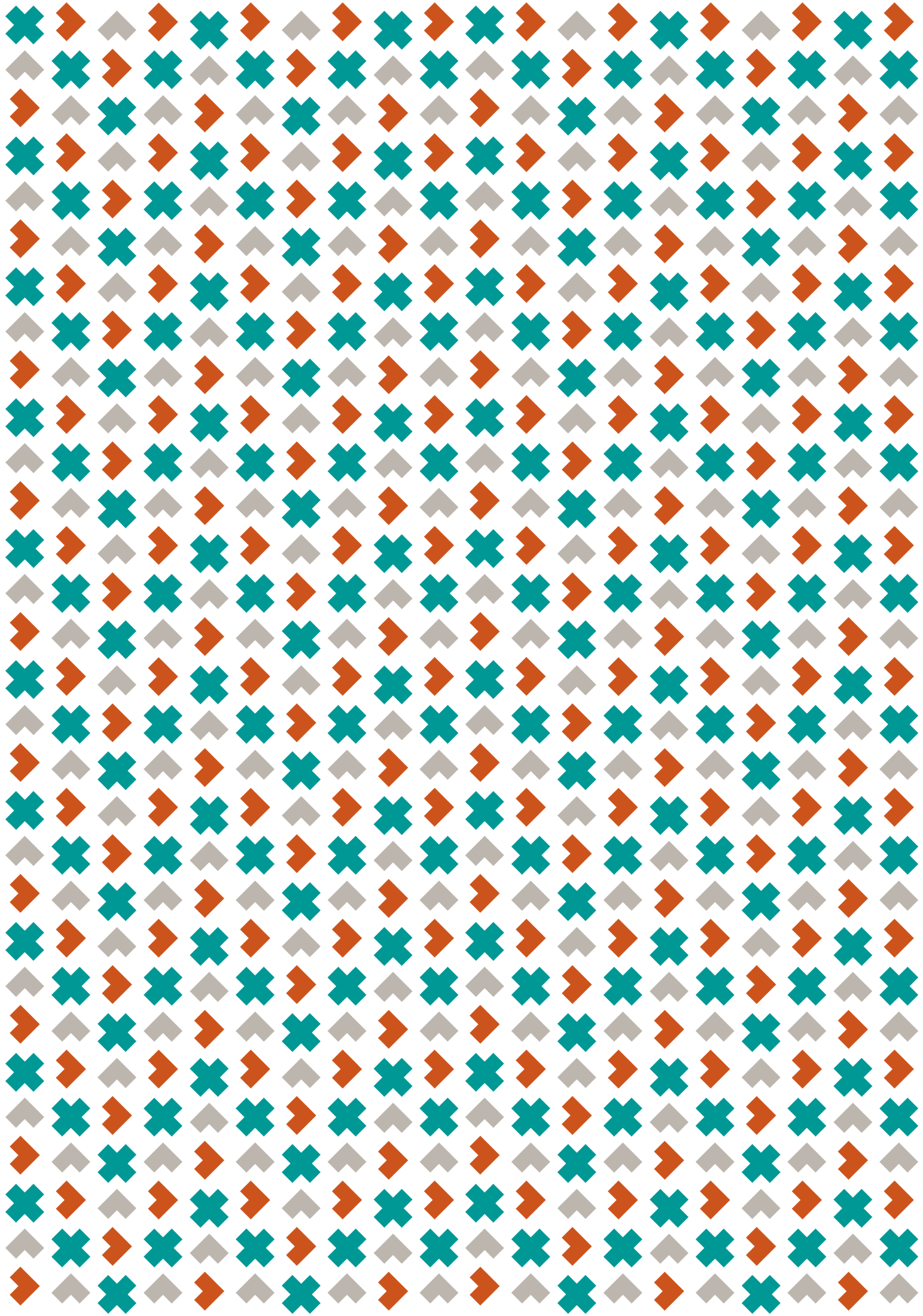


SWISS ACADEMY FOR DEVELOPMENT

# STRATEGIC FRAMEWORK

FOR 2020-2022. BASED ON STRATEGY 2016-2019.  
BIEL/BIENNE, 26.1.2021 / FINAL VERSION





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# SETTING THE CONTEXT

Globalisation has changed the world and the conditions of global cooperation. Never before in history have so many people managed to work their way out of poverty. Nevertheless, progress has been uneven across regions and countries, leaving significant gaps, particularly in conflict affected and fragile zones.

Many UN Conferences and Earth Summits after the 1972 Conference on Human Environment in Stockholm have observed the trends and advocated for more sustainability of human development. In 2011, Colombia proposed introducing sustainable development goals, which were picked up first by civil society organisations and later by the UN parties, the member countries. The Sustainable Development Goals (SDG) – a set of 17 new, universal goals, targets and indicators to be reached by 2030 – were adopted by the UN General Assembly in September 2015. They are used by the UN agencies, the development organisations and the more than 190 UN member countries that ratified the SDGs to frame their agendas and political policies.

The SDGs herald a paradigm shift: they call for sustainable transformation – change that transforms people, communities, and countries into informed, educated, healthy and productive societies; change that creates values such as equality, tolerance, and respect for human rights; change that fosters social and economic development while respecting and promoting social and ecological sustainability. It is also new that the development objectives apply to all countries regardless if they are rich or poor.

