



POWER OF
PLAY:

.....
Sport for
Development
in India





In Sanskrit, Dasra means Enlightened Giving.

Dasra is India's leading strategic philanthropy foundation. Dasra works with philanthropists and successful social entrepreneurs to bring together knowledge, funding and people as a catalyst for social change. We ensure that strategic funding and capacity building skills reach non-profit organisations and social businesses to have the greatest impact on the lives of people living in poverty.

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Australian Government

The Australian Sports Outreach Program (ASOP) India is an Australian Government initiative implemented by the Australian Sports Commission (ASC), involving a commitment of \$5 million over five years until 2014. The program is implemented through partnerships with seven Indian non-profit organisations selected, for their impact in the Indian sport and development domains. The initiative aims to increase the participation of marginalised children and youth in quality sport programs in urban and rural India.

www.ausport.gov.au/supporting/international



Omidyar Network is a philanthropic investment firm dedicated to harnessing the power of markets to create opportunity for people to improve their lives. To date, Omidyar Network has committed more than \$500 million to for-profit companies and non-profit organisations that foster economic advancement and encourage individual participation across multiple investment areas, including microfinance, property rights, consumer internet, mobile and government transparency.

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THE ANSWERS

5422

BE THE TEACHER!

PHOTO CREDIT:
MAGIC BUS

FOREWORD

There is an unspoken bond between Australia and India, and it is sport. Cricket especially, of course. But not just cricket, hockey, tennis and other sports too.

We know each other better through a famous stand against the odds, or a ball that spun just so that decided a match forever imprinted in our collective memory.

In this way there is a resonance of each other in Australians and Indians down the generations. I am struck by this travelling across the breadth and depth of your amazing country; someone always has a story that shows the closeness.

As I am also struck by the echoes in each other of our shared democratic values, similar legal ethics and traditions, familiar parliamentary systems and federated government.

Our sporting heroes inspire us; not only to dream but – in the Australian idiom – “to have a go”.

One of the wonderful things about Australia’s passion for sports is that the elite level is just the tip of the ice-berg. Around Australia millions play sport. Almost 70 per cent of Australians take part in some sort of physical activity at least once a week.

The benefits are many, from physical and mental health to development of teamwork and leadership abilities to building confidence. On a larger scale, sport can help with social inclusion and harmony and can promote equal opportunities, for women and people with disabilities for example. The Paralympics are a case in point.

The Power of Play, produced with the support of the Australian Government’s Australian Sports Outreach Program, highlights the contribution sport makes to development.

It reinforces existing work on the success of sport in contributing to development, and, in this context, the importance of high levels of community participation in sport as a part of any country’s healthy development.

The Power of Play makes a compelling case for further participation in sport by young people in India.

It makes a number of helpful recommendations while highlighting the whole-of-community efforts required for successful sport for development programs. Success will stand or fall on the combined efforts of the individual, government, the private sector, non-profit organisations, media and – sometimes – international agencies.

It is a thoughtful contribution which I hope encourages every child to play, to find in that themselves, their communities, their country and perhaps – one day – to fulfil their dreams in the face of the world.



Patrick Suckling
Australian High Commissioner to India



PHOTO CREDIT:
SPECIAL OLYMPICS BHARAT



MESSAGE

Sports is an essential for human development. It is not just recreational. It promotes good health, social interaction and healthy competition. It is inclusive and at the same time, excellence in sports fosters harmony, a sense of pride and upon occasion, intense patriotism.

Sports, competitive or otherwise, has been part of the warp and woof of Indian society. We read about the sporting prowess of our legends, be it in archery or wrestling or even athletics. And yet, in modern India sports as an organised, mass based activity is almost absent. We lag behind the rest of the world not just in medals in international sports, but in fostering a culture of participation and of physical activity.

Over the years the Government has launched several programmes to encourage sports at the grassroots. But these programmes, though of laudable intention, have been too thinly spread to have any real impact. The implementation of these programmes could also have been better. We need to take sports to every level of providing safe and accessible playfields, especially to the girl child, in every locality, be it a village, a panchayat or an urban neighbourhood. We must encourage our youth to come out to play and by nurturing their latent talent, help some of them to become champions.

This report emphasises how sports can be used as a tool to enhance development outcomes in education, health, gender equity, employment and inclusion. It outlines tangible actions that can be implemented at local levels and tells us how to support and encourage sports among the people at large. It will be an invaluable input in the development of a sports policy that emphasises mass participation and inclusiveness.

The Ministry of Youth Affairs and Sports congratulates the stakeholders who have highlighted how sports can be an integral part of a national movement towards inclusive development.



PK Deb
Secretary Sports
Ministry of Youth Affairs and Sports
Government of India



PHOTO CREDIT:
SPECIAL OLYMPICS BHARAT



EXECUTIVE SUMMARY

India continues to suffer from basic development challenges with regards to education, health, gender equity, and employment. With the average Indian just 25 years old and more than half the population below that age, the country is hoping to reap a 'demographic dividend' from this generation of young people as they enter the workforce and bolster the economy. Currently, India's ability to reap the rewards of this demographic advantage is far from guaranteed because the key to transforming this advantage into economic growth lies not only in having more people, but having greater numbers of healthier, higher educated and more productive people. Unfortunately, too many Indians are denied the basic essentials at various stages to live healthy and productive lives.

The poor in India suffer disproportionately from diseases resulting from a lack of healthy behaviours—40 per cent of the population borrows or sells assets to access basic healthcare, forcing most of them into poverty. 90 per cent of all children drop out of school without completing their education, and those who remain are not acquiring the skills necessary for productive employment. Adolescent girls and women are being excluded and denied opportunities for progress at all levels in terms of restricted mobility, limited education, early marriages, and high levels of violence at home and outside. Moreover, trends in research conducted over time suggest that these situations are only getting worse. Considering the complexity and scale of development challenges in a country such as India, there is a need to try new and innovative approaches to augment and in some cases replace traditional methods.

Sport for development is an approach based on the belief that play or sport is not just an end in itself but also an effective way to help achieve larger development goals. Global evidence reveals that sport-based programs which are explicitly designed to address the needs of particular sections of the population have the potential to prevent disease, increase school attendance, improve learning levels, foster gender equity, enhance inclusion of persons with disabilities, and build skills that promote employment and economic development.

Harnessing the positive potential of sport to achieve development goals is not a simple task. Effective sport for development programs adapt to the unique cultural and social contexts of the groups involved and are accessible to all, irrespective of age and ability. The sporting environment promotes physical and psychological safety, age-appropriate activities, supportive relationships with peers and coaches, positive social norms, specific opportunities for skill building, a sense of belonging, and involves influencers such as family, school, and community. These programs are especially successful in reaching out to hard-to-reach populations that are often excluded and discriminated against, such as out-of-school children, adolescent girls and persons with disabilities. A thoughtfully designed, cautiously managed and closely monitored sport-based initiative is a powerful and cost-effective tool for development. In the past few years, sport has proven — more than any traditional medium — to effectively attract and retain participants in development programs, thereby supporting multi-sectoral development agendas in a sustained manner.

This report endorses the idea that strategic philanthropic funding, coupled with the recent policy developments that focus on increasing access to sport at the grassroots, can go a long way in achieving key development outcomes for India. Dasra recommends four cornerstones that are crucial in increasing the participation of the Indian population in sport.

- **Creating an enabling and safe environment to increase inclusiveness** — evidence suggests that children, especially girls, will not be allowed to participate in sport if the sporting environment is perceived to be physically or psychologically unsafe. Constraining social attitudes and practices make it more difficult to pursue sport in India. Transforming existing community infrastructure such as schools, religious institutions and markets to provide safe places for sport, institutionalising and observing strict child protection policies, and engaging key influencers such as families, teachers, doctors and community leaders will allay parental fears and ensure acceptance from all quarters to promote community sport.



EXECUTIVE SUMMARY

Delivering a high-quality sport experience — offering a high quality of sport is crucial to maintaining participation levels, building transferable skills and sustaining participants' lifelong interest in physical activity. This involves encouraging age-appropriate play that matches each child's level of readiness, recruiting and supporting quality coaches who encourage positive self-talk, model confidence themselves, use instruction and drills to ensure performance improvements, and use rewarding statements liberally to enhance self-efficacy. Further, incorporating traditional sports familiar to communities ensures cost-effectiveness through the use of local resources, local ownership and greater participation, especially from girls.

- **Building evidence to link specific development outcomes with sport** — strengthening the argument for the contribution of sport to development requires building evidence about specific mechanisms by, and conditions under, which sport can and does make a positive contribution to human development. Engaging community-based organisations delivering sport programs in comprehensive data collection, systematic documentation and robust monitoring and evaluation of sport-based initiatives on a continuous basis will enable deeper analysis of which sports or particular activities help improve development outcomes. This evidence and well-documented field experience will encourage increased participation from various stakeholders needing further persuasion that sport is critical to developing future potential.
- **Promoting role models for sustainable community-level engagement** — in a nation as vast as India, building local talent to change community behaviours is crucial in making a program impactful, sustainable and cost-effective. Encouraging the participation of peer educators and promoting them as role models builds their leadership capacity as well as increases the program's ability to involve hard-to-reach youth. In addition, renowned sportspersons can also have a powerful influence on young boys and girls, who are typically resistant to authority figures in their environment such as parents and teachers. Engaging role models such as Sachin Tendulkar, MS Dhoni, Saina Nehwal and Mahesh Bhupathi to use their popularity to become ambassadors for specific development issues is an effective way to influence the behaviour, habits and attitudes of Indian children and youth.

India is no stranger to sport. Physical activity has always been a prominent feature of Indian society, during the Vedic, Mughal and Maratha eras. Today, Indian sport is a mix of traditional games such as KhoKho, Gilli-Danda, Vallamkali, Tonga and sports introduced by the British such as cricket, football (soccer), and field hockey. However, sport is no longer viewed in India as essential to the holistic development of its citizens. It is considered as either luxury or leisure, leading to systematic underinvestment in sporting infrastructure and culture. The figures are abysmal — less than 1 per cent of the population under 35 years of age has any access to organised sport and less than 10 per cent of all children have access to a playground. Denying access to sport and physical activity to a majority of the population means not only denying them the right to play but also means they forgoing a chance to keep them in school, improve their health, or enhance their life skills.

Stakeholders in the sport for development sector have contributed in varying degrees to increase participation in sport and integrate it within the development agenda. These stakeholders include the government, international agencies and initiatives such as ASOP, British Council, USAID, private sector companies, media and non-profit organisations. International development agencies have been pivotal in initiating and promoting the sport for development movement in India by influencing policy and supporting non-profit organisations to deliver sport-based programs at the grassroots. The private sector and media have played limited roles to date, but have the potential to contribute much in terms of funding and raising the profile of sport among communities. While the government has introduced various community-based schemes such as *Panchayat Yuva Krida Aur Khel Abhiyan* (PYKKA) to promote broader participation in sport, much needs to be done to ensure their efficient implementation, which will lead to tangible benefits to



EXECUTIVE SUMMARY

communities. Non-profit organisations are best placed to ensure effective implementation of sport-based initiatives at the grass roots. They serve as the primary delivery agents of the program and act as intermediaries between the government, international agencies and communities. They are best placed to demonstrate innovative, effective models due to their proximity to communities and have the potential to increase the scale of those initiatives by facilitating partnerships among various stakeholders.

While sport for development is a nascent sector in India, with nearly 70 per cent of all non-profit organisations beginning their operations after 2005, several high-impact and scalable interventions exist. After evaluating over 70 non-profit organisations across India, Dasra has highlighted 10 high-potential ones within this report, which with philanthropic funding can significantly increase the scale their program: **Apnalaya, CREA, Dream A Dream, ICRW, Magic Bus, The Naz Foundation India Trust, RLSS (I), Samarthanam Trust, Slum Soccer and Special Olympics Bharat.**

Dasra recommends that philanthropists fund non-profit organisations that are developing local leadership in the form of peer educators, delivering comprehensive sport-based development programs, building the programming capability of other organisations and mobilising government resources. In addition to these established non-profit organisations, Dasra has highlighted 13 emerging organisations that have initiated their sport for development program and have the potential to create greater impact in the future.

Although significant progress has been made, much work remains. Concrete measures need to be taken holistically at the systemic, programmatic and delivery levels to fully harness sport's potential to positively impact marginalised communities and lead to greater national productivity and economic growth. Integration of sport in the development agenda will require stakeholders to create greater awareness about the development potential of sport, incorporate sport in poverty reduction strategies, access existing global resources to avoid duplication of effort, build national and regional learning platforms for knowledge exchange, foster champions of sport among government and invest in effective community-based organisations that can scale their programs significantly. To ensure the effectiveness and sustainability of programs at the grassroots it is crucial to design inclusive and accessible programs that align to the government's development agenda, build a body of compelling evidence through regular and rigorous monitoring, engage local stakeholders to ensure ownership, and foster leadership among local youth.

Dasra strongly recommends that philanthropists and funders that want to invest in an educated, healthier and equitable India give serious consideration to investing in sport. Sport has the potential to be so much more than just play and games — global evidence has proven that it can be an innovative and cost-effective tool that assists and significantly augments existing efforts to achieve specific development outcomes.



PHOTO CREDIT:
CREA

education, foster gender equity, enhance inclusion of persons with disability, and promote employment and economic development.¹⁸

However, sport-based initiatives cannot succeed in isolation. They work best when integrated into an overall development strategy. For instance, to ensure enhanced academic performance, children need to be adequately nourished and have access to clean water and sanitation, in addition to regular physical activity. To have a sustained impact, HIV and AIDS prevention messages need to be supported by other measures such as widely available counselling services and easy availability of contraceptive supplies. Without coordinated support, isolated actions are likely to have little effect.

'Sport includes all forms of physical activity that contribute to physical fitness, mental well-being and social interaction such as play, recreation, organised or competitive sport, indigenous sport or games'



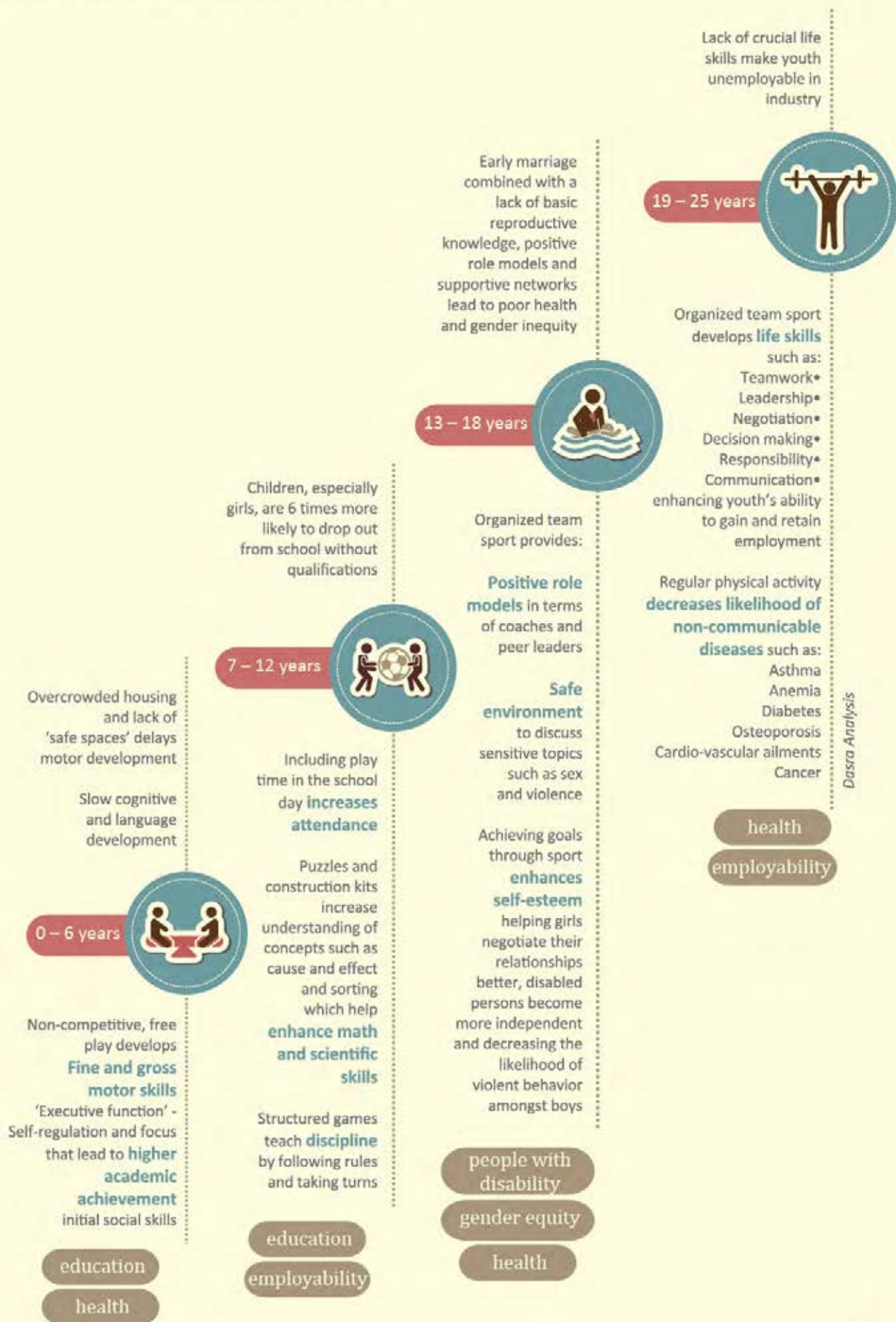
United Nations Inter – Agency Task Force on Sport for Development and Peace

India still suffers from basic development challenges: high drop-out rates and low learning levels in schools; growing gender inequity; lack of basic knowledge of sexual and reproductive health; increase in the prevalence of non-communicable diseases; and lack of skills for productive employment. Considering the complexity and scale of development challenges in a country such as India, there is always a need to try new and innovative approaches to augment and in some cases replace traditional methods. In the past few years, sport has proven – more than any traditional medium – to effectively attract and retain participants in development programs,¹⁹ thereby creating an opportunity to augment development agendas in a sustained manner.

Sport – a cross cutting tool for human development

Sport also has the potential for inter-generational impact. Age – appropriate play and sport, if used in the right way, contribute significantly to giving children a healthy start, retaining them in school and equipping them with the knowledge, skills and support required through their growing years to make crucial life transitions. Further, research suggests that active children tend to remain active throughout their life and are more likely to raise active children who will continue to participate in physical activity during their lifetime.²⁰

Figure 1: Impact of sport through the youth continuum



Sport for education

Issue

Unattractive Schools

School facilities are unattractive:

- lack of space
- poor teaching methodologies
- stagnant daily routine
- poor quality teachers.

Poor Attendance

Although more than 95% children in India are enrolled in school, according to the ASER report 2012:

- 25% of children at the primary level do not attend school and **57% drop out of school by Grade 8** – in the past five years in states such as Uttar Pradesh, Bihar and Madhya Pradesh primary school attendance has declined by 7%, 9% and 14% respectively.

- 25% girls drop out between the ages of 6–10 and more than 50% between the ages of 10–13.

Poor Academic Achievement

Most states have shown a substantial drop in learning skills.

- The proportion of children in Grade 3 who can even recognise numbers up to 100 correctly has dropped from 70% to near 50% in the last four years.
- In 2008, under 50%, of Grade 3 children could read a Grade 1 text ; by 2012 only about 20% could do so.

Role of sport

Sport in education takes the following forms:

- structured exercises and group games. (Physical Education Class)²⁵
- access to play material such as puzzles and construction kits, as well as individual and group activities in the classroom. (Class-based Physical Activities)²⁶
- non-competitive free play in safe spaces. (recess/ free time)²⁷
- organised individual/ team sport such as gymnastics or football. (as an extra-curricular activity)²⁸



Effects

Physical movement can affect the brain's physiology by increasing:^{29, 30}

- cerebral capillary growth
- blood flow
- oxygenation
- growth of nerve cells in the hippocampus (center of learning and memory)
- development of nerve connections.
- brain tissue volume.

These physiological changes may be associated with:^{31, 32}

- enhanced gross and fine motor skills
- improved attention
- improved information processing, storage, and retrieval
- enhanced coping and resilience.

Free play develops the Executive Function³³ – a group of cognitive processes that regulate other cognitive processes such as:

- planning
- working memory
- attention
- problem solving
- verbal reasoning
- inhibition
- mental flexibility
- task switching
- initiation and monitoring of actions.



Sport and education

The relationship between poverty and education is widely accepted – without education people are often constrained to a life of poverty and poor people are often unable to obtain access to an adequate education.²¹ Education can reduce poverty in a number of ways. Educated people are more likely to get jobs, be more productive and earn more. Middle-income countries such as India, which have well-developed markets for more educated labor, are particularly likely to see the benefits of higher education in the form of better jobs and higher wages.²² Additionally, education (particularly for girls) brings social benefits for the poor such as improved healthcare for children and greater participation of women in the labor market.²³ While much has been done to increase enrolment in school, more needs to be done to contain high drop-out levels among marginalised rural and urban communities. The foremost reason for dropping out is that schools are not 'attractive', according to experts from NUEPA,²⁴ which releases the annual DISE Reports on education.

Over the past few years, India has made rapid strides in universalising primary education. However, while sustained government schemes such as *Sarva Shiksha Abhiyan* and the Mid-day Meal Scheme have helped attain enrollment rates of more than 95 per cent there has not been a proportionate increase in attendance in government schools catering mainly to marginalised rural and urban communities. According to the latest ASER Report, 4 per cent of all children never start school, 57 per cent do not complete primary school and almost 90 per cent – around 172 million – drop out before completing secondary school. This is particularly true for girls who over the past decade, have been constantly dropping out as they move to higher classes – 30 per cent drop out before the age of 10 and an additional 20 per cent drop out before the age of 13. In fact, girls in

Sport for education

Outcomes

Attendance

School sport programs motivate children to enroll in and attend school.

Classroom Behaviour

Students engaging in directed physical activity during free time/recess have significantly **higher concentration** scores and are:

- less fidgety
- less listless
- more focused
- more on-task

than students who are sedentary.³⁴

Academic Performance and Achievement

Increasing time spent on physical education and integrating physical activity within the classroom enhances:

- concentration³⁵
- memory³⁶
- word recognition³⁷
- reading skills^{38, 39}
- writing skills⁴⁰
- math fluency⁴¹
- spatial aptitude⁴²
- standardised test scores⁴³

Students who take up sport as an extra-curricular activity are

- more likely to **complete homework**⁴⁴
- **less likely to drop out** of school⁴⁵
- more likely to **plan to attend college** (male athletes)⁴⁶
- more likely to show **greater interest in class**⁴⁷
- more likely to **obtain higher math grades**, higher standardized test scores, and higher overall GPAs.⁴⁸



Supporting evidence

Increased Attendance

In a three-year evaluation of schools 53% students reported enjoying school because of sport.⁴⁹

Classroom Behaviour

10 minutes of additional organised physical activity in or outside the classroom improves on-task behaviour by 8–20%.⁵⁰

Break time enhances classroom behaviour of more than 60% children.⁵¹

10 minutes of coordinated exercise increases attention and concentration.⁵²

Academic Performance and Achievement

Aerobically fit students are 2.4 times more likely to pass math tests and more than twice as likely to pass reading tests than those who are not fit.⁵³

20–40 minutes of afternoon walking improves mathematical performance.⁵⁴

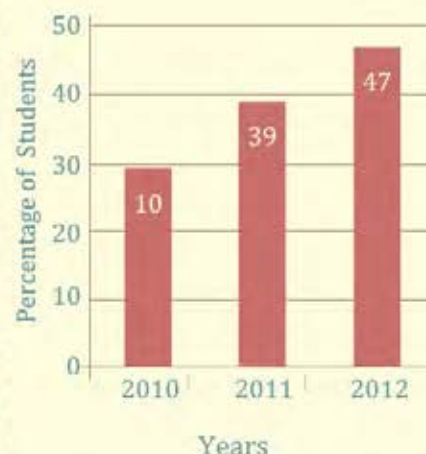
Physically Active Youth (PAY) program in Namibia found that after-school programs for youth that focus on a variety of physical activities increased the number of students who passed the national Grade 10 examination.⁵⁵

An additional 60 minutes of physical education per day does not decrease academic performance.^{56, 57, 58}

the age group of 11 to 14 years are often the hardest to bring to and keep in school. According to the 2011 census, 35 per cent of all women in India are still illiterate as compared to 18 per cent of all men.

Additionally, barring six states – Andhra Pradesh, Himachal Pradesh, Karnataka, Kerala, Punjab and Tamil Nadu – learning levels for all other states in both arithmetic and language are not only low but are declining. For instance, of all children enrolled in Grade 5 in 2010, 29 per cent could not solve simple two-digit subtraction problems with borrowing. By 2011, 39 per cent could not do so and by 2012, 47 per cent could not. Similarly, in language less than 50 per cent of children in Grade 3 could read a Grade 1 text and by 2012 only about 20 per cent could do so. Research undertaken globally has found that sport in schools is an intrinsically motivating factor for children to attend school regularly. It is also a useful tool to motivate children who have dropped out of school to re-enroll. Additionally, sport has been found to create positive physiological changes in the brain such as increased blood flow and brain tissue, which enhance focus and memory, which in turn helps raise academic performance.

Grade 5 students who cannot solve simple two digit subtraction with borrowing



Source: Annual Status of Education Report, 2012

Contrary to what some believe, greater physical activity does not lower academic outcomes.⁵⁹ In fact, global evidence indicates a positive correlation between sport and increased attendance levels, enhanced classroom behaviour and improved academic achievement. Children engaging in non-competitive play have enhanced mental flexibility, problem solving, task switching and self-regulation. As little as 10 minutes of free play or coordinated exercises improves concentration and focus in the classroom and 20–40 minutes of physical activity or organised sport doubles the probability of achieving higher grades in language and math. In general, children who engage in sport in school either in the physical education class, recess, classroom or after school hours are more likely to remain in school, focus in class, finish their homework, perform better on standardised tests and plan to attend college than their peers who do not do so.

Recommendations

In India, integrating physical activity into the public education system is one of the most effective means of promoting it. Schools have inherent structures and unique opportunities to provide adequate physical activity for all young people through compulsory physical education programs, school sport programs, and after – school leisure-time physical activity. The following efforts should be made at the policy, school and community levels to ensure that sport is appropriately integrated into the education system.

