way to build a social and human capital. Therefore, the sport plus model provides a very effective framework. Sport is often viewed as intrinsically beneficial. This leads to a less though through method on how to deliver it, which can cause negative impacts. Further, it advocates a sport plus approach. In this program surfing is used as a vehicle, which clearly helps to achieve positive long-term outcomes. The combination of surfing and skills in the curriculum complement each other in a positive a productive way. In conclusion, the study by (Marshall et al., 2020) described the positive impact of a sport-plus model combined with a safe space and socialization opportunities on mental health and development. Further, South Africa should be a research priority due to its history and diverse communities. The future findings could help generate more knowledge for future establishments. Another outlook could be to bring in a more sport-based life skills approach to add to the current values and skills.

4.3.2 Team Up	
Year (existing since)	2015
Collaboration	North-South
The most scientific publication or report	Netball Shoots for Physical and Mental Wellbeing in Samoa: A Natural Experiment (Richards et al., 2022)
URL	<a href="https://www.teamup.gov.au/about/team-up">https://www.teamup.gov.au/about/team-up</a>



Table 9 The Team Up Program

Team up is a SFD program which operates with more than 30 partnerships across the Asia-Pacific and is working towards three goals: 1) Sport programs attract and retain women, girls and people with a disability, as well as men and boys 2) Sport organizations are safe, inclusive and accessible 3) Australia and Asia-Pacific partners use sport to strengthen relationships and build closer collaboration (*Team Up*, 2023). By achieving these goals, the Australia-Asia-Pacific Sport Partnerships aims to help all people reach their full potential through sport. Team up has five focus areas: gender, disability, leadership, governance and knowledge. They want to ensure that women and girls can enjoy all the benefits of sport. Boost a collaborative approach to the integration of people with disabilities in sport. Promoting diverse and proactive leadership in sports. Improve and support good governance in sport and

providing knowledge of best practices in sport for development. (Richards et al., 2022) conducted a study about the team up program: One Netball Pacific Program. In their study they evaluate the impacts PA has on mental health in Samoa on women. (Richards et al., 2022) wanted to assess netball participation, physical activity levels, mental wellbeing, and body weight. The intervention was a six-week netball league that was performed as a round robin tournament. They formed new netball teams around the island of Savai'i and provided the equipment they needed for their training and a coaching program for volunteers. They organized the tournament and transportation and there was no cost for the participants. They used a face-to-face survey to collect the data and body compositions to generate their data. At the starting point most of the women were not regularly participating in netball activities, were not active enough, were overweight and had poor mental wellbeing.

The results in the study of (Richards et al., 2022) indicates that at the starting point the support for participation by local community, family, friends and the church was significantly higher in the intervention villages, than in the comparison villages. This changed with a significant improvement in both groups after the intervention. Additionally, enjoyment of local netball activities significantly improved in the intervention and comparison groups. Further there were significant improvements "...in netball participation, recreational physical activity and mental wellbeing for both the intervention and comparison groups..." (Richards et al., 2022). There was also a positive improvement in body weight in the intervention group, but an increase in body weight in the comparison group. The PA in the intervention group almost doubled the recommendation time of 150 min per week. Therefore, we can assume that all changes are in favor of the intervention group which is evidence for the effectiveness of the project. To conclude, the study revealed that the intervention positively affected the support for netball and PA locally and not just in the intervention groups. It also reached to improve netball participation, PA, mental wellbeing, and body weight in the Intervention group. Hence, we can clearly say that the study was a success. After the positive outcome of this intervention, it is clearly worth it to support interventions like this in the Pacific area. The further goal would be to arrange that everyone has the possibility to partake in such programs and leagues to further widen the positive impact for the people in Samoa and other countries, which is exactly what Team Up is currently doing.

#### 4.4 SPORT AND LIVELIHOODS

The term "livelihood" broadly describes how a person earns a living to meet the basic needs of life (De Vriese, 2006). Further, it describes the availability of capital to influence their material, physical and mental wellbeing (Stewart-Withers et al., 2017). Extensive research has been conducted in a variety of disciplines including political economy, refugee studies, and most importantly for SFD, development studies. (McSweeney et al., 2020). Further, international institutions have refocused strategies to target livelihoods including the UN. Three SDGs are directly influenced by livelihoods: Goal 1: no poverty, Goal 8: decent work and economic growth; and Goal 10: reduced inequalities. Therefore, livelihoods becomes an important topic for academics and practitioners conducting SFD work.

