

Guideline for newcomers

How to navigate the
Sport for Development field?



Guideline – for newcomers, students, volunteers, interns

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VAR 4 Fair Play - Enhancing the experience of fair-play in football

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Aim

This guideline was created as part of the VAR 4 Fair Play project to support meaningful collaboration between students from diverse academic backgrounds, interns or volunteers and non-governmental organisations (NGOs) engaged in Sport for Development. As a newcomer stepping into this dynamic and impactful field, consider this document your starting point - a gateway to understanding the core principles, practices, and opportunities within SfD.

Whether you're doing an internship, volunteering or studying education, social work, sports science, international development, peace studies or another discipline, this guide is designed to help you connect your knowledge with real-world applications in sport-based initiatives that promote social change. It offers foundational insights and practical tools to help you navigate the field, engage with NGOs, and contribute effectively to SfD projects.

Think of it as your first companion in this journey - an accessible resource to read, reflect on, and return to as you grow in your understanding and involvement in Sport for Development.

This guideline is designed to support newcomers as they begin exploring the field of Sport for Development (SfD). Its key aims are to:

Provide orientation

Help newcomers understand the core concepts of SfD and how various NGOs approach and implement sport-based development initiatives

Strengthen collaboration

Foster meaningful connections between academic work and other stakeholder sectors and the practical efforts of NGOs, encouraging synergy between theory and field practice.

Clarify newcomer roles

Offer guidance on how the newcomers can actively and ethically contribute to the work of NGOs, whether through volunteering, internships, or project-based support.

Support academic research

Assist students in integrating SfD into their diploma theses by offering direction, context, and relevant examples.

Introduce research tools

Present specific research methods and tools that can be used when working with SfD NGOs - highlighting their strengths, limitations, and practical applications in both academic and field settings.

INTRODUCTION TO SPORT FOR DEVELOPMENT (SFD)

Sport for Development (SfD) refers to the intentional and strategic use of sport, physical activity, and play as tools to achieve broader social, educational, health, and community development outcomes. Unlike traditional sport, which often emphasises competition, elite performance, and winning, SfD focuses on inclusion, empowerment, and positive social change.

Different SfD initiatives can address many topics:

- Youth empowerment
- Gender equality
- Health education
- Social inclusion of different marginalised groups
- Peacebuilding
- Education and life skills
- Diversity and racism
- Disaster response and care for refugees
- Environment and sustainable development

Example of SfD methods: Football3

Many NGOs in the SfD sector commonly use football-based methods to engage potential participants, spark their interest and introduce them to an organisation or programme. This can potentially lead to regular contact being established. One of the most widely used methods is Football3, a movement activity concept in which fair play is the key focus rather than sports competition. Football3 is played without referees, with players responsible for specifying, observing and evaluating the rules. A Football3 match consists of three parts (*hence the name "Football3"*). First, there is a pre-match discussion where specific rules are set. Second is the match itself, followed by a post-match discussion where the teams assess themselves and each other on their adherence to the rules and their fair play.

As you can see, the method uses football as a basis, but its central point is practising and learning social skills involving discussion, problem-solving, group interaction, and building arguments to support the discussion.

NEWCOMER ENGAGING IN SPORT FOR DEVELOPMENT

First, you will make contact with an NGO whose activities interest you. This can be done via the contact details on their website or social media profiles, or by attending workshops or presentations at school or any of the field activities organised by SfD organisations.

As you familiarise yourself with the organisation's work environment, you will have the opportunity to adopt a variety of roles. Remember that your visit or internship should benefit not only you and your goals, but also the organisation, its staff, and its target group participants. As an outside visitor, you may notice details that long-term staff are not aware of, and you can bring a new perspective.

As collaborators, volunteers, interns or trainees, you can participate in different roles:

Project assistant – assisting with the management of project outcomes (*translations, transcripts, reports, financial administration, etc.*)

Office assistant – helping with administrative and organisational tasks: communication with suppliers, administering sports grounds lease, etc.

