

# Sport For All

## — JICA's Cooperation for Sport and Development —

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# The Global Reach of Sport, and JICA Initiatives



## Sport for Development and Peace

Sport is gradually moving from limited activities undertaken by specific people to society-forming tools that facilitate the gathering of people in diverse situations and for diverse reasons.

Creating conditions where people can enjoy “freedom from fear,” “freedom from want” are the freedom to live in dignity – triggered by the United Nations Development Program (UNDP) publication Human Development Report 1994, this principle of human security started to be utilized in various discussions in recent years. Human security has been positioned as an important topic in Japan’s foreign relations since the latter half of the 1990s.

The Japan International Cooperation Agency (JICA) has been engaged in overseas cooperation activities in sport at the grass roots level since the 1960s through the Japan Overseas Cooperation Volunteers (JOCV) program. Such overseas cooperation in sport has a significant presence.

To achieve ‘Human Security,’ JICA focuses on individuals and makes it its mission to implement cooperation that is reliably delivered. JICA believes that sports contributes to protecting the vital core of all human lives in ways that enhance human freedoms and human fulfillment, which is one aspect of human security.



## Significance of the Sport and Development Project: Contribution to the SDGs

Traditionally, the general perception was that sport was a means of international exchange. However, that view has changed significantly.

The 2030 Agenda for Sustainable Development, including the Sustainable Development Goals (SDGs), was formally adopted by the United Nations General Assembly in September 2015. It declared that "Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives."

There is heightened interest in using sports as an important and powerful tool with latent potential to address issues to support the achievement of each of the 17 SDGs.

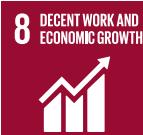
In particular, as the following table indicates, there are numerous areas where greater contributions can be expected for achievement of the SDGs through sport and development. There is also potential for contributions to sports-related policies that are linked to achievement of the SDGs.

The sport and development undertaken by JICA is an initiative that uses the Tokyo 2020 Olympic and Paralympic Games as a stepping stone on the path to achieving the SDGs.

Sports are activities that are available to anyone, including children, the elderly, and people with disabilities. For that very reason, the power of sport can be used to achieve the objective of the SDGs to "leave no one behind."

## SUSTAINABLE DEVELOPMENT GOALS

### ● The main roles of sports in relation to the SDGs

Goal 1	End poverty in all its forms everywhere		Goal 8	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	
Goal 2	End hunger, achieve food security and improved nutrition and promote sustainable agriculture		Goal 10	Reduce inequality within and among countries	
Goal 3	Ensure healthy lives and promote well-being for all at all ages		Goal 11	Make cities and human settlements inclusive, safe, resilient, and sustainable	
Goal 4	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all		Goal 16	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	
Goal 5	Achieve gender equality and empower all women and girls		Goal 17	Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development	

## Approaches to JICA Sport and Development Program

JICA's "Development Through Sport" Program approach utilizes one of two methods depending on the goal. One method has a direct impact, such as help people maintain their mental and physical well-being as a direct benefit of sport. The other has an indirect impact, such as boost awareness and promotion of activities in certain areas and challenges using the power of sport, which includes that of gathering people. (Diagrams (1) – (5) on right)

The premise of conducting development through sport is the presence of an infrastructure for sport. In other words, development of sport must have been carried out.

The development of a tangible infrastructure includes building various facilities and sport grounds that are in accordance with international rules, and ensuring adequate availability of and access to sport-related equipment.

The development of an intangible infrastructure includes ensuring that there are people and organizations for carrying out, popularizing and strengthening various sport that are in line with various rules. It includes achieving the presence of coaches and referees of adequate quality in sufficient numbers as well as the existence of adequately functioning sport organizations and associations that oversee individual sport.