The 17 goals are interconnected. Education, for example, is also included in the goals on health, growth and employment, sustainable consumption and production, and climate change. The SDGs understand development as a process that improves wellbeing for all human beings in several areas at the same time. Progress in education, for instance, builds on and contributes to sustainable economic growth.

The rights and wellbeing of children and youth are at the centre of this post-2015 agenda, recognising them as the shapers and the shaped of future development. The SDGs acknowledge that sustainable development is only possible when we do everything in our power to protect and promote the rights of children and youth, and when we ensure their participation in the implementation of the SDGs.

The SDGs further recognise the link between sport and development. The #action2015 report ‘Transforming our world: The 2030 agenda for sustainable development’, therefore, complements UN resolution 69/6, which underlines the role of sport ‘as a means to promote education, health, development and peace’ (2014), its reinforcement (resolution 71/160 from 2016) and resolution 73/24 that declares ‘sport as an enabler of sustainable development’ (2018) .

The SDGs are also more comprehensive than earlier international development frames. Aid is no longer used to only address poverty but also a large variety of challenges, including climate change, inequality and insecurity, for which the SDGs have defined goals. Justice has become a very strong argument in the agenda 2030, building on the assumption that everyone has a right to a life in dignity no matter where on the globe. Access to justice and legal representation is, therefore, a prerequisite of global development.

On the national level, the message on Switzerland’s International Cooperation 2021-2024 was adopted by the country’s Federal Council in February 2020. It has a clearer focus compared to

previous messages. The four priority topics are to create decent local jobs, to address climate change, to reduce the causes of forced and irregular migration and to promote the rule of law.

Against this background, we, the Swiss Academy for Development, have refined our strategy for 2020-2022, which outlines how we contribute to sustainable development.

As a competence centre for sports and development, we have been promoting development opportunities for children and young people across 24 countries including Switzerland since 1991. We have positioned ourselves at the interface between science and practice. We have been pioneering the sport and play movement since 2003. We are known for pursuing solid monitoring and evaluation practices, and a participatory approach towards project planning and implementation. We are a member of a range of leading networks and initiatives and partner with reputable institutions.

The Strategic Framework 2020-2022 builds on these strengths while diminishing weaknesses and proactively responding to the requirements of the post-2015 environment.

This document creates a common and shared understanding for our foundation board, employees and supporters. It elaborates on **WHO WE ARE**, before describing our Strategic Framework 2020-2022.

## **WHO WE ARE**

### **OUR VISION**

Our vision is a world where children and youth thriving and where they are engaged, healthy, educated and employed members of their communities.

### **OUR MISSION**

Our mission is to use sport and play to sustainably transform the lives of disadvantaged and marginalised children and young people, enabling them to flourish.

### **OUR IDENTITY**

We are a centre of excellence for sport and play that sustainably transforms the lives of disadvantaged and marginalised young people, enabling them to become engaged, healthy, educated and employed members of their communities. This approach recognises the close interconnection between the rights of children and youth, the SDGs and the protection of the environment.

### **OUR THEORY OF CHANGE**

Nearly half of the planet's population of 7.8 billion is under the age of 25, the largest number of children and youth in history. These are most affected by challenges such as poverty, conflict, environmental degradation, inequality and injustice. Children and youth are also the key to addressing the global challenges and therefore need to be empowered to participate in and lead sustainable transformation. By sustainable transformation, we understand as outlined by the SDGs a long-term change that respects social, economic and ecological aspects alike.

Recognising the strong interdependency between sustainable development and the fundamental rights of children and youth (as spelled out in the Convention on the Rights of the Child), we have committed ourselves to facilitating sustainable transformation in Switzerland and abroad, while

focusing on low-income countries. This will enable 3- to 30-year-old<sup>1</sup> disadvantaged and marginalised children and youth to become engaged, healthy, educated and employed members of their communities in a variety of contexts ranging from industrialised countries to fragile zones, and working with groups from children and youth at risk of being exploited to those fleeing their countries.

For our work, this means:

- To equip children and youth with the tools and life skills necessary to develop their full potential, particularly to be able to make their own choices (agency), to know and claim their rights (human rights-based approach) and to speak up for themselves and others (leadership and advocacy)
- To create opportunities for and with them to enable them to fully participate in socioeconomic life and to claim their rights to education, decent employment and health services
- To ensure integrating ecological aspects into our work on all levels whenever possible acknowledging that no development at all will be possible without a healthy environment
- To advocate for inclusive policies and project implementation as well as for creating equal opportunities for children and youth regardless of gender expression, religious and ethnic affiliation, sexual orientation and disability

To share knowledge, build good practice, coordinate with others and create partnerships, particularly around sport and play

We achieve our intermediate goals and contribute to our vision by:

- Awareness campaigns
- Creating access to health services, education opportunities and employment services
- Developing quality curricula and training trainers
- Building organisational capacity
- Coordinating with relevant stakeholders

We achieve our vision if we manage to work with and impact governments on the international and national levels, local leaders and communities, families, women and our main beneficiaries, children and youth.

In achieving our vision, we adhere to the principles of inclusion, participation and protection and we consider social, economic and environmental dimensions in striving for sustainability.

