

## Sport for Development for Children Working Group

### 1<sup>st</sup> Meeting Minute

#### Rationale

The decision to create and elaborate the Sport for Development (S4D) for Children Working Group and a common strategic framework was taken by UNICEF and Barça Foundation after an internal research on S4D carried out by Barça Foundation during the fall of 2017. The following findings were obtained:

- The universe of organizations of S4D is very heterogeneous and diverse: international organizations, NGOs of different sizes and mission, companies and their foundations, sports clubs and their associations, etc. This wide profusion of entities results with a very diversified use of sport as a tool for the achievement of concrete objectives of human development. Some entities are very specialized in the design and implementation of S4D initiatives while others use it as a singular action within a wider range of projects. All of them believe that sport generates positive effects on human development.
- The United Nations Office for Sport for Development and Peace, was a benchmark in the generation of consensus on this issue. However, since its closure in 2017, no organization has taken over in this area. A void which needs to be filled, particularly if we need to champion for children and their rights.
- The S4D sector suffers an absence of sufficient and solid scientific evidence on the effects of sports programing on the quality of life of the beneficiaries. The implementation of rigorous monitoring and evaluation systems is, therefore, a pressing need that must be met in a shared manner. The permanent update of such consensus will allow improved results and impacts of S4D projects.
- The many forums on S4D: congresses, meetings, seminars, study presentations, etc., are welcomed. However, the S4D community is aware that, even though these actions must continue to be maintained, the results of this hyperactivity fail to follow-through. The agreements that are achieved are not fully monitored, nor are the next steps considered in the construction of a sector that has so much potential.
- The final finding refers to the abundance of representation in these forums and the authors of scientific publications from high-income countries, in particular Europe, United States and Canada. However, the presence of people and implementing entities from African, Asian or Latin American countries is testimonial. This recommends an inclusive expansion of these actors to transfer their specific vision, context and culture to the design and execution of S4D projects. Understanding these elements can make the difference between the success or failure of a S4D project.

Furthermore, the Barça Foundation and UNICEF have long recognized the power of sport to convene; provide an opportunity to introduce skills, particularly to marginalized children; and to achieve positive and necessary changes in the lives of children. The Barça Foundation works in more than 50 countries all over the world with the key objective of supporting children from the most vulnerable groups through sport and education in values. Likewise, UNICEF has a long history of promoting every child's right to play and has been a pioneer in using sport as a tool

for development. It has been using sports for child development programmes in over 40 countries, and to craft a bold response in the run up to achieving SDG milestones, UNICEF recognizes that new and innovative strategies are needed, such as harnessing the power of sport to meet the needs of children around the world.

Since 2006 the Barça Foundation, FC Barcelona and UNICEF have been working together through an iconic partnership to leverage the exceptional power of sports to improve the lives of children around the world. The Barça Foundation supports UNICEF programmes by contributing 2 million euros annually to the partnership to implement projects to foster children's education through sports and has to date provided more than 1.5 million children with access to quality education, sport, play and programmes that help protect children from HIV/AIDS. The Barça Foundation and UNICEF aim to strengthen their ties by expanding the range of joint activities which currently revolves around four main pillars: the joint design of S4D activities in UNICEF programmes in South Africa, Brazil, Ghana and China; the fundamental participation of the mutual contribution in matters of advocacy and sensitization around the annual campaign on World Children's Day; the research being undertaken by Innocenti Research Centre on the evidence building for S4D to better understand its effects on positive child outcomes; and finally the promotion of a strategic framework for S4D for Children.

As part of the partnership and as a result of the findings, a need and demand were felt to create a S4D network to give a more defined path and framework to S4D programmes globally with a specific focus on children. Both organizations agreed on an initiative that would respond to the increasingly complex world of the S4D sector and agreed on the first steps towards the creation of a plural, multidisciplinary Working Group with sufficient international legitimacy to establish a strategic consensus and action that facilitates the planning, monitoring and evaluation of the activities of S4D focused on children's personal and social development.

