

A group of children in school uniforms are cheering with their arms raised. The image is split into two horizontal sections. The top section is a semi-transparent blue overlay containing white text. The bottom section shows a close-up of the children, with a girl in a pink cardigan in the foreground and others in white shirts behind her.

SPORT FOR CHILDREN AND YOUTH

FOSTERING DEVELOPMENT
AND STRENGTHENING EDUCATION



CHAPTER 3

77 CONTEXT: SPORT, DEVELOPMENT, CHILDREN AND YOUTH

77 Development, Children and Youth

80 Sport as a Tool to Promote Child and Youth Development

82 Limitations of Sport to Child and Youth Development

82 Sport, Child and Youth Development, and the Millennium Development Goals

83 International Frameworks for Sport and Child and Youth Development

85 EVIDENCE: USING SPORT TO STRENGTHEN CHILD AND YOUTH DEVELOPMENT

85 Enhancing Physical Health and Development

92 Strengthening Psychosocial Health and Development

104 Using Sport to Strengthen Child and Youth Education

108 Increasing Youth Employability and Employment

109 RECOMMENDATIONS TO GOVERNMENTS

110 Policy Recommendations

113 Program Recommendations

Left:
Children in Rwanda participate
in festivities organized around
the Day of the African Child.

Right To Play

Previous page:
Children warm up for a sporting
activity during a physical
education class in El Salvador.

Scotiabank Salud Escolar Integral,
El Salvador

1 CONTEXT: SPORT, DEVELOPMENT, CHILDREN AND YOUTH

1.1 DEVELOPMENT, CHILDREN AND YOUTH

Today's children and youth represent the single largest cohort of young people in history. There are 2.2 billion children¹ and 1.5 billion youth² in the world today.³ Of these, 1.9 billion⁴ and 1.3 billion⁵ respectively live in developing countries. Together, these young people represent an unprecedented opportunity to reduce global poverty and advance development.

In most developing nations today, young people make up the largest segment of the population — in some cases more than 50%. In most cases, the number of young people will peak in the next 10 years, in some cases in the next 20 years.⁶ This means that countries will be facing significant fiscal pressures to fund secondary education and the prevention of non-communicable and infectious diseases such as HIV and AIDS. The large number of young people also offers an historic opportunity. The emerging workforce is young, and the overall population contains relatively few elderly individuals and children to support. For governments, this can free up resources to invest in things like human capital that yield high development returns.⁷

To maximize the opportunity this young cohort presents, it is important to invest in and support today's children and youth. Investing in children and youth today will ensure that they are healthy and well equipped to manage the critical life transitions ahead of them.

Thanks to the development achievements of past decades, more young people are completing primary education than ever before and surviving childhood diseases.⁸

However, they are confronting new health challenges, such as HIV and AIDS and obesity, and must possess more advanced skills than simple literacy to succeed in increasingly globalized labour markets. Early childhood and adolescence are critical periods in a young person's life and their experiences in these formative phases can have a lasting impact on their life prospects.

Ensuring optimal conditions for a child's early years is one of the best investments a government can make. Investing in children increases a nation's capacity to compete and grow in a global economy. A child's brain develops dramatically after birth — much of it during the early years, before the age of six. The experiences children have in these years shape their brain development and have lifelong effects on their learning, behaviour, and health.⁹ The early years are a period of opportunity to establish a solid neural foundation for later development. The early years are also a period of increased risk that can compromise a child's development for life.¹⁰ Children's readiness to learn, their ability to develop secure relationships, and their general resilience all depend on the early care they receive from parents, pre-school teachers and caregivers.¹¹ Children living in poverty, in disadvantaged families and communities, outside a secure family structure, or in regions affected by conflict or natural disaster, are at higher risk of negative outcomes during this period.

Prevention is the best and least costly strategy where children are concerned. By providing children with adequate nurturing, nutrition, and health care we can reduce social and economic disparities and promote social inclusion. Over time, we can raise the adult standard of living and increase lifetime productivity by saving public funds that would otherwise be needed for remedial education, health care and rehabilitation. Prevention also enables parents and caregivers to realize higher earnings through more rapid return to the labour force.¹²

Unfortunately, the early childhood years tend to receive the least attention and investment from governments.¹³ Of every 100 children born in 2000, 30 likely suffered malnutrition in their first five years, 26 were not immunized against childhood diseases, 19 lacked access to safe drinking water, 40 lacked access to adequate sanitation, and 17 never entered school. In developing countries, 25% of children live in poor families with incomes of less than \$1 per day.¹⁴ As a result of these factors, 11 million children each year die before their fifth birthday.¹⁵ Of those that survive, 10% experience some form of intellectual or physical disability or developmental delay.¹⁶ Others experience learning difficulties due to inadequate stimulation during the critical first three years of life.¹⁷ High rates of maternal morbidity and mortality (due to inadequate nutrition, poor health, lack of access to reproductive health services, and poverty arising from gender discrimination), lead to low birth weight children, orphans, and mothers with disabilities who may be limited in their ability to care for their children.

It is never too late for a child to learn, change their beliefs or overcome fears. However, the longer a child's needs go unmet, the more difficult and costly this becomes. In communities where children do not have an optimal start in life, community programs can provide positive experiences for children and support for parents. Community programs can help move children away from negative life paths onto positive life trajectories that offer hope, opportunity, and the chance for a better life.

While the early years are an important determinant of a child's future, adolescence is also critical because it involves multiple transitions that set the stage for adult life. The World Bank has identified five components of youth development, or transitions, that have a major impact on how each young person's human capital is safeguarded, developed and deployed:¹⁸

- Continuing to learn;
- Starting to work;
- Developing a healthy lifestyle;
- Beginning a family; and
- Exercising citizenship.

While the timing of these transitions varies across countries and cultures, the journey from puberty to economic independence largely covers the period between ages 12–24.

Policy-makers can support youth through these transitions in three ways.¹⁹

- *Provide opportunities*—Expand access to quality education and health services, facilitate youth transition into the labour market, and give youth a chance to articulate what they need and to have a role in delivering it.
- *Expand capabilities*—Develop young people's ability to make effective life choices by recognizing them as decision-makers and helping to ensure their decisions are well informed, adequately resourced and judicious.
- *Provide second chances*—Provide an effective system of second chances through programs that give young people the hope and incentive to recover from bad luck, adverse circumstances, or poor choices made earlier in their lives.

Helping people living in poverty to become more highly skilled and productive is one of the primary means of helping them and their families to improve their economic situation. Basic education and health care — especially for children — are essential to this strategy.

While primary school enrollment rates have increased substantially over the past 40 years,²⁰ new challenges are emerging. Many countries struggle to find the resources to provide adequate universal secondary schooling, leaving many children — particularly girls — behind.²¹ Advances in technology and labour market changes have changed the skills needed, with more industries requiring advanced skills and problem-solving abilities beyond basic literacy.²²

Youth are also confronting new health threats just as they are initiating sexual activity and entering the age of identity development and risk-taking. In 2005, more than half of the five million people who contracted HIV were youth 15–24, the majority of them young women and girls.²³ HIV and AIDS is currently the leading cause of death among youth in sub-Saharan Africa.²⁴ In other regions, non-communicable diseases are now the leading cause of death for young women, while injuries caused by accidents and violence are the leading cause of death for young men.²⁵

The Millennium Development Goals and related targets reflect the importance and value of addressing the challenges confronting children and youth. The MDGs emphasize:

- Reducing child mortality;
- Eradicating extreme poverty and hunger, which severely limit children's development and life chances;
- Achieving universal primary education, for boys and girls;
- Promoting gender equality, particularly in primary and secondary education;
- Combating HIV and AIDS, one of the leading killers of young people, as well as malaria and other major diseases;
- Ensuring environmental sustainability, critical to the well-being of the next generation; and
- Developing global partnerships, including those that can help develop decent and productive employment for youth.

By investing and targeting policies to meet these challenges, governments can reduce poverty and advance development. Because capacity to learn is greatest at a young age, investments in helping young people to acquire an education, skills, good health habits, and a desire to participate in community and society are likely to yield a far greater return than later attempts to build these capacities. Additionally, the extent to which young people acquire these capacities significantly affects the life chances of their children. Better educated parents have fewer, healthier and better educated children. These inter-generational effects can help to move families out of poverty over the longer term.

1.2 SPORT AS A TOOL TO PROMOTE CHILD AND YOUTH DEVELOPMENT

Sport can contribute significantly to international, national and local efforts to give children a healthy start. Sport can help those who haven't received a good start, and equip youth with the information, skills, personal and social resources, and support needed to make key life transitions successfully.

It is important to note, however, that much of the evidence supporting sport's potential comes from developed countries. More focused research and evaluation of policies and programs is needed in developing nations, to generate knowledge and inform initiatives undertaken in these contexts. However, sport is already being used worldwide to advance child and youth development and education, suggesting that its benefits are already appreciated, if not yet fully understood or explained.

Existing evidence shows that developmentally appropriate programs for very young children can help ensure they receive the positive experiences and stimulation through play that they need to take advantage of critical developmental windows and establish a foundation for success. Involving parents and caregivers allows programs to pass on simple and enjoyable ways for them to help their children develop and grow through play.

Integrating physical education and sport experiences into the school day will make sport accessible to all children who attend school (regardless of their physical ability, gender, socio-economic or ethno-cultural background). This integration can build on children's early experiences by:

- Ensuring children develop their physical and motor capacities to lead active, healthy lives — a major protective factor in preventing non-communicable disease;
- Providing children with opportunities to have fun and be active, reinforcing their desire to make physical activity a lifelong habit;
- Helping children understand and overcome barriers to physical activity;
- Informing, equipping and motivating children to make healthy lifestyle choices by integrating sport and physical activity with health education courses;
- Improving children's relaxation, concentration and mood state in school—helping them focus and learn; and
- Attracting more children to enroll and stay in school to take advantage of opportunities for sport and play that they may not otherwise have.

Many children do not receive an optimal start in life, and may not have an opportunity to attend school. Community sport programs provide children marginalized by poverty, gender, disability, family dissolution, ethno-cultural background, and conflict with:

- Positive adult role models to inform and guide their choices;
- Learning and skill-building opportunities that build the self-esteem and self-confidence necessary to their mental health;
- Sport training and team experiences to help develop effective social and communication skills, build positive relationships, make friends, and find social support;

- Opportunities to express their needs and interests and exercise leadership on the sport field and in their communities;
- Life skills that increase their employability and chances of successfully transitioning into the labour market with opportunities for advancement; and
- Second chances for those engaged in delinquency, criminal gangs and armed conflict by offering a path to a positive alternative lifestyle.

1.3 LIMITATIONS OF SPORT TO CHILD AND YOUTH DEVELOPMENT

Well-designed sport-based programs focused on healthy development, integrated with other community level interventions, and involving parents, teachers and peers, can positively affect the lives of children and youth. Participation in sport activities alone, however, will not necessarily deliver the benefits outlined above. In fact, sport that is overly focused on competition and winning at all costs, or that fails to place the healthy development of children and youth at the centre of the experience, can create negative experiences. These experiences can also undermine young people's self-esteem, involve them in negative relationships, encourage poor sportsmanship, foster poor body image and unhealthy eating behaviour, permit aggression and violence, allow racism, perpetuate gender discrimination, or expose them to psychological, sexual and commercial exploitation and abuse. The selection and development of coaches and teachers is therefore one of the most important factors in ensuring that programs offer a positive development experience for children and youth.

Government policies also play a critical role. While more governments are attempting to increase participation in sport,²⁶ more effective national and local policies are needed to reduce inequalities in sport. These efforts are particularly important when it comes to vulnerable populations like children and youth, women, persons with disabilities, and people living in poverty. Policies and investments to harness sport's potential to benefit children and youth are desirable. They are relatively low-cost interventions with the potential to yield long-lasting benefits for individuals and countries.

1.4 SPORT, CHILD AND YOUTH DEVELOPMENT, AND THE MILLENNIUM DEVELOPMENT GOALS

There are still questions about how sport can best deliver positive benefits. The information presented in Table 3.1 can help governments and communities to better understand sport's potential and how it can contribute to advancing the Millennium Development Goals, in particular those that relate to the healthy development and education of children and youth.

TABLE 3.1 SPORT, CHILD AND YOUTH DEVELOPMENT, AND THE MILLENNIUM DEVELOPMENT GOALS

MILLENNIUM DEVELOPMENT GOAL	CONTRIBUTION OF SPORT
1. Eradicate extreme poverty and hunger	<ul style="list-style-type: none"> • Connection to services and supports for vulnerable children and youth (e.g., orphans, former combatants, street children, unemployed and out-of-school youth) • Opportunities for youth to develop transferable life skills and increase their employability • Access to employment and small business supports, and jobs, through sport
2. Achieve universal primary education	<ul style="list-style-type: none"> • Encouragement and support for vulnerable children to enroll in school • Enhanced school attendance and academic achievement • Alternative education opportunities for children who cannot attend school
3. Promote gender equality and empower women	<ul style="list-style-type: none"> • Improved physical and mental health for girls • More opportunities for social interaction and friendship • Opportunities to develop self-esteem, self-confidence, and a sense of control over their bodies • Enhanced access to health information • Access to leadership opportunities • Positive changes in gender norms giving girls and women greater safety and control over their lives
4. Reduce child mortality	<ul style="list-style-type: none"> • Improved education and access to health information for young mothers, leading to improved health and well-being of their children
5. Improve maternal health	<ul style="list-style-type: none"> • Improved access for girls to reproductive health information and services • Delayed onset of sexual activity and higher-risk adolescent pregnancies (in some contexts)
6. Combat HIV and AIDS, malaria, and other diseases	<ul style="list-style-type: none"> • Access to information on HIV and AIDS and its prevention • Positive role models and experiences that discourage high-risk health behaviours • Reduced stigma and increased social integration of children and youth living with HIV and AIDS
7. Ensure environmental sustainability	<ul style="list-style-type: none"> • Increased awareness of importance of environmental protection and sustainability • Child and youth participation in community action to improve their local environment
8. Develop a global partnership for development	<ul style="list-style-type: none"> • Global sport and development partnerships on behalf of children and youth, and increased networking among governments, donors, NGOs and sport organizations worldwide to advance sport for children and youth development knowledge, policies and programs

1.5
**INTERNATIONAL
 FRAMEWORKS FOR
 SPORT AND CHILD
 AND YOUTH
 DEVELOPMENT**

The link between sport, child and youth development, and education was first formalized on the international stage in 1952. The United Nations Educational Scientific and Cultural Organization (UNESCO) recognized sport as a tool for education and incorporated sport into its program at the seventh session of its General Conference in Paris.²⁷

Then, in 1959, the UN *Declaration of the Rights of the Child* recognized every child's right to play and recreation, stating that: "...The child shall have full opportunity for play and recreation" and "...society and the public authorities shall endeavour to promote the enjoyment of this right."²⁸

In 1978, UNESCO echoed this sentiment, declaring sport and physical education a fundamental right for all in its *International Charter of Physical Education and Sport*, adopted by the General Conference at its twentieth session in Paris.²⁹ This right was reinforced by the UN General Assembly's adoption of the Convention on the Rights of the Child in 1989.³⁰ Article 31 of the Convention recognized the right of every child to "rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts." The Convention states that "parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational, and leisure activity."