<b>4.4.1 Sporting Nations</b>		<b>Sporting Nations</b>
Year (existing since)	2009	
Collaboration	North-South	
The most scientific publication or report	Youth, “waithood,” and social change: Sport, mentoring, and empowerment in Sub-Saharan Africa  (Wagstaff et al., 2020)	

Table 10 The Sporting Nations Program

Growing up and becoming a part of society is not an easy step. The transition from youth to adulthood is accompanied by social and economic challenges that often lead to disengagement. The phase between youth and adulthood is called waithood and describes “the period of suspension between childhood and adulthood, in which young people are unable to find employment, get married, and establish their own families” (Honwana, 2013). This phase has been becoming longer and more difficult in various countries in Africa. (Wagstaff et al., 2020) conducted a study to find reasons behind youth disengagement and how mentoring through community-based projects organized by Sporting Nations in Mzuzu impacts social tensions. Sporting Nations is a SFD program from a venture in the United Kingdom. It seeks to tackle these social and economic problems, like no access to jobs and lack of life skills. Every year from May to June students and staff from the UK provide a practical, sport-based workshops and mentoring for local young people. Local and familiar sport was practiced like football, tennis, netball, and volleyball. According to (Wagstaff et al., 2020) the project aims “to provide personal, social, and educational support for these youth leaders in relation to their engagement and mentoring of young people in their own communities, and ... to provide additional training for these leaders in how to use sport as a relational starting point for a range of educational activities, including community development and gender awareness and the teaching of entrepreneurial and leadership skills to the young men and women with whom they work.” (Wagstaff et al., 2020) took data from previous research that investigated the impact of mentoring on development in youth leadership in communities and further conducted interviews, group discussions and observation of activities and workshops. The data was collected between 2012 and 2015.

The findings show frustration among young people in Mzuzu. (Wagstaff et al, 2020) implies that the significance of sport is recognized, but the mentoring relationships were the catalyst for development. Sport for the participants is life, but the discussions indicated that it was not enough to assist the development of young people. Mentoring provides opportunities for social and personal development, which complements the PA. Especially informal mentoring has been perceived as being helpful by the participants. The youth leaders involved in the research agreed that this is the key to wider social change. To conclude, sport plays a big role in the development of youth, but the mentoring is key to tackle the waithood and support development. This prepares adolescents for the coming challenges and helps them to set up a better life. This study only looks at one project in a local area, which needs to be considered. The outlook is to further establish projects like this in a wider range and to promote international cooperation. Further, studies need to assess these developments to gain more knowledge of the impact sport and mentoring has in social change.

4.4.2 Soccer for Peace Program	
Year (existing since)	2002
Collaboration	North-South
The most scientific publication or report	Soccer for peace: Evaluation of in-country workshops with Jordanian coaches (Blom et al., 2015)
URL	<a href="http://soccerforpeace.com/">http://soccerforpeace.com/</a>



Table 11 The Soccer for Peace Program

Soccer for Peace (SFP) is a New York-based non-governmental organization that aims to unite children from war-torn countries through the world's most played sport, football („What Is Soccer For Peace?“, 2012). In 2005 they held their first camp with 25 Arab and 25 Jewish children and have been steadily expanding since. In their camp they provided two intensive football trainings and a dialogue workshop per day. Later, they implemented an after-school program with football trainings and dialogues. (Blom et al., 2015) conducted a study in SFP, which closely looks at the coaches. The coaches are trained to learn how to create a positive environment to teach and encourage their players. In this specific intervention, SFP uses a sport plus method to teach social responsibility, peaceful living, and leadership through soccer. The sport plus category by (Coalter, 2007) uses sport and other related education to teach valuable lessons. Sport in this context is not competitive, but inclusive, cooperative and mastery based. To generate their data, (Blom et al., 2015) recruited 115 Jordan coaches which took part in the study. In the program the coaches were taught about citizenship development, leadership, and peaceful living skills curriculum to implement these in their training and clinics.