Through the S4D Working Group, we are striving towards working with a broad range of sport organizations and networks, athletes, governments, non-governmental organizations, the private sector and UN agencies to reduce inequities and promote everything from life skills and immunization to conflict prevention and gender equality through sport. The network would work towards creating a strategic framework around UNICEF's four child rights' pillars namely – participation, child protection, social inclusion and education that can be adapted within any country context to promote sport that is safe, inclusive and accessible, regardless of ability, gender, race or ethnic background, or social or economic status. In addition, the principle that inspires the creation of this common strategic framework is multipurpose: satisfying the demands of any entity, public or private, ready to launch initiatives of S4D anywhere in the world. For example, if a municipal entity intends to carry out social inclusion projects for boys and girls through sports and needs the capacity to do so, it will be able to find the necessary tools in this strategic framework that the Working Group will be developing over the next two years.

With this purpose, at the beginning of 2018, several organizations were invited to participate in the 1<sup>st</sup> Meeting of the S4D for Children Working Group. More than 40 people from more than 20 organizations from five continents<sup>1</sup> (see Annex 1 for a full list of participations) came to the

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<sup>1</sup> Sport for Social Network Southern Africa, Cross Cultures Project Association, Safe Sport International, ChildFund Australia, Right to Play, Institute of Sport Science of the University of Lausanne, Free University of Brussels, Leeds Beckett University, European Football Development Network, Durham University, The Third Half, Movement on the Ground, Women Win, Mifalot Education and Society Enterprises, Swiss

meeting which took place on the 9th of April 2018 at the Camp Nou, Barcelona. We are very grateful for their constructive inputs and active participation throughout the event. Several organizations were not able to attend to this first meeting showed their interest on being part of the next discussions and decisions (See Annex I to know who show interest).

At this 1<sup>st</sup> meeting of the S4D for Children Working Group, academics, practitioners and managers met with the objective of generating a broad agreement on the fundamental elements that any S4D initiative must have to improve the quality of life for children. This constituted a first step for the construction of a renewed common consensus in S4D for Children.

This meeting revolved around 4 axes which guided the agenda (see Annex 2):

1. Determining the scope of the Working Group
2. Establishing how S4D contributes to the key focus areas: child protection, social inclusion, education, participation
3. Defining roles and responsibilities of each entity
4. Proposing a roadmap and next steps to follow in the improvement of the strategic framework based on the lessons learned.

This document presents the main conclusions from discussions in each of the 4 axes.

#### 1) **Determining the scope of the Working Group**

The first debate revolved around the question *How can a working group on S4D4C contribute to improve and generate knowledge and performance on S4D?* Generally, it was stated that a Sports for Development for Children Working Group led by UNICEF and the Barça Foundation could be a useful tool to contribute to the Sustainable Development Goals. It was also pointed out that an effective formula to achieve this would be by applying theories of change, emphasizing complex thinking and co-creation, and documented evidences and impacts of projects of these characteristics.

**Key points:** A WG on S4D4C should raise awareness on how Sport is a useful tool to contribute to Sustainable Development Goals for Children. A way to do so is creating change theories and documenting evidence and impacts of S4D4C programs. An online platform to do so could be a good tool to gather and share academic and professional knowledge.

#### 2) **How can S4D contribute to the key focus areas: child protection, social inclusion, education and participation**

The debate regarding the second question (the contributions of the S4D) showed the need to unify the concepts of child protection, social inclusion, education and participation. Thus, it was agreed by Barça Foundation and UNICEF to adopt the definitions used by UNICEF and which are based on the Conventions of the Rights of the Child as an international standard. In the same way, the importance of including a transversal gender axis as well as one of safeguarding to enrich the strategic framework was agreed.

Participants had the opportunity to discuss the definitions and express their expertise on how their knowledge and experiences in S4D contributed to the following 4 key areas -details of specific points discussed can be found in Annex 3:

- **Child protection:** refers to preventing and responding to violence, exploitation and abuse against children -including commercial sexual exploitation, trafficking, child labor and harmful traditional practices, such as female genital mutilation/cutting and child marriage. It also targets children who are uniquely vulnerable to these abuses, such as when living without parental care, in conflict with the law and in armed conflict.

