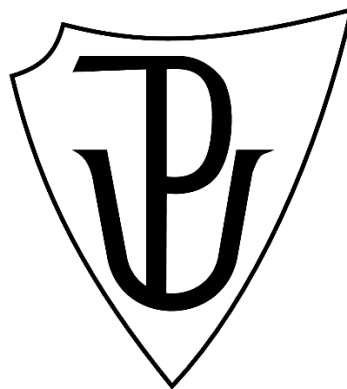


PALACKY UNIVERSITY OLMOUC

Faculty of Science

Department of Development and Environmental Studies



Kristína Cabalová

Sport and its role in Soacha municipality, Colombia

Bachelor's thesis

Mgr. Simona Šafaříková, Ph.D.

Soacha, 2019

Declaration

Hereby, I declare in lieu of oath that this bachelor thesis focused on the topic: Sport and its role in Soacha municipality, Colombia was written by myself under the professional supervision of Mgr. Simona Šafaříková, Ph.D. All information derived from the work of others has been acknowledged in the text and the list of references is given.

.....

Signature

Acknowledgement

I would like to express my warmest gratitude to my supervisor Mgr. Simona Šafaříková, Ph.D. for all her advices, support and patience during creation of this theses, and for helping me to realize this journey to Colombia. Also, to my family that they have accepted my decision of being in this country.

I'm very grateful to the team of Tiempo de Juego for sharing their experiences and knowledge with me, for giving me a lot of space to realize this research and for their constant support.

Moreover, I want to give my thanks to my Colombian family for caring, their never-ending help, happiness and love that they are sharing with me during my whole stay, in especially to Kathe who gave me many wise advices and motivational speeches. To my colleague Andrea and her amazing family for being always present. To Danilo for his valuable help. To Alejandro for being my mentor who is always ready to give me a hand. To Verča for her special friendship, her support and her big heart willing to help in any moment.

In conclusion, I want to give my thanks to all my friend, my whole family and every single person who has passed through my life, because all of them were/are an important part of my life.

Thank You for making this possible.

UNIVERZITA PALACKÉHO V OLOMOUCI
Přírodovědecká fakulta
Akademický rok: 2017/2018

ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Kristína CABALOVÁ**
Osobní číslo: **R16422**
Studijní program: **B1301 Geografie**
Studijní obor: **Mezinárodní rozvojová studia**
Název tématu: **Sport a jeho role v obci Soacha, Kolumbie**
Zadávající katedra: **Katedra rozvojových a environmentálních studií**

Z á s a d y p r o v y p r a c o v á n í :

Bakalářská práce se zaměří na to, jakým způsobem je sport využíván neziskovou organizací Tiempo de Juego (TdJ) při práci v komunitě Soacha, a co sport účastníkům jednotlivých aktivit přináší. Geograficky je Soacha lokalizována v Kolumbii a sousedí s hlavním městem Bogotá. V posledních 30 letech prošla rychlým vývojem zapříčiněným vnitřním konfliktem v Kolumbii. TdJ zde působí již 10 let. Stěžejní částí práce bude kvalitativní výzkum, přičemž respondenty budou lidé, kteří se programů této organizace sami zúčastnili.

Rozsah grafických prací: **dle potřeby**
Rozsah pracovní zprávy: **10 - 15 tisíc slov**
Forma zpracování bakalářské práce: **tištěná/elektronická**
Seznam odborné literatury:

Cardenas, A. 2013. Peace building through sport? An introduction to sport for development and peace. Journal of Conflictology, 4(1), 24-33. Duarte Baja?a, R. 2016. Transforming soccer to achieve solidarity: 'Golombiao' in Colombia. Soccer & Society Dyck, Ch. B. 2011. Football and Post-War Reintegration: exploring the role of sport in DDR processes in Sierra Leone. Third World Quarterly, 32(3), 395-415. Levermore, R., Beacom, A. 2009. Sport and international development. New York, NY: Palgrave MacMillan. Schulenkorf, N., Sugden, J., Burdsey, D. 2013. Sport for development and peace as contested terrain: place, community, ownership. International Journal of Sport Policy and Politics. Sobotová, L., Šafaříková, S., González Martínez, M. A. 2016. Sport as a tool for development and peace: tackling insecurity and violence in the urban settlement Cazucá, Soacha, Colombia. Qualitative Research in Sport, Exercise and Health, 8(5), 519-534.

