



Study Guide for modules:

Social Change through Sport in EU

and

European Dimension in Sport for Development and
Peace

Deliverable D1.2

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1 Introduction and organisation of the module; basic introduction to Sport for Development

Aim: Introduce the course and its requirements

Main topics covered:

1. Content and organisation of the course
2. Activities planned during the semester
3. Definitions of SfD/SDP and discussion about it

Definition of Sport for Development (SfD) / Sport for Development and Peace (SDP)/ Sport for Social Good

- Sport as “...all forms of physical activity that contribute to physical fitness, mental well-being and social interaction. These include: play; recreation; organised, casual or competitive sport; and indigenous sports or games.”
(United Nations Inter-agency Taskforce on Sport for Development and Peace)
- Development as a multi-faceted concept with layers: economic, social, environmental, and cultural
- Traditional view: Development is essentially good; measurable through economic growth and industrialisation – economic indicators such as GDP/GNP (by World Bank)
- Slowly, move from neoliberal stance to post-development (after 1990)

SfD: “the use of sport to exert a positive influence on public health, the socialisation of children, youths and adults, the social inclusion of the disadvantaged, the economic development of regions and states, and on fostering intercultural exchange and conflict resolution” (Lyras and Welty Peachey, 2011: 311)

Video (introduction of SfD): <https://youtu.be/CJr8qOncZGs>

Recommended literature:

- Svoboda, A., Šafaříková, S. (2021). Sport for Development in International Relations. *Politics in Central Europe*, 17(3), 481-500.

Questions on the topic:

- How do you define sport?
- How do you define development?
- What does “sport for development” mean?

2 The use of sport as a tool for broader development and EU perspective

Aim: Go deeper in defining the field of SDP, SfD

Main topics covered:

1. Definitions of SDP from literature and their discussion
2. Overview of topics that can be tackled through sport
3. Different actors active in the SfD field
4. Overview of several documents related to the use of sport as a tool

General overview: <https://www.sportanddev.org/sport-development>

Topics to be tackled through sport

- – education – primary education for all
- – gender equity
- – peacebuilding and conflict resolution
- – disaster response, humanitarian crisis, refugee camps
- – health promotion and disease prevention (HIV/AIDS)
- – Social topics - integration, cohesion, socialisation, social capital, tackling racism ...
- – respect for values – cooperation, respect for rules, teamwork...
- – economic profits – sporting mega-events, lower spending on health care (higher GDP), ...
- – (un)employment
- – Political aims – ideology, propaganda, resistance, national prestige, visibility
- – And others ...

Actors/stakeholders in SfD

- Public administration sector – regional authorities, municipalities, ministries, development agencies, governments
- Multilateral organisations - UNICEF, UNESCO, UNHCR, WHO, etc.
- NGOs, foundations - local, international
 - – Common goal, Sport sans Frontieres, SARI Ireland, RED deporte, Fair Play Point, Street League... (see more on sportanddev.org)
- Sport federations and clubs – FIFA, FIVB, IOC, ...
- Private sector – sporting and non-sporting – CSR, ESG
 - – NIKE, Adidas
 - – Arcelor Mittal, banks, supermarkets
- Athletes – Goodwill ambassadors – UN, Role models (stars)
- People, civil society – target group
- Research institutions - study programs, research

Recommended literature:

- Šafaříková, S., Svoboda, A. (2021). Sport and development in the Czech Republic. In C. Tinaz, B. Knott: *Sport and development in emerging nations*, 44-57.
- Kobierecki, M. M. (2021). Sport and Development in Poland. In C. Tinaz, B. Knott: *Sport and development in emerging nations*, 126-140.
- Havran, Z., Szabó, Á., Máté, T. (2021). Sport and development in Hungary and the Central and Eastern European region. In C. Tinaz, B. Knott: *Sport and development in emerging nations*, 58-76.

Questions on the topic:

- What areas that sport (leisure) can contribute to are mentioned? How was/is sport used?
- What actors/stakeholders are the authors talking about? What do they do concerning sport?
- Which important documents and events are mentioned there and why?

