United Nations | Department of Economic and Social Affairs

SDP TOOLKIT MODULE:

SKILLS TRAINING, VOLUNTEERISM, EMPLOYABILITY AND MENTORSHIP

Contents

Overview

Module Objectives
This module provides policy and program guidelines linking sport to skills training, volunteerism, mentoring and employability and pathways to employment. The goal is to contribute towards good governance, socio-economic development, sustainable livelihoods, and decent work-environments related to meeting specific development and peace outcomes. Sport-for-employability has become a specialized area within the SDP sector with specific attention to youth not in employment, education, or training (NEET) and finding ways to employment, education, and training (EET) within the sport (including the SDP sector) and other sectors. It does so in line with the basic theories and understandings of the Sport for Development and Peace (SDP) sector, in which sport is used to deliver socio-economic and employment related outcomes.

Who is this module for?
This module is relevant to everyone that has an interest in SDP, skills training (in and through sport), volunteering, mentorship, and youth employability/employment. This includes (but is not limited to) policymakers, government officials from different ministries – from the national to local levels sport organizations, educational institutions in formal, non-formal and informal education and training, development agencies such as foundations, corporates non-governmental organizations (NGOs) and members from civil society.

What is this module about?
This module:
- Defines Sport-for-Employability within the SDP domain.
- Defines skills training, volunteerism, employability, and mentorship, and connects them to SDP.
- Identifies key links between SDP and the Sustainable Development Goals (SDGs) for this thematic area.
- Identifies key steps to implement and evaluate relevant policies and programs.

Learning Objectives
On completion of this module, participants will have:

- Explored the ideas and principles of SDP associated with human capacity development, employability, career advancement and socio-economic outcomes.
- Identified key concepts regarding sports programs and policies aligned with selected Sustainable Development Goals (SDGs) for this thematic area.
- Considered the conception, implementation and evaluation of a SDP program or policy aimed at furthering skills training, volunteerism, employability, and mentorship.

MODULE MAP: **SKILLS TRAINING, VOLUNTEERISM, EMPLOYABILITY AND MENTORSHIP**

1. How does SDP connect to employability through skills training, volunteering and mentorship?	**2. What is the current policy context?**	**3. How can relevant policies or programs be developed?**
4. The four phases of policy/program development related to this thematic area	**5. Summary and key learning points**	**6. References and further Reading**

Technical content

Background

Using ideas and methods from the SDP sector, many governments and organizations have designed and implemented policies and programs to meet non-sport goals. The present module focuses specifically on the goals of skills training, employability, and volunteerism. To meet these goals, government and other stakeholders can and should:

► **Review** the policy context of skills training, volunteerism, employability, and mentorship, in general and as it relates specifically to sport and SDP as it relates to the formal and informal economy.

► **Raise awareness** of the importance and possibilities of connecting sport to skills training, volunteerism, employability, and mentorship through policies and programs. This awareness should be aimed at the government sector (as policy maker, service provider, facilitator and/or employer), educational institutions (as service provider), the corporate sector, foundations (as funder/investor and employer), civil society organization (as implementing agencies/network and employer) and the public (with youth as jobseekers and providing opportunities or market for services).

► **Mobilize** support of various stakeholders, networking, and partnerships within sectors such as the sport/SDP sector with an ecosystem inclusive of civil society organizations, youth groups, development organizations and others.

► **Promote** linkages, coordination, and networking with other national programs, particularly in the areas of employability and skills training and job-creation.

► **Create or adapt and apply a program theory** that outlines the process by which sport will be used to support skills training, volunteerism, employability, and mentorship that align with selected SDGs and current norms and standards for communities of practice.

► **Set achievable targets for** skills training, volunteerism, and mentorship through SDP mechanisms in ways that align with selected SDGs and that are consistent with international standards.

► **Determine the necessary resources and advocate** for funding for the development and implementation of sport policies and programs that can support skills training, volunteerism, employability, and mentorship.

► **Monitor and evaluate** the extent to which supporting skills training, volunteerism, employability, and mentorship along developmental pathways within the SDP domain deliver on planned outcomes and adjust these approaches where they are not.

Principles and Definitions

1. Defining sport-for-employability and career development in relation to SDP

SDP programs focus on delivering non-sport goals that hold value for development and peace at the individual, institutional, community and societal levels. The lens is on education, training and capacity development for individuals and organisations in delivering socio-economic value. Within the SDP domain sport-for-employability mainly refer to communities of practice where youth are (up)skilled to gain competencies and behaviors that would make them more employable for accessing or creating opportunities in the existing labour markets. The development of vocational or technical skills (hard skills) and vocational (hard skills) may be relevant for the sport, SDP, and other sectors. Sport-related technical skills may ensure entry into the sport and recreation sector (e.g., coaching), but soft skills may contribute to the successful transition into other employment opportunities. In this way sport serves as a space where such training, volunteering to gain relevant learnings and experiences, mentorship for guidance and support have special value for improved employability that may also lead to the successful transition into formal or informal employment.

2. Defining skills training, volunteering, employability and mentorship

a. *Skills training* means helping people to acquire the skills they need to succeed.

Skills training is crucial for social development, especially given the global COVID-19 pandemic. The United Nations held World Youth Skills Day on July 15, 2021, stating that "ensuring quality skills development opportunities for youth should remain a top policy priority around the globe."

Sport offers a particular space and means for vocational skills training, and the development of life skills:

> *"Sport…serves as a highly desirable backdrop for teaching life skills to young people because it is an activity in which skill development is the norm and because it is one that society values, children and youth are motivated to engage in, and one that provides clear results for hard work and effort."[1]*

b. *Employability*, especially among youth, is socially beneficial.

A simple description of employability from the Cambridge Dictionary refers to "the skills and abilities that allow you to be employed" (used in the Streetfootballworld's Team Up!

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[1] Gould, D., & Carson, S. (2008). Life skills development through sport: Current status and future directions. *International Review of Sport and Exercise Psychology*, *1*(1), 58-78. Doi: 10.1080/17509840701834573

Toolkit, p. 34). It is complex and entails a set of personal attributes, vocational and soft skills to be able to find, keep and re-enter the labour market.

According to the International Labour Organization, decent work (especially for young people) unleashes multiplier effects throughout the economy and society, boosting investment, and ensuring more stable and cohesive societal ties across generations. Countries need to invest in youth to ensure a competent future work force as driver for economic growth and prosperity. Further, "youth work contributes to upholding democratic values and human rights, social cohesion, social diversity, freedom of expression and values, as well as dealing with the consequences of emerging social polarization and social exclusion".[2]

SDP as a sector has the potential to meaningfully contribute to employability depending on the types of skills developed, the connections between sport organizations and job markets/potential employers, and whether sport organizations have strategies in place to manage employments for their participants/graduates. Some SDP programs set out explicitly to improve the employability of their implementers such as coaches. However, life skills relevant for future employment begin at a young age and sport-related activities supplemented by other services such as homework provision, running community gardens and psycho-social support are formative influences. This means that participants in SDP programs benefit from life skill trainings in their sport participation and daily lives.

c. **Volunteering**, in which people give their time to social causes, can enhance social capital, strengthen communities, and deliver services in cost-effective manners.

Volunteering is "the active form of charity; altruistic orientation, lack of material benefit, and all actions are noncoercive and based on humanistic values."[3] It can help reduce social exclusion, support empowerment, and reach young people. Youth in distress may be more likely to trust programs and services provided by volunteers, viewing them as trustworthy and altruistic. [4]

Volunteers in SDP are either local or international. Many SDP organizations rely on the contributions from volunteers. Within this context, programs and policies should ensure sustainable management and supervision of volunteers. However, in resource-poor

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[2] German Youth Institute (2020). *The European Discussion on Youth Work, 2015-2020*. Centre for European Youth Policy, München.

[3] Sukharkova, M. (2018). Russia. In K. Hallmann, & S. Fairley (Eds.), *Sports Volunteers Around the Globe: Meaning and Understanding of Volunteering and its Societal Impact* (pp. 187-200). Cham: Springer Nature Switzerland.