- Policies encouraging physical education, physical activity and sport for all students in schools are critical. This means integrating physical education and activity into the school curriculum so that children are active on a daily basis, ensuring adequately trained teachers, and providing access to safe, adequate playgrounds and sport facilities. For instance, the CBSE Board in 2011 mandated daily physical education classes for children from Grades 1 to 10 instead of the earlier twice-a-week schedule. Such interventions need to be replicated across other boards, especially the SSC that governs the public school system in Indian states.
- There is a need to dispel myths that sport decreases academic achievement, create awareness about the many benefits of sport and build the ability of principals and teachers to plan and introduce physical activities in the existing timetable (recess/classroom/physical education class) throughout the school day to offer the recommended 60 minutes of physical activity for each child.
- Sport experiences could be positive or negative depending on the infrastructure, coaches and safety. Schools in India should be encouraged to make sport a positive experience for all children. This would mean turning existing spaces within the school into 'safe spaces' for free play and interaction. School Management Committees (made up of children, parents, teachers and local leaders) need to ensure that schools are meeting all physical education provisions in the *Right to Education Act* – designated playing spaces, clean playgrounds with boundary walls and trained physical educational instructors at all times. Schools could also leverage community resources and facilities such as government pools and playgrounds to supplement their physical activity program.

Non-profit organisations in India are currently using sport as an incentive both within school and outside school to mainly improve attendance. Two case studies illustrate the importance of these efforts.



Indian case study

Magic Bus, a sector leader with 13 years of experience, uses football and other physical activities and games for sustained engagement with children over three years to enable lasting behaviour change. A key aspect of the program is to encourage children to pursue formal education as a basis for equal opportunity in life. The program encourages the 225000 children it reaches in 10 states to enroll, stay in school and develop a positive and engaging approach to their teachers, fellow students and education in general. An independent evaluation by Comic Relief showed that consistent and frequent encouragement over a period of time has led to a significant impact on school attendance – 96% of children in the program have an attendance record of over 80% and 98% of the adolescent girls (national average is 46%) in the program have continued to attend secondary school.



International case study

Full Time Education, Brazil

In Brazil, UNICEF and the Umu-Ganzá Citizen Center work to raise school attendance by providing sport as an extracurricular activity in schools in the municipality, helping to keep children away from exploitation and violence. Before the start of the *Full Time Education* project, more than 8000 children did not attend school. Thanks to sports, today they have all enrolled in schools and are attending classes regularly.

Sport and health

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.⁶⁰ According to a recent study,⁶¹ India is lagging behind many of its South Asian neighbours on key parameters of health. Indians are living longer lives, but illness and disability of a very high order and relatively early death remain severe healthcare challenges. This is especially true for marginalised communities in India. The poorest 20 per cent of Indians have more than double the mortality rate, fertility rate and under-nutrition levels, compared to the richest 20 per cent. The poor in India suffer disproportionately more from:

- communicable diseases such as malaria, tuberculosis and sexually transmitted diseases (STDs)
- non-communicable diseases (NCDs) such as cardiovascular diseases, cancer, respiratory diseases and diabetes
- psychological and mental ailments such as hypertension and depression
- lack of knowledge of healthy behaviours regarding tobacco and alcohol consumption, sexual and reproductive health

The effects of living in poverty have a dramatic impact on health. Developing communities are at risk through the increased sharing of limited space, inadequate nutrition and clean water, lack of education on health issues, lack of healthcare facilities and exposure to hazardous environments at work and at home. Poor health means that these communities are unable to work, are less productive and are more likely to live with disabilities, dependence or die younger. In addition, family members, particularly women, may forego productive labor and therefore lose income from jobs to look after others. Stigma associated with illness can often be as devastating as the illness itself, resulting in social exclusion, loss of work, abuse and lack of access to basic services.

The lack of access to medical treatment for the poor exacerbates this situation and this proportion of the population has been increasing over the past few decades. The marginalised population that does have access to healthcare facilities spends a substantial amount of their already meagre income on healthcare – for instance, paying for diabetes care can cost low-income households about one-third of their incomes. According to a World Bank report, the hospitalised Indian spends more than half his total annual expenditure on buying healthcare; more than 40 per cent of hospitalised people borrow money or sell assets to cover their expenses, and 35 per cent fall below the poverty line, making poor health both a cause and a consequence of poverty.

In India health resources are already stretched and the disease

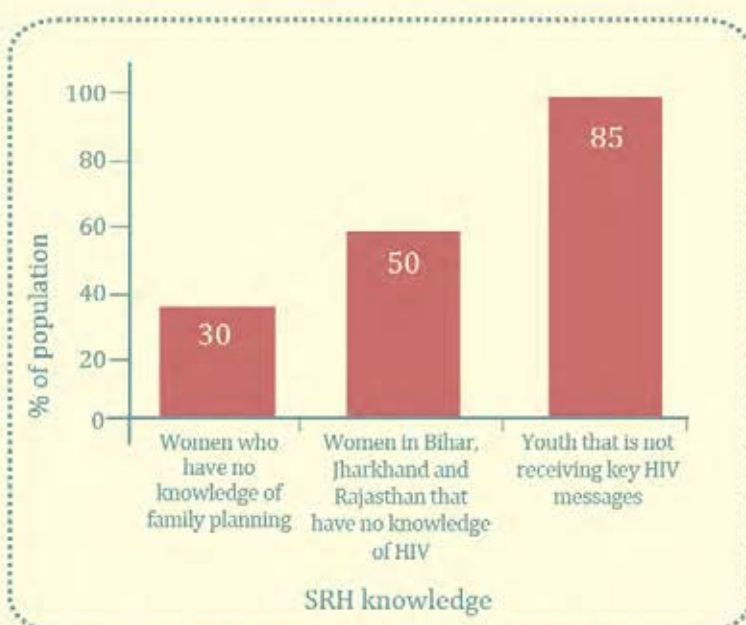


PHOTO CREDIT:
CREA

Non-profit organisation, CREA uses sport to create a safe environment where girls have access to and can openly discuss sensitive issues relating to their bodies and reproductive health.

burden drains resources – India loses 0.7 per cent of its GDP only due to NCDs. Disease prevention is critical. Sport has a crucial role in disease prevention as it improves physical and mental health. Moreover, a well-designed sport program helps communicate key health messages to marginalised communities, especially youth.

Sport can and should be promoted in communities as a cost-effective tool for improved health outcomes. The physical and mental benefits gained from at least 60 minutes of daily physical activity are well-researched and widely known. Moderate physical activity boosts the immune system, which helps reduce mortality and prevent NCDs such as cancer, cardiovascular diseases, respiratory diseases, diabetes and asthma. Apart from being a natural prevention and cure for physical ailments, sport also enhances mental health. Building trusting relationships with coaches, receiving unconditional support from peers, setting and achieving sporting goals all increase self-esteem and the feeling of belonging, increasing the overall wellbeing of individuals and families. In addition, evidence from other developing countries, especially Africa, suggests that organised team sport is a powerful medium to increase healthy behaviours among youth. Coaches and older peers often tend to be role models and confidants for youth, enabling them to discuss sensitive issues such as sex, violence, and family planning, and helping them to adopt safe behaviours and make informed decisions to lead healthy, productive lives. Also, mere participation in sport discourages unhealthy behaviours such as consumption of tobacco and alcohol and substance abuse, while positive behaviour by peers helps to reinforce, maintain and promote healthy behaviours.



Source: A Profile of Youth in India, National Family Health Survey, 2005 – 06

Sport for health

Issue

Burden of non-communicable diseases⁶²

People in low-income countries are three times more likely to die of NCDs before 60 years of age than those in high-income countries.

NCDs account for 53% of all deaths in India; they include:

- cardiovascular diseases (24%)
- cancer (6%)
- chronic respiratory problems (11%),
- high blood pressure and diabetes (2%)

Annual income loss from NCDs in India due to days spent ill and in care-giving efforts amount to US\$23 billion (0.7% of GDP)

High out-of-pocket expenditure on health is one of the major causes of poverty for nearly 2 million Indians.

Poor mental and psychological health

Common mental disorders (behavioural disorders, depression) are twice as frequent among the poor as the rich.⁸⁰

Suicide rates in India are the highest in the 15 – 29 age group.⁸¹

Lack of healthy behaviours

Sexual and reproductive health (SRH)

1 in 4 adolescent girls is married in India and 13% have a child – 30% of all women have no knowledge about family planning.⁹³

50% of new HIV infections are being found in 15 – 24 year olds but 85% of them are not receiving key HIV messages.⁹⁴

In states such as Jharkhand, Bihar and Rajasthan, where both men and women tend to have more than one partner, 50% of the women have not even heard about HIV.

Sex education that is meant to provide critical SRH information to adolescents in schools is banned in five states in India.⁹⁵

Smoking, alcohol and substance abuse

An average Indian woman takes up smoking at 17.5 years compared to 18.8 years among men and consumes more cigarettes per day.

Less than 20% of all smokers give up.^{96 97}

Role of sport

Well-designed sport programs typically have regular practice sessions and strict exercise regimes. (On average, 60 minutes of physical activity every day)^{63 64}

Well-designed sport programs promote **supportive relationships** such as coach-child relationship, peer-to-peer teaching, youth leadership training.⁸²

Physical activities, especially individual sport, provide the opportunity to **set and achieve personal goals** in a non-competitive setting.⁸³ Participating in sport for longer durations may lead to **mastery of sport skills**.

Team sport **promotes social integration** and shared goals.⁸⁴

Sport provides a supportive and trusted network of coaches, peer leaders and team mates.

Well-designed sport programs are inclusive platforms that encourage participation from people suffering from HIV/AIDS.

Regular participation and success in sport requires maintaining a level of stamina.

Effects

Regular moderate physical activity mainly:⁶⁵

- protects blood vessels
- boosts the immune system⁶⁶
- conditions muscular function
- increases bone density⁶⁷
- prevents brain damage
- increases insulin sensitivity⁶⁸
- reduces cholesterol



Unconditional acceptance of a young person by an older person leads to higher resilience.⁸⁵

Participating in sport leads to enhanced:

- sense of control and self-worth⁸⁶
- positive perception on the part of peers, coaches, families
- enhanced body image⁸⁷
- belongingness⁸⁸

Coaches often become confidants with whom personal problems are shared.

Safe environment to discuss and access information on sensitive issues such as sex, violence and HIV/AIDS.

Youth, especially girls, have access to information regarding healthy sexual and reproductive practices, which they might not have otherwise.

Team members are likely to be exposed to more information about the detrimental effects of smoking, from coaches and peer leaders.⁹⁸

Athletes are less prone to engage in activities that may interfere with high performance.⁹⁹

Being part of a sports team provides a feeling of belongingness, similar to smoking in other social situations.

Sport for health

Outcomes

Physical

Physical activity mainly reduces:⁶⁹

- colon, breast, endometrium, lung cancer⁷⁰
- cardiovascular diseases
- respiratory diseases such as asthma and copd (chronic obstructive pulmonary disease).
- type 2 diabetes
- blood pressure
- coronary heart disease
- arthritis
- obesity

Sport participants are more likely to report eating fruits or vegetables the previous day and less likely to be overweight.⁷¹

Mental

The practice of physical activity:

- **decreases depression levels**
- **reduces anxiety**
- **delays/ slows alzheimer's disease**
- **provides autistic children with a sense of belonging to a group, and facilitates their social integration**

Psychological

Regular physical activity of moderate intensity results into:

- feelings of competence
- high self-esteem
- more confidence
- low anxiety

Girls involved in sport are **less likely to both plan and attempt suicide.**⁸⁹

Girls who participate in sport:¹⁰⁰

- begin sexual activity later¹⁰¹
- have fewer sexual partners
- are more likely to use contraception

Providing SRH knowledge to adolescents decreases:

- fertility rates which is key to population stabilisation
- maternal mortality
- prevalence of STDs

People who participate in sport are more willing and open to helping HIV/AIDS patients.

Youth (particularly girls) who participate in organised sport are less likely to:

- smoke cigarettes¹⁰²
- consume drugs such as cocaine, marijuana and LSD
- consume alcohol^{103 104}

Helps reduce stigma for people suffering from HIV/AIDS.

Supporting evidence

Reduced Mortality

Participation in sport is associated with a **20–40% reduction in all-cause mortality** compared with non-participation.⁷²

30 minutes of exercise everyday reduces male mortality by 60%.⁷³

Reduced non communicable diseases

Moderately active women are **20–30% less likely to develop breast cancer**^{74 75 76} and physically active people are **30–40% less likely to develop any type of cancer.**⁷⁷

30–60 minutes of moderate – intensive activity, 3–5 times a week benefits blood pressure, hypertension, diabetes and cancer.⁷⁸

Regular physical activity can reduce the risk of cardiovascular disease by over 60%.⁷⁹

Enhanced mental health and enhanced well-being⁹⁰

Aerobic sessions lasting 20–40 minutes **reduces anxiety for 2–4 hours.** Programs lasting longer than 15 weeks lead to the greatest reductions in anxiety.⁹¹

In a study conducted in Iran more than 66% of boys preferred to discuss private concerns with the sport coach.

Age-specific analysis has shown a striking stability of **self-concept** (personal identity) in youth who are physically active throughout their adolescence.⁹²

In the population aged 18–64 those participating in leisure activities have significantly **higher quality of life** scores than non – active persons, particularly in the case of women and adolescents.

Increased healthy behaviours

Adolescent girls who participate in sport and physical activity are 50% less likely to experience an unwanted pregnancy.¹⁰⁵

Independent research¹⁰⁶ by the Grassroot Soccer Foundation (GRS) showed that:

- **29%** more students knew where to go for help related for HIV problems
- **22%** more students believed condoms were effective in HIV prevention
- **21%** more students said they would feel comfortable providing emotional support for an HIV positive

Adolescents with decreasing or erratic participation in team sport are nearly three times more likely to be smokers than adolescents with high participation.¹⁰⁷

Girls are 30 times more likely to report poor health when they are not playing sport.¹⁰⁸

Recommendations

Currently, the Indian government is focusing on universalising healthcare through financing and establishing low-cost medical facilities for marginalised communities. While this is a crucial step forward on the curative front, there is a need to promote physical activity to prevent health issues and resultant expenditure.

- Health professionals within the government such as doctors, auxiliary nurses/midwives (ANMs) and local health workers such as *Sakhis* and *Sahelis* (friends) who work closely within communities need to be trained to prescribe appropriate physical activity to children, youth, women and elders.
- Local self-governments such as *Panchayats* in rural areas and *Mohalla* committees in urban slums are key influencers among the communities they govern – convincing them of the benefits of sport, and engaging them to provide safe spaces within the community and organise local competitions will help promote sport at the grassroots.
- Finally, health is a cross-cutting issue of relevance to various ministries (For example, Health and Family Welfare, Women and Child Development (MoWCD) and, Human Resource Development). Promoting sport as an additional tool to achieve better health outcomes therefore need not be restricted to the Ministry of Health but could augment the development agendas of various ministries. For instance, sport could well be used as a supplement to the current efforts of the SABLA scheme and the *Kishori Shakti Yojana* under the MoWCD, both of which aim to create awareness about and facilitate the adoption of healthy behaviours regarding nutrition and health among adolescent girls in India.

Non-profits organisations are using sport mainly to communicate crucial health messages regarding SRH. The two case studies given below demonstrate the impact of these efforts.



Indian case study

Naz Foundation in Delhi works to prevent HIV/ AIDS among adolescent girls. It currently partners with Standard Chartered Bank to implement Goal, a women's empowerment program that uses netball to enhance financial literacy, health awareness, rights education, strong communication and team work. Goal has reached out to over 6000 girls across three cities and has indirectly affected 10000 family members and over 100000 people within the larger community. Preliminary analysis conducted by the Population Council has shown a significant improvement amongst Naz's beneficiaries in awareness of sexual and reproductive habits along with an improvement in basic skills such as counting money.



International case study

Grassroots Soccer Foundation (GRS), Zimbabwe

Grassroots Soccer Foundation uses the power of soccer to educate, inspire and mobilise communities to stop the spread of HIV. They empower local community role models such as professional soccer players, youth sport coaches, teachers and peer educators with the tools to educate youth between 12 and 18 years of age in their communities. To date the organisation has reached out to more than 577900 youth. An evaluation by Stanford University's Children's Health Council showed that GRS graduates in Zimbabwe were six times less likely to report early sexual debut, four times less likely to report sexual activity in the last year and eight times less likely to have had more than one sexual partner.

Sport and gender equity

Historical and social disadvantages prevent women from benefiting fully from society's resources. Promoting gender equity does not imply that women and men are the same and should be treated the same, because that would perpetuate existing inequalities. The concept of gender equity recognises that men and women have different life experiences, needs, levels of power and access to decision – making levels in our society, and that these should be identified and balanced.

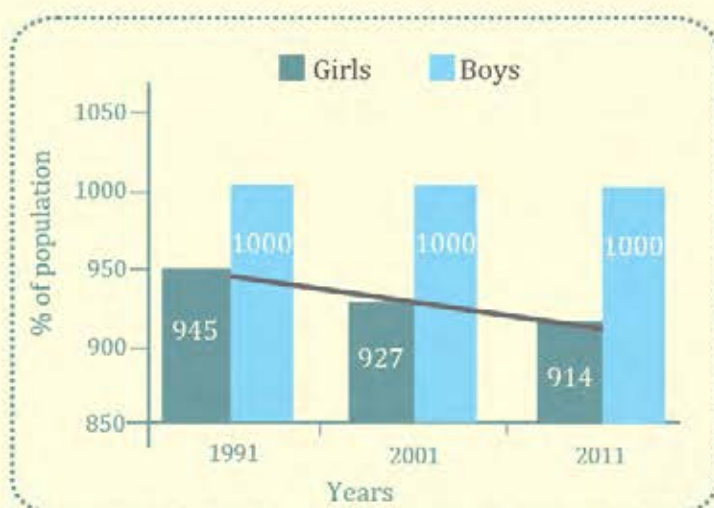
India ranks 129 out of 146 countries on the gender equality index – far below its neighbors Bangladesh (112) and Pakistan (115) and only slightly better than Afghanistan.¹⁰⁹ This is not surprising, considering that 80 girls are killed at or before birth every hour, less than 30 per cent women are part of the labor force and more than half the youth in the country believe that it is justified for a husband to beat his wife if she refuses to have sex, neglects the house or shows disrespect to her in-laws.¹¹⁰

Gender inequity in India manifests itself in various ways – it begins with a strong preference for sons which is reflected in the rapidly declining sex ratio, continues with restricted mobility, limited education and early marriages for adolescent girls, and culminates in high levels of violence and a general lack of agency in girls to make their own life choices even after they are married. Adolescent girls are particularly vulnerable; almost half of them are married before the age of 18, only 29 per cent of all girls study until Grade 10, and over 30 per cent face domestic violence. Research shows that empowering a girl has a powerful multiplier effect – she not only enhances her own social and economic development but reinvests her income in her home, thereby extending the benefits to her family and, through her children, to the next generation.¹¹¹

Enabling girls to access the intellectual and social benefits of

'Because women account for one-half of a country's potential talent base, a nation's competitiveness in the long term depends significantly on whether and how it educates and utilises its women ... in order to maximise competitiveness and development potential, each country should strive for gender equality – that is, should give women the same rights, responsibilities and opportunities as men.'

– a World Economic Forum report



Source: Census of India, 2011

basic education ensures that their rights are protected and fulfilled and greatly enhances the range of life choices available to them as women. Furthermore, girls' education has profound and long-lasting benefits for families and entire communities. Women with some formal education are more likely to delay marriage and childbirth, ensure their children are immunized, be better informed about their own and their children's nutritional requirements and adopt improved birth spacing practices. As a result, their children have higher survival rates and tend to be healthier and better nourished.¹¹²

Sport can be used to challenge entrenched gender norms, reduce the vulnerability of girls and provide them with the opportunities and skills required to negotiate life's transitions.



PHOTO CREDIT:
DREAM A DREAM

Sport for gender equity

Issue	Role of sport	Effects
<p>50% of youth in the country believe that it is justified to beat a wife if she refuses to have sex or neglects the household.</p> <p>The historical preference for sons continues today.</p> <p>Many girls have fewer opportunities than boys for social interaction outside the home.</p> <p>Most women prioritise the needs of others, a pattern that often leads to self-neglect.¹¹⁸</p> <p>Girls and women tend to greatly underestimate their bodily capacity, athletic performance and strength.¹¹⁴</p>	<p>Sporting activities can give girls access to public spaces, especially in societies where their mobility is restricted.¹¹⁵</p> <p>Team sports provide:</p> <ul style="list-style-type: none"> ▪ affiliation to a particular group ▪ Specific role in the team.¹¹⁶ <p>Sporting activities inherently involve physicality and body expression.¹¹⁷</p> <p>Sport has been historically associated with masculinity.¹¹⁸</p> <p>Sport provides a trusting relationship with an adult such as a coach or peer leader.</p> <p>Sport involves leadership roles of coaching and refereeing that women can undertake.¹¹⁹</p>	<p>Sport provides access to existing male-orientated structures or helps create separate spaces for women.¹²⁰</p> <p>Sport helps girls develop a new interpersonal network outside the family.¹²¹</p> <p>Girls' participation in sport can generate a greater understanding of their bodies and its functions, diseases and hygiene.¹²²</p> <p>Many girls' programs are multi-dimensional, integrating sensitive topics such as reproductive health, rights and gender-based violence, (which are often taboo in most families and schools), and developing leadership, communications and other skills¹²³ This holistic approach parallels girls' interests and needs.</p> <p>Women coaching or refereeing boys or mixed-sex groups communicate that women have the knowledge and leadership skills, to lead in a male-dominated field.¹²⁴</p>



Dasra Analysis

Sport provides a way to reach girls on a variety of social issues, including health, education and human rights, particularly when social interaction outside the home is constrained. It provides girls with safe spaces in which to assemble, enjoy mobility and freedom of expression, build skills in communication, teamwork, leadership and negotiation and create their own supportive social networks. Achieving sport goals and playing alongside boys increases their self-esteem and enhances their self-image leading to greater confidence – studies show that girls participating in sport are less likely to smoke, enter into violent relationships, suffer depression or become unwillingly pregnant.¹²⁷ Given that sport is traditionally a male domain, girls' participation in sport itself challenges gender stereotypes, breaking deep-rooted attitudes held by boys, families and communities.

Non-profit organisations in India are using sport effectively to balance gender inequity by working with both girls and boys but mostly in same-sex groups, as illustrated in the case studies on page 23.

Sport for gender equity

Outcomes

Boys who are observing female players often experience an eye-opening effect, which might influence their future thinking and behaviour as husbands and fathers.¹²⁵

Sport increases social interaction with peers and provides opportunities to:

- discuss similar issues
- enjoy freedom of movement
- be more engaged in community life

Regularly recurring sporting events help to overcome awkward feelings for girls and societies and eventually **changes entrenched negative attitudes**.¹²⁶

Improved perception of girls' abilities amongst the girls themselves and families enhances:

- sense of identity beyond the domestic realm.
- sense of belongingness.
- self – confidence.
- self – ownership.
- decision making.¹²⁷

Sense of ownership and respect for their bodies encourages adolescent girls to:

- take care of themselves.¹²⁸
- delay sexual activity.¹²⁹

Sport participation may offer some **protection against sexual victimisation**.¹³⁰

The participation of girls in sport challenges gender stereotypes such as:¹³¹

- girls should not run freely outside the house
- girls cannot play as well as boys
- girls cannot be leaders

Supporting evidence

Women in team sports are significantly less likely to experience non-consensual sex and over **11 times more likely to have used a condom** during their last sexual encounter.¹³²

Adolescent girls who participate in physical activity between Grades 9 and 12 are **50% less likely to experience an unwanted pregnancy**.¹³³

Analysis of research on the non-profit Mathare Youth Sports Association (MYSA) in Kenya supported the findings that innovative grassroots-based sport programs can make a tangible difference and serve to challenge gender norms.¹³⁴

In a study of over 550 adolescent girls participating in four girls-only sport-related programs in Africa:

- 94% believed that both boys and girls should have opportunities to become leaders
- 93% indicated their willingness to lead a community event or activity.¹³⁵

An external evaluation of a non-profit program – Moving The Goalposts – suggests the longer a girl participates in the program the more likely she is to:

- agree that she can make decisions about her life
- have access to SRH information
- believe that she can become as highly educated as boys¹³⁶



'He discusses with me how women and girls face violence in our society and elsewhere. He says that girls and women should be respected ... Now he is of the opinion that girls should be educated.'

– wife of a coach, Project Parivartan

Source: ICRW, Parivartan: Power beyond the pitch.



Indian case study

'Parivartan' (meaning change), a Mumbai-based project by ICRW, uses cricket as a medium to engage boys between the ages of 10–16 in discussions about violence against women, aggression and relationship abuse. According to an impact assessment study published by ICRW and presented to the Government of India, *Parivartan* has empowered 8500 children in Mumbai and has significantly reduced athletes' and coaches' abusive behaviour towards women: more than 70% of participants have demonstrated a positive change in behaviour.



International case study

Ishraq, Egypt

In rural Egypt – where girls' mobility is restricted and early marriage is common – an innovative program known as *Ishraq* ('sunrise') combines sport, literacy, and life-skills training to empower girls. In most rural areas of Egypt, sport clubs are dominated by males. A consortium of non-governmental organisations, including the Population Council and Save the Children, teamed up with local community groups and government partners who provide protected spaces – such as a girl-friendly youth center – where girls meet for learning and recreation. Aimed at 11–15 year old out-of-school girls, the *Ishraq* program challenges traditional concepts of gender-appropriate behaviour and affords girls greater participation in community life and entrance into the public arena. For the first time in these rural villages, girls dressing in track suits and playing sport act as a catalyst for the transformation of social norms.

Sport and employability

Employability refers to a person's capability for gaining and maintaining employment.¹³⁸ For individuals, employability depends on the knowledge, skills and abilities they possess, the way they present those assets to employers, and the context (for example, personal circumstances and labour market environment) within which they seek work.¹³⁹ Simply put, whether an individual is employable or not depends on whether they have the relevant educational qualifications and life skills such as discipline, teamwork, communication and decision making to gain and retain the job successfully. Children from marginalised communities are less likely to complete their education and are unable to effectively develop life skills due to the lack of a stimulating environment at home.¹⁴⁰ This lack of technical knowledge coupled with lack of life skills not only leads to unemployment but also to an increased risk of being inclined towards antisocial behaviour.¹⁴¹

Currently in India, nearly 13 million youth join the workforce every year.¹⁴² An evaluation of their employability reveals that more than half of these youth are not equipped with either the technical knowledge or the life skills required to be productively employed in industry. The *India Labour Report 2009* reveals a growing sentiment among employers that, apart from vocational skills, youth lack essential life skills that are considered necessary outcomes of a modern education system: discipline, teamwork, communication, problem solving and leadership.

Dasra's research reveals that youth from marginalised communities require life skill training, especially when they have dropped out of the formal education system at an early age. Sport is especially helpful in engaging youth who are already delinquent or at risk of delinquency. While this training can be provided in the classroom, sport creates a natural environment for children to learn and demonstrate key skills without being prescriptive. With 57 per cent of school-goers dropping out before Grade 8 and juvenile delinquency increasing ten-fold in the last decade,¹⁴³ the need to develop key life skills within this population to ensure gainful employment has become even more apparent.

'The Indian system treats students as machines to be programmed. It does not equip people with what is needed for modern industry, particularly soft skills like self-confidence, listening, goal orientation, time management (and) group work.'