Improvement of competitive capabilities and the fostering of top athletes, who are capable of competing in international competitions, on such foundations will bring pride and joy to the population as well as provide them with dreams and inspiration. Popular interest in sport would be heightened as well as lead to the positive use of sport to resolve various development issues. (Diagrams (6) and (7) on right)

Development Through Sport	
Direct effects on development issues	Indirect effects on development issues
(1) Promotion of health and improvement of non-cognitive skills* <ul style="list-style-type: none"> <li>• Provision of physical education</li> <li>• Promotion of extracurricular school activities</li> <li>• Measures against lifestyle diseases</li> <li>• Measures for the elderly</li> </ul> <small>*Non-cognitive skills include endurance, self-control and enthusiasm for achieving the goals; sociability, respect and consideration for cooperating with others; and self-esteem, optimism and self-confidence for controlling emotions and behavior</small>	(2) Boosting of awareness and promotion of activities in certain areas and challenges*  <small>*Areas and challenges include health and hygiene, the environment, agriculture, community development and poverty</small>
(3) Promotion of social participation by people in socially difficult situations*	
<small>*Includes people with disabilities, the elderly, women, children, minorities, refugees, the unemployed and the poor</small>	
(4) Promotion of peace*	
<small>*Includes the alleviation of ethnic tension and the mitigation of trauma</small>	
(5) Support of community building	
<ul style="list-style-type: none"> <li>• Promotion of sport tourism and health tourism</li> <li>• Promotion of host towns</li> <li>• Promotion of sport businesses</li> </ul>	
Development of Sport	
(6) Provision of sport infrastructure	
<ul style="list-style-type: none"> <li>• Provision of facilities, sport grounds and equipment</li> </ul>	
(7) Enhancement of competitive skills (fostering top athletes)	
<ul style="list-style-type: none"> <li>• Fostering and strengthening those who participate in the Olympics, Paralympics and other competitions (including coach and referee training, and supporting sport organizations and associations)</li> </ul>	

## Sport and Development Priority Policies -The Three Pillars of JICA's Sport and Development

The sport and development projects undertaken by JICA in developing countries are an effective means of solving development issues by using sport as a method to directly or indirectly build the capacity of individuals and organizations to broaden their potential, and making people's lives healthier and richer.

Building on its sport and development projects, JICA will further develop its three pillars, and implement sustainable, ongoing initiatives based on the global situation following the Tokyo 2020 Olympic and Paralympic Games.

### The Three Pillars



#### 1 Support of Physical Education

- Promotion of health education, sociability and character formation



#### 2 Promotion of Social Inclusion and Peace

- Mutual understanding, and support for the socially disadvantaged, including women, children and people with disabilities