3 Historical perspective of the use of sport within the EU

Aim: Understand the historical development of various forms of using sport as a tool and the modern process of SfD institutionalisation

Main topics covered:

1. Brief historical excursion into the conception of sport and movement activity as a tool.
2. Key milestones in the modern history of SfD - documents, strategies, events

History of using sports as a tool for diplomacy, domination, development, and colonisation

- 19th century - building character, supporting the influence of empires
- 20th century - Olympic movements, diplomacy
 - Paternalistic tones "teach native populations the benefits of athletic activity" (P. de Coubertain)
- Cold war - cultural exchange - Harlem Globetrotters, "ping pong diplomacy", coaches abroad, Peace Corps, boycotts

SfD Milestones

- 1978: - UNESCO - [Charter of Physical Education, Physical Activity and Sport](#)
- 2001: United Nations Office on Sport for Development and Peace
- 2003: First International Conference on Sport & Development, Magglingen, Switzerland + International Expert Meeting on Development in and through Sport', Amsterdam
- 2005: [International Year of Sport and Physical Education, UN](#)
- 2007: [White Paper on Sport](#)
- 2009: [Treaty of Lisbon](#)
- 2015: [Agenda 2030: Sustainable Development Goals](#)
- 2017: Closure of UNOSDP
- 2017: [Kazan Action Plan](#)

Recommended literature:

- Darnell, S. C., Field, R., & Kidd, B. (2019). *The History and Politics of Sport-for-development. Activists, Ideologues and Reformers*. Palgrave Macmillan.
- Svoboda, A. and S. Šafaříková. 2021. "Sport for Development in International Relations." *Politics in Central Europe* 17(3): 481-500.

Questions on the topic:

- How has the role of sport evolved from the 19th century to the present in terms of its use for diplomacy, development, and political influence?
- What are the key milestones in the institutionalisation of Sport for Development (SfD) at the international and EU levels, and why are they significant?
- In what ways have historical narratives and ideologies (e.g., paternalism, colonialism, peacebuilding) shaped the use of sport in international relations?

4 Sport as a tool in achieving SDGs

Aim: Knowledge about Sustainable Development Goals (SDGs) and their relations to the SfD.

Main topics covered:

- SDGs
- Potential of SfD to contribute to SDGs.

Sustainable Development Goals



Brief Introduction Video

- First mention of sport in an international strategy document (Agenda 2030, p. 10):

“37. Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives.”

- Valid from 2015 to 2030 - part of a strategic document [THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT](#)

Recommended literature:

- McCullough, Brian P., Kellison, Timothy and Melton, E. Nicole. (2022). An introduction to sport and sustainable development. In McCullough, Brian P., Kellison, Timothy and Melton, E. Nicole. (eds.), *The Routledge Handbook of Sport and Sustainable Development*, 1-7.
<https://www.taylorfrancis.com/chapters/oa-edit/10.4324/9781003023968-1/introduction-sport-sustainable-development-brian-mccullough-timothy-kellison-nicole-melton>

Questions on the topic:

- How do the Sustainable Development Goals relate to Sport for Development, and what specific examples illustrate these connections?
- What is the potential of Sport for Development in contributing to various SDGs?

5 Sport for Development in different EU countries

Aim: Introduce and discuss sports projects and policies in different EU countries and see the differences in their application

Main topics covered:

- Practical experience from TBD (Poland) and MESE (Hungary) - online discussion with the students, sharing practicalities from the work in the field
- Differences among the countries and how they use sport in their different policies and ministries
- Different areas countries use sport in (social issues, health, education, foreign policy, etc.)

Different ministries take care about sport within the country.

Countries develop different strategies to support sport at different levels within the country (connection to the articles on Hungary, Poland and Czech Republic read in the first class).

Several countries use(d) sport also as a tool in development cooperation (foreign relations)

- Norway - [NORAD](#)
- Germany - [GIZ](#)
- France - [AFD](#)

United Kingdom - [Premier League Charitable Fund](#)

Germany - [GIZ projects in Africa](#)

Recommended literature:

- Trenuj Bycie Dobrym, Poland - <https://trenujbyciedobrym.pl/>
- Second Chance Sport Association - <https://utcaifoci.hu/?lang=en>
- Fleming, S. (2011). Eleven: Making Lives Better: 11 Stories of Development Through Football. Brighton, Pitch Publishing Limited. (story 10 about Tarpe, Street League)
- GIZ video - https://youtu.be/8TVvdyP_B0

Questions on the topic:

- How do MESE and TBD work? What are the areas they use sport in? What do they want to impact?
- In which areas do different countries use sport and why?
- Which EU countries are using sport in their foreign policy and how?
- STREET LEAGUE (England)
 - What topics does Street League work with?
 - Whom does the organisation work with?



