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## **Trends and tendencies in the facilitation and training of sport and development programmes for the youth: Lessons of experience from African cases.**

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### **Abstract**

This article provides an overview of sport and development approaches to training programmes amongst the youth, and includes preliminary results and findings obtained from surveys conducted in South Africa and Ghana by research partners of the International Scientific Network for Sport and Development. This focus is a result of an increased emphasis internationally on the value of sport for development. Consequently due to this trend, an increasing number of NGOs have been offering training in this area, yielding mixed results. This development necessitates a review of the current training curricula regarding the quality and relevance of training material. The research focused on the various themes and content of sport and development curricula and latest trends. For this purpose surveys were conducted in Ghana and South Africa in order to determine the training material and toolkits utilised in both countries to train trainers in the field of sport and development. The results from these surveys were considered against the expected results of sport and development programmes to assess possible lessons of experience from both countries. The results showed that a large number of NGOs offered such training, but that the quality of curricula as well as the standard of actual training varied tremendously, and that a need exists to develop norms and standards for sport and development training courses.

### **Introduction**

Within the broad field of sport, the focus on sport and development as an academic discipline is increasingly apparent as new evidence emerges on the value and benefits of sport and recreation for development purposes (Sanders, Phillips & Vanreusel, 2014; Cloete, Rabie & De Coning, 2014; Keim & De Coning, 2014; De Coning, 2015). Although the value of sport science, sport management, sport psychology and sport nutrition remain important related academic fields of study, the emphasis on the importance of the contributions sport and development can make to society by major stakeholders such as the United Nations, the International Olympic Committee, and more locally the South African Government through Sport and Recreation South Africa (SRSA), the South African Sports Confederation and Olympic Committee (SASCOC), the municipalities and the Ghanaian Government is significant (Gilbert & Bennett, 2012; Schinke & Hanrahan, 2012; De Coning, 2015).

The purpose of this article is to develop an improved understanding of the type of training that is offered to youth after school hours by NGOs and to solicit lessons of experience on good practises as well as emerging themes that should be considered for the future. The research findings in this study are based on research completed for the International Scientific Network for Sport and Development (ISNSD) in South Africa and Ghana which included an assessment of the availability of training curricula and toolkits available for the purpose of the training of trainers in sport and development.

### **Sport and Development**

It is only in the recent literature (Keim & De Coning, 2014; De Coning, 2015) that the concept of sport and development has become prominent in addition to the concepts of sport development, sport for development and the established fields in sport such as sport science, sport nutrition, sport psychology and sport management. Cuskelly, Hoye and Auld (2006) contend that sports development has the potential to boost the participation rate and performance levels of athletes. Hylton and Bramham (2007) advocate that sport for development does not merely refer to the development of sport but includes community development. More recently, Sanders, Phillips and Vanreusel (2014) stated that, "Participating in sport has proven intrinsic benefits but it also provides extrinsic value as it can facilitate the development of education, health and peace amongst other social issues". Sport for development is globally recognised as an instrument for socio-economic development and peace building. Sport is considered as an effective tool in the broader context of development, and can be combined with other interventions and programmes to achieve the best possible outcomes (Coalter, 2010).

### **African Developments in Sport, Development and Peace**

From an African perspective, two very important events that gave impetus to the sport for development and peace focus were the 1995 Rugby World Cup in South Africa promoted as a nation building event by leaders such as Nelson Mandela and the first ever FIFA World Cup on the African continent held in South Africa in 2010. Both initiatives added value to, and can be seen as very important milestones in the strategy of using sport to address social and development issues. This is in line with the dispositions by UNESCO, UNICEF and the UN Interagency Report outlining the role of sport in the achievement of the Millennium Development Goals {MDGs} (United Nations Office on Sport Development and Peace, 2015). The UN General Assembly at its 52<sup>nd</sup> Plenary Session passed Resolution 58/5, agenda item 23 (b) entitled ***Sports as a means to promote Education, Health, Development and Peace*** and invited governments, the UN System, sports organisations, NGOs, the private sector to individually, collectively and in partnership use sport as a tool for development and peace (United Nations General Assembly, 2003).