PR support – creating and updating web pages and social network content. You can expect to be required to visit field events, take pictures and footage and transform them into PR posts.

Summary creator from meetings and conferences – taking notes from events, summarising main points and creating resumes and minutes, including meeting/conference participants, main topics, key outcomes, and questions from the audience. The summary can take the form of a structured list or a graphical mind map, etc.

Coach or facilitator assistant – participating in group activities with the target group and helping coaches or social workers with Football3 or other activities. In case you are an experienced athlete, you can even work with the group, teaching or practising new sports techniques with the participants.

Public events assistant – helping with organisations with public events, festivals or tournaments: Preparation of the venue, guiding visitors, managing refreshments, leading or coordinating specific activities.

Research, monitoring and evaluation assistant - helping with gathering data according to the methodology employed by the organisation, its analysis and preparing reports. Here, if you are a student, you can also focus on the data needed for your thesis after an agreement with the organisation's management.

Observer, mediator, player – assistance and facilitation of Football3 matches according to the specific methodology.

To a newcomer, engaging in SfD can offer:

- Real-world experience in community-based projects.
- Interdisciplinary learning, combining theory with practice.
- Opportunities to contribute to meaningful social impact.
- Networking with NGOs, practitioners, and fellow newcomers.
- Personal growth, including leadership, communication,
- and cultural competence

Here are some practical suggestions to help newcomers get started:

Learn about the NGO – Understand its mission, target groups, and approach to SfD, study the website and materials of the organisation, and learn about the context and environment the NGO works in.

Be open-minded and flexible – You'll work with diverse communities and professionals - listen, observe and learn. Tasks can vary, and even seemingly less meaningful tasks can be valuable to the organisation.

Connect to your studies – Think about how your academic or other expert background can contribute to SfD.

Ask questions – Don't hesitate to seek guidance from NGO staff or experienced peers even before you start to be involved with them (however, be prepared for the first meeting) .

Reflect regularly – Keep a journal or log to reflect and track your learning and experiences.

Respect local contexts – Be culturally sensitive and aware of the community's needs. Stay with the organisation, its programmes and communities for several days observing and becoming familiar before you start to implement anything.

Be ethical – Pictures should be taken only with the consent of the people concerned. If you are carrying out a research project, handle the data obtained responsibly. This should not be shared with anyone, and the personal data of participants must be kept anonymous.

METHODS USED WHEN WORKING WITH THE SFD ORGANISATION AND PROJECTS

Newcomers can use various methods to reflect on their work with the Sfd NGO. They can also use these methods to research and evaluate the work of the selected NGO.

1/ Self-reflection

Reflection is essential for learning and ethical engagement in Sfd. It is important to regularly reflect on your own involvement and work within the NGO:

Reflective Journal Questions

- What did I observe today that challenged my assumptions?
- How did I contribute to the NGO's goals?
- What emotions did I experience during the activity?
- What did I learn about the community or context?
- How can I apply my new experiences to my future activities?
- What questions do I still have?

2/ Group reflection

The group reflection can be used when working in a team with other NGO workers, interns and volunteers. To ensure that the newcomer's role is well integrated within the team, it is important to actively encourage this kind of collective thinking.

Group Debriefing Questions

- What worked well in today's session?
- What could be improved?
- How did we ensure inclusivity?
- Did we notice any unintended outcomes?



RESEARCH AND EVALUATION IN SFD

Research and evaluation help understand whether the different Sfd activities/projects are achieving their goals. Newcomers can support NGOs by:

- Collecting data through observation, interviews, focus groups or surveys
- Analysing changes in participant behaviour, attitudes, or skills
- Reporting findings in accessible formats

Among the common research and evaluation methods, there are the following data collection methods:

- Participant observation
- Interviews
- Pre/post questionnaires
- Focus group discussions
- Sociometry
- Visual reflection diary/sheet
- Most Significant Change technique

In the following sections, each of the data collection methods is described together with a template for data collection and handling. This is an example which needs to be adjusted according to a specific case and context before it is used for collecting the data.