In the last two decades, numerous intergovernmental processes have acknowledged the need to ensure child and youth access to play, physical activity, sport and recreation opportunities. In 1999, the third International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS III) put forward the *Declaration of Punta Del Este*, which committed to a focus on sport for all, with particular attention to the participation of children and women.³¹

Governments again acknowledged the right of children and youth to sport and recreation in 2002 when the UN General Assembly adopted *A World Fit for Children*. This resolution called for governments, multilateral agencies, civil society, the private sector and the media to ensure children's enjoyment of all human rights and fundamental freedoms. The resolution articulated the need for equal access to educational and recreational services, and accessible sport and recreational facilities in schools and communities worldwide.³²

Following the report of the UN Inter-Agency Task Force on Sport for Development and Peace in 2003, the UN General Assembly passed a series of resolutions entitled *Sport as a Means to Promote Education, Health, Development and Peace* in 2003, 2004 and 2006.³³

To encourage greater use of sport as a tool for education, the European Commission launched the *European Year of Education Through Sport 2004 (EYES)*. EYES aimed to sensitize Europeans to the importance of sport as a tool for education, with the European Commission co-funding 185 local, regional, national, and EU sport and education projects.³⁴

In 2005, the United Nations proclaimed 2005 the *International Year for Sport and Physical Education (IYSPE)*³⁵ and called on decision-makers to come together to support sport and physical education activities and sport-based development. Worldwide, initiatives highlighted the vital contribution of sport and physical education to achieving the Millennium Development Goals, many of these targeting children and youth.

In 2005, the European Parliament adopted a *Resolution on Development and Sport*, confirming its support for sport as a low-cost, high-impact tool for development. The Resolution specifically acknowledges sport's positive contribution to the reintegration of children in post-conflict situations.³⁶

These commitments reinforce the importance of sport and play as a basic human right for all children and youth. They also support the understanding that sport can contribute to advancing a broad range of development goals pertaining to the development and education of children and youth worldwide.

2 EVIDENCE: USING SPORT TO STRENGTHEN CHILD AND YOUTH DEVELOPMENT

2.1 ENHANCING PHYSICAL HEALTH AND DEVELOPMENT

The number of children and youth participating in sport worldwide has increased over the past decade.³⁷ It may be surprising, however, to note that some data indicates that sport participation rates among children (ages 10–18 specifically) have decreased significantly in some countries.³⁸ In a review of child and youth fitness levels in 11 countries, it was revealed that out of 151 fitness performance changes evaluated, 106 of those changes were negative.³⁹ This information, coupled with growing child obesity rates in developing and developed nations, suggests that physical activity levels may be declining. In the absence of global baseline data, it is difficult to know whether this is true.⁴⁰ Nonetheless, the declining rates of physical activity have important implications because physical activity is important to the overall physical development of children and youth, and helps reduce a range of health risks such as obesity.

Developing physical capacity and motor skills

Early to mid-childhood is a critical period in child development because this is when children learn to use their senses to explore and make sense of their surroundings.

This period of development helps to build connections in the brain that foster the confidence, independence and physical capacity needed to lead active healthy lives.

One fundamental goal of healthy child development is to enable children to develop the capacity and willingness to move with expression, poise, efficiency, and confidence in a wide variety of physically challenging situations. This allows them to participate fully in, enjoy, and contribute to their life and the lives of others.⁴¹ Sport and physical activity can help foster a general base of motor abilities — including body coordination, strength and fitness — and help children understand age-appropriate concepts about how their bodies move.⁴² If motor abilities are not achieved, children are less likely to experience cardio-respiratory fitness, master sport skills, participate in organized physical activity, and adopt healthy leisure activities.^{43,44}

As children tend to develop their gross motor skills (those using larger muscles) before their fine motor skills (those using smaller muscles), they need to learn general movement concepts about how their body can and should move before learning specialized sport skills.⁴⁵ Sport programs for children and youth should take into account physical maturity and its impact on children's ability to perform various sports and physical activities. Physical maturity is influenced by age, gender, heredity and the context children find themselves in.⁴⁶ Despite having a more efficient system for using oxygen in their active muscles, pre-pubescent children cannot handle long periods of exercise as well as adults can. Children do not relieve heat (sweat) as efficiently, have less mature systems for changing stored energy to usable energy, have smaller heart and blood vessel size, and move in a less coordinated way than adults.

The onset of puberty brings significant physical and social-emotional changes (e.g., sexual maturation, growth and weight spurt) and can vary by several years among groups of children.⁴⁷ Girls tend to be more physically mature than boys of the same age by approximately one year in early childhood and by two years at puberty. The physical benefits of sport depend on how appropriately teachers and coaches respond to these differences in physical maturation.

Caution must be exercised when introducing young children to competitive sport. Children are not born with the ability to compete and cooperate, nor can they automatically mentally visualize the complex sets of relationships between teammates and opponents that are involved in sport. Children do not begin to develop the cognitive and social abilities they need to understand these relationships until they are about eight years of age. These abilities are not fully developed until about 12 years of age.⁴⁸ This learning

occurs as children advance from only being able to look at the world from their own point of view, to a stage when they can see the world from the perspective of others.

While sport and games that involve physical activity are an ideal means of helping children under 12 to develop their movement and motor skills, activities need to be age appropriate and should focus on skills and expression, rather than competition and team strategies.⁴⁹ Young children may not understand losing and may believe that losing implies something negative about them personally. Children below the age of 10–12 also tend to misunderstand how factors like effort, luck, difficulty, ability, opponent strength, and weather influence sport performance, and this can hinder their sport motivation and self-confidence.⁵⁰

Coaches and teachers should encourage and praise effort, rather than winning.⁵¹ To encourage learning, they should provide encouragement and direction about specific skills.⁵² Pre-school and elementary school activities should help children develop basic skills such as running, jumping, kicking, and throwing.⁵³ Special attention should be given to accommodating the emerging ability of children to see things from others' perspectives, developing their basic cooperation skills,⁵⁴ exploring skills and talents, and building a sense of success.⁵⁵ As children get older, team strategies and competition can be introduced.⁵⁶ Sport can then be used to enhance the development of specialized motor skills and to improve creativity, attention, balance, coordination, agility, strength, endurance, and knowledge.

As children mature, the influence of peers on their sport behaviours and preferences increases.⁵⁷ If youth perceive that they are accepted and valued by their peers in sport settings, they tend to be more satisfied, self-confident, and motivated to participate.⁵⁸ Youth enjoyment of sport is greatly reduced when peer interactions are negative and divisive and coaches or teachers try to improve sport performance by using social pressure (e.g., making their abilities highly noticeable to peers and others).

In addition to peers, organizations, parents, teachers and coaches play a major role in determining whether children enjoy their physical activity and sport experiences. Too much emphasis on winning can be harmful to developing children and youth. Equally harmful is exposing children to repeated failure and criticism without useful feedback. Excessive pressure to perform should be avoided. Few children possess the talent to become high-performance athletes. While youth should be encouraged to try different sports and physical activities, they should never be forced to engage in activities they do not enjoy. The goal of youth sports should be to foster the development of general physical competence and promote physical activity, fun, life skills, sportsmanship, and good health.⁵⁹

Promoting physical health and preventing disease

As discussed in Chapter 2, the physical activity dimension of sport offers significant health benefits. These benefits include reduced risk of non-communicable disease and improved mental health. The use of sport as an education and social mobilization platform can also play an important role in preventing the spread of infectious disease. While links between physical activity and the prevention of non-communicable disease among children and youth are not as strong as they are for adults,⁶⁰ research has generally found that regular participation in physical activity during childhood and adolescence:⁶¹

- Helps build and maintain healthy bones, muscles and joints;
- Helps control weight, build lean muscle and reduce fat;
- Prevents or delays the development of high blood pressure and helps reduce blood pressure in adolescents with hypertension;
- Lowers risk of cardiovascular disease;⁶² and
- Reduces feelings of anxiety and depression.

Research also shows that children and youth who are less physically active tend to be at higher risk for obesity, type 2 diabetes, disease, disability, and motor skill deficiencies.^{63,64}

Chapter 2 explores the role that sport can play in educating young people about HIV and AIDS and other infectious diseases and equipping them with information, skills and role models that, together, can help reduce their vulnerability to health risks. It is worth emphasizing, however, that sport for health programs aimed at youth can only succeed when they support and empower the youth they are seeking to help. Equipping youth with new information and skills, engaging them in decision-making about the programs they participate in, offering them leadership roles and responsibilities, and encouraging and supporting them to contribute to their communities in other ways all increase their resilience and ability to manage the risks and stresses in their lives.⁶⁵

During adolescence, youth tend to be extremely peer-oriented. Effective sport for health programs can capitalize on this tendency by training and mobilizing older youth as peer educators and coaches. Encouraging the participation of peer educators increases a program's ability to reach hard-to-reach youth and builds on the capacity of youth to understand, and effectively communicate with other youth. The Government of Tanzania's *Peer Coaching Program* is a compelling example of this approach. Focused on HIV and AIDS prevention, the program recruits male and female youth from rural areas. The youth are trained in a range of sports (soccer, netball, volleyball, and traditional games), coaching techniques, environmental issues, health awareness, and HIV and AIDS prevention, care, and treatment. After training, peer coaches return to their villages.

Equipped with sports equipment, they organize community sport events supplemented with health education and training for participating youth and other community members. To date, the program has trained and mobilized over 1,000 previously unemployed youth who are providing HIV and health education to thousands of their peers.⁶⁶

Strong programs engage youth in dialogue, encouraging them to grapple openly with new information and ideas, the choices available to them, and their implications. Because well-designed sport and health programs offer a safe and neutral environment, they provide ideal forums to talk about sensitive topics like safer sex, gender discrimination, and racism. Coaches, in positions of trust and responsibility, may also be called on to respond to issues that youth feel they cannot discuss with family or friends. These issues may involve questions about sexuality, HIV and AIDS, or disclosures of sexual and other forms of abuse. These discussions can have a significant impact on the youth involved and the life and health choices they make. It is important that coaches are provided with sufficient counselling training and accurate information on health issues and referrals to ensure youth are receiving sensitive, accurate, and age-appropriate information and guidance.



A child from the Chumphon province of Thailand participates in a sporting activity designed to deliver messages about disease prevention and the importance of a healthy lifestyle.

Right To Play

Recommended physical activity levels for children and adolescents

Children and youth differ from adults and each other in their physical development and needs and require age-appropriate guidelines for physical activity levels. In Chapter 2, it was noted that scientific opinion generally suggests 30 minutes of cumulative moderate physical activity per day to attain health benefits.⁶⁷ Children and youth, however, generally require more activity, and different kinds of activity, than adults.

The World Health Organization recommends that children and young people engage in an additional 20 minutes of vigorous physical activity three times a week.⁶⁸ However, young children, while often vigorously active, are rarely active for long periods of time, preferring to alternate shorter periods of activity and rest. While all children may gain health benefits from longer periods of vigorous activity, younger children are unlikely to appreciate these benefits and may lose interest in the activity. Consequently, high-intensity training for young children is not recommended.

Based on rigorous scientific reviews, more detailed, age-specific guidelines have been developed for elementary school-age children and for adolescents. Regarding elementary school-age children, the National Association for Sports and Physical Education in the United States suggests:⁶⁹

- Elementary school-aged children should accumulate at least 30–60 minutes of age-appropriate and developmentally appropriate physical activity from a variety of activities on all, or most, days of the week;
- An accumulation of more than 60 minutes, and up to several hours per day, of age-appropriate and developmentally-appropriate activity is encouraged;
- Some of the child's activity each day should be in periods lasting 10–15 minutes or more and include moderate to vigorous activity (this will typically be intermittent, involving alternating moderate to vigorous activity with brief periods of rest and recovery); and
- Children should not have extended periods of inactivity.

High-intensity training to improve performance is more appropriate and successful with adolescents. The International Consensus Conference on Physical Activity Guidelines for Adolescents advises that:⁷⁰

- All adolescents should be physically active daily, or nearly every day, as part of play, games, sports, work, transportation, recreation, physical education, or planned exercise, in the context of family, school, and community activities; and
- Adolescents should engage in three or more additional sessions per week of activities that last 20 minutes or more and that require moderate to vigorous levels of exertion.

In all cases, activities to meet the minimum guidelines for both groups should be enjoyable and involve a variety of muscle groups.⁷¹

Motivating and supporting children and youth to be active

Motivating and supporting children and youth is the key to ensuring they are active. Knowing the key motivation “triggers” can help in this process. A review of 54 studies reveals that children’s physical activity levels are positively affected by: their intention to be physically active, their preference for physical activity, a healthy diet, previous participation in physical activity, access to facilities and equipment, and time spent outdoors.⁷² The most consistent factor hindering their participation was perceived barriers to activity.

A comparable review of factors that positively influence adolescent physical activity levels demonstrated that the most important modifiable variables were: achievement orientation, perceived competence, intention to be active, “sensation seeking,” previous physical activity, and participation in community sports. Social, cultural and environmental factors with a positive influence included: parental support, support from close peers, physically active siblings, and opportunities to exercise. Negative factors that discouraged activity included depression and being sedentary after school and on weekends.

As these factors are likely affected by culture and context, governments and their partners would benefit from investing in research to determine the most important factors influencing activity in their countries. With this knowledge, they can design programs to address specific contexts.