Vedoucí bakalářské práce: **Mgr. Simona Šafaříková, Ph.D.**
Katedra rozvojových a environmentálních studií

Datum zadání bakalářské práce: **10. dubna 2018**
Termín odevzdání bakalářské práce: **13. dubna 2019**

L.S.

doc. RNDr. Martin Kubala, Ph.D.
děkan

doc. RNDr. Pavel Nováček, CSc.
vedoucí katedry

V Olomouci dne 11. května 2018

Abstract

This investigation is focused on the role of sport in the development of young peer leaders and their skills and on the impact of these skills to their lives. Tiempo de Juego (or TDJ) is a non-governmental organization from Colombia which works in three communities: Soacha, Santa Marta and Timbiquí. As this country passed through many social and political changes in last years, the foundation adapted its work on the condition and needs of local communities. TDJ uses sport, art and technology as a tool to reach and to work with community implementing its own methodology named Coexistence Methodology to every activity. This methodology is focused on a development of technical, pedagogical and psychosocial skills. A very important part of TDJ's work is to give to its participants an opportunity to be formed as young peer leaders, volunteers who attends capacity-building sessions of the School of Leadership and teaches learned abilities and knowledge with other participants. The results show sport as a tool that brings children and youngsters to the foundation; that it makes all the educational process more attractive and joyful; and its potential to develop many different skills. The research emphasizes into fours life skills – communication, empathy, interpersonal relations and self-knowledge – and shows their impact in lives of young peer leader, mainly in the environment of their families, schools and training sessions.

Key words: Sport for Development, Life Skills, Foundation Tiempo de Juego, youth development, Colombia, Soacha, Cazucá

Abstrakt

Tento výzkum je zaměřen na roli sportu v rozvoji mladých lídrů a jejich dovedností, a také dopadem těchto dovedností na jejich život. Tiempo de Juego (nebo TDJ) je nevládní kolumbijská organizace, která pracuje ve třech lokalitách: Soacha, Santa Marta a Timbiquí. Vzhledem k tomu, že tato země prošla v posledních letech mnoha společenskými a politickými změnami, tato organizace přizpůsobila svou práci podmínkám a potřebám místních komunit. TDJ používá sport, umění a technologii jako nástroj k práci s komunitou, zároveň implementuje vlastní metodologii s názvem *Koexistenční metodologie* během každé aktivity. Tato metodologie je zaměřena na rozvoj technických, pedagogických a psychosociálních dovedností. Velmi důležitou součástí práce TDJ je dát svým účastníkům příležitost rozvíjet se jako mladí lídři, což jsou dobrovolníci, kteří se účastní workshopů ve „škole líderství“ a naučené schopnosti a znalosti dále učí ostatními účastníky této organizace. Výsledky výzkumu ukazují sport jako nástroj, který přivádí děti a mládež do TDJ; dělá celý vzdělávací proces atraktivnějším a zábavnějším; a že má potenciál rozvíjet mnoho různých dovedností. Výzkum se zaměřuje na čtyři životní dovednosti – komunikaci, empatii, mezilidské vztahy a sebepoznání – a ukazuje jejich vliv na životy mladých lídrů, zejména v prostředí jejich rodin, škol a tréninků.

Klíčová slova: sport pro rozvoj, životní dovednosti, Organizace Tiempo de Juego, rozvoj mládeže, Kolumbie, Soacha, Cazucá

Contents

- List of abbreviations..... 10
- List of figures..... 11
- 1. Introduction..... 12
- 2. Purpose of the research 13
- 3. Conceptual framework of the thesis 14
 - 3.1. Colombia..... 14
 - 3.1.1. Background of the country..... 16
 - 3.1.2. FARC..... 16
 - 3.1.3. ELN..... 17
 - 3.1.4. Drug trafficking..... 17
 - 3.1.5. Context of the selected location..... 18
 - 3.1.6. Soacha..... 20
 - 3.2. Foundation Tiempo de Juego 22
 - 3.3. Sport for Development..... 24
 - 3.3.1. Sport..... 25
 - 3.3.2. Development..... 26
 - 3.3.3. Sport for development 27
 - 3.4. Life Skills 28
 - 3.4.1. Life skills in Tiempo de Juego 30
- 4. Methodology of the research..... 32
 - 4.1. Type of research..... 32
 - 4.2. Research sample..... 32
 - 4.3. Timeframe of the research in the field 34
 - 4.4. Methods of data collection used in this research 34
 - 4.5. Analysis of the collected data 35
 - 4.6. Quality of the research and research limits..... 35
 - 4.7. Research ethic 36
- 5. Results and discussion..... 37
 - 5.1. Role of sport in the development of young peer leaders..... 37
 - 5.1.1. Reasons to stay in TDJ..... 38
 - 5.1.2. The methodology..... 39
 - 5.1.3. Sport as a pedagogical tool..... 41