1/ Observation

Observation is a qualitative research method used to systematically watch, listen to, and record behaviours and interactions during SfD activities. It helps observers understand how participants engage with the programme, how facilitators manage sessions, and what social dynamics emerge. Observations can be structured (*using a checklist*) or open-ended, and they are especially useful for capturing non-verbal communication, group dynamics, and emotional responses that may not be expressed in interviews or surveys.

Observation Template

Date:

Location:

Activity Observed:

Participants:

Facilitators:

Issues to be observed and written down:

- How do participants interact with each other? What are the signs of inclusion or exclusion?
- Are there moments of leadership, cooperation, or conflict? Which ones?
- What non-verbal cues (*body language, facial expressions*) suggest engagement or disengagement?
- How do facilitators manage group dynamics and respond to challenges?
- Are there any gender, age, or ability-related dynamics worth noting?
- What changes (*if any*) are visible over time in participant behaviour or confidence?

2/ Interviews

An interview is a qualitative research method that involves one-on-one conversations between an interviewer and a participant. It allows for in-depth exploration of personal experiences, opinions, and feelings related to the SfD programme. Interviews are flexible and can be semi-structured, meaning they follow a guide but allow room for spontaneous discussion. They are especially useful for understanding individual impact, motivation, and personal stories that may not emerge in group settings.

When conducting an interview, it is important to familiarise yourself with the participants and prepare the questions well in advance. The interviewers should trial the questions and ensure they are understandable to the target population.



Interview Guide Template

It has to be accommodated to the context! It can be shortened or enriched based on the discussion with the NGO mentor. The aim of the interview should also be taken into account.

- Can you describe your first experience with this programme?
- What motivated you to join?
- What does sport mean to you personally?
- Have you noticed any changes in yourself since participating (*e.g., confidence, relationships, school/work*)?
- What challenges have you faced during the programme, and how did you deal with them?
- How do you feel when participating in activities here?
- Do you feel included and respected in this space? Why or why not?
- Have you learned anything that you now use outside the programme (*e.g., at home, school, work*)?
- How do you think this programme affects your community?
- Can you share a moment that felt especially meaningful or transformative?
- Do you think this programme has helped you set or achieve personal goals?
- Have you taken on any leadership roles or responsibilities here?
- What would you change or improve in the programme?
- What advice would you give to someone new joining the programme?
- Is there anything else you'd like to share about your experience?

3/ Questionnaire

A questionnaire is a structured tool used to collect standardised information from participants in the form of written or digital responses. It usually contains closed questions (*e.g. multiple choice or Likert scales*) and sometimes open questions to gain deeper insights. In SfD, questionnaires are useful for gathering data on participants' demographics, experiences, attitudes and the perceived impact of the programme. They facilitate easy comparison across groups and can be used before and after interventions to measure change.

The questionnaire has to be consulted with the NGO, and the scales can be adjusted to the real needs of the organisation. In each section, questions can be added or deleted.

Questionnaire Template

Section 1: Participation & Engagement

How often do you attend sessions?

Daily *Weekly* *Occasionally* *Rarely*

Which activities do you enjoy most and why?

Do you feel safe and welcome during sessions?

Always *Sometimes* *Rarely* *Never*

Section 2: Personal Impact

Rate the following statements (*Strongly Agree* → *Strongly Disagree*):

- I feel more confident since joining the programme.
- I have developed new skills (e.g., teamwork, communication).
- I feel more connected to my community.
- I have made new friends through the programme.
- I am more physically active than before.
- I feel respected and included regardless of my background.

Section 3: Social & Community Impact

- Has the programme helped you understand or respect others more?
- Do you think the programme has made a positive difference in your community?
- Have you shared what you've learned with others outside the programme?

Section 4: Suggestions & Open Feedback

- What would you improve or change in the programme?
- What support do you need to participate more fully?
- Any other comments or stories you'd like to share?

Section 5: Demographics

Age:

Gender:

Community/School:

- How long have you been participating in the programme?

