

## Helpdesk Report: Sports as a Vehicle for Development

Date: 6 December 2010

**Query:** How strong is the evidence that sport can be used as a vehicle for development? Are there examples of what has worked and why it has worked in some situations and not others?

**Enquirer:** DFID

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#### 1. Overview

##### **Question 1: How strong is the evidence that sport can be used as a vehicle for development?**

There is some strong evidence in academic literature linking sport and development. Kidd et al. (2007) investigate peer-reviewed literature and find:

- There is a significant amount of evidence to suggest that sport-based programs improve the learning performance of children and youth, facilitating educational attainment and encouraging them to stay in school, and that sport-based programs in schools aid in the social development of young people
- Overwhelming evidence confirms that physical activity can confer considerable health benefits and increase the likelihood of governments, societies and individuals achieving their health objectives
- There is compelling, empirical support for the positive physical, psychological, and social benefits of sport and physical activity in the lives of girls and women
- The ability to participate in physical activity not only provides people with disabilities with the same health benefits as non-disabled individuals, but also ensures that they have the opportunity to play a more complete part in all aspects of society

Bailey and Dismore (2004) gather evidence from over 50 countries and more than 6000 children in an independent evaluation on the role of physical education in education. They conclude that the benefits of a quality physical education and school sport experience are significant.

The Sport for Development and Peace International Working Group (SDP IWG) has produced some rich material on sport as a vehicle for development. They are mandated to articulate and promote the adoption of policy recommendations to governments for the

integration of sport and physical activity into their domestic and international development strategies and programs. Therefore there is a possibility of bias in some of their material. Their report, *Harnessing the Power of Sport for Development and Peace: Recommendations to Governments*, notes that evaluation tools are being developed and strong evidence is only just emerging. The report claims that sports capacity to attract and engage, and its communication power is undisputed. It also claims that the benefits of physical activity in relation to non-communicable disease are irrefutable. Some limitations of sport for development are noted.

The SDP IWG put together a companion document to this report which profiles activities in 34 different countries, particularly government involvement. Each profile discusses measuring impact and most discuss evaluations as current or planned so strong results were lacking. The profiles include some great success stories but the strength of the evidence is unclear.

Another SDP IWG document reports on individual sport project case studies. The material is compiled through personal interviews with practitioners in the field. The evidence is therefore anecdotal. The report says that further monitoring and evaluation is needed but that the qualitative data is a testament to the power of sport as an agent of development and social change.

### **Question 2: Are there examples of what has worked and why it has worked in some situations and not others?**

Within the scope of this study it was not possible to find a specific example of something that worked in one situation but not in another. One point that did arise repeatedly was the importance of skilled, enthusiastic project coordinators, leaders and core staff. Good quality local staff will be able to design and run programmes to be context specific.

Other lessons learned from projects and programmes in the literature include:

- A multi-agency approach is emphasised as leading to successful outcomes for sport-focused programmes for young people.
- Sport that is overly focused on competition and winning at all costs can create negative experiences.
- Local languages must be used in communications to reach children with information about health and health services.
- It is important to support school administration and head teachers when integrating sport into the curriculum.
- It is worth taking time to work within existing local structures. This allows projects to build on present resources and expertise and avoid duplication.
- Programme activities can take longer when working in rural areas as it may be more difficult to collect and disseminate information.
- Early childhood is the optimum time to reach children and to encourage the love of sport and learning.
- Peer coaching is an effective and sustainable method for empowering girls and encouraging behaviour change.
- A person with a disability who has not had access to therapy or other medical services needs professionals to pinpoint appropriate activities and match sports to their abilities and needs.

## **2. Academic Research**

### **Literature Reviews on Sport for Development and Peace**

Kidd, B. et al., 2007, SDP IWG Secretariat, Right to Play  
<http://www.righttoplay.com/International/news-and-media/Documents/Policy%20Reports%20docs/Literature%20Reviews%20SDP.pdf>

This literature review looks into the use of sport to:

1. Foster child and youth development and education
2. Achieve health objectives
3. Promote gender equity
4. Foster inclusion, health and well-being of people with disabilities
5. Foster social cohesion, prevent and reduce conflict and build peace

The “gold standard” for evaluating scientific evidence is the peer review process that results in the publication of research in ‘refereed journals’. The reviews of literature have focused, where available, on this level of evidence. In four of the research areas – children and youth, health, gender and disability – there are substantial bodies of high quality research, and important meta-analyses of that research. Thus, the research team has a high level of confidence in the data and conclusions in those areas.