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<sup>1</sup> Acknowledging the difficulties that young people face when trying to make a life on their own, especially when entering the labour market, we opted to include young adults until the age of thirty in our definition of 'youth' (following definitions from organisations such as e.g., UN Habitat or the African Youth Charter).

## OUR GUIDING PRINCIPLES

In our work, we are guided by:

### — INCLUSION

We include all children and youth regardless of gender expression and identity, sexual orientation, age, religion, location, ethnicity, or disability.

### — PARTICIPATION

We take the rights of children and youth seriously. We involve them in our interventions in the planning, implementation and evaluation of activities.

### — PROTECTION

We apply protection principles aligning with the International Safeguards for Children in Sport developed by the International Safeguarding Children in Sport Working Group of which we are a founding member.

To live up to our mission of transforming the lives of disadvantaged and marginalised children and young people:

- We realise that sustainable transformation is only possible if initiatives and projects respond to the needs of those targeted. Our projects are developed and implemented exclusively in partnership with local organisations. Local sustainability strategies are developed for each project.
- We acknowledge that our work interacts with the children and young people's families and communities as well as the wider political, security, social and economic environment and respective actors. Our interventions are therefore integrated into relevant local and, if appropriate, regional and international structures.
- We believe that to productively contribute to the SDGs, live up to our vision, improve our effectiveness, and achieve transformative results, the following are essential: coordination, cooperation, partnerships and strategic alliances with governments, academic institutions, international organisations and civil society at the local, regional and international level.
- We are aware that the challenges of today and the future are only to be overcome through effective approaches and innovation. We rigorously monitor and evaluate whether we are effective at achieving anticipated outcomes and goals and improving ourselves. We conduct targeted research, often in partnership, to discern the components of effective interventions, build the evidence and promote the sharing and exchange of knowledge and reciprocal learning. Examples of our academic partners are the German Sport University, the University of Edinburgh and Brown University. We develop new tools and approaches to improve development interventions that consider the rights of children and youth as well as economic, social and ecological sustainability, and we encourage others to do the same.

Internally, we are guided by integrity and professionalism. We embrace challenges knowing that we are not always right, and we do not have all the answers, but we are always committed to finding innovative solutions that work for those concerned. We listen to and trust in people we work with, we respect local norms and values, and we enter partnerships whenever possible.

## **OUR APPROACH**

Our catalyst for sustainably transforming lives is sport and play because human beings are playful and willing to learn and adapt. Sport and play (often referred to as sport for development and peace) refers to the intentional use of sport, physical activity and play to contribute to physical fitness, mental wellbeing and social interaction and achieve specific development objectives, including the SDGs. Sport and play programmes are traditionally used in the following seven areas: education, child and youth development, peacebuilding, inclusion of people with disabilities, disaster response, health, gender equality and economic development.

Sport and play is a powerful tool that appeals to children and youth, reflects the needs of child and youth development, and fosters life style changes and integrative solutions. In recent years, sport and play has been more and more recognised as having the potential to enact social change and to contribute to the SDGs. Countless research studies and programme evaluations show the positive impact sport and play-based programmes have when they are thoughtfully designed based on a sound theory of change and managed well. Consequently, the role of sport as an enabler for sustainable development was recognised in the 2030 Agenda for Sustainable Development.

We systematically incorporate sport and play activities into our projects in a structured and purposeful way, and we take care to embed it in our overall approach. In doing so, we have developed project models that we have implemented in different contexts. We are members of networks and actively participate in sport and play-related working groups to contribute to the development of tools and policies in this field. More recently, we have been involved in the process to create a measurement framework for the contribution of sport and physical activity to the Sustainable Development Goals (SDGs) through the UNESCO Kazan Action Plan. SAD is a member of the Permanent Consultative Council (PCC) of the UNESCO Intergovernmental Committee for Physical Education and Sport (CIGEPS).

In 2020, we launched the first comprehensive online course on SDP, in partnership with the Commonwealth and the Australian government. As a founding member of the International Safeguards for Children in Sport Working Group, we advocate for child protection in sport. We are also part of the Sport for Development for Children Working Group, initiated by UNICEF and the Barça Foundation. In addition, we are a founding member of the More than Sport Alliance, which brings together Swiss-based sport for development organisations. We cooperate with reputable organisations such as the Union of European Football Associations (UEFA), the Japan Sport Council and the Norwegian Olympic and Paralympic Committee and Confederation of Sports to promote and test the application of sport and play in the field.

We recognise that sport alone cannot ensure development, create peace or solve complex social problems. However, sport and play is for us a practical and cost-effective tool that has the potential to nurture integrated solutions at the interface between social development, economic development and ecological sustainability when applied in a holistic way complemented by other approaches.

We use sport and play for promoting individual development, teaching life skills and values, enabling health and wellbeing, strengthening education, and encouraging entrepreneurial thinking and economic development. Sport and play interventions can also assist in preventing and reducing conflict and increasing social inclusion and cohesion.



We translate our approach into the following services that we offer:

— **CAPACITY ASSESSMENTS**

We support third parties (governments, non-governmental organisations, non-profits and companies) in identifying adequate structures, partners and systems into which the desired sport and play-based development interventions can sustainably be integrated.