[4] The relationship between volunteering and the development of social capital is not always causal, and volunteering is not a replacement for sustained resource provision, including human resources. In SDP volunteers form the backbone for program implementation and are dependent on funders for earning a stipend. They lose their livelihood when funding ends, as well as the opportunity to improve their employability status. Often funders see overlook their plight to employment or provide accredited training, scholarships, or internships as a scaffold to employment.

environments volunteering took on a different meaning. Many young people enter volunteering to earn a stipend and gain work-related training, experience, flexible or soft skills and make connections that may advance their chances to become employed. Paid volunteers similarly to non-paid volunteers demonstrate an ethos of care and deliver services to local communities where they are recognized as role models for children from challenging backgrounds. For many unemployed youths volunteering is pivotal to generate bonding (inter-personal, dense, and functional ties based on trust and reciprocity), bridging (connectivity across social divides) and linking social capital (forging connections with people in power). Access to different networks may generate employability opportunities for youth to escape the revolving door of unemployment.

d) **Mentoring,** especially for youth in the SDP sector, is defined as the process of helping another person to become what they aspire to be. A mentor is thus someone who helps another through a transition or into a new situation.

Sport is an important site for mentoring. The common structure of sport usually includes coaches and leaders assuming a mentorship role in relation to athletes or players. Similarly, in SDP, mentoring is a common theme in which leaders use sport-based programs as a basis for mentoring participants on a developmental pathway and/or facilitate peaceful co-existence in divided communities. For employability or career advancement (within an organisation) mentoring provides continuous support and guidance essential for building organizational capacity, address the issue of succession and/or bridge the transition into employment.

Mentorship can also be offered at the leadership level of SDP organisations where an exchange program and secondments or placements are made with high performing organisations like the Mathare Youth Sports Association (MYSA) in a slum area of Nairobi where other smaller organisations may seek opportunities for training and capacity building (https://www.mysakenya.org/)

3. Relevance and Connections to SDP

Skills training, volunteering, employability and mentoring all connect to ***development*** and ***peace***, broadly defined. Young people and women are most likely to experience poverty and/or be pushed into illicit economies through violence and conflict. Conversely, unemployment contributes to conflict by exacerbating inequality and exclusion, and triggering grievances in the competition to access scarce resources.

KEY POINT: Therefore, and in line with Sustainable Development Goal #16 (Peace, Justice, and Strong Institutions) and the UN's Decent Work Agenda, *decent work and social justice are key drivers of peace, resilience, security and sustainability.*

Sport can contribute to development and peaceful co-existence by preparing people for jobs, building skills, offering mentoring, and facilitating volunteering through programs that are contextually sensitive and relevant. In fact, skills training, volunteerism, mentoring and

employability all connect to key SDP themes and goals of *empowerment*, *social inclusion*, *community building* and *social capital (bonding, bridging and linking).*

Empowerment is the process of claiming rights and control over one's life, through skills, confidence, and strength. Empowerment through sport (for girls, young women, indigenous peoples and persons with disabilities) is a key goal in SDP. In particular, *economic* empowerment, supported by skills training and employability, is central to SDP.[5]

According to the World Bank, ***social inclusion*** means improving the terms on which individuals and groups take part in society, particularly those disadvantaged on the basis of identity. Positive sporting opportunities can provide participants with a feeling of belonging, regardless of their identity or social standing. Employability and volunteering are also both important for social inclusion, as they connect people to their social environment.

Community building is important in SDP. Sport offers a cross-cultural, inclusive, and fun experience that can build community-based relationships, especially amongst groups who might not otherwise interact. Volunteerism holds positive potential for community building, as volunteers support others and develop a sense of connection to their community through service delivery. Volunteering also supports ***social capital***, meaning the networks and connections among and between people that facilitate cohesion and belonging. Youth volunteering in sport and acting as mentors in SDP activities and programs are responsible for a ripple effect of change from the individual level to that of a household and social institution (e.g., school or centre) until it has a community-level effect.

Change emanates from the individual level and can effectively be explained through the behavior change wheel (BCW) to guide the design of SDP interventions. Intervention functions are linked to different policy categories and sources of behavior such as capability, opportunity, and motivation. There are three stages for designing an intervention for behavior change: from understanding the behavior, to identifying what needs to change, to matching that with possible intervention options including the content and implementation or delivery mode (see Figure 1).

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[5] See following toolkit, guidebook and massive open online course (MOOC): sportanddev.org toolkit with reference to 'Capacity Building' https://www.sportanddev.org/en/toolkit/capacity-building; Bridging the Divide in Sport and Sustainable Development. A guide for translating policy into practice and effective programme management. https://www.iir.jpnsport.go.jp/; MOOC: Sport for Sustainable Development
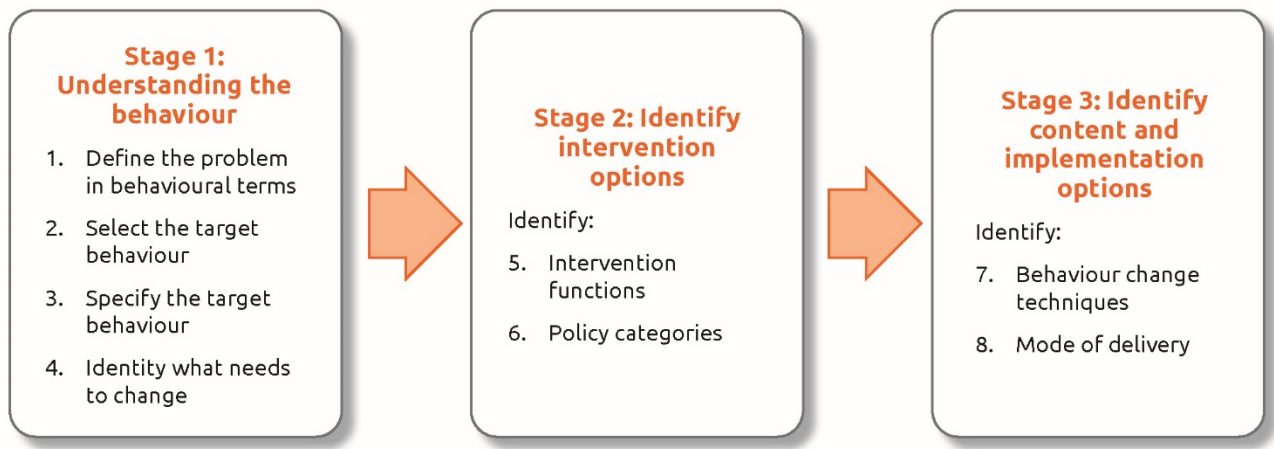
Figure 1. Behavior changes intervention design process

Source: Murtagh, E. M., Barnes, A. T., McMullen, J., & Morgan, P. J. (2018). Mothers and teenage daughters walking to health: using the behaviour change wheel to develop an intervention to improve adolescent girls' physical activity. *Public Health*, *158*, 37-46, see page 39). Doi: 10.1016/j.puhe.2018.01.012

KEY POINT: Employability, skills training and volunteering can all contribute to peace and development by increasing economic opportunities, reducing grievances, and increasing personal, professional, and social contacts. Sport is well positioned to support employability, skills training, volunteering, and mentorship, and therefore to contribute to developmental outcomes and peacebuilding. In the SDP model, education and training and supportive actions may meaningfully contribute to empowerment, social inclusion, community integration, the generation of social capital and provision of second chances for youth not in employment, education, or training (NEET) to access and benefit from opportunities in and through SDP work.

Policy Context

Skills training, mentorship and employability training are directly connected to the Sustainable Development Goals, which are the UN's development agenda for 2030. SDG 8 stating "Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all". The most relevant targets related to skills development and employability call to "substantially reduce the proportion of youth not in employment, education or training" (Target 8.6) (youth as defined of age between 15-24). For many developing economies the youth age category may be different as in the case of southern African countries where the age parameter for youth is between 15 and 35 years.