It should be pointed out, however, that it is usual in such “gold standard” research to present findings and conclusions in a tentative and cautious way, without making grand claims about ‘causality’. Such caution is appropriate, and the research team has been even more cautious in its overall conclusions because of the nature of the data. In particular, what is termed “sport” in the research literature varies (as noted in the Introduction) from exercise and spontaneous recreational play to highly organised and professionalised forms of sport. Thus, to make a claim about “sport” inevitably leads to the questions: “what form of sport?” and “what do you mean by ‘sport’?” Other problematic definitions are also noted in the Introduction sections of every literature review, and these support the level of caution the research team has adopted.

For the fifth review, concerning sport, peace and conflict resolution, the research literature is far more limited and embryonic. The research team has reviewed the basic literature and theory on peace and conflict resolution, and proposes that future research on sport adopts those terms. However, given the limitations of sport research in this area, the research team has been even more cautious in its conclusions, and cannot claim the same level of confidence for this review as for the other four reviews.

The report notes that research is often carried out under the assumption that positive benefits result from sport, or with the intention of discovering the positive benefits resulting from sport. As pointed out in the reviews, and in a number of critical meta-analyses that were reviewed, the results of such ‘research’ are frequently taken up uncritically, and repeated in other literatures.

Findings on the use of sport to foster child and youth development and education include:

- There is a significant amount of evidence to suggest that sport-based programmes improve the learning performance of children and youth, facilitating educational attainment and encouraging them to stay in school, and that sport-based programmes in schools aid in the social development of young people.
- The benefits (or failures) of sport and child/youth development projects cannot be understood in isolation from other social factors and reasons for social change. It is important in all cases to differentiate between necessary conditions (i.e., participation in sport) and sufficient conditions (i.e., the conditions under which the potential outcomes are achieved).

- Documentation of successful sport and child/youth development projects have, in nearly all cases, pointed to the impact and importance of skilled, enthusiastic project coordinators, leaders and core staff.
- A multi-agency approach to child and youth development has been consistently emphasised in the literature as leading to successful outcomes for sport-focused programmes for young people. Long-term commitments to these types of projects are necessary if successes and quantitative monitoring are to be effective.

Conclusions from the other chapters include:

- There is overwhelming evidence that physical activity can confer considerable health benefits and increase the likelihood of governments, societies and individuals achieving their health objectives.
- Findings from this review of the literature on gender, sport, and development provide compelling, empirical support for the positive physical, psychological, and social benefits of sport and physical activity in the lives of girls and women.
- The ability to participate in physical activity not only provides people with disabilities with the same health benefits as non-disabled individuals, but also ensures that they have the opportunity to play a more complete part in all aspects of society.

### **The Role of Physical Education and Sport in Education**

Bailey, R. and Dismore, H., 2004, SpinEd

<http://www.richardbailey.net/spined.pdf>

This rigorous global research study gathers and presents evidence from over 50 countries and more than 6,000 children regarding the benefits to schools of quality physical education and school sport (PESS). It concludes that the benefits of a quality physical education and school sport experience are significant, and many of these benefits are not reproducible through other areas of the curriculum, or through other sporting or physical activity settings. It suggests that quality school-based PESS should be available to every child in every school system, as an educational entitlement.

### **The Role of Recreation in Promoting Social Inclusion**

Donnelly, P. & Coakley, J., 2002, The Laidlaw Foundation

<http://www.offordcentre.com/VoicesWebsite/library/reports/documents/laidlaw/donnelly.pdf>

An academic working paper that provides an in-depth analysis of the impacts of recreation, physical activity and sport on social inclusion. It includes a review of key literature and importantly explores some of the key prerequisites for successful social inclusion through sport and recreation.

Conclusions include:

- It is evident that recreation has the potential to combat social exclusion, but far too often inclusion is assumed as a consequence of participation.
- Social inclusion is more likely to occur when children live in a context where they are safe, valued, socially connected, morally and economically supported, empowered, and hopeful about the future.

## **3. Other useful documents**

## **Harnessing the Power of Sport for Development and Peace: Recommendations to Governments**

SDP IWG, 2008

<http://www.un.org/wcm/webdav/site/sport/shared/sport/pdfs/Final%20SDP%20IWG%20Report.pdf>

This report is the result of the Sport for Development and Peace International Working Group's (SDP IWG) initial four-year mandate (2004-2008) and presents evidence of the effectiveness of Sport for Development and Peace. It has involved diverse stakeholders and inputs including: members' expertise, interviews with 35 governments and 40 NGOs, and consultations with stakeholders from key UN agencies, civil society organisations, and the private sector.