Other non-modifiable factors such as age, gender, and ethnicity, play an important role in influencing activity levels. In many countries, girls are far less active than boys due to gender and cultural norms (issues concerning girls’ participation in sport and activity are discussed in detail in Chapter 4). As well, children and youth from marginalized ethno-cultural groups may have fewer opportunities to participate in sport and activity. Effective programs identify groups at risk of lower activity and take measures to reduce barriers to their participation.

Early adolescence is a critical period when physical activity levels tend to decline. There is a growing understanding that children and youth are more likely to continue participating in sport when they:

- Value and enjoy it;
- Choose to participate rather than being forced to;
- Have supportive and active parents and siblings;
- Perceive themselves to have ability in sport;
- Are accepted by their peers;
- Do not experience regular pressure and stress from unrealistically high-performance standards; and
- Have coaches who are relational, caring, and encouraging.

Of the 15% of children who leave organized sport for negative reasons, most cite lack of playing time, over-emphasis on winning, chronic anxiety, not having enough fun, requiring too much time and commitment, and unpleasant memories of past experiences in physical education and sport as reasons for leaving.⁷³

Having negative experiences in sport and/or physical education can increase feelings of anxiety. When participants become unsure about how to cope with the challenges they face, this can diminish their willingness to participate and their confidence to succeed in sport.⁷⁴ Other less emotionally negative reasons for discontinuing sport included the desire to participate in other sports or interests, having a change in priorities, not feeling sufficiently skilled to continue, and lacking the money or other resources (e.g., transportation or equipment) to continue.⁷⁵

In general, school and community efforts need to strongly support physical activity for children and youth. They can provide support by:⁷⁶

- Promoting lifetime physical activities in school programs, particularly those that can be done alone or with one other person;
- Providing safe, clean, accessible outdoor play spaces in the community for younger children and accessible, enjoyable activity programs for youth;
- Encouraging parents to make sure their children are physically active for at least one hour a day;
- Providing developmentally appropriate activities for children that enable all participants to experience success and reduce competition to lessen anxiety about participating;
- Verbally encouraging children to participate in physical activity (“You can do it!”);
- Emphasizing to adolescents the benefits of physical activity — fun and time with friends — and providing activities that reflect their interests and needs; and
- Creating opportunities for youth to observe influential role models (e.g., teachers, coaches, parents and peers) engaged in physical activity.

2.2 STRENGTHENING PSYCHOSOCIAL HEALTH AND DEVELOPMENT

Sport and play have an equally critical role to play in the psychosocial development of children and youth, beginning in a child’s first years and extending through adolescence. Unstructured and structured play is important for children to learn about themselves and the world and to develop their capacities. Participation in sport can also help adolescents navigate the challenging process of identity formation, help them build life skills and healthy lifestyle behaviours, and offer them adult role models to guide them through this challenging period in their lives. In post-conflict and post-disaster contexts, sport can also play a valuable role in trauma recovery. Acquiring self-esteem and self-confidence, described in Chapter 2, is a critical dimension of child and youth development and is integral to all these processes.

Early development through play

During the first six years of a child's life, play is one of the primary ways they explore and experience the world and develop their physical, cognitive and social-emotional capacities. These years, particularly from 0 to 3, are critical to a child's brain development. At this time, specific windows of opportunity exist for developing key capacities that enable individuals to learn and function later in life. Inadequate stimulation and opportunities to develop during this period can mean closing these developmental windows with lasting consequences for a child's capacities.⁷⁷

Orphans and young children in disadvantaged families and communities are more likely than others to lack the stimulation and play opportunities that make the most of these developmental windows, however, children in all socio-economic contexts may suffer from this absence. At the same time, however, some sport and play opportunities can be overly complex for very young children to grasp. Age-appropriate games and physical activity designed to help mobility, coordination, knowledge about the world and themselves, self-confidence, and initial social skills can help optimize development. Age-appropriate activity can also compensate for stimulation that parents or caregivers may not know about or have the opportunity to provide.

Ideally, games and physical activity would involve parents and caregivers and help them learn how to stimulate their child. Strengthening the bond between young children and their primary caregiver is important to developing a child's capacity for attachment and creating a sense of stability and security necessary to their well-being.

Helping adolescent identity formation

Forming a strong and coherent sense of identity is a crucial developmental step in the transition from adolescence to adulthood. Developing identity is achieved through the dual processes of individuation (the process of becoming an individual) and social relatedness (the process of relating to others). Identity achievement is accomplished when youth have fully explored their options and have reached a relatively stable commitment to a particular sense of themselves.⁷⁸

Leisure activities can facilitate or complicate this process. Developmentally beneficial activities involve challenge, effort, and concentration.⁷⁹ As sport and physical activity possess these characteristics, it is believed they can be an important transitional activity for youth. Studies of recreation have found that it benefits the process of adolescent self-exploration by reinforcing self-esteem and self-concept, and by creating a feeling of being in control.⁸⁰

A review of studies on the links between physical activity and self-esteem found that 71% of pre-experimental⁸¹ studies, 74% of quasi-experimental⁸² studies and 58% of experimental

studies⁸³ reported increased self-esteem in all age groups.⁸⁴ One large US study identified an even greater effect on self-esteem among children and youth with disabilities.⁸⁵ Additional research identified an association between participation in physical activity and positive self-image for all age groups.⁸⁶ Self-esteem is the subject of many psychosocial youth studies because low self-esteem is often associated with young people thought to be at-risk of developing anti-social behaviour.⁸⁷

With identity formation, results vary by the kind of activity and gender. Physical activity does not seem to significantly affect identity development levels in boys. However, girls who participate in sport are more likely to have a higher identity development than inactive girls.⁸⁸ Girls, unlike boys, do not see sport as an integral part of their identity. Instead, sport participation acts indirectly by helping them acquire a greater sense of independence.⁸⁹ For young women whose socialization tends to encourage caring, fitting in, and concern for others, rather than strength and independence, sport may allow them to explore experiences outside the realm of female stereotypes.⁹⁰ Gender equity and empowerment through sport is discussed further in Chapter 4.

Age-specific analysis shows a striking stability in self-concept among youth who are physically active throughout adolescence. Their physical self-concept is a highly significant part of their overall self-concept, especially in early adolescence, although this diminishes as development progresses.⁹¹ Young people who participate in organized sport score significantly higher on self-concept than those who do not, with evidence that girls benefit more than boys in this respect.⁹² There are few studies on involvement in physical activity and sport by young people from minority ethno-cultural groups and those with physical and intellectual disabilities. Studies that do exist, however, show a positive association between sport participation and self-concept.⁹³

Throughout adolescence, friendship plays an important role in identity development by generating a sense of belonging and influencing youth self-image.⁹⁴ Sport can facilitate this process because it offers youth the opportunity to build positive relationships with each other.

Negative sport and physical activity experiences can damage self-esteem. In certain cases (largely in developed-country contexts) physical activity can be associated with distorted body image, an unrealistic desire to lose weight, overexertion, and a harmful lifestyle.⁹⁵ The omnipresent images of athletic, fit people and preferential treatment of such people can undermine the self-esteem of youth whose body types do not match these images, are overweight, or lack motor and athletic skills. More research is needed to understand the circumstances where physical activity presents risks, rather than opportunities, for healthy adolescent identity development.

Building life skills and positive values

Sport and physical activity programs are widely believed to be powerful vehicles for teaching children and youth social and life skills and acquiring positive attitudes, values and morals.^{96,97} Adolescence marks a departure from the egocentricity of childhood, as youth develop a greater ability to put themselves in another's position. This improved ability to empathize enables youth to display and assume responsibility for behaviour that reflects social awareness and has a moral and ethical dimension.⁹⁸ There is some evidence to suggest that sport and physical education programs can promote a broad spectrum of life skills and values that build on this capacity,⁹⁹ including:

- Team-building skills;¹⁰⁰
- Communication skills;¹⁰¹
- Decision-making skills;¹⁰²
- Problem-solving skills;¹⁰³
- Sense of community;¹⁰⁴
- Self-esteem;¹⁰⁵
- Personal responsibility;¹⁰⁶
- Empathy;¹⁰⁷
- Moral development;^{108,109}
- Resiliency;^{110,111} and
- Improved inclination for educational achievement.¹¹²

Sport's ability to contribute to these skills and values is linked to a number of factors. The most obvious is sport's significance and popularity among children and youth, particularly boys.¹¹³ Participation in sport provides youth with opportunities to gain confidence from skill development and caring relations with peers, coaches and program staff. These activities foster a sense of belonging, establish supportive social networks, and provide young people with routines and structure in their lives.¹¹⁴ Sport's capacity to provide educational opportunities for social development is attributed to the many social and moral requirements for sport participation, which parallel those of participating in a law-abiding society.¹¹⁵

Acquiring positive values is likely due to the sport environment itself. Highly emotional and interactive, this environment provides opportunities to demonstrate personal and social qualities.¹¹⁶ The sport environment fosters holistic development because participants are challenged cognitively, emotionally, socially, and physically. Individuals are also often required to make decisions with a moral dimension. Because the results of participants' efforts to meet these challenges are immediate and visible to participants and fans, those who cheat are likely to be seen. The sports arena therefore has the potential to reward virtuous actions such as fairness and justice.¹¹⁷

Sport participants must also achieve some level of ability to cooperate, as all activities involve interaction with other people (e.g., teammate, opponent, referee, coach). Those who participate in team sports are responsible for particular roles and must coordinate their efforts with others to achieve the team's overall goal.¹¹⁸

Other virtues can be learned in sport as well. Those who believe that sport builds character point out that participants "must overcome difficult obstacles, persist in the face of opposition, develop self-control, cooperate with teammates, and learn to live with both victory and defeat."¹¹⁹

Despite the many claims made for sport, and the suggestions of how sport confers life skills and builds positive values, some believe the supporting evidence to be inconclusive. A number of significant reports and literature reviews have been conducted, examining whether sport can be an effective tool for supporting young people and improving their life chances.¹²⁰ The degree to which sport can contribute to moral development, in particular, remains unresolved.¹²¹

Despite divergent views, the majority of researchers agree that there are potential benefits to youth when they participate in sport and physical activities.¹²² While the physical act of performing sport skills alone will not teach moral action, and the experiences that children and youth have in sports are far from uniform, the potential exists to enhance moral development through the social interactions associated with involvement in sport.¹²³

The broader elements of social and emotional youth development can only be achieved through sport that fosters positive experiences and minimizes negative experiences.¹²⁴ There is a difference between sport that builds character and sport that undermines positive social and moral attitudes, judgments and behaviours. The difference has less to do with the act of playing sports and more to do with the philosophy of the sport organization, the quality of the coaching, the nature of parental involvement, and participants' individual experiences and resources.¹²⁵ Sport can enhance moral development in children and youth when fair play, sportsmanship and moral development information is systematically and consistently taught.¹²⁶

Research provides insights into the conditions that make sport conducive to positive youth development:

- Behaviour, attitudes and decisions all draw attention to considerations of a moral nature. Moral issues play a role and adults in charge inform the young people that the issue at hand and its resolution are of a moral nature. Coaches play a crucial role in providing this moral atmosphere.¹²⁷
- Youth feel personally empowered¹²⁸ and are involved in decision-making.¹²⁹

- The development of individual life and social skills is the primary objective of the program, not winning.^{130,131}
- Relationships between individuals are conducive to promoting a positive social environment.¹³²
- The intervention is considered in relation to other areas of the young people's lives.¹³³
- Activities are tailored to the needs of individual youth participants.¹³⁴

The importance of positive adult role models

Parents are critical in providing support and guidance to young people, however, extended family members, teachers and other individuals also have a role to play. Most successful Sport for Development and Peace projects point to the influential role of skilled, enthusiastic sport teachers, coaches and athlete role models. Through their actions and words, these people inspire and guide the children and youth around them. Where children and youth are orphaned, separated from their families, or experience family abuse, this role becomes even more important. Consistent, positive emotional relations with a caring adult is a significant protective factor and helps build resilience, enabling children and youth to better manage the challenges in their lives.¹³⁵

Research on youth participation in criminal gangs has shown that lack of a positive adult role model is the best predictor of gang membership¹³⁶ and a key differentiating factor between gang and non-gang members.¹³⁷ This highlights the critical importance of positive adult role models in the lives of youth.

Play is one of the most important ways that young people learn how to interact socially and to resolve differences among peers fairly.¹³⁸ Adults — coaches, teachers, mentors or others in authority — play a key role in this process, because children learn by copying their actions and behaviour. The actions of adults carry greater significance than the words they speak. Character, notions of fair play, and morals are learned by youth when the goals, attitudes and behaviour of the coach or teacher, and therefore the sport program, are moral.¹³⁹

Coaches and physical education teachers need to embrace the best values of sport and consciously work to instill these in the children and youth they work with. To do this effectively, they need to understand the different developmental stages of children and youth. Then activities, discussions and teaching methods can be age-appropriate and responsive to the participants. Sound sport knowledge and good teaching skills are also important to ensure the quality of the sport and the learning experience. Most importantly, instructors must respect the individuality of participants, include everyone, engage in self-reflection and improvement and, above all, care for them.¹⁴⁰

High-profile athletes — local or international — can have a strong influence on youth who admire and often wish to emulate them. Not all high-profile athletes, however, are positive role models. Violence, doping, cheating and other forms of poor sportsmanship send the wrong messages to children and youth and undermine sport's potential to foster healthy psychosocial development. However, for every poor athlete role model, there are many more who embody the best of sport and, conscious of their influence, actively put it to use on behalf of children and youth and other public causes. These athletes draw attention to global and regional needs and help to mobilize resources to address them.

These role models often represent sport organizations or humanitarian projects, appeal for resources to provide enhanced sport opportunities for children and youth, and make public appearances at schools and agencies. Their goal is to communicate important messages about health, motivation, and life skills. UNICEF's use of elite athletes — like Italy's Francesco Totti and Liberia's George Weah, and well-known sport teams such as A.C. Milan, Manchester United, and Real Madrid — as Goodwill Ambassadors is an example of this practice. UNICEF is far from alone, as many more groups are also turning to athletes to help carry messages to young people.

Athletes often relay a more profound message to young people — that they are important and valued as individuals and that they are part of a larger sport community that cares what happens to them. For an orphaned youth forced to leave school to look after younger siblings, or a former child combatant struggling to find acceptance in their community, this message, more than any other, may give them the hope they need to persevere and make positive choices.