– Mr B Santhanam, Chairman of CII HR

Sport for employability

Issue	Role of sport	Effects
<p>Delinquency Juvenile delinquency in India has risen ten-fold in the last decade.¹⁴⁴</p>	<p>Sport is successful in hooking the at-risk population.</p> <p>Sport involvement ensures less frequent, shorter, or less intense interaction with deviant peers.¹⁴⁵</p> <p>Sport involvement decreases the amount of unsupervised leisure time.¹⁴⁶</p> <p>Sport reduces boredom in youth and creates a diversion from less desirable, (and sometimes criminal) behaviour.¹⁴⁷</p> <p>Sport provides positive role models in the form of coaches and peers who consistently demonstrate positive behaviour.</p> <p>The 'values' of sport – such as teamwork, effort, discipline and achievement – reflect those of wider society.</p> <p>Being labelled an 'athlete' or 'sportsperson',¹⁴⁸ encouraging positive behaviours.</p>	<p>Opportunity to display competence and develop a positive self-concept.¹⁴⁹</p> <p>Sport is used as a psychotherapeutic tool to:</p> <ul style="list-style-type: none"> ▪ decrease aggressiveness ▪ lower anxiety ▪ increase self-esteem ▪ increase social competence <p>Sports teams may meet the individual's need for social inclusion, physical competency and recreation.¹⁵⁰</p> <p>Being labelled an 'athlete' reflects positively on youth, encouraging positive behaviours.¹⁵¹</p> <p>The at-risk population is offered job skills training and linked to social services, and educational programs.¹⁵²</p>
<p>Lack of life skills More than 50% of the 13 million youth that join the workforce in India every year are not equipped with the life skills required to gain and retain employment.¹⁵⁷</p>	<p>Similar mental skills are needed for successful performance in sport and non-sport domains.¹⁵⁸</p> <p>As part of a sports team, one learns to communicate with team members, negotiate with the referee, resolve conflicts within the team and outside, undertake responsibility and lead by example.</p> <p>Sport skills and life skills are learned in the same way – through demonstration, modelling and practice.¹⁵⁹</p>	<p>Sport participants demonstrate the following as compared to non-participants:</p> <ul style="list-style-type: none"> ▪ higher self-belief ▪ problem solving ▪ positive thinking¹⁶⁰ ▪ higher levels of goal attainment^{161 162} ▪ social responsibility¹⁶³ ▪ team-building¹⁶⁴ ▪ communication¹⁶⁵ ▪ decision-making skills¹⁶⁶ ▪ personal responsibility¹⁶⁷ ▪ empathy¹⁶⁸ ▪ resiliency^{169 170} <p>In a life-skills based sport program, athletes in the experimental group not only effectively learned life skills but performed better at volleyball and soccer skills than the control group.¹⁷¹</p>



Sport for employability

Outcomes

Prevention

Well-targeted and well-designed sport programs are successful in preventing crime.

Rehabilitation

Sport encourages positive behaviours and provides adequate support systems for anti-social youth to be re-integrated into society.

Diversification

The 'at-risk' youth enhance their job skills and have access to supportive networks increasing their probability to be employed.

Supporting evidence

Decreased antisocial behaviour

Lower levels of juvenile criminality have been associated with participation in sport.¹⁵³

The Australian Institute for Criminology identified over 600 programs globally using sport and physical activities to reduce youth crime and antisocial behaviour.¹⁵⁴

In UK facilities for delinquent youth are legally bound to provide sport programming to residents.¹⁵⁵

Programs during or after school hours, late at night and on weekends have resulted in the **highest decreases in local juvenile crime** by giving adolescents alternative leisure pursuits.¹⁵⁶



Sport participants may improve their sport and life skills in a complementary fashion.¹⁷²

Sport facilitates the development of life skills needed to translate knowledge, attitudes and behavioural intentions into actual behaviour.¹⁷³

Life skills developed:¹⁷⁴

- **physical** (taking the right posture)
- **behavioural** (communicating effectively)
- **cognitive** (taking effective decisions)

Employment and job satisfaction

Sport participants may take up sport on a professional basis as an athlete or coach due to sport skills learnt.¹⁷⁵

Sport participants are more likely to be autonomous and satisfied in their first job.¹⁷⁶



Sport enhances the employability of youth by teaching life and sport skills, which increases their chances of being integrated and retained in the workforce, being satisfied with their work, raising their standard of living and moving out of poverty. A sporting environment mirrors a professional setting – one has to achieve goals, work within teams, and demonstrate positive behaviours. General sport inculcates discipline, diligence and responsibility while team sports in particular develop social and strategic skills such as communication, leadership, planning and problem solving. Interacting with coaches and referees enhances their ability to successfully evaluate situations and negotiate effectively. Most importantly, sport offers positive role models to youth in the form of coaches and peers who have been through the program and are successfully employed, an element that youth may lack at home and school. Some research suggests that learning sport skills and life skills is inter-linked – not only does sport develop life skills but enhanced life skills help develop higher order sport skills as well. Sport is especially meaningful for youth who display antisocial behaviour since it provides opportunities to display competence, enhance one's self image and belong to a certain group – the same motivations that encourage youth to join criminal gangs. Sport has proven to be an excellent mechanism to prevent crime as well as rehabilitate and divert delinquents into meaningful employment. Additionally, having the opportunity to learn solid sport skills can be used to develop a career in sports or physical activity as athletes, coaches, physical education teachers or lifeguards.

Out-of-school children can greatly benefit from sport-based initiatives that teach essential life skills. Additionally, including sport as a supplement to existing services in remand homes will help rehabilitate and divert youth offenders to a crime-free life. Currently, most of the government's efforts are focused on enhancing access to vocational education to bridge the technical skills gap in the country. Little is being done to enhance life skills that will enable youth to successfully participate in a globalised economy.

Recommendations

- Apart from regular schools, structured life skills-based sport programs should also be included in the residential bridge schools and the *Kasturba Gandhi Balika Vidyalyayas* (girls-only residential schools) under the *Sarva Shiksha Abhiyan*, which cater to children who have dropped out from regular schools. This will ensure that children who are not in the mainstream education also have access to life skills.
- Experts²⁷⁷ state that the government is not making a concentrated effort to rehabilitate and reintegrate juvenile offenders. According to the Juvenile Justice Board (JJB), the Delhi Police and authorities at Tihar Jail, between 10 to 15 per cent of juveniles accused of serious crimes go on to become repeat offenders as adults.²⁷⁸ Evidence from juvenile justice facilities in Australia and the UK shows that sport can be used as a tool to prevent crime and successfully rehabilitate juvenile delinquents by linking them to employment.

Dasra's field research revealed that most non-profit organisations such as Magic Bus, Slum Soccer, RLSS and Dream a Dream use sport to develop professional and life skills among youth and link them to productive livelihoods in the industry.



Indian case study

Dream a Dream implements the Life Skills Through Football (LSTF) program through a partnership model with government-aided schools, community organisations, non-profit organisations, and shelter homes. It also trains and builds the capacity of teachers and coaches to implement the program. The Dream Connect program empowers youth in the age group of 14–18 years by offering them tools and foundational technical skills such as computer training necessary for career development. The LSTF program engaged 1000 volunteers across 17 non-profits, community centres, and shelter homes in Bangalore in 2012. It has trained 200 teachers/facilitators as part of its training and development initiative. Through the Dream Connect program, it has mentored about 1000 young people.



International case study

Mathare Youth Sports Association, Kenya

MYSA's Girls' Football Program offers specialised training and development in coaching, refereeing, training, and organising the league. A leadership-training program for boys and girls aims to create a group of leaders who will eventually organise and run the program. Training includes communication, decision making, team building, group dynamics and conflict resolution. Both the coaching and referee training programs have seen an increased number of youth participating, especially girls. Several girls have progressed to leadership positions as project managers, coaches, and referees.

Sport and persons with disability

Issue	Role of sport	Effects
<p>At least one in 12 households in India includes a member with a disability.¹⁸²</p> <p>Persons with disability in some societies are considered dependent and viewed as frail, incapable and unskilled, preventing them from being active community members.¹⁸³</p> <p>Persons with disability face exclusion due to the social stigma attached to disability.</p> <p>Persons with disability lack access to information on disability issues, positive role models with disability and tools to improve their own lives.</p> <p>Less than 1% of children with disability in rural India are enrolled in school.¹⁸⁴</p> <p>Women with disability often experience double discrimination – due to their gender and disability.</p> <p>Persons with disability are often at greater risk of mental health problems such as fatigue and depression.¹⁸⁵</p>	<p>Well-designed, organised sport programs provide a safe and supportive environment.</p> <p>Team sports promote social interaction and integration with peers.</p> <p>Physical activities provide the opportunity to set and achieve personal and team goals, shifting the focus to ability rather than disability.¹⁸⁶</p> <p>Regularly participating in sport may lead to mastery of certain sport skills.</p> <p>Sport provides role models in the form of coaches and peers.</p> <p>Sport gives women with disability the opportunity to compete and display their physical ability.</p> <p>Sport also provides a meeting ground for persons with disability.</p>	<p>The many physical benefits of sport include, but are not limited to¹⁸⁷:</p> <ul style="list-style-type: none"> • improved coordination • improved postural alignment • normalisation of muscle tone • improved sitting balance • strength and rhythmical movements of the upper body • reduced pain <p>Physical activity has proven to be beneficial to patients suffering^{188 189 190}:</p> <ul style="list-style-type: none"> • stroke • osteoarthritis • cerebral palsy • multiple sclerosis • intellectual disabilities <p>Enhanced wellbeing leads to improved^{191 192}:</p> <ul style="list-style-type: none"> • emotional control • social awareness • self-confidence • self-esteem • self-concept • improved mood <p>Sport helps persons with disability acquire social skills such as¹⁹³:</p> <ul style="list-style-type: none"> • effective communication • teamwork and cooperation • goal-setting • self-discipline • importance of rules

Dasra Analysis

Sport and persons with disability

In India, at least one in 12 households has a member with a disability.¹⁷⁹ Half of these disabilities are directly linked to poverty – mainly due to inadequate nutrition and healthcare, and unsafe living and work environments. Moreover, children with disability (particularly girls) are not likely to receive an education – less than 1 per cent of disabled children in rural India are enrolled in schools¹⁸⁰ – which deepens the cycle of poverty. At a social level, disability still induces discrimination and the individuals concerned and their families continue to experience social stigma and economic marginalisation. The cost of this exclusion is massive, considering the potential contributions these individuals could make to their families and society in more impartial and inclusive environments.

Sport works to improve the inclusion and wellbeing of persons with disability in two ways: by changing what communities think and feel about persons with disability, and by changing what persons with disability think and feel about themselves.¹⁸¹ Thus sport reduces the stigma associated with disability in society as well as empowering persons with disability, whether intellectual or physical, to live a life of dignity.

Sport and persons with disability

Outcomes

Sport can promote:

- greater independence
- social-emotional development
- self-help¹⁹⁴

Sport helps **develop skills that persons with disability can apply in other aspects of their lives** such as employment.¹⁹⁵

Sport can help **combat stigma** associated with disability.

Sport breaks down stereotypes of disabilities and helps **build more inclusive communities**.¹⁹⁶

Sport helps to reduce **gender stereotypes** and negative perceptions associated with women with disability.¹⁹⁷

Sport helps persons with similar disabilities **advocate** for and influence change.¹⁹⁸

Supporting evidence

Participation in sport has the potential to be a mechanism for empowerment for persons with disability.¹⁹⁹

In the case of the Cambodian National Volleyball League (Disabled), **60%** persons with disability were able to find employment after participating in the program due to increased self-confidence and acquiring important social skills necessary for employment.²⁰⁰



A significant number of non-profit organisations in India are engaging with persons with disability through sport to include them in mainstream education, provide employment opportunities and sensitise the wider population to their needs.



Indian case study

Special Olympics Bharat (SOB) uses sport as a catalyst to engage children and adults with intellectual disability. SOB provides sport training each week to each athlete and organises competitions at various levels local, district, state, national and international. As part of its train-the-trainer model, SOB provides training to coaches which percolates down to community coaches. Currently SOB engages with more than 900000 intellectually disabled athletes in various forms and has 85000 coaches as volunteers across 450 districts in 31 states.



International case study

Afghan Amputee Bicyclists for Rehabilitation and Recreation Program (AABRAR), is a local Afghan non-government organisation that is concerned with the rehabilitation and socio-economic integration of persons with disability and other vulnerable groups into the community. AABRAR provides amputees with adapted bicycles and trains them on how to effectively use these bicycles. A low-cost and accessible means of transportation to work and school, this is also an inexpensive form of physical therapy designed to prevent muscular atrophy. The program includes a bicycle messenger service, adding employment to its list of benefits. Since its inception in 1992, AABRAR has helped over 60000 people recover physically and emotionally from their injuries and increased their socio-economic participation.

Conclusion

Today, sport is being increasingly used as a tool to prevent disease, encourage education, enhance inclusion of persons with disability, prevent conflict, foster gender equity and promote employment. Further, participation in sport builds social capital in communities and positively impacts the economy by creating jobs, promoting tourism and reducing healthcare costs. It is a powerful and cost-effective tool for development if it is carefully designed, cautiously managed and closely monitored.

Sport for development is not a new concept – it has been used sporadically in international development (especially by the United Nations) to improve the living conditions of conflict and trauma victims.²⁰¹ But the full potential of sport as a multi-sectoral medium that contributes significantly to the development of youth, families and entire communities is only beginning to be realised.



'Sport can play a role in improving the lives of not only individuals but whole communities. I am convinced that the time is right to build that understanding, to encourage governments, development agencies and communities to think how sport can be included more systematically in the plans to help children, particularly those living in the midst of poverty, disease and conflict.'

- Kofi Annan, former United Nations Secretary-General



PHOTO CREDIT:
MAGIC BUS



SCANNING THE FIELD

Cornerstones for promoting sport for development in India

To harness the positive potential of sport in India, inclusive initiatives that are adaptable to the unique cultural and social contexts of the groups involved need to be pursued. Since the aim is to involve people of all ages and abilities, with an emphasis on the positive values of mass sport rather than high performance sport, providing high-quality community-based sport programs is challenging.²⁰² To assist various stakeholders such as government, private sector, international development agencies and non-profit organisations to promote sport with a development objective, it is useful to frame critical cornerstones that support the transformative power of sport.

Dasra's research has framed four key areas that need to be addressed to make sport a part of the national development agenda.

Cornerstones for promoting sport for development in India:

1. Creating an enabling and safe environment to increase inclusiveness.
2. Delivering a high-quality sport experience.
3. Building evidence to link specific development outcomes with sport.
4. Promoting role models for sustainable community-level engagement.



Creating an Enabling & Safe Environment



Delivering High-Quality Sport Experience



Building Evidence to link Development with Sport



Promoting Role Models for Community Engagement

1. Creating an enabling and safe environment to increase inclusiveness

The environment in which sport supports development is influenced by many factors including physical infrastructure, socio-cultural practices, attitudes and perceptions. For instance, lack of access to 'safe spaces' in communities, reduced play time at school, gender norms that sport is 'unfeminine' and parents' misplaced fear of low academic achievement due to increased play are often barriers to sport. Experience from global programs suggests that children (particularly girls) will not be allowed to participate if the parents perceive the sporting environment to be unsafe. Below we describe ways to transform existing infrastructure into safe places, alter negative mindsets by engaging key influencers and offer support mechanisms to create an enabling environment for development through sport.

Leveraging existing community infrastructure and systems — schools are generally best placed to promote physical activity²⁰³ by maintaining and providing access to safe playgrounds during and after school hours, integrating physical education into learning and ensuring that time scheduled for sport is not used for any other purpose. For out-of-school children — mostly girls and children with disability — community facilities should fill that void. However, sport facilities in communities are often situated at a distance from homes and monopolised by men, rendering them unsafe for and inaccessible to girls and children with disability. Using local establishments such as religious institutions, markets, and washing facilities or other safe public areas nearby that are frequented by women is more likely to succeed in attracting girls and children with disability to sporting activities.²⁰⁴

Recognising that safe physical spaces for play are critical to urban and rural development, the government has allocated funds and established an encouraging institutional framework (as described in *Chapter 3*). Schools, community leaders and non-profit organisations need to be given the authority and capacity to ensure its utilisation and successful implementation.

Given below is an example of community ownership to physically clear areas and define boundaries that create an enabling and safe environment for conducting sport programs.



Sport for development is being implemented by UNICEF through the International Inspiration program, with active involvement of government schools and community groups in select rural and urban sites in Maharashtra, India.

SfD activities are undertaken with the help of well-trained Physical Education (PE) teachers and Community Sports Coaches (CSC). PE teachers coordinate the activities in schools, while in slums and villages young boys and girls have been trained as CSCs.

"A major problem in overcrowded cities like Mumbai is to get a space to play," said Raju Jadhav, one of the CSCs. But he was so motivated that he took the challenge of turning the waste dumping area in his locality into a playground. A group of boys worked for four days and cleared off two truckloads of waste to prepare a space for them to play. "The children in my locality had never ever seen a football except on television, but now they participate in football tournaments organised locally," said the proud coach.

"We stopped being strict and over disciplined as earlier," said a PE teacher from a municipal school. "We realised sport is a very powerful way to channel children's energies in a constructive way. We allow them to play even after school hours." Student enrolment in this school has doubled in the past two years and the teacher relates this with increased emphasis on sport.

Source: http://www.unicef.org/india/state_profiles_6659.htm, accessed on 9 January 2013.

Establishing child protection frameworks — children and teenagers can form close relationships with teachers and coaches who are often considered as friends or even idols. Besides many mutual benefits, there is a risk of a certain emotional dependency which gives the adults power over the child. Observing bodies and dealing with 'physicality' are peculiarities of sport activities, which in some cases may expose children to emotional or sexual exploitation. To prevent such issues, safety frameworks need to be formulated, institutionalised and strictly observed. An example of one such framework is the The ASOP India Child Protection Framework developed and used effectively by ASOP, in partnership with Women Win. It is a guiding resource for organisations to increase the safety of participants within their programs and ensure a basic level of protection. The framework recommends the following measures:

- **Develop organisational child protection policy and process:** The first stage includes articulating a code of conduct; writing and circulating a child protection policy that can be understood by adults and children; developing strong reporting and referral process guidelines on what to do in case of suspected harassment or abuse; providing simple and clear complaint forms; establishing external visitor agreements and assessing potential vulnerabilities and taking steps to minimise them.
- **Prepare for implementation:** This would include customising resources according to cultural contexts; engaging parents and community leaders; training coaches, staff, and volunteers; and informing children about their rights and what to do if those rights are violated.
- **Implementation:** This would require strict adherence to the policy. All complaints and reports need to be addressed in accordance to the agreed process.
- **Internal review and revision:** Finally, the organisation needs to ensure periodic internal evaluations to assess the effectiveness of the policy.

Engaging key influencers from the community — studies reveal that supportive parents and teachers, encouraging peers and physically active siblings are key motivators for children and youth to participate in sport. Also motivation from physicians and health workers increases the frequency of physical activity²⁰⁵. However, sometimes parents and community leaders misunderstand sport to be in conflict with religion and culture. For example, Islam generally promotes good health and fitness and encourages both men and women to engage in physical activity to maintain healthy lifestyles. However, there are aspects of the religion which affect how sport can be practised, for example, women following their faith cannot engage in mixed gender sports and the environment and dress code also require consideration.²⁰⁶ Therefore, sport organisations need to be sensitive and adaptable to these norms, to ensure inclusiveness.

These issues can be addressed in two main ways:

- educate key influencers about the benefits of sport, convincing them that physical activity does not violate any religious or cultural beliefs. Separating gender during sport activities encourages community acceptance and increases confidence that girls will be protected and safe
- train staff in the public education and health systems on how to integrate sports programs for improved learning and healthy lives. Teachers and health workers are key influencers in the community, who often lack the knowledge, resources, and incentives to deliver or support quality physical education, even when policies mandate it. In fact, health workers in India do not emphasise enough the role of sport in good health at a community level, which is critical to combating NCDs.

Offering comprehensive support and protective mechanisms — sport-based initiatives work best when they are part of a multi-agency or comprehensive approach²⁰⁷ and are integrated into broader development strategies. For instance, HIV/AIDS prevention messages communicated by sport coaches will have a sustained impact if supported by sexual reproductive health measures such as widely available family counselling services, access to contraceptives, and integration of social support into school instruction.²⁰⁸ Without these coordinated networks, isolated sporting activities are likely to have limited impact on improving development outcomes.

Protective mechanisms need to include the physical and psychological aspects of sport activities. The different orientations of children, parents, coaches, teachers, health workers and other players need to be addressed. Sport organisations must have a child protection policy; staff and volunteers should be assessed for suitability



Interviews which took place during the launch of the Life and Peace program in Southern Sudan showed the great majority of the participants joined the program because of the attractiveness of the sport component.

25% of participants said they would not have participated if there were no sport activities and 33% did not realise the health focus on HIV/AIDS existed; evidence that underlying behavior change messages are subtle and the sport component increases participation.

Source: Schwery Consulting, *Evidence in the Field of Sport and Development: An Overview*, June 2008.

in working with children; safe-whistle blower mechanisms should be provided to ensure unacceptable behaviour is reported; safe guarding rules should be followed for programs that take children away from the community (for example, trips, tournaments and tours); and strong operating standards should be set to ensure children are adequately supervised.²⁰⁹ Dasra's on-the-ground evaluation of sport organisations verified that the UNOSDP recommendations for child protection are essential for preserving sport for development as a powerful tool. Funders should ensure the recommendations are enforced.

2. Delivering a high-quality sport experience

The choice of and quality of sport offered is crucial to maintaining participation levels, building transferable skills and sustaining participants' lifelong interest in physical activity.²¹⁰ The following actions would ensure a high-quality experience:

Encouraging age-appropriate play — according to The American Academy of Pediatrics (AAP) Council, the demands and expectations of any athletic activity needs to match each child's level of readiness. For instance, free play is best suited to children below the age of six as their balance, attention span and vision are limited. By age six, most children have the basic motor skills for simple organised sport but they may still lack the hand-eye coordination needed to perform complex tasks and may not be ready to understand concepts such as teamwork and the strategies needed in sports such as football — abilities that they develop only after the age of ten.²¹¹ It is therefore important to carefully match the age of the target group with a suitable sport. Engaging children in sport they are developmentally ready for is likely to be enjoyable, enhance their self-esteem and promote lifelong activity. Moreover, it also compensates for stimulation that parents may not know about or have the opportunity to provide²¹², a common phenomenon especially among poor urban slum communities where homes are small and congested and no safe public spaces exist for supervised play.²¹³

Recruiting quality coaches — multiple studies reveal that coaches have the greatest influence on the performance, development and learning of children and youth participating in sport programs. Evidence from US-based research indicates that encouraging positive as opposed to negative self-talk, modelling confidence themselves, using instruction and drills to ensure performance improvements, and using positive affirmation liberally to be the most the effective ways to enhance self-efficacy in athletes.²¹⁴ Coaches often become the only positive role models for at-risk youth and influence their life decisions and choices outside of sport programs as well.

Care should therefore be taken to recruit and train coaches who demonstrate the values and skills to deliver high-quality programs consistently. This also makes certified pre-service and in-service training necessary to maintain quality and relevant programs.

Leveraging traditional sport: In some cultures, traditional sports enjoy immense popularity, even more than global sports such as cricket and football. According to a report by the United Nations, communities tend to organise and manage these sports themselves and are therefore invested in them. In such cases, a development program based on these existing games and sports is more likely to be successful and sustainable than introducing a common sport such as football. Moreover, traditional sports tend to use local resources instead of large facilities and equipment, and hence prove to be more cost-effective. In fact, UNESCO supports organisations to preserve, promote and make traditional sports an integral part of national development strategies.²¹⁵ For example, Dasra observed a growing emphasis on yoga as a powerful and simple tool to engage both rural communities and promote healthier living practices and mental peace. As many as 150000 people have participated in yoga sessions led by revered gurus such as Sri Sri Ravi Shankar, Founder of the Art of Living Foundation. This highlights the potential of encouraging physical activity for all through traditional forms which also provide meditative, mental health benefits.

3. Building evidence to link specific development outcomes with sport

Building evidence of how sporting activities lead to better development outcomes in health, education or employability will foster higher quality programs and more supportive policies in the public health and education systems. While a great deal of evidence has been collected regarding the benefits of sport participation for children and youth, few conclusions have been drawn regarding the mechanisms by which sport positively contributes to development.²¹⁶ What remains unclear is exactly how sport works as a development tool. Is it the effects of the structure the game provides, the positive relationships it helps to build or the self-esteem it develops?

Development outcomes are achieved only when sport programs are inclusive²¹⁷ and the sporting environment ensures safety, age-appropriate activities, and provides for supportive networks, specific opportunities for skill building, and involves influencers such as family, school, and community. Strengthening the argument for the contribution of sport to development requires building evidence about these specific

In a study in Zambia, 47% of girls and 40% of boys surveyed believe:

- an 'understanding coach who cares about people' should be the most important requirement for such a position.

Source: Swiss Agency for Development, Gender Equity, Sport and Development, 2005

Evaluations by the Swiss Academy for Development in Zambia revealed nearly 70% of girls would rather participate in traditional or local games than modern sport.

Source: Swiss Agency for Development, Gender Equity, Sport and Development, 2005

mechanisms by which sport can and does make a positive contribution to development, and the conditions under which this occurs.²¹⁸ There is also a need to recognise the wide variety of sports, understand the nature of the processes and experiences that they provide and the extent to which each of them has the potential to achieve particular outcomes for specific individuals and groups.²¹⁹ For instance, research suggests that team sports such as football and hockey require an understanding of rules, strategy and spatial awareness and are hence best suited to develop cognitive and motor skills that lead to higher education outcomes. On the other hand, individual sports such as canoeing and shooting that require setting and achieving one's own goals are more effective in developing resilience, self-esteem and confidence, which have a positive impact on adolescent girls and delinquent youth.

Dasra's research indicates that a growing evidence base is being developed by institutions such as the Public Health Foundation of India on the benefits of physical activity at the individual level. However, more support is needed for assessment and evidence on the impact of sport activities at the community level to enhance outcome-driven sport programs that are community based.

Engaging community-based organisations delivering sport programs in comprehensive data collection, systematic documentation and robust monitoring and evaluation of sport-based initiatives on a continuous basis will enable deeper analysis of which sports or particular activities help improve development outcomes, intended or unintended. This evidence and well-documented field experience will encourage increased participation from various stakeholders needing further persuasion that sports is critical to developing future potential.

In addition to establishing these cornerstones, promoting popular sport players as well as community coaches and peers as role models could have a powerful impact.

4. Promoting role models for positive behaviour

Sport personalities — all children and youth identify with and emulate national and international sport heroes. Successful sportspersons stimulate national pride, unity and a sense of achievement. Women athletes dispel the misconception that sport is not biologically or socially appropriate for females and provide a visible demonstration of what women can achieve.²²⁰ Sportspersons have a significant influence on youth, nationally and globally, enabling them to make a powerful contribution to development initiatives. As Olympic Gold medallist Cheryl Miller observed, 'When you reach a certain level of visibility, you are a role model whether you like it or not.'