Participants in this group highlighted the following key conclusions:

- Sport can play many roles in addressing, preventing and responding to violence. For example, sport can be a tool within a safe space; it can be used as an advocacy tool around child protection; and it can help address the effects of violence against children, such as by providing psychosocial support.
  - Addressing violence within sport, such as developing safeguards that protect children taking part in sport, is important to keep in mind when discussing S4D.
  - The context in which S4D initiatives occur is important for each of the focus areas, but sport in emergencies is particularly important in terms of child protection.
  - Effective programmes have cross cutting characteristics, e.g. inclusion, child voice, etc.
- **Social inclusion:** This focus area refers to addressing child poverty and discrimination, as well as the marginalization of groups based on factors, such as gender, religion, ethnicity, language, geographic location and disability. This may include programmes that aim to reach the poorest children; transform social norms and attitudes; empower girls; combat those factors which prevent children from accessing services -in particular children in fragile and emergency contexts; etc.

During this session, participants highlighted the following points:

- Social inclusion was regarded as a very broad concept which recognizes all types of exclusion and tackles them all, including the most vulnerable, such as refugees, girls, children with disabilities, minorities, LGBTBI or children affected by extreme poverty.
  - Sport can help to overcome these situations, and there are different levels of intervention to create change, such as among society, at legislative level, and maybe even through advocacy such as at major events.
  - Understanding social behavior, norms and how social dynamics works is important to making a real change in the lives of the most vulnerable ones.
- **Education:** is defined as the ability to learn and gain knowledge, skills and competences that children and youth need to succeed and achieve, regardless of their gender, ethnicity, socioeconomic background, and other types of circumstances. For example, this can refer to levels of proficiency in academic subjects, capacity to learn, completion rates, out-of-school rate, attainment of life skills for the future, etc.

During this session on education the following key points were highlighted:

- Sport is a form of education – it can contribute to informal education and to non-formal settings, as well as at all levels of education. Understanding how educational outcomes apply to these different settings will be important.
  - Learning must be fun and sport can influence access, retention and enrolment in education by providing a practical and participatory approach to learning and knowledge. However, to further strengthen its impact on education outcomes, it can incorporate key lessons from social learning theory and education theory.
  - Quality education is key - the education and development of teachers, including physical education teachers, and coaches is important in addition to the inclusion of parents and parent-teacher associations.
  - Sport, including physical education, can contribute to education which can impact the other 3 focus areas: participation, inclusion and protection. For example, sport can educate and empower children to understand their rights to protection.
- **Participation:** This is defined as the process of involving children and youth in the decision-making processes that may be relevant in their lives. It refers to ensuring children's voices and views are heard and respected on issues that affect them, as well as in programming design, implementation and evaluation. This can also refer to helping children develop the capacity to communicate with peers and among adults, and to attain leaderships skills along with other key skills.

During this session, the following points were highlighted:

- Boarder definition of participation that should focus not only on ability/empowering children to make decisions but also look at access to sports for all children, irrespective of gender, religion, circumstances and physical ability.
  - Prepare the environment and create support systems that enable children's empowerment in participation, which can include developing tools and frameworks that support this development. Furthermore, the community and parents should be an integral part of programs so that an enabling environment is created where children can realize their rights and blossom.
  - Advocacy platforms should be created so that children's voices can reach and influence Convention on the Rights of the Child (CRC) and Universal Periodic Review (UPR).
- **Do we have the right focus?** During the session, some participants remarked on the importance of introducing other elements in the analysis. They discussed the importance on reflecting about how the four topics are linked-matched into SDG's and the need of having a holistic view of education and the role of sport. Also, it was said that it would be important to consider different points of view (contexts and cultures) and also the importance of having cross-cutting issues such as: gender, social cohesion, safeguarding and peace building.

**Key points:** A Working Group (WG) must be focused on specific areas. These four areas of work are wide enough to design a global strategic framework on this matter. Also, considering that this WG is focused on children, it would be important to work with internationally agreed

concepts, such as the ones defined by UNICEF. However, the framework needs to be fed with cross-cutting issues, in particular gender and safeguarding.

### 3. What does success look like both collectively and as individual organizations?

In relation to the third discussion point (roles and responsibilities of the members), all the institutions considered that the leadership of the Barça Foundation and UNICEF in this area creates a competitive advantage within the necessary division of labor among the actors of S4D. The organizations were interested in continuing to participate in this Working Group and look forward to being informed on the next steps.