Fostering active citizenship

The sense of connectedness to others and the need to be a part of a broader community is one of the key characteristics that emerges during adolescence. During childhood, social relationships gravitate around family members. During adolescence individuals become aware that they belong to a much wider community.¹⁴¹ Their sense of belonging to a community is then expressed by becoming involved socially or politically.

Sport can play an important role in enabling youth to develop these broader social networks and predisposing youth to greater civic involvement. Statistics Canada's National Survey of Giving, Volunteering and Participating (1997, 2000) sampled people 15 years of age and older and asked them about their participation in recreational activities as children, their current level of civic participation, and their involvement in their community.

The survey also asked adults about their participation in team sports and youth groups. Findings indicated that adults who participated in organized sports as children were much more likely to have performed volunteer work and participated in student government as children compared to those who did not participate in organized sports.¹⁴²

In developing nations, where norms around volunteerism vary and where school-based opportunities for civic engagement may be more limited than in industrialized countries, sport can be a means for youth to acquire the sport and leadership skills to become coaches for their younger peers. From there, many youth go on to take other community leadership roles.

Preventing and addressing youth delinquency and crime

Many youth live in circumstances where disadvantage places them at risk of involvement in delinquency and crime. Low self-esteem and self-worth, lack of companionship, support and social interaction with family and peers, poor school performance or non-attendance, and the absence of caring adult guidance can all contribute to the choice to engage in delinquent or criminal behaviour.¹⁴³ In the case of youth living in extreme poverty or armed conflict situations, coercion and/or lack of an alternative means of survival may be the primary driver.

There is considerable evidence to suggest that youth who participate in sport are less likely than non-participants to engage in delinquent behaviour.¹⁴⁴ Youth active in sport also have reduced rates of criminal arrest and anti-social behaviour.¹⁴⁵ This relationship between sport participation and reduced delinquency tends to be stronger among disadvantaged youth¹⁴⁶ and athletes in minor sport.¹⁴⁷

International research demonstrates that after-school activities, like sport, and graduation incentives for at-risk youth encourage disadvantaged teens to complete high school, reduce youth arrests by 71%, and increase attendance at post-secondary education by 26%.¹⁴⁸ London England's Youth Inclusion Program targets the 50 most at-risk youth aged 13–16 living in high-crime neighbourhoods. It provides activities ranging from sport and recreational opportunities to skills training (literacy, anger management, dealing with gangs and drugs). A 2003 evaluation found that the program reduced school expulsions by 27%, reduced youth arrests by 65% and reduced overall crime in neighbourhoods by 16%–27%.¹⁴⁹

Sport programs use different approaches to divert young people from crime and anti-social behaviour, including:¹⁵⁰

- Offering attractive and positive activities for young people;
- Building resilience in young people so that they can better resist pressure to take part in harmful or anti-social behaviour;

- Increasing young people’s self-esteem and organizational and social skills;
- Providing positive role models through the coaches and local organizers leading the activities; and
- Decreasing the perception and fear of crime and anti-social behaviour in the community.

Programs are often specifically offered at local meeting places for youth — and often target young people who display anti-social behaviour or are at risk of offending. Others are more broadly based. Programs can also be roughly divided into two types: “Diversionary” programs seek to occupy youth with positive activities, preventing them from using their time for delinquency and crime, or associating with peers that might encourage such behaviour. Other programs focus consciously on providing “protective” factors that build resilience and help youth to make more informed and positive choices. Protective factors can include:¹⁵¹

- The promotion of healthy standards;
- Social bonding;
- Adults who lead by example and have clearly stated expectations about young people’s behaviour;
- Opportunities for involvement;
- Social skills; and
- Recognition and due praise.

Sport projects that enhance these factors in young people are generally delivered as part of a wider series of activities in partnership with renewal agencies and local groups, in an environment that emphasizes positive values.¹⁵²

Sport programs offer significant value as alternatives to membership in criminal gangs. Gangs fill the void in a youth’s life created by the environmental, interpersonal, and intrapersonal conflicts discussed earlier. Membership provides affiliation, self-worth, companionship, and excitement.¹⁵³ Once in a gang, youth develop a responsibility to other members and a duty to help the gang prosper. The gang also provides a self-identity or valued role that is reinforced by the group, such as “the provider,” whose “job” is to obtain money for gang use by burglary or drug dealing.¹⁵⁴

Initiation into sports at a young age can fill a void in the lives of vulnerable youth at a critical stage — which may prevent them from becoming involved in delinquent or criminal activity. Through early intervention, sport programs can help to move youth onto a positive life trajectory. This reduces the risk of future involvement in delinquency which, if not prevented, can continue over a lifetime.¹⁵⁵ Continued intervention is crucial in the lives of youth facing a pivotal choice about whether or not to join a gang. Short-term interventions may not be sufficient.

Youth who are already in gangs may wish to leave them, but leaving can be difficult. US research on gang separation has shown that peer pressure is the most important factor preventing a person from leaving a gang. Sport programs that offer many of the same psychosocial benefits as gang membership, but without the anti-social or criminal behaviour, can be one means of helping youth to make this positive transition.

Participation in sport has been used to treat delinquency with some success. A US study matched 34 delinquent teenage boys on age, socio-economic background and test scores for aggression and personality adjustment and then divided the youth into three groups. One group received traditional Tae Kwon Do training combining philosophical reflection, meditation, and physical practice of martial arts techniques. The second group received “modern” martial arts training, only emphasizing fighting and self-defense techniques. The third group ran and played basketball and football.¹⁵⁶

After six months, members of the traditional Tae Kwon Do group were classified as normal rather than delinquent, demonstrated reduced aggression, exhibited less anxiety, exhibited increased self-esteem, and improved social skills. The modern martial arts group scored higher on delinquency and aggression and was less well adjusted than when the experiment began. The traditional sports group showed little change on delinquency and personality measures, but their self-esteem and social skills improved.¹⁵⁷

The findings support the notion that whatever advantages or liabilities are associated with sport involvement, the results do not come from the sport experience itself, but from the particular blend of social interactions and physical activities that comprise the totality of the sport experience.¹⁵⁸

Helping children and youth recover from trauma

One of the most recent uses of sport is to alleviate trauma caused by armed conflict and natural disasters. Sport and play are culturally intrinsic, naturally occurring activities that can help stabilize individuals and communities in the aftermath of such events.¹⁵⁹ Experience indicates that sport and play activities access and activate an innate resilience that helps to protect, strengthen, and heal people in times of extreme stress.¹⁶⁰

In recent years, humanitarian assistance has increasingly responded to the psychosocial needs of populations emerging from war and disaster. This is in addition to providing material assistance related to food, water, shelter and medical care. Attention has begun to shift from a traditional emphasis on physical vulnerabilities to a more holistic emphasis

which includes the psychosocial effects of difficult circumstances. These responses aim to build on and use the innate strengths and resilience of affected populations.¹⁶¹

Wars and natural disasters typically have different psychological impacts. Natural disasters are seen as impersonal acts of nature, and their impact tends to be emotionally neutral. War, however, can cause entire populations to experience distrust, fear, and animosity. Communities that have experienced natural disasters tend to come together while those affected by war are often torn apart.¹⁶² Sport programs in these contexts must be designed with sensitivity to the circumstances at hand.

The main objective of many humanitarian programs in the aftermath of war or natural disaster is to restore social and psychological health to children and youth. The primary focus of these programs is to support the natural healing process by quickly restoring some semblance of community stability. This process can be facilitated by collectively engaging as many community members as possible.¹⁶³ Introducing sport and play activities helps to normalize a child's existence by restoring structured activity to their lives, giving them a sense of safety and stability, and re-establishing supportive social networks. These activities can help by removing children from stressful environments, giving them opportunities to be worry free. In post-disaster contexts where children may fear separation from their parents, play areas can be constructed close to emergency housing so children are reassured by their parents' presence nearby. This allows parents to be involved, or left free to engage in reconstruction activity, confident that their children are being well cared for close by.¹⁶⁴

Sport and play also offer children ways to express and resolve issues arising from the trauma they've experienced, issues they may not have the intellectual or emotional capacity to otherwise address. Coaches play a critical role in this process, helping children to re-establish normal, positive social behaviours. Coaches do this by emphasizing communication and fair play and providing structured activities that help to build children's sense of community, self-esteem and confidence. These processes have a strengthening and calming effect on children, but also help coaches who have been affected by trauma themselves to address the impact in their own lives.¹⁶⁵

In the Russian Republic of North Ossetia, a project was established in response to a terrorist attack on a Beslan school in September 2004. The attack resulted in many deaths. Because half the victims were children, the rehabilitation project targets children and youth through a sport and play centre. Early findings suggest that the sport programs are helping youth to resolve emotions arising from trauma and have led to fewer cases of depression.¹⁶⁶

Local coaches are the most effective in these contexts, however, they are often experiencing the same aftershocks as the children they are trying to help. It is therefore important for coaches to undergo counselling and training to ensure they are able to provide appropriate support and role modelling before working with children. Helping coaches to understand the psychosocial process they are experiencing helps equip them to deal effectively with the needs of the children and youth concerned.¹⁶⁷

Children and youth who have been armed combatants commonly experience trauma and face challenges reintegrating into families and communities. Often they are not wanted in their communities because of actions they committed. Most children who are ex-combatants have been victims of extreme abuse and brutality, often involving sexual exploitation, drug abuse and violence – many may have committed acts of violence themselves. Many girls also become young mothers as a result of rape. As a result, former child combatants and children who have endured times of war, are often deeply traumatized, suffer from self-hatred, lack skills and education, are socially isolated, and see no hope for the future.

Sport can offer a means of gradually reintroducing these children and youth into communities and helping them to rebuild their identities and self-esteem. Sport can also help these individuals to acquire skills, education and experiences that enable them to find employment. By integrating these youth into sport programs, an element of normalcy is restored to their lives. They are provided with a caring adult guide and mentor, they can begin to form new peer relationships and can develop a sense of belonging. Sport programs can also be a door to re-enter the school system or enter alternative “second chance” educational and skill development programs.

Droit au Sport/Sport pour la Paix in the Ivory Coast offered football, volleyball and basketball programs, along with local sports, games and art activities, to help children, youth and adults to overcome trauma experienced during a period of civil conflict. Some regions of the country were still engaged in conflict, so the program included many internally displaced persons and had to contend with animosities between groups. Observations from the program in 2005 indicated that sport was a particularly useful and important tool because it gave people from different ethno-cultural backgrounds a reason, and a safe and neutral space, to meet. Football was the most popular sport and many female and male teams were formed. Organizers ensured that teams were ethnically mixed, to avoid igniting tensions and strife. Program organizers found that focusing on building strengths was more effective than dwelling on vulnerabilities produced by trauma. Organizers also found that children welcomed the predictability and structure of rules — so much so that they became unhappy when these were changed, reinforcing the value of structured activity and play in the eyes of children themselves.¹⁶⁸

While sport cannot replace what children and youth lose to disasters and war, it can enable them to rebuild their lives on a positive and stable foundation. Sport can reconnect them to the fundamental childhood experience of joy in play, bring structure and positive adult guidance into their lives, restore a sense of safety and stability, help them to acquire positive values and behaviours, and help them work through the issues and emotions arising from their experiences.

2.3 USING SPORT TO STRENGTHEN CHILD AND YOUTH EDUCATION

Building on efforts to ensure optimal physical and psychosocial development and health of children and youth, one of the best investments is ensuring that all children have access to universal, quality education. Childhood and youth are the periods of greatest learning. What a child learns in school plays an important role in their overall development and their economic future. Education focused on the whole development of the child — intellectual, social, emotional and physical — is the best recipe for life success and one of the best means of advancing development overall.

Restoring physical education

Growing concerns about childhood obesity have many governments examining their policies on physical education and activity in schools. Physical education has suffered cutbacks in quantity and quality in many countries. Although it may be difficult to reconcile, some experts believe that children today are less likely to receive regular, quality physical education than they were ten years ago.¹⁶⁹

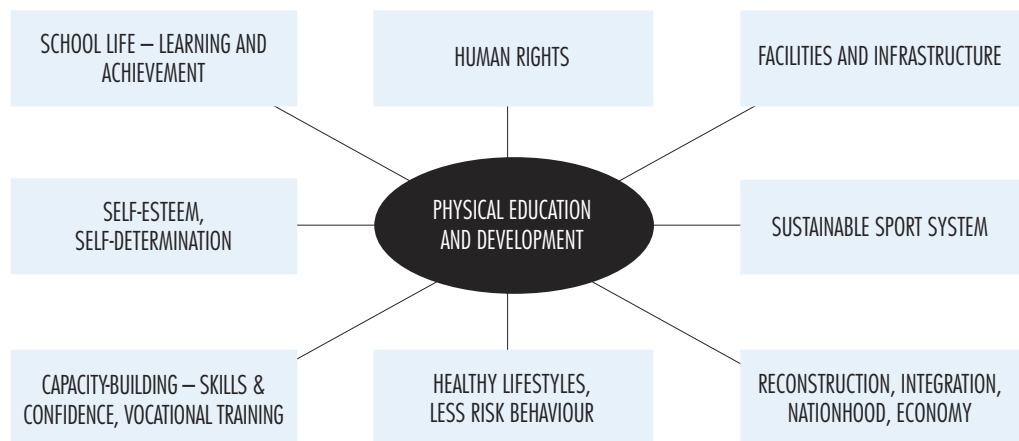
Research suggests that physical education and sport play an important role in school life. Physical education acts as a bridge between sport and education. During the years of childhood and development physical education provides an appropriate context for learning, achievement and the realization of potential.¹⁷⁰ It can help to raise standards, improve behaviour and health, increase attendance, and develop social skills.¹⁷¹

Schools are an ideal setting for physical education and promoting physical activity:

- Where attendance is compulsory for all children, schools can reach a full range of individuals in a population at no additional cost.¹⁷² No other system offers such comprehensive capacity or infrastructure to introduce young people to sport.¹⁷³
- Schools provide a range of opportunities for children to engage in physical activity, including travel to and from school, recreation breaks, physical education classes, extracurricular activities, and school sport events.¹⁷⁴
- Physical education and sport training is delivered by trained teachers who understand the development needs of children and youth and are focused on their whole development.¹⁷⁵
- Due to their structured environment, the positive impacts schools have in instilling active behaviour can potentially have an immediate and lifetime effect.¹⁷⁶

The development literature also outlines many crucial outcomes that physical education can help to advance.¹⁷⁷ These outcomes are shown in Figure 3.1.¹⁷⁸ Governments are beginning to redress the decline of sport and physical activity in schools. In developing nations, initiatives are often linked to the achievement of MDGs related to improving health, enrollment in primary education and poverty reduction.