4/ Focus group discussion

A focus group is a qualitative research method involving a small group of participants discussing a specific topic under the guidance of a facilitator or moderator. The aim is to explore different perspectives, experiences and attitudes. Through open discussion, group members respond to each other's ideas, enabling researchers or practitioners to identify shared themes and contrasting viewpoints and gain deeper insights into how people understand or experience a particular issue. Initially, we have a list of discussion topics rather than specific questions. During the focus group, we adapt these topics as the discussion progresses and encourage participants to respond to their fellow group members' opinions.

Focus Group Template

The following example shows a potential script for a focus group exploring an SfD programme focusing on inclusive activities and the development of social skills:

Motivation and Participation

- What motivates young people to join the programme?
- What helps them stay engaged?
- Barriers preventing participation.

Perceived Benefits of the Programme

- Physical, social, emotional, or educational benefits.
- What participants value the most about the activities.
- Any unexpected positive impacts.

Teamwork, Inclusion, and Group Dynamics

- Experiences of working in teams or mixed groups.
- Feelings of inclusion/exclusion during activities.
- Relationships between participants from different backgrounds.

Impact Beyond the Field

- Changes in confidence, communication, or leadership.
- How the programme affects life at school, at home, or in the community.
- Skills participants feel they are developing.



5/ Sociometry

Sociometry is a simple method of understanding the social relationships within a group. It can help you to see how participants in a programme or project connect with one another, identifying who feels included and who tends to be isolated, as well as how trust and cooperation flow within the group.

Sociometry template

Usually, the sociometry includes the following steps:

- **Introduce the purpose** – Explain that the activity helps understand group relationships to improve cooperation and inclusion.
- **Distribute a form** to each of the group members with positive and negative items.
- **Ask simple sociometric questions** – For example: Pick two persons or each case: “Who would you most like to sit next to on a bus/train, and who would you least like to sit next to?” Write down the names in the form.
- **Collect the completed forms** so that participants cannot see each other’s answers.
- **Prepare a table (*sociometry matrix*)** with all the participants’ names and indicate the number of positive and negative choices that participants made and received.

One of the most commonly used outputs is a **visual representation of the social structure of the group and the relative positions of all the participants - sociograph**. It is built based on the data from the matrix.

Each node represents a participant. Its position closer to the centre means more positive votes, and a position further from the centre means fewer or no positive votes received. Arrows indicate given and received positive votes, visualising the direction of the partnership. Two-way connections between two participants represent a mutual positive vote. You can see an example sociograph in Figure 1.

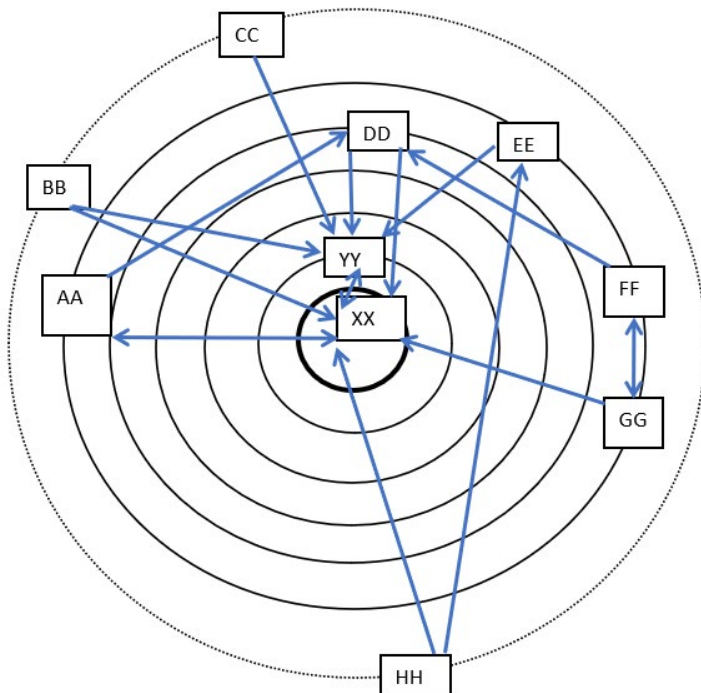


Figure 1: **An example of a sociograph** – a visual representation of a group structure depicting the relative position of each participant.