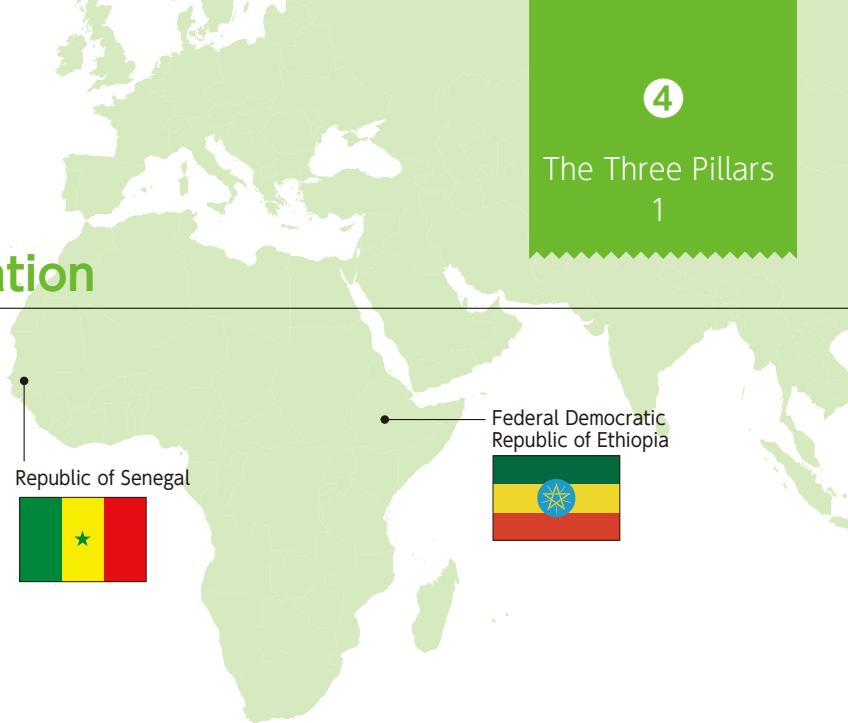


#### 3 Enhancement of Sport Performance

- Preparation of a sport infrastructure
- Enhancement of Performance (Fostering top athletes)
- Promotion of ties with international society

# 1. Support of Physical Education

Physical Education (P.E.) plays an important role in fostering emotionally and physically healthy children, who will lead their country in future. JICA is undertaking a variety of initiatives, including the planning of field days and other school events, the development of teaching materials, and the development of human resources, including teachers.



## Field Day



### Mayu Ishii

- Recipient country: Ethiopia

In 2016 Mayu Ishii was posted to Ethiopia as a JOCV P.E. volunteer. She studied sport coaching at university and had later taught children P.E. as well as coached sports to them. She was assigned to a local education office and made routine rounds to three primary schools, providing support to teachers.

With little equipment, teachers lacking motivation, and low priority placed on physical education, the goal of my activities was to find a way to communicate the fun and importance of physical education. I started by hosting a joint dodgeball competition with the cooperation of the local education office and the three schools. At first, many of the teachers were not very active, and there were times when I thought that we may not be able to hold the event at all. However, once we actually held it, I saw many changes take place, with people commenting that they were glad the competition was held and that wanted to do it again. There was even a school that incorporated dodgeball into their PE classes. Above all, I was delighted that the children said they would never ever forget that day.



### Akiko Takahashi

- Recipient country: Senegal

In 2017 Akiko Takahashi was posted to Senegal as a JOCV P.E. volunteer and turned her attention to the event-loving nature of the Senegalese people. She succeeded in getting local teachers involved in P.E. classes as a result of holding an Undokai (field day). She cultivated motivated teachers into leaders, which led to the spontaneous implementation of P.E. by local teachers.

The sixth-grade children who helped me run the Undokai left an especially strong impression on me. They did much more than they had been instructed to do before the event. It included helping to move the equipment, providing support to the children taking part in the races and other competition as well as to teachers, and helping to keep score. Another strong memory was a parent who had come to watch the event. She said to me, "You must be Maguette! (my local name). The children talk about you at home." It made me very happy to learn that children were not only talking about school at home but were also talking about physical education.

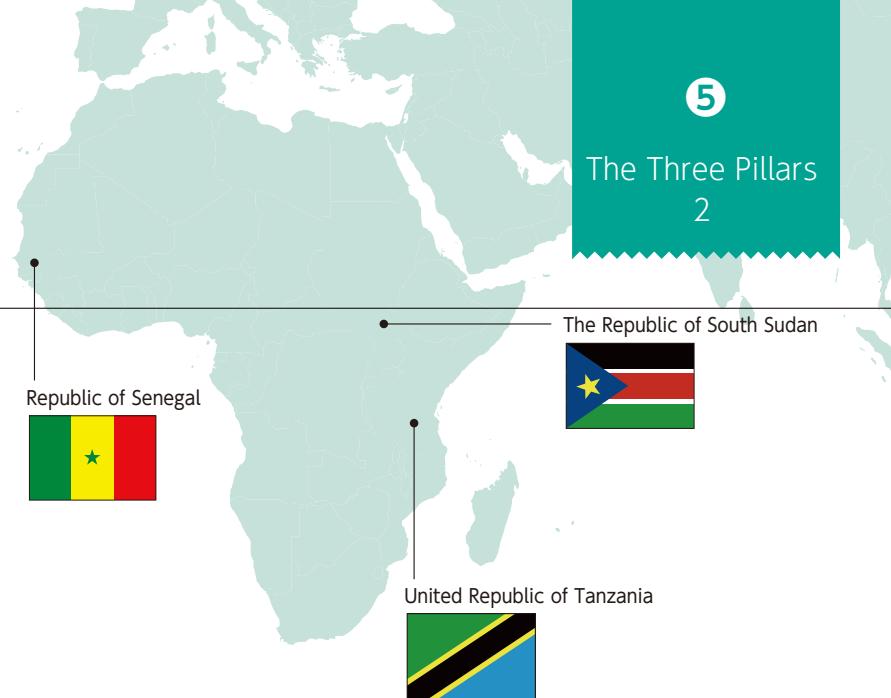
## Issue-based Training: School Physical Education