According to the International Labour Organization (ILO), the following SDG targets connect to skills and employability:

- 4.3 aims to "Ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university."
- 4.4 calls for an increase in "the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship".
- 4.5 calls to: "eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations."
- 8.6 calls for a reduction in "the proportion of youth not in employment, education or training (NEET)"
- 8.b calls for "a global strategy for youth employment and (to) implement the ILO Global Jobs Pact."

The relationship between SDP and the SDGs is also articulated in the Kazan Action Plan (KAP), which resulted from the *Sixth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS VI)* in 2017. The KAP recognized the SDGs as the overarching policy consensus regarding international development and that sport can:
- make a strong contribution to meet the SDGs and to sustainable development, and
- connect to priorities of gender empowerment, partnership development and youth engagement.

According to the Commonwealth Secretariat, the Kazan Action Plan (and its associated MINEPS Sport Policy Follow-up Framework) connects sport and SDP to meeting SDG targets. The SDG targets most relevant to the content of this module are:

Target	MINEPS	Sport result areas
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship. 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerables, including persons with disabilities,	I. Developing a comprehensive vision of inclusive access for all to sport, physical education, and physical activity. II. Maximizing the contributions of sport to sustainable development and peace. II.3 Provide quality education and promote lifelong learning for all and skills development through sport.	⬜ Inclusive access to sport for all. ⬜ Sport for health and well-being of all. ⬜ Sport for gender equality and empowerment of all women and girls. ⬜ Sport for quality education and lifelong learning for all. ⬜ Sport for economic growth and productive employment.

indigenous peoples, and children in vulnerable situations.	I.5 Enforce gender equality/empower girls and women

I.6 Foster the inclusion of youth in decision-making processes | |
| 8.6 By 2030, substantially reduce the proportion of youth not in employment, education, or training. | I. Developing a comprehensive vision of inclusive access for all to sport, physical education, and physical activity.
II. Maximizing the contributions of sport to sustainable development and peace | ▪ Sport for economic growth employment.
▪ Sport contribution to sectors such as manufacturing, transport, and tourism.
▪ Sport for quality education and lifelong learning for all.
▪ Inclusive access to sport for all. |

Policy and Practical Guidelines

This section offers <u>seven</u> guidelines for developing policies and programs to support skills training, employability, and volunteerism through sport.

1. <u>Inclusion of Key Stakeholders</u>

Developing policies or programs should involve a cross-section of actors that have a legitimate stake in the issues. In the case of skills training, volunteerism, mentorship and employability through sport, these stakeholders may include the following:

- Government Officials (National) – particularly those from ministries or divisions of youth, labour, economic development, and education. They can share important information that would ensure the collaboration of different ministries such as Sport, Youth, Education and Health in developing training and employment opportunities within and across different ecosystems to collectively deliver on SDP related outcomes.
- Government Officials (Provincial, Regional, Local) can help to identify and address the issues related to employability, skills training, mentorship, and volunteering in their local contexts.

- Elected Officials can lend important credibility when establishing the links between sport and employability, skills training and volunteering. They may support any necessary legislative reforms to hold government to account.
- Sports Federations understand the national, regional and/or local sports context and delivery system. They can support the design and implementation of sport programs and policies in the service of employability, skills training, and volunteering. They can also build awareness and support amongst sport-based stakeholders.
- Grassroots Sports Organizations and NGOs already operate in most regions of the globe. Most possess strong working knowledge and institutional memories of the use of sport to deliver on broader social outcomes and peacebuilding. Their input is valuable in the design of policies and programs and can contribute to policy coherence.
- Non-sport NGOs mostly focus on supporting employability, skills, and volunteering. Their knowledge of these fields is valuable to the development of sport-based programs and policies. They should be included in design and implementation of such.
- International Organizations such as the United Nations, UNESCO, Commonwealth Secretariat and European Union engage in the broader policy context of sustainable development and employability, skills training, and volunteering. Their policy statements and priorities should be consulted.
- Global and national Sport for All movements such as TAFISA (http://tafisa.org/) have adopted a developmental approach to bring about "a better world" and strategically align with selected SDGs.
- Funders, SDP-supportive charities foundations and influential networks such as Comic Relief, Laureus Sport for Good, Common Goal (earlier known as streetfootballworld) and the Sport for Social Change Network Africa (SSNA) prioritize sport programs related to employability, skills training, mentorship, and volunteering. They may offer institutional support, facilitate program implementation and/or provide financial support.

2. <u>Accessibility of the process</u>

The development of policies and programs using sport to support employability, skills training and volunteering should be accessible and participatory. This requires the adoption of transparent and open approaches to the sharing of information and joint implementation and shared ownership of programs. It is critical that such communications are in user-friendly formats and that accessibility is ensured for meetings, workshops, fora, or other opportunities for personal participation. Inter-active learning and knowledge sharing about job-related skills and practices are key at grassroots level within and between organisations.

Previous SDP research has called for a *communitarian approach*, where the free exchange between different cultural groups is supported, and groups are encouraged to learn from one another through a collaborative approach to sport participation and engagement in SDP initiatives.

3. Sustainability

Policies and programs using sport to support employability, skills training, mentorship, and volunteering should aim to achieve long term results, with benefits that extend beyond the lifespan of the policy or program itself. Organisations such as SDP NGOs are often dependent on external and short-term funding that negatively effects the capacity of an organization, especially during economic downturns such as was the case during the Covid-19 pandemic. For sustainable organisations, programs and practices, key SDP principles should be applied. This means that a policy or program itself should also:

- be based on a realistic assessment of existing and potential human and material capacity;
- consider, in all its elements, how capacity can be developed to meet short- and long-term needs; and
- dedicate time and resources to the development of national and local capacities.

4. Coherence

To ensure policy and coherence among communities of practice, the creation process should take account of other relevant policies, programs, and processes. This means that any sport-focused and sport-related programs or policies should take into consideration current policies and programs such as those focusing on youth development, inclusion, trade and commerce, public works and others related to employability, skills, and volunteering. For example, sport and/or SDP related programs aimed at the integration of immigrant population into host communities, should align with national, regional, or local government legal frameworks, strategic plans and recommendations in place for supporting newcomers.

5. Flexibility

Policies and programs designed to use sport to support employability, skills development and volunteering need to be responsive to changing circumstances and include mechanisms for on-going (internal) monitoring and periodic (external) review. Being open to new ideas, innovative practices in employability training and employment creation, whilst remaining responsive to changing circumstances is critical for success.

6. Language and Approach

Policy and programming guidelines should take care to use inclusive language that emphasizes strengths more than weaknesses or deficiencies. Sharing and building on existing good practices provide examples for others, but in development work the learnings should also show unintended consequences associated with program outcomes. Research has found that some SDP training manuals focus too often on deficiencies, risks and individual limitations. Language based on improvement and empowerment is likely to be more effective.

7. Program Theorizing

To be both successful and sustainable, programs and policies must be based on a clear and well-defined program theory, which outlines the processes and/or mechanisms by which sport

can contribute to employability, skills training, volunteering, and mentorship. Table 1 provides the benefits of mentoring for the organization, the mentor and learner as mentee.

Table 1. Benefits of Mentoring

Organization	Mentor	Learner
• Widens skills base and competencies. • Increases staff morale and satisfaction. • Reduces service/education gap. • Alternative to external training; cost effective. • Develops habits of trust and confidentiality • Affords a more informed view of the organization's resources. • Useful for succession planning • Helpful for achieving mission/vision. • Develops a mature management population. • Improves quality of service through increased competence and confidence. • Improves teamwork and co-operation.	• Improves awareness of own learning gaps. • Develops ability to give and take criticism. • Develops organizational and professional knowledge. • Offers networking opportunities. • Improves leadership, organizational, and communication skills. • Develops ability to challenge, stimulate and reflect. • Raises profile within the organization. • Increases job satisfaction. • Offers opportunity to pass on knowledge, experience. • Provides stimulation. • Offers career advancement opportunities.	• Develops learning, analytical, and reflective skills. • Develops organizational and professional knowledge. • Develops political awareness. • Develops own practice. • Develops self-confidence and willingness to take risks. • Develops ability to accept criticism. • Accelerates professional development. • Develops autonomy and independence. • Increases maturity. • Broadens horizons. • Increases job satisfaction. • Offers opportunities for role modelling. • Encourages ongoing learning. • Facilitates peer relationships. • Offers opportunities for experiential learning. • Offers help with problem solving.