FIGURE 3.1 PHYSICAL EDUCATION — DEVELOPMENT FUNCTIONS



Source: M. Talbot, "The Case for Physical Education"¹⁷⁹

While some evidence suggests rates of physical activity for youth are declining in some countries, there is evidence to suggest that activity rates are increasing in others. In South Africa, for example, the government inaugurated its *School Participation Program* in 2006, providing 798 schools with sport equipment and a school sports assistant to work with teachers on sport programming in seven sport disciplines. The program was expected to expand to 1,600 schools in 2007 and to all 20,000 schools as resources permit.¹⁸⁰ Tanzania has made physical education a mandatory part of the education curriculum at all levels of its education system.¹⁸¹ This is expected to raise physical education rates substantially within the country.

Increasing school enrollment, retention, and access to education

In many developing nations, many children do not attend school. In these cases, school-based physical education and promotion should be supplemented by programs that target out-of-school children and youth. There is some evidence to suggest that building physical education, sport and play into school curricula can be an effective means to increase the number of children enrolled in school and boost retention rates.

A number of governments have initiated sport programs designed to do just this. The best known is Brazil's *Segundo Tempo* program, which combines participation in after-school

football with a meal program and extra schooling. Targeting disadvantaged children and youth aged 7–17, the program is aimed at children and youth who might not otherwise attend school. To date the program has reached over one million children and continues to grow. Through a Sport for Development cooperation agreement with Brazil, the Government of Angola recently established a similar program aimed at reducing school absenteeism and youth violence. Five thousand children are currently enrolled in this project in Angola.¹⁸²

In Zambia, the *Focus on Youth Sport* program was designed primarily to increase sport participation through the provision of school sport equipment and sport teachers. It has proven highly effective in attracting out-of-school children and youth into the education system. Program monitoring visits to two of the three provinces where the program is delivered noted significant increases in school enrollment and attendance at participating schools.¹⁸³

In Afghanistan, the German Sport Federation and international NGO streetfootballworld provide support to *LEARN & Play*. This grassroots initiative encourages children aged 8–12 who are orphaned or from economically disadvantaged families to participate in sport and social activities. In addition to receiving regular meals, 600 children participate in daily soccer practice and receive classroom instruction in mathematics, English, and computer use, ensuring that they have access to educational opportunities, if not to regular schooling.¹⁸⁴

In Tanzania, the *Grumeti SportWorks* project (designed by Right To Play and implemented in partnership with local schools) provides sport and play programs to school-age children and youth who have never had the opportunity to play sports. The project trains and equips teachers to serve as skilled coaches. They focus on overcoming divisive tribal and language differences to build social cohesion, improve school attendance, and foster the holistic development of children and youth in the program. Qualitative evidence suggests that school attendance has improved on the days that students have sports practice and there is heightened motivation to participate in sport. Evidence also suggests increased awareness of the links between physical activity and health, greater social cooperation, and increased self-esteem in participants and teacher-coaches. Similar links between school attendance and sport and physical education in schools have been reported in projects in other countries, like El Salvador and Zambia.¹⁸⁵

Although there is little rigorous research evaluating program examples from the developing world, there is good reason to believe that they, and similar sport and physical education programs, can improve school enrollment and retention or, alternatively, connect disadvantaged children and youth with other attractive education opportunities.

Research from the United Kingdom (UK) has shown lower levels of truancy and improved behaviour in schools as a direct result of changes to more structured and purposefully active playtimes and opportunities to practise skills linked to the physical education curriculum.¹⁸⁶ This is consistent with research showing that participation in school-based physical activities can produce healthier social and academic self-concepts, positive moods and pleasurable experiences.¹⁸⁷ As well, longitudinal research from the UK confirms that sport contributes to an identification with, and commitment to, school and school values, which in turn has a positive influence on academic performance.¹⁸⁸

Fostering academic achievement

Research on the impact of school-based physical education and activity has yielded different answers to the question of whether incorporating physical education and activity into the school day improves children's academic performance.

The first landmark study of this question was a longitudinal study launched in 1951 in Vanves, France. By 1960, researchers found that, when academic time was reduced and physical education increased to one third of the weekly timetable, the academic performance, discipline, enthusiasm, fitness, and health of the students in the experimental group were superior to the children on a more traditional schedule.¹⁸⁹ A follow-up six-year study in Trois Rivières, Canada found the same results.¹⁹⁰ Since then, however, study results have varied. While many show positive gains in academic performance linked to increased physical education and activity, methodological questions prevent researchers from assuming this relationship is causal. Researchers can say, however, that reasonable time spent in physical activity does not hinder academic performance and, under certain conditions, may improve it.^{191,192} The reasons for this link are still not entirely clear.

We do know that in the short term exercise leads to a state of relaxation, which lasts up to two hours. This is accompanied by improved concentration, enhanced creativity and memory, better task performance and problem solving, and improved mood state. Longer-term benefits of regular physical activity include increased self-confidence and self-image, relief of frustration, reduced aggression, and decreased anxiety and depression. In a school environment, these benefits are believed to help create an environment that is more conducive to learning, and greater readiness to learn on the part of individual children.¹⁹³

Building on the positive results of its after-school sport programs, the Pacific island nation of Palau has made physical education a mandatory part of its primary school curriculum. School personnel report that this change resulted in improved student academic achievement, more student participation in sport, better physical health, and higher concentration in class. Related classes on health and nutrition are being added to combat Palau's high rates of child and youth obesity.¹⁹⁴

2.4 INCREASING YOUTH EMPLOYABILITY AND EMPLOYMENT

Enhancing employability through the acquisition of transferable life skills

By providing opportunities for young people to develop transferable life skills — characteristics such as leadership, perseverance, social and moral character, self-esteem, commitment to teamwork, problem-solving, and organizational ability — sport helps participants to realize their potential as productive employees and citizens.¹⁹⁵ The 2005 Conference Board of Canada's report¹⁹⁶ on the socio-economic benefits of sport participation states that sport is an important tool through which participants, particularly young people, gain and enhance a range of skills that are transferable to important parts of adult life. The knowledge, life skills, health, and physical abilities generally developed through appropriate sport experiences can benefit participants by improving their chances of finding employment, raising their level of income, and making them more optimistic and willing to volunteer in the community.¹⁹⁷

This view is reinforced by the International Labour Organization (ILO), which analyzed the overlap between life skills developed through sport participation and skills identified by labour market research as important to employers in diverse countries.¹⁹⁸ The review found that, in addition to many transferable employability skills that can be acquired through sport, well-designed sport programs also build ethically based attributes in young people that employers value. Particularly valuable attributes include volunteering, commitment to teamwork and team building, tolerance and acceptance of rules.¹⁹⁹ The review also found that young workers entering the labour force with sport-specific skills are likely to be well-equipped with creativity, team building, and, most of all, peaceful and tolerant behaviour in the face of cultural diversity — a trait increasingly valued in today's diverse workplaces.²⁰⁰

Creating employment opportunities for youth

Sport offers an important avenue for creating youth employment opportunities. The ILO has been working at the policy and project level through its *Youth Sport Programme* (YSP) to mobilize sport partnerships to help youth make a successful transition into the labour market. This program was established on the premise that sport institutions can assess socio-economic needs and pool efforts, resources, and capacities. Such institutions are an asset to a community and can foster the social and economic inclusion of young men and women. Activities under the YSP have included:

- A national inventory of sport-related jobs in Senegal to identify and exploit employment growth opportunities;
- The development of a national network of sport and development partners in Albania; and
- A partnership between the International Olympic Committee, Mozambique National Olympic Committee and a local development agency to form a job-training program for a young women's cooperative producing school uniforms at the Boane Olympicafrica Sport Centre.

These activities highlighted the need to identify new types of sport-related jobs and for developing countries to inventory sport-related job categories as a first step to developing strategies to develop these employment opportunities.²⁰¹

A similar understanding is reflected at the community level where employment opportunities for youth are being developed and skilled sport-based jobs are being allocated to local community members. In the United Kingdom, renewal.net, an organization working to develop and exchange knowledge about community rejuvenation, examined sport's role in neighbourhood renewal in the UK and concluded that:²⁰²

- Sport can be a route through which a work habit and motivation to succeed can be developed;
- At a local level, sport can directly provide employment and business opportunities;
- Sport can be a means to obtaining employment in other sectors by developing confidence and self-esteem, transferable skills, and basic qualifications;
- People in disadvantaged areas are less likely to be involved in sport activities;
- Access to sport qualifications may be limited in disadvantaged communities and, where sport employment is available, it may only be in unskilled and poorly paid positions.

To harness sport's potential for community renewal through employment, renewal.net recommends that sport and development actors in communities should:²⁰³

- Develop a sport and employment plan;
- Support the creation of new employment opportunities in the sport sector;
- Adopt a policy of local recruitment and provide local opportunities for related skill development, training, and qualifications;
- Provide local opportunities to increase employability and transferable skills through sport; and
- Demonstrate the impact of sport and employment projects.

3 RECOMMENDATIONS TO GOVERNMENTS

The following recommendations may be challenging for some governments to pursue due to a scarcity of resources and also due to the jurisdictional division of responsibilities with provincial/state and local governments for education and other matters. It is assumed that governments will seek partnerships wherever possible to leverage the resources necessary to advance the objectives below. It is also assumed that, where governments do not have direct jurisdiction, they may use their convening power, shared-cost partnerships, and other forms of influence to promote positive action by other levels of government.

3.1 POLICY RECOMMENDATIONS

Make universal child and youth access to physical education and sport and play an explicit policy objective in the context of national education, health, and sport policy frameworks.

According to the UN Convention on the Rights of the Child,²⁰⁴ children and youth are entitled to engage in age-appropriate play and recreational activities. Physical education is an essential component of a balanced and holistic approach to education and child and youth development.²⁰⁵ Governments are asked to fully consider the development of each child's physical potential (particularly girls and children and youth with disabilities) and their right to play as fundamental rights. Accordingly, governments can develop policies to enable positive, coordinated, multisectoral action to achieve those rights.

Extend physical education to all children, using strategies that include mandatory comprehensive, daily physical education for students in kindergarten through secondary school.²⁰⁶

Physical education instruction and activities should meet the needs and interests of all students without over-emphasizing a narrow set of team sports. Emphasizing mastery of basic skills (e.g., dance, jogging, bicycling, walking), is essential to giving individuals choices for leisure time activities for the remainder of their lives. Testing can be used to help students apply behavioural skills such as self-assessment, goal setting and self-monitoring. Time can also be provided within the school day for unstructured but supervised physical activity — in physical education classes, during recess, and immediately before and after school.

Enhance the capacity of schools and teachers to effectively deliver educational programs.

Schools and teachers often lack the knowledge, resources, and incentives to deliver quality physical education, even when policies mandate it. It is important to consider ways to encourage and support schools and teachers in this regard. Some strategies include:

- Making physical education an examinable subject for academic credit to give it greater priority in the curriculum;
- Providing in-service training for school teachers in physical education methods to make teachers more aware of the importance of physical education;
- Providing teachers with the knowledge and confidence to deliver high quality, inclusive and enjoyable programs;
- Conducting training to specifically address gender issues and how to deliver adaptive sport and physical education for children with disabilities; and
- Facilitating regional collaboration to develop appropriate curriculum to reduce the cost of developing such programs and to foster knowledge exchange about what works best.

Adopt national physical activity guidelines for children and youth, and consider actively promoting them through multisectoral approaches that target schools, families, sport clubs, community organizations and municipal governments.

Based on research concerning the optimal amount and forms of activity suitable for children and youth, when developing national guidelines, governments are encouraged to consider the following recommendations:

- Elementary school-aged children should accumulate at least 30–60 minutes of age-appropriate and developmentally appropriate physical activity from a variety of activities on all, or most, days of the week.
- An accumulation of more than 60 minutes, and up to several hours per day, is encouraged.
- Some of the child's activity each day should be in periods lasting 10–15 minutes or more and include moderate to vigorous activity. This will typically be intermittent, involving alternating moderate to vigorous activity with brief periods of rest and recovery.
- Children should not have extended periods of inactivity.

Research also suggests that adolescents should be physically active daily, or nearly every day, as part of play, games, sports, work, transportation, recreation, physical education, or planned exercise, in the context of family, school, and community activities. They should also engage in three or more sessions per week of activities that last 20 minutes or more at a time and require moderate to vigorous levels of exertion.²⁰⁷

National guidelines could be promoted through schools, sport clubs and community organizations, and would encourage parents to make sure their children are physically active for at least one hour a day.

Invest in research to determine the most important factors influencing physical activity within different child and youth target groups and design national strategies and programs to address these factors.

Culture and context play a major role in influencing whether or not people become active. These factors vary by group, and are not the same in every country. Consequently, these factors need to be identified and taken into account if programs to engage diverse target groups in sport and physical activity are to be successful. Regional research collaborations involving governments, universities, multilateral agencies, other development funders and delivery organizations can help to defray the costs of such research, facilitate the development of research and knowledge networks, and promote knowledge exchange between policy-makers and program organizations.

Recognize the different developmental stages of children and youth to ensure that physical education and sport policies, implementation guidelines, training resources, programs, and curricula are age-appropriate.

Children and youth are not simply smaller versions of adults. Their physical and sport abilities are determined by their age and developmental maturity. Good physical education and sport programs are based on a sound understanding of child and adolescent development. Fostering healthy development should always take priority over competitive sport success. This can be done by building programs which provide activities that are enjoyable, emphasize learning and enable all participants to experience success. Youth programs can emphasize the benefits of physical activity — such as fun and time with friends — while providing activity experiences that respond to their interests and needs.

Make child and youth development an integral component of all training programs for physical education teachers and sport coaches.

The quality and effectiveness of sport and physical education programs is largely determined by the teachers and coaches involved. Training can help ensure sport and physical education programs are appropriately focused on healthy development and carried out effectively.

Develop policies with specific provisions and implementation plans to prevent the exploitation and abuse of children and youth in sport contexts.