PHOTO CREDIT:
CREA

The potential impact of athletes on development is best illustrated by the case of Earvin 'Magic' Johnson,²²¹ one of the world's top basketball players and a hero to millions of youth worldwide. Johnson's announcement that he was withdrawing from active sport as he was HIV infected was a milestone in the fight against HIV/AIDS because it was the first time a sport superstar admitted openly to having the disease. Johnson's announcement had a ripple effect in increasing awareness of the disease and an open dialogue.

Perhaps most importantly, his actions changed people's perceptions about HIV and its prevention. As a result of Johnson's announcement, people's desire to obtain more information about the disease increased. Calls to AIDS hotlines and the number of people getting tested for HIV also increased. In addition, studies showed an increased understanding of vulnerability to HIV among adults and changes in high-risk behaviours.

Other athletes such as the Moroccan hurdler Nawal El Moutawakel, the first African-Muslim woman to win a gold medal at the Olympics and Deng Yaping, a Chinese table tennis player who won 18 world championships, are role models for millions of girls across the world. Both made huge strides for women in their countries and have now become strong advocates for women and sport. Similarly, P.T. Usha, the first Indian woman to reach an Olympic final, inspired a generation of Indian boys and girls to enter the world of athletics. These examples indicate that engaging sport champions is an effective way to influence the behaviour, habits and attitudes of youth globally.

In India, personalities such as Sachin Tendulkar, M.S. Dhoni, Saina Nehwal and Mahesh Bhupati are celebrated youth icons. While most of them already support causes, there is immense value in getting them and other influential sport personalities to use their popularity to become spokespersons and ambassadors for specific development issues. A good example is that of Sachin Tendulkar, a well-known supporter of education who is an ambassador of the NDTV-Coca Cola 'Support my school' campaign. This initiative was implemented to convert schools into safe and healthy venues so as to decrease drop-outs, and it affects close to 50000 children. Tendulkar's presence not only garnered attention for the campaign but also considerably increased public awareness of the issue.

India needs more role models and athletes to use their power for good. Corporate bodies that endorse these professional sport players to sell products should consider aligning with public service messages that can have mass outreach and influence. Dasra's interviews with various sport for development organisations emphasised how young boys and girls usually ignore authority figures such as parents and



A survey administered to adolescent clinic attendees after Johnson's announcement, produced the following results:

60% reported that Johnson's announcement increased their awareness of AIDS.

65% reported increased self-efficacy in a sexual situation.

38% described increased resistance to peer pressure for sexual intercourse.

Source: University of Stirling, Sport for Development Impact Study, October 2010 and USAID, Role of Sport as a Development Tool



A recent study conducted in the United States revealed that more than 75 per cent of children say that their role models are family members, teachers, coaches and community leaders.

teachers, but may heed the messages of a superstar athlete or Bollywood star and sometimes even change their behaviour accordingly. It is important to note that if and when high profile athletes are used, they require a credible link to both the participants and the program to ensure maximum effectiveness.

Community coaches and peer leaders — a recent study conducted in the United States revealed that more than 75 per cent of children say that their role models are family members, teachers, coaches and community leaders and around 25 per cent name entertainment figures, artists, sports figures and national or international leaders as their role models.²²² Unfortunately, youth from marginalised communities, especially girls, often lack positive role models within their families, peers and community. Poor children are more likely to have less-educated parents, and often grow up witnessing unemployment, abuse and violence, gender-based discrimination and unhealthy behaviors as part of their daily life. According to Bob Munro, the founder of the African non-profit — MYSA — poverty generates a lack of confidence and self-belief among youth.²²³ This results in them leading a life of poverty themselves.

For marginalised youth, the development of self-belief can be a profound psychological shift that enables and motivates them to move out of poverty. Research suggests that self-belief is most effectively developed when youth have the opportunity to observe someone else in conditions similar to theirs achieve better life outcomes.²²⁴ Similarly, learning happens best via emulation and observation.²²⁵ Based on this analysis, leading sport for development non-profit organisations such as MYSA, Go Sisters and Magic Bus have successfully undertaken the 'bottom-up approach', which is engaging coaches and training peers from within the community to lead sport for development programs. Selections are made based on demonstrated behavior, potential and willingness to take up a leadership role. Evaluations from these programs show that coaches and peer leaders who demonstrate positive behaviours such as pursuing higher education, showing respect to women peers, resisting peer/family pressure or not using abusive language on the field have a positive ripple effect on participant behaviour.²²⁶ In the case where peer leaders are girls, they have been successful in challenging traditional gender norms restricting freedom, education and employment as well as enrolling more girls in the program. For instance, Go Sisters trained 5474 girls as peer leaders from 2002–2006. These leaders in turn provided sport and health education activities to an additional 56132 girls.²²⁷ While monitoring and evaluation mechanisms are being developed to more systematically capture these positive outcomes, early results such as these are promising.

The success of such an approach is highly dependent on the selection and training of appropriate coaches and peer educators. Researchers argue that 'the necessary support for and supervision of peer educators and coaches is not always available in the resource poor and donor-driven world of sport for development'.²²⁸ Funders and non-profit organisations must therefore dedicate resources towards providing repeated training and continuous support to coaches and peer leaders so as to ensure the quality of the program. Encouraging the participation of peer educators increases a program's ability to reach hard-to-reach youth and builds the leadership capacity of youth. In a nation as vast as India, building local talent to change community behaviours is a key factor in making the program effective, sustainable and cost-effective.

Conclusion

A number of measures need to be taken in India to create a system for engaging the whole population in sport and to use sport's potential to improve the life of those in marginalised communities.

Creating accessible and safe sporting environments for all sections of the population, delivering well-designed and inclusive sport programs aimed at distinct development outcomes, promoting local leadership in the form of community coaches and peer leaders for program sustainability, and collecting evidence on the effects of sport for development in the Indian context will provide the necessary impetus to strengthen the sport for development movement. The following section showcases the efforts undertaken by various stakeholders and the potential they have to implement these cornerstones.



PHOTO CREDIT:
LEND-A-HAND INDIA



THE GAME-CHANGERS

Stakeholder analysis

Evolution of sport in india

India's current performance or lack of it in most world sporting events (barring cricket and perhaps badminton) makes it difficult to believe that many sports or games today identified with other countries originated in India. The country was the origin of popular games such as chess (originally called *Ashtapada*, meaning 64 squares), polo (originally called *SagolKangjei*), and the martial arts of judo and karate (that evolved from an Indian martial art called *Kalari*). It was from here that these games were transmitted to foreign countries, where they were adapted and further developed.

Physical activity has always taken a prominent position in Indian society. Sports such as wrestling, archery, chariot-racing and javelin-throw thrived in the Vedic period. Sport was an integral part of a holistic education, with activities such as swimming, sword-fighting and ballgames being part of the curriculum at the universities at Nalanda and Takshashila. Many rulers, including the Mughal and Maratha emperors, were patrons of sport and designated spaces to promote a sport culture among the general public. Moreover, religions such as Hinduism and Buddhism promoted regular physical activity, especially Yoga, for a holistic life.

Many indigenous games such as KhoKho, AtyaPatya, Malkhamb, and Gilli-Danda have survived and are played extensively in different parts of the country even today. Contemporary Indian sport is a diverse mix of these traditional games and those introduced by the British — cricket, football (soccer) and field hockey — with cricket being the most popular.

It is believed that Greece and India had many sports in common, and that the foundation of the Olympic Games was significantly influenced by the Indian sporting ethos. However, over the centuries sport has ceased to be an integral part of everyday life in India. Rather than being viewed as essential for the holistic development of its citizens, sport is considered a luxury—a fun activity that provides no long-term benefits, unlike academia. Despite evidence to the contrary, this perception of sport and physical activity as leisure activities that divert youth from 'serious' pursuits not only persists but has informed official policy around sport in India. The lack of recognition of sport as an essential plank of human development has led to systematic underinvestment in sporting infrastructure and culture.

By most standards, there is a lack of access to sporting infrastructure in India today. While some schools and colleges have adequate sport facilities, they remain the exception rather than the rule.²²⁹

Traditional sports of India

Hindi	English
<i>Thoda</i>	form of archery
<i>Vallankali</i>	boat race
<i>Khong Kanjei</i>	wrestling hockey
<i>Silamban</i>	fencing
<i>Asol Tale-Aap</i>	canoe race
<i>Pallanguli</i>	number game
<i>Mall Khamb</i>	pole gymnastics
<i>Inbuan</i>	combat wrestling
<i>Ke nang Huan</i>	pig fight
<i>Kho Kho</i>	similar to 'tag'
<i>Gilli Danda</i>	tipcat
<i>Stapu</i>	skipping
<i>Kanche</i>	marble game
<i>Kabaddi</i>	similar to 'tag'
<i>Tonga</i>	camel race
<i>Patang Baazi</i>	kite flying

According to the seventh All-India Educational Survey, less than 50 per cent of schools have any kind of sport facilities, denying physical activity to more than 85 per cent of children in the education system. Millions of children outside the formal schooling system are denied even these basic amenities. According to estimates, less than 1 per cent of people under the age of 35 in India have any access to organised sports and games, and less than 10 per cent of youth have access to a playground.²³⁰ Furthermore, not only is there little effort made to create accessible, safe open spaces and venues, maintenance of existing playing fields is poor.

As discussed in the previous section, physical activity and sport can have significant positive outcomes on health, educational attainment, employability, gender equity and social integration. Denying access to sport and physical activity to a majority of the population means not only denying them the right to play but also forging a chance to keep them in school, improve their health, or enhance their life skills. Not having access to physical activity deprives millions of Indians of a chance to accelerate their cognitive development, live healthier lifestyles and improve their academic performance. Therefore, integrating sport within the development agenda is critical to increasing the impact of sport for development programs. Below we provide an overview of the current role of each stakeholder in improving access to sport and physical activity in India, and show aspects that could be improved.

Role of government

The sport policy was formulated in a systematic manner in 1982, when India hosted the IX Asian Games in New Delhi. The timeline below shows the progressive policy development for sport.

India's National Sport Policy framework²³¹ has two major goals:

1. broad-basing sport to increase mass participation in sport and physical activity
2. achieving excellence in sport for distinction in various sporting disciplines at the international level.

The policy allocates the primary responsibility for creating grassroots infrastructure and promoting sport to state governments. It stresses integrating sport and physical education with the academic curriculum in schools to promote the benefit of sport throughout the country. This policy was further driven by the *Right of Children to Free and Compulsory Education Act, 2009*, which provides for the physical development of children to be a part of curriculum design. *The Schedule to the Act* lists a playground as part of the norms and standards for a school building. It also states that play material and sport equipment are to be provided to each class as required.



More than **85%** of children in schools have no access to sport due to lack of adequate facilities.

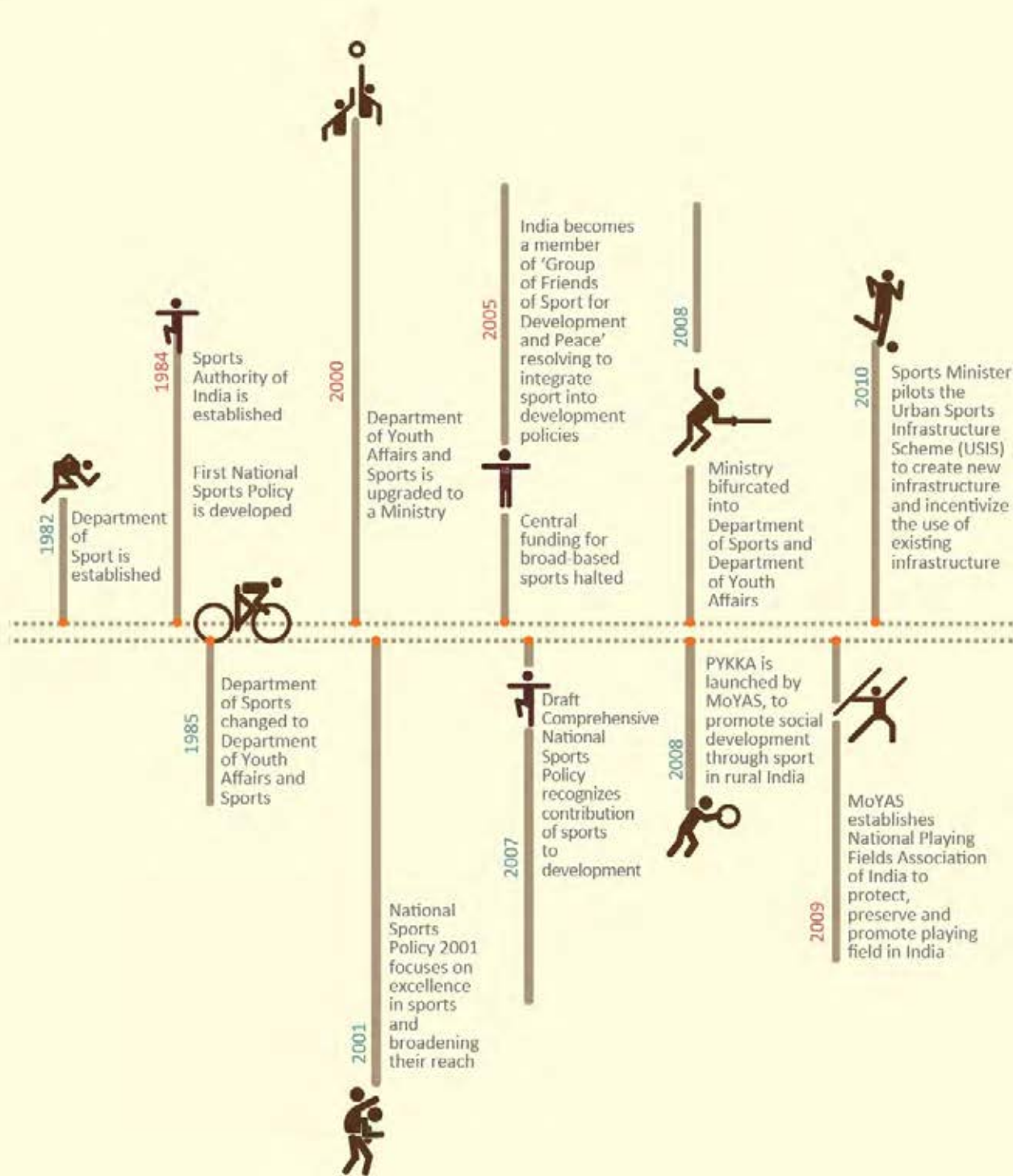


Less than **1%** of the population under 35 years of age has any access to organised sport.



Less than **10%** of youth have access to a playground.

Figure 2: India's sport policy timeline



Both the funding and implementation of sport policy in India depends on multiple government bodies. The Department of Sports under the Ministry of Youth Affairs and Sports (MoYS) is responsible for the promotion of sport at the national level. It formulates national policies and schemes such as the *Panchayat Yuva Krida Aur Khel Abhiyan* (PYKKA) to promote sport, funding for infrastructure creation, and competitions and mechanisms for identifying and training talent. PYKKA is the main tool for implementing the *National Sports Policy* and is the flagship scheme of the Department of Sports. PYKKA aims to create basic sports infrastructure at the *Panchayat* level, and promote sports and games in rural areas through a competition structure.

The Department of Sports also supervises national institutions, such as the Sports Authority of India and the Indian Olympic Association, that aim to promote sporting excellence; academic institutions such as Lakshmi Bai National University of Physical Education that serve as a center of excellence to train coaches and teachers in sports and physical education; and the recently established National Playing Fields Association that aims to protect, preserve and develop playing fields. The policy for improving infrastructure was launched in 2009; the NPFAL aims to protect, preserve and develop playing fields and open spaces for sports and games. It also aims to evolve a national policy on playing fields, playgrounds, parks and open spaces. State governments have been encouraged to set up similar bodies at the state level.

Although the sport structure in India builds from the village to the national level, the national agenda is clearly restricted to promotion of excellence in sports; the states have the twin role of broad-basing and achieving excellence. Nevertheless, despite the introduction of several schemes and initiatives there has been little progress in increasing access to sport and physical activity for a majority of the population. The reasons for this include a lack of adequate funding, lack of interest from states, poor coordination and planning, and a lack of oversight. In addition, focus on sporting excellence 'has led to a skewed distribution of resources to infrastructure, brick and mortar and a misplaced emphasis on competitive sport'.²³² The Ministry of Youth Affairs and Sports states categorically that 'we have not succeeded in providing universal access to sports, or creating a national sports culture, thus also impairing excellence in sports'.²³³ Below we provide an overview of five key areas where non-profit organisations and other stakeholders need to engage and help improve government policies for broad-basing sport:

1. Lack of adequate funding —

Sport faces a significant lack of government funding in India. Allocations for sport in the state and central budgets are less than 0.5 per cent and 1 per cent respectively.²³⁴ This effectively

Allocations for sport in the state and central budgets are less than 0.5% and 1% respectively. This effectively works out to a sport budget of INR 4 for each Indian citizen.

works out to a sport budget of INR 4 for each Indian citizen.²³⁵ An underfunded sport program cripples any potential progress towards making sport more accessible but also results in low prioritisation for politicians. In fact, the Standing Committee on Human Resources Development has pointed to the sharp decrease in funding for sport-related schemes, where the budgetary allocation for creating urban sports infrastructure has been decreased by 20 per cent from 2011–12 to 2012–13.²³⁶

The Committee has also observed that only 20 per cent of the country's *Panchayats* have been covered under PYKKA thus far, naming the inadequate budgetary provision as the main reason for the lack of progress. While a budget outlay of INR 1500 crore (US\$300 million) was approved for the *11th Five-Year Plan* period, less than half this amount (INR 742 crore) was provided for PYKKA to states. The Committee has pointed out that budgetary reductions to this program will negatively affect the development of sport infrastructure at the grassroots level for the poorest of the poor. Furthermore, a lack of funding for *Nehru Yuva Kendras* (a network of youth clubs throughout the country that assists in the implementation of PYKKA) is also hindering their potential effectiveness. Therefore, there is a need to not only lobby the government for increased funding but also to expand the funding base to include the private sector.

2. Decentralised implementation —

The lack of interest in sport is evidenced by the fact that most states do not have a separate ministry for sport — it is clubbed together with culture or other low-priority activities. States are reluctant to devote funds to sport, which has contributed to the poor implementation of PYKKA (since states have to contribute 25 per cent of the funds under PYKKA, with the rest coming from the central government). The Standing Committee report notes that state governments have been slow to utilise the central allocations of the more than INR 700 crore provided to state governments, they have spent only INR 241 crore so far, hampering PYKKA implementation. A national workshop on improving the effectiveness of PYKKA was held with state governments and other stakeholders but the Committee notes that none of the suggestions from that workshop have been adopted. In this situation, non-profit organisations can support the adoption of policy recommendations by building the capacity of various stakeholders through stronger governance and accountability mechanisms.

Local government institutions such as *Panchayats* and schools have also not prioritised the implementation of PYKKA and other schemes. The challenge has been the low level of skills in sport across these institutions and low budget allocations for improving the capacity and infrastructure of training and academic institutions.

State governments have been slow to utilize the central allocations – of the more than INR 700 crore provided to state governments, they have spent only INR 241 crore so far, hampering PYKKA's implementation.

3. Poor coordination and planning —

A number of ministries and government stakeholders are involved in creating and implementing sport policy at the national and local levels. A lack of coordination between different stakeholders, such as the Department of Sport and the national sport federations, is one of the major reasons for the lack of progress in making sport accessible to the larger population. In its report, the Standing Committee highlights the need for coordination not just among the ministries but also among the different implementing agencies. The Ministry of Youth Affairs and Sports highlights policy lacunae and the lack of coordination between stakeholders as major reasons why the objectives of India's national sports policy have not been realised over the past decades.²³⁷ Non-profit organisations can advocate for the necessary structure and systems to facilitate coordination and accountability.

4. Lack of oversight —

There is a significant gap in proper monitoring and evaluation to analyse the shortcomings in policy formulation and implementation, especially at the local levels. Many schemes do not have independent evaluations on a regular basis to identify and solve issues. The Standing Committee report notes that many of its suggestions have not been accepted or pursued by the Ministry of Youth Affairs and Sports. On the subject of the newly-formed National Playing Fields Association of India, the Committee notes that many such schemes have lost their way due to the lack of proper guidelines and monitoring mechanisms. Non-profit organisations can provide this much-needed oversight with independence and integrity.

Improving sport policy implementation and effectiveness requires complex coordination with various stakeholders such as communities, education departments, *Panchayats*, development agencies, and non-profit organisations to promote sport at the grassroots. At the implementation level, local governing bodies such as village and block *Panchayats* are responsible for organising local competitions, maintaining and upgrading playing fields and other sport infrastructure, promoting sport in youth clubs such as *Nehru Yuva Kendras*, and ensuring that communities have safe access to these spaces and equipment.

This approach requires coordination and decentralised decision making, to enhance accountability and overall effectiveness. Dasra recommends that non-profit organisations and funders evaluate the matrix provided on the next page to identify those areas where sport for development programs can help achieve the goals of increasing popular participation and promoting excellence in sport. Current areas where Dasra has observed non-profit organisations engaging informally or formally are highlighted in subsequent chapters.

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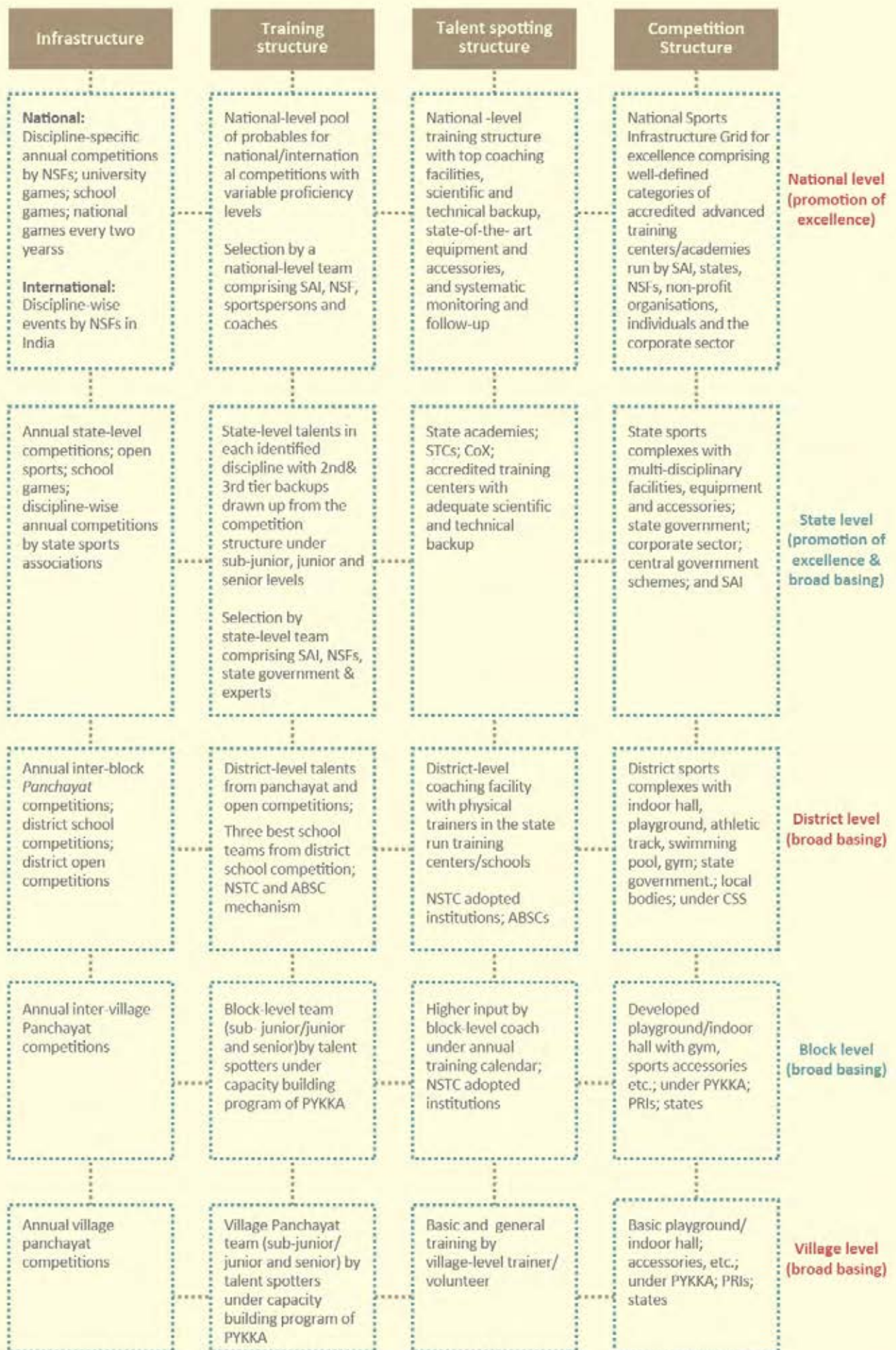


Figure 3: Multi-dimensional hierarchical matrix of sport development²³⁸

Role of private sector

The corporate sector in India has traditionally used marketing budgets on sport as a means to promote brands through advertising and sponsorship of top teams and athletes, most notably cricketers. The value of the sport sponsorship market in India was estimated at US\$400 million in 2012, with most money going to sponsoring cricket, football and motor sports.²³⁹ Leading Indian and multinational companies such as Indian Oil Corporation²⁴⁰ and Samsung²⁴¹ also sponsor top athletes in their bid for sporting excellence in national and international competitions.

Most corporate spending on sport has been focused on advertising and supporting selected excellence initiatives. There has been minimal involvement from corporations in supporting government initiatives to increase general participation in sport. The Ministry of Youth Affairs and Sports mentions the lack of support from the corporate sector, except for glamorous sports such as cricket, as one of the factors behind low resource allocation for sports in the country.²⁴² The Standing Committee report also highlights the need for greater corporate involvement in supplementing government mechanisms such as PYKKA, especially through their corporate social responsibility (CSR) efforts.

Recent initiatives have started to highlight the role that businesses can play in making sport accessible to the communities in which they work to foster strong relationships with them. While at a nascent stage, some organisations have begun to implement CSR initiatives that employ sport for development programs.²⁴³ These programs help to change people's lives and foster healthier, happier and more responsible communities.