In Figure 2, a framework by Hoekman and Schulenkorf (2016) shows how youth are re-engaged as change agents relevant to SDP work.
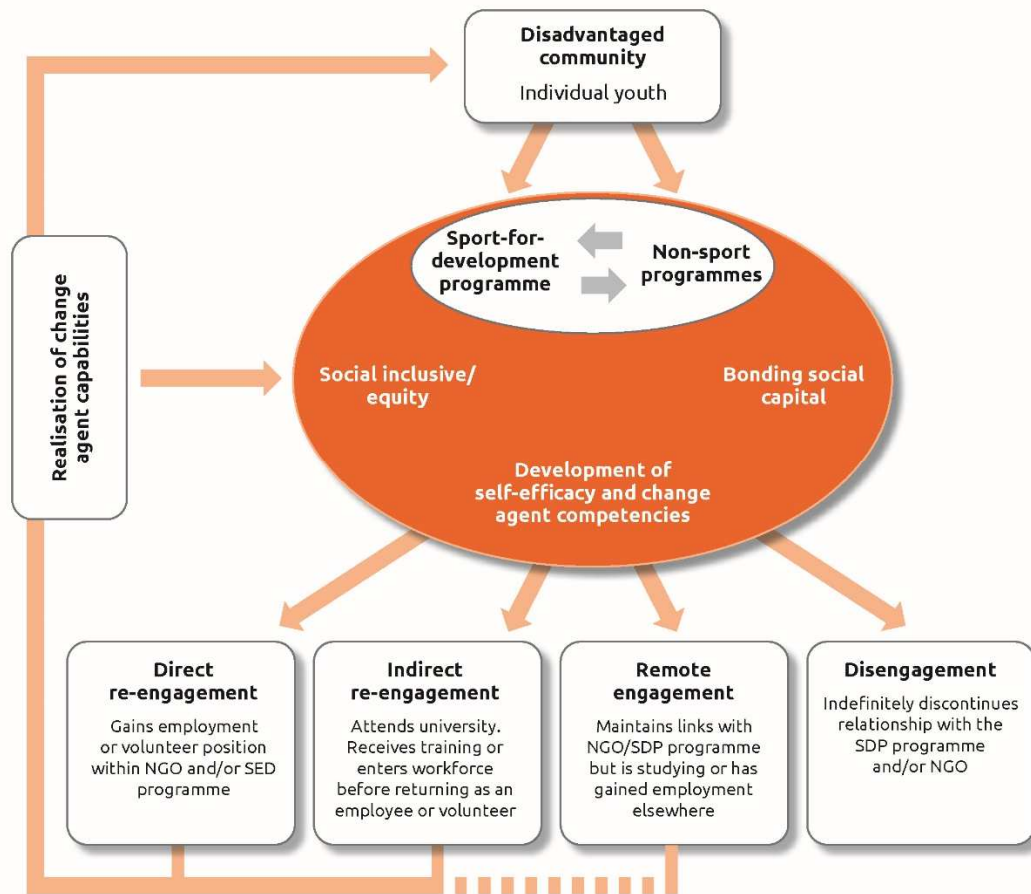

Figure 2. Framework for re-engaged youth as change agents (FREYCA)

Source: Hoekman, M. J., & Schulenkorf, N. (2016). Sustainable Management of Sport- for-development through Youth Re-engagement: The FREYCA Framework. In L. M. Hayhurst, T. Kay, & M. Chawansky (Eds.), *Beyond Sport for Development and Peace: Transnational Perspectives on Theory, Policy and Practice* (pp. 135-149). Abingdon: Routledge.

The figure provides a bi-directional flow between sport and SDP ecosystems that may in some elements overlap such as it relates to mobilizing populations to live active lives. It also demonstrates how the acquisition of personal or life skills, education and work-related experiences feature along a process of engagement based on direct or indirect re-engagement, remote engagement and eventually disengagement of individuals with NGOs delivering SDP programs.

The mastery and application of soft (life or flexible) skills and hard (vocational or technical skills) in pre-service or in-service training have clear spin-offs for employability training. Youth as a target population may also crosscut with a gender agenda and ensure that the most excluded populations benefit from employability training. The World Bank Group published several working papers in 2017, showing how women and girls in Africa, Latin America and Asia benefited from a combination of vocational skills, life skills and internship training to successfully enter wage labour and have higher earnings than the norm (Policy Research Paper 8245 and 8239; http://econ.worldbank.org).

The NGO sector and SDP networks play a key role in offering such trainings across a progressive continuum of types of employment that show significant shifts from NEET to EET (see Figure 3).
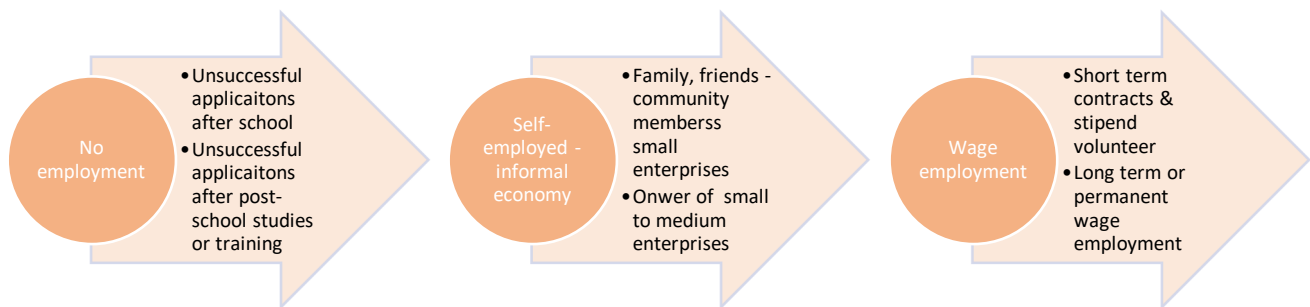

Figure 3. Typology of employment on a progressive employability continuum

Source: Burnett, C. (2023). *Final Report for the for Social Change Network (SSCNA) and Presidential Youth Employment Intervention (PYEF) in South Africa,* p. 45. Pretoria: SSCNA.

This continuum has been developed from observations of the level of security of employment experienced by youth in the program. Within the three identifiable types there are some differential experiences that present a small but significant shift from the top to the bottom categories within each component.

Phases of Development

The development and implementation of SDP policies and programs designed to support skills training, employability and volunteerism should proceed through the following four phases:

1. A **preparatory phase**, during which key agencies and organizations address the institutional structures for planning and engaging with sports organizations, relevant ministries, service providers, international organizations, and collaboration with other stakeholders. This includes consideration of the international policy context and gathering of relevant data for informed decision-making and evidence-based planning.
2. A **development phase**, during which key agencies and organizations elaborate a policy or program within a specific country context, intensify the consultation process, and draft the policy or program.
3. An **implementation phase**, during which relevant agencies implement the policy or program.
4. A **monitoring & evaluation phase**, which overlaps with the implementation phase and involves a process of adjustment of policy or programs objectives and activities in consideration of new data or shifting circumstances, followed by assessment and review to lay the foundation for a successor policy or program.

1. Preparatory Phase

The goal in the Preparatory Phase is to establish the leadership, clear ownership and support necessary to develop and implement a successful policy or program. Inputs from multiple stakeholders should be sought. This is also the phase during which situate and connect the policy or program to the broader policy context. The Preparatory Phase should proceed through several steps:

- **Soliciting support or endorsement** – When key stakeholders or decision makers commit to the policy or program, the buy-in process accelerates and a Memorandum of Understanding (MOU) or Memorandum of Agreement (MOA) may be signed by all relevant parties. When led by national governments, for instance, heads of state can be key stakeholders for building support and follow a top-down delivery approach with cascading mandates to provincial or local bodies within a particular ministry. Public-Private Partnerships (PPP) are particularly relevant for employability training and job creation in different sectors, inclusive of the SDP field.