- Which activities are connected with sport/football? What does it contribute to?
- How does Street League prove its impacts?
- What do you think about the activities?

6 EU institutions and agendas related to sport

Aim: Gaining an overview of the EU (and some specific international) institutions and their agendas linked to sports and movement activities.

Main topics covered:

- Main EU sports actors
- Sport funding
- Main sports initiatives
- Example of international organisations

Sport and EU

- **Directorate-General for Education, Youth, Sport and Culture**
 - Culture and media
 - **Sport**
 - Education and training
 - Youth
- Strategy: [European Union work plan for sport \(2024-2027\)](#)
 - priorities: integrity and sports values, socio-economic and sustainable dimensions of sports, participation in sports and healthy activities

Initiatives

- Erasmus+
- European Week of Sport - #BeActive
 - Awards: #BeActive Awards; #BeInclusive EU Sport Awards

Not directly linked to EU:

- **Council of Europe:** "The Council of Europe supports its member states in tackling the major challenges facing sport today, from doping, manipulation of competitions and safety, security and service at major sports events to abuse of young athletes and discrimination. We facilitate co-operation at local, national and international level and help states prepare for major sports events."
 - [Sports Charter](#)

International organisation:

- **International Union for Conservation of Nature** - World's largest and most diverse environmental network: 160+ countries, 1 400+ members
 - [Sports for Nature](#) initiative



Recommended literature:

- Sennett, J., Le Gall, A., Kelly, G., Cottrill, R. et al (2022)., *Study on the European sport model – A report to the European Commission, Publications Office of the European Union*. European Commission: Directorate-General for Education, Youth, Sport and Culture,
<https://data.europa.eu/doi/10.2766/28433>

Questions on the topic:

- What are the main EU's priorities in sports related to sustainability and development issues?
- Find and discuss a #BeActive activity regarding its relevance to sport and development.
- What Erasmus+ programmes support sports and how?

7 Migration and its consequences for the EU, the possible use of sport in tackling inclusion

Aim: This class aims to introduce the topic of international migration and examine how sport can serve as a means to promote well-being and foster integration across diverse communities. It will also explore key concepts such as integration and superdiversity. Additionally, the session will present concrete examples of how sport has been utilized as a tool for the social inclusion and integration of migrants.

Main topics covered:

- Interactions between migration and sport
- Importance of sports for migrant communities
- Understanding the concepts of integration, multiculturalism and superdiversity
- Case studies of various migrant assisting organisations that use sports

“**Sports as migration** concerns itself with domestic (intra-national) and transnational movements of athletes, coaches and other ancillary workers in the global sports system.”

“Studies of **sport in migration** consider the role that sports play in the everyday lives of various types of migrants, including refugees, who migrate for non-sport reasons as well as those who belong to diasporic groups.” (Agergaard et al., 2023)

Superdiversity

“In the last decade the proliferation and mutually conditioning effects of additional variables shows that it is not enough to see diversity only in terms of ethnicity, as is regularly the case both in social science and the wider public sphere. Such additional variables include differential immigration statuses and their concomitant entitlements and restrictions of rights, divergent labour market experiences, discrete gender and age profiles, patterns of spatial distribution, and mixed local area responses by service providers and residents.” (Vertovec, 2007)

Recommended literature:

- Agergaard, S., Darby, P., Falcous, M., & Klein, A. (2023). Sport and migration in the age of superdiversity. *International Review for the Sociology of Sport*, 58(4), 611-624.
- Agergaard, S., Hansen, J. K., Serritzlew, J. S., Olesen, J. T., & Lenneis, V. (2023). Escaping the position as ‘other’: a postcolonial perspective on refugees' trajectories into volunteering in Danish sports clubs. In *Forced Migration and Sport* (pp. 226-242). Routledge.