	Given votes					
Received votes		xx	xx	xx	xx	xx
	xx	X	-	+		+
	xx	+	X	-	+	
	xx		-	X		+
	xx		-		X	+
	xx		-		-	X
+		1	0	1	1	3
-		0	4	1	1	0
Total received votes		1	4	2	2	3

Figure 2: **Sociometry matrix example** – the names are in both the rows and columns, showing how many votes each participant received and gave (*positive votes are indicated by a +, negative votes by a -, and mutual votes by ++ or --*). The bottom rows show the total number of positive and negative votes, as well as the total number of votes received.

6/ Visual reflection diary/sheet


Visual reflexive diaries, such as illustrated journals or creative notebooks, offer a compelling, participatory method of collecting personal data from programme participants. As a visual methodology, they are often more engaging and accessible than traditional tools such as surveys or structured interviews.

This approach is particularly effective when working with young people, marginalised communities, or when exploring sensitive or complex topics that may be difficult to articulate verbally. By allowing participants to express their thoughts, emotions, and experiences through drawings, collages, photographs, or annotated visuals, these diaries foster deeper self-reflection and authenticity. Typically, the diaries remain in the possession of the participants, serving as personal artefacts of their journey, while researchers or facilitators may retain copies or selected excerpts for analysis - always with informed consent and ethical considerations in place.

Visual reflection diary template

Date: 14th July


Write or draw your 3 main moments of a day



How much did you learn today?

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Draw a smile representing the atmosphere in the team.






Describe why:

From whom I learnt the most today?

And what was it?

Date: 22nd June

Unfair situation (describe it):

	I'm aware of situation
	...and I think about solution
	...and I did something to change it

Inspirational quote :

What do I see differently than before:




Figure 3: Dušková et al., 2024; part of a visual reflection diary that was specifically prepared for the Football for Development project.

7/ Most significant change technique (MSC)

The Most Significant Change (MSC) technique is a qualitative, story-based method used to evaluate the impact of programmes, particularly in complex, community-based settings. Rather than using numbers or checklists, the MSC method focuses on collecting real

stories of change directly from participants, coaches or community members. MSC is particularly useful because it captures unexpected or deeply personal outcomes. It gives a voice to participants, particularly those from marginalised backgrounds. It helps organisations understand what matters most to the people they serve.

Participants are asked a simple but powerful question: **What is the most significant change that has happened to you (or your community) as a result of this programme?**

These stories are then shared, discussed, and sometimes even voted on by stakeholders (*e.g. staff, funders, community leaders*) to identify which changes are seen as most valuable and why.

MSC template

Key Steps:

- Ask participants: 'What is the most significant change that happened to you because of this programme?'
- Collect stories describing these changes.
- Share and discuss stories with stakeholders.
- Select the most significant stories and explain why they are important.
- Use insights to enhance programmes and demonstrate their impact.

For more information:

Davies, R.; and Dart, J. (2005). The 'Most Significant Change' (MSC) Technique. CARE International, Oxfam Community Aid Abroad, Learning to Learn, Oxfam New Zealand, Christian Aid, Exchange, Ibis, Mellefolkeligt Samvirke, Lutheran World Relief. <https://app.mhps.net/?get=393/english-davies-and-dart.-the-most-significant-change-technique.pdf>

INTERNATIONAL PLATFORM ON SPORT AND DEVELOPMENT

It is the leading global hub for sharing knowledge, building good practice, and fostering partnerships in the SfD sector. It offers open-access resources, research, toolkits, and networking opportunities for practitioners, students, and organisations worldwide.

Commonwealth Sport Development Network

It promotes the use of sport as a tool for peacebuilding, youth empowerment, and achieving the Sustainable Development Goals (SDGs). It provides policy guidance, training, and evaluation support to governments and organisations across the Commonwealth.