Through its Spaces for Sports program, Barclays Bank partners with Magic Bus in India on a street cricket program that teaches young people essential life skills.²⁴⁴ Barclays expects more than 10000 marginalised youth from Delhi and Mumbai to take part in the program, empowering them to become leaders in their communities and help others to make positive life choices. Similarly, Standard Chartered Bank supports the Goal program implemented by Naz Foundation, which uses sport training and life skills education to empower adolescent girls. Started in Delhi with 70 girls in 2006, the program is on track to reach 100000 girls in four countries by 2013.²⁴⁵

Winning Matters, a management consulting and advisory firm, aims to place India in the top three nations at the Olympics and provide access to sport to a billion people in India by 2024. In order to promote the broad-basing of sport, Winning Matters has drafted a 'Right to Play' bill in partnership with government officials from Haryana.²⁴⁶ If passed, this bill will guarantee the residents of Haryana access to sport facilities, irrespective of



Standard Chartered Bank supports the Goal program implemented by Naz Foundation, which uses sport training and life skills education to empower adolescent girls. Started in Delhi with 70 girls in 2006, the program is on track to reach 100000 girls in four countries by 2013.

age. It will make stakeholders such as the state government, educational institutes, local authorities such as municipal corporations, and *zila parishads* (district-level elected bodies) responsible for providing sporting facilities and services.

With an increasing focus on CSR, there is enormous potential for corporate entities to engage with the government and non-profit organisations on initiatives that help create access to safe spaces and use sport as a tool to help communities achieve key development outcomes.

Role of international development agencies

International development agencies have played a limited role in India in sport for development initiatives as compared to their work in other regions, most notably Africa. There have been few similar programs in India.

The main contributions of international organisations engaged in promoting development through sport in India are providing technical support to organisations and government agencies, providing funding for leading sport for development organisations, and supporting policy advocacy with the government. Some of the international agencies and initiatives that have played a prominent role in the sector are listed below:

- **Australian Sports Outreach Program (ASOP)** — ASOP India is an Australian Government initiative implemented by the Australian Sports Commission. With a commitment of A\$5 million, the program aims to engage with various stakeholders including non-profit organisations, intermediaries and government to create knowledge, build capacity and advocate the use of sport for development in India. ASOP has established partnerships with and is assisting seven non-profit organisations—the International Award Program Foundation, Goa Football Association, Magic Bus, Naz Foundation, Rashtriya Life Saving Society, Special Olympics Bharat and UNICEF—with funding, technical support and a monitoring and evaluation system.
- **British Council** — in order to encourage school sport in India and create a deeper understanding of the benefits of physical education, the British Council designed and introduced the concept of Physical Education (PE) cards. These cards are tools for teachers to provide an inclusive and interesting experience to children at primary school stage, facilitate the process of engaging them intensively in games and activities and using playtime to better understand mathematical and scientific concepts such as speed, force and time. These cards are now part of the government school curriculum.



International organisations engaged in promoting development through sport in India are providing technical support to organisations and government agencies, providing funding for leading sport for development organisations, and supporting policy advocacy with the government such as:

- **Australian Sports Outreach Program (ASOP)**
- **British Council**
- **UK Sport**
- **UNICEF**



PHOTO CREDIT:
K.H.E.L

- **UK Sport, British Council and UNICEF** — International Inspiration is the official international sport legacy of the London Olympics 2012 being implemented worldwide through a partnership between UK Sport, the British Council and UNICEF. In India, the program has provided funding to non-profit organisations, training and technical support to the PYKKA program and has advocated with the government for increasing access to physical education in the country.
- **USAID** — the School Dropout Prevention Pilot Program (SDPP)²⁴⁷ has been initiated by USAID to tackle the issue of school drop-outs through sport and other recreational activities. A pilot program being undertaken in Bihar has introduced 'recreation time' in 113 schools that includes activities such as arts and crafts, games, sport and reading. These schools will then be compared to other schools that have not received the intervention to evaluate the impact of the recreation time on student retention.

Most efforts in India by international agencies have ended or are being phased out. The International Inspiration program was a legacy of the 2012 Olympics and has now ended. The British Council and the Australian Government's ASOP program are also phasing out their work on sport for development in India. Other international agencies can play a role in carrying forward and building upon the work that has been done by these funders, which can help to engage domestic funders. International agencies can help specifically by funding more research that documents the impact of sport on development outcomes in India and connecting this evidence to local stakeholders. These international development agencies can also play a valuable role in creating awareness and advocating with other institutional funders in education, health and gender equity to introduce sport as an additional tool.

Role of media

The media play a critical role in shaping the social context in which policies are not only developed, but also implemented as well as demanded by the public. They help to keep the government accountable, influence public opinion and therefore shape policy, and create demand when there is a policy gap. With a few exceptions, the media in India have not focused on the need for broad-based sport. Instead they have devoted their sport coverage to popular sports, global competitions and domestic cricket leagues. However, the media can be active participants in creating awareness about the need for increasing participation in sport among the general public, as well as providing information about schemes such as PYKKA. As the Working Group on Sports and Physical Fitness for the 12th Five-Year Plan notes, this can 'help generate a demand from village and block *Panchayats* to be covered under the scheme, but also motivate and mobilise

public sentiment which will catalyse state governments for affirmative action in the implementation of the scheme'.²⁴⁸ NDTV, a national television channel, initiated a 'Marks for Sports' campaign²⁴⁹ (2011–2012) that aimed to make diverse sports a part of children's lives by mandating physical education in the school curriculum and assigning marks to it as any other subject. The core belief of the campaign was that if different boards of education include sport in the main curriculum then parents as well as children would devote more time to sport. The campaign included televised debates and discussion shows with leading politicians, sport celebrities, educationists, parents and children. Engaging the media to build strong messaging on both policy and awareness of sport for development is essential for greater stakeholder involvement and civil society acceptance.


Conclusion

Stakeholders in sport for development in India have contributed to varying degrees to integrate sport in the development agenda. International development agencies have been pivotal in initiating and promoting the sport for development movement in India. They have engaged with the government to impact policy and supported non-profit organisations to deliver sport-based programs at the grassroots. While the government has introduced various community-based schemes to promote broad-basing of sport, much needs to be done to ensure efficient implementation leading to tangible benefits to communities. The private sector and media, with the exception of few, are mainly focused on promoting and supporting sport for excellence initiatives.

Non-profit organisations have unique attributes that make them essential partners to government and other stakeholders. They serve as the primary delivery agents of the program and act as intermediaries between the government, international development agencies and communities. They are best placed to convene these key stakeholders and manage cross-sectoral collaborations to harness critical expertise, leverage resources, develop local capacity and foster long-term sustainability of programs at the grassroots. The following sections provide an in-depth analysis of non-profit organisations engaged in sport for development in India and highlights those that are successfully partnering with various stakeholders for impact and scale.

The recommendations below would strengthen the sport for development agenda in India:

 Most efforts by the government, private sector and media are focussed on promoting sporting excellence. There is a need to increase awareness about the potential of broad-based sport for nation development, but also emphasising the role it can play in increasing the sporting talent of the country

 The success of the sport for development movement hinges on the combined and coordinated efforts by a broad cross-section of stakeholders such as government, international agencies, private sector, media and non-profit organisations. The British Council working with the education department to integrate sport into the curriculum is a stellar example of how different stakeholders can leverage their unique strengths (the British Council's expertise combined with the education department's ability to scale-up to all schools) for sustainable impact on the ground

 Ensuring International development agencies play an important role, disseminating knowledge from their experiences and advocating for greater integration of sport based on evidence of its impact gathered in the Indian context



PHOTO CREDIT:
MAGIC BUS



PLAYING THE FIELD

Non-profit sector mapping

To better understand the sport for development movement at the grassroots and highlight the non-profit organisations that are the most effective and the largest scale, Dasra conducted a comprehensive mapping of the sector.

Before proceeding, it is crucial to understand the difference between non-profit organisations that work in the 'sport for excellence' sector and those that work in the sport for development sector. While both may work with marginalised communities, their purposes and outcomes differ significantly.

Sport for excellence non-profit organisations such as the Sports Coaching Foundation engage with underprivileged children to identify talented children and youth who, with adequate support and training, can potentially become professional athletes, representing their city, state or country. While lack of sporting talent in the country is a crucial gap that needs to be addressed, these organisations do not fall under the purview of this research.

Sport for development non-profit organisations, on the other hand, believe that well-designed, inclusive sport programs have the potential to address pertinent issues in sectors such as education, health, gender equity, employability, disability and peace. The non-profit organisations in the sport for development sector therefore engage various sections of the population — children, girls and women, adolescents, adults, the elderly, persons with disability, sport coaches and school teachers. This is unlike sport for excellence non-profit organisations that focus on only a certain section of children and youth.

Sector mapping methodology

This mapping included site visits to witness the programs and interact with beneficiaries, in-depth personal interviews with the management of non-profit organisations, phone interviews and desk research.

The diligence process was as follows:

Initial mapping — the first step of the mapping process listed all the non-profit organisations working within the sector. This list was compiled through internet research, participant lists of sport for development conferences (mainly the Maidan Summit), participants in Dasra Social Impact (Dasra's Executive Education Program) and referrals from sector experts. The initial mapping yielded a list of 74 non-profit organisations across India.



PHOTO CREDIT:
NAZ FOUNDATION

The criteria used to shortlist non-profit organisation after site visits:

- program structure and documentation
- management team
- growth in the last 3 years (2010 to 12)
- future scaling plans
- proven outcomes/ impact
- current partnerships (government, academia, ingo, other non-profit organisations)
- external endorsements (historical and current funders, prestigious awards)

On-call Interviews — This stage involved identifying those non-profit organisations that allocate a significant amount of their resources to the sport for development program. This involved telephone interviews with the organisational or program heads of these organisations. The interviews covered:

- proportion of total budget allocated to sport for development
- outreach of the sport for development program since its inception and in the last year (2011–12)
- extent of diversification in terms of program areas
- organisational and sport for development program team size

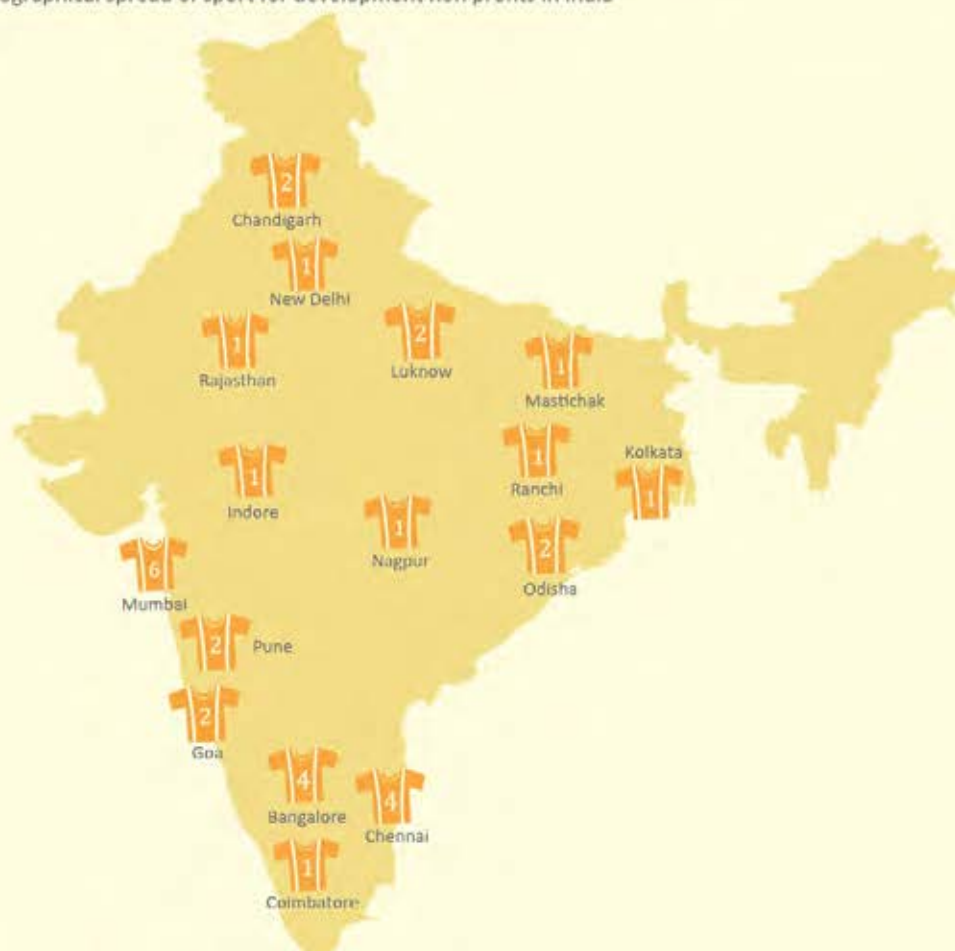
Additional information gathered included the year in which the non-profit organisation and sport for development program were established, model and interventions, geographies covered, type of sport used, and the development objective addressed through sport. Based on the information provided by the organisations, they were either eliminated from or taken to the next level of due-diligence. Dasra shortlisted 13 non-profit organisations for site visits.

Site visits — the purpose of site visits was to meet the management and field staff of the non-profit organisation, witness at first-hand the intervention its undertaking, and understand how well the vision of the program is being translated into impact on the ground. Dasra spent two days with each organisation and sought in-depth information about the organisation and the sport for development program in particular. The information includes the evolution of the program, model, management structure, financials of the program, and the outreach and outcomes achieved. This stage was used to identify those non-profit organisations that will be highlighted in this report and recommended for funding based on the criteria in the adjacent box.

Dasra has identified 10 established non-profit organisations (see *Chapter 5*) implementing successful sport for development programs in India that, with philanthropic investment, can create strong and positive impact on a large scale. Additionally, Dasra has highlighted 13 emerging organisations (see *Chapter 6*) that have the potential to strengthen their sport for development programs for greater impact. The emerging organisations were not visited and they did not undergo the Dasra diligence process mentioned above. Information on these non-profit organisations was gathered from preliminary visits, telephone interviews and their latest financial statements.

Given below is a visual representation of the geographical spread of sport for development non-profit organisations in India:

Figure 4: Geographical spread of sport for development non profits in India



Key

Chandigarh

New Delhi

Mumbai

Goa

Lucknow

Mastichak

Ranchi

Rajasthan

Indore

Nagpur

Coimbatore

Chennai

Bangalore

Pune

Kolkata

Odisha

Non-profit organisations

Abhinav Bindra Foundation; Khelshala

Naz Foundation; Cooperative Outreach of India; Special Olympics Bharat; Butterflies CREA; The Kutumb Foundation; Aspiring for Achievement Foundation Score Foundation; The International Award for Young People; Concern India Foundation (Khel Khel Mein Initiative); Sampark

Magic Bus; ICRW; Play for Peace; OSCAR; The Ball Project; Apnalaya Rashtriya Life Saving Society

Goa Football Association

K.H.E.L. - Kids Holistic Education and Life-Skills

Akhand Jyoti Eye Hospital

Yuwa India

IMAGE (Indian Mixed Ability Group Events)

Play India Play

Slum Soccer

Isha Foundation

Khelo India; Crossover Basketball and Scholars Academy/ Hoops Creating Hopes

Dream A Dream; Samarthanam Trust; BTM Football Club; Jude Felix Hockey Academy

Rashtriya Life Saving Society

Praajak

South Orissa Voluntary Action

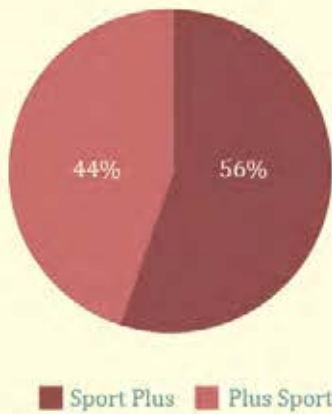
The sector mapping exercise not only helped Dasra identify the high-impact organisations and interventions within the sector, but also helped to highlight key trends in the sector.

Key non-profit trends

Sport plus vs. plus sport

Non-profit organisations within the sport for development sector fall into two broad categories based on their approach: 'sport plus' and 'plus sport'. Sport plus are those organisations whose primary focus is to use sport as a tool to achieve social development outcomes. Examples include Magic Bus, Slum Soccer and Special Olympics Bharat. Plus sport is those organisations that use sport as one of many tools to deliver their (organisational) goals. Examples include Apanalya, Naz Foundation and Samarthanam Trust. As the adjacent diagram suggests, there is a near equal distribution among sport plus and plus sport non-profit organisations in India. According to sector experts and non-profit organisation heads, the proportion of plus sport non-profit organisations has been increasing and is expected to further rise in the next few years. As more evidence regarding the impact of sport in the Indian development context comes forth, more traditional non-profit organisations are willing to use sport as an additional tool to achieve their organisational goals.

Figure 5: Distribution of sport plus and plus sport non profits



A nascent sector

The sport for development concept is fairly nascent in India, gaining momentum only in the past few years.

Figure 6: Emergence of non-profit organisations in the sport for development sector

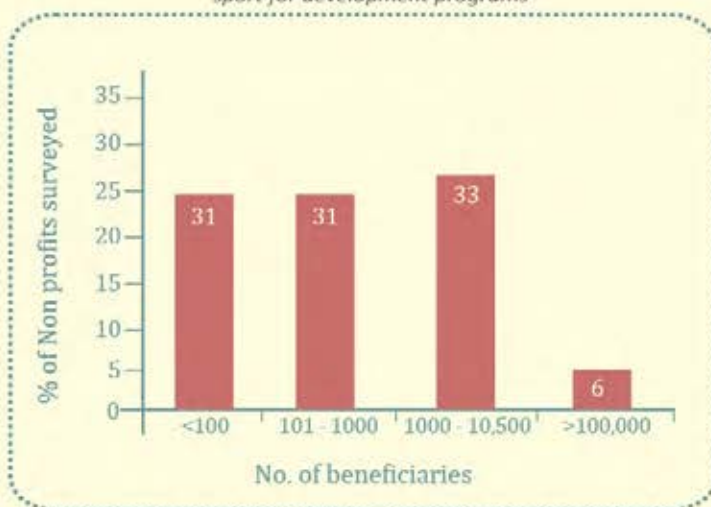


Nearly 70 per cent of all non-profit organisations in the sport for development sector began their operations post-2005. While this group includes some effective organisations such as ICRW and Naz Foundation that apply the plus sport approach, most of this group is made up of smaller, sport plus organisations. Examples include Goa Football Association, KHEL, Yuwa India,

The Ball Project, and OSCAR. This trend suggests that the initial efforts and the impact created by established organisations such as Magic Bus, Special Olympics Bharat and Naz Foundation has encouraged the development community to use sport to further development outcomes. According to experts, an organisation takes, at a minimum, 10–15 years to build a structured model, streamline systems and processes and actually demonstrate tangible outcomes. Strategic philanthropic funding towards strengthening models, institutionalising processes and robust monitoring systems in this sector could lead to a surge in the number of high-impact organisations within this sector.

Lack of scale

Figure 7: Scale of non-profit organisations' sport for development programs



Dasra's sector mapping reveals that the number of beneficiaries affected by each non-profit organisation in the sport for development sector ranges from 30 to 900000 beneficiaries.

The non-profit organisations that affect less than 1000 beneficiaries are either those that have begun activities only in the past one to two years or larger organisations where sport for development forms a small part of their activities. For instance, non-profit organisations such as Khelshala in Punjab and The Ball Project in Mumbai have only recently begun their operations. For other organisations, such as Akhand Jyoti Eye Hospital and Jude Felix Hockey Academy, sport for development is not their main objective just an additional activity to engage the communities in which they are present. Most of these organisations are yet to structure their programs, build teams and show results.

Non-profit organisations that reach out to between 1000 to 10000 beneficiaries mostly consist of organisations with fairly strong models and dedicated sport for development staff, and which devote a significant amount of their funding to sport for development and have shown results. With adequate support and capacity building these organisations have the potential to



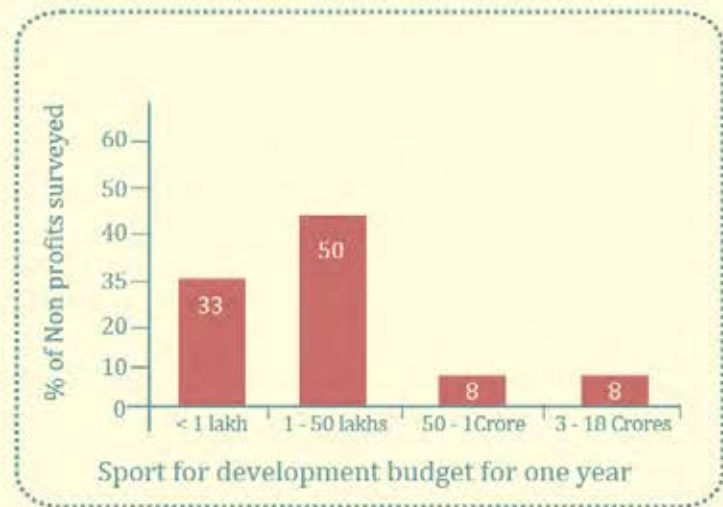
PHOTO CREDIT:
DREAM A DREAM

significantly scale-up their operations. Examples include ICRW, Naz Foundation, Dream A Dream Foundation and RLSS.

Only two non-profit organisations have an outreach of more than 100000 beneficiaries—Magic Bus and Special Olympics Bharat. Both these organisations are globally recognised as best practice organisations and are relatively well funded. They apply the sport plus approach, work in multiple states, employ highly qualified teams and have robust systems to capture on-ground impact.

Need for more dedicated funds

Figure 8: Annual sport for development budgets of non-profit organisations



More than 80 per cent of all non-profit organisations in the sector spend less than INR 50 lakh per annum on their sport for development program. These non-profit organisations are recent entrants into the sector and work closely with hard-to-reach rural and urban communities. This group includes both plus sport and sport plus organisations. Examples include Apanalya, CREA, KHEL, Indiability and Yuwa India. According to the 2011–12 financial statements of these organisations, only six of them spend more than INR 50 lakh a year — Slum Soccer, RLSS and Dream a Dream, Samarthanam Trust, SOB and Magic Bus.

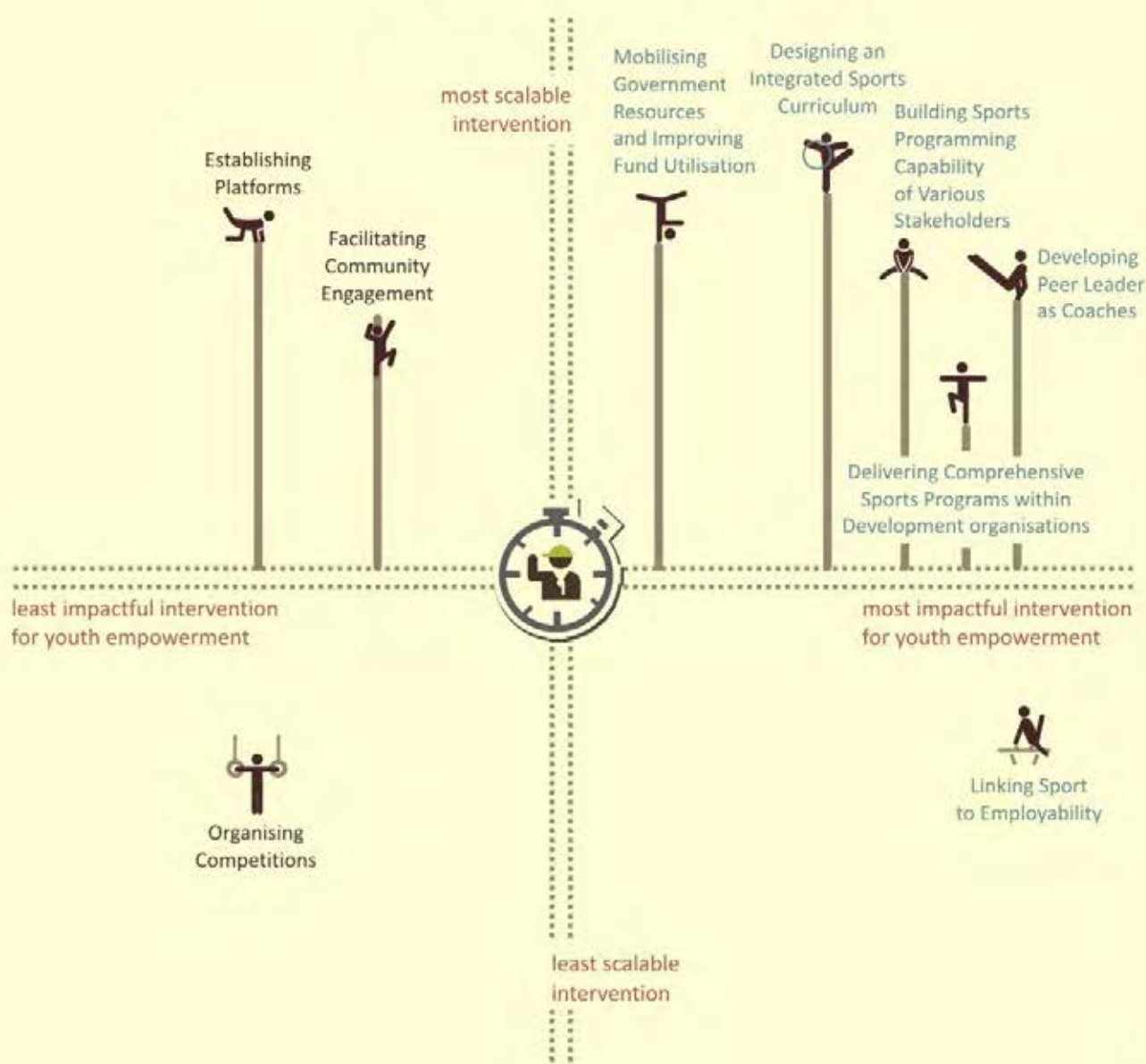


Mapping non-profit interventions

Non-profit organisations in India currently undertake an array of interventions at varying degrees of scale and impact, as seen in the figure below. These range from engaging with youth directly to facilitating behavior change in communities, to partnering with various stakeholders such as academic institutions, corporate entities and government. While 'developing peer leaders' was one of the first interventions non-profit organisations implemented within this sector, and is one still used extensively at the grassroots, Dasra's research reveals that the sector has since then moved to a higher level of sophistication. More non-profit organisations are now leveraging the knowledge and data gathered to strengthen their programs and expand their efforts further. These interventions include establishing platforms for creating more awareness and exchanging best practices, designing and sharing a structured curriculum, training other stakeholders to use sport effectively and mobilising government resources for the sector.

Dasra's analysis reveals that the three highest-impact, scalable interventions currently undertaken involve consolidating and disseminating knowledge as well as strengthening grass roots linkages. These interventions are: training stakeholders and developing peer leaders as coaches, building the sports capability of other organisations, and designing an integrated sport curriculum.

Figure 9 Sport for development intervention mapping



Scalability – Dasra defines scalability as:

- the evident availability of required resources — for example, the need for skilled medical practitioners to provide a service in urban slums may be a factor constricting an increase in scale; on the other hand, training community members to provide a service is an example of a scalable intervention.
- gestation period — the time required to realize impact from the start of the program.
- partnerships leveraged — for example, an organisation that trains or builds the capacity of other organisations has the potential to affect more beneficiaries in a shorter timeframe than an organisation that implements the program in communities directly.

