

Foreword



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In this special issue on Sport and development, we look at sport and “sport for all” as a contribution to development in the Third World and more particularly to countries affected by conflict. Within the area of nongovernmental work, sport organisations and their activities are often innovative compared with more traditional development projects and networks that are associated with religious, political, professional, and industrial bodies. In the context of sport, “development” is understood as initiatives or projects that place sport in the centre, and aim to stimulate and strengthen development in Third World societies, and post-conflict societies in particular.

Sport or “sport-for-all”, to a considerable extent, is used as a means of development in countries affected by conflict. In this special issue, prepared in collaboration with the “Network for Sport and Development” (NSD), we focus on sport as a potential development tool. Action that encourages advancement of democracy is our main interest. The Danish nongovernmental organizations (NGOs) within this field are repre-

sented in three essays in addition to one feature article that is presented at the end of the issue.

Sport and “sport for all” is often believed to be a universal value by many. Participation in sport and “sport for all” is often underscored in development of social competences, improved learning ability, reduced criminality, healthier living, and democratic participation. In sport and development, however, some analytical and critical issues are raised, e.g. is it possible to use sport as a developmental tool in developing countries? Can sport really change social behavior in its participants? Can we or is it justifiable to teach people from other countries and with different body cultures to use our own body culture?

In the following three scientific articles we expose development work from the historical and sociological angles.

To use sport in a process to democratize people is not new. Likewise, there are many examples of sport used in a disciplining or cultivating context. Professor Gerald Gems provides us with historical examples from The United States that illustrate how the body has been

used as praxis of social control, a hegemonic praxis to assimilate immigrant groups or a way to force colonized people into a prescribed value system. Gems introduces us to the U.S. concept of sport as a business and the strategies of using sport as education, which is very different from the Danish sport and education systems. He also describes the sports connection with U.S. foreign policy and explaining the history of American sport through concrete examples in the Pacific and in the Caribbean regions. Gems points out that by looking historically at U.S. sport development in, for example, Asia and the Caribbean, one can see a pattern of using sport as a mean to spread democratic and capitalist ideology that is sustained in the twentieth century.

Although the U.S. context is very different from the Danish, Gems's historical examples raise interesting questions about different body cultures and ideologies used in the democratization process.

Henning Eichberg's contribution draws attention to sports as "goods" for export. He describes how we can perceive sport in "neo-colonial" dimensions. "Sport-for-all" as a folk culture is today replaced by individuals who strive for the top, and where individual talent development acts as a kind of aid for developing countries. Eichberg also points out that, at the same time, we risk creating a monopolistic sport where the play culture is marginalized. However, there is not only one sport or "sport for all" praxis. "Sport for all" consists of a trinity: *Sport of achievement, sport of integration and popular movement culture*. In this regard, Eichberg introduces the "popular movement culture" as a variant of the "folk-practical sport-for-all and movement" that is often seen to involve old and new games, dances, outdoor activities, and popular celebrations. Eichberg introduces the term *bodi-*

ly democracy, to stress the relationship between "sport for all" and different forms of democracy. The examples clearly show "sport for all" and its relationship to politics. The multiplicity of "sport for all" therefore inspires Eichberg to raise the question, "do we know what democracy is?" There are different views on democracy that argue for a more humble understanding and approach to sport development.

In the last scientific article presented, Gertrud Pfister's starting point is that modern sport claims to guarantee equality and equal rights to compete no matter race, religion or politics. This is some of the content in The Olympic Movement. Likewise the "sport for all" movement is rooted in ideas about inclusiveness, regardless of gender. However, as Pfister shows in this article, women from Islamic countries have other opportunities and barriers than women from western countries. Pfister first provides an overview regarding participation by women from Islamic countries and medals won over time in the Olympic Games. She then describes the women's affiliation with competitive sports. Similarly, Islamic women and "sport for all" is described and brings the analysis to a clarification about the rationale for understanding these women's opportunities and restrictions in countries heavily influenced by religion. Pfister brings a gender perspective and examines the meaning behind and practice of covering the body (the Hijab) in the Islamic culture.

In this issue we also present two student articles that focus on sport and development.

The first article, written by Tanja Marie Hansen, presents the outcome of a survey conducted in Zambia among 200 vulnerable children and adolescents, ranging from 10-16 years of age, as part of her Master dissertation. The study focuses on the child as well as on communities served

by sports academies. The impact of sport on vulnerable children is analysed using Marsh's theory of self-concept. The study shows significant differences in many aspects of life among children who participate in organised sports compared with those who do not, and concludes that the involved children possess better self-concept. Furthermore, the study suggests that although there are a significantly larger number of boys than girls who participate in organised sports, it is undoubtedly the girls who benefit the most from their involvement in these activities.

The second article, written by Maria Dyrberg, seeks answers to the question "*how can sport projects contribute to conflict prevention?*" by listing ideal criteria for sport projects. The purpose of the article is to explore the extent to which existing sport projects organized by Danish NGOs live up to the criteria and consequently contribute to conflict prevention. One of the key areas where sport, used as "sport for all", can be instrumental and contribute to conflict prevention is by creating social trust. The political scientist, Robert Putnam's concept of social trust is presented and explained in relation to additional points from the "sport for all" concept and the theory of conflict prevention's three ideal criterias. These are formulated for consideration by NGOs and their sport projects to follow when attempting to create social trust and contribute to preventing conflict. Two Danish sport projects organized by CCPA and GAM3 are analysed using the three ideal criteria. The analysis shows that NGOs and their projects, to a certain extent, fulfill the different criterias.

The feature article, written by Anders Levinson, provides a personal description of how football schools in the Balkan and Trans Caucasus developed, based on the ideology that football can build bridges and establish ties between

children and adults from different segments of the population living separately due to war.

The first essay is written by Jacob Schouenborg, Secretary General for the International Sport and Culture Association (ISCA). Jacob shares four reasons why sport and development is a priority in national sports organizations. He argues that solidarity, sport development, politics and organizational development are important issues in development work. In his conclusion, Schouenborg lists four consequences of this effort in Danish sport and development.

The second essay, written by Majbrit Mouridsen, explains how the organizations, "Global Education through Sport" and "Afghan Street Working Children and New Approach" give street-working children and youth in Kabul the opportunity to do sports and develop social, mental, and physical skills.

In the final essay, Mac McCleanhan and Simon Prahm share their first hand experiences in the project GAM3, that uses basketball and urban culture as a tool for empowerment, tolerance and cross cultural dialogue between youth from different religious, cultural, and social backgrounds.

There is not much research or evaluation done about sport and development. The Editorial Board hopes that this special issue on Sport and Development will provide a broad perspective on development work in different countries, and that it will encourage you to become involved with this effort. Analytical articles like those presented in this issue encourage us to think about concepts that otherwise are taken for granted, and hopefully persuade us to discuss, debate and expand development work so that its future will be that much richer.

The Editorial Board thanks the dedicated authors who contributed to this important issue.