



# 1- 0 for education, health and integration

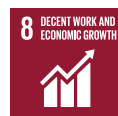
## How sport improves the outlook of children and teens



### Background and objectives

Lack of educational opportunities, violent conflicts and inadequate healthcare – are among the most common challenges faced by the youngest in the partner countries of German development cooperation (DC). That is why we use sport, with its inspiring power and motivating energy, to create a positive outlook for children and teens. Sport gets us moving. It connects people all over the world – across all social, economic and regional boundaries.

Sport is loved and lived everywhere. More than almost any other subject, it reaches all areas of society with its professional and volunteer structures; it promotes participation and creates a sense of belonging. German development cooperation is using this political and social potential to achieve the goals of the 2030 Agenda for Sustainable Development: sport as an effective means of strengthening education, health, employment and integration – particularly in the context of displacement and migration.



### How 'Sport for development' works

The German Federal Ministry for Economic Cooperation and Development (BMZ) has commissioned the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH to implement 'Sport for Development' in 39 countries since 2013. The methodology and approach combine elements of sport with youth education and psychology to impart values, skills and knowledge in a playful way. Sport to us includes all physical activities that promote physical and mental well-being as well as social interaction – from popular and recreational sports to games and exercise, as well as traditional forms of cultural expressions, such as dance. Through 'Sport for Development' children and

teens learn to take responsibility, treat others fairly and resolve conflicts peacefully. These life skills make it easier for them to enter the world of work later. German development cooperation and its partners teach coaches and trainers who act as role models and persons of trust and give the children and teens a stronger sense of self-worth. As part of the training, they address health issues such as HIV or COVID-19 prevention, as well as alcohol abuse. They teach topics related to environmental protection and show the importance of a good education. Thus, sport not only gets people to move, but it also educates them. As an innovative tool, it sets in motion changes for sustainable development – at the individual level for each child, at the structural level in partner organisations, ministries and associations and for society as a whole.



### Working with partners for more sustainability in sports

Together with international and local partners from the worlds of sport, politics, civil society, business and academia, German development cooperation (DC) develops sustainable sports offerings that strengthen social cohesion and promote democracy at grassroots level. In addition, BMZ's cooperation with organised sports and the private sector offers new platforms strengthening the social dimension of sport and its responsibility for sustainable action, such as climate protection or fair trade and ethically produced sports articles. This helps us mobilise broad support for the topics and concerns of the 2030 Agenda.

The approximately 50 partners include:

- German Olympic Sports Confederation (Deutscher Olympischer Sportbund)
- German Football Association (Deutscher Fußball-Bund)
- German Athletics Association (Deutscher Leichtathletik-Verband)
- German Sports University Cologne (Deutsche Sporthochschule Köln)
- Other national and international sports umbrella organisations and sports federations
- UN organisations such as UNESCO
- International NGOs such as streetfootballworld and International Platform for Sport and Development (sportanddev.org)
- Local and national NGOs and civil society organisations like Viva con Aqua
- Companies and German professional football league clubs such as TSG Hoffenheim, 1. FC Köln and VfB Stuttgart

- Universities such as Universidad de La Guajira in Colombia and Kyambogo University in Uganda



### Successes and effects

'Sport for Development' works with partners on many different levels, from children and teens to trainers, instructors, youth institutions and ministries of education. Trainers and teachers are taught to work with children and teens in workshops based on the 'Sport for Development' method. After graduation, some receive additional training to become trainer educators. This enables them to conduct training workshops independently and evaluate the application of the method. Infrastructure projects such as sports field construction and sustainably produced equipment complement the approach. The results are impressive:

- Since 2013, more than 1.2 million children and teens in 39 partner countries<sup>1</sup> and 50 cooperation projects have benefited from BMZ's sports education projects.
- 'Sport for Development' is promoted in Latin America, North Africa, Sub-Saharan Africa, the Western Balkans, the Middle East and Southeast Asia.
- More than 600 trainer educators were taught in the methodology and have in turn coached more than 7,000 trainers
- 'Sport for Development' is used in fourteen types of sport which can be practiced as inexpensively as possible and with as little equipment as possible. These are basketball, beach volleyball, cricket, football, futsal, handball, judo, karate, athletics, netball, swimming, table tennis, ultimate frisbee and volleyball, as well as additional general games and exercises and inclusion sports.

Many partner countries lack sports infrastructure in communities and schools. Therefore, since 2014, the BMZ initiative 'More space for sport – 1,000 opportunities for Africa' has built or modernised approximately 150 sports fields in thirteen African countries: they were equipped with basic training materials and a sustainable utilisation concept developed in partnership. These sports grounds are now available to around 700,000 children and teens, who can play sports and learn together in a protected environment.