The results in the study of (Blom et al., 2015) clearly show the importance and improvement of the coaches. The coaches reported to be more knowledgeable about teaching living skills and football. Plus, the coaches are more willing to work with different gender, which is noteworthy given the cultural situation. 88% reported the ability to teach football skills and 100% reported to be able to incorporate peaceful living skills in their trainings and clinics. (Blom et al., 2015) indicates that trainers need to be given more time in the preparation workshop to practice what they have learned so that they are prepared and ready when they deliver real lessons. Also, the agenda should be flexible enough to give enough time for workshops and further discussions and interpretation of topics, plus the clinics should have a clear goal. The goal of PA in this program, besides the positive overall health effects, is to achieve full engagement of players and coaches during clinics, to support the learnings and valuable lessons. The use of sports and clinics as a tool for empathy, leadership, communication, peacebuilding, and cooperation among diverse populations can provide young athletes with the skills they need to become well-rounded and productive adults who are better prepared to contribute to society (Blom et al., 2015). This program and study clearly show the impact good coaches have on the program. So further interventions should be thinking about training their coaches to support development in various ways.



## 4.5 SPORT AND SOCIAL COHESION

Sport and social cohesion describe the social capital of a community that enables a society to function efficiently. The social capital is made up of three components: bonding, bridging and linking (Poortinga, 2012). Bonding describes the inward looking of social networks that strengthens identities and the group feeling. Bridging describes the outward looking social networks between different social and ethnic groups that do not share similar identities. Linking describes the social capital norms of trusting and respecting relationships across the community. This social capital leads to a feeling of belonging, shared faith and interest, attachment, and sense of community. Hence, sport can provide an opportunity for enhanced health and wellbeing which is also a result of a developed sense of community (Cunningham et al., 2012).

4.5.1 Asian German Sports Exchange Programme	
Year (existing since)	1989
Collaboration	North-South
The most scientific publication or report	Sport-for-development events and social capital building: A critical analysis of experiences from Sri Lanka (Schulenkorf, 2013)
URL	<a href="https://agsep.com/">https://agsep.com/</a>



Table 12 The Asian German Sports Exchange Program

The Asian German Sports Exchange Programme (AGSEP) has been organizing sports events and international exchange programs between Sri Lankan and European sports teams since 1989 („Über A.G.S.E.P.“, 2023). Under the slogan "connecting sportspeople", the peace process in Sri Lanka is to be made sustainable. They are situated in Marawila. Their philosophy is that sport is the ideal way to connect humans and to overcome social, cultural, ethnic as well as religious barriers. This partnership gave over 5000 participants the opportunity to gain socio-cultural experience abroad. Thousands of locals could profit from the program, events, and interventions they created. (Schulenkorf, 2013) conducted a study to investigate the role of intergroup development through a weekend-long Intercultural Sports Meeting in 2007 in the ethnically divided Sri Lanka. Specifically, the experiences of youth between 6-16 at a sport project and examined social community outcomes connected to the event. Three disparate Sri Lankan communities with various religion and culture participated in the event: Marawila, Anamaduwa and Nilaveli. The event was a sport plus approach. Various sports like football, cricket, volleyball and swimming were played and clinics, creative sports and cultural performances were in the program. The children were mixed and engaged in different activities. Team building and cooperation was the goal of football and cricket, creative sports and art was for expression and the swim lessons were to teach a new skill. All competitive competition was played down to avoid conflicts among the children. (Schulenkorf, 2013) interviewed 31 key individuals who took part in the event and assessed experiences, behavior, and change in attitude.

The purpose of this project was to improve the intergroup relations and social development between Sinhalese, Tamil and Muslim communities. (Schulenkorf, 2013) provides eight themes to organize his findings: 1) Socializing, 2) Comfort, 3) Reciprocal Support, 4) Networking, 5) Learning, 6) Cultural Celebration, 7) Attitudinal Differences, and 8) Management Tensions. Fun, entertainment, inclusive