- **Designating leadership and coordination** – Depending on the policy or program to be developed, establishing leadership should involve stakeholders from sports organizations, government agencies, NGOs, the corporate sector, foundations and/or funders. Depending on the scope of the policy, sub regional coordinating committees can also be put in place to support. A coordination structure is required to provide

strategic leadership, dissemination, and the implementation of the policy, ensuring effective communication among stakeholders.

- Leaders and coordinators should stay in **close contact with all stakeholders**, making sure that underrepresented groups are heard, both formally and informally, to ensure the input of all of those impacted by the policy or program, to raise awareness, and to inform about the goals and objectives.

  Sport organizations and practitioners should strive to build meaningful relationships with participants and effective partnerships within their respective communities by linking to local stakeholders such as schools, community leaders (particularly traditional leaders in remote rural communities where they exert power) and youth leadership groups or forums.

- **Participation and consultations** – Since the Development Phase (below) requires identifying priorities and barriers, it is necessary to engage in consultation with all stakeholders about the specific challenges related to skills training, volunteerism mentorship and employability in their context. This should be done in an open, transparent and participative manner.

Example from the Preparatory Phase

Program: The Caribbean Healthy Lifestyle Project

Location: Jamaica, St. Vincent, Grenada, Trinidad & Tobago, St. Lucia, Barbados, St. Maarten, Anguilla, Guyana, Dominica, Antigua

Stakeholders: The Caribbean Healthy Lifestyle Project (HLP) was established in 1999 through the joint development efforts of the Organization of Caribbean Administrators of Sport and Physical Education, the Caribbean Netball Association, and Commonwealth Games Canada.

Approach: It adopted an integrated approach by connecting sport to individual development in order "to promote sport, healthy living, leadership skills, and social responsibility among youth in the Caribbean."

The program: Using netball, the HLP provides training to youth leaders to enable them to implement Healthy Lifestyle Workshops in their communities. Issues discussed during the workshops include: HIV/AIDS education and prevention, conflict resolution, self-esteem, decision making, leadership, nutrition, substance abuse, and sexuality/teenage pregnancy.

The HLP is a good example of steps taken during the Preparatory Phase:

- It includes support and endorsement from national and international level organizations, as well as a range of organizations (both physical education and sport-specific)

- It is based on consultations with, and involvement of, a range of stakeholders, and stays in close contact with stakeholders especially by "involving youth in the planning and delivery of all aspects of the program."

- It is based on a preliminary assessment that determined the use of netball to target the empowerment of young women, yet eventually grew to multi-sport programming for both women and men.

Link: https://www.unitedcaribbean.com/caribbeanhealthylifestyle.html

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Example from the Preparatory Phase

Program: Center for Sport, Peace and Society

Location: University of Tennessee, USA

Goal: The Center for Sport, Peace and Society (CSPS) "helps global leaders develop innovative solutions to socio-political challenges using sport." Their goal is to "create a more peaceful, equitable, and inclusive world."

Approach: Notably for the Preparatory Phase, the CSPS works as an implementing partner of the US Department of State's *Global Sports Mentoring Program*. In this approach, the CSPS pairs sports leaders from other countries with US mentors as part of five-week international exchanges. During these exchanges, the leaders work together to develop Action Plans for sport-based social change in their local communities.

These action plans have contributed to the creation of national sports leagues, as well as new sports federations for women and people with disabilities. They have also impacted legislation towards making countries more inclusive and accessible.

The Centre has a clear leadership structure in place, comprised of faculty members and graduate students.

Link: https://sportandpeace.utk.edu/

- **Determining a funding strategy** for the whole life cycle of the policy or program is fundamental, so this phase should draw a particular attention to it. Responsibility for the budget may vary, from government ministries to international donors. It is important to identify the best stakeholders at different levels to support in this area.

- **Preparing a preliminary assessment** – The preparatory phase should conclude with an explorative assessment or review of existing laws, policies and practices. For example, there may be legal frameworks related to education, employment or volunteering that are relevant to the development of sport policies or programs. See examples below:

	Examples of Legal Frameworks related to Volunteerism from Different Countries
	Belgium formulated their first volunteer law in 2005 (later extended and modified in 2009 and 2014), which created a legal status for the volunteers by referring to them as: - a person who dedicates himself of herself to a nonprofit organization; - for which he or she does not receive a remuneration (although reimbursement of expenses is allowed when strict rules are followed); - and only when he or she performs this activity on a voluntary basis. Source: (Thibaut & Scheerder, 2018, p. 22)
	Brazil regulated volunteer work through law N° 9.608/98 formulated in 1998, which stated: - "Volunteering is a nonpaid activity provided by a private individual to a public entity of any nature or to a private not-for-profit organization with civic, cultural, educational, scientific, recreative, or personal assistance objective. - Volunteering does not generate employment bonds nor labor obligations. - Volunteering demands the celebration of a volunteer contract between parts, specifying the object and conditions of the work. - Volunteers may be reimbursed for proved expenses incurred during the development of their activities." Source: (Müller, 2018)
	China formulated their national framework for volunteer management in 2017 (though China's first policy on volunteerism was developed in 1999 in Guangdong province), which highlighted the following issues: - "The purpose of the framework is "to develop the field of volunteer service and carry forward the volunteer spirit of dedication, brotherly love, mutual aid and improvement, to regulate volunteer service and protect the lawful rights and interests of volunteers, volunteer service organizations, and the recipients of volunteer service, and to advance the progress of civilization" (China State Council 2017, p.1)." - "Article 3 of China's regulation on volunteer services specifically defines volunteer activities as those that benefit other people or social groups for no financial gain (China State Council, 2017)." - "Article 19 further suggests that volunteer service organizations must provide certain work conditions to volunteers which take into account safety and protect their legal rights and interests, including personal injury insurance (China State Council, 2017)." - "In most cases, volunteers receive no remuneration. However, volunteers may have their costs reimbursed at the discretion of the organization." Source: (Xing et. al., 2018, p. 69)
	Sport England, in their current strategy (2016-2021), emphasizes the dual benefit accrued from volunteering which benefit both the volunteers and people/organizations who recruit them. Sport England identified volunteers both as a

	critical resource for sport programs and sporting events and as an enabling factor to popularize volunteerism to others to increase participation. Sport England highlighted the following issues related to volunteerism:
	
	   ▪ It can promote five important values, which are: physical wellbeing, mental wellbeing, individual development, social and community development, and economic development.
	
	Link: https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/sport-england-towards-an-active-nation.pdf
	
	   ▪ The measurable indicators for volunteering activities include increasing the number of volunteers by hundred percent every year and diversify the composition of volunteers to make a better representation of the whole society.
	
	 Source: (Hoye et al., 2020, p. 29)

	The Canadian Sport Policy 2012-2022 aims to ensure that sport provides a positive impact in the lives of Canadians and communities. Volunteers are recognized as key stakeholders in the realization of the policy goals, and the policy states that skilled volunteers are fundamental to achieve these goals. Source: (Hoye et al., 2020, p. 29)

2. Development Phase

The development phase, which may be overseen by the coordinating mechanism, should include the following steps:

- **Determining Priorities –** Skills training, employability, volunteering and mentorship all present a range of possible priorities for policy makers and programmers. These can range from encouraging youth to stay in school, to teaching STEM to girls and women, or helping youth not in education, employment, or training becoming employable, study or find work. It is therefore necessary to prioritize goals and identify gaps where action will be necessary to advance the policy development or program implementation. This can be done through consultations with both governmental and non-governmental stakeholders, in the form of meetings or workshops at national and local levels or opportunities for online or written submission of views, among others.