Common Goal

It is a global movement that mobilises the football industry to support social change by encouraging players, clubs, and organisations to pledge 1% of their earnings to community-based initiatives. It connects over 200 organisations working in more than 100 countries to promote equity, inclusion, and youth empowerment through football.

UNESCO Chair Sport for Development, Peace and Environment

It brings together global experts to advance research and practice in sport for development, peace, and environmental sustainability.

It focuses on inclusive, multidisciplinary collaboration and emphasises work with marginalised populations across continents.

Olympism 365

It is the International Olympic Committee's strategy to use sport as a driver of sustainable development, aligned with the UN SDGs. It supports over 550 initiatives in 175 countries, focusing on inclusion, health, education, peace, and community development through sport.

Coalition for Sustainable Development through Sport

It aims to mobilise investment and expertise to use sport as a lever for sustainable development (launched by public development banks). It supports inclusive projects and policies that address health, education, gender equality, climate action, and peacebuilding.

UNODC – webinars (e-learning)

It uses sport to prevent youth violence and crime through webinars, training, and policy guidance. It promotes multisectoral collaboration and builds a global community of practice focused on resilience, reintegration, and evidence-based sport interventions.

UNESCO – Fit for Life

It is a flagship initiative using sport to address physical inactivity, mental health, and inequality, especially among youth. It promotes inclusive sport policies, values-based education, and evidence-driven investment to support COVID-19 recovery and long-term wellbeing.

Kazan Action Plan

It aligns sport policy with the UN 2030 Agenda and promotes international cooperation in five priority areas. It serves as a global framework for integrating sport into sustainable development strategies and policy-making.

Global Sport and SDGs Impact Indicators (Commonwealth)

It provides the first global baseline data to measure how sport, physical activity, and education contribute to the SDGs. It includes 28 indicators across domains like health, inclusion, peace, and education, helping countries and organisations track and improve impact.

Books that can be of help:

Routledge Handbook of Research Methods in Sport for Development and Peace (*in print*)– *Can help with the different methods for data collection*

Routledge Handbook of Sport for Development and Peace (2019)
– *Can help with orientation in SfD and theoretical grounding*

Routledge Handbook of the Global South in Sport for Development and Peace (2024) – *Focuses on different case studies from SfD programmes, specifically from the countries of the Global South*

Routledge Handbook of Sport and Sustainable Development (2022)
– *Connects sport with sustainable development goals*

CASE STUDIES IN SPORT FOR DEVELOPMENT

Case studies are real examples of SfD projects that illustrate how sport can be used to address social challenges. They help newcomers understand the diversity of approaches, contexts, and outcomes in the field.

Fair Play Point / MESE 2.0 / Train to Be Good

The three organisations are non-governmental organisations (NGOs) that use football to support the education and personal, social and professional development of children and young people. Most of their target group comes from socially disadvantaged backgrounds and often lack support for self-development and meaningful organised free-time activities. At the same time, pupils and students from schools also participate according to the specific programmes and strategies of the SfD organisations.

1/ Fair Play Point (FPP) – Czech Republic

FPP is a Czech NGO providing a platform for youth development through education, social work, and sport. Its flagship programme, the League of Fair Play Football (LFF), runs in six regions across the country in partnership with local drop-in centres and social services.

The organisation operates with a small central team and relies on regional coordinators, coaches, mediators, and social workers on a part-time basis.

FPP focuses on children and young people lacking after-school support or positive socialisation opportunities, as well as those who have already left the education system.

As part of its monitoring and evaluation practices, FPP regularly uses a set of questionnaires to collect information on training sessions, players, and the entire season. FPP also employs qualitative methods, such as observation, which is mainly carried out by coaches, to evaluate the progress of their teams and individuals. Focus groups with coaches and coordinators are occasionally carried out in cooperation with a university partner (UPOL) to highlight specific methods and practical outcomes used in the FPP programme. In collaboration with UPOL, a sociometric mapping of specific teams was also prepared. Once completed, coaches received feedback on team composition as small social groups, as well as the relationships and roles of individual players.