JICA is conducting issue-based training on the topic of Physical Education in Japanese Schools. The training participants being accepted are administrative officials in charge of physical education in developing nations, and supervisors at teacher training schools. Physical education in Japan not only addresses the development of motor skills but also works to deepen knowledge related to sociability, cooperativeness, health and hygiene. Participants aim to spread and improve physical education at schools in their own countries. They attend lectures and carry out practical work to learn the principles and instruction methods of Japanese-style physical education.

## 2. Promotion of Social Inclusion and Peace

Sport is indispensable as a tool for the achievement of respect for the human rights of persons with disabilities, social participation and equality, and inclusive societies. Sport is borderless and can be played and enjoyed even among differing ethnic groups and tribes. As such, it also contributes to the promotion of social inclusion and peace.



### 5-a-side football (Blind football) / Senegal



In 5-a-side football, players compete wearing blackout masks and using a ball containing an audible device. It was developed for people with vision impairments. It is played around the world and became an officially recognized sport of the Paralympic Games in 2004.

In May 2018 during National School Week in Senegal, JICA collaborated with the Ministry of National Education Senegal to hold a 5-a-side football event with the participation of JOCV volunteers in Senegal. Sport has the potential of enhancing the quality of life of people with disabilities, creating settings for enjoyment that goes beyond the presence of disabilities, and creating and developing societies where people can coexist.

### National Unity Day (NUD) Sports Tournament / South Sudan



About two million people have fled South Sudan since 2013 when domestic law and order deteriorated greatly in the country. Given that the unity of all ethnic groups as citizens is a major challenge, the South Sudan Ministry of Culture, Youth and Sports consulted JICA on the idea of holding a national sport tournament aimed at encouraging interaction between youths of differing regions and ethnic groups.

JICA cooperated with the holding of National Unity Day (NUD) as part of its own Promotion of Peace through Sport activities. NUD was an initiative for youths from different regions to interact with each other through sport.

### Women's Athletics Competition (Ladies First) / Tanzania



#### Juma Ikangaa

Juma Ikangaa is a former marathon runner who competed in the Los Angeles and Seoul Olympic Games. In Tanzania, he supervises athletics clubs and is involved in the training of young athletes.

While there has been progress in women's social advancement in Tanzania, there is still a gap between areas where the participation of women is being promoted or not.

Taking such circumstances into consideration, Juma Ikangaa and JICA embarked on a challenge which they dubbed Ladies First – the first women's athletics competition to take place in Tanzania. The objectives included achieving gender equality, empowering women, promoting sport and popularizing physical education.

### 3. Enhancement of Sports Performance

Under the coaching of JICA Japan Overseas Cooperation Volunteers (JOCV) volunteers involved in the sport sector, players who have achieved growth in mind, body and technique are now competing in international competitions like the Olympic Games. The excitement of witnessing athletes from their own country compete on the world stage is boosting a feeling of pride toward their own countries and promoting the understanding of other countries.