— **CAPACITY BUILDING**

We provide capacity building for both the general and customised needs of children, youth, organisations and partners, in the areas of sport and play, monitoring and evaluation, health, education, employment, and organisational and strategy development.

— **PROJECT MANAGEMENT AND IMPLEMENTATION**

We plan, support and implement sport and play-based projects together with local partners.

— **MONITORING AND EVALUATION**

We strengthen the capacity of governmental, non-governmental and international organisations and partners to monitor and evaluate by developing customised systems and tools, monitoring ongoing programmes and implementing mid-term, final and follow-up evaluations on outcomes and impact.

— **APPLIED RESEARCH**

We conduct applied research that directly aims to answer practical questions and particularly includes the assessment (evaluation research) and development (intervention research) of concrete measures or interventions.

— **THE INTERNATIONAL PLATFORM ON SPORT AND DEVELOPMENT (SPORTANDDEV)**

By operating sportanddev, we also offer additional services such as article coverage of organisations and events, webinars and calls for articles on topics of interest to partners, and lending expertise to other projects and online courses.

## **STRATEGIC FRAMEWORK 2020-2022**

### **OUR STRATEGIC OBJECTIVES**

We have identified four strategic and four organisational objectives that are interconnected.

Our strategic objectives contribute particularly to the following Sustainable Development Goals:

- **#3:** Ensure healthy lives and promote wellbeing for all at all ages
- **#4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; and
- **#8:** Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all

Our objectives further promote the eradication of poverty, the social and economic inclusion of youth, their improved civic engagement, ecological sustainability, the measurability of outcomes, innovative solutions and effective global partnerships.

In terms of geography, we aspire having strong programmes in:

- The Middle East and North Africa, with a priority on ‘Inclusive and Equitable Quality Education’ and ‘Creating Opportunities for Productive Employment and Decent Work’.
- Asia, with a focus on ‘Inclusive and Equitable Quality Education’ and ‘Creating Opportunities for Productive Employment and Decent Work’.

- Sub-Saharan Africa, where the priority is ‘Promoting Healthy Lives and Wellbeing of Children and Youth’ and ‘Inclusive and Equitable Quality Education’.
- Switzerland, where we want to contribute to the national implementation of the strategic objectives as outlined in the SDGs by working on the policy level through operational projects.

We remain flexible to working in new regions or on different thematic topics arising on an ad hoc basis, for example in Europe or South America, or regarding gender-based violence.

For all strategic objectives, we aim to:

- 1) Use sport and play as a catalyst to attain development objectives.
- 2) Ensure that the rights of children and youth are explicitly considered in the implementation of the SDGs and that children and youth have opportunities for efficient participation.
- 3) Advocate for relevant governments, sport associations, and national and local organisations of all kind to increase their commitment and capacity to use sport and play for achieving development goals as defined in the SDGs.
- 4) Build and strengthen everyday life, civic engagement and ‘green’ skills.
- 5) Create evidence of the effectiveness of sport and play.

## **STRATEGIC OBJECTIVE 1: PROMOTE HEALTHY LIVES AND WELLBEING OF CHILDREN AND YOUTH**

### **BACKGROUND**

Many of the health problems young people will encounter as adults, particularly non-communicable diseases, have their origins in events and habits formed during childhood and adolescence, which makes this stage of their lives crucial for addressing health determinants.

Particularly in cases of rapid and contextual changes, traditional values or norms might lose their validity without being replaced with something new. Psychological insecurities and issues ranging from pessimism to mental health disorders are the result.

At the same time, every child and young person strives for physical, social and mental wellbeing, wanting and deserving to live a healthy life. A healthy life and wellbeing are also a major factor in young people's development if they are to fulfil their full potential, have success in education and employment and play an active part in society.

### **AIMS**

- 1) To promote healthy lifestyles among children and youth (including their families, caretakers and communities).
- 2) To provide psychosocial support to individuals and groups in need including in the context of re-integration, rehabilitation and trauma work.
- 3) To raise awareness of related issues such as physical activities, nutrition, hygiene, and sexual and reproductive health and rights, with an emphasis on behaviour change.
- 4) To strengthen awareness among decision makers on the importance of health support, especially for girls, women, refugees and traumatised people.

## **ACTION**

To achieve our strategic objectives, we:

- Design and implement programmes increasing the psychosocial wellbeing of children and youth through sport and play.
- Create opportunities for children and youth to improve their physical health and increase their awareness of health-related information.
- Design and implement trauma-informed interventions based on sport and play and develop training curricula and teaching materials.
- Train people (for example coaches or physical education teachers) who apply the sport and play approach in their communities.
- Supplement our programmes with counselling activities, relevant life skills training and other support activities such as youth clubs, parents' groups and awareness raising. Life skills are abilities for adaptive and positive behaviour that enable children and young people to deal effectively with the demands and challenges of everyday life. Depending on the context, these skills can include conflict resolution, empathy, problem-solving and creative thinking.

Sport and play in this context is used to improve physical, social and mental wellbeing, provide access to health information, raise awareness about health issues, reduce stigma (e.g. HIV/AIDS), increase motivation, prevent chronic diseases and foster healthy lifestyles.

This strategic objective aligns with Goal #3 of the Sustainable Development Goals: Ensure healthy lives and promote wellbeing for all at all ages.