2/ MESE 2.0

– Hungary

MESE 2.0 is a Hungarian NGO that uses sport as a therapeutic tool to promote mental and physical well-being and build strong communities. The organisation combines social work with regular training and movement activities, both on and off the pitch. Its mission is to help their target groups to gain or regain control of their lives in a safe, supportive environment where they can grow. MESE 2.0 believes mental and physical health are equally vital, so sport-based elements are integrated with social work.

The target group includes marginalised communities, low-income families, minorities, migrants, refugees, and children in child protection or correctional facilities, aged 6 to 35.

MESE regularly uses quantitative methods for storing data on its participants, documenting their individual work with social workers and their presence at training sessions and matches. Furthermore, it carries out a fitness survey assessing individuals' physical activities and regular school reports comparing the progress of its participants at schools. Coaches and social workers sometimes use semi-structured interviews as part of individual social work with the participants.

3/ Train to Be Good (TBD)

– Poland

TBD is a Polish NGO based in Mrągowo that uses the Football3 method to run sports programmes across multiple locations. Guided by the motto “With football3, we discover superpowers,” its activities focus on building social and life skills. The organization pursues two main goals: 1) developing values like respect, cooperation, empathy, gender equality, and inclusion, and 2) ensuring equal access to sport for all while using sports to prevent violence, substance abuse, and drug addiction among children, youth, and adults.

TBD Vision2030 aims to bring the Football3 method to 14,297 schools across Poland, train over 65,000 early education teachers and engage more than one million children in Football3 and use the power of sport to shape life skills and inclusion.

TBD collects mainly quantitative data mapping the implementation of lessons at schools using their method of movement activities as a tool for learning and development of social and personal skills. It regularly administers online questionnaires for teachers, gathering information on specific lessons. On an annual basis, it also outsources an evaluation study based on evaluation workshops, individual interviews and focus groups and study visits with observation.

GLOSSARY OF TERMS IN SPORT FOR DEVELOPMENT (SfD)

Community Development – A process where community members plan, facilitate and implement collective actions and solutions to common problems. SfD contributes to community development by fostering trust, cooperation, and shared goals through sport.

Empowerment – The process of enabling individuals or communities to gain control over their lives, make informed decisions, and take action. In SfD, empowerment often involves building confidence, leadership skills, and self-efficacy through sport-based activities

Equity – Fairness in access, opportunities, and outcomes. SfD programmes aim to address systemic inequalities by tailoring activities to meet the specific needs of different groups.

Inclusion – Creating environments where all individuals - regardless of gender, ability, ethnicity, socioeconomic status, or background - can participate equally in sport and benefit from its opportunities. Inclusion in SfD means removing barriers and actively welcoming marginalised groups.

Life Skills – Personal and social competencies that help individuals navigate everyday challenges. Common life skills developed through SfD include teamwork, communication, problem-solving, resilience, and conflict resolution.

Monitoring and Evaluation (M&E) – The process of assessing the effectiveness and impact of a programme. In SfD, M&E helps NGOs and researchers understand what works, what doesn't, and how to improve future initiatives.

Participation – Active involvement in decision-making and activities. In SfD, participation goes beyond playing - it includes having a voice in programme design, leadership roles, and evaluation processes.

Safe Spaces – Physical or emotional environments where individuals feel secure, respected, and free from harm or discrimination. Creating safe spaces is essential in SfD, especially when working with vulnerable populations.

SDGs - Sustainable Development Goals – The SDGs are a set of 17 global goals adopted by the United Nations to address urgent social, economic, and environmental challenges by 2030. They provide a universal framework for promoting peace, prosperity, equality, and sustainability, guiding governments, NGOs, and individuals - including those in Sport for Development - to create meaningful impact across sectors.

Social Inclusion – The effort to ensure that all people feel valued, respected, and able to participate fully in society. SfD programmes often target groups at risk of exclusion - such as refugees, people with disabilities, or youth from disadvantaged backgrounds.

Stakeholders – Individuals or groups with an interest or investment in a project. In SfD, stakeholders may include NGOs, community leaders, participants, funders, local governments, and academic institutions.

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