- Barker, D., Barker-Ruchti, N., Gerber, M., Gerlach, E., Sattler, S., & Pühse, U. (2014). Youths with migration backgrounds and their experiences of physical education: An examination of three cases. *Sport, Education and Society*, 19(2), 186-203.
- Marble, W., Mousa, S., & Siegel, A. A. (2021). Can exposure to celebrities reduce prejudice? The effect of Mohamed Salah on Islamophobic behaviors and attitudes. *American Political Science Review*, 115(4), 1111-1128.
- Rojo, J. R., Marques, R. F. R., & Starepravo, F. A. (2022). A systematic review of research on sport migration. *Migration and Diversity*, 1(1), 58-74.
- Spaaij, R., Luguetti, C., & Ugolotti, N. D. M. (2023). Forced migration and sport: An introduction. In *Forced Migration and Sport* (pp. 1-13). Routledge.
- Vertovec, S. (2007). Super-diversity and its implications. *Ethnic and racial studies*, 30(6), 1024-1054.

Questions on the topic:

What is the importance of sport for migrants and refugees?

How do you understand sport as a tool of integration?

What can be the obstacles to using sport as a tool of integration?

8 Using sport in the area of persons with disability - EU perspective

Aim: This topic consists of three separate but interrelated presentations, with the aims presented individually. As an additional part of the course, students are offered the opportunity to participate as volunteers at a Special Olympics Czech Republic sporting event for athletes with intellectual disabilities.

Main topics covered:

a) Using sport in the area of persons with disability – EU perspective

- To present the importance of sport and leisure activities as a tool for inclusion and development of persons with disabilities.
- To introduce the role of Adapted Physical Activity (APA) in a lifelong perspective (school, recreation, rehabilitation, high-performance sport).
- To discuss the European framework and policies concerning sport for persons with special needs.

b) International Classification of Functioning, Disability and Health (ICF)

- To introduce the ICF as a construct of a biopsychosocial model of disability.
- To explain the interaction between health conditions, environmental factors, and personal factors.
- To apply ICF concepts in the context of sport and physical activity for persons with disabilities.

c) Special Olympics and Sport for Persons with Intellectual Disability

- To present the vision, mission, and global role of the Special Olympics movement.
- To understand the specific conditions of sport participation for persons with intellectual disability (ID).
- To explore the structure of competitions and related organisations (SOI, Virtus, SUDS).
- To highlight the importance of inclusion, health promotion, and community awareness through the Special Olympics.



a) Using sport in the area of persons with disability – EU perspective

- Human rights and inclusion – the right to sport and leisure activities.
- Adapted Physical Activity (APA) – definition, aims, and fields of application (school, recreation, rehabilitation, sport).
- Lifelong perspective of sport – from children to elderly.
- Models of disability (medical, social, inclusive) and their influence on policies and attitudes.
- Inclusion vs. segregation in sport.
- European and global context – institutions, Olympic/Paralympic movement, organisations supporting persons with disabilities.

Recommended literature

- Winnick, J. P. (Ed.). ([2017]). *Adapted physical education and sport* (Sixth edition, David L. PORRETTA (editor). Human Kinetics.
- DePauw, K. P. & Gavron, S. J. (2005). *Disability Sport* (2nd ed.). Champaign, IL: Human Kinetics Publishers.
- Hutzler, Y. & Sherrill, C. (2007). Defining adapted physical activity: international perspectives. *Adapted physical activity quarterly : APAQ*, 24 1, 1-20 .

b) International Classification of Functioning, Disability and Health (ICF)

- Structure of ICF – components: body functions and structures, activities, participation.
- Key definitions – functioning, disability, impairments, activity limitations, participation restrictions.
- Environmental factors – as barriers or facilitators. Biopsychosocial model – integration of medical and social models.
- Application in sport – assessing participation and inclusion through the ICF framework.

Recommended literature

- WHO (2001). *International Classification of Functioning, Disability and Health (ICF)*. World Health Organization.
- Stucki, G., Cieza, A., & Melvin, J.L. (2007). The International Classification of Functioning, Disability and Health (ICF): a unifying model for the conceptual description of the rehabilitation strategy. *Journal of rehabilitation medicine*, 39 4, 279-85 .
- Rauch, A., Cieza, A., & Stucki, G. (2008). How to apply the International Classification of Functioning, Disability and Health (ICF) for rehabilitation management in clinical practice. *European journal of physical and rehabilitation medicine*, 44(3), 329–342.

c) Special Olympics and Sport for Persons with Intellectual Disability (ID)

- Vision and mission of SOI – inclusion, respect, healthier lifestyles, community. History and global dimension – founded in 1968, currently 4.7 million athletes from 170+ countries.
- Competition structure – local, national, European, and World Games; Global Games; Virtus; SUDS.
- Eligibility criteria – intellectual disability ($IQ \leq 75$), minimal disability issues, Young Athletes program.
- Specific conditions – Down syndrome (e.g., atlanto-axial instability), autism, epilepsy, sensory impairments.
- SOI Programs – Unified Sports, Healthy Athletes, Youth & Schools, Leadership.
- Fair play and refereeing in SO – values and athlete's oath: 'Let me win. But if I cannot win, let me be brave in the attempt.'