5.2. Development and impact of life skills	42
5.2.1. Various learned skills	43
5.2.2. Communication.....	44
5.2.3. Empathy.....	45
5.2.4. Interpersonal relations	46
5.2.5. Self-knowledge.....	48
6. Conclusion	50
7. Summary.....	52
References.....	53
Annexes	58

List of abbreviations

CIA	Central Intelligence Agency
DANE	Departamento Administrativo Nacional de Estadística (National Administrative Department of Statistics)
ELN	Ejército de Liberación Nacional (National Liberation Army)
FARC	Fuerzas Armadas Revolucionarias de Colombia (The Revolutionary Armed Forces of Colombia)
IDMC	Internal Displacement Monitoring Centre
IEPRI	Instituto de Estudios Políticos y Relaciones Internacionales (Institute of Political Studies and International Relations)
NGO	Non-governmental organization
NRC	Norwegian Refugee Council
TDJ	Foundation Tiempo de Juego
UN	United Nations
UN-HABITAT	United Nations Human Settlements Program
UNICEF	United Nations International Children's Emergency Fund
WHO	World Health Organization

List of figures

Figure 1 Relief of Colombian Territory	14
Figure 2 Population pyramid Colombia – 2018.....	15
Figure 3 Map of Cundinamarca, Soacha (in red)	20
Figure 4 Map of Soacha (in blue), Cazucá	20
Figure 5 Life Skills in Tiempo de Juego.....	31
Figure 6 List of interviewed young peer leaders	33
Figure 7 Timeframe of the field-work	34
Figure 8 Categories and subcategories	37
Figure 9 Role of sport - subcategories and codes	38
Figure 10 Development and impact of life skills - subcategories and codes.....	43

1. Introduction

This bachelor thesis is dedicated to the phenomenon of Sport for Development and the concept of Life Skills within a Colombian NGO called Tiempo de Juego that is set in Cazucá, Soacha. This place is considered to be a vulnerable locality where a lot of problematics are concentrated. TDJ's principal purpose is to occupy the free time of children and youths as it is considered that the main cause of many problems is excess of free time. The other objective is to develop specific life skills in its participants and transform them into leaders. The work of the foundation is based on various activities, for instance, sports, arts and technologies. These activities are related to TDJ's Coexistence Methodology (divided in three areas: technical, pedagogical and psychosocial) whose intention is to promote life skills and support development of leadership.

Sport is a fundamental element in this work as it is focused on finding out its role within the foundation. As it was mentioned, there is a concept named Sport for Development that promotes sport as a tool of development or agent of change, among others. In this research it is understood as a tool of development and transformation on a micro/personal level.

“Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair. It is more powerful than government in breaking down racial barriers.”

Nelson Mandela
1st President of South Africa

The other important element is a concept of Life Skills which was defined by World Health Organization and adopted by Tiempo de Juego. It consists of psychosocial abilities that develop adaptive and positive behavior of individuals and in this way gives them “instruments” that help them go through everyday life challenges.

This thesis aims to analyze the role of sport in the development of young leaders from Tiempo de Juego through learning life skills and to describe their influence in their lives. Additionally, the author has spent 9 months in the place where this research was set and had the opportunity to get to know, to observe and to understand better the place, its community and its context from many perspectives.

2. Purpose of the research

The **purpose** of this study is to analyze the role of sport in the development of life skills and their influence on lives of young peer leaders in Foundation Tiempo de Juego.

Main research questions are:

1. How does sport contribute to the process of teaching life skills to young peer leaders from the foundation?
2. What is the influence of life skills to lives of young peer leaders from TDJ?

As there are 10 different life skills, I decided to focus on three of them:

1. Self-knowledge
2. Interpersonal relations
3. Communication

The foundation does not have any research focused on development through sport, TDJ is working on researches about the impact of the whole foundation and its methodology. Last year TDJ started to make a baseline study of its participants through questionnaire and focus groups, however it is still in the process. Also, the output of this research will be an article published within the foundation - these are some of the reasons (objectives) why this research can be useful to Tiempo de Juego.

3. Conceptual framework of the thesis

This chapter gives the theoretical overview that is necessary for an understanding of the following investigation. Firstly, describe the locality where the research is set, starting with basic information about Colombia, its historical background and a focus on the selected area – Cazucá, Soacha. The second part characterizes Tiempo de Juego Foundation and is fundamental for this work. The two last parts define concepts of *sport for development* and *Life Skills*.