interaction, and shared experience make up the socializing category. The program brought different communities together. Local and international people were given the chance to lead this event and it is noteworthy that rural Sri Lankans also had a chance to participate, who often do not have this chance. Trust, safety, confidence and dealing with other individuals, groups and institutions describe the theme comfort. When the event was carried out there was war for over 25 years, so trust is hard to achieve, but according to the interviews it existed and showed in positive ways. Reciprocal support describes emotional encouragement and assistance. This was clearly given through goodwill and small signs of favors. The theme network describes the practice in order to gain social ties for the future. Learnings is accompanied by sport specific skills, widening of intercultural perspectives and social aspects, like dealing with individual weakness. Further, they learned how to deal with defeat and victory. Cultural celebration means respect, appreciation and understanding for other cultures and traditions. The cultural program evolved in a great appreciation for different cultures and traditions and produces a unifying point. Attitudinal Differences describes the willingness that different people had to make the most out of the event. (Schulenkorf, 2013) says that some guests just came for the cameras and not for the kids. Management tensions explains that AGSEP and the ministry of sport did not communicate enough, which led to a lower participation of families and therefore resulted in some lost opportunities. (Schulenkorf, 2013) discusses that the event provided the opportunity for positive social change. The participants shared their experiences, saw the opportunity of peace building through sport and celebrated with each other. The safe location and activities led to a feeling of comfort which positively affects other aspects. The findings also suggest that the event has a positive impact to get away from the hardship of daily life which is socially liberating. This indicates that the sport plus strategy, like downplaying competition and focusing on cultural and social aspects are success factors. However, at the event were groups whose attitudes differentiated, which led to tension and disagreement. Further, judgmental attitudes among organizers and participants about various examples lead to impact the event before, during and after. To conclude, events like this weekend are limited in changing communities, but they can start the development. The lasting impact that sport events like this have is a further point for follow up studies. Organizers and communities should try to develop through the achievements of events like this to build ongoing events.

4.5.2 Hoodlinks	
Year (existing since)	2012
Collaboration	Nort-South
The most scientific publication or report	<p>The impact of the Hoodlinks Programme on developing life skills and preventing youth violence in Guatemala City (Mandigo et al., 2018)</p> <p>Evaluation of the Olympic Education Model Hoodlinks, under the Perspective of Coaches of Youth in Marginal Areas (Ruiz, 2022)</p>



Table 13 The Hoodlinks Program

Hoodlinks is a SFD program, which is built on the Olympic Education Model and promotes ethical and moral values through physical education for children and adolescents in marginal communities (Ruiz, 2022). They have established an after-school physical education program with structured sports and qualified coaches that offers health, cultural, social, and educational changes to help young people have a better quality of life. Hoodlinks was established in 2012 and has since been successful. It took the Olympic Values Education Program and established the Hoodlinks Olympic Education model, which uses "creativity, problem-solving, critical thinking, collaboration, civic literacy, communication skills and self-directed learning." (Ruiz, 2022). Hoodlinks is active in two of Guatemala City's most violent parts (Mandigo et al., 2018). One of its goals is to provide a safer space and a harmonious development for a peaceful society. Two studies have further looked into the impact that Hoodlinks has on the local community. (Mandigo et al., 2018) conducted a study interviewing 116 athletes to assess their level of aggressiveness, use of life skills, caring behavior and overall experience after 6 months of partaking in the program and 5 coaches. (Ruiz, 2022) assessed the experiences of coaches that have been in the program for 24 months.

Five topics are given by (Mandigo et al., 2018) to summarize his findings: 1) Provides a safe place for youth to play; 2) Provides an alternative to delinquent behaviours; 3) Supports the development of positive life skills; 4) Provides other forms of support; 5) Has a broader community impact. The program provides a safe space for activities, which is often not the case in Guatemala City, causing many children to not be allowed to play outside alone and to be "locked up" when parents are not home. Because of the program, kids were drawn away from the street and were less tempted to partake in delinquent behavior. (Mandigo et al., 2018) differs between interpersonal and personal skills. Interpersonal describes the interaction with others and the findings suggest that participants are more respectful, establish a better social cohesion and have a better ability to solve conflicts. Personal skills describe skills that impact people at a personal level. Participants showed improvement in self-regulation, self-improvement, personal responsibilities, and goal setting. Hoodlinks provides further support for various types, like academic support, scholarships, workshops for parents, support for families and necessities. Scholarships provided by Hoodlinks give children the opportunity to attend school if the parents cannot afford it. Children partaking in the program show more responsibility like doing their homework and getting better grades. Changes in the community were described as more peaceful and calm streets and the positive feelings that the program brought to children and families.