For the participants, the main goal to be achieved by this WG is to become a reference in S4D for Children, both individually and collectively. This means that having a common framework could be useful for evaluation and establishing indicators able to guide organizations to measure impacts and results. It was also noted that working together collectively is a main success, even for advocating and ensuring funding.

Other participants emphasized that this group would be helpful as a platform for sharing knowledge and best practices.

**Key points:** The leadership of Barça Foundation and UNICEF is an important trigger to position sport as a tool for development in the international development world. Their power in terms of brand recognition and advocacy is well recognized and both institutions could be speakers for many sports for development organizations.

#### In addition to the meetings, what else is needed to achieve our goal by 2020?

Regarding the road map to follow, as fourth and final discussion point, the creation of sub working groups that focus their work on specific tasks is an idea many participants underlined during the session. These sub-working groups would discuss and develop the thematic areas, child protection, social inclusion, protection and participation; work on the search for indicators for the construction of monitoring systems; or systematize lessons learned from the various S4D initiatives.

Various tools would help the WG achieve various milestones and help guide the journey towards achieving our goal by 2020. The research being led by the UNICEF Office of Research-Innocenti (*Building the evidence base in advocacy, practice and policy for Sport for Development*) can be used as a tool to define and guide the work of the WG as they aim to develop the common strategic framework. In addition, an online platform could be a global network, a coordination platform, and a communication channel where organizations can learn from each other.

**Key points:** Designing a platform is one of the main actions to activate the Working Group (WG): a useful tool that keep people connected. It is also important to design specific thematic sub groups inside the WG that could advance faster on building the strategic framework.

#### Roadmap

At the beginning of July, a detailed roadmap and a proposal of next steps will be sent to the members of the WG, with asks for specific feedback for the proposal.

## Annex 1. Participants of the Sport for Development for Children Working Group

Location: Barcelona, Spain

Date: April 09, 2018

Time: 9:00 – 5:00

<b>Facilitator</b>	Oladeji Thomas Carr (Red Zebra)	
<b>Number of participants: 42</b>		
<b>Attendees</b>		
<b>First Name</b>	<b>Last Name</b>	<b>Affiliation</b>
Aisha	Al-Said Albella	Barça Foundation
Allan	Williams	Sport for Social Network Southern Africa
Anders	Levinson	Cross Cultures Project Association
Annabelle	McDougall	UNICEF
Anne	Tiivas	Safe Sport International
Ariadna	Garcia	Barça Foundation
Beatriz	Edo	Barça Foundation
Bruno	Bigas	Barça Foundation
Chris	Mastaglio	ChildFund Australia
Elias	Ayoub	Right to Play
Emmanuel	Bayle	Institute of Sport Science of the University of Lausanne
Fred	Coalter	Free University of Brussels, Leeds Beckett University
Hubert	Rovers	EFDN
Iain	Lindsey	Durham University
Julia	Lambrecht	Football Club Social Alliance
Juliana	Zapata	UNICEF
Jürgen	Griesbeck	The Third Half
Karlijn	Limaheluw	Movement on the Ground
Kathleen	Brenninkmeijer	Women Win
Laia	Martin	Barça Foundation
Lilian	Thuram	Lilian Thuram Foundation
Limor	Levi	Mifalot Education and Society Enterprises
Liz	Twyford	UNICEF UK
Lluís	Ruiz-Giménez	Barça Foundation
Malika	Kons	Swiss Academy for Development
Mària	Vallès	Barça Foundation
Mariona	Miret	Barça Foundation
Mark	Mungal	Caribbean Sport and Development Agency
Matthew	Ruuska	Play International
Melissa	Palombi	Sport for Development Specialist
Montserrat	Conesa	Association against Anorexia and Bulimia
Morten	Schmidt	Laureus Sport for Good Foundation
Nicolas	Rubio	Barça Foundation
Philipp	Müller-Wirth	UNESCO
Quima	Oliver	UNICEF Spain
Ramón	Garriga	Barça Foundation
Rayana	de Melo Santuchi	Barça Foundation
Richard	Giulianotti	Loughborough University
Rocio	Vicente	UNICEF Spain
Shweta	Rocio	UNICEF
William	Smith	Monrovia Football Academy
Yolanda	Antin	Barça Foundation
Zarmina	Nasir	Reach Out to Asia (ROTA), Education Above All