## **STRATEGIC OBJECTIVE 2: CONTRIBUTE TO INCLUSIVE AND EQUITABLE QUALITY EDUCATION**

### **BACKGROUND**

Around 264 million children worldwide do not go to school, and 617 million are not able to read, write or do basic arithmetic well, even after spending at least four years in school. There are many reasons why this is happening: the lack of access to quality education is the most important one, followed by the lack of foundational education attainment. There is also a lack of well-qualified teachers while parents and pupils often have only limited awareness of the long-term benefits of education – resulting in limited aspirations to participate – and of the financial, academic and personal support available once enrolled.

Inclusive and equitable quality education is critical for the cognitive, social, emotional and physical development of children and youth, and also for the development of the necessary skills for life and work recognised by the UN as the best method of building the skills required for meeting labour market demands, lifelong learning and finding decent work.

### **AIMS**

- 1) To create educational opportunities and enhance access to early childhood development programmes for disadvantaged children.
- 2) To create educational opportunities and improve access to basic education for disadvantaged and out-of-school children and youth.
- 3) To enhance their cognitive, social, emotional and physical development and facilitate their entry into the government school system.

- 4) To improve the quality of teaching and promote learner-centred teaching methods used in early childhood and basic education through context-specific, practice-oriented teacher training in formal and non-formal learning environments.
- 5) To equip children and young people with the life skills necessary to flourish and promote education for sustainable development and peace.
- 6) To create an enabling environment and support systems for children and young people to develop and ensure they are protected from physical and emotional harm.
- 7) To strengthen awareness on the importance of education, especially for girls and marginalised groups.

## **ACTION**

To achieve our strategic objectives, we:

- Design and implement Early Childhood Development (ECD) programmes, Non-Formal Education (NFE) and Formal Education (FE) classes with fun learning opportunities and interactive quality teaching that supports the children’s physical, cognitive, emotional and social development (and in the case of NFE and ECD their admission / readmission into mainstream primary schools). Whenever possible, we complement academic teaching with life skills education and/or education for sustainable development and peace.
- Supplement our programmes with supporting activities, such as a parental education, follow-up of ECD and NFE graduates who have transitioned into mainstream education, child and youth clubs, and small-scale income-generating activities to enable parents to support their children’s education financially.
- Build the capacity of local partners to systematically monitor and evaluate projects for their success and learnings.
- Develop and apply child protection systems.

Our education interventions are grounded upon our UNICEF Sport for Education Award winning, interactive sport and play-based approach<sup>2</sup> and field-validated curricula we developed. The contribution of sport and play to education is manifold. It includes: motivating parents to enrol in school and children to attend regularly, improving academic performance, promoting cognitive, social, emotional and physical development, promoting the inclusion of marginalised groups by eroding stigma that prevents disadvantaged children from going to school. In addition to our sport and play-based teaching approach, we incorporate the latest findings in pedagogy and interactive methods to meet set objectives.

To cultivate a generation of engaged community members, our life skills programmes intentionally foster citizenship competencies and encourage civic engagement to help youth acquire knowledge, skills and experience to participate confidently in the political, economic, social and cultural life of their living environment.

Partnerships and cooperation with bodies such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) or the Swiss Network for Education and International Cooperation (RECI) help us to keep track of the latest developments in the field of education but also to contribute to the objectives set by these organisations.

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<sup>2</sup> See <http://www.beyondsport.org/project/m/move-4-new-horizons/>

This strategic objective relates to Goal #4 of the SDGs: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

### **STRATEGIC OBJECTIVE 3: CREATE OPPORTUNITIES FOR PRODUCTIVE EMPLOYMENT AND DECENT WORK**

#### **BACKGROUND**

Half the world population is under 30 and around 1.2 billion people are aged 15 to 24. According to the ILO, more than 200 million young people are either unemployed or have a job but live in poverty. Although many countries have acknowledged that youth employment is a central challenge, both appropriate solutions and efficient action remain few and far between.

The transition from being a child to becoming an adult is difficult and youth often do not get the necessary support during this period. Often, there is a mismatch between the skills and competences taught by education institutions and labour market requirements. For a young person, being unemployed, underemployed or not in training (NEET<sup>3</sup>) might generate discouragement, frustration, depression and low self-esteem, which in turn can push the person towards drug abuse, crime, violence or make them prone to illness. Many young people become marginalised or excluded and are forced to work in adverse conditions to have at least some form of earnings. For many, when they find employment, it is in predominantly manual or low-skills jobs, which are not very stimulating, and where they do not get a chance to prove their capacities. Often it is in the informal sector, with little worker rights and harmful practices.

#### **AIMS**

- 1) To equip young people with the technical knowledge, the capacities and life skills necessary to earn an income and succeed in the labour market through (short-term) entrepreneurship and vocational training programmes.
- 2) To improve living conditions through decent employment opportunities for disadvantaged youth through holistic (short-term) entrepreneurship and vocational training programmes and by encouraging the creation of micro enterprises.
- 3) To create an enabling environment, support systems and networks for young people through coordination with relevant governmental and other service providers and access to start-up supporting schemes (mentoring, start-up capital, etc.).
- 4) To strengthen awareness on the importance of training, especially for girls and marginalised groups.
- 5) To generate and present evidence to influence policy dialogue.