The best interests of children are paramount. The UN Convention on the Rights of the Child calls on all countries to “take all appropriate...measures to protect the child from all form of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, in the care of ...any person who has the care of the child.”²⁰⁸ Children in sport are vulnerable to abuse because they are dependent on others — particularly those whom they trust — and because there is increased commercial and political pressure for children and youth in sport to win.²⁰⁹ The main forms of abuse in competitive sports are psychological (e.g., verbal and emotional), physical (e.g., excessive training and dieting, insufficient rest or care, beating, peer violence, doping, playing when injured), and sexual.²¹⁰ To protect children and youth, policies concerning sport participation, training, and competition should recognize and give priority at all times to the needs and interests of the child or youth and treat them equally, respectfully, ethically, openly, excellently, carefully, and with due accountability.²¹¹

Account for implementation challenges with disadvantaged communities and groups when developing sport and physical activity policies for children and youth.

Programming with an integrated approach will ensure that children are adequately nourished and supported to participate in sport programs. Integration will ensure that programs are made available through schools and in the community, allowing all children to participate.

Provide children and youth with a direct voice and decision-making opportunities in the development of physical education, sport and recreation policies and action plans that concern them.

One primary way that effective sport programs can foster healthy child and youth development, and prevent child abuse and exploitation, is to encourage children and youth to express their views on, and participate in, decision-making about programs that involve them. National youth councils or advisory boards, in addition to broader consultation mechanisms, are an effective means of giving children and youth a voice. With appropriate training and support, children and youth can also take responsibility for helping to deliver programs at the local level.

The communication, negotiation, planning, project implementation and leadership skills that youth develop through these processes build self-esteem and confidence, increase their employability, and equip them to be active citizens. Government policy and planning processes can actively contribute to this goal and, by involving youth directly in shaping the programs that affect them, ensure that policies and programs are relevant to child and youth needs and interests.

3.2 PROGRAM RECOMMENDATIONS

Deliver health education courses in schools to help students acquire the knowledge, attitudes, behaviour and confidence needed to maintain a physically active lifestyle.²¹²

Courses can include information on the physical, social and mental health benefits of physical activity, as well as knowledge about how to be physically active. Developing skills such as identifying and managing barriers to activity are important to helping students adopt and sustain a physically active lifestyle. Social support — organizing group activities, initiating a buddy system approach, engaging families in supporting physical activity — is also an important way to help students maintain physical activity.

Invite Ministries of Education to work with schools and community sport partners to offer extracurricular physical activity programs that address the needs and interests of all students.²¹³

Extracurricular programs will be most effective if they include activities for children and youth with varying interests and abilities, including those who are less physically skilled or are not attracted to competitive sport.

Ensure that a complementary range of developmentally appropriate, community-based sport and physical activity programs are available for children and youth.

Not all children attend school. Many are excluded due to poverty, gender, disability, ethnic background or other causes. These are often the children and youth who stand to benefit the most from Sport for Development and Peace programs. Tailoring programs to the needs of target groups and ensuring effective outreach will encourage participation of the most excluded young people. Doing so can create opportunities for these children and youth to observe influential role models (e.g., teachers, coaches, parents and peers) performing physical activity.

Work with partners to ensure that all communities have physical play environments that are safe, accessible, and encourage enjoyable physical activity.²¹⁴

School and community programs can ensure play spaces are safe and accessible by: offering age-appropriate activities, providing instruction on developing and enhancing motor skills, adapting instruction and activities to the physical and developmental capacities of those involved, ensuring spaces and programs are inclusive, and fostering positive relationships among participants.

Design Sport for Development programs to include all children and youth, with strategies to ensure the participation of girls, children with intellectual and physical abilities, out-of-school children and youth, and those from impoverished and/or minority ethno-cultural communities.

Physical education programs in school are one of the most effective means of teaching children the importance of physical activity, introducing them to a variety of sports and physical activities, building their physical skills, and instilling healthy habits for life. In reality, many children do not attend school and additional community-based approaches are needed to reach out to these groups. Sport can be an important means of enrolling

marginalized individuals in school or alternative education programs, and helping them to acquire the skills, networks, and resources they need to combat their exclusion.

Many children and youth face barriers to participation in sport and physical activity that must be addressed before they can be fully included. Children need to be adequately nourished, have access to clean water, be able to attend and travel to and from programs safely and affordably, and have appropriate clothing. For adolescent girls, for example, it is important to have access to personal hygiene products when menstruating. Governments and program delivery partners can employ specific strategies to address barriers and ensure programs are accessible to all socially excluded children and youth and meet the needs of target participants. Partnerships with Ministries of Education, schools, municipalities, national and community sport organizations, businesses and NGOs can help governments to address these issues successfully to maximize participation.

Focus sport programs on education and development (not winning), emphasizing skills improvement, tactical knowledge, success for all participants, enhanced confidence, positive social relationships, choices, and enjoyment.²¹⁵

Sport does not automatically produce positive effects in the development of children and youth. Considering the needs of the whole child or youth — socially, mentally, physically, and morally — is important to maximize the potential of sport to foster personal development.²¹⁶ Competitive sports that emphasize winning rather than the individuals' development will not necessarily deliver benefits for children and youth. In fact, an inappropriate focus on competition can result in negative effects such as aggression, poor sportsmanship, anxiety and low self-esteem among less skilled athletes, leading to drop outs. All programs should account for the diverse capacities of individual participants so that youth perceive learning activities as challenging but within their abilities. By matching challenges to personal abilities, coaches and teachers can ensure children and youth experience neither anxiety nor boredom.

Create opportunities for children and youth to participate in dialogue and decision-making with regard to the day-to-day activities of sport and physical activity programs.

Young people tend to be more motivated in sport if they feel that a coach or teacher attempts to understand them. Coaches and teachers that listen to what children and youth have to say can provide them with choice and enhance their sense of ownership. This approach increases their confidence to perform and learn sport, and fosters positive social relationships.²¹⁷

Build mechanisms for effective planning and reflective action into all programs.²¹⁸

Effective planning mechanisms are essential to ensure that positive values of sport prevail over negative ones. Careful implementation plans can ensure effective outreach, community support and adequately trained personnel. Monitoring and evaluation mechanisms can lead to continuous improvement of the program.

Ensure that program managers screen prospective coaches and physical education teachers and help them to develop the teaching and coaching skills they will need to be positive and effective role models.

Coaches and teachers are the single greatest influence on the enjoyment, development and learning that young people derive from sport programs. The full benefits of sport can only be realized when teachers and coaches have the requisite values, skills and understanding to relate to and lead their players and to deliver programs well. This means being committed to the best values of sport and actively teaching these. It also means placing the development of participating children and youth at the centre of their efforts (before winning), visibly caring about and for their players, and being available as a trusted guide and advisor.

Design programs to engage parents in physical education instruction and in extracurricular or community sport and physical activity events.²¹⁹

Parents are powerful physical activity role models for their children. They play a key role in creating a family and community environment that is conducive to children and youth becoming and remaining active.

Develop simple, clear and practical resource materials on sport and child and youth development, together with age-appropriate sport and physical activity guidelines, for use by parents and community volunteers who may not have access to training programs.²²⁰

Not all communities have access to professionally trained teachers and coaches. Good resource materials that are easy to read can help parents and community volunteers provide children and youth with healthy, fun and beneficial sport and physical activities.

Evaluate school and community physical activity instruction, sport programs, and facilities on a regular basis.

Regular evaluation helps to build stronger programs, prevents harm, and increases support for programs by communities and funders. It is important to involve participants,

teachers, families and other community stakeholders in the evaluation process in order to foster community ownership, engage different perspectives and capture the most information possible. Development agencies and multilateral agencies can support regional collaborations with developing country governments, universities, and delivery partners to develop, test and refine low-cost, relevant evaluation approaches and tools for front-line use.

ENDNOTES

1-40

- 1 UNICEF, *Children Living in Poverty*, online: UNICEF <<http://www.unicef.org/sowc05/english/poverty.html>>. [UNICEF, *Children*].
- 2 World Bank, *Development and the Next Generation 2007* (Washington, DC: World Bank, 2007) at 4. [World Bank, *Next Generation*].
- 3 Definitions of children and youth vary greatly between countries and cultures. As a result, overlap between the two definitions can sometimes occur. The definitions of children and youth, for the purpose of this report, are presented in the Glossary.
- 4 UNICEF, *Children*.
- 5 *Ibid.*
- 6 *Ibid.*
- 7 *Ibid.*
- 8 *Ibid.*
- 9 M.N. McCain, J.F. Mustard & S. Shankar, *Early Years Study 2: Putting Science into Action* (Toronto: Council for Early Child Development, 2007) at 25.
- 10 *Ibid.*
- 11 D. Goleman, *Emotional Intelligence: Why it Can Matter More Than IQ* (New York: Bantam Books, 1995) at 193-195, cited in UNICEF, *The State of the World's Children* (New York: 2001) at 12.
- 12 *Ibid.* at 12.
- 13 UNICEF, *Facts on Children — Early Childhood*, online: UNICEF <<http://www.unicef.org/media/9475.html>>. [UNICEF, *Facts*].
- 14 *Ibid.*
- 15 *Ibid.*
- 16 *Ibid.*
- 17 *Ibid.*
- 18 World Bank, *Next Generation*, at 2.
- 19 *Ibid.*
- 20 At age 12, more than 85% of children in developing countries are enrolled in school. (World Bank, *Next Generation*, at 5.)
- 21 *Ibid.* at 2.
- 22 *Ibid.*
- 23 *Ibid.*
- 24 *Ibid.*
- 25 *Ibid.*
- 26 G. Doll-Tepper, "The Potential of Sport for Youth Wellness in an Educational Context" in Y. Vanden Auweele, C. Malcolm & B. Meulders, eds., *Sport and Development* (Leuven, Belgium: Lannoo Campus, 2006).
- 27 UNESCO, General Conference, Seventh Session (Paris: UNESCO, 1953), online: UNESCO <<http://unesdoc.unesco.org/images/0011/001145/114587E.pdf>>.
- 28 United Nations, *Declaration on the Rights of the Child*, 20 November 1959, 1386/XIV, online: UNHCHR <<http://www.unhcr.ch/html/menu3/b/25.htm>>.
- 29 UNESCO, *International Charter of Physical Education and Sport*, Twentieth Session, 21 November 1978 (Paris: UNESCO), online: UNESCO <http://www.unesco.org/education/information/nfsunesco/pdf/SPORT_E.PDF>.
- 30 United Nations, *Convention on the Rights of the Child*, adopted by UNGA on 20 November 1989, A/Res/44/25, entered into force on 2 November 1990, online: UNHCHR <<http://www.unhcr.ch/html/menu2/6/cr/treaties/crc.htm>>. [*Convention on the Rights of the Child*].
- 31 *Declaration of Punta Del Este*, from the third International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (December 1999), online: UNESCO <http://www.unesco.org/education/educprog/eps/EPSanglais/MINEPS_ANG/declaration_of_punta_del_este_ang.htm>.
- 32 United Nations, *A World Fit for Children*, 10 May 2002, A/Res/S27/2, online: UNICEF <http://www.unicef.org/specialsession/docs_new/documents/A-RES-S27-2E.pdf>.
- 33 United Nations, *Sport as a Means to Promote Education, Health, Development and Peace*, 17 November 2003, A/Res/58/5; 8 December 2004, A/Res/59/10; and 17 January 2006, A/Res/60/9, online: WHO <<http://www.who.int/moveforhealth/publications/resolutions/en/index.html>>.
- 34 For more information, see online: EYES <<http://www.eyes-2004.info/254.0.html>>.
- 35 For more information, see online: IYSPE <<http://www.un.org/sport2005/>>.
- 36 *Resolution on Development and Sport*, European Parliament Resolution RES/59315EN, B60663/2005, 24 November 2005, online: European Parliament <<http://www.europarl.europa.eu/sides/getDoc.do?pubRef=//EP//NONSGML+MOTION+B6-2005-0633+0+DOC+PDF+VO//EN>>.
- 37 P. De Knop, "Global Trends in Youth Sport" (Paper presented to the International Conference on School Sport and Physical Activity, Liverpool, UK, 9 December 2004.).
- 38 R.J. Brustad, M.L. Babkes & A.L. Smith. "Youth in Sport" in R. N. Singer, H.A. Hausenblas & C.M. Janelle, eds., *Handbook of Sport Psychology* (Toronto: John Wiley, 2001) at 604-634. [Brustad, "Youth in Sport"].
- 39 G.R. Tomkinson, et al., "Secular Trends in the Performance of Children and Adolescents (1980-2000): an Analysis of 55 Studies of the 20m Shuttle Run Test in 11 Countries" (2003) 33 *Sports Medicine* at 285-300.
- 40 J. Dollman, K. Norton & L. Norton, "Evidence for Secular Trends in Children's Physical Activity Behaviour" (2005) 39 *British Journal of Sports Medicine* at 892-897.