(Ruiz, 2022) gives two values in his results according to interviews with the coaches: social abilities and olympic values. The social abilities were heavily reliant on the influence of the guardians. The influence they had when growing up and still have, limits the learning results. Further, some make them stay at home instead of letting their kid participate in the program because of various reasons. Also, there was a lack of female participation, besides gymnastics where the opposite happened. The coaches identify with the program and realize that they are the key point to deliver these social abilities. The Olympic values are respect for others, balance of body, pursuit of excellence, the joy of effort, fair play and teamwork. These values are taught by the coaches and impact the further development of the participants and are therefore the key to success.

To conclude, (Mandigo et al., 2018) and (Ruiz, 2022) provide proof of the effectiveness of Hoodlinks and show specific positive development of the community and youth and emphasize the role of coaches. Programs like this should be further implemented to build a more peaceful society and provide a positive development environment for youth and community. It strengthens social cohesion. A further goal should be to try to include more female participation to tackle gender inequality.

## 5 RESULTS

The ten guidelines represent the results and findings of this review. The projects that have been analyzed gave various examples of SFD projects and their most significant findings, this is further explained in the point discussion. Therefore, to summarize and give an organized overview for what has worked, the ten most important guidelines for projects in the context of development cooperation are given.

### 5.1 TEN GUIDELINES

	1. Sport plus approach		2. Creating a safe space
	3. Using a bottom-up approach		4. Providing opportunities to learn and grow
	5. Mentoring and coaching to support development		6. Good trainers provide good results in sport plus programs
	7. Community, cultural and religion specific		8. Provide opportunities to participate for all people
	9. Away from gender specific programs		10. The organization is a key to success

Table 14 Ten Guidelines and Icons (Maurer et al. 2023) and (Midjourney 2023)

The prompts used to create the icons are viewable in table 15.

## 6 DISCUSSION

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The ten projects analyzed according to the project template provided diverse and valuable information for different types of SFD programs. The projects can be organized in long term adaptations, such as Hoodlinks, SFL (Sport for live) and LLP (Live, Learn and Play), recurring events, like Sporting Nations and SURFaddicts and short-term events such as the one organized by AGSEP (Asian German Sports Exchange Programme). There are also bigger organizations like Team Up, SFP (Soccer for Peace) and PSP (Pacific Sports Partnership) that use all methods. The long-term adaptations mostly take place as an extracurricular intervention. As an example, Hoodlinks provides an after-school physical education program with structured sports and qualified coaches in Guatemala City. LLP uses a similar approach in schools in Senegal. Sporting Nations provide a month-long event every year to tackle waithood in Malawi and SURFaddicts organized various events at the coast of Portugal. AGSEP executed a weekend-long intervention to bring various groups in a divided country together. These are various ways to implement SFD projects in our society. Most of the projects used a sport plus approach. Sport plus programs are aimed primarily at developing SFD programs to achieve sport-specific goals while using sport to tackle broader issues (Coalter, 2009). WFC (Waves for Change) used the positive mental and physical aspects of surfing and combined them with life skills to teach youth how to cope with stress (Marshall et al., 2020). This helps them in their everyday life and further promotes development. Hoodlinks created a safe space for their participants where they could play, learn and grow (Mandigo et al., 2018). This brought positive development to the children, to the families and created a safer community. In any project, one of the most important factors is the organization and communication between the organizers. This is where the foundation for any achievable development is laid. Various factors must be taken into account, if a SFD project is set up. When starting a project in a foreign country, it is very important to take a bottom-up approach (Meir, 2017). The limited understanding of the local community, culture and religion might create problems in the future. A true understanding needs to be established through communication with the local community to set up a school specific or community specific intervention. This creates more opportunities and a safer way to create something more impactful and lasting than a top-down approach. In addition to the bottom-up approach, deciding which sports to implement and how to implement them also plays a major role. This was well used in the weekend long event by AGSEP. They played various sports providing many opportunities to make experiences and played down all the competitive parts to create a safe and enjoyable space for the children to connect (Schulenkorf, 2013). In contrast, SFL mostly used cricket which led to a negative development in gender equality (Zipp et al., 2018). By mostly using cricket, it placed girls in a masculinized sport-model, where most of them could not partake in the same level as boys. On the one hand, this resulted in girls struggling and boys flourishing, which created the belief that girls are inferior to boys. On the other hand, it provided the opportunity for girls to learn and play a masculinized sport. It follows, that different sports should be carried out in order not to widen the gap between gender equality. Another important factor is to provide opportunities for all people to partake. To organize the materials that are needed to play, the coaches and maybe even organize events to establish a positive support by the local community and implement it in the local community. Also important in a SFD project are the coaches that perform and teach the sports and life skills. They are the key point when mentoring youth to bring development and growth (Wagstaff & Parker, 2020). Hence, the foundation of having capable coaches in your program is an important factor. These factors combined with a bottom-up approach results in a solid baseline to conduct a SFD project that aims for the needs of the people to create opportunities for a positive development. Next, the findings for the five thematic areas (i) sport and disability, (ii) sport and gender, (iii) sport and health, (iv) sport and livelihoods, and (v) sport and social cohesion will be presented. (i) The two projects PSP and SURFaddict