#### **ACTION**

To achieve our strategic objectives, we:

- Design and implement short-term vocational training and entrepreneurship programmes targeted at youth.

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<sup>3</sup> Not in Employment, Education or Training

- Develop training curricula and teaching materials to provide knowledge on business fundamentals, impart employability and entrepreneurial skills and develop social competencies.
- Train trainers on using the sport and play approach for teaching the above-mentioned skills and knowledge.
- Provide start-up funding and improve access to funding opportunities to support innovative business ventures and set up mentorship schemes to help start-ups realise their business plans.
- Build up the capacity of local partners to monitor and evaluate their programmes and create evidence to take promising interventions to scale.

In entrepreneurship programmes, if applicable, we put particular emphasis on supporting young entrepreneurs to acquire skills to develop feasible green business ideas, optimise resource use and energy efficiency in their businesses and transform environmental challenges into profitable business opportunities.

We believe that by bringing sport and play into vocational and entrepreneurship training programmes, they become more attractive for young people. This is especially true for those who face hurdles in the job market, such as socio-economically disadvantaged young people or those who have only had limited education. Sport and play in this context is specifically used to foster experiential learning, life-skills, employability and motivation for life-long learning.

For this strategic objective, we cooperate with partners such as the International Labour Organization (ILO).

This strategic objective contributes to SDG goal #8 related to productive employment and decent work, for which employees need to have skills to make them employable, but also awareness of their rights and responsibilities.

#### **STRATEGIC OBJECTIVE 4: CONTRIBUTE TO INTERNATIONAL KNOWLEDGE SHARING AND ADVOCACY EFFORTS FOR SPORT AND PLAY FOR DEVELOPMENT**

##### **BACKGROUND**

Since the turn of the century, sport has become increasingly recognised as a tool for social, environmental and economic development. More and more governments and intergovernmental organisations are promoting it as a way to address local, regional and global challenges. This acknowledgement on the policy level has led to a proliferation of organisations using sport on a range of topics from health and education to employment and conflict resolution.

The Swiss Academy for Development is one of the frontrunners. Adopting sport and play into its work in the early 2000s, SAD was one of the organisers of the first high-level conferences on sport for development, which took place in Magglingen, Switzerland, in 2003. Since then, sport has been recognised in the Agenda 2030 as an ‘enabler of development’ and the sport for development and peace community has its own international day, celebrated every year on 6 April.

However, sport and play are still underappreciated in some circles, and it can be viewed as trivial when communities need more immediate goals to be met. There is also a need for knowledge sharing to ensure that the quality of policies and programmes improve, meaning that sport and play can be used to more effectively address challenges faced by community.

SAD has been at the forefront of knowledge sharing and advocating for the use of sport and play as a development tool since the Magglingen Conferences, and the organisation continues to see that as a key part of its role.

## **AIMS**

- 1) To contribute to sport and play being better recognised as a tool for development.
- 2) To improve the quality of policy and programme design through knowledge sharing.
- 3) To create better links between the sport for development community and organisations working on the Swiss Academy for Development's three strategic goals.
- 4) To ensure access to information and decision making for groups who are often side lined, such as people with disabilities and people in low- or middle-income countries.
- 5) To influence policy.

## **ACTION**

To achieve our strategic objectives, we:

- Design and publish manuals, project evaluations, curricula and toolkits on SAD's sport and play approach.
- Share knowledge with project partners, for example through workshops and train the trainer sessions.
- Take part in international conferences as a participant and speaker.
- Offering consultancy services on topics such as: capacity building, capacity assessments, monitoring and evaluation, project management and implementation, applied research, webinars and calls for articles, and online learning.
- Participate in international working groups and networks. As of December 2020, these include (among many others): the UNESCO Permanent Consultative Council to CIGEPS; the International Working Group on the Safeguards for Children in Sport, and the Swiss Network for Education and International Cooperation (RECI); the More than Sport Alliance, which SAD cofounded.
- Operate the International Platform on Sport and Development (sportanddev). This is a network of more than 1,000 organisations, and a key knowledge-sharing project is the online course 'Sport for Sustainable Development: Designing Effective Policies and Programmes,' which sportanddev created with the Australian government and the Commonwealth.
- Contribute to shaping the SDP agenda and policies.

Our approach towards these activities prioritises partnership building. We are in regular contact with actors in a range of sectors from governments and NGOs to sports federations and universities. We are committed to inclusion and participation, and we believe that decision making is more effective when a wide range of voices are involved. That includes groups who are often excluded due to: gender expression and identity, sexual orientation, age, religion, location, ethnicity or disability.

This strategic goal is crosscutting as it is relevant to the first three strategic goals. It contributes most to SDG #17 – partnerships for the Global Goals – but also indirectly to the other 16 SDGs.



## **OUR ORGANISATIONAL OBJECTIVES**

### **ORGANISATIONAL OBJECTIVE 1: RAISING OUR PROFILE AND GROWING OUR INFLUENCE**

#### **BACKGROUND**

We have been part of the sport and development discourse since 2003, and we operate the International Platform on Sport and Development ([www.sportanddev.org](http://www.sportanddev.org)).