Impact on beneficiaries

There are a number of challenges in measuring impact in the sport for development sector in general and particularly in India, given the current state of the sector.

- Most non-profit organisations in India have initiated their programs in the last five years, which is too short a timeframe to measure impact.
- Most non-profit organisations have not undertaken baseline studies, making evaluation difficult at a later stage.
- While some indicators such as increase in attendance are easy to measure, others such as 'enhanced self-esteem' are more difficult to measure.
- Non-profit organisations often use sport as one mechanism among others to achieve a development outcome. In such circumstances, it becomes difficult to attribute impact to sport alone.
- Robust monitoring and evaluation necessitates sophisticated tools and methodologies. Most non-profit organisations currently are directing their funding to strengthen their programs on the ground. They do not have the resources (funding and human capital) to undertake monitoring and evaluation themselves or employ a research agency to do so.

Measuring impact and outcomes as opposed to outreach can be challenging. Wherever available, Dasra includes impact measurement based on external evaluations undertaken by non-profit organisations; in other cases we rely on the organisation's reach. To ensure that we do not only rely on outreach, Dasra sought inputs from an Advisory Committee consisting of Indian and international experts from various stakeholder groups in the sport for development sector: Alka Shesha, David Peedom, Maria Bobenreith, Mona Shipley, Rekha Dey, and Satish Pillai.

Assessing the high impact non-profit interventions

1. Developing peer leaders as coaches

Although there is significant evidence of the importance of coach behaviour and leadership style in athletes' psychological well being, there is less research on how the behaviours of peer leaders affect youth in sport settings. Peer influences have been determined as very important in affecting the performance, behaviour and psychological responses of young people.

While expected to be role models and mentors for younger groups, peer leaders are also responsible for engaging with the larger community to ensure the sustainability and inclusiveness of the program. Dasra's interviews with non-profit organisations' staff and peer leaders revealed that the youth selected as peer leaders experienced an enhanced sense of self-worth because of greater responsibility and the positive change in the way their families and communities perceived them. In addition, the peer group revealed being more confident in discussing personal issues and being able to resist peer pressure. Apart from promoting a supportive and safe environment, peer-led programs are also successful in providing opportunities for students with leadership potential to develop and refine those skills. For example, Naz Foundation uses netball to empower girls through its Goal program. Girls who demonstrate leadership skills are chosen to become 'Goal champions' and are trained to deliver netball sessions as well as life skills modules including financial literacy, communication, and teamwork to their peers.

In short, peers as leaders and participants influence critical behaviour outcomes for participants of sport programs. Dasra interacted with several peer leaders from various non-profit organisations and found that these individuals typically possessed natural characteristics of leadership and positive role model tendencies while leading the implementation of sport programs in their community. Many non-profit organisations in the sport for development sector use a sport coaching model to train selected peer leaders. These young leaders are encouraged to foster peer friendships and acceptance in the participant group which is proven to influence children's and adolescents' enjoyment of sport and physical activity, intrinsic motivation for the activity and their perceptions of their own competence.²⁵⁰ Apanalya identifies experienced cricket players within the community as peer mentors. Apart from coaching for cricket, these mentors use the sport as a medium to discuss subjects related to violence against women such as respect, responsibility, aggression, and relationship abuse. The sessions are then followed by group reflection and discussions, resulting in over 70 per cent of participants showing a positive change in abusive behaviour towards women.



'I started from scratch and in the past three years I have learnt that there is no substitute for hard work and commitment. I only hope I am able to pass on the same skills I have learnt, to others my age and younger.'

Yashwant Taware
Swimming Coach and Mentor,
RLSS(I)

This research evidence provides the necessary link to how successfully conducting sport programs with peer leaders can result in increased participation. It shows that integrated development messages can create behaviour change across various development issues such as hygiene, gender, school attendance, smoking and substance abuse. For example, an emerging sport for development organisation, Butterflies, has found football training to be an effective tool for engaging in academic tutorials as well as creating awareness about substance abuse and the importance of staying healthy. As the evidence base on how comprehensive sport programs tackle critical development issues grows, there will be greater adoption of integrated sport for development programs.



PHOTO CREDIT:
SLUM SOCCER

2. Delivering comprehensive sport programs within development organisations

As the evidence grows of how sport for development programs improve education, health, gender equity and disability, many non-profit organisations are integrating sport into existing community-based programs. However, very often they are unable to invest in the expertise and resources required to sustain a comprehensive sports program. Dasra's mapping of non-profit organisations identified a growing number of development organisations that partnered with sports organisations to deliver tailored sport programs. Typically, the sport organisation employs its own coaches and sports equipment, to conduct a customized sport program on a regular basis for a defined group the development organisation has already been working with on other programs. The sport organisation is paid a fee for providing this specialised sport program. This way the development organisation is able to integrate these sport components with minimal investment in management resources and gains immediate expertise in sport for development. The sport organisation also gains through sustained revenue streams and is able to accelerate its impact without having to undertake the high cost of outreach and immediate trust within communities.

For example, Slum Soccer delivers sessions for other development organisations as a complementary component to their existing programs. Slum Soccer's coaches, with support from other staff at the development organisation, conduct the program once a week. In some cases, development organisations have hired Slum Soccer's coaches on a part-time basis. They have reached over 2450 children through this affiliate partnership model.

According to experts, as the sports for development sector grows in India and development organisations build integrated programs that critically leverage sports, the dependency on

sport organisations may decrease. The development organisations would themselves have built the competencies to integrate sport into a more comprehensive program. Therefore, this intervention may be more relevant in the short term as sport is fully adopted by development organisations. As a result of this transition, sport organisations will need to invest in being cost-effective and build scalable delivery models that further specialise and enhance their sport for development competencies such as focusing on specific sports like cricket or soccer, or specialising in training peer leaders and physical education coaches in schools. An example of a more specialised partnership approach is CREA, which builds the capacity of over 10 community based organisations (CBOs) in both sexual reproductive health and sport; they also facilitate capacity building by organising learning and exchange trips to sports programs of YUWA and Naz Foundation. Networking among sport for development practitioners for cross-learning and capacity building of both sport and development organisations beyond the Maidan Summit can encourage greater participation and learning exchange can foster strategic and operational partnerships.

3. Building the sport programming capability of various stakeholders

Limited experience and evidence exist of the use of sport to gain specific development outcomes. As a result, most development organisations undertaking this role in India are still in the experiential mode. Based on interviews and field visits, Dasra noticed that organisations across stakeholder groups are just beginning to understand the benefits of sport, or how it can help them achieve their goals in education, health, employability or inclusion. However, most recently some pioneering non-profit organisations have become sector leaders in developing robust delivery models, documenting and demonstrating substantial impact on the ground. These non-profit organisations are now advising and training various stakeholders in the effective use of sport by influencing policy through evidence building, sharing curriculum with schools and other development organisations, demonstrating standardised sessions supported with materials/resources, and conducting yearly leadership and training programs for delivery personnel such as teachers, coaches and peer leaders. Currently, these non-profit organisations are training several stakeholders outlined below.

Schools — schools are critical delivery points for broad-based sport initiatives. Non-profit organisations are leveraging this situation to train sport coaches in schools to foster inclusion and deliver social messages through the medium of sport but within the school system. Also, capacity building for teachers in using play and games to enhance engagement in the classroom



'CREA engages with a network of community based organisations some of which work in far out rural areas and have no access to international information and trends. We act as a link, informing them about the evolving sport for development research and training them to deliver effective sports-based interventions. We also get them to attend sector platforms such as the Maidan Summit. It helps tremendously to expand their horizons.'

Sanjana Gaind,
Manager, CREA



'They (ICRW staff) give us a set of 12-15 training cards that help us plan our sessions. Each card addresses a certain subject, provides sample questions to start a discussion and suggestions on how to wrap up sessions. It can be quite challenging to lead your peers and at first I was quite unsure but these cards really help.'

Rajesh Jadhav
Parivartan mentor, ICRW

is linked to sport for development programs. For example, Dream a Dream has trained over 200 teachers in the Life Skills through Football program within the school system; this approach has significant outreach capability. Dream a Dream intends to reach 150000 young people by 2015 through this teacher development program.

Government — non-profit organisations advise the central government and academic institutions on the design and frameworks of various schemes and programs related to increasing general participation in sport. Additionally, they train community coaches at the state and district levels to integrate the development agenda through everyday sport and competitions. For example, Magic Bus is pioneering partnerships with the state governments of Maharashtra and Andhra Pradesh to train master coaches on how to integrate life skills trainings in sport activities.

Community-based organisations (CBOs) — local organisations, especially those that work in rural communities, lack access to international research and information about the benefits of and strategies for implementing sport for development programs. Coaching these organisations helps spread the evolving global expertise to the grassroots. As an example, CREA builds the capacity of CBOs in rural and semi-urban areas by training their trainers to use sport to bring girls out of their homes and create a safe environment to discuss issues relating to sexual and reproductive health. Dasra sees a growing trend in sport for development gaining ground through integrated programs of the existing development organisations as both curriculum and capacity building efforts are strengthened.

4. Designing an integrated sports curriculum

A strong curriculum that integrates sport and social messages is absolutely crucial for the success of sport for development programs. Dasra's research reveals that some non-profit organisations with substantial experience in the sector have either developed a well-integrated, comprehensive curriculum themselves or successfully adapted international curriculums to suit the local context. The curriculum is typically modularised, standardised and age-appropriate, and translated into various languages to ensure it can be replicated across India. The curriculum includes content relating to:

Sport sessions — the sport curriculum lays out the duration and frequency of sessions, physical activities to be undertaken based on desired learning outcomes, and the rules to be followed.

Introduction and review sessions — the development part of the curriculum lays out routines for warm ups, introduction to development goals, linking sport to the message, using

instances from the field to reinforce the message, and reflecting and drawing parallels to real life.

Resource material — coaches and facilitators are usually provided with useful resources in the form of handbooks and tool kits, which include suggestions on how to lead sessions, introduce children to complex social issues and prepare for ‘teachable moments’.

Dasra’s landscape mapping of non-profit organisations shows that sector leaders such as Magic Bus or closely evaluated programs like Parivartan, which have developed a robust curriculum and are open to sharing it with smaller community-based organisations, can adapt the curriculum to their specific program needs. Non-profit organisations also provide fee-based advisory services to build customised curriculum for other non-profit organisations and stakeholders such as the government. For instance, Magic Bus partnered with Special Olympics Bharat to develop a sport-based curriculum for the inclusion of children with an intellectual disability in schools and communities. Furthermore, based on an evaluation of sports programs, Dasra noticed a strong correlation where organisations focused on designing curriculum such as Magic Bus, Special Olympics Bharat and ICRW were also leaders in capacity building for government sport programs and in influencing broad-based sport policy.

5. Mobilising government resources and improving fund utilisation

Since sport is a state issue, leveraging existing government resources requires coordination on several fronts to achieve impact at the village level. Non-profit organisations are now beginning to leverage and mobilise these government resources to enhance the sustainability and scalability of their sport programs. Typically, larger, more established non-profit organisations are formally engaged by the government. For example, both Magic Bus and Isha Foundation collaborate with the PYKKA scheme on the development of curriculum and have also provided training to PYKKA community coaches called *Kridashree*.²⁵¹

Government resources can be further engaged by using existing government data to encourage more linkages between sport and development. The central and state governments conduct extensive surveys and periodically publish databases on the status of health, education and disability in India. These databases provide insights to non-profit organisations and help them understand the unique nuances of a particular issue or region. For instance, while official population records show a high number of children with an intellectual disability in rural areas, school enrolment records indicate a very low enrolment rate. Special Olympics Bharat mobilises the data



As described in *Chapter 3*, the government provides financing for equipment, training, infrastructure and competitions at the village/city, district and state level through various schemes such as:

- PYKKA
- Creation of Urban Sports Infrastructure and
- Scheme of Sports and Games for Persons with Disability.

from *Sarva Shiksha Abhyan* to inform their program design and funding from the Ministry of Sports and Youth Affairs to deliver their programs, train coaches and organise competitions at the state and national level for children with intellectual disability.

Regional data can also inform the sport for development community where resources are under-utilised and help focus more effort and mobilisation in these under-served areas. Based on a roundtable discussion with CSR leaders, Harvard Business School and the World Bank on 10 March 2012, a targeted regional approach can attract greater participation from the corporate sector and region-specific international donor agencies.

6. Linking sport to employability

Dasra's mapping of non-profit organisations in the sport for development space indicates that 30–40 per cent have established linkages to enhancing youth employability by:

- developing a sport-related skill that helps them undertake sport in a professional capacity
- nurturing life skills such as communication, problem solving, leadership and teamwork that help them integrate seamlessly into the workforce.

Having developed these skills in youth, non-profit organisations are now looking to 'bridge the last mile' — that is, provide opportunities such as vocational training, professional courses and, in some cases, specific job opportunities.

However, the current employability or livelihood programs are at an early stage and are not adaptable to a larger scale. This is because non-profit organisations are delivering both the sport and the employability programs themselves, with placement support through informal corporate partnerships. Dasra recommends that sport for development non-profit organisations partner with and direct their students to existing vocational training non-profit organisations, social businesses and placement agencies such as B-Able, DB Tech, Dr. Reddy's Foundation, Gram Tarang, Laurus Edutech, Lend-a-Hand, QUEST Alliance, Smile Foundation and Teamlease.²⁵² Partnering with these organisations that specialise in linking marginalised youth to gainful employment will help sport organisations create job opportunities in a highly scalable and effective manner. Based on interviews with the National Skills Development Corporation (NSDC), this scalable sports-employability-livelihood model could also be a growing priority for the government livelihood development schemes.



'As part of the Goal program, I underwent a skills assessment and was urged to learn how to use the computer and speak better English. I worked hard and today my life has considerably improved. I now have a job where I teach computer skills to others. I am inspired to study further.'

Rohida, Goal Program,
Naz Foundation

An example of enhancing employability is Dream a Dream which, through its Dream Connect program, has mentored about 1000 young people. The program is designed to empower youth in the age group 14–18 by offering them tools such as IT based technical skills, career guidance resources, interpersonal and communication skills alongside other foundational life skills necessary for career development. It is supported by the Dell Powering the Possible Initiative. Then there are more specialised sport programs such as the Rashtriya Life Saving Society, which trains youth in swimming and life-saving techniques as per internationally recognised procedures. Some of these youth are then placed as lifeguards at beaches, schools and public/private pools. Both these examples have resulted in enhanced employability and increased livelihood opportunities for youth.

In addition, Dasra's interviews with sector experts has revealed preliminary evidence of the impact from linking sports programs to sexual reproductive health, after-school education and prevention of gender-based violence. For example, ICRW's 'Coaching Boys into Men' is an international program that focuses on engaging boys to reduce gender-based violence. While this model is not sport-specific, ICRW adapted its approach to working with boys for their program 'Parivartan' (meaning change) and decided to use cricket as a hook to draw boys into the program. The curriculum has detailed modules that help peer leaders deliver effective sessions.

Similar to the intense evaluation effort led by ICRW for Parivartan, there is a need to invest in deeper evaluation and longitudinal studies to verify which aspects of sports and physical activity lead to behavior change in India. This impact-analysis across various development outcomes will strengthen the case for investing in sports for development organisations and unlock much needed funding from sector-focused donor agencies.

The following section highlights ten high-potential non-profit organisations that are implementing the most scalable and effective interventions in the sector. Although some of them use mechanisms other than sport to achieve organisational goals, their sport-based initiatives are poised to be scaled up. Each of the profiled organisations presents strong opportunities for philanthropic investment.



MAPPING ESTABLISHED NON-PROFIT ORGANISATIONS WITH HIGH-IMPACT INTERVENTIONS

Dasra identified over 70 non-profit organisations in India to evaluate sport-based approaches, models and interventions applied in the sector to achieve development goals. Following a comprehensive diligence process, Dasra has shortlisted and highlighted ten high-potential non-profit organisations which are improving education, health, gender, employability, and inclusion outcomes by working within the community and in partnership with government and international agencies.

Several of the following organisations apply the 'plus sport' approach which means that they use other mechanisms in addition to sport to achieve their organisational goals. However, for the purpose of this report, Dasra has chosen to focus only on their sport based initiatives. Below is a comparison of the most scalable and high-impact non-profit organisations mapped to high impact interventions:

	 developing peer leaders	 delivering programs within organisations	 building capability of other organisations	 designing curriculum	 mobilising government resources	 linking to employability
Apnalaya						
CREA						
Dream a Dream						
ICRW						
Magic Bus						
Naz Foundation						
RLSS (I)						
Samarthanam Trust						
Slum Soccer						
Special Olympics Bharat						

Apnalaya

CEO: Dhun Davar | Website: www.apnalaya.org | Founded: 1972 | Location: Mumbai
Coverage: Mumbai | Total Budget: INR 1.4 Crore (\$282430) | Sfd Budget: INR 3.3 Lakhs (\$6603)

Overview

Apnalaya strives to improve lives of poor by addressing areas of education, healthcare and women's empowerment. It works specifically with communities and vulnerable children living in a slum in Govandi, Mumbai called Shivaji Nagar.

Parivartan: The organisation was selected by International Center for Research on Women (ICRW) to be one of the implementation partners for its sport for development program. After the Apnalaya staff was trained by ICRW, 16 experienced cricket players were identified within the community who could serve as peer mentors and were asked to build a team of 15–20 boys each. These mentors led weekly sessions with the boys using cricket as a medium to discuss subjects related to violence against women such as respect, responsibility, aggression, and relationship abuse. The sessions were followed by group discussions, games and films to deliver developmental messages. After completion of the three year Parivartan program, the impact assessment study revealed a significant difference in the perspectives and behaviors of boys towards women. Additionally, the study found that the program had a significant impact on the peer mentors. Apnalaya is interested in continuing sport for development programs as a part of its ongoing work with the community.

High Impact Interventions



developing peer leaders

By identifying and coaching peer mentors from the same community, Apnalaya is able to create role models for the boys and fill a 'mentorship gap' that many of them experience in the slums. As a community based organisation, Apnalaya is close to the community and is able to reinforce ideas from the sessions on an ongoing basis. This makes it a strong implementation partner for any organisation wishing to implement a sport for development program in the area.

Scalability

Apnalaya is directly involved with the community and gradually withdraws its presence thereby letting the community take greater ownership. As a result, the organisation can reach out to many beneficiaries with minimum staff support. Apnalaya's partners have helped train its staff to implement the program in order to achieve large impact. The program can be tailored towards other development issues, depending on the area of intervention – recently Apnalaya completed the Sfd Parivartan program for ICRW within the slum community in Shivaji Nagar. In view of the success it had with Parivartan, Apnalaya is in the process of renewing its Parivartan program in partnership with ICRW to include both men and women. Apnalaya's strong relationships with its partners and capability to execute well has generated partnership interest from other organisations.

Quality Indicators

Outreach

Through Parivartan, Apnalaya has empowered 350 students of the Shivaji Nagar slum. The program significantly reduced athletes and coaches' abusive behavior towards women as over 70% of participants recorded a positive change in behavior. Post the Parivartan program, Apnalaya has continued to engage the community in sport by training and facilitating third party camps; over 200 children have benefited from personal development through sport.

Endorsements

Apnalaya's work in Shivaji Nagar has been covered by reputed newspapers and research reports such as the International Journal of Adolescence and Youth and ICRW . Apnalaya has also received financial support from respected donors such as Action Aid, Save the Children, and Plan India.

Leadership

Dhun Davar, who leads Apnalaya's initiatives, brings several years of experience in the development sector and has worked in both India and Africa with organisations like GiveIndia, GuideStar, VSO-UK, and Ministry of health Zambia. She holds a MSc from the London School of Economics and leads a team of 80 full-time staff in India with strong backgrounds in community development.

Partnerships

As a result of its strong ties with the community, Apnalaya has been a partner of choice for Sfd initiatives. The organisation was the implementation partner for ICRW and has built strong relationships with them. Apnalaya continues to receive informal support from its partners post their program tenure and is in the process of partnering with ICRW to launch a new sport for development program targeted at both men and women.

CREA

Executive Director: Geetanjali Misra | Website: www.creaworld.org | Founded: 2000 | Location: New Delhi
Coverage: 3 states in India | Total Budget: INR 2.2 Crores (\$395000) | Sfd Budget: INR 31 Lakhs (\$56000)

Overview

CREA is a national leader in the fields of gender, sexuality, reproductive health and women's rights. It enables women and girls to make informed decisions about their bodies and sexuality, and challenge power structures that silence and oppress them; builds a cadre of women leaders who can advance their human and sexual rights from a feminist perspective; and creates change in the perceptions, attitudes, and practices of organisations and movements working on gender and sexuality. CREA achieves this through programs such as Gender, Sexuality and Rights Institutes, Count Me IN!, and Ibtida – a network of Community based organisations (CBOs) in Northern and Central India.

Count Me IN! It's My Body: Advancing Sexual and Reproductive Health and Rights (SRHR) of adolescent girls through sport: It aims to build an understanding of gender, sexuality and rights among adolescent girls through the medium of sports such as Kabaddi, Kho-Kho, Volleyball, and Football. CREA has partnered with 10 CBOs to build their knowledge, understanding, and skills on SRHR. These CBOs deliver the program at village level that provides mobility and information to adolescent girls to empower them to make better decisions on matters related to their bodies, health, and lives.

High Impact Interventions



developing peer leaders



building capability of other organisations

CREA builds the capacity of its partner CBOs by training their trainers to conduct sport embedded SRHR sessions for adolescent girls in rural and peri-urban communities and villages. Partner CBOs to use sports to collectivise young girls into groups at the village level, and create spaces that are fun, empowering and safe for them. CREA monitors these sessions conducted by CBOs to assess the extent of impact sport has in building the confidence of girls to openly discuss issues around sexuality, pleasure, and their right to choose; and in building their ability to take decisions related to their bodies, relationships, marriage, pregnancy, contraception, and sexual and reproductive health services.

Scalability

CREA builds the knowledge and leadership of field-level SRHR practitioners through trainings, workshops, and skill building Institutes. CREA currently works with 10 partner CBOs across nine districts in three states. Over the next 3 years, it plans to partner with all the 20 organisations from its Ibtida network across 13 districts to implement the Count Me IN! It's My Body program. The program is aimed at changing mindsets and providing information and tools to nurture leadership talent and empower girls to ask questions and advocate for changes. CREA has also pioneered in creating discourse and knowledge around SRHR issues in Hindi in order to access Hindi-speaking activists and organisations.

Quality Indicators

Outreach

Count Me IN! It's My Body program has successfully used sport as a medium to mobilise, collectivise and empower girls at the village level. CREA has been able to engage 800 girls through its direct sport embedded SRHR sessions with 10 partner organisations since the beginning of the program on the ground in June 2012. It also reaches out to a wider range of 5000 girls through annual sports events and campaigns.

Leadership

CREA's team of 25 is headed by Geetanjali Misra who is a renowned feminist scholar and co-founder of SAKHI for South Asian women. She is on the Board of Directors of Reproductive Health Matters, Women's Initiatives for Gender Justice, Women's Dignity Project, and Mama Cash. The Director of Programs and Innovation, Rupsa Mallik, is responsible for developing and implementing CREA's strategic initiatives and programs.

Endorsements

CREA is supported by a strong set of donors which includes Ford Foundation, EMpower Foundation, and Dutch Foreign Ministry's MDG3 and FLOW Funds. It has recently received dedicated funding for its sports program from Comic Relief Foundation.

Partnerships

ASHA, Anganwadi, and other local health service providers are encouraged regularly to attend the training sessions held with the collectives of young girls to facilitate direct access to services and resources under government health schemes. CREA along with its partner CBOs organises learning and exchange trips to visit programs of organisations like YUWA and Naz Foundation.

Dream A Dream

Executive Director: Vishal Talreja | Website: www.dreamadream.org | Founded: 1999 | Location: Bengaluru
Coverage: Bengaluru | Total Budget: INR 1.8 Crores (\$327000) | Sfd Budget: INR 60 Lakhs (\$110000)

Overview

Dream A Dream achieves its mission by following a two pronged approach – Empowering young people from vulnerable backgrounds by developing Life Skills through experiential programs, and building a more sensitive and engaged community through active volunteering.

Life Skills Development: Dream A Dream uses the medium of Football, Creative Arts, Mentoring and Outdoor Camps to impart critical life skills such as communication, team work, overcoming difficulties, managing conflicts, and understanding instructions through innovative and child-centric curriculums that are experiential in nature. It implements the Life Skills Through Football (LSTF) program through a partnership model with government aided schools, community organisations, non profits, and shelter homes. It also conducts life skills facilitation workshops to train teachers and facilitators in other institutions on implementing the Life Skills Model. It has an intensive volunteer engagement model, encouraging people to participate in life skills sessions and mentor young people.

Dream Connect: This program empowers youth in the age group of 14-18 years by offering them tools and foundational life skills necessary for career development, aiming to create tangible outcomes.

High Impact Interventions



developing peer leaders



delivering programs for other organisations



building capability of other organisations



linking to employability

Dream A Dream conducts life skills facilitation workshops for teachers, facilitators and peer leaders in other institutions to help them integrate the life skills model and program in their teaching methods. Some of the graduates from its programs have become Life Skills Facilitators and have helped the organisation reach new communities. It is currently working with 17 organisations to implement a structured curriculum designed specially to develop life skills in young people through football. Using modules and workshops, the Dream Connect program equips the participants with IT based technical skills, career guidance resources, interpersonal and communications skills, and other life skills important to build a sound career.

Scalability

Since inception, Dream A Dream has successfully empowered over 12000 young people from vulnerable backgrounds. Over the years it has developed a strong Life Skills Development curriculum. It now wants to strengthen its focus on creating an enabling model in which it can train other organisations and institutions to implement and integrate the life skills model within their programs. Dream A Dream considers that its teacher development model has the potential to have a multiplier effect on its outreach and intends to reach 240000 young people by 2015. It has a robust impact assessment process to measure both qualitative and quantitative impact of its program. This has helped the organisation build upon the experiential learning of young people on a year-on-year basis. The organisation also wants to take its Life Skills Development program into government schools. The Dream Connect program has potential to grow independently into a separate entity.

Quality Indicators

Outreach

Dream A Dream has empowered over 12000 young people from vulnerable backgrounds since 1999. The LSTF program has engaged 1800 children across 17 non profits, Community Centres, and Shelter Homes in Bangalore and 1000 volunteers in 2012. It has trained 200 teachers/facilitators since April 2011 as part of its training and development initiative. Through the Dream Connect program, it has mentored about 1000 young people.

Leadership

Co-founder and Executive Director Vishal Talreja, a recipient of the prestigious Ashoka Fellowship, is involved in strategic planning and management of Dream A Dream. He is guided by a 3 member Board of Trustees and an Advisory Board. COO Suchetha Bhat drives operations. Her efforts have fueled the organisation's volunteer engagement model. She attended the Dasra Social Impact program in 2012.