Recommended literature

- DePauw, K. P. & Gavron, S. J. (2005). *Disability Sport* (2nd ed.). Champaign, IL: Human Kinetics Publishers.
- Haegele, J., Hodge, S., & Shapiro, D. (Eds.). (2020). *Routledge Handbook of Adapted Physical Education* (1st ed.). Routledge.
- Special Olympics International. www.specialolympics.org
- Virtus: World Intellectual Impairment Sport. www.virtus.sport
- SUDS: Sport Union for athletes with Down Syndrome <https://www.su-ds.org/>

Questions on the topic

1. What are the main benefits of sport for persons with disabilities in terms of inclusion?
2. What is the difference between the medical and social models of disability?
3. What is the role of Adapted Physical Activity (APA), and in which areas can it be applied?
4. Which EU policies and strategies support sport for persons with special needs?
5. How can environmental factors act as barriers or facilitators?
6. What are the main international sport organisations for athletes with ID?
7. How do programs like Unified Sports and Healthy Athletes promote inclusion?

9 EU research done in the area of sport - student group projects

Aim: Let the students work on the topic of sport for development within the context of different EU countries

Main topics covered:

- SDP in different EU countries - Germany, Norway, France, Belgium, Netherlands, Switzerland, United Kingdom
- SDP in the agendas of different bodies of each selected country
- Students develop their communication, intercultural and academic skills through preparing an essay and presentation about the SDP in different EU countries

Rationale for the students' group work:

- To learn from working across cultures, experience, study programs
- To integrate different points of view
- To work in the group with different people and try to solve different situations
- To use English as the main language of communication

Criteria for the working group creation:

- Different mother tongues
- Different nationalities
- Different faculties (Faculty of Science/Faculty of Physical Culture)
- Different study programs
- Different study levels (BC, MA)
- Different genders

Stages of the group work:

1. Introduction of each other in the group:

- Where are you from?
- What do you study?
- What do you like to do?
- What is your relation to sport?

2. Introduction to the group work:

- Decide how you will communicate - how often, which channel?
- Divide the roles:
 - Who is searching for what?
 - How and when you integrate different parts
 - Which forms are you going to use for the writing?
- Decide on deadlines for delivering your parts!
- Decide when and where (how) you meet next time!



- What to do if someone is missing (today/in the future)?
- What to do if someone doesn't deliver his/her part?
- How do you like to work?

3. Feedback from the professors after 1 month

4. Continuation and reflection of the group work

- SPORT
 - What did you find until now about the sport policies and people moving in your specific country?
 - How do you connect it with your field of study?
- GROUP WORK
 - How is it going?
 - Give short feedback to each other in the group concerning the tasks, deadlines, work done ...
 - What do you still need to do?
 - Do you need any help from us?
 - How are you going to continue to fulfill everything?
 - How do you divide the roles?
 - Next deadlines?

Recommended literature:

- Websites and documents of the different countries and their ministries

Questions on the topic to be answered through the preparation of the essay and presentation:

- How much do people move in the selected country? Why? Which parts of the population (different age groups, ethnicities, genders, etc.)?
- Search statistics on Eurostat and Eurobarometer or elsewhere
- Which sport and sports policies are used at the national level in the selected country and in which areas (education, social work, health, foreign policy, sport, etc.)?
- Which ministries do work with the topics of sport and in which documents? What do they say?
- How much is sport used in international cooperation (foreign affairs), i.e. outside of the selected country but financed by it?
 - Have a look on Ministry of Foreign affairs, their development agencies and development cooperation programs

10 Citizenship in the EU and sport

Aim: This class aims to explore the concept of citizenship in the context of athlete migration. It will examine the distinctions between citizenship and nationality and analyze the various criteria through which citizenship can be granted — including exceptional achievements in specific fields such as sports. In addition, the class will critically investigate the role of diaspora in sport and its implications for identity, belonging, and national representation.