The inter agency task force on sport for development and peace established that... *well designed sport-based initiatives are practical and cost effective tools to achieve objectives in development and peace. Sport is a powerful vehicle that should be increasingly*

*considered by the UN as complimentary to existing activities. The nature and power of sport make it a viable and practical tool to support the achievement of the Millennium Development Goals (United Nations, 2003).* The second event, the 2010 FIFA World Cup itself, being hosted for the first time on the continent of Africa, was seen as a *renaissance* for the entire continent.

The African Union (AU), at its 8th Assembly of AU Heads of States and Governments, reaffirmed its commitment to make the 2010 FIFA World Cup a truly African tournament, committing its countries to full and substantive involvement in the preparation leading to the event ... to provide all-rounded support to the government and people of South Africa in their efforts to organise the 2010 World Cup tournaments successfully and effectively. The AU further urged *FIFA, the Confederation of African Football (CAF), the international sport community and friends of Africa to provide the necessary support to South Africa in its preparation for the 2010 World Cup... and asked member states to develop national programmes and identify African Union sport ambassadors to help implement the International Year of African Football, "Sports for All" programmes, and the 2010 FIFA World Cup Legacy Programme (African Union, 2007).*

In January 2007 the International Year of African Football was launched to reinforce solidarity with South Africa, to celebrate African football, to commemorate the 50th anniversary of CAF and to celebrate the history of football in Africa. The AU's main objective was to promote sport as a tool for sustainable economic development, poverty reduction, peace, solidarity and social cohesion. The Legacy Programme initiated by the organising Committee and the Government of South Africa was therefore given the terms of reference to support the realisation of African renaissance objectives, including programmes of the African Union such as NEPAD that ensured maximum and effective African participation at the 2010 World Cup; strengthen, develop and advance African football and; improve Africa's global image and combat Afro-pessimism. With the intention of working with partners such as FIFA, CAF, the UN and the AU, the event was expected to synergise with already existing programmes and initiatives to work towards strengthening football support and development; environment and tourism; culture and heritage; communication; telecommunication and continental security cooperation.

The last two decades have shown an unprecedented explosion of initiatives and organisations - governmental and non-governmental from both Global South and Global North using sport to address development issues. The impact that these developments had on the creation of sport and development curricula, to support the continued growth of sport and development, especially through the training of trainers, thus it needed further research and investigation.

## **Methodology**

### ***Population and sampling***

Purposive sampling was used to conduct the survey in both Ghana and South Africa, as the total sample population was used (all NGOs in Ghana and South Africa known to offer

sport and development courses) and all NGOs were included in the survey. In the case of South Africa, of the initial sample of 82 NGOs and training institutions including universities that were initially identified, 21 NGOs were identified as having sport and development programmes. In Ghana only 6 such NGOs exist and all of them were included in the sample.

### ***Study design***

The purpose of this study was to explore and assess the different approaches to training programmes for the youth within the field of sport and development, using two African case studies – South Africa and Ghana. The study adopted a qualitative approach. A survey questionnaire was distributed to identified NGOs in order to assess what training material and toolkits were being used for the training of trainers. The questionnaire was externally reviewed by researchers from the International Council of Sport Science and Physical Education (ICSSPE) to assess the appropriateness and relevance of the questions. Once the final questionnaire had been agreed upon, a desktop research was conducted on all organizations offering sport and development training programmes. The identified organizations were contacted, with preliminary telephonic interviews being conducted to explain the aim of the study and to assess the organizations relevance to the study. Thereafter, the questionnaires were distributed amongst those identified as appropriate participants.

Two focus group discussions on sport and development programmes were also held. The first focus group consisted of experienced sport and development practitioners based within the Western Cape in South Africa, who also had experience with international NGOs. The second group consisted of senior researchers and academics from the University of the Western Cape and the University of Cape Town who were experienced and knowledgeable with regards to the field of sport and development in South Africa so as to gain insight into their expert knowledge and experiences when it came to training programmes offered within the field of sport and development for the youth.