Members that did not attend the meeting but show interest on the WG		
Aarti	Saihjee	Unicef Ghana
Madeez	Adamu-Issah	Unicef Ghana
Mario	Volpi	Unicef Brazil
Wycliffe	Otieno	Unicef South Africa
Margo	O´Sullivan	Unicef China
Antonia	Antonopoulos	Unicef
Jürgen	Griesbeck	Streetfootballworld
Cora	Burnett	University of Johannesburg, South Africa
Douglas	Hartmann	University of Minnesota
Olivier	Dudfield	Commonwealth Secretariat
Lombe	Mwambwa	Newspar
Jöelle	Simond	IOC
Michael	Pedersen	Minc



## Annex 2. Agenda

### Sports for Development for Children Working Group

#### Meeting Agenda

MONDAY 09 APRIL 2018

Meeting 1- Introduce members, share motivations for participating, debate how sports can contribute to children's development in specific areas		
Time	Activity	Who
08:45 – 09:00	Arrival of participants	
09:00 – 09:30	Welcome Introduction Purpose and Outcomes of the day	Maria Valles (Barça F.) Aisha Al-Said (Barça F.) Annabelle McDougall (UNICEF) Juliana Zapata (Innocenti) Deji Carr (RedZebra)
09:30 – 10:00	Icebreaker and Connection	Deji Carr (RedZebra)
10:00 – 10:30	Keynote speech	Lilian Thuram
10:30 – 11:00	Coffee Break	
11:00 – 12:15	<b><i>Determining the scope of the Working Group</i></b>	Participants
12:15 – 13:30	<b><i>How can SAD contribute to the key focus areas...</i></b> <ul style="list-style-type: none"> <li>• Child Protection</li> <li>• Social Inclusion</li> <li>• Education</li> <li>• Participation</li> </ul>	Participants
13:30 – 14:30	Lunch break	
15:30 – 15:30	Roles and responsibilities	Participants
15:30 – 16:00	Coffee Break	
16:00 – 16:45	Road map and next steps	Participants
16:45 – 17:00	Wrap up and Close	Participants
17:00 – 17:20	Barça Foundation Museum	Participants
17:20 – 18:20	Tour	Participants

### **Annex 3. Group discussions on the contributions of S4D to four key areas.**

#### **Determining the scope of the Working Group**

- Question: How can a working group on S4D4C contribute to improve and generate knowledge and performance on S4D?
  - Potential main objective: raise awareness on how S4D can contribute to S4D4
  - Working group as a supporter and speaker on how S4D really contributes to children development, lobbying to policy makers, mainstream sport organizations, development organizations, etc., advocating and increasing influence
  - SDG's as the overarching element
  - Need to creating priorities (most marginalized children or most children)
  - Considering the existence of different program theories or theories of change
  - WG as a platform to create/ evidence base, impact, case studies and best practices reports
  - Attention to the context ad different cultures
  - Online platform
  - Intentional design
  - Make research work for practitioners and translate academic research
  - Keep it simple

#### **How can S4D contribute to the key focus areas: child protection, social inclusion, education and participation**

- **Child Protection**
  - Addressing violence within sport (developing safeguards that protect children taking part in sport)
  - The role of sport in addressing the effects of violence against children (sports role in providing psychosocial support for children impacted by violence)
  - The role of sport in advocacy around child protection (promoting birth registration, challenging child marriage and GBV etc)
  - Using sport to address violence – including interpersonal violence, structural violence and conflict (using sport for rights education, developing life skills, peace building, diversion activities, addressing supply chain issues within sport and connected to mega events)
  - Sport and safe spaces (the role of sport as a tool within safe spaces)
  - Sport in emergencies (specific context where sport is used in programmes linked to 1 -5)
  - Cross cutting characteristics of effective programmes, e.g. inclusion; child voice etc
- **Social Inclusion**
  - “Social inclusion” was regarded as a very broad concept that, firstly and foremost, applies to all children left behind, to the most vulnerable ones like refugees, girls, children with disabilities, minorities, LGTBI or children affecting by extreme poverty.
  - “Social inclusion” is therefore recognizing all types of exclusion and tackle them all.
  - “Sports” can help to overcome these situations.
  - There is also the issue of social behavior and norms and the need to understand how social dynamics work so we can make a real change in the lives of the most vulnerable ones.