- **Identifying barriers –** Identifying the barriers to overcome is crucial. A barriers model is a useful approach for programming and policy makers to implement policies by demonstrating a commitment to the removal of barriers for target populations such as for girls or people with disabilities. These barriers might include lack of privacy, unaffordability, lack of accessible spaces, poor transportation, racism, sexism, or homophobia or homemaking or caretaking roles. When developing a policy document or program, organizations should take an active role in ensuring barriers to inclusion are being actively and effectively addressed.

Examples from the Development Phase

Program: The Blue Dragon Children's Foundation (BDCF)
Location: Vietnam

Program content: The Blue Dragon Children's Foundation (BDCF), established in 2003 in Hanoi, Vietnam, locates children and young people facing critical situations like slavery, homelessness, and extreme poverty and engages with them in a long-term process in overcoming trauma, injustice, and disadvantage. BDCF is based on two core beliefs: (i) the interconnectedness of education and poverty; and (ii) the ability of children in shaping the future.

Stakeholders and approach: BDCF maintains an "open door" policy and offers vital services to children, including access to social workers, educational assistance, psychological services, accommodation, vocational training, employment, counselling, and creative/physical opportunities, such as football. BDCF also collaborates with multiple stakeholders like psychologists, child rights activists, educators, social workers, support staff and volunteers to moblize resources to provide these services.

Sport is one key elements of BDCF activities. With an "open door policy" and "no registration requirement", BDCF removes barriers to participation. Every week at least five children are awarded prizes for the exhibition of good sportmanship on the field, respectfulness towards game rules and communication during the post-match group social discussion.

BDCF employs four different routes of long-term engagement with youth:

1. direct re- engagement,

2. indirect re- engagement,

3. remote engagement, and

4. disengagement.

Direct re-engagement involves participants taking up employment or volunteer position within BDCF and emerging as change agents to carry out BDCF activities. Indirect re-engagement provides the participants the means to pursue further studies at universities or to find employment elsewhere and then rejoin BDCF as staff member or volunteer. Through remote engagement pathways, participants maintain connection with BDCF while studying or working elsewhere.

Link: https://www.bluedragon.org/our-work/

Program: DC Scores

Location: Washington, DC

Aim: DC Scores aims to overcome the barriers of social exclusion and poverty; it envisions "a DC where every child – no matter their family income – experiences the joys of childhood: sports, arts, service, and being part of a team."

Approach: DC Scores combines the sport of soccer (football) with the arts and with service learning and connects youth to mentors. The goal of the program is to create "neighbourhood teams that give kids the confidence and skills to succeed on the playing field, in the classroom, and in life." Local public-school teachers are hired and trained to run the program at their schools, providing each student with direct access to a trusted mentor.

The program: Notably for the Development Phase, DC Scores proceeds according to a season-based program model designed to support sports, arts, and community service.

During the 12-week fall model, students learn to write creatively and to perform. Every student writes at least five original poems, culminating with a poetry slam. During the 12-week spring season, students at schools work together — building upon the teamwork formed on the soccer field and at the poetry slam — to identify and then research an issue in their school or community, and then address it with a service-learning plan. Projects range from neighborhood cleanups to awareness campaigns, to raising money for the homeless.

Soccer is integrated throughout the program, including a consistent public soccer league for school-aged youth.

Link: https://www.dcscores.org/

- **Developing a Program Theory –** It is crucial in developing a sport policy or program to create or adopt a program theory. In an effective program theory, everything a participant experiences leads to the next set of conditions that must be negotiated. This allows for an understanding of why a program works or not.

  When organizing sport for employability, an effective program theory should include the following 10 steps:
  1. Position sport as attraction – marketing, communication and recruitment.
  2. Create safe social climate – enabling environment.
  3. Assess individuals' needs – needs assessment/situation analysis.

4. Create individual learning plans – implementation.
5. Hold small group workshops – interactive training.
6. Offer validated qualifications – recognition of learning.
7. Offer experiential learning – work-related (in-service) training and experience.
8. Offer work experience – internships and application of learnings and skills.
9. Prepare for employment – transition into the world of work.
10. Assess outcomes of employability

See Figure 4 as a sample program theory in sport-for-employability as developed in a toolkit by Coalter, Theeboom, Taylor, Commers and Derom (2021) in collaboration with Rheinflanke (Germany), Sport4Life (England), Rotterdam Sportsupport (Netherlands), Street League (England), Oltalom Sport Association (Hungary) and Magic Bus (India).
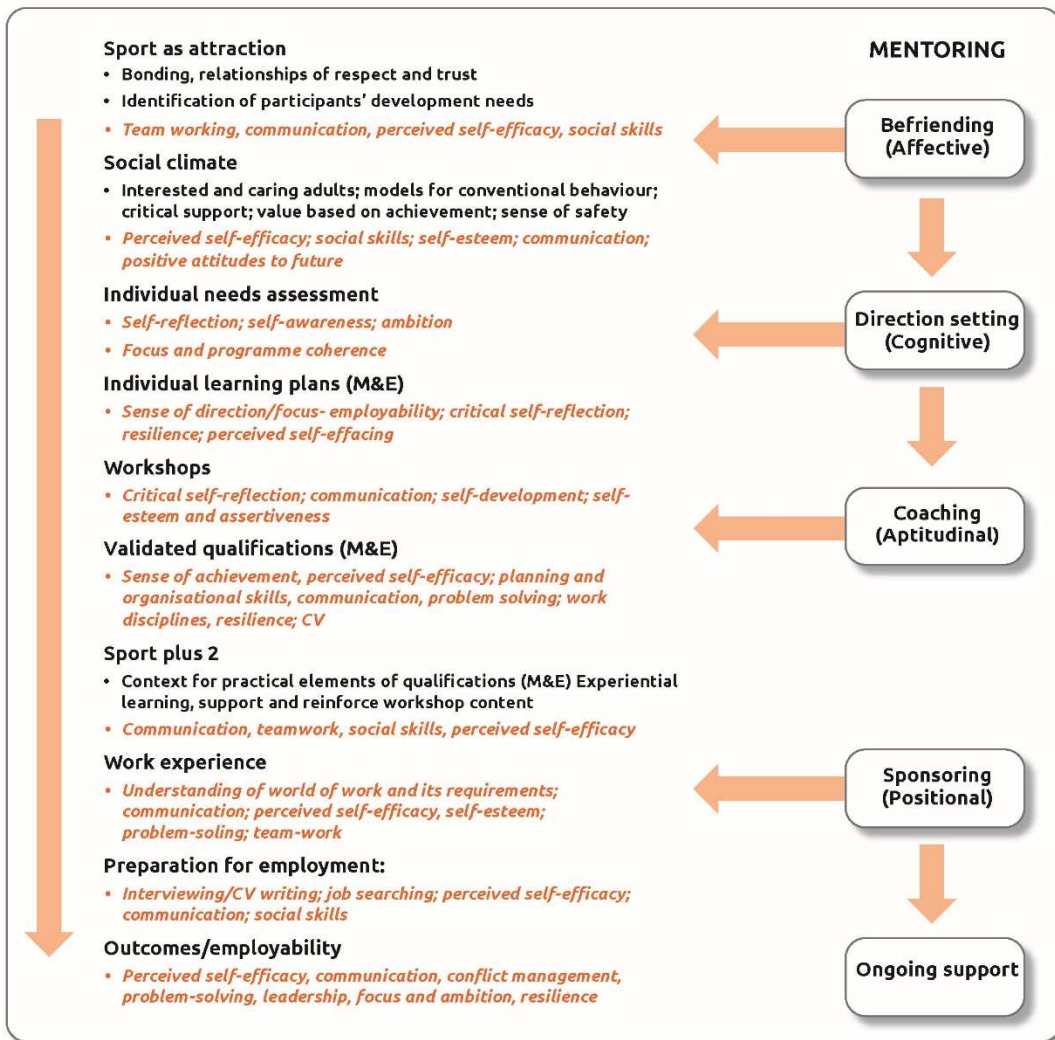

Figure 4. Program theory of sport-for-employability programs

Source: Fred Coalter, Marc Theeboom & Jasper Truyens (2020) Developing a program theory for sport and employability programs for NEETs, *International Journal of Sport Policy and Politics*, 12:4, 679-697, see p. 686.