The report demonstrates that well-designed programmes that prioritise the best values of sport can drive development goals forward. It includes consolidation of up-to-date evidence of sport's effectiveness as a development agent in key thematic areas: health and disease prevention, child and youth development, gender empowerment, inclusion of persons with disabilities, and peace-building.

On building an evidence base the report notes that because Sport for Development and Peace is an emerging movement, there is still much to be learned about the full potential of sport to advance development and peace goals and the best ways to do this. Monitoring, evaluation and research play a critical role in this process. While the lack of widely available evaluation tools specific to Sport for Development and Peace remains a challenge, skilled researchers from around the world have begun to build a credible base of evidence in support of sport's use as a development tool. This work, together with expanded research and knowledge exchange networks and processes for translating research into practical policy and programme advice, will play a critical role in strengthening Sport for Development and Peace efforts in future.

On the role of sport in preventing infectious diseases the report states that sport's universal popularity, its power and reach as a communication platform, and its particular appeal to children and youth make it an ideal vehicle to inform, educate and mobilise populations to fight diseases. While research has not yet caught up with current practice, and while evidence of sport's impacts on health outcomes is only just emerging, sport's capacity to attract and engage is undisputed, as is its communication power. The report claims that the benefits of physical activity in relation to non-communicable diseases are irrefutable.

On sport as a tool to promote child and youth development, the report notes that much of the evidence supporting sport's potential comes from developed countries. More focused research and evaluation of policies and programmes is needed in developing nations, to generate knowledge and inform initiatives undertaken in these contexts. However, sport is already being used worldwide to advance child and youth development and education, suggesting that its benefits are already appreciated, if not yet fully understood or explained. There are benefits but also limitations to sport for youth development. Sport that is overly focused on competition and winning at all costs, or that fails to place the healthy development of children and youth at the centre of the experience, can create negative experiences. These experiences can also undermine young people's self-esteem, involve them in negative relationships, encourage poor sportsmanship, foster poor body image and unhealthy eating behaviour, permit aggression and violence, allow racism, perpetuate gender discrimination, or expose them to psychological, sexual and commercial exploitation and abuse. The selection and development of coaches and teachers is therefore one of the most important factors in ensuring that programmes offer a positive development experience for children and youth.

The gender chapter notes something that works in developed nations which may be different in developing nations. In developed nations, sport participation has been linked with delayed sexual activity and reduced risk of teen pregnancy. However, the circumstances of girls in many developing nation contexts are very different because they often do not have the same level of personal control over their sexual activity. Higher risk of sexual violence, family pressure to marry early, and gender norms emphasising submission and obedience to men leave girls vulnerable to early, unwanted and unsafe sexual activity. Sport offers multiple avenues to address these health challenges and can promote good health for girls and women. It can provide an important venue to share critical health information and education and a safe and neutral space where women can discuss sexual and reproductive health issues and strategies to address them. The use of sport for these aims requires sport facilitators, such as coaches, teachers and peer educators, to be well-trained and informed on health issues. Well-trained and informed sport facilitators are uniquely positioned to convey accurate and appropriate health information and referrals. They can approach sensitive topics in an age-appropriate and culturally appropriate way, and they can use their counselling skills to provide effective support to girls and women who ask for guidance in dealing with specific issues, including sexual abuse and HIV and AIDS.

There is evidence to suggest that programmes like *Go Sisters* in Zambia can have a positive impact. In the period 2002–2006, *Go Sisters* trained 5,474 girls as peer leaders. These leaders provided sport and health education activities to an additional 56,132 girls. *Go Sisters* programme participants now speak openly and knowledgeably about issues that affect them, including early marriage and reproductive health. *Go Sisters* staff report that participants experience fewer early pregnancies (i.e., under age 16) than non-participants. Monitoring and evaluation mechanisms are being developed to more systematically capture these positive impacts, but the early results are promising.