3.1. Colombia

The republic of Colombia is situated in the northwest of South America, has its territories in Central America and share borders with Panama, Venezuela, Ecuador, Peru and Brazil. It has also access both to the Pacific and the Atlantic Ocean (Caribbean Sea). Colombia is a large country with its area of 1,138,910 km² that is divided into coastal lowlands, central highlands, high Andes Mountains and lowland plains.

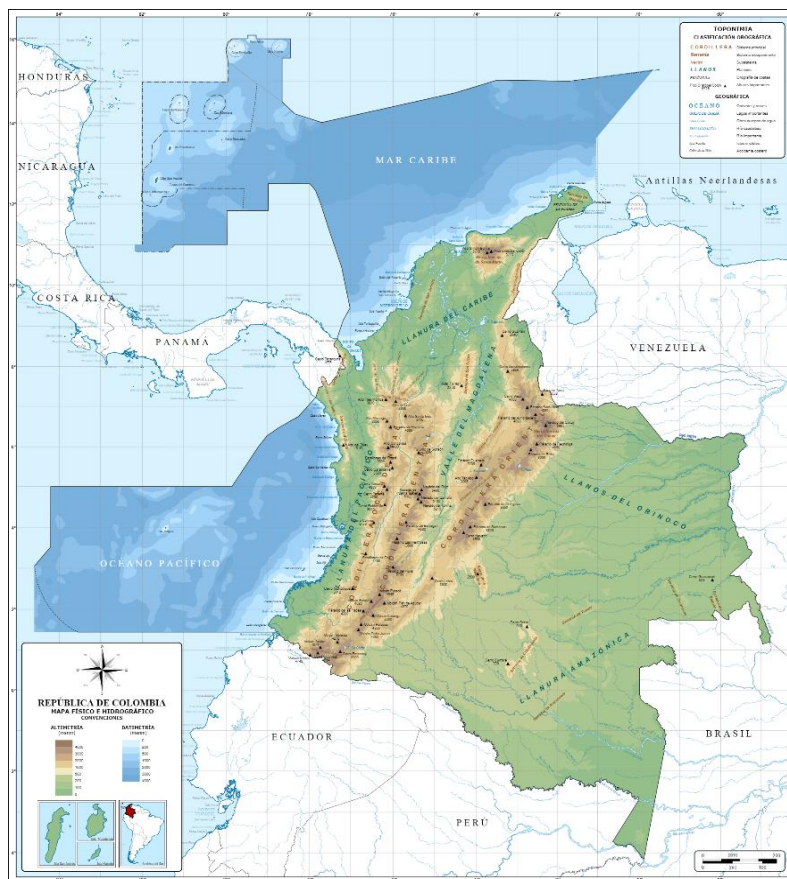


Figure 1 Relief of Colombian Territory

(Source: Wikimedia, 2012)

These geographical differences also affect the climate that can be tropical (along coast and eastern plains) or cooler in highlands. Around this area there are many natural resources, the most significant are: petroleum, natural gas, coal, iron ore, nickel, gold, copper, emeralds and hydropower (CIA, 2019). Its geographical position, natural resources, climate, etc. make this territory a strategic and full of potential one.

It is estimated that Colombian population reaches almost 50 thousand of its inhabitants (DANE¹, 2019) mostly located in urban zones (80,8% of total population in 2018). Despite the fact that Colombia has been considered, according to the United Nations (2018), as a developing country,² it has its population growth rate 0,98% that corresponds to “developed” countries (CIA, 2019).