The program theory is incorporated in a theory of change developed by Coalter et al. (2021) to show the aim and objectives, linked to the processes identified as 'direction-setting', training (e.g., inter-active workshops), experiential learning, preparing for and transition into employment.
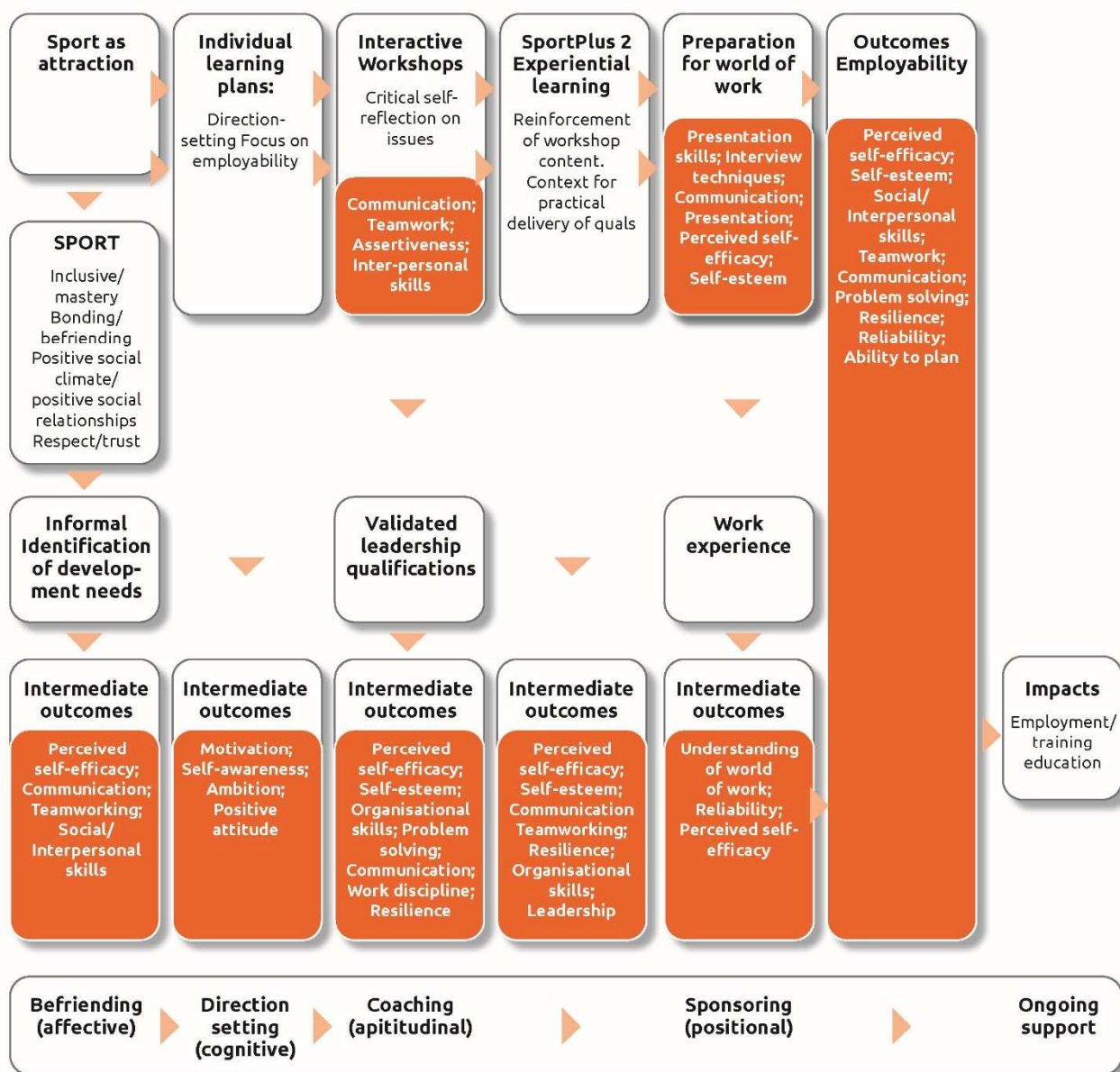
Figure 5: Graphic representation of a theory of change for sport-for-employability

Source: Coalter, F., Theeboom, M., Taylor, J., Commers, T. & Derom, I. (2021). Monitoring and Evaluation Manual for Sport-for-Employability Programmes (MONITOR). Brussels: Erasmus+ and European Union, p.44.

- **Establishing Indicators –** Indicators are necessary for the eventual monitoring & evaluation of the policy or program. The purpose of indicators is to provide relevant information that is clear and can be measured and objectively verified. It is also important to consider who is to be responsible for gathering indicators. See the module on M&E for indicators and criteria for developing them.

In the case of sport for skills training, volunteering, employability, and mentorship relevant indicators might include:

✓ The availability of resources for persons with disabilities to enable them to participate in sport and physical activities adapted to their needs and that facilitate the acquisition of life skills.

✓ The provision of public/safe spaces, safeguarding and adherence to a code of conduct to protect the rights of girls and women in sport/SDP that serve to enhance their education, communication, negotiation skills and leadership toward their empowerment.

✓ The availability of SDP activities and components through which participants learn values such as honesty, confidence, fair play, respect, inclusion, and cooperation/teamwork and transfer these to their economic, social, and cultural life.

✓ The building, through SDP activities, of both hard and soft life skills that lead to enhanced employability for participants and facilitate their transition into the labour market and advancement opportunities. These could include completion of school (primary or secondary); completion of post-secondary degree programs, including trades or vocational training; participation in CV building workshops; applying for jobs and training to perform in job interviews, job offers received and/or accepted.

Example from the Development Phase

Program: The GOAL Project
Location: New Delhi, India

Aim: The Goal Project, operated by the NAZ Foundation, utilized netball to provide a program of sport, education and life skills for young women aged 13-19 residing in the poorest

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communities of New Delhi, India. The project aimed to empower women to take control of their lives and eventually to become community leaders.

Implementation: It offers twice-weekly netball sessions, incorporating educational modules at some sessions to provide a comprehensive approach to personal development. The educational modules covered a range of issues including micro-finance and computing to promote health and well-being, teamwork and leadership.

Indicators and outcomes: With respect to indicators, the impact on individual empowerment was associated with self-esteem, confidence, effective communication, cooperation, self-knowledge, social interaction and sense of responsibility. Simultaneously, the GOAL Project contributed to the collective empowerment of the participants by enabling them to share knowledge with their families and friends and replicate teamwork in other aspects of their lives.

In addition, participants can move from Peer Leaders to Community Sport Coaches, enabling them to receive employment within the program.

Link: https://www.sportanddev.org/sites/default/files/downloads/goal_program_evaluation_publication_september_2016.pdf

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- **Preparing a draft action plan –** A core group should be identified to lead the drafting of the policy or program. The plan should clearly set out the overall goals and objectives and identify, based on the preparatory phase, priority areas and sectors. It should also set strategies for achieving objectives, including specific activities to be undertaken and plans for monitoring and evaluation within a set timeframe.

Sport and Employability: Key Aspects

a. Employability workshops which target specific (non-sport) skills are a useful addition to employability programs.
b. Creating partnerships with outside organizations helps to diversify the skills acquired by program participants (e.g., work with an outside organization to help with CV development).
c. Partnering with other organizations who can provide future work opportunities is valuable.
d. Individualized learning plans should be created for program participants to ensure goals are targeted and then pursued.
e. Programs should stimulate self-reflection amongst participant groups. This would allow them to identify barriers that they may need help overcoming and which are impeding them from their employability goals. This also helps practitioners assess and guide participants to an appropriate occupation.
f. On-going support offers a transitional approach that sees higher rates of success: i.e. a former program participant maintaining a job also after leaving the program.
g. Mentoring should be included in the program.