The report discusses various ways that sport can be a tool to prevent conflict and promote peace. Sport can build relationships, connect individuals to communities, be used as a communication platform and create space for dialogue. However, it is important to be aware that there are limitations to peace-building through sport. Sport can, and is, being used by some groups and nations to promote conflict. Elite sport has been used to wage tit-for-tat diplomacy (equivalent retaliation) to pressure nations, and even to terrorize. Sport is also commonly used to promote nationalism and, in its more extreme forms such as sport hooliganism, acts of racism and violence against members of minority ethno-cultural groups and other excluded groups.

### **Sport for Development and Peace: Governments in Action**

SDP IWG, 2008

Countries E-P <http://bit.ly/eDv8u1d>

Countries S-Z <http://bit.ly/dTISAN>

This companion document to the report “Harnessing the Power of Sport for Development and Peace: Recommendations to Governments” profiles the Sport for Development and Peace activities of 34 countries from around the world. Each country report outlines government policy, and gives project descriptions, success stories and information on how impact is measured. I have extracted some information on the countries named to be where International Inspiration Foundation (IIF) are active or planning to expand into.

#### Ghana

The government is currently conducting research to determine the economic impact of sport development. If the results are positive, this evidence will be used to support increased government investment in Sport for Development and Peace. Also, a Select Committee of Parliament on Sport meets regularly to examine sport issues. This is a permanent body that operates when Parliament is in session for the four-year period that a government is in

power. The Select Committee monitors all sporting activities and programmes including school and college sports, community sport, and elite sport.

The following success is noted though evidence is not discussed. Ghana's Sport for Development and Peace efforts have been a catalyst for change within the country. By including indigenous sports in its programme, the Ministry of Education and Sports has been able to encourage the participation and inclusion of citizens who have been virtually invisible. For example, elderly Muslim women, who do not traditionally leave their homes have attended events and matches as spectators. Indigenous sports are traditional games with no harmonised rules or regulations. These games are passed through generations by word of mouth and each village makes its own rules.

#### Mozambique

Supervision of Sport for Development and Peace activities falls to the Provincial Youth and Sport Directors, under the Ministry of Sport and Youth, and the District Educational Services, Youth and Technology. These government agencies work periodically with the District Consultative Councils (CCDs), local agencies through which government representatives of the local community participate with community leaders and elected community members. The CCDs decide how government investment will be spent at the local level and act as a local supervisor and auditor of government initiatives.

One particular success in mass participation in sport is the annual football tournament organized by the not-for-profit volunteer association BEBEC, with the Mozambique Football Federation and the sponsorship of Cadbury. The tournament takes place during the school holidays. In 2006, more than 63,000 people were involved. Another positive example comes from the central province of Sofala where the Government of Mozambique and the Provincial Association for Disabled Sport have created basketball, football, and volleyball facilities for persons with disabilities. During matches, persons with disabilities sell cold drinks as a means of generating income, challenging the perception that persons with disabilities cannot contribute economically.

#### South Africa

The Ministry of Sport and Recreation South Africa (SRSA) has commissioned two research studies, one each for the mass participation in sport programmes, to be conducted by the University of Johannesburg. The studies will measure the links between sports participation and social behaviours. Before and after studies will examine indicators like crime, teen pregnancy, and unemployment at 6- and 18-month intervals. The results of the first study have been produced and the second study's results will be complete in 24 months.

With on-the-ground programmes still very new, it is difficult to identify specific successes. The early participation rates in the *Community Mass Participation Programme* are impressive: more than 350 unemployed youth have been employed as leaders and more than 1.2 million South Africans have participated.

#### Tanzania

Impact is measured in several ways. More than 120 District Sports Officers collect data at the district level on the number of sport groups (including associations and clubs), technicians (coaches, referees, sport clinic doctors, and instructors), competitions at different levels, and sport grounds. This data is compiled at the national level by the Sport Development Department to allow the government to measure sport development. The Ministry of Health keeps statistics on HIV infection rates that can be tracked and compared with and without Sport for Development activity. In 2006, a meeting of peer coaches from previous years was held to gather information about the impact that the programme had on them. Data collected from the peer-coach programme shows that the project is a success.

The Sport Development Department has been able to use sport and the *Peer Coach Programme* as a successful intervention to fight HIV and AIDS. The Government's Sport for Development and Peace initiatives with refugees from neighbouring countries is also a success story. The Sport Development Department also works closely with the Youth Department on a programme to help unemployed youth. These youth form sport teams that play in the evenings. During the day, participating youth form economic clubs and are assisted in finding work in small businesses which enables them to become self-supporting. By playing together as a team in the evenings, the youth develop the relationships and trust necessary to function successfully in their businesses. This programme is designed to help the many Tanzanian youth without secondary education who are at risk of unemployment. Although detailed impact data is not available, the Government believes that the programme has been successful in reducing poverty levels among unemployed youth.