- It was also noticed that there are different levels of intervention to make things and realities change (social and law).
- Furthermore, “social inclusion” was identified as a social issue itself and some participants raised the issue on how we can build around major events.

#### - **Education**

The main lines of discussion included three key phrases:

- Sport is education
- Learning must be fun
- Quality education is key

Additional, key discussions highlighted by participants centered around the following themes:

- Sport can contribute to education in formal and non-formal settings, as well as all levels of education (early childhood, primary and secondary education).
- Sport is a tool which can influence access, retention and enrolment in education.
- Sport can be a practical and participatory approach to learning and knowledge – not only can it enhance learning, but it can also use learning to educate.
- For example, sport can be incorporated in a curriculum and in educative strategies. It can be used to teach and develop school subjects, qualifications, social/leadership/life skills, and positive values and behaviors. Sport can also be used for classroom management.
- Sport in terms of physical education is key to its contribution to education!
- Finally, sport can contribute to education which can impact the other 3 areas: participation, inclusion and protection to create sustainable change. For example, sport can educate and empower children to understand their rights to protection.

Important points to keep in mind when thinking of the education outcomes of S4D initiatives, include:

- Ministries and governments are key institutions.
- The formation and development of teachers (including Physical Education teachers) as well as coaches on the inclusion of sport and pedagogy is key for this area. Parents and Parent-teacher association play an important role as well.
- S4D can incorporate key lessons from social learning theory and education theory to further strengthen its impact on education outcomes.
- How can educational outcomes apply to different settings, such as refugee camp?

#### - **Participation**

- Boarder definition of participation that should focus not only on ability/empowering children to make decisions but also look at access to sports for all irrespective of gender, religion, circumstances and physical ability.
- Prepare the environment and create support systems that enables children’s empowerment in participation in developing tools and frameworks for them and supports their activation. Community and parents should be an integral part of the children programmes so that an enabling environment is created where they can realize their rights and blossom.

- Advocacy platforms to be create so that children’s voices can reach and influence CRC and UPR (Universal Periodic Review)
- **Do we have the right focus?**
  - The importance on reflecting about how the four topics are linked-matched into SDG’s
  - Holistic view of education and the role of sport
  - Need to involve different points of view (different contexts and cultures)
  - Cross cutting issues: gender, social cohesion and peace building
  - How to include adults and communities to create change. Should programs be available for them?
  - Where is health included?
  - Leaderships and role models
  - Monitoring and evaluation
  - What does this group have to offer that other S4D groups don’t? What is our add value?
  - Advocacy

**What does success look like both collectively and as individual organizations?**

- The main goal shall be to become a referent in S4D. So, collectively, success means to
  - Have a common framework for evaluation, standards, indicators able to guide us measuring impact
  - The definition of development and how sport fill in the world of development
  - Also, the group should set limits on S4D objectives
  - The sustainability of the sector in terms of funding is also a key issue for some organizations
  - Working together collectively is a main success
  - Standarize definitions
  - Having appropriate toolkits for learning, measuring, tailoring, etc.
  - Framework related to SDG’s
  - Share best practices
  - Support S4D work with evidence

**In addition to the meetings, what else is needed to achieve our goal by 2020?**

- Roadmap for working group & next steps
- Subdivide groups with clear objectives
- Create a platform for information sharing (global network, communication channel, learning from others, coordination)
- Methodologies: how many, better methodologies
- What kind of framework? for which audience?
- Include kids in meetings
- Determine best practices and share them, find concrete stories to explain S4D (criteria to design what is best practice)
- Involve more academia to prove change for S4D
- Platform for sharing best practices
- Barça advocacy on S4D at national and regional level (governments)
- Need for a general common objective

- Subcommittees on specific thematic
- Learning from different experiences could help building a common framework