established a way to create inclusion for people with disabilities. In the project PSP, they create access to sport through a bottom-up approach and create the opportunity to partake for all people. (Devine et al., 2017) found improvements, analyzed the barriers and enablers in the life of people with disabilities. Improvements in quality of life are higher self-esteem, better health and well-being, social inclusion, economic empowerment, and awareness. Barriers to inclusion include lack of support as the main barrier, prejudice and discrimination, environmental barriers, lack of transportation and competition routes, and disability-specific barriers that affect participation. Promoters of inclusion in sports include peer encouragement and role modeling, inclusion of people with disabilities in all aspects of the program, and opportunities to participate in grassroots sports. (Lopes, 2015) further promotes these findings in SURFaddicts and emphasizes the positive mental health aspects of surfing. Especially the positive aspects of getting out of the comfort zone together, which leads to learning and growth. (ii) To promote gender development, various sports have a better chance to create gender equality than one sport. This has been made clear by (Zipp et al., 2018). In many projects the focus relies on one sport, as we have seen in SFL. This can widen the gap between gender equality, by promoting established female and male models. Hence, there must be a wider range of possibilities and opportunities for the people who participate in such a measure. (Meyer et al., 2017) conducted a study to find changes in gender attitudes in LLP among youth and coaches. After one-year attitudes and stereotyping among youth showed positive aspects, but there was no improvement among the coaches. This shows a lack of improvement that can be worked on in the future, especially with the coaches being one of the keys for successful development. (Meyer et al., 2017) further advocates the use of personal atmospheres in small groups to discuss important topics and not just during big events. (iii) The topic health is given in every project that leads people to move their bodies or improve their mental health. This is highlighted in WFC, where they combine the positive aspects of surfing plus life skills in a sport plus approach to generate positive development among participants (Marshall et al., 2020). The program establishes social connection, support, and cohesion. These values, positive relationships, positive behaviors, and morals are a way to create a social and human capital, plus moving their body and being physically active while surfing. (Richards et al., 2022) looked at the improvements of a six-week netball intervention by Team up. The study revealed that the intervention positively affected the support for netball and PA locally and not just in the intervention groups. It also reached to improve netball participation, PA, mental wellbeing, and body weight in the Intervention group. (iv) The area livelihoods is strongly connected to the sport plus approach. Through this approach a connection to real-life can be drawn to promote development. As (Wagstaff et al., 2020) found in their study about Sporting Nations, especially the coaches and their mentoring relationships are the catalyst for development and participants learning life skills. The informal mentoring was seen as being the most effective. This approach was also used in SFP during clinics in their weeklong football camps and extracurricular interventions. The use of sport and clinics as a tool for empathy, leadership, communication, peacebuilding, and cooperation among diverse populations can provide young athletes with the skills they need to become well-rounded and productive adults who are better prepared to contribute to society (Blom et al., 2015). (v) This method also proved valuable in the area social cohesion. As is seen in the weekend long event by AGSEP, the combination of different sports, cultural programs and traditions lead the way to a successful event, where participants shared their experiences, saw the opportunity of peace building through sport and celebrated with each other (Schulenkorf, 2013). Especially the positive impact to get away from the hardship of daily life, which is socially liberating. Further, the Hoodlinks intervention in Guatemala City created a safer community, a safe place for youth to play, drew youth away from the street, and provided other forms of support. Therefore, programs like this should be further implemented to build a more peaceful society and provide a positive development environment for youth and community.