Main topics covered:

- Differences between citizenship, nation and nationality
- Principles of ius soli, ius sanguinis, ius nexi
- Diaspora in sport
- Citizenship and naturalisation

Citizenship

“Citizenship refers to membership in a political community organized as a territorial or national state. The nature and content of citizenship varies with the form of state. ... Types of citizenship can be characterized in terms of two distinct axes or dimensions, one being access to citizenship status and the other being the quality of the rights and duties that attach to citizenship. Rules of access to citizenship separate citizens from non-citizens. Two alternative legal possibilities include jus sanguinis or citizenship by descent and jus soli or citizenship by birthplace.”
(Barbalet, 2007)

Diaspora

“Diasporas are communities of people living together in one country who acknowledge that ‘the old country’ — a notion often buried deep in language, religion, custom or folklore — always has some claim on their loyalty and emotions.”
(Cohen, 1997)

Recommended literature:

- Jacobson, K. (2010). The experience of home and the space of citizenship. *The Southern Journal of Philosophy*, 48(3), 219-245.
- Oonk, G. (2021). Who may represent the country? Football, citizenship, migration, and national identity at the FIFA World Cup. *The International Journal of the History of Sport*, 37(11), 1046-1065.
- Oonk, G., & Oonk, A. (2023). ‘This Is Not a Problem but an Issue’: Chinese-Born Table Tennis Players Representing Another Country at the Olympics, 1988–2020. *The International Journal of the History of Sport*, 40(4), 350-369.

- Sheffer, G. (2006). Transnationalism and ethnonational diasporism. *Diaspora: A Journal of Transnational Studies*, 15(1), 121-145.
- Soysal, Y. N. (2012). Post-national Citizenship: Rights and Obligations of Individuality. *The Wiley-Blackwell Companion to Political Sociology*, 383-393.

Questions on the topic:

What are the differences between citizenship, nation and nationality?

What is the ius nexi or the stakeholder principle?

What is nationality swapping (in FIFA games)?

What is the policy of different countries regarding foreign-born players?

What is the role of colonialism and post-colonialism in current team configurations?

11 Practical workshop on Football for Development

Aim: Introduction of the concept of Football for Development in the Czech Republic to students and practical exercise of the Football 3 methodology.

Main topics covered:

- Main principles of the Football for Development / Fairplay Football League concepts
- Practical session using Football3 method

Fair Play Football League in Czech Republic

- Based on the project Football for Development since 2006
- First, in cooperation with a Kenyan SfD organisation, MYSA
- Since 2024, implemented by a new NGO (former part of INEX-SDA), Fair Play Point
- Work in six regions in the Czech Republic - mainly children and youth with socially disadvantaged backgrounds
- Using a specific method of Football3

Website: <https://www.fairplaypoint.org/>

Introduction video: https://youtu.be/flAJcp4l9_s?si=BN7hjrQDGApQ6yR-

Detailed information video:

<https://youtu.be/kOpmThAKMj0?si=APGdmCaF8eVIF3pC>

Football3

- Specifically developed football method to enhance and develop life skills of its participants - goal-setting, self-confidence, self-motivation, adaptability, willingness to learn, concentration, communication, reliability, teamwork, social sensitivity, self-control, decision-making, conflict resolution, self-awareness and selfreflection, self-organisation, resilience, and problem-solving (Schlenker & Braun, n.d.).
- *“football3 is a unique way of playing football that is changing lives across the world. It is based on the principle that the basic values of fair play, gender equality, teamwork and respect are just as important as football skills.”* (Football3 online course)
- 3 “halves” - pre-match discussion (definitions of rules), match (without a referee) and post-match discussion (self-assessment, awarding of fair play points)
- Fair play points as important and points for scored goals

[Video by streetfootballworld / Common Goal](#)



[Online Football3 course](#)

Recommended literature:

Moustakas, L., & Springborg, G. (2018). football3 trainer manual. Streetfootballworld.
https://www.researchgate.net/publication/329610850_football3_Trainer_Manual

Questions on the topic:

- How do you characterise Football3 method, what are the main specifics?
- What social, group or communication skills you can support through the Football3 method? Suggest a few examples.
- Think about organising a Football3 match in your community. Who would you contact, what are the key organisational steps necessary for a successful implementation?