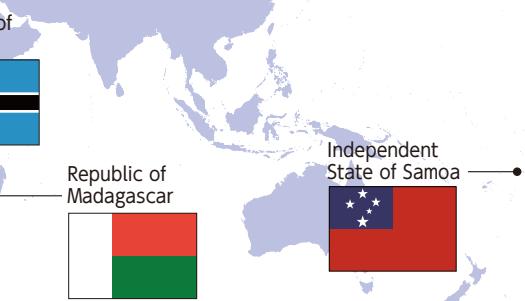
#### Judo



##### Fubuki Eguchi

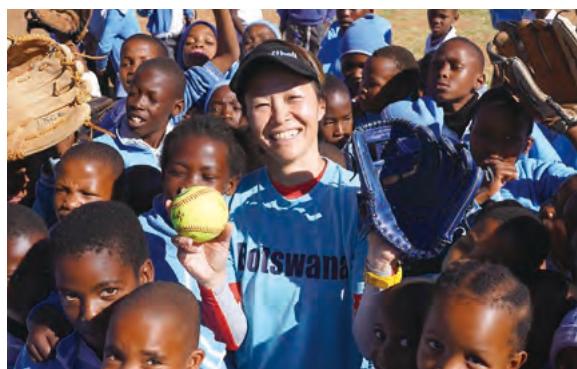
- Recipient country: Samoa

In 2015, Fubuki Eguchi was posted to Samoa as a JOCV judo volunteer. He coached judo, from children to youth, and even at the selected class level



At the Samoa Judo Association, I coached a wide range of ages. At the selected class level, I coached Derek Sua, who competed in the 2016 Rio Olympic Games in the men's judo +100 kg class. I was at the Rio Games as coach of the Samoan judo team. Derek weighs over 160 kg and is almost 100 kg heavier than me. It was not easy not to lose to him as coach, but I tried to coach a type of judo that was not about just using sheer strength. Derek is very likely to become coach of the Samoan judo team in the future, so I want him to lead judo in Samoan after coming into more contact with the way world-class athletes conduct themselves and train.

#### Women's softball



##### Aiko Nakamura

- Recipient country: Botswana

In 2017, Aiko Nakamura was posted to Botswana as a JOCV softball volunteer. She undertook development of the softball skills of not only the national team but also at the grassroots level.

I started with having them pick up litter around the softball field. I felt the need to demonstrate the Japanese mindset and see how the players would react. The road to the "Tokyo Olympics" as advocated by the local softball association was not concrete enough to implement. So, I started by collaborating with my local counterpart and focused on the very basics for playing softball: returning borrowed items, cleaning up the field, and taking a serious approach. I hope that somebody will still be carrying on this approach 10 or 20 years down the road.

#### Women's rugby



##### Yuki Nakano

- Recipient country: Madagascar

In 2017, Yuki Nakano was posted to Madagascar as a JOCV rugby volunteer. His main role was to coach the women's national rugby sevens team and to make routine rounds visiting communities.

Nearly all rugby training in Madagascar takes the form of matches, so players had not learned basic skills, such as passing or tackling. I am making an effort to improve their skills by proposing effective physical and skills training. Even if there are language problems, I believe that it is important to deepen mutual understanding by accepting the culture and people of other countries.

## The Global Reach of Development Cooperation Through Sport

JICA is undertaking a variety of programs!  
Cooperation through sport is implemented in  
**91 countries.**

JICA's cooperation of sport and development takes a variety of approaches that include volunteer programs and technical cooperation projects. The initiatives are undertaken worldwide and include the development of teaching materials used in primary and junior high schools, and instruction manuals for teachers, the development of human resources, such as teachers, the promotion of peace through sports, and receiving training participants.