Moving to the connection between the SDGs and SFD projects. Goal 3 (Good Health and Well-being) is influenced positively by most of the projects just through the PA and the positive aspect they bring to mental health, as is seen in LLP, WFC and Team Up. Goal 5 (Gender Equality) is impacted positively and negatively according to the way sport is used in interventions. But it is a valuable enabler to create gender equality. Goal 8 (Decent Work and Economic Growth) is affected by the various life skills that are taught to prepare and provide abilities to develop oneself to create a decent living. Goal 10 (Reduced Inequality) is shown in projects like PSP and SURFaddict where possibilities for everyone are created to partake, knowledge is spread, and inclusion created. Goal 16 (Peace and Justice Strong Institutions) is represented in AGSEP and SFP where communities and war-torn people are brought together, culture, religion and tradition are taught, because of institutions that actively try to make a positive change. Goal 17 (Partnerships to achieve the Goal) is embodied by all the projects that have been established and provide a positive change to society and help to achieve the SDGs. In summary, SFD interventions and PA have a major impact on many areas of the SDGs. Especially if the key factors are considered. Therefore, it is a great opportunity to boost development in different settings and create valuable progress, for people, communities and countries to work towards the SDGs.

## 7 LIMITATIONS AND OUTLOOK

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Considering time limitations and extent of the thesis, not all projects were able to be considered in the systematic review. Further, the author's personal opinion has to be taken into account, impacting the inclusion and exclusion process and when evaluating the projects that were included. This was downplayed through the implemented search strategy that ensured a valid inclusion and exclusion criteria for the projects considered. Also, it is important to note that the information presented on the project's homepages mostly highlights the positive aspects and may leave out negative aspects. To ensure validity and reliability, scientific sources were consulted to provide valid findings to complement the information gathered on the homepages. With these limitations in mind, this study provides an achieved assessment of the impact PA has on development cooperation. The thesis provides a comprehensive overview of these projects and how they were implemented, offering insights for future studies and collaborations in the field. The results of the study emphasize the importance of using sport as a tool to address the specific problems and goals of a particular area. The thesis argues that sport should be seen as a versatile and complex tool that can be applied in various ways to bring about positive change. Ten guidelines and real-world examples of how SFD can be utilized to tackle specific issues, making it a valuable resource for those looking to implement similar projects around the world. Furthermore, the results and insights presented in the thesis form a foundation for further research in the area of development cooperation through sport. This will help to deepen our understanding of the role that physical activity and sport can play in promoting sustainable development, particularly in under-resourced communities. In conclusion, PA has the potential to bring about positive change in the world, and the result of this thesis demonstrates the effectiveness of using SFD as a tool for promoting sustainable development. The thesis provides a comprehensive overview of successful SFD projects, offering insights for future studies and collaborations, and establishing a foundation for further research in the area.

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## 9 KI-BASED AUXILIARY MEANS

KI-Based auxiliary means	Type of use	Affected parts of the thesis
DeepL Translator	help to formulate some sentences for a better reading flow	whole thesis
Midjourney AI	creating icons for the ten guidelines	Part 5.1
Prompts used to create the icons in Midjourney AI		
1: create a simple icon of two young handball players shaking hands and smiling on the court		
2: create an icon which shows boys and girls playing soccer on a soccer field having fun, but are surrounded by a big white transparent sphere --v 4		
3: create an icon of 8 people sitting around a table and talking		
4: create a simple icon with two children stretching their hands in the air and celebrating after climbing a big rock		
5: create a simple but realistic logo of a coach talking to one of his young ice hockey players in uniform, the young player is also holding an ice hockey stick		
6: create a simple icon with a coach talking to his football players on the pitch from top, the players are standing in a circle around the coach		
7: create a simple icon with girls and boys dancing around a fire and having fun		
8: create a simple but realistic icon with five people playing wheelchair basketball, they are passing the ball and are having fun		
9: create a simple icon of 5 young girls and boys playing football together and having fun on the pitch		
10: create an icon of 8 people sitting around a table and talking		