#### Uganda

Formal impact assessment has not yet begun, because the first National Sports Policy was only established in 2003. The Government is establishing mechanisms to begin tracking the funding from both public and private sectors that goes toward Sport for Development activities.

Uganda's success in Sport for Development initiatives has been two-fold. The success of Ugandan athletes and national teams at international sporting events such as the African Cup of Nations has resulted in a positive outpouring of national unity. In addition, sport contributes greatly to attracting and retaining students in primary and secondary schools under the Universal Primary Education Programme. Investments in teachers, students, and schools have resulted in young sports talent increasingly emerging from the school system.

#### Zambia

In 2006, the Government created a four-person unit with the Sport Department to monitor the impact of Sport for Development and Peace policies and programmes and to assess how local sport associations use the funds they are given. The first monitoring and evaluation reviews targeted the *Sport for All* and *Focus On Youth Sport* programmes. These reviews found that in some districts the Sport for All advisory committees were no longer active. In response, measures have been taken to revamp and re-launch the programme in those areas. The *Focus on Youth Sport* programme has received full support from the relevant schools and communities. As a result, work is underway to increase the opportunities in already active communities by buying additional sports equipment and re-training the coordinators. In addition, the Government is considering expanding *Focus on Youth Sport* to other provinces. The Government is currently researching the monitoring and evaluation tools that are available internationally.

At this stage, Zambia's primary success is in increasing civil servants' and government employees' participation in workplace sport events organised by the designated "point people" within each Ministry. In a related vein, Cabinet has approved the plan proposed by the Department of Sport to set aside one afternoon per week to allow workers to participate in sport activities. Also successful are efforts to bring out-of-school children back into the school system. There is also improvement in the enrolment rate and school attendance in schools where the *Focus on Youth Sport* programme is run.

#### **From the Field: Sport for Development and Peace Action**

SDP IWG, 2007, Right to Play

[http://www.righttoplay.com/International/news-and-media/Documents/Policy%20Reports%20docs/From\\_the\\_Field\\_Full\\_Doc\\_Web.pdf](http://www.righttoplay.com/International/news-and-media/Documents/Policy%20Reports%20docs/From_the_Field_Full_Doc_Web.pdf)

This document is a collection of dynamic projects and programmes that are using sport to achieve diverse development objectives. The project descriptions presented were compiled



through personal interviews with Sport for Development and Peace practitioners in the field. The stories are therefore presented in the words of those people most intimately involved. While further monitoring and evaluation efforts are needed to demonstrate long-term effectiveness, the qualitative data presented herein is a testament to the power of sport as an agent for development and social change.

Of the programmes described I have selected some details of case studies in areas relevant to IIF.

Sport in Action, in Zambia, aims to develop sports programs which provide opportunities to teach civic responsibility, life skills and health education, including HIV and AIDS prevention, reproductive health and safe motherhood. It also aims to empower children and youth to change behaviour through the use of integrated sport and educational activities and to improve physical fitness and quality of life in Zambia. The programme shows successful impacts. Lessons learned include:

- A key component in the success and sustainability of these programs is capacity-building. Investment in people is the most important input the project can make, especially in rural areas where people have few opportunities to expand their skills and knowledge.
- When young people are given functional training and guided effectively, they can grow into strong leaders.
- Local languages are critically important for effective communications. Materials — like health information — must be translated into a range of languages and dialects.
- Indigenous games are extremely effective in transmitting health and social messages. Many of these games already have lessons embedded in them.
- Through positive recreational opportunities, children and youth can be reached with information about health and health services.
- Sport is a valuable tool for reaching vulnerable populations such as street children and orphans.

In Tanzania, the *Grumeti SportWorks* aims to promote child development through sport, to integrate sport into the curriculum in the Serengeti region, to build capacity of teachers and coaches, and to strengthen partnerships between governments and educational institutions. Many positive impacts are reported. Lessons learned include:

- Support of school administration and head teachers motivates the teachers/coaches and is crucial to the success and sustainability of the project.
- Working with local government has also been essential to the project's success. *Grumeti SportWorks* now has the support of the district education officer and the municipal government, which makes the project stronger and more sustainable.
- It is worth taking the time to work within existing local structures. This allows projects to build on present resources and expertise and avoid duplication.
- It is essential to translate everything into local languages. English is a second language for most teachers in the Serengeti region, but the level of aptitude varies widely. It is important to have clear, consistent communication which is not compromised by linguistic shortfalls.
- Programme activities can take longer when working in rural areas as it may be more difficult to collect and disseminate information.
- When designing programme activities, the local infrastructure should be taken into consideration.