12 Sport and Sport for Development in EU policies (Education, Development, Social Policy, etc.)

Aim: Enrich and understand the overview of the policies at the European level using sport as a tool to achieve non-sporting goals

Main topics covered:

- Repetition of what has been said in the previous classes about EU level
- Other areas of EU policy tackling sport (not mentioned until now) - internal market, competition, employment and social affairs
- EU Physical Activity Guidelines
- EOC EU Office - Guide to EU Sport Policy

6th April - International Day of Sport for Development and Peace -
<https://www.un.org/en/observances/sport-day>

Work with the EU Physical Activity Guidelines:

- Have a look at the EU Physical Activity Guidelines (2008) and share your sector with the others and prepare creative poster:
- Mention the main points and examples of good practice from the selected sector (12):
 - Sport – central government, regional and local government, organised sport sector, non-organised sport sector (4)
 - Health – public health, health care, health insurance providers (3)
 - Education – schools, health professionals (2)
 - Transport, environment, urban planning and public safety (1)
 - Working environment (1)
 - Services for senior citizens (1)

Recommended literature:

- EU Working Group "Sport & Health" (2008). *EU Physical Activity Guidelines: Recommended Policy Actions in Support of Health-Enhancing Physical Activity*. Brussels, European Commission.

Questions on the topic:

- What different European policies do use sport? What are these policies saying?
- How would you use this information in your area of study?
- Which sectors do use sport and why? What is the added value of sport?

13 - Sport for Development in the EU NGO sector

Aim: Understand the role of non-governmental organisations in the SfD sector in the EU.

Main topics covered:

- What are Non-governmental organisations (NGOs)
- Role of NGOs in SfD
- Their historical development
- Practical examples

NGOs

“An NGO is generally defined as an essentially non-profit, voluntary citizens’ group which is organized at a local, national, or international level, and is locally, nationally, or internationally active...”

Most NGOs depend partially or completely on voluntary service and donations from private citizens. The three basic characteristics of NGOs seem to be: (1) being non-profit; (2) consisting at least partially of a voluntary citizens’ group (or of a group that consists at least partially of voluntary citizens’ groups); (3) and depending at least in part on donations from private citizens or on voluntary activities...

NGOs should be distinguished from governments, political parties, business corporations, activist groups, and social movements, although the demarcation lines between these different types of organizations and groups are not always optimally clear.” (Vedder, 2007)

Overview of the worldwide distribution of SfD NGOs:

<https://jsfd.org/2017/09/20/a-systematic-overview-of-sport-for-development-and-peace-organisations/> (Swensson and Woods, 2017):

Table 3 - Geographical Location of SDP Programs

Region	# of Organizations	Top Location(s)
Africa	382	South Africa, Kenya, Uganda, Zambia, Ghana, Tanzania
Europe	151	United Kingdom, Germany, Netherlands
North America	123	United States
Asia	115	India, Pakistan, Nepal
South America	99	Brazil, Colombia, Peru
Middle East	26	Israel, Jordan, Palestine
Australia and Oceania	12	Australia

Note: Another 36 organizations were found to operate in multiple regions.



History

- 90s: rise of NGO culture - with growing significance of "plus sport" approach - meeting development goals
- The role of the civil sector ("third" sector) - links with the local community
- 20th/21st century - significant non-corporate stakeholder - supported/opposed by state?

(Darnell, Field and Kidd, 2019)

Examples

ISHAMI Foundation

https://youtu.be/sd6_oYcVRDc?si=dk_rlg8BK6PZ7cyi

Barca Foundation

<https://foundation.fcbarcelona.com/en/videos/4249365/get-to-know-about-barca-foundation>

Recommended literature:

- Svensson, P.G., Woods, H. A systematic overview of sport for development and peace organisations. *Journal of Sport for Development*. 2017; 5(9): 36-48. <https://jsfd.org/2017/09/20/a-systematic-overview-of-sport-for-development-and-peace-organisations/>
- <https://www.sportanddev.org/network/organisation-directory>

Questions on the topic:

- How do we define NGOs?
- Summarise the changing role of NGOs in SfD in the last 30 years.
- Based on the geographical location of NGOs and SfD programmes, formulate comments on global relations between NGOs and SfD activities in the context of the Global North and Global South.



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