Table 15 Use of KI-Based Auxiliary Means (Maurer et al. 2023)

## 10 Appendix

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### 10.1 PROJECT TEMPLATE

	<b>Descriptions</b>	<b>Content</b>
1	Titel	
2	Keywords	
3	Author / Partner organizations	
4	Year (Existing since)	
5	The most scientific publication or report	
6	Summary	
7	Type of collaboration	
8	Method to implement physical activity	
9	Included Thematic Areas in the project Sport and Disability / Sport and Gender / Sport and Health / Sport and Livelihoods / Sport and Social Cohesion	
10	Which SDGs are addressed	
11	The most important visualizations, if available (max 3 pictures)	
12	Results and Learnings	
13	Outlook and further goals	
14	Language	
15	URL	
16	Contact detail	

## 10.2 THE 17 SUSTAINABLE DEVELOPMENT GOALS TO TRANSFORM OUR WORLD:

GOAL 1: No Poverty

GOAL 2: Zero Hunger

GOAL 3: Good Health and Well-being

GOAL 4: Quality Education

GOAL 5: Gender Equality

GOAL 6: Clean Water and Sanitation

GOAL 7: Affordable and Clean Energy

GOAL 8: Decent Work and Economic Growth

GOAL 9: Industry, Innovation and Infrastructure

GOAL 10: Reduced Inequality

GOAL 11: Sustainable Cities and Communities

GOAL 12: Responsible Consumption and Production

GOAL 13: Climate Action

GOAL 14: Life Below Water

GOAL 15: Life on Land

GOAL 16: Peace and Justice Strong Institutions

GOAL 17: Partnerships to achieve the Goal

## 10.3 THEMATIC AREAS

Thematic Area	Description by the Journal of Sport for Development
<b>Sport and Disability</b>	Sport and disability focuses on research related to sport as a vehicle for development, access, inclusion and human rights of persons with disabilities. This section encourages critical thinking and diverse perspectives, welcoming research at the intersection of theory and practice.
<b>Sport and Education</b>	The sport and education section features research and case studies related to interventions using sport to advance education, youth development, and life skills. Rather than focusing on sports education, this section addresses the role of sport in achieving educational and social outcomes for youth.
<b>Sport and Gender</b>	The sport and gender section features research and case studies related to interventions using sport to promote gender equality, challenge gender norms, and empower girls and women in disadvantaged settings.

<b>Sport and Health</b>	The sport and health section captures the broad range of outcomes associated with physical, mental and social well-being. This concerns the effect of SFD programs on risk factors for both communicable and non-communicable diseases, including the direct effect of sport programs on physical activity. It also considers the role that sport can play in preventative education and health promotion interventions.
<b>Sport and Livelihoods</b>	The sport and livelihoods section features research and case studies related to interventions using sport to improve livelihoods of disadvantaged people, from programs focused on job-skills training to rehabilitation to social enterprise.
<b>Sport and Peace</b>	Sport and Peace investigates projects that use sport as a vehicle for reconciliation and peace building. The concept of peace is broadly defined to include connotations of personal, community and social well-being as well as the absence of intergroup conflict and tension. In particular, this section looks at opportunities for creating peace between people and groups in socially, culturally or ethnically divided societies.
<b>Sport and Social Cohesion</b>	The Sport and Social Cohesion section encapsulates projects in the area of community empowerment, social inclusion/integration, and diversity management. It focuses on social impact studies and capacity building initiatives that can lead to social cohesion, skill enhancement and overall community development.

## ***Declaration of Independence***

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*«I attest with my signature that I have written this work independently and without outside help. I also attest that the information concerning the sources used in this work is true and complete in every respect. All sources that have been quoted or paraphrased have been marked accordingly.*

*Additionally, I affirm that any text passages written with the help of AI-supported technology are marked as such, including a reference to the AI-supported program used.*

*This paper may be checked for plagiarism and use of AI-supported technology using the appropriate software. I understand that unethical conduct may lead to a grade of 1 or “fail” or expulsion from the study program.»*

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*Basel, 2023, Switzerland*

*21.04.2023*

*R. Maurer*