These qualitative approaches allowed for a more comprehensive picture and better understanding of what was actually being offered in training programmes within sport and development, as well as how the programmes were facilitated.

### ***Trustworthiness***

Actual validity and reliability of the information was regarded as adequate due to the following reasons:

1. Triangulation of the data was possible, as results on curricula content received in questionnaires were confirmed and cross-referenced with actual curricula (of which a data base was developed) as well as responses from the focus groups (Shenton, 2004). Curricula content and offerings were also confirmed within the sport and development networks of NGOs that exist in the field. However, it was found that in some instances, courses that feature in training portfolios have not necessarily been offered in the recent past.

2. Despite this study being a case study of only two African countries with the unit of analysis being training curricula and training implementation results of NGOs offering sport and development courses, transferability is possible across other geographic locations on the continent. Reason being that many NGOs in Africa within the field of sport and development operate in different countries (Shenton, 2004).
3. The simplistic nature of the research design, keeping in mind the resource issues that Africa faces at times, ensures dependability (Shenton, 2004) for other researchers to emulate the study in other countries in the future.

### **Themes and expected outcomes of training programmes**

The research investigation identified the themes covered by NGOs in their training curricula in both countries: sport and youth; sport and gender; sport and health; sport and HIV/AIDS prevention; sport and life skills/skills development; sport and disability; sport and peace; sport and environment; monitoring and evaluation and other (community, education, nutrition, mentoring and coaching). The themes identified, confirming the training areas sport and development programmes focus on, particularly in Africa due to socio-economic issues faced in the region (Mwaanga, 2009; Manzo, 2012; Wachter, 2014).

Sport and youth was the main theme running through the surveys and focus groups, with one academic stating that:

*“We see sport as a fertile ground to stimulate social interaction between youth, to build teamwork skills and self-confidence, and to provide environment where positive values can flourish.”*

This was supported by a response from one of the respondents, where the belief was that with sport:

*“...youth become part of a formalized and positive social network.”*

HIV/AIDS prevention was another key theme, as it is a prevalent issue across the continent, hence sport is used as a vehicle to promote such life skills issues and training to:

*“...educate and empower youth on the issue of HIV/AIDS.”* in order to make *“... a positive contribution in decreasing the number of TB/HIV infected people, to address stigma and discrimination...”*

The fieldwork results in this respect show that some key themes are generic of nature (as shown above) and well represented in almost all courses. It was found that the quality of different courses varied in terms of both curricula content as well as the delivery of courses and that a need existed for a proper inventory of all courses offered as well as the development of norms and standards for training in sport and development.

Presented in Table 1 is the framework of relevant topics regarding the desired results and impacts of sport and development programmes that are offered through training and other means by NGOs, which are regarded as important considerations in designing such programmes.

**Table 1:** Desired results and impacts of sport and development programmes as listed by practitioners in Focus Group discussions

Core Anticipated Outcome	Expected Outcomes / Key Performance Areas
Improved high performance	<ul style="list-style-type: none"> <li>Various courses and athletic programmes aimed at improved performance through improved sport skills, training and preparation; Sport science; Sport psychology; Sport management; Sport nutrition; Talent identification and management and Practise of various sport codes at all levels.</li> </ul>
Improved physical activity and recreation	<ul style="list-style-type: none"> <li>Play, game and activity programmes in sport and recreation; Increased general levels of activity and wellness; Improved health, increased physiological health; Lifelong participation in sport; Improved social capital development; Psycho-socio wellbeing; A vehicle for education programmes; Improved safe spaces for children; Reduces youth at risk periods; Improve social cohesion and resilience; Improved community and civil society mobilization and organization; Develop good citizens; Improved socialization; Improved life skills; Youth at risk issues and HIV/Aids awareness.</li> </ul>
Improved Physical Education: CAPS at schools	Training support by NGOs for: <ul style="list-style-type: none"> <li>Grade R – 3 CAPS Statement PE/ Life Orientation; Grade 4 – 6 CAPS Statement PE/ Life Orientation; Grade 7 - 9 CAPS Statement PE/ Life Orientation and Grade 10 – 12</li> </ul>