Endorsements

Recipient of FIFA Football For Hope Award to support its LSTF program. Multi-year winner at the Outstanding Annual Reports Awards, runner-up at the GDN Most Innovative Development Project and silver winner at the Global Sports Forum Barcelona. Dell Powering the Possible Initiative supports the Dream Connect Program; Marshall Foundation and Oberoi Family Foundation support the Teacher Development Program.

Partnerships

Dream A Dream has established partnerships with Partners for Youth Empowerment and Grassroots Soccer for developing Trainers and Curriculums for its key programs. Clinical psychologists Dr Dave Pearson and Dr Fiona Kennedy support the Mentor Training program and the development of life skills assessment tool. Dream A Dream is a member of the StreetFootballWorld Network, which promotes development through football.

International Center for Research on Women (ICRW), Asia

Regional Director Asia: Ravi Verma | Website: www.icrw.org | Founded: 1976 | Location: New Delhi, NCR
Coverage: 11 States in India | Total Budget: INR 6.6 Crore (\$ 1.3 Mn) | SfD Budget: INR 36 Lakh (\$65000)

Overview

International Center for Research on Women (ICRW) is an internationally renowned organisation, based in Washington D.C. with regional offices in Asia and East Africa. With its Asia Regional Office located in New Delhi, ICRW is active in research, advocacy and program implementation for women's empowerment in India.

Parivartan: The first sport for development program to be launched by ICRW—Parivartan—addresses violence against women by engaging boys between the ages of 10 and 16 through cricket. ICRW implemented the program in the slum community of Shivaji Nagar through partner Apnalaya and in the formal education system through Mumbai Schools Sports Association (MSSA). ICRW, along with the US-based Futures Without Violence, was responsible for program design and capacity building of the implementation partners on issues related to violence against women and how to improve behaviors through the sport curriculum. ICRW conducted monitoring and evaluation of the program to measure its effectiveness and published its findings to share with non profits interested in implementing similar programs and to advocate for sport as a medium for development with government officials.

High Impact Interventions



building capability
of other organisations



designing
curriculum

ICRW has a strong research background in the area of women's empowerment and uses this knowledge to design curricula for their sport for development program. ICRW then trains other non profits to implement the curricula while providing ongoing implementation support. The organisation designs and implements monitoring and evaluation processes and publishes its findings in academic journals. In one study, ICRW found that the boys participating in the program, as well as the community mentors and sports coaches who delivered the program, demonstrated a positive shift in gender attitudes compared to non-participants, leading to a decrease in violence against women amongst those participants.

Scalability

ICRW's sport for development program is highly scalable, as the organisation trains other organisations to implement the program. As a result, ICRW can reach many beneficiaries with minimum human resources. The program can also be tailored towards other development issues depending on the area of intervention. ICRW recently trained partners in Karnataka to deliver the program Parivartan Plus, which focuses on the issue of HIV/AIDS by engaging both girls and boys. ICRW provides on-going support for its implementation partners and carries out the monitoring and evaluation processes to ensure that the program remains on track. Through this medium of engagement, ICRW has built strong relationships with its implementation partners, ensuring that outcomes are tracked in the long-term and the same organisations can continue to deliver the program.

Quality Indicators

Outreach

Parivartan has empowered 8500 children in Mumbai and has significantly reduced athletes and coaches' abusive behaviour towards women: more than 70% of participants have demonstrated a positive change in behaviour. ICRW also published a Parivartan report, which was presented to the Govt. of India and has positively influenced public recognition of sport as a medium for social impact.

Endorsements

ICRW is supported at the highest level of policy making by bodies such as the Ministry of Women and Child Development, the Indian Council of Medical Research (ICMR), the Indian Council of Social Science Research (ICSSR), the Asian Forum of Parliamentarians (AFPPD), and the South Asian Association for Regional Cooperation (SAARC).

Leadership

Ravi Verma, who leads ICRW's Asia initiatives, brings more than 25 years of programmatic research experience in reproductive health, gender mainstreaming, and HIV in South Asia. He holds a Ph.D. in Social Sciences from the Indian Institute for Population Sciences and leads a team of 31 full-time staff, many of who have strong academic backgrounds and extensive experience in program implementation related to women's empowerment.

Partnerships

ICRW has built strong relationships with its non-profit implementation partners across India. They have a strong track record of working with the government to advocate for change in policies enabling women to lead better lives, and they have long-term partnerships with strategic funders such as USAID, UNWOMEN, and Ford Foundation, all which allow the organisation to continue implementing programs across Asia.

Magic Bus

CEO: Matthew Spacie, MBE | Website: www.magicbus.org | Founded: 1999 | Location: Mumbai
Coverage: 10 states | Total Budget: INR 18.1 Crore (\$3.6Mn) | Sfd Budget: INR 18.1 Crore (\$3.6Mn)

Overview

Magic Bus works to move children out of poverty by nurturing them from childhood to adulthood. Through an award winning curriculum that uses sport as a medium to create behaviour change, Magic Bus empowers young people on health, education and gender issues enabling them to have more choice and control over their lives.

National Program: Magic Bus operates a sport based life skills program for children from marginalised backgrounds. Youth volunteers from the same communities are recruited and trained to conduct the program. These youth volunteers, called community sport coaches, serve as mentors and conduct weekly sessions with the children to bring about behavior change over a three year period. Additionally, the community sport coaches interact regularly with the community to build a social environment that is child friendly and supportive towards education, gender and health issues affecting children.

Youth Program - Connect: Launched in Mumbai in 2009, the program connects Magic Bus program participants to job opportunities, training courses, skill-building forums and professional networks to guide their career path and improve employability.

High Impact Interventions



developing peer leaders



delivering programs for other organisations



building capability of other organisations



designing curriculum



mobilising government resources



linking to employability

Magic Bus is a sector leader with 13 years of experience in operating India's largest sport for development program. The program combines several interventions essential for empowering youth through sport. A long-term and sustained engagement over three years enables lasting behaviour change. Youth become more responsible, aware and employable, ultimately making their transition to livelihood easier. Youth volunteers become community leaders, engaging with the community and driving Magic Bus' program even after the organisation exits. This methodology has demonstrated proven impact, allowing Magic Bus to leverage government resources and share its knowledge with other organisations.

Scalability

Magic Bus has scaled rapidly over the past five years and continues to do so at a fast pace. The organisation is able to reach such scale because of its train the trainer model, ability to attract and retain community volunteers and strong linkages with the government. Magic Bus trains community youth volunteers to deliver the sport sessions in the community. Volunteers feel empowered and tend to stay with the organisation for a full three years, after which they gain livelihood opportunities. Because of a strong program that has been tried and tested for over a decade, Magic Bus has won key partnerships with the government, which provides for scaling opportunities to new states. Over the next three years, the organisation aims to reach 1 million marginalised children and youth across India.

Quality Indicators

Outreach

Magic Bus currently empowers 225000 children across 10 states in India. The program has increased enrollment and retention in school; 98% of the adolescent girls at Magic Bus are enrolled in secondary school, whereas the national average is 46%. Additionally, health behaviours have improved; 94% of parents report that their children observe food-related hygiene.

Endorsements

Magic Bus is supported by renowned donors including Premier League, Barclays Spaces for Sports, BMW, Australian Sports Commission, Laureus Sport for Good Foundation, Nike Foundation and UNICEF. The organisation has received several awards such as World Bank Development Market Place, Ashoka Citizens Based Initiatives Award and UN Habitat Recognition.

Leadership

Matthew Spacie, Founder and CEO of Magic Bus, came to India as CEO of Cox and Kings. After founding the organisation, he started working full-time at Magic Bus in 2002 and received the prestigious MBE and Ashoka Fellowship. Pratik Kumar, COO of Magic Bus, has over 24 years of experience in the United Nations, Government of India, international non profits and the private sector.

Partnerships

Magic Bus has strong linkages with the Government, acting as a knowledge partner to develop model PYKKA centers in Maharashtra, Andhra Pradesh and Jharkhand, and as technical advisor to the Lakshmi Bai National University of Physical Education. The organisation also has partnerships with non-profit organisations, such as Deepalaya, as it complements their activities with its sports program.

The Naz Foundation India Trust

CEO: Anjali Gopalan | Website: www.nazindia.org | Founded: 1994 | Location: Delhi
Coverage: 3 Cities in India | Total Budget: INR 1 Crore (\$182000) | Sfd Budget: INR 37 Lakh (\$67000)

Overview

The Naz Foundation India Trust has been working on HIV/AIDS, sexual health, and adolescent girl empowerment since 1994. Naz promotes awareness of HIV prevention and provides support with utmost sensitivity and confidentiality to those afflicted with the disease. Having worked with over 6000 girls through their netball outreach program—Goal—as well as thousands of people living with HIV and AIDS, Naz has realized that young women are India's most vulnerable group. Rather than the traditional approach, Naz perceives prevention through a different lens – one that empowers girls to make informed decisions and develop the necessary communication skills and self-confidence to negotiate for themselves.

GOAL: Naz has partnered with Standard Chartered Bank to implement Goal, a women's empowerment program that uses net ball and a life skills education program to transform the lives of young disadvantaged girls. Goal works with adolescent girls living in urban settings to provide netball training along with life skills such as financial literacy, health awareness, rights education, strong communication, and team work. The program has a 3 year curriculum with the first year being Personal Empowerment, the second being social empowerment (training girls into leaders) and the third being economic empowerment (providing vocational training and preparing them for various jobs).

High Impact Interventions



developing peer leaders



designing curriculum



linking to employability

Goal sessions are held twice a week to teach sport and life skills. Girls who demonstrate leadership become Goal Champions and are trained to deliver Goal to their peers. This year, Goal launched pilot programs to help their Champions become economically empowered by supporting them to further their education, access finance, and attend vocational training. Goal is delivered by NGO partners with support from the Standard Chartered Bank. Bank staff volunteers help administer Goal by facilitating sessions, playing in matches and mentoring the girls. Netball takes the girls out of their normal environments and creates an atmosphere for effective training sessions on topics such as leadership, communication, and health.

Scalability

Since 2006, Goal has directly impacted over 6000 girls. With increasing reach through their Standard Chartered Bank partnership, Goal's programmatic costs per girl have been significantly lowered to just INR 600, ensuring continued scalability. Despite there being several committed NGOs working with young girls through traditional programs like tailoring and beautician training, retention of the girls is a huge challenge. Sport is something that is close to young peoples' hearts and through its inherent attributes of active participation, empowerment and social inclusion, it provides an innovative platform for working with girls and helping them recognise their power and potential. Based on the success of Goal in India, the program is now extended to three countries – Nigeria, Jordan, and China – reaching out to nearly 14000 girls. Goal India aims to reach 10000 girls by 2013.

Quality Indicators

Outreach

Goal had reached out to over 6000 girls across three cities and has indirectly impacted 10000 family members and over 100000 people within the larger community. Preliminary analysis conducted by the Population Council have shown a significant improvement amongst Naz's beneficiaries on awareness of sexual and reproductive habits along with improvement in basic skills such as counting money.

Endorsements

In 2012, Standard Chartered Bank was conferred the 'Beyond Sport Award' for Corporation of the Year for the Goal program. Additionally, various leading publications including the McKinsey Business Quarterly have featured case studies on Goal. In 2012, founder Anjali Gopalan was named by Time Magazine as one of the "100 Most Influential People in the World" through her work with Naz.

Leadership

Founder and Executive Director Anjali Gopalan has over two decades of experience working on issues related to HIV/AIDS and Sexual Health. Kalyani Subramanyam, National Coordinator of Goal in India, has been involved with the program since its inception. Kalyani completed the Dasra Social-Impact Executive Education program in May 2011.

Partnerships

Naz does not have any formal agreements with the government; however, the organisation believes in bringing together non-profit organisations, sports federations, and government advisory bodies to create a collaborative, multi-stakeholder initiative. In addition to Naz's partnership with Standard Chartered Bank, other community partners include the Australian Sports Commission, Women Win, and The Population Council.

Rashtriya Life Saving Society (India) – RLSS(I)

Executive Director: Rear Admiral P D Sharma | Website: www.lifesavingindia.org | Founded: 1998

Location: Pune | Coverage: Pan-India | Total Budget: INR 94 Lakh (\$171000) | Sfd Budget: INR 53 Lakh (\$96000)

Overview

RLSS(I) is a national non-profit voluntary organisation dedicated to helping people learn modern lifesaving and safety skills. It is a leading provider of training in first aid, swimming safety, and lifeguarding skills.

Swim N Survive: RLSS(I)'s basic swimming training is being implemented in private & public schools throughout India. The program, which seeks to significantly reduce the number of preventable drowning deaths, is a precursor to RLSS(I)'s first aid Lifesaver training.

Lifesaver Training: Through its water-and-land first aid training program, RLSS(I) aspires to train most of India's population in first aid skills. Trainees will have the skills needed to save lives, minimise death caused by injury, and prevent drowning whenever an emergency demands their expertise.

Lifeguard training: Lifesaver graduates interested in becoming professional lifeguards are trained by RLSS(I) under strict international lifeguarding standards and receive three months of on-the-job training through an 'Earn While You Learn' program. Upon completion, they receive professional certification and often find employment through RLSS(I)'s Facility Services.

High Impact Interventions



mobilising
government resources



linking to
employability

India loses over 340000 lives due to accidents both on land and in water every year, making one of RLSS(I)'s major objectives enhancing safety consciousness through community outreach and education. Due to a lack of safety of India's swimming facilities and the increasing death that results from this negligence, RLSS(I) also services both private and government-operated pools, which provides employment for RLSS(I)'s lifeguard graduates. Lifeguard trainees often come from marginalised communities and are provided a scholarship by RLSS(I) to complete the training. The lifeguard trainee program is fed by the Lifesaver training program, which is fed by Swim N Survive, a program often instituted in government-run schools.

Scalability

RLSS(I) previously distributed its programs with the help of volunteers spanning all of India; however, the organisation has begun transitioning to a decentralised model in order to scale its work. Its new structure will consist of licensees delivering the RLSS(I) programs for a profit, governed by local chapters, who are all overseen by National Headquarters (NHQ). With cost of the program being driven down to the licensee, who is now profit-incentivized, 5000 people are estimated to be trained per licensee each year. NHQ will deliver 5% of the programs, chapters will deliver 20%, and licensees will deliver 75%. With 29 states and 6 union territories in India, the geographic plan is to be present in all districts, 10% of the 5,000 towns and cities and 3% of all villages. With government and external partnerships on the rise, it is likely that RLSS(I) will continue to increase their number of contracts and trainings.

Quality Indicators

Outreach

To date, RLSS(I) has reached 21 states and has trained over 80000 people in first aid, lifesaving, and lifeguarding skills, with 34,000 children trained in Swim N Survive. In 2010, Pune achieved a drowning rate of 0% due to RLSS(I)'s trainings and safety services. 1000 young men and women have been uplifted from below the poverty line and provided with secure jobs as lifeguards as part of their Earn While You Learn program.

Endorsements

In addition to government support and recognition, RLSS(I) has also developed a relationship with the private sector, receiving endorsements and funding from several corporations. RLSS(I) is currently working with Disney video to promote first aid and lifesaving through media and technology, and they will soon begin work with the international swimwear manufacturer Speedo in order to implement Swim N Survive in Kerala and Karnataka.

Leadership

Of the 250+ staff, five senior staff members operate under the direct guidance of founder and President P.D. Sharma, retired Rear Admiral of the Indian Navy. Ankit Wagh, a Dasra Social Impact alumni and MBA graduate, is the national Manager of Operations for RLSS(I) and is responsible for developing and mainstreaming the safety and lifeguard training programmes, and the safety audit surveys.

Partnerships

As RLSS (I)'s operations continue to expand, so do their government partnerships. This includes working with the Indian government to develop the country's first lifesaving institute in Goa and training all of Kerala's public school children in swimming. Additionally, RLSS(I) is working with the Ministry of Human Resources and Development to create a national lifeguard training service.

Samarthanam Trust

Managing Trustee: Mahantesh G K | Website: www.samarthanam.org | Founded: 1997 | Location: Bengaluru
Coverage: Pan India | Total Budget: INR 8.9 Crore (\$1.6 Million) | SFD Budget: INR 3.2 Crore (\$580000)

Overview

Samarthanam Trust for the Disabled works to empower underprivileged people in India including the visually impaired and differently abled. The Trust works towards creating an inclusive society and seeks to provide equal opportunities for all including quality education, accommodation and food, vocational training, placement based rehabilitation and overall personal independence.

Sport Program: Samarthanam has actively promoted sports such as Cricket, Chess, and Athletics for the visually impaired and the differently abled over the last decade, both as a rightful pursuit and as a platform for their physical and social development. It strongly believes in building excellence in sport for differently abled youth. Sportspersons from Samarthanam have regularly participated in National and International athletic events, cricket, and chess tournaments including three cricket world cup tournaments. Cricket Association for the Blind in India (CABI), an initiative by the Trust, hosted the first ever T-20 Cricket World Cup for the Blind in Bangalore in 2012. The World Cup was attended by 9 major test-playing nations from around the world. Samarthanam also hosts an annual Walkathon that encourages active volunteer participation of both able bodied and differently abled.

High Impact Interventions



developing
peer leaders



linking to
employability

The co-founders have been National level cricketers and athletes and strongly believe in building the capacity of differently abled people to excel in sport. They believe that having a program with the objective of developing a smaller number of disabled sports champions can have an immense impact not only on the growth and development of those playing the sport but also on the psyche of a larger mass of people. The sport program trains and builds the talent and competitive capacity of sportspersons at Samarthanam. These people have developed professional sports careers and have grown to become National level champions. To build awareness and sensitization in the community, Samarthanam hosts several sporting tournaments regularly.

Scalability

Samarthanam wants to scale its sport program for the differently abled across other cities nationwide. This would involve building a larger team, conducting cricket clinics to train and build the capacities of the differently abled sporting youth and hosting league matches in other districts. Samarthanam wants CABI to grow into a separate entity so that it can look into assisting and hosting World Cup and other National and International level tournaments in future. CABI is in the process of partnering with blind cricket associations across the country to create state level affiliations. It wants to work closely with sports development organisations from other nations and plan annual sporting events. Depending on the success of the next 2-3 years, Samarthanam also aspires to partner with other players to create barrier-free and disabled-friendly sports facilities such as sports academies and a stadium for differently abled sportspersons.

Quality Indicators

Outreach

Around 300 – 500 differently abled youth directly participate in Samarthanam's sports programs every year. The Trust has a total of 1600 beneficiaries under its overall support system. The Trust ensures that all beneficiaries are gainfully employed, either through professional sports, or through the network of its partner organisations, or within Samarthanam. Close to 5000 participants take part in the annual Walkathon.

Leadership

Founder and Managing Trustee G.K. Mahantesh is responsible for the overall management of the organisation. His efforts have made Samarthanam a renowned organisation in the development sector. Samarthanam is led by a three member Board of Trustees that includes Mahantesh and Co-founder S.P. Nagesh. He is the Vice President of National Paralympics Committee of India.

Endorsements

Mahantesh has been conferred with several laurels including the National Award for Child Welfare by the President of India, the NDTV Sports Award, and the Karmaveer Puraskar. Supporters of Samarthanam's programs include the Govt of Karnataka, CISCO, Tata Consulting Engineers, Give India. Former Captain of the Indian Cricket Team, Sourav Ganguly, has been the Brand Ambassador for the T-20 World Cup Cricket for the Blind.

Partnerships

Samarthanam has partnered with the Tamil Nadu Cricket Association for the Blind to organise cricket series between India and Pakistan. In association with the All India Chess Federation for the Blind it has held the National Open Chess Tournament for the blind. The World Blind Cricket Council conferred the hosting rights of the T-20 World Cup 2012 to Samarthanam. It is an affiliate member of the Paralympics committee of India.

Slum Soccer

CEO: Abhijeet Barse | Website: www.slumsoccer.org | Founded: 2001 | Location: Nagpur
Coverage: 6 Cities in India | Total Budget: INR 67.4 Lakh (\$135000) | SfD Budget: INR 67.4 Lakh (\$135000)

Overview

Slum Soccer is a unique organisation that leverages the power of football for youth development while also promoting the development of football. Started in Nagpur in 2001, the organisation has scaled to 6 Indian cities through the following initiatives:

Football Coaching: Slum Soccer's core program aims to develop sporting and life skills of participants between the ages of 8 and 18 through a curriculum of football integrated with learning. The curriculum is customised to suit local social conditions and addresses a range of topics from education and gender to HIV and employability. A core focus of the program is leadership development, facilitated by allowing seasoned players to assume positions of responsibility.

Tournaments: As part of its endeavour to promote football, Slum Soccer organises tournaments at the local, state and national levels. The national tournament, currently in its 10th edition, is used to select the team that represents India at the Homeless World Cup (HWC). HWC is an annual football tournament organized by the HWC Foundation, which also provides capacity building support to grassroots football programs in developing countries. To date, Slum Soccer has sent five teams to the World Cup.



Slum Soccer's football coaching program is delivered through structured sessions conducted over a period of three years. Community engagement throughout this duration ensures buy-in from parents and greater retention of youth. Towards the end of the program, players that demonstrate leadership potential become youth leaders, and the upward progression continues to coach, coach educator and finally, part of Slum Soccer's junior management. Slum Soccer also delivers this program indirectly through affiliate partners using two models of engagement: (1) Training partner coaches and working with them on program delivery, or (2) Training partner coaches and after which they implement the program on their own.

Scalability

Slum Soccer began its program in Nagpur with a large nodal campus. Over the years, 16 smaller centres have emerged around this campus. The campus is the location for all youth leader and coach training activities, while regular football sessions are conducted at the centres. Slum Soccer is now keen on replicating this Hub-and-Spoke model in Chennai, Kolkata, Dehradun and Ujjain over the next five years. By 2017, Slum Soccer will grow to 52 centres in these cities with the ability to train 5200 youth every year. The Hub-and-Spoke approach is a highly scalable one, requiring initial investment in training facilities and infrastructure which can then be leveraged to establish smaller centres in neighbouring locations. The smaller centres can reach out to youth in their own communities, resulting in a wider beneficiary base for Slum Soccer.

Quality Indicators

Outreach

In 2011-12, Slum Soccer reached 1350 youth through football coaching, and an additional 2450 through affiliate partners and tournaments. Slum Soccer has observed that 38% of its participants re-enrolled in schools, 75% demonstrated better hygiene, 50% were more sensitive about gender and 69% showed a better sense of goals and priorities in life.

Leadership

Founder, Dr. Vijay Barse, heads Slum Soccer's Board and is involved in all strategic decisions. He brings 20 years of experience in football and its application for life skills development. The Slum Soccer team is led by Abhijeet Barse, a Board member of Street Football Network, who took over from the founder in 2006. He is supported by a qualified and highly committed 5 member senior team.

Endorsements

Founder, Vijay Barse was awarded the CNN IBN Real Hero Award in 2011. Recently, Slum Soccer was recognised as the Best NGO in Developing Sport at the FICCI - India Sports Awards. Additionally, Slum Soccer has won the e-NGO Challenge Award of the Digital Empower Foundation and PIR, and is supported by international donors such as UK Sports.

Partnerships

Slum Soccer has developed strong partnerships with international organisations such as Coaches across Continents and Homeless World Cup for curriculum development and training coaches. The organisation is a member of the Street Football Network through which it has collaborated with other sports for development organisations such as Dream-a-Dream.

Special Olympics Bharat

Executive Director: Air Marshal Denzil Keelor | Website: www.specialolympicsbharat.org | Founded: 2000 | Location: New Delhi
Coverage: Pan-India | Total Budget: INR 11.5 Crore (\$2.3Mn) | Sfd Budget: INR 5.6 Crore (\$1.1Mn)

Overview

Special Olympics Bharat (SOB) uses sport as a catalyst to impact children and adults with intellectual disabilities. SOB uses the power of sport to foster acceptance, thereby leading to a more inclusive society.

Long Term Development Program: SOB provides two hours of sport training each week to each athlete and organises competitions at various levels - local, district, state, national and international. As part of its train-the-trainer model, SOB provides training to coaches which percolates down to community coaches.

Ministry of Youth Affairs and Sports Program: SOB has been appointed as the nodal agency at LNUPE Gwalior, a Government institution engaged in quality teaching and research in physical education, to train coaches from 150 districts each year for 5 years, and organise local, district, state, national and international tournaments for athletes with all disabilities.

Special Initiatives: Athlete Leadership Program, Family Forum, Young Athletes Program, Project UNIFY are a few initiatives undertaken by SOB to create an inclusive environment by fostering respect, dignity and advocacy for people with intellectual disabilities.

High Impact Interventions



developing peer leaders



building capability of other organisations



designing curriculum



mobilising government resources

SOB has successfully engaged both intellectually disabled athletes and trainers in its programs. SOB connects with youth through the database provided by Sarva Siksha Abhiyan. Through rigorous trainings, SOB not only brings new coaches to the program but also builds their capacity regularly. The coaches train intellectually disabled youth across 450 districts in 24 Olympic sports such as athletics and table tennis. As part of Project UNIFY, the youth are also paired with athletes without disabilities, for both trainings and competitions. Through special initiatives, SOB involves all members of the community to create a model that stresses on community engagement. SOB also designs curriculum in collaboration with LNUPE to train coaches.

Scalability

SOB's linkages with the Government, schools and volunteers at each district give SOB a solid platform to connect with as many intellectually disabled people as possible. As almost 75% of the disabled population resides in rural areas, mobilising the community through coaches at each district, who are either teachers at schools or sportspeople, has enabled the project to scale. With strong local chapters, SOB has been able to cover more districts as well as add more people from each district. Also, with Government support and strong relationships with over 12000 schools, SOB has the resources such as time, space and money in place to scale and create a huge impact on the lives of the intellectually disabled.

Quality Indicators

Outreach

SOB has scaled massively in the last 11 years, covering nearly 450 districts across 31 states. At present, SOB is engaged with 9.5 lakh intellectually disabled athletes in various forms and has 85000 coaches as volunteers, involved at various levels of training. SOB plans to add 1 lakh athletes and 17500 coaches each year for the next three years.

Endorsements

SOB works closely with Government of India, and receives 80% of its funding from the Government. 15% of the funding comes from Special Olympics International. 529 athletes and 123 coaches from SOB participated in 7 International Summer Games held between 1987 and 2012 winning a total of 716 medals. Over 146 athletes and 41 coaches participated in six winter games winning 60 medals.

Leadership

The Board comprises of sportspersons, special athletes, corporates, school heads and Government officials, to guide the team on strategic issues. Of 48 employees, 17 are based at the head office, comprising of program managers and a National Sports, Finance And Fundraising Director. 31 are representatives of their respective states, where they plan growth strategy and assist the Area Directors.

Partnerships

SOB has been recognised by the Government as a National Sports Federation in the Priority Category for the development of Sports for Persons with Intellectually Disability. It has been designated as the Nodal Agency to train coaches and organize tournaments for disabled athletes. SOB also serves as the Indian arm of Special Olympics International. SOB has also partnered with organisations such as ASOP, Fortis Healthcare etc.