### Europe

- Countries where cooperation is implemented: **7 countries**
- Number of JICA JOCV volunteers: **145 people**



### Asia

- Countries where cooperation is implemented: **21 countries**
- Field days: **9 countries**
- Number of JICA JOCV volunteers: **1,362 people**



### Middle East

- Countries where cooperation is implemented: **6 countries**
- Field days: **1 countries**
- Number of JICA JOCV volunteers: **443 people**



### Pacific

- Countries where cooperation is implemented: **10 countries**
- Field days: **2 countries**
- Number of JICA JOCV volunteers: **247 people**



### Africa

- Countries where cooperation is implemented: **24 countries**
- Field days: **12 countries**
- Number of JICA JOCV volunteers: **805 people**



### Central and South America

- Countries where cooperation is implemented: **23 countries**
- Field days: **7 countries**
- Number of JICA JOCV volunteers: **1,409 people**

Countries where cooperation is implemented:

The number of countries in each region where JICA is undertaking cooperation through sport (including elements such as games and recreation)

Number of people dispatched:

The cumulative number of JICA Japan Overseas Cooperation Volunteers (JOCV) since commencement in 1965 (to March 2019)



The cumulative total number of Olympic and Paralympic athletes coached by JICA JOCV volunteers since the 1988 Seoul Olympic Games: 92 people.

The number of medals won by the coached athletes is three gold and four silver medals (as of 2016).

# JOCV Volunteers Are Also Active After Returning Home

After returning to Japan upon completion of their activities abroad in the physical education and sport sectors, the JOCV volunteers actively engage in work and activities to pass their experiences on to Japanese society. They also leverage the communication skills that they acquired in a foreign culture as a means of connecting people bringing people together.

## Physical education



Sho Yonahara, second row, far left

### Sho Yonahara

- Recipient country:  
Solomon Islands

In 2016, Sho Yonahara was posted to the Solomon Islands as a JOCV physical education volunteer. He provided guidance as in physical education taught at schools (returned to Japan in 2018). He currently works as a physical education teacher at the Okinawa Prefectural Naha Commercial Senior High School.

In the Solomon Islands, there is no infrastructure in place for sport, and indoor sport are hardly ever played. These were the conditions under which I provided daily guidance. I was deeply impressed at the sight of the children simply enjoying swimming and growing steadily despite the adverse conditions with neither swimming pool nor equipment.

In 2017, a partnership agreement was formed between the National Olympic Committee of Solomon Islands and Yaese-cho, a town in Okinawa Prefecture. Yaese-cho was selected as a candidate location for the Tokyo 2020 pre-Games training camp for the Solomon Islands national team. I hope that this will give the Solomon Islands an opportunity to compete in swimming at the Olympics.

## Swimming



### Saki Okita (maiden name: Ikuyama)

- Recipient country: Cambodia

In 2016, Saki Okita was posted to Cambodia as a JOCV swimming volunteer. She coached the swimming federation's Cambodia national team (returned to Japan in 2018). She currently works as head coach for the Cambodian Swimming Federation.

Soon after my arrival, the filtration system of the pool used for training broke down and the water turned green. There was inadequate equipment and swimwear. Despite this, I could sense that pure joy that the swimmers felt in swimming and their desire to swim fast. I implemented training, which included mental training. The swim team members swam impressively, even at international competitions, and one of our female swimmers placed fourth in the Southeast Asian Age Group Swimming Championships. Even now, although I have finished my activities as a JOCV volunteer, I am still coaching Cambodian swimmers who are aiming for the 2020 Tokyo Olympic Games.

## Baseball



### Go Kuroki

- Recipient country: Brazil

In 2009, Go Kuroki was posted to Brazil as a Youth Volunteer for Nikkei (Japanese Descendant) Communities. He coached a children's baseball team in Japanese-style baseball (returned to Japan in 2011). He is currently employed at the International Center of Nippon Sport Science University and is also assistant coach of the university's baseball club.

It was not easy for the local students to accept the Japanese style of baseball, which places emphasis on basic training and good manners. However, as a result of continuing to coach while remaining firm in my convictions, the team placed third in a national championship. After my return to Japan, the World Baseball Classic was held in Japan in 2013, and I was given the opportunity to participate as the batting coach for the Brazilian team. At present, I am employed at the International Center of my alma mater, and I also work as assistant coach for their baseball club. My aim is to produce talented people who can be globally active through sport.