Core Anticipated Outcome	Expected Outcomes / Key Performance Areas
Improved economic opportunities	CAPS Statement PE/ Life Orientation. <ul style="list-style-type: none"> <li>Increased career options and study opportunities through high performance sport; Improved employability, employment and career development; Food security; Entrepreneurship; Linkages between sectors and Economic growth, financial investment in sport and recreation.</li> </ul>
Improved psycho-socio behaviour and well-being	<ul style="list-style-type: none"> <li>Increased trust, social collaboration and social relationships; Improved discipline and fair play practises; Increased social interaction and communication; Improved confidence and trust; Sport provides role models and mentors; Motivation and discipline; Positive values and Gender roles and empowerment/ mixed teams and relationships.</li> </ul>
Improved education and capacity building through sport and development	<ul style="list-style-type: none"> <li>Leadership and personal management skills; Skills programmes offered in conjunction with sport; Broad range of education and training topics; Awareness programmes on sport; Training for teachers and coaches; Training for administrative and management staff; Improved information sharing; Platform for awareness programmes; Transfer of skills to the community and beyond the playing field and Reduced criminal behaviour (e.g. Amandla).</li> </ul>
Improved gender equity	<ul style="list-style-type: none"> <li>Gender rights; Awareness programmes and Advocacy of female sport and increased activity.</li> </ul>
Desired environmental impacts	<ul style="list-style-type: none"> <li>Awareness programmes for the youth; Conservation aspects of sport; Sport and sustainability; Sport and green practises and Sport and the environment.</li> </ul>
Improved conflict transformation, peace and reconciliation/mediation	<ul style="list-style-type: none"> <li>Facilitation of peace initiatives (e.g. Kicking for Peace); Conflict resolution through sport; Mediation and arbitration; Decreased violence; Platform to understand conflict in communities and Link with National Olympic Committee and Olympic Truce Centre</li> </ul>
Improved ethics and values	<ul style="list-style-type: none"> <li>Various providers offer value-based courses, e.g. related to the Olympic Values (IOC); Activities aimed at fair play; Rights based approach; Code of conduct by sport federations and Legal aspects of sport.</li> </ul>

## Country Results

Observations by NGOs in the sport and development field showed that training initiatives are scattered, uncoordinated and without a unified front, direction and standardisation especially with regards to their curriculum and tool kits to facilitate their deliverables. This was one of the main factors and inspiration that gave rise to the initiative, International Scientific Network on Sport for Development (ISNSD).

### South Africa

From the NGOs surveyed, it became clear that although on the increase, service providers offering and specialising in sport and development programmes for the youth are still the vast minority compared to sport organisations, including NGOs and federations that focus on sport skills and high performance or competitive sport. It was clear from the study that many

NGOs that are involved in training are using training material that is not accredited and that is often not available in written form. Due to the apparent popularity of the use of sport programmes for various purposes, the high turn-over of NGOs that evidently no longer exist and that have not been sustainable in offering such training is alarming. This is of concern as there is a high turn-over of NGOs in the field of sport and development. Therefore it is important to have a closer look at the programmes offered in the field. Organisations that actively offered sport and development programmes in South Africa include tertiary institutions, notably the ETA College, Fort Hare University, the University of Pretoria, Varsity College and the Universities of Cape Town and the Western Cape. The NGOs that were selected for the sample and that provided further information on the nature of their programmes included Africa's Whizzkids United, South African Legends, Amandla EduFootball, Ambassadors Youth & Community Development, Bold Moves 702, Central Gauteng Squash Development Project, the Football Association of South Africa, Grassroots Soccer, KZN Youth Development Project, Lesedi la Batho, Mustangs Sport Academy, Peace Players International (South Africa), SA Disabled Golf Association, SA Riding for the Disabled Association, The Grootbos Foundation, TAG Rugby, Inspired2Become, Mr Price Young Heroes Programme and UNICEF South Africa.