MAPPING EMERGING NON-PROFIT ORGANISATIONS

sport
for
education
and
employability



Abhinav Bindra Foundation

Founder: Abhinav Bindra | Founding Year: 2010

Geography: Chandigarh, Punjab

Budget: Undisclosed

Website: www.abhinavbindrafoundation.org

The Abhinav Bindra Foundation's flagship program is 'Khel Gaon' or Games Village, which aims at converting villages into games villages. In partnership with the government, the Foundation works with villages to encourage establishment and community ownership of sport centers, which provide infrastructure and access to sport. In addition, these centers provide training, competitions and other support for villagers looking to play sport. Through this initiative, the Foundation provides access to infrastructure and the opportunity to play, which is otherwise denied to people in rural areas. It also helps to inculcate a sporting culture through organizing inter- and intra-village competitions. Through its "Chotte Champions" initiative, the Foundation also trains government school teachers, helps them design sporting curriculum and transfer life lessons and values that sport teaches in relation to fair play, sportsmanship and working as a team.

impact/outreach

20 villages

(Chandigarh and Punjab)

sport
for
gender
equity



Akhand Jyoti Eye Hospital

Founder: Pandit Ramesh Chandra Shukla

Founding Year: 2005

Geography: Mastichak, Bihar

Budget: 50 lakhs (\$90,900)

Website: www.akhandjyoti.in

Akhand Jyoti Eye Hospital (AJEH) is an eye hospital in Mastichak village, Bihar that provides high quality eye care, while ensuring free or highly subsidised care to more than 70% of its patients. AJEH also engages adolescent girls from the village through regular football training. The organisation also works with the girls' families to convince them to delay their daughters' marriage till the age of 21 and allow them to play football. In exchange, AJEH pays for the girls' school education, trains them as nurses and provides employment to some of them upon graduation. Through playing football, the girls break traditional gender barriers and dispel stereotypes, opening up new opportunities for themselves and for others. The life skills learned through sport, as well as the educational opportunities and skills training enable the girls to resist getting married early and gain access to employment opportunities.

impact/outreach

70

sport
for
education
and
health



Butterflies

Founder: Rita Panicker | Founding Year: 1989
Geography: Delhi, Kolkata, Chennai,
Muzzafarpur, Leh-Ladakh, South Asia,
Andaman & Nicobar Islands
Budget: 4 crores (\$727,200)
Website: www.butterflieschildrights.org

Butterflies works with street and working children in Delhi on health, development and advocacy issues. Butterflies uses sport as a medium to engage children and motivate them to participate in education and other developmental activities. The organisation arranges football training sessions for both boys and girls, who do not otherwise have access to organised play. Butterflies has found football training to be an effective tool for engaging children in academic tutorials as well as creating awareness about substance abuse and the importance of staying healthy.

impact/outreach

1200

sport
for
employability



Goa Football Association

President: Shrinivas Dempo
Founding Year: 1959 | Geography: Goa
Budget: 1 Crore (\$181,800)
Website: www.goa-fa.com

Goa Football Association is the body that governs football in the state of Goa. Apart from governing football, GFA has made serious efforts to develop the game among youth by initiating a Youth Development Program in 1998. Through the Program, GFA aims to encourage football participation from the grassroots and provide a pathway for both recreational and elite performance football players. The Program tries to make quality sporting opportunities available to children who otherwise do not have access to the same. Simultaneously, it develops a community of elite players who can participate in professional football at various levels. GFA develops and trains coaches, and ties up with village clubs to mobilize and train talent at the local level. ASOP is partnering with Football Federation Australia to build the capacity of GFA itself by developing a cadre of community sport coaches.

impact/outreach

2300

sport
for
persons with
disability



Indiability

Founder: Paulomi Shah, Sneha Gupta
Founding Year: 2005 | Geography: Rajasthan
Budget: 35 lakhs (\$63,600)
Website: www.indiability.org

Indiability's program called Indian Mixed Ability Group Events (IMAGE) aims to break down the barriers that exclude people with physical disability from mainstream society. IMAGE uses sport as a tool to bring the two communities together, whilst specifically redefining the way ability is characterized, and ultimately judged. IMAGE conducts sport clubs and camps in schools, where it partners equal numbers of children with disability together with the able-bodied, to play and learn side by side. This direct social interaction helps to dispel stereotypes, promotes understanding, and fosters respect for each other. Additionally, the children with disabilities, long subjugated and generally ignored within their communities, grow in confidence and feel accepted. In 2012, IMAGE progressed to the community level, giving 13-18 year old IMAGE members the opportunity to deliver part of the Image program. This provides them with a platform to establish themselves as leaders and allows them to give back to their communities, supports creating a positive image of the disabled, and a deeply needed pipeline of role models.

impact/outreach

1500

sport
for
health



The International Award for Young People

Founder: Himmat Kalsia | Founding Year: 1962
Geography: Pan India | Budget: Undisclosed
Website: www.iayp.in

The International Award for Young People (IAYP) is a program of voluntary self-development activities that aims to engage and motivate young people between the ages of 14 and 25. The Award is conceived of as an individual challenge, one that encourages youth to learn perseverance, discipline, responsibility and service through different activities. The Award engages young people through schools in urban areas. There are four mandatory sections to the Award – service, adventurous journey, skills and physical recreation. The Award places a strong emphasis on physical activity and sport through the last section, where young people participate in a discipline of their choice. The Award focuses on participation in sport for recreation, as well as on the improvement of performance. Participants derive intrinsic value from participation in sport itself, while also learning the value of training and perseverance while trying to improve their personal performance. There are no fixed paths or requirements for participants – they set their own goals for self-improvement and participate at their own pace.

impact/outreach

20,000

sport
for
health



Isha Foundation

Founder: Sadhguru | Founding Year: 1992
Geography: Pan India | Budget: Undisclosed
Website: www.ishafoundation.org

Isha Foundation is a volunteer-run, international non-profit organisation that promotes individual transformation and empowerment through yoga. The Foundation's Action for Rural Rejuvenation program seeks to empower rural communities through health and livelihood programs. The Foundation uses yoga as a powerful and simple tool to engage rural communities and promote healthier living practices and mental peace. Additionally daily volleyball activities are held to foster a sense of community among villagers from all socio-economic strata. Isha Foundation tries to inculcate self-esteem, communal harmony and better health through these organized games. It also organizes a "Gramotsavam" or Rural Olympics where 600 teams from villages in 7 districts compete in traditional games.

impact/outreach

54,000 villages in Tamil Nadu

sport
for
education and
employability



Khelshala

Founder: Satinder Bajwa | Founding Year: 2009
Geography: Punjab | Budget: 12 lakhs (\$21,800)
Website: www.khelshala.in

Khelshala aims to enhance the future of underprivileged children by building life skills through sport, academics and extra-curricular activities. It is an after-school program that combines sport, academics, English tutoring and yoga to offer holistic development for underprivileged children. Khelshala uses squash and tennis as a hook to attract children to its program, offering lessons 3-5 times a week. Through its squash coaching, children learn discipline and other skills that enable them to learn better. Children are then offered academic tutoring 5 days a week, with the main aim being proficiency in English by grade 9. Through a combination of sport coaching and education, children become more confident, disciplined and self-aware. Through yoga instruction twice a week, music lessons and extra-curricular activities, Khelshala also focuses on the mental and physical well-being of the children in its program. It helps its participants to develop skills and other interests that can make them more employable.

impact/outreach

75 children

sport
for
employability



The Kutumb Foundation (Goal of Life)

Founder: Kapil Pandey | Founding Year: 2002
Geography: Delhi | Budget: 21 Lakhs (\$38,100)
Website: www.kutumb.in

The Kutumb Foundation aims to provide holistic development and opportunities for creative expression to underprivileged children. Goal of Life is the Foundation's signature annual event, which brings together children from urban slums in Delhi and provides them with opportunities to play together. Teams from different non-profit organisations participate in the soccer league, which provides an opportunity for the underprivileged to showcase their talents. The league is organised in a friendly, non-competitive manner, where attention is paid to training and practice time for players, along with the inculcation of values such as teamwork, strategy, discipline and sense of purpose. Goal of Life provides an invaluable opportunity for disadvantaged youth to not only learn and play football but also learn various life skills in the process.

impact/outreach

100 children

sport
for
employability



Project K.H.E.L

Founder: Akshai Abraham | Founding Year: 2012
Geography: Lucknow
Budget: 5.5 lakhs (\$10,000)
Website: www.projectkhel.com

KHEL (Kids Holistic Education and Life-skills) uses sport as a platform to equip underprivileged children – both in and out of school - with necessary life-skills. These skills have been recognised by WHO and UNICEF as crucial tools required for such children to deal with the challenges they face in their everyday lives. Our sport and life-skills program helps children develop critical thinking and problem solving skills, builds their sense of personal worth and agency, and teaches them to interact with others constructively and effectively. In addition, the program conducts special thematic sessions on issues such as health, sanitation, substance abuse, personal hygiene, civic sense, and sexual abuse. KHEL works in collaboration with partner organisations such as schools and shelters which work with street children, village children, orphans, children of migrant and domestic labour and children from broken families.

impact/outreach

400 children

sport
for
health



South Orissa Voluntary Action

President: Madan Kirisani | Founding Year: 1993
Geography: Odisha
Budget: 3 Crores (\$545,000)
Website: www.sovakoraput.org

South Orissa Voluntary Action (SOVA) works with tribal communities in South Odisha on issues relating to health, HIV/AIDS, education, livelihoods and disaster relief. SOVA helps tribal communities to form grassroots community organisations and programs that enable them to make informed decisions, stand up for their rights and participate in self-government institutions. In partnership with Save the Children and Skillshare International, SOVA also launched the Coaching for Hope Program in 2010, which uses football as a means to raise awareness about HIV/AIDS. SOVA helps to form youth clubs in the villages, which provide the opportunity to participate in sporting activities, receive health education and learn from networks of peer leaders. Tribal children also gain access to sporting activities and facilities, which are otherwise out of reach for them. Along with health education, the children also develop life skills and self-esteem through play and the messaging of teamwork and discipline.

impact/outreach

1600 children

sport
for
health and
education



YFC Rurka Kalan

Founder: Gurmangal Das | Founding Year: 2001
Geography: Punjab
Budget: 40 Lakhs (\$72,700)
Website: www.yfcrurkakalan.org

Program YFC Rurka Kalan was founded in 2001 by a group of youths in the village of Rurka Kalan, Punjab as a football club to counter drug abuse in the community. YFC now operates as an integrated community based grassroots organisation that works in 9 different villages on issues relating to education, youth development, health and environment. Through its "Social Centre of Excellence", YFC provides children with a platform to engage in sport and pursue other developmental activities. The center promotes excellence in sport through football coaching, as well as academic coaching, health guidance and life skills development. Children have the opportunity to channel their energy into sporting activities, which are linked to educational attainment and personal development. YFC provides youth with positive role models, professional guidance and counseling services. Through sports youth learn the value of education, health and personal development, which enables them to perform better both academically and professionally.

impact/outreach

2000

sport
for
education
and gender
equity



Yuwa

Founder: Franz Gastler | Founding Year: 2009

Geography: Jharkhand

Budget: 50 lakhs (\$90,900)

Website: www.yuwa-india.org

Program Yuwa uses football as a mechanism to empower girls in the poorest of communities in Jharkhand. Yuwa brings girls out of isolation and into a positive team environment, building confidence, a strong sense of community, and a model for self-improvement – both on the field and in the classroom. Along with two hours of soccer practice every day, girls spend two hours in the classroom, utilising Khan Academy curriculum to supplement their public schooling. Peer leaders assist in the Yuwa study sessions and coaches help the girls identify areas for improvement in the classroom, on the field, and at home. Additionally, through positive peer-pressure from coaches, captains, and teammates, girls' school attendance soars. Yuwa's distinctive approach lies in the program being absolutely local and promoting absolute ownership by the girls. The girls find their own fields, buy their own footballs, and set their own practice schedules. This independence along with constant positive reinforcement is Yuwa's key to educating and empowering girls in some of the poorest regions of Kharkhand.

impact/outreach

500+



PHOTO CREDIT:
SHARANAM



RECOMMENDATIONS AND CONCLUSION

Global evidence and experience have demonstrated that sport can be a low-cost, high-impact tool for advancing a broad range of development objectives, particularly education, health, gender equity, employability and social inclusion of persons with disabilities. At present, the use of sport to advance these goals has largely been confined to numerous small-scale projects, with limited funding, capacity and prospects for long-term sustainability. Concrete measures need to be taken at the systemic, programmatic and delivery levels to fully harness sport's potential to positively impact marginalised communities and lead to greater national productivity and economic growth. The recommendations in this chapter reinforce ideas and recommendations in the preceding chapters and provide a framework for building the sport for development sector in India.

Recommendations for systemic integration of sport in the development agenda

Raising awareness about the potential of sport as a development mechanism

There is a need to raise awareness of sport's potential to address multi-sectorial issues in India. Media can play a significant role in raising awareness and building support for sport as an effective way to meet development needs by highlighting successful government and non profit programs and impacted communities through effective print coverage, television programming, documentaries, social media marketing, and messaging through social sport events such as local marathons.

Integrate sport into poverty reduction strategies

Sport should be integrated into existing poverty reduction efforts. For instance, sport could well be used to supplement the current efforts of the SABLA scheme and the *Kishori Shakti Yojana* under the Ministry of Women and Child Development, both of which aim to facilitate the adoption of healthy behaviours regarding nutrition and sexual and reproductive health among adolescent girls in India.

Access existing resources

Existing resources should be used to promote broad basing of sport in an inclusive manner. For instance, schools are ideal sites to promote sport and PE teachers and school coaches can be trained to conduct inclusive sport programs with tangible development outcomes. Adapting available resources from platforms such as the International Platform on Sport and Development (www.sportanddev.org) to the Indian context and implementing them in communities will avoid duplication of efforts and be both cost and time effective. An Indian example of such a resource is the compilation of PE Cards developed by British Council for the Indian education system which are easily available online and can be adapted by any organisation to enhance educational outcomes.

Strengthen institutions specialising in physical education and sport

Specialised academic institutions for physical education and sport such as the Lakshmi Bai National Institute of PE and the Netaji Subhas National Institute of Sports already exist in India. There is a need to improve their institutional capacity for conducting research and building evidence of sport as a development tool in the Indian context. Certified courses and programs to upgrade the skills of PE teachers, coaches, and peer leaders should be introduced and promoted to ensure that existing sport personnel deliver inclusive and safe sport programs in communities and schools.

Foster champions among government officials

Currently senior government officials are outspoken about sport for excellence issues. The focus however tends to be more on scams and corruption in the running of the Commonwealth Games rather than advocating for sport. An effort to target champions within the senior officials' level would help build the credibility and visibility of the broad-basing agenda.



Build a learning community for sharing knowledge, information and best practices

Convening various stakeholders to share evidence, best practices and challenges is essential to building a learning community. These roundtable discussions should include academic institutions presenting in-depth research, practitioners sharing their delivery models, government officials rewarding performance, and so on similar to the Maidan Summit, hosted by Magic Bus but at a more regional level. This could also emulate the successful Sankalp Forum, which started as a national forum designed to support the growth of social enterprise and catalyse impact investment and has now expanded to regional summits, the most recent called Samridhi in Patna, Bihar. In this way, both national and local platforms can enhance learning and better engage multiple stakeholders.

Invest in emerging sports organisations

As organisational capacity and capability improve pan-India, a wider and stronger network of sport for development organisations would contribute to the national development agenda. A model where sector leaders or more established sport organisations such as Magic Bus and Special Olympics Bharat enable the growth and capacity building of emerging or early stage organisations can help build the sector. For instance, the International Center for Research on Women (ICRW) engaged community-based organisations (CBOs) to implement its sport for development programs in Mumbai. One such CBO, Apnalaya, during the course of the program was able to build its own capacity to effectively implement the sport for development program and continued doing so even after the initial ICRW initiative ended.

Recommendations for proficient programming

Build inclusive programs

Sport for development programs will not be meaningful if they are not accessible and inclusive. Special efforts have to be made to include those sections of the population that typically do not have access to sport and will in fact benefit most from it — girls and women, persons with disabilities and out-of-school children. The needs and preferences of each group should be kept in mind when planning and designing programs and facilities.

Give priority to development objectives over sport

It is necessary for sport for development organisations to articulate development objectives, the target population and prioritise development objectives above sport objectives. This might mean that the nature of the activity has to be adapted to the needs of targeted participants and desired development outcomes. There might be a need to introduce alternative games or to modify certain rules and techniques focusing on participation and development, rather than on performance and competition.

Apply an evidence-based approach

Most non-profit organisations implementing sport for development programs have not integrated monitoring and evaluation mechanisms within their programs to measure impact resulting in limited India-specific evidence on the benefits of sport. Conducting or employing a credible third party to conduct periodic surveys at the beginning, during and end of the program will help track progress, continuously improve the program and build evidence of impact. Such evaluations help determine the most scalable and highest-impact non profit models thereby building the case for the sector and attracting strategic philanthropic investment.

Build on the priorities of the government

Support for sport for development programs from the government is most likely when initiatives can show how individual departments can achieve their specific priorities through sport. Many government departments pursue development objectives that can benefit from the inclusion of sport in their policy and



program approaches. Sport is particularly relevant for departments targeting health, child and youth development and education, inclusion of persons with disabilities, enhancing gender equality, and employability. Special Olympics Bharat, for instance, receives funding from the Ministry of Sport and Youth Affairs under the disability scheme, since they have the shared goal of increasing inclusiveness of persons with intellectual disabilities.

Recommendations for effective delivery and sustainability

Build local ownership and leadership

It is crucial to convince the 'circle of influence' such as parents, communities and *Panchayats* on the benefits of sport especially for girls, to ensure the long-term success and sustainability of initiatives. In addition, evidence shows that encouraging the participation of peer educators and community coaches increases a program's ability to reach hard-to-reach youth, builds the leadership capacity of youth and positively influences participant behavior. In a nation as vast as India, building local talent and ownership is a key factor in making the program impactful, sustainable and cost-effective.

Engage local institutions

Engaging local government bodies such as the *Panchayats* and *Mohalla* committees that wield significant influence on communities will help securing parental and community approval for children's participation in sport. In addition, these local bodies provide local insights and expertise and access to local infrastructure and facilities that help sustain and promote the initiative.

Conclusion

Sport can be an excellent vehicle to achieve development outcomes. By funding sport-based initiatives that develop local leadership, deliver comprehensive sport-based development programs, build programming capability of other organisations and mobilise government resources, philanthropy can significantly contribute in scaling the sport for development sector in India. Dasra recommends that strategic philanthropists and funders approach sport as a unique, cost-effective tool that promotes healthy behavior, encourages education, fosters gender equity, enhances inclusion and fuels economic development.



A SPORT CHAMPION'S PERSPECTIVE – MARY KOM

As a mother, do you know what I pray for most for my twins Rengpa and Nainai? I pray they lead a happy, free and healthy life. Health is the key to success. The mind is capable of magic, but we need physical stamina and energy to transform this magic into reality. As a sportswoman, I can tell you with conviction that there is no better route to health than robust physical activity.

Where I come from, and where my children are growing up, it's a common sight to see children racing down hills, playing in the rain, chasing each other through fields, or walking through the meadows to school. Rarely would you come across a child howling because of a scraped knee or a hurt elbow. Kids grow into strong, sturdy people with lots of physical energy and stamina.

Following my recent Olympic win, I had the good fortune of travelling across the country, attending various felicitation programs. During that time, I saw kids playing on roads with traffic zipping past them. I went to schools which had only one concrete building and not even a compound, leave alone a playground. High-rise apartment blocks were surrounded by roads but had no access to gardens or playgrounds. The lack of open playgrounds has amazed me. How must little children feel, being confined in closed spaces with no outlets for their immense physical energy? Children need to play in open and safe spaces — parks, playgrounds, backyards — not in balconies, corridors or, worse — streets.

Playgrounds allow for imagination to grow, and with it, creativity comes alive. Open playgrounds are a world where every child is an equal, with access to everything. They are often the first spaces that unearth hidden talents and sporting geniuses. Watch kids race, wrestle, box and scramble, all in fun, and you will know what reflexes your child uses the most, and to best effect.

Why can't we demand playgrounds as a right to free living and an expression of childhood? We should insist that schools are not without open playgrounds. We need to collaboratively build a movement to reclaim our children's right to open and safe spaces in which they can play freely. We as parents, communities and responsible citizens can come together to give direction to this movement.

I urge you all to look at play not as a waste of time, but as a necessity. Playing encourages children to participate, socialise, cooperate and team up. It allows them to experiment with situations, toughening them up physically and mentally. Let us allow our children to get away from the drudgery of daily routine, mingle with other kids, explore and enjoy their differences and similarities and grow up to be healthy, confident adults that can take on the world. Indeed this would be the best gift we can give our children.

The content above is an excerpt of an article published in The Times of India, on 29 August, 2012. Mary Kom hails from the north-eastern state of Manipur in India. She is an Olympic medal winner and a five-time world boxing champion.



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Dasra's Research Process

Assessment of sport for development in India

Dasra undertook preliminary mapping based on secondary research, discussions with development experts, non-profit organisations, government, and beneficiaries of non-profits' programs.

Mapped non-profit organisations interventions.

From a list of over 70 non-profit organisations, Dasra shortlisted 12 delivering relevant programs in urban India.

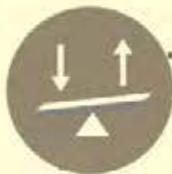


Site visits to non-profit organisations (NPOs)

Met with the heads to understand history, evolution of programs and scaling plans.

Interviewed mid management to understand programs and impact.

Conducted field visits to interact with field staff and communities and witness on ground impact.



Analysis of non-profit programs

Analysed strengths and weaknesses of programs.

Identified gaps and opportunities for funding.

Ascertained strength of management and organisation structure.

Dasra shortlisted 10 out of the 12 non profits visited based on their ability to deliver high quality impact at scale.



Summary and conclusions

Evaluated organisations based on key criteria.

Synthesized analysis and derived conclusions.

Developed recommendations for investment.



METHODOLOGY — DASRA'S RESEARCH PROCESS

Dasra has over a decade of experience of researching the social sector in India. As an organisation we pride ourselves on being analytical and research-focused with many of our team coming from analytical roles in the financial and corporate sector. We transfer those well-honed skills to the social sector.

We are used to working on reports in sectors where access to reliable primary research can be limited and hard to verify. We have developed systems and processes to ensure we can paint an honest picture.

There is currently very limited quality research specific to sport for development in India with extremely limited data available on sport for development programs and their impact on marginalised communities in India. This created a huge challenge for our research team who undertook time-intensive primary and secondary research to ensure our data was accurate and gave us a true reflection of the challenges and best practices in the sector.

Dasra undertook 6 months of detailed interviews with experts from development agencies and sector bodies, academics, non profits, government officials and communities in order to understand the sport for development sector in the Indian context, challenges in broad basing sport, roles of various stakeholders and key trends based on on-ground interventions. Additionally, we studied and included international best practices that might be applicable in India.

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Usha Selavaraju	International Platform for Sport and Development

Non-profit organisations

Apnalaya	www.apnalaya.org
Butterflies	www.butterflieschildrights.org
Cooperative Outreach of India	www.coindia.org
CREA	www.creaworld.org
Dream A Dream	www.dreamadream.org
International Centre for Research on Women (ICRW), Asia	www.icrw.org
KHEL	www.projectkhel.com
Magic Bus	www.magicbusindia.org
Naz Foundation	www.nazindia.org
Rashtriya Life Saving Society (India)	www.lifesavingindia.org
Samarthanam Trust	www.samarthanam.org
Slum Soccer	www.slumsoccer.org
Special Olympics Bharat	www.specialolympicsbharat.org
Yuwa	www.yuwa-india.org

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APPENDIX

ACRONYMS

- AIDS = Acquired Immune Deficiency Syndrome
- ANM = Auxiliary Nurse Midwife
- ASOP = Australian Sports Outreach Program
- CBO = Community based organisation
- CSR = Corporate Social Responsibility
- HIV = Human Immunodeficiency Virus
- MoWCD = Ministry of Women and Child Development
- MoYS = Ministry of Youth Affairs and Sports
- MYSA = Mathare Youth Sports Association
- NCD = Non communicable diseases
- PE = Physical Education
- SfD = Sport for Development
- SRH = Sexual and Reproductive Health
- UN = United Nations
- UNESCO = United Nations Educational, Scientific and Cultural organisation

D
APPENDIX

FIGURES

- Figure 1 Impact of sport through the youth continuum
- Figure 2 India's sport policy timeline
- Figure 3 Multi-dimensional hierarchical matrix of sports development
- Figure 4 Geographical spread of sports for development non-profit organisations in india
- Figure 5 Distribution of sport plus and plus sport non-profit organisations
- Figure 6 Emergence of non-profit organisations in the sports for development sector
- Figure 7 Scale of non-profit organisations sports for development programs
- Figure 8 Non-profit organisations annual sports for development budgets
- Figure 9 Sport for development intervention mapping

GLOSSARY

Broad-basing sport refers to providing access to organised sports and games facilities to all people regardless of age, sex, religion and/or socio-economic condition.

Capacity building is the process of equipping individuals, groups, and communities with the skills and competences needed to take on new roles, or to improve their existing abilities. The term 'capacity-building' is often used when discussing international development as many international organisations often facilitate capacity-building as part of their programming with local non-government organisations and beneficiaries.

Gender equity describes the principle and practice of fair and equitable allocation of resources to, and opportunities for, men and women. The practice of gender equity does not necessarily mean that everyone is treated in an equal (or identical) manner. Instead, gender equity means changing responses to, and treatment of, men and women to ensure that gender is a neutral factor when accessing resources, rights, and opportunities.

Sport for development refers to the intentional use of sport, physical activity and play to attain specific development objectives.

Kishori Shakti Yojana is implemented by the Ministry of Women and Child Development for addressing the needs of self-development, nutrition and health, literacy and numerical skills, and vocational skills of adolescent girls in the age group of 11 to 18 years.

Mid Day Meal Scheme (also known as the National Program of Nutritional Support to Primary Education) was started in 1995 in an attempt to enhance enrolment, retention and attendance while simultaneously improving nutritional levels among children in school. This scheme was initiated by the Ministry of Human Resource Development (MHRD).

Panchayat is a local self-government at the village or small town level in India.

SABLA (also known as the Rajiv Gandhi Scheme for Empowerment of Adolescent Girls) is a centrally sponsored program of Government of India initiated on 1 April, 2011 under the Ministry of Women and Child Development. It aims to empower adolescent girls of 11 to 18 years by improving their nutritional and health status, upgrading of home skills, life skills and vocational skills. The girls will be equipped with information on health and family welfare, hygiene and guidance on existing public services.

Sarva Shiksha Abhiyan is Government of India's flagship program for achievement of Universalisation of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory education to children aged 6 to 14 years a fundamental right.

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Maidan Summit, November 2012 – Dasra presented interim findings of this report at the Maidan Summit

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