1 As of October 2021: Afghanistan\*, Albania, Bosnia and Herzegovina, Brazil\*, Burkina Faso, DR Congo\*, Ecuador, Côte d'Ivoire, Gambia, Ghana, Indonesia, Iraq, Jordan, Kenya, Colombia, Kosovo, Mali, Morocco, Mozambique, Namibia, Nicaragua, Niger\*, Nigeria\*, Northern Macedonia, Palestinian Territories\*, Paraguay, Rwanda\*, Senegal, Serbia, South Africa, Sri Lanka, Tanzania, Timor-Leste, Togo, Tunisia, Turkey\*, Uganda, Central African Republic\* (\* completed cooperation)

## Working on site – real world examples

Cooperation with local partners such as ministries and authorities, universities and schools, associations and clubs, municipal representatives and non-governmental organisations (NGOs) as well as private sector players, is particularly important for establishing the ‘Sport for Development’ approach sustainably and locally. Due to COVID-19, digital exchange formats are used increasingly in ‘Sport for Development’: the ‘Resource Toolkit’ web website was expanded, an app was designed in Colombia and a digital impact measurement was created. In addition, upon request BMZ and GIZ advise other interested German development cooperation (DC) projects as well as sports partners. Examples of cooperation:

### **Ethiopia – Sport promotes vocational training:**

In Ethiopia, sport teaches skills that are relevant on the labour market, such as a sense of responsibility, the ability to work in a team and determination. These help vocational students as they start their professional careers. The main goal is to sustainably establish the ‘Sport for Development’ approach in the state-run vocational training by the Ministry of Science and Higher Education (MoSHE) and the curricula it developed in six regional vocational training authorities and at least twelve state vocational schools. Through cooperation with the Ethiopian Technical University (ETU), 22 curricula will be supplemented with the ‘Sport for Development’ approach and integrated into teacher training. To date, 37 additional sports fields are available in Ethiopia for more than 120,000 children and teens.

### **Indonesia – Sports in schools teaches values and a healthy lifestyle:**

In Indonesia, sports are used in schools in collaboration with the Indonesian Ministry of Education and Culture to instil positive values and key communication skills in students. Over a period of two years, 380 teachers and 155 coaches were trained together with partners from organised football.

By acquiring a football fundamentals license, they gained skills and knowledge in teaching health and violence prevention in age-appropriate training sessions. In a survey of trained teachers in 2020, 84% of respondents indicated they use ‘Sport for Development’ in every or at least in every other session in the classroom and in extracurricular sports activities. Two years after their additional training, 95% still confirm that they use sport to teach norms and values.

### **Kenya – Football in the context of flight and migration:**

‘Sport for Development’ promotes violence prevention through peaceful encounters. Specially trained teachers help children and teens from refugee and host communities to improve their everyday skills and resolve conflicts without violence through football training. The trainers now teach more than 2,000 children and teens and organise peaceful encounters on the 15 newly built or renovated sports fields.

### **Colombia – Designing peace through sport:**

In Colombia, the focus is on violence prevention, peaceful conflict resolution and the reintegration of internally displaced persons. A specially developed sports approach is applied to support social reconciliation through sports. The main goal is to teach young people values such as empathy, respect, tolerance and justice to build peace and prevent future violence. Around 1,700 teachers, trainers and social workers have attended training courses on ‘Sport for Development’. Around 90,000 children and teens have been able to benefit from the sports education programmes which were offered through these training courses. Many of them have experienced violence, some as former combatants in the armed conflict in Colombia. During the COVID-19 pandemic, digital formats, such as an extensive podcast series and video reports, made it possible to involve children and teens as well as trainers in sports education programmes.



### Morocco – Sport supports integration:

In cooperation with the RECOSA project supported by the German government to promote migration policy frameworks, ‘Sport for Development’ in Morocco supports the social and economic integration of young people who have experienced displacement and migration. They can participate in creative physical exercise (including martial arts, basketball and football) and have the chance to join vocational qualification programmes that create job prospects in the sports sector.

Participants from Senegal, Mali and Côte d’Ivoire, for example, are qualified in areas relevant to the business management of sports events and trained as ‘Sport for Development’ coaches. In Casablanca, they in turn conduct weekly activities on sports and social skills at elementary schools and act as role models for students. In at the same time, they complete internships in companies in the sports sector with the prospect of long-term employment.

### Namibia – Football camps on biodiversity and climate change:

Namibia has already adopted the ‘Sport for Development’ approach in school curricula throughout the country, thus promoting the quality of school sport. Through sport at school, children and teens also discuss health topics, such as HIV prevention and reproductive health. In addition, the German Bundesliga team TSG Hoffenheim 1899 in cooperation with the BMZ is involved in sports and climate protection in Namibia and has held two football camps there on climate and environmental topics. During the camps, children, teachers and coaches

learned about biodiversity and climate change through modified football exercises.

### Uganda – Athletics for socially disadvantaged children:

In Uganda, the project uses the country’s long success history in athletics to support disadvantaged children and teens in running, jumping and throwing, as well as in traditional games such as the throwing game Nanziga and the running game Cawa. The trainers teach life skills, health education and social cohesion in their training sessions. The programme focuses on the promotion of children and teens with disabilities, developing special methods and raising awareness among non-disabled people. In addition, a child-appropriate hygiene manual with the rules of conduct in times of COVID-19 was produced with the non-governmental organisation Viva con Agua and over 20,000 copies were distributed to schools.

### Western Balkans – Promoting social coexistence:

In the Western Balkans (namely Albania, Bosnia and Herzegovina, Kosovo, Northern Macedonia and Serbia) the project focuses on social cohesion and sport as a social learning environment. Together with teachers, trainers and other multipliers, the project develops skills in young people and reflects on social issues with them. Creative sports training, active school lessons, as well as summer camps, hiking and running events get children and teens interested, strengthen interpersonal relationships and promote social interaction at all levels.

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