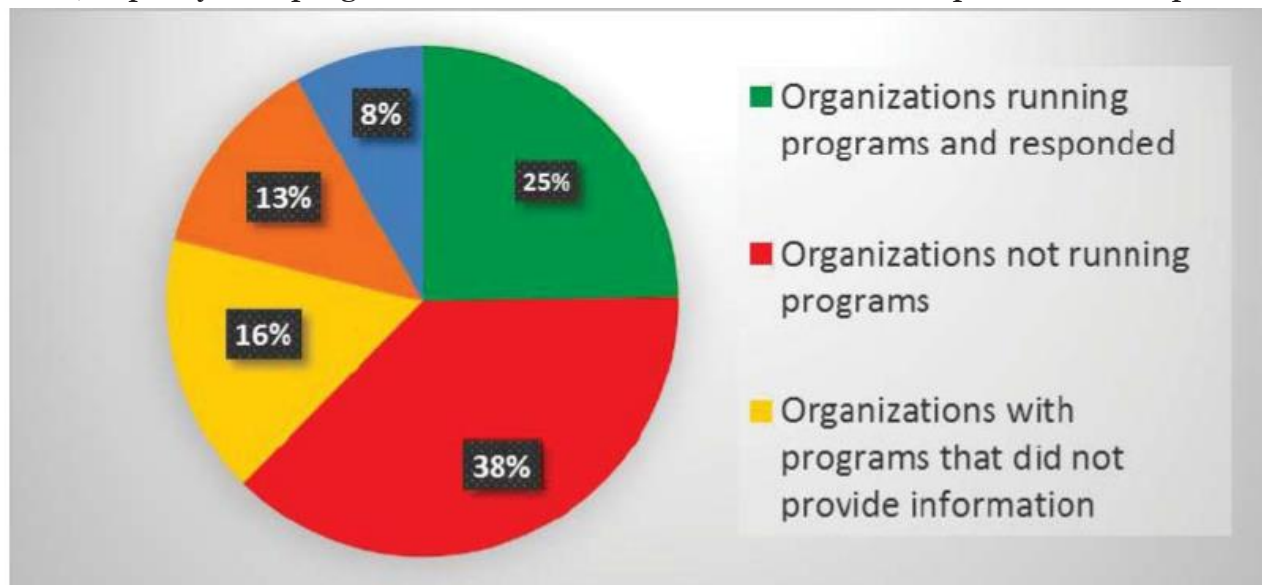
A thematic analysis of the programmes and training offered by the above organisations show that the following themes in order of priority received attention: sport and life skills; sport development; sport and youth; community, education, nutrition (other); sport and HIV/Aids prevention; sport and health; sport and gender; monitoring and evaluation; sport and disability; sport and peace; sport and environment as well as organisation and management.

From the research conducted by the ISNSD researchers, the fieldwork showed that concern exists as to the profile and sustainability of NGOs involved in sport and development.

It is fairly easy for corporates and NGOs to mobilise support for sport initiatives, with the result that many corporates and NGOs are able to easily get involved in communities, but that a large number of these in fact fail to produce sustainable and desired results. This is of serious concern as the constant disappointment of not reaching expectations has a negative impact on communities.

Figure 1 shows the research conducted by the Interdisciplinary Centre for Sport Sciences and Development (ICESSD) at the University of the Western Cape where of all NGOs initially identified for the study (82), only 25% in fact were managing active sport and development programmes, a further 16% reported that they managed such programmes but were not willing to share information. 38% of these NGOs did not have any active programmes, 13% of listed NGOs did not exist and 8% of NGOs listed were uncontactable.

This graph shows that in terms of the governance of NGOs in the sport and development field in South Africa, specific attention needs to be given to the institutional profile, capacity and programme content of all NGOs involved in sport and development.