*PLAY SOCCER*, in Ghana, Senegal, Cameroon, Malawi, Zambia and South Africa, aims to establish accessible community-based soccer for disadvantaged youth. It also aims to

promote volunteerism, encourage socio-economic development and promote collaboration with other organisations and government ministries. Some of these aims are achieved. Lessons learned include:

- Early childhood is the optimum time to reach children and to encourage the love of sport and learning.
- Volunteer instructors' skills are the most essential ingredient in *PLAY SOCCER*'s success. Investing in volunteer training and resources must be a priority.
- Volunteers need to develop skills and qualifications that are transferable and will help them make a living.
- Maintaining a low-cost organisational structure and minimising bureaucracy helps keep programmes affordable for the communities.

*Go Sisters*, a programme in Zambia, aims to empower girls by combining physical activity with leadership training, opportunities for economic development and health education. Positive impacts are reported. Lessons learned include:

- Sport is a valuable programming tool that can provide a forum for developing leadership and life skills. In addition, sports can create a sense of belonging among participants, forging valuable friendships among participants and team-mates.
- Girls can achieve great things if given an opportunity, supported and encouraged to work together.
- Peer coaching is an effective and sustainable method for empowering girls and encouraging behaviour change.
- In order to empower girls, boys must be enlightened.

In Ghana, *Basic Education through Sport and Play for Children in West and Francophone Africa: Play to Learn*, aims to implement sport and play activities focussed on health, holistic child development, especially for children with disabilities. Results include that sport and play are bringing joy and laughter to children who need it most.

Lessons learned include:

- Education needs to take place at the community and family level to encourage increased enrolment of children with disabilities in school.
- Drop out rates for children with disabilities can be high and can present a challenge for influencing long-term behaviour change.
- Sport is a viable tool to integrate children with disabilities into the wider community.

*Sport and Leisure for Children and Youth with Disabilities*, in Bangladesh, aims to promote the social inclusion, physical rehabilitation and personal development of children and youth. It also aims to change the community's attitudes toward people with disabilities and develop local capacity to provide inclusive sport and leisure activities for young people of all abilities. The programme has been successful. Lessons learned include:

- It is important to educate families and communities about the abilities of children with disabilities. Children with disabilities are often over-protected and confined to their homes because their families believe that conditions can worsen if they engage in physical activity. Public sporting events provide people with an opportunity to see that people with disabilities are able to participate in a wide range of activities.
- Society's attitudes towards people with disabilities can be changed through concrete actions and activities. Handicap International has conducted numerous community workshops which have significantly altered attitudes in the project areas.
- Changing the life of a person with a disability takes time and requires the services of disability professionals. A person with a disability who has not had access to therapy

or other medical services needs professionals to pinpoint appropriate activities and match sports to their abilities and needs.

### **Lessons Learned: Greater Effectiveness with Knowledge and Tips Gleaned from Sports and Development Cooperation in Practice**

NCDO, 2007

<http://www.toolkitsportdevelopment.org/html/resources/63/6365E1B5-C7C7-4EB0-A50F-B4B162F7C5F5/NCDO%20Lessons%20Learned.pdf>

This publication is intended to help promote expertise on the part of sport and development organisations by providing wider access to knowledge and experience gained on four topics: capacity building, HIV/AIDS, gender, and monitoring and evaluation. This publication presents the state of affairs in these four areas, discusses lessons learned and gives tips for effective projects and programmes. The information comes from an inventory held among the members of the Dutch Platform for Sport and Development Cooperation, a consultation of experts and literature and internet research.

### **Streetfootballworld Knowledge Centre**

[http://www.streetfootballworld.org/knowledge\\_centre](http://www.streetfootballworld.org/knowledge_centre)

This new site was created to provide inspiring stories from streetfootballworld network members, background material on how organisations around the world are using football for positive social development, and advice on how to start or strengthen your own football-based development programme.

Anecdotal evidence is given, on a successful project helping to fight HIV/AIDS and on using football for youth integration.

## **4. Additional information**

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