We will continue working on positioning ourselves in a healthy and growing sector of the development industry. On sportanddev, 1,031 organisations are registered, which we enable to network, learn, and grow. These organisations constitute the core of the sport and development community. The spectrum of organisations can be aligned on the **SPORT FOR EXCELLENCE – SPORT FOR ALL – SPORT FOR DEVELOPMENT** continuum. We service this community with our knowledge of global activities relevant for sport and development organisations.

In addition, with the SDGs that apply to all countries and will be guiding principles for national and international policies and action, domestic politics will become a main driver for international cooperation. The Swiss Academy for Development's direction of impact must be to become more visible in the sport and play sector and better connected in the national context while actively contributing to relevant international networks to access funding sources but also to influence and shape development policy.

#### **AIMS**

- 1) We position ourselves as a respected centre of excellence for sport and play in international cooperation.
- 2) We increase our visibility and improve our outreach capabilities in this field on the national and international level.
- 3) We raise awareness of our work.
- 4) We become more influential with policy makers in our strategic areas.

#### **ACTION**

To raise our profile and increase our influence, we will:

- Communicate through a cross-media strategy.
- Strengthen our brand and corporate identity.
- Communicate our unique identity and values we offer proactively to our donors, partners and the public.
- Develop strategic partnerships and alliances.
- Contribute to policy debates with the knowledge and evidence we have.
- Play a coordinative and facilitative role in policy initiatives.
- Strengthen our network with the Swiss government, politicians and civil society organisations.
- Campaign so that sport and play become an even better embedded element in the policies and programmes of the Swiss and other governments, sport federations, relevant international organisations and civil society organisations.



## **ORGANISATIONAL OBJECTIVE 2: GROWING OUR INCOME**

### **BACKGROUND**

Fundraising has been a main challenge for the Swiss Academy for Development. Its funding is all earmarked and mainly comes from Swiss-based grant-making foundations. Fundraising will remain difficult because of the increasing number of actors that work in international cooperation but also due to the tendency of increasing bureaucratic and administrative hurdles put on non-governmental organisations.

### **AIMS**

- 1) Grow our grant income from the Swiss and other governments as well as multilateral sources.
- 2) Increase our income from public donations by a growing amount each year.
- 3) Increase our income from private sector partnerships and non-traditional funding avenues such as crowdfunding.
- 4) Maintain and nurture our existing donor base.

### **ACTION**

To attract new donors and achieve a modest increase in financial income, we will:

- Develop a new fundraising strategy and professionalise our fundraising system.
- Invest more resources in fundraising and building fundraising capacity.
- Widen donor networks and improve our excellence in managing donor relationships and grants.

## **ORGANISATIONAL OBJECTIVE 3: INNOVATION AND EVIDENCE OF REAL CHANGE**

### **BACKGROUND**

The SDGs are no longer about providing ‘aid only’ to reduce poverty but addressing a large variety of development challenges, including climate change, inequality and insecurity. To address these challenges, they call for developing new innovative ideas to existing and new problems, the development of suitable indicators, the improved sharing of gained knowledge and better cooperation between experts, the private sector, academia, governments and civil society.

We work in a multi-dimensional, interdisciplinary way, to effectively partner, learn and innovate so that we contribute most effectively to achieving the SDGs.

### **AIMS**

- 1) We build compelling evidence of the effectiveness of sport and play interventions and our projects.
- 2) We strengthen our own expertise and build new competences.
- 3) We facilitate the sharing of knowledge and practices.
- 4) We contribute to innovation through research partnerships.

### **ACTION**

We are a small organisation and a small part of the complex system of international cooperation. We make sure that we measure and demonstrate the impact we have in our own projects and at the same time contribute to initiatives and policy processes in the wider international system through

partnerships, sound monitoring and evaluation and research. Cooperation with academic institutions that combines research with our expertise in implementation is necessary for us to strengthen the transfer of innovation, our ability to provide scientifically-based policy advice and to build the capacity of local partner organisations effectively. We will:

- Improve our existing system for monitoring and evaluation.
- Prepare relevant, insightful and well-analysed data and policy briefs and share them in appropriate fora and the media.
- Enter into selected research partnerships.
- Develop new and innovative approaches, together with research partners.

#### **ORGANISATIONAL OBJECTIVE 4: BEING AN INSPIRING AND EFFECTIVE ORGANISATION**

##### **BACKGROUND**

We have huge potential. We have highly engaged staff, committed to our vision and mission, and a vast network, expertise and knowledge in the field of sport and play. Our foundation board is composed of very knowledgeable and well-known members. We can do even better and make our internal processes more efficient to achieve our strategic objectives cost-effectively and professionally.

##### **AIMS**

- 1) We nurture and empower our staff.
- 2) We strengthen our accountability.
- 3) We adjust our approach to programming.
- 4) We become a learning organisation.

##### **ACTION**

We are inspired by our work supporting children and youth, and we want to inspire others with the difference we make. To do this, we need to be professional, focused and effective in how we run our organisation and our projects. We must be accountable and be prepared to deal with risks emerging from our activities. We will:

- Develop new talent and increase the number of staff to strengthen our team.
- Offer our staff a clear path for career development.
- Provide advanced training on topics relevant to us.
- Improve our finance and project management system.
- Systematically use the resources of our foundation board for networking, outreach and fundraising.
- Move towards more country programmes.
- Appoint thematic focal points for health, education, employment, sport and development, monitoring and evaluation, and knowledge management.
- Implement our knowledge management strategy.