**Figure 1: Sport Development Programs in South Africa: Statistical Breakdown**

It is of interest to note that when the prevalence of the above topics are considered in terms of their manifestation in NGO training material, the training material that featured most prominently was that of life skills training, followed by youth at risk subjects. Prominent attention is also paid to sport and health topics, sport and HIV/Aids prevention and other community related development themes. In the research conducted by ICESSD and presented at a workshop in Ghana in March 2014, it became apparent that not enough attention has been paid to awareness programmes on the advantages of improved physical activity and support related to physical education at schools.

### **Ghana**

The result of the survey conducted in Ghana shows clear divergence and similarities with South Africa from the onset. While the South Africa research team was able to contact 82 South African NGOs, and successfully elicited information from 75 of them, the researchers in Ghana were able to contact less than 10 organisations, in fact 6 even though two of the organisations like Right To Play and Play Soccer operate in more than 30 countries with uniform modus operandi. Both the huge disparities and the sinking tendencies of the organisations in both countries can be traced to the situation described above as the impetus for sport for development and its evolution and impacts (Manzo, 2012; Wachter, 2014). The survey result in Ghana further shows that even though sport for development is relatively popular in the development industry, there is no single institution that offers formal training in this area. This then implies that there was no single employee in the area who was trained in Sport for Development in a higher institution of learning in Ghana. Most of the practitioners are those trained in related areas like sport development, the social sciences and humanities. The survey result also shows that the content of the training programme of these organisations presents a similar trend with



South Africa. The main areas dealt with are life skills followed by areas like education, HIV-AIDS, gender, health and sanitation. Classically these are the areas in which Sport for Development Programmes concentrate on (Mwaanga, 2009; Manzo, 2012; Wachter, 2014). This also sharply aligns with the criticism showered on this movement as being Eurocentric, dominated by the principals from the North, who determine the direction of values and norms of the beneficiary outfits (Mwaanga, 2009; Manzo, 2012; Wachter, 2014). The above observations are not without a basis as the survey further shows that all the training programmes used by the organisations are designed and prepared by the institutions in the Global North. In fact the organisations surveyed showed that the practitioners in the South are basically implementers of the ideas from the North. This also supports what Manzo (2012) and Wachter (2014) maintain in this direction. The funding opportunities in Ghana are almost zero, most of the funding therefore comes from the North and as stated earlier and established by Coalter (2013), the prioritisation of the programmes align with what the sources of funding in the North demand of the funded organisations. Interestingly, the survey shows very little involvement by the Government of Ghana and its institutions especially in terms of policy and strategic direction.

### **Overall Results**

The results from the surveys conducted in Ghana and South Africa highlighted four important themes within the field of Sport and Development:

- There is an increase in sport and development training, but it is still underemphasised as opposed to high performance training in sport.
- There are a large number of NGOs and service providers involved in sport and development training, but varying degrees of quality exists in terms of the curricula.
- The delivery of actual curricula varies amongst NGOs and norms and standards are needed.
- There are very specific themes in terms of course content offered that are generic in nature, such as skills development training, coaching, HIV/AIDS and there are also new themes emerging, such as gender and social cohesion.

### **Conclusion**

The findings of the study showed that in addition to the key findings discussed above, a need exists for a proper data base and research repository for training related information in use by NGOs in Africa. The most significant element of this particular study was the identified need for the development of training curricula pertinent to the Global South. There is a trend and tendency towards an increase in sport for development programmes, yet curricula are often developed in the Global North without consultation with beneficiaries in the Global South. The effort of the ISNSD in attempting at creating a certain degree of standardised curriculum in the future will go a long way to create tool kits that fit the unique circumstances of African Sport for Development dynamics and complexities. This might assist NGOs who face challenges with respect to sustainability, as such standardized courses are more respected and recognised by donors. This training curricula should not

only be designed for multipliers (training of trainers), but should be developed with the end users in mind to ensure success and longevity.

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