ENDNOTES

41-75

- 41 M. Whitehead, "Physical Literacy and its Importance to Every Individual" (Presented to the National Disability Association, Dublin, Ireland, 2007), online: Physical Literacy <<http://www.physical-literacy.org.uk/dublin2007.php>>.
- 42 Women's Sports Foundation, *Health Risks and the Teen Athlete* (New York: 2000), online: Women's Sports Foundation <<http://www.womenssportsfoundation.org/cgi-bin/iowa/issues/body/article.html?record=771>>.
- 43 R.M. Malina, C. Bouchard & O. Bar-Or, *Growth, Maturation and Physical Activity* (Champaign, IL: 2004). [Malina, Growth.]
- 44 G.J. Welk, J.C. Eisenmann, & J. Dolman, "Health-Related Physical Activity in Children and Adolescents: A Bio-Behavioural Perspective" in D. Kirk, D. Macdonald & M. O'Sullivan, eds., *The Handbook of Physical Education* (London, Sage Publications Ltd., 2006) at 665-684.
- 45 D.L. Gallahue & F.C. Donnelly, *Developmental Physical Education for all Children* (Champaign, IL: 2003). [Gallahue, Developmental].
- 46 K.M. Haywood & N. Getchell, *Life Span Motor Development*. (Champaign, IL: Human Kinetics, 2001).
- 47 Malina, "Growth."
- 48 "Sports and Children: Are Organized Programmes Worth the Effort?" in J.Coakley & P.Donnely, *Sports in Society: Issues and Controversies* (New York: McGraw Hill, 2004) at 129. [Coakley, "Sports and Children"].
- 49 *Ibid.*
- 50 M.D. Fry & J.L. Duda, "A Developmental Examination of Children's Understanding of Effort and Ability in the Physical and Academic Domains" (1997) 68 *Research Quarterly for Exercise and Sport* at 331-344.
- 51 D.F. Perkins, *Parents: Making Youth Sports a Positive Experience* (Pennsylvania State University: 2000), online: Penn State <<http://pubs.cas.psu.edu/freepubs/pdfs/ui350.pdf>>. [Perkins, Parents].
- 52 *Ibid.*
- 53 *Ibid.*
- 54 Coakley, "Sports and Children."
- 55 Perkins, Parents.
- 56 Gallahue, *Developmental*.
- 57 A.L. Smith, "Peer Relationships in Physical Activity Contexts: a Road Less Traveled in Youth Sport and Exercise Psychology Research" (2003) 4 *Psychology of Sport and Exercise* at 25-39.
- 58 Perkins, *Parents*.
- 59 *Ibid.*
- 60 This is likely because children are generally more fit and healthy than adults and are therefore at lower risk for many non-communicable diseases.
- 61 US Secretary of Health and Human Services & US Secretary of Education, *Promoting Better Health for Young People Through Physical Activity and Sports, A Report to the President* (Washington, D.C.: 2000) at 7, online: CDC <http://www.cdc.gov/healthyyouth/physicalactivity/promoting_health/>. [US Secretary of Health, *Promoting Better Health for Young People*.]
- 62 S.J.H. Biddle, T. Gorely & D.J. Stensel, "Health-Enhancing Physical Activity and Sedentary Behavior in Children and Adolescents" (2004) 22 *Journal of Sport Sciences* at 679-701.
- 63 *Ibid.*
- 64 Council on Physical Education for Children, *Appropriate Practices in Movement Programs for Young Children Ages 3-5*, (Position statement of the National Association for Sport and Physical Education developed by the Council on Physical Education for Children, 2000), online: American Alliance for Health, Physical Education, Recreation and Dance <<http://www.aahperd.org/Naspe/peappropriatepractice/AppropriatePractices3-5.pdf>>.
- 65 R. Henley, *Helping Children Overcome Disaster Trauma Through Post-Emergency Psychosocial Sports Programs*. (Biel: Swiss Academy for Development, 2005) at 14, online: International Platform on Sport and Development <<http://www.sportanddev.org/data/document/document/209.pdf>>. [Henley, *Helping*].
- 66 *Sport for Development and Peace: Governments in Action* (Toronto: SDP IWG Secretariat, 2008). [*Governments in Action*].
- 67 World Health Organization, *Health and Development Through Physical Activity and Sport* (Geneva, 2003) at 1, online: WHO <http://whqlibdoc.who.int/hq/2003/WHO_NMH_NPH_PAH_03.2.pdf>.
- 68 *Ibid.*
- 69 *Ibid.* at 9.
- 70 US Secretary of Health, *Promoting Better Health for Young People* at 8.
- 71 Canadian Fitness and Lifestyle Research Institute, "Guidelines for Children and Adolescents" *The Research File*, Reference No. 96-11 (Toronto: 1996), online: Canadian Fitness and Lifestyle Research Institute (CFLRI) <<http://www.cflri.ca/pdf/e/ef9611.pdf>>.
- 72 Canadian Fitness and Lifestyle Research Institute, "Influences on Children's Activity" *The Research File*, Reference No. 01-01 (Toronto: 2001), online: CFLRI: <<http://www.cflri.ca/pdf/e/ef0101.pdf>>.
- 73 Brustad, "Youth in Sport."
- 74 N. Ntoumanis, "A prospective Study of Participation in Optional School Physical Education Using a Self-Determination Theory Framework" (2005) 97 *Journal of Educational Psychology* at 444-453.
- 75 *Ibid.*

ENDNOTES

76-107

- 76 Canadian Fitness and Lifestyle Research Institute, "Moving Preadolescents into Action" *The Research File*, Reference No. 01-02 (Toronto: 2001), online: CFLRI <<http://www.cflri.ca/pdf/e/ff0102.pdf>>.
- 77 UNICEF, Facts.
- 78 Canadian Fitness and Lifestyle Research Institute, "Adolescent Identity Formation" *The Research File*, Reference No. 97-09, (Toronto: 1997), online: CFLRI <<http://www.cflri.ca/pdf/e/ff9709.pdf>>. [CFLRI, "Adolescent Identity Formation"]
- 79 T. Martinek, *Enhancing Positive Youth Development through Sport at 2*, online: Hellenic Academy of Physical Education <<http://www.hape.gr/18/forum/Martinek.pdf>>. [Martinek, *Enhancing*].
- 80 *Ibid.*
- 81 Pre-experimental studies follow basic experimental steps but fail to include a control group. In other words, a single group is often studied but no comparison between an equivalent non-treatment group is made.
- 82 Quasi-experimental studies use comparative control groups, but are not fully experimental because they do not make use of randomized sample populations.
- 83 Experimental studies employ randomization, an experimental group, and a control group, and compare the change that occurs in both groups over the life of the study. These factors enable researchers to control for, or at least consider the impact of, confounding variables when determining if the intervention being studied is the cause of any observed changes. Experimental studies are often thought of as the only research method that can adequately measure the cause and effect relationship.
- 84 C. Craig, S. Russell & C. Cameron "Benefits and Impacts of Physical Activity for Ontario" (1995), online: Lifestyle Information Network, cited in C. Beauvais, *Literature Review on Learning through Recreation*. CPRN Discussion Paper No. F115 (2001) at 12, online at: <http://www.cprn.org/download.cfm?doc=382&file=4029_en.pdf&format=pdf&l=en>. [Craig, "Benefits"]; [Beauvais, *Literature*].
- 85 J.J. Gruber, "Physical Activity and Self-Esteem Development in Children, A Meta-Analysis" (1986) 19th American Academy of Physical Education Papers at 3043, cited in C. Beauvais, *Literature*.
- 86 L.M. Wankel & J.M. Sefton, "Physical Activity and Other Lifestyle Behaviours" in C. Boucard, R.J. Shephard & T. Stephens, eds., *Physical Activity, Fitness, and Health. International Proceedings and Consensus Statement*, (Windsor ON: 1994) at 530-550, cited in C. Beauvais, *Literature*.
- 87 S. McKay *et al.*, "The Impact of Recreation on Youth in Transition to Adulthood: A Focus on Youth-at-Risk" in B. Galaway & J. Hudson, eds., *Youth in Transition: Perspectives on Research and Policy* (Toronto, TEP Nelson: 1996) at 284-292, cited in C. Beauvais, *Literature*.
- 88 CFLRI, "Adolescent Identity Formation".
- 89 S.M. Shaw, D.A. Klieber & L.L. Caldwell, "Leisure and Identity Formation in Male and Female Adolescents: A Preliminary Examination" (1995) 27:3 *Journal of Leisure Research* at 245-263.
- 90 *Ibid.*
- 91 W.D. Brettschneider, "Psychological Outcomes and Social Benefits of Sport Involvement and Physical Activity Implications for Physical Education" (1999) in G. Doll-Tepper & D. Scoretz, eds., *Proceedings — World Summit on Physical Education Berlin November 3-5*, (Berlin: International Council of Sport Science and Physical Education, 2001) at 79. [Brettschneider, "Outcomes"].
- 92 *Ibid.*
- 93 Craig, "Benefits" at 12.
- 94 *Ibid.*
- 95 *Ibid.*
- 96 R. Holroyd, R. Armour & K. Armour, "Re-Engaging Disaffected Youth Through Physical Activity Programs" (Paper presented to the British Educational Research Association Annual Conference, Heriot-Watt University, Edinburgh, 11-13 September 2003), online: University of Leeds <<http://www.leeds.ac.uk/educol/documents/00003304.htm>>. [Holroyd, "Disaffected"].
- 97 M. Totten, *The Cost of Excluding Ontario's Youth from Play. A Call to Action!*, (Play Works Partnership, Toronto ON: 2005), online: Play Works <[www/playworkspartnership.ca](http://www.playworkspartnership.ca)>. [Totten, *Excluding*].
- 98 Craig, "Benefits" at 11.
- 99 Holroyd, "Disaffected."
- 100 S. Priest & M.A. Gass, *Effective Leadership in Adventure Programming* (Champaign, IL, Human Kinetics: 1997).
- 101 *Ibid.*
- 102 B.J. Robertson, "Leisure Education as a Rehabilitative Tool for Youth in Incarceration Settings" (2000) 27:2 *Journal of Leisureability* at 27-34.
- 103 G. Moore, "In Our Hands: the Future is in the Hands of Those who Give our Young People Hope and Reason to Live" (2002) 33:2 *The British Journal of Teaching Physical Education* at 26-27.
- 104 C.D. Ennis, "Creating a Culturally Relevant Curriculum for Disengaged Girls" (1999) 4:1 *Sport, Education and Society* at 31-49.
- 105 G. Nichols, "A Consideration of Why Active Participation in Sport and Leisure Might Reduce Criminal Behaviour" (1997) 2:2 *Sport, Education and Society* at 181-190.
- 106 D. Hellison, *Teaching Responsibility Through Physical Activity* (Champaign, IL: Human Kinetics: 1995). [Hellison, *Teaching Responsibility*].
- 107 D.L.L. Shields & B.J.L. Bredemeier, *Character Development and Physical Activity*, (Champaign, IL, Human Kinetics: 1995). [Shields, *Character Development*].

ENDNOTES
108-128

- 108 S.C. Miller, B.J.L. Bredemeier & D.L.L. Shields, "Sociomoral Education Through Physical Education With At-Risk Children" (1997) 49 *Quest* at 114-129.
- 109 Hellison, *Teaching Responsibly*.
- 110 G.S. Goodman, *Alternatives in Education: Critical Pedagogy for Disaffected Youth* (New York: Peter Lang, 1999).
- 111 L.P. Hurley & L.L. Lustbader, "Project Support: Engaging Children and Families in the Educational Process" (1997) 32:127 *Adolescence* at 523-531.
- 112 J. Long et al., *Count Me In: The Dimensions of Social Inclusion through Culture, Media & Sport*, (Leeds Metropolitan University: 2002).
- 113 W-D Brettschneider, "Adolescents, Leisure, Sport and Lifestyle" in T. Williams, L. Almond & A. Sparkes, eds., *Sport and Physical Activity: Moving Towards Excellence — The Proceedings of the AIESEP World Convention* (London, Spon: 1992).
- 114 M. Totten, *The Cost of Excluding Ontario's Youth from Play, A Call to Action!* (Play Works Partnership (Toronto: 2005), online: Play Works <ww/playworkspartnership.ca>. Totten cites the following research:
- B. Barber et al., "Whatever Happened to the Jock, the Brain and the Princess? Young Adult Pathways Linked to Adolescent Activity Involvement and Social Identity" (2001) 16:5 *Journal of Adolescent Research* at: 429-455.
- W. Bartko & J. Eccles, "Adolescent Participation in Structured and Unstructured Activities: A Person-Oriented Analysis, (2003) 32:4 *Journal of Youth and Adolescence* at 233-241.
- 115 M. Ewing & V. Seefeldt, "Youth Sport in America: An Overview," (1996) 2:11 PCPFS Research Digest, online: The President's Council on Physical Fitness and Sports <<http://www.fitness.gov/youthsports.pdf>> [Ewing, "Youth Sport"].
- 116 D. Hellison, *Teaching Responsibility Through Physical Activity*, (Champaign, IL: Human Kinetics: 1995), cited in T. Martinek, *Enhancing Positive Youth Development through Sport*, online: Hellenic Academy of Physical Education <<http://www.hape.gr/18/forum/Martinek.pdf>>.
- 117 Martinek, *Enhancing*.
- 118 *Ibid*.
- 119 D.L.L. Shields & B.J.L. Bredemeier, *Character Development and Physical Activity*, (Champaign, IL, Human Kinetics: 1995) at 174, cited in T. Martinek, *Enhancing Positive Youth Development through Sport* at 2, online: Hellenic Academy of Physical Education <<http://www.hape.gr/18/forum/Martinek.pdf>>
- 120 R. Holroyd, R. Armour & K. Armour, "Re-Engaging Disaffected Youth Through Physical Activity Programs" (Paper presented to the British Educational Research Association Annual Conference, Heriot-Watt University, Edinburgh, 11-13 September 2003) online: University of Leeds <<http://www.leeds.ac.uk/educol/documents/00003304.htm>>.
- See also:
- DCMS, *Policy Action Team 10: Report to the Social Exclusion Unit - Arts and Sport*. (London, HMSO: 1999).
- F. Coalter, M. Allison, & J. Taylor, *The Role of Sport in Regenerating Deprived Urban areas*. (Edinburgh: Scottish Executive Central Research Unit, 2000).
-R. Steer, *A Background to Youth Disaffection: A Review of Literature and Evaluation Findings from Work with Young People*, (London: Community Development Foundation, 2000).
- J. Long et al., *Count Me In: The Dimensions of Social Inclusion through Culture, Media & Sport*, (Leeds Metropolitan University: 2002).
-R. Bailey, "Evaluating the Relationship Between Physical Education, Sport and Social Inclusion", (2005), 57 (1) *Educational Review – Birmingham*, 71 – 90.
- 121 Ewing, "Youth Sport".
- 122 Holroyd, "Disaffected," citing:
-F. Coalter, *Sport and Anti-Social Behaviour — A Literature Review: Summary*. (Edinburgh: The Scottish Sports Council, 1988).
- J. Long & I. Sanderson, "The Social Benefits of Sport: Where's the Proof?" (2001) in C. Gratton & I. P. Henry, eds., *Sport in the City: The Role of Sport in Economic and Social Regeneration at 187-203*. (London: Routledge, 2001).
- L. Morris, et al., *Trends and Issues in Crime and Criminal Justice. Australian Institute of Criminology* (2003), online: <<http://www.aic.gov.au/publications/tandi/tandi249.html>>. (date accessed May 14, 2003)
- 123 D.L.L. Shields & B.J.L. Bredemeier, *Character Development and Physical Activity*, (Champaign, IL, Human Kinetics: 1995), cited in M. Ewing & V. Seefeldt, "Youth Sport".
- 124 Ewing, "Youth Sport."
- 125 A.J. Petitpas, et al. (2005). "A Framework for Planning Youth Sport Programs that Foster Psychosocial Development (2005) 19 *The Sport Psychologist* at 63.
- 126 R. Hedstrom, & D. Gould, *Research in Youth Sports: Critical Issues Status* (East Lansing, MI: Institute for the Study of Youth Sports, Michigan State University, 2004) at 5.
- 127 D.L.L. Shields & B.J.L. Bredemeier, *Character Development and Physical Activity* (Champaign, IL, Human Kinetics: 1995) at 189, cited in C. Beauvais, *Literature*.
- 128 J. Coakley, "Using Sports to Control Deviance and Violence among Youths" in M. Gatz, M.A. Messner & S.J. Ball-Rokeach, eds., *Paradoxes of Youth and Sport* (at 13-30), (Albany: State University of New York Press, 2002), cited in R. Holroyd, R. Armour & K. Armour, "Re-Engaging Disaffected Youth Through Physical Activity Programs" (Paper presented to the British Educational Research Association Annual Conference, Heriot-Watt University, Edinburgh (11-13 September 2003) online: University of Leeds <<http://www.leeds.ac.uk/educol/documents/00003304.htm>>.