Source: (Coalter, Theeboom & Truyens, 2020)

- **Conducting Consultations –** Consultations are critical to the success of a policy or program. Once a first draft of the policy has been prepared, a series of consultations should be organized to review it. All relevant stakeholders should be included. The goal is to ensure that the program or policy:

  ✓ Reflects appropriate priorities and addresses barriers,
  ✓ Is based on an appropriate program theory; and
  ✓ Enjoys buy-in and support before implementation.

- **Finalize Policy or Program** After consultations and stakeholders' participation, the policy or program can be finalized, in accordance with the broader policy context and Sports for Development and Peace principles.

Recruiting and Managing Volunteers

The following principles are important for recruiting and managing volunteers in sport:

a. Consider where the potential volunteer has come from (e.g., are they a former athlete, a current volunteer, with whom, etc.). These questions can help to understand the type of care that volunteer will require when entering a potentially new program.

b. Before acquiring new volunteers, organisations should "begin with an examination of organizational strategies and long-term goals along with estimates of current and future needs for volunteers to service existing and planned programs and events."

c. "Orientation, training and performance management are important processes in the development of sport volunteers and are common to most volunteer management programs" (p. 86).

d. It should not be assumed that a long-term volunteer has a complete understanding of the "organisation, its strategic direction, its policies and procedures and the roles of key office bearers even if they know some or all of these office bearers" (p. 86). Organisations should have someone in charge of volunteer affairs.

e. Orientation sessions are seen as an important feature of any new recruitment process. Additionally, current and long-standing volunteers should get new orientations when starting a new position, or even just as a refresher to the organisation in case things have changed.

f. Performance management should happen in some form, either "through informal social or normative controls or more explicit bureaucratic controls" (or both) (p. 87).

g. Ultimately, volunteers should be consistently reminded through performance evaluations of their importance to the organisation and of the great work they are doing if the organisation hopes to maximize volunteer effort.

Source: (Cuskelly, Hoye & Auld, 2006).

3. Implementation Phase

The implementation phase, during which the policy or program is put into use, should include the following steps:

- **Designate a coordinating group – Implementation** requires the designation of a coordinating group who should:
  - ✓ Promote coordination, information sharing, and relationship management between stakeholders involved in the implementation process.
  - ✓ Communicate information on the policy or program's implementation, including to the public and through reporting to stakeholders.
  - ✓ Ensure adequate financial management, and
  - ✓ Lead the monitoring and evaluation processes (discussed in next phase).

- **Profile and public awareness** – The implementation phase should also include activities to raise awareness about the program or policy. These can include the sharing of positive outcomes, profiles of participants, or examples of behavior change achieved through the program or policy. In this way, the relevance of the program or policy will be promoted, and more people will understand its value.

Examples from the Implementation Phase

Program: International Development through Excellence and Leadership in Sport (IDEALS)
Location: United Kingdom, Zambia, Namibia and Tanzania.

Background: IDEALS was established in 2006 in the United Kingdom as a sports leadership exchange program to motivate future global leaders through sport and develop participants' leadership skills.

Program: The program sends British students, university staff members and young professionals to partner countries Zambia, Namibia and Tanzania to volunteer for local organizations and SDP projects. A two-day long pre-departure induction is organized at the host UK university to familiarize the volunteers with the projects and the host country, to meet and communicate with the project staff, and to discuss the cultural context of the host country.

Approach: IDEALS focuses on three key areas: sports and coaching leadership, practical skills development and cultural awareness. The leadership component includes talent identification programs for children with disabilities, sport specific coaching schemes, and policy/research-based activities such as exploring gender equality roles of healthy living. Cultural awareness begins at the induction weekend and ends with students organizing cultural events involving young people from different countries.

Link: https://www.uksport.gov.uk/news/2006/01/12/ideals-initiative-launched

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Program: Boxgirls Kenya
Location: Nairobi, Kenya

Background: Boxgirls Kenya was established in 2008 with the aim to support uprooted, marginalized and excluded young girls to lead a full life as equal members of society. Working in the urban slums of Nairobi, as well as some parts of western Kenya, boxing is positioned as a 'hook' to attract girls and young women into the program. As of 2021, Boxgirls Kenya has connected with 34 schools across different communities, and reached over 3,000 girls.

Mission/Aim: Boxgirls Kenya's mission is to support women and girls to lead dignified lives with equality and security and control over their sexual health and economic development. The curriculum is based on life skills training that is integrated with sports training. The goal is to develop the leadership potential and capacity of under-privileged girls and women. The organization has also engaged in microenterprise programming to support its athletes and coaches in pursuing self-employment.

Indicators/Outcomes: An indicator of success for Boxgirls Kenya is the number of girls in the program that learn boxing and then go on to become boxing coaches, referees, or judges. The program has worked to build capacity so that leaders are able to obtain, improve, and retain the skills, knowledge, tools, and equipment to provide girls with the best opportunities in life. Many participants go on to careers directly influenced by their learnings, as boxers, coaches in the program, or other fields.
Links: www.boxgirlskenya.com; www.laureus.com/news/boxgirls-kenya-fighting-for-gender-equality; https://olympics.com/ioc/sport-and-active-society/case-studies/boxgirls-kenya

Program: Promoting Life-Skills in Aboriginal Youth (PLAY) by Right To Play
Location: Northern Ontario, Canada

Background: Right To Play, headquartered in Toronto, Canada, initiated Promoting Life-Skills in Aboriginal Youth (PLAY) in 2010 in rural and remote Indigenous communities in northern Ontario. PLAY programs have reached more than 75 First Nation, Metis, and Inuit communities and organizations.

Approach: In the PLAY program, Indigenous communities recruit a local child and youth worker as a Community Mentor, who assesses the community needs and develops a safe and inclusive play-based program designed "to increase physical activity, teach positive coping skills, connect youth with local languages and culture, and build transferable life skills." Right To Play provides the training, resources and coaching support to Community Mentors.

Program: Through the PLAY program, youth engage in a wide range of skills training, including:

- mental health and well-being,

- physical health and nutrition,

- leadership, culture and identity,

- communication and self-expression,

- teamwork and cooperation,

- decision-making and problem solving,

- critical thinking,

- self-management and goal setting,

- connecting with peers, elders, their Community Mentor, service providers, and other community members.

Findings: Evaluations of the PLAY program found that children and youth felt empowered in a number of ways, including (but not limited to) a motivation for life-long learning, and the development of leadership and life skills.

Link: https://righttoplay.com/en/countries/canada/https://righttoplaydiag107.blob.core.windows.net/rtp-media/documents/2018-19_PLAY_Program_Year_In_Review_1.pdf

4. **Monitoring & Evaluation Phase**

Monitoring and Evaluation (M&E) is an essential element of successful policies and programs that use sport, including those that aim to support skills training, volunteerism, employability and mentorship. According to the Commonwealth Secretariat, M&E of sport policies and programs aimed at meeting the SDGs should use a Results Based Management (RBM). The four pillars of M&E which include planning, monitoring, evaluation, and learning (MEL) will be discussed in the Monitoring and Evaluation Module.[6]

Summary and Key Learning Points

This module linked employability, skills training, mentorship and volunteering to peaceful coexistence and development outcomes within the context of Sport for Development and Peace (SDP). The key point of the module is that sport is well positioned to support educational and employability outcomes through processes of empowerment, social inclusion, community building and increased social capital for bonding, bridging and linking.

Key elements of the current SDP policy context were provided as well as seven guidelines for development relevant policies and programs. A typology of work and theory of change

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[6] See Commonwealth Secretariat Sport & SDG Indicator Toolkit V4.0 Measuring the contribution of sport, physical education and physical activity to the Sustainable Development Goals. https://production-new-commonwealth-files.s3.eu-west-2.amazonaws.com/migrated/inline/SDGs%20Toolkit%20version%204.0_0.pdf

demonstrate the continuum and progressive trajectory leading to employment. The main component of the module are the four phases of policy/program development, including relevant examples from the SDP sector. Following these four phases can help to create sport-based policies and programs that support peace and development through skills training, employability, mentorship, and volunteering. In accordance with key stakeholder engagement, many case studies provide insightful learnings across the different phases to demonstrate how these theoretical concepts are practically implemented.

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