## **RESOURCES**

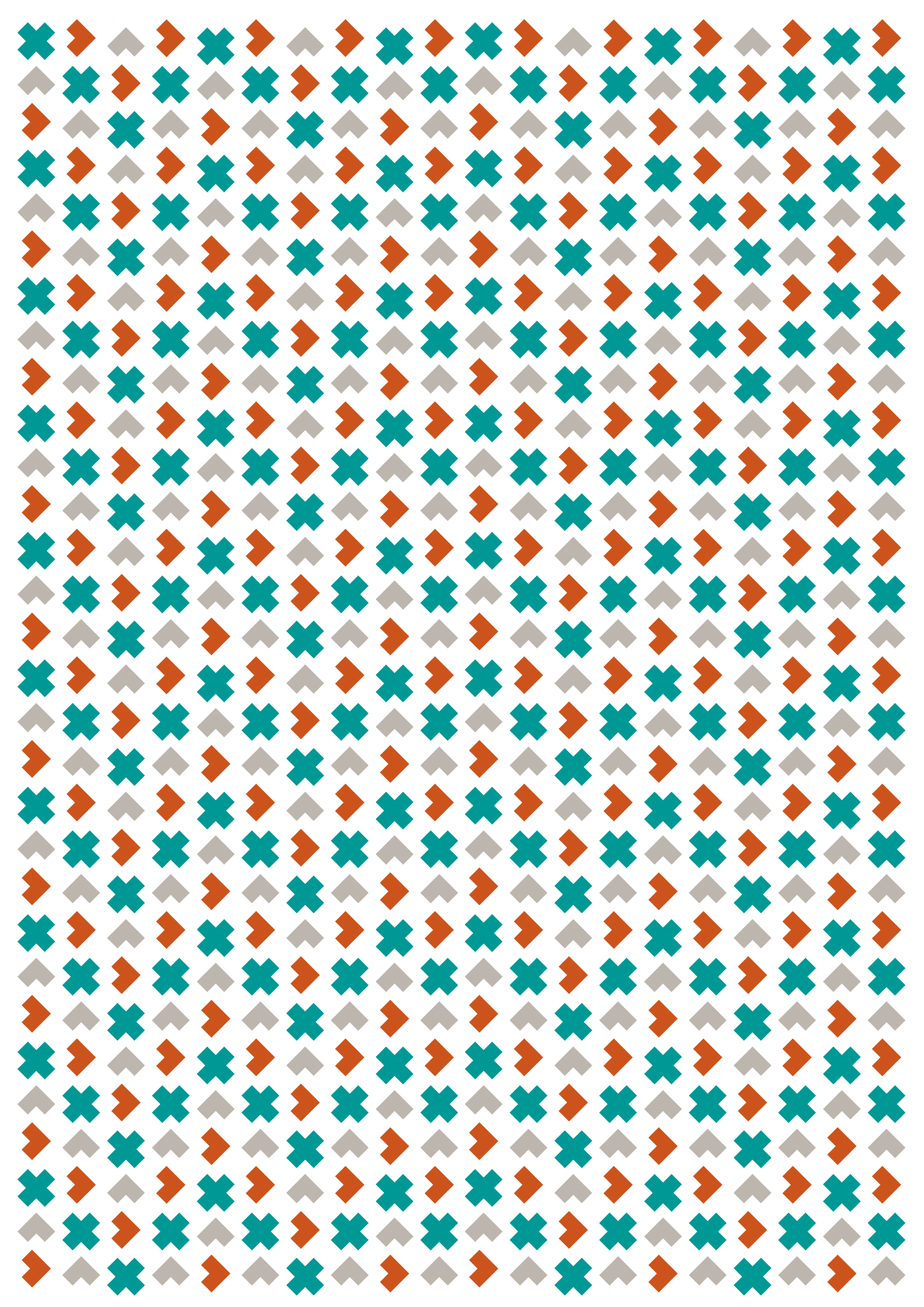
The Strategic Framework we have set for 2020-2022 builds on the previous strategy 2016-2019. It is ambitious and requires growth in terms of finances and manpower. We expect our annual income to grow from currently 1.2 million CHF to 2.5 million CHF, which would allow us to employ additional staff needed.

In addition to funding from Swiss-based grant-making foundations, we rely on contributions from Swiss municipalities, governments, multinational agencies, international foundations, but also from the public and private sector. In addition to grants, we assume mandates from governments, international organisations and other relevant entities.

## **STRATEGIC CONTROLLING**

We see this strategy as a living document (i.e., open to amendments) that will influence our operations and direction of impact over time. It builds on the strategy 2016-2019 and has been slightly revised. We will continue refining this document as an internal working paper that will guide us to sharpen our focus even further and define key performance indicators. It will be reviewed at least once a year during our annual review. The results are presented to our foundation board and reported about in our annual report. In 2022, we will again evaluate the practical implications of this strategy paper and assess what we have achieved as a basis to define our future direction.

We would like you to be an active partner throughout this process as this will not only makes us more efficient, but also ensures the most effective use of your contributions and investments in us.



**BIEL/BIENNE, 26.1.2021**

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