ENDNOTES

129-152

- 129 J. Coakley, *Sport in Society. Issues and Controversies*, 7th ed. (New York: McGrawHill, 2001) at 118; D. Shogan, "Moral Development of Young People Through Sport: Is it an Attainable Goal?" in P.J. Galasso, ed., *Philosophy of Sport and Physical Activity: Issues and Concepts* (Toronto: Canadian Scholars' Press, 1988), at 320, cited in C. Beauvais, *Literature*.
- 130 A.T. Easley, "Programmed, Nonclinical Skill Development Benefits of Leisure Activities" in B.L. Driver, P.J. Brown, & G.L. Peterson, *Benefits of Leisure* (State College, PA: Venture Publishing, 1991) at 145-160, cited in C. Beauvais, *Literature*.
- 131 S.J. Danish, "Teaching Life Skills through Sport" (2002) in M. Gatz, M.A. Messner & S.J. Ball-Rokeach, eds., *Paradoxes of Youth and Sport* (Albany, NY, State University of New York Press: 2002) at 49-59, cited in R. Holroyd, R. Armour & K. Armour, "Re-Engaging Disaffected Youth Through Physical Activity Programs" (Paper presented to the British Educational Research Association Annual Conference, Heriot-Watt University, Edinburgh: 11-13 September 2003), online: University of Leeds <<http://www.leeds.ac.uk/educol/documents/00003304.htm>>.
- 132 D.L.L. Shields & B.J.L. Bredemeier, *Character Development and Physical Activity*, (Champaign, IL, Human Kinetics: 1995), cited in R. Holroyd, R. Armour & K. Armour, "Re-Engaging Disaffected Youth Through Physical Activity Programs" (Paper presented to the British Educational Research Association Annual Conference, Heriot-Watt University, Edinburgh, 11-13 September 2003), online: University of Leeds <<http://www.leeds.ac.uk/educol/documents/00003304.htm>>.
- 133 M. Cameron & C. MacDougall, "Crime Prevention Through Sport and Physical Activity" in *Trends & Issues in Crime and Criminal Justice*, no. 165 (Canberra: Australian Institute of Criminology: 2000), cited in R. Holroyd, R. Armour & K. Armour, "Re-Engaging Disaffected Youth Through Physical Activity Programs" (Paper presented to the British Educational Research Association Annual Conference, Heriot-Watt University, Edinburgh: 11-13 September 2003), online: University of Leeds <<http://www.leeds.ac.uk/educol/documents/00003304.htm>>.
- 134 J.P. Andrews & G.J. Andrews, "Life in a Secure Unit: the Rehabilitation of Young People Through the Use of Sport" in *Social Science and Medicine*, 56 (2003) 531-550, cited in R. Holroyd, R. Armour & K. Armour, "Re-Engaging Disaffected Youth Through Physical Activity Programs" (Paper presented to the British Educational Research Association Annual Conference, Heriot-Watt University, Edinburgh: 11-13 September 2003) online: University of Leeds <<http://www.leeds.ac.uk/educol/documents/00003304.htm>>.
- 135 *Ibid.*
- 136 J.W. Johnstone, "Recruitment to a Youth Gang" (1983) 14 *Youth and Society* at 281-300, cited in Ewing, "Youth Sport".
- 137 A.Y. Wang, "Pride and Prejudice in High School Gang Members" (1994) 29:114 *Adolescence* at 279-291, cited in Ewing "Youth Sport".
- 138 Totten, *Excluding*.
- 139 M. Ewing et al., "The Role of Sports in Youth Development" in M. Gatz, M. Messner & S. Ball-Rokeach, eds., *Paradoxes of Youth and Sport*, (Albany: State University of New York Press, 2002) at 31-47. [Ewing. "Role of Sports"].
- 140 Martinek, *Enhancing*.
- 141 Craig, "Benefits".
- 142 Totten, *Excluding*.
- 143 Ewing, "Youth Sport"
- 144 *Ibid.* The following sources are cited:
- P. Donnelly, "Athletes and Juvenile Delinquents: A Comparative Analysis Based on a Review of the Literature" (1981) 16 *Adolescence* at 415-431.
- D.N. Hastad et al., "Youth Sports Participation and Deviant Behavior" (1984) 1 *Sociology of Sports Journal* at 366-373.
- M.J. Melnick, B.E. Vanfossen, & D.F. Sabo, "Developmental Effects of Athletic Participation Among High School Girls." (1988) 5 *Sociology of Sports Journal* at 22-36.
- J.O. Segrave, "Sports and Juvenile Delinquency" (1983) 2 *R. Terjung, ed., Exercise and Sports Sciences Review*, at 161-209.
- J.O. Segrave & D. Hastad, "Delinquent Behavior and Interscholastic Participation" (1982) 5 *Journal of Sports Behavior* at 96-111.
- 145 Totten, *Excluding*.
- 146 *Ibid.* The following sources are cited:
- H.G. Buhrman & R. Bratton, "Athletic Participation and Status of Alberta High School Girls" (1978) 12 *International Review of Sports Psychology* at 57-67.
- W.E. Schafer, "Participation in Interscholastic Athletics and Delinquency: A Preliminary Study" (1969) 17 *Social Problems* at 40-47.
- J.O. Segrave & D.B. Chu, "Athletics and Juvenile Delinquency" (1978) 3 *Review of Sports and Leisure* at 1-24.
- 147 Segrave and Hastad (1982), cited in Ewing "Youth Sport".
- 148 International Centre for the Prevention of Crime, *100 Programs to Inspire Action Across the World*, (Montreal: ICPC: 1999), cited in M. Totten, *The Cost of Excluding Ontario's Youth from Play. A Call to Action!* (Play Works Partnership, Toronto ON: 2005) online: Play Works <<http://www3.playworkspartnership.ca/>>.
- 149 M. Burrows, *Evaluation of the Youth Inclusion Programme: End of Phase One Report* (London: Youth Justice Board, 2003) online: Youth Justice Board <<http://www.youth-justice-board.gov.uk>>, cited in M. Totten, *The Cost of Excluding Ontario's Youth from Play. A Call to Action!*, (Play Works Partnership, Toronto ON: 2005), online: Play Works <<http://www3.playworkspartnership.ca/>>.
- 150 *Ibid.*
- 151 *Ibid.*
- 152 *Ibid.*

ENDNOTES
153-197

- 153 C.M. Clark, "Deviant Adolescent Subcultures: Assessment Strategies and Clinical Interventions" (1992) 27:106 *Adolescence* at 283-293, cited in Ewing, "Youth Sport".
- 154 J.D. Vigil, "Group Processes and Street Identity: Adolescent Chicano Gang Members" (1988) 16:4 *Ethos* at 421-445, cited in Ewing "Youth Sport".
- 155 J.H. Laub, "The Precursors of Criminal Offending Across the Life Course" (1994) 58:3 *Federal Probation* at 51-57, cited in Ewing "Youth Sport"
- 156 M.E. Trulson, "Martial Arts Training: A Novel 'Cure' for Juvenile Delinquency" (1986) 39 *Human Relations* at 1131-1140, cited Ewing "Youth Sport", [Trulson, "Martial Arts"].
- 157 Trulson, "Martial Arts".
- 158 Ewing, "Youth Sport"
- 159 Henley, *Helping* at 5.
- 160 *Ibid.*
- 161 *Ibid.* at 6.
- 162 R. Orner & U. Schnyder, *Reconstructing Early Intervention After Trauma. Innovating in the Care of Survivors*, (UK: Oxford University Press, 2003), cited in R. Henley, *Helping* at 8.
- 163 Henley, *Helping* at 15
- 164 *Ibid.* at 11.
- 165 *Ibid.* at 16.
- 166 *Ibid.* at 19.
- 167 J.P. Heiniger & M. Meuwly, *Movement, Games and Sports: Developing Coaching Methods and Practices for Vulnerable Children in the Southern Hemisphere*, (Lausanne: Foundation Terre des Hommes, 2005), cited in R. Henley, *Helping*, at 19.
- 168 Henley, *Helping* at 21.
- 169 Brettschneider, "Outcomes."
- 170 M. Talbot, "The Case for Physical Education" in G. Doll-Tepper & D. Scoretz, eds., *Proceedings World Summit on Physical Education Berlin November 3-5, 1999*. (Berlin: International Council of Sport Science and Physical Education, 1999) at 39-50. [Talbot, "The Case"].
- 171 British Heart Foundation National Centre, Physical Activity, Sport and Education (UK: 2007), online: BHF <www.bhfactive.org.uk>.
- 172 *Ibid.*
- 173 Talbot, "The Case".
- 174 Brettschneider, "Outcomes."
- 175 Talbot, "The Case".
- 176 Brettschneider, "Outcomes."
- 177 G. Craig & M. Mayo, eds., *Community Empowerment: A Reader in Participation and Development* (London: Zed Press, 1995); A. Fowler, *Striking a Balance: A Guide to Enhancing the Effectiveness of Non-Governmental Organizations in International Development*, (London: Earthscan, 1997).
- 178 Talbot, "The Case".
- 179 G. Doll-Tepper & D. Scoretz, eds., *Proceedings World Summit on Physical Education Berlin November 3-5*, (Berlin: International Council of Sport Science and Physical Education, 1999)
- 180 *Governments in Action*.
- 181 *Ibid.*
- 182 *Ibid.*
- 183 *Ibid.*
- 184 *Ibid.*
- 185 Sport for Development and Peace International Working Group, *From the Field: Sport for Development and Peace in Action* (Toronto: SDP IWG Secretariat, 2007) at 15 – 16 and 90-91. [*From the Field*].
- 186 British Heart Foundation National Centre, Physical Activity, Sport and Education (UK: 2007), online: BHF <www.bhfactive.org.uk>.
- 187 Totten, *Excluding*.
- 188 Sport England, "The Value of Sport — Why We Need to Improve the Evidence Base for Sport," online: Sport England <http://www.sportengland.org/print/index/get_resources/research_categories/vosm_education.htm>.
- 189 Canadian Fitness and Lifestyle Research Institute, "The Case for Quality Daily Physical Education" in The Research File, Reference No. 93-2 (Toronto: 1993), online: Canadian Fitness and Lifestyle Research Institute <<http://www.cflri.ca/pdf/e/rf9302.pdf>>. [CFLRI, "The Case for Quality"].
- 190 *Ibid.*
- 191 R. Bailey, "Physical Education and Sport in Schools: A Review of Benefits and Outcomes" (2006) 76 *The Journal of School Health* at 397-401.
- 192 J.F. Sallis et al., "Effects of Health-Related Physical Education on Academic Achievement: Project SPARK" (1999) 70 *Research Quarterly for Exercise and Sport* at 127-134.
- 193 CFLRI, "The Case for Quality."
- 194 *Governments in Action*.
- 195 R. Dobosz, & L. Beaty. "The Relationship Between Athletic Participation and High School Students' Leadership Ability" (1999) 34:133, *Adolescence* at 215-220.
- 196 The Conference Board of Canada, *Strengthening Canada: The Socio-Economic Benefits of Sport Participation in Canada*. (Ottawa: Conference Board of Canada, 2005).
- 197 G. Di Cola, "Identifying Jobs, Core and Soft Skills Employability" in G. Di Cola, ed., *Beyond the Scoreboard: Youth Employment Opportunities and Skills Development in the Sports Sector* (Geneva: International Labour Organization, 2006). [Di Cola, "Identifying"].

ENDNOTES

198-220

- 198 *Ibid.*
- 199 *Ibid.* at 185.
- 200 *Ibid.* at 186.
- 201 Di Cola, "Identifying" at 177.
- 202 Renewal.net, "Renewal.net Overview: Sport and Employment" at 2, online: Renewal.net <<http://www.renewal.net>>.
- 203 *Ibid.*
- 204 *Convention on the Rights of the Child.*
- 205 UNICEF, *Sport, Recreation and Play* (2004), online: UNICEF <http://www.unicef.org/adolescence/index_23560.html>.
- 206 Canadian Fitness and Lifestyle Research Institute, "Helping Children to be Active" (Toronto: 1999) in *The Research File* Reference No. 99-02, online: CFLRI <<http://www.cflri.ca/pdf/e/ef9902.pdf>>.
- 207 US Secretary of Health and Human Services and the Secretary of Education, *Promoting Better Health for Young People Through Physical Activity and Sports: A Report to the President from the Secretary of Health and Human Services and the Secretary of Education* (Fall 2000), online: The President's Council on Physical Fitness and Sport <<http://www.fitness.gov/betterhealth.htm>>.
- 208 *Convention on the Rights of the Child.*
- 209 P. David, *Human Rights in Youth Sport: A Critical Review of Children's Rights in Competitive Sports.* (New York: Routledge, 2005).
- 210 *Ibid.*
- 211 *Ibid.*
- 212 *Ibid.*
- 213 *Ibid.*
- 214 *Ibid.*
- 215 Council on Physical Education for Children, *Appropriate Practices in Movement Programs for Young Children Ages 3-5*, US National Association for Sport and Physical Education, (2000), online: National Association for Sport and Physical Education (NASPE) <<http://www.aahperd.org/naspe/peappropriatepractice/AppropriatePractices3-5.pdf>>.
- 216 Gallahue, *Developmental.*
- 217 R.M. Ryan & E.L. Deci, "Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being" (2000) 55 *American Psychologist* at 68-78.
- 218 Y. Vanden Auweele, *Ethics in Youth Sport. Analysis and Recommendations.* (Leuven, Belgium: Lannoo Campus, 2004).
- 219 *Ibid.*
- 220 *Ibid.*