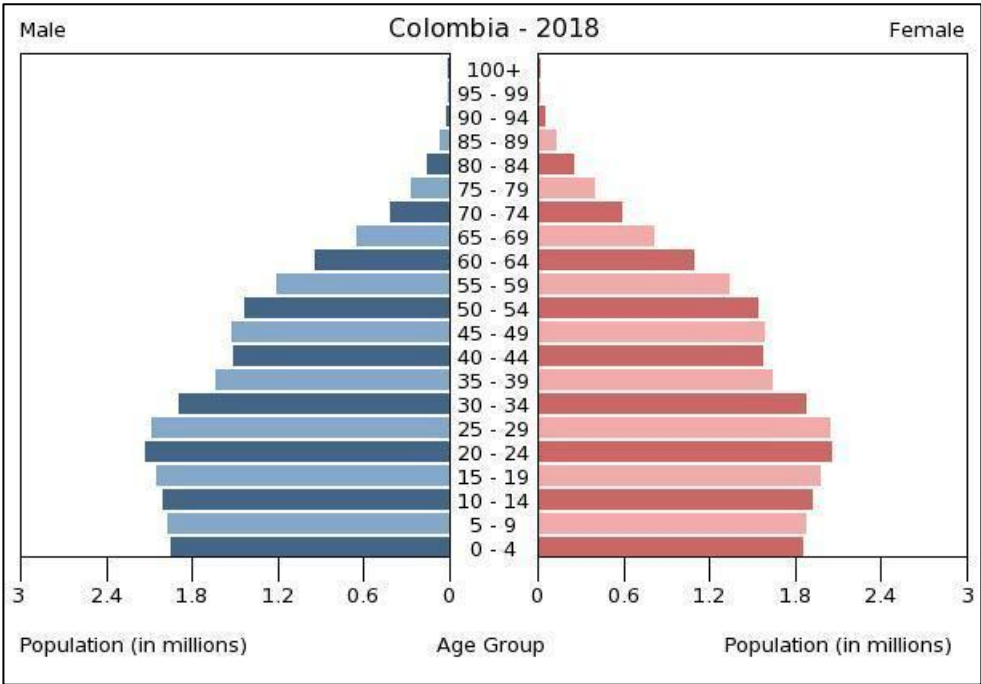


Figure 2 Population pyramid Colombia – 2018

(Source: CIA, 2018)

The economy of the country is based on export of commodities such as energy, mining and other nature resources that makes it vulnerable to fluctuations in commodity prices (CIA, 2019). “Colombia’s economic development is hampered by inadequate infrastructure,

¹ “Entity responsible for planning, surveying, processing, analyzing and disseminating the official statistics of Colombia (DANE, 2019).”

² The Organization of the United Nations (2018) considers as developed countries Japan, Australia, New Zealand and the countries of Europe and North America. On the contrary, most of the countries of the world belong to the group of developing countries (especially in Asia, Africa, Latin America, Oceania and several countries in Eastern and South-Eastern Europe).

poverty, narcotrafficking, and an uncertain security situation, in addition to dependence on primary commodities (goods that have little value-added from processing or labor inputs) (CIA, 2019)."

3.1.1. Background of the country

The Colombian armed conflict has been a social problem known nationally as well as internationally due in part to its duration of more than 50 years. Its origins are found in the period known as "*The Violence*", a civil war that occurred between 1946 and 1966. "*During this bloody stage the country was radically divided in its support for the Liberal and Conservative parties* (Yaffe, 2011, p.191)." However, there still doesn't exist the consensus of the cause of the Colombian armed conflict, even though there are many theories that define factors contributing to it. Yaffe (2011) describes factors that range all the way from economic, political and institutional, to the social, cultural, and geographical. All of them are in some way the cause and all these fields were strongly affected and influenced. She also mentions the multiple actors, such as guerrillas, paramilitaries, the drug traffickers, self-defense groups, the government and civil society. These groups were different in its nature and their purpose but all of them have become generators of violent conflict.

Guerrillas became one of the main actors of the conflict. Echandía Castilla (1999, 2017) considers as the biggest and the most important and influencing ones The Revolutionary Armed Forces of Colombia (*Fuerzas Armadas Revolucionarias de Colombia* – FARC) and the National Liberation Army (*Ejército de Liberación Nacional* - ELN).

3.1.2. FARC

It is a guerrilla movement formed by rural people (*campesinos*), it was established in the period 1948 – 1966 in Marquetalia in the department of Tolima, starting with an objective to defend people from the repression and government policies that were affecting Colombians, in other words to conquest power (Echandía Castilla, 1999).

As Colombian conflict continued, their ideology began to deviate, and they focused on strengthening their movement through intimidation, kidnapping, drug trafficking and in the end, they were affecting thousands of people from different parts of the country. These actions were also an important source of their finance (Salas-Salazar, 2016). Recently, the FARC signed the peace agreement in 2016, surrendered all its weapons and entered the process of incorporation of its members into society.

3.1.3. ELN

The National Liberation Army emerged in 1960s as a military group, with a perspective of focalism (Marxist ideology in the Cuban revolution) by a group of young university students (Echandía Castilla, 2015). Their ongoing confrontation with the government and their constant fight to reach power complicate reaching peace in the country. To defend their ideology, they use recruitment of youths, kidnapping, torture and terrorist attacks, etc.

This guerrilla group has repeatedly tried to enter a peace process with government and lay down its arms, but efforts of both sides, the government and the ELN, have failed because of their breach. Their purpose used to be to enter into the peace process as the FARC has done, but after their last terrorist attack in the police school General Santander on the 18th of January 2019, they will not be able to realize a peace agreement for at least 3 years (Paz y Justicia, 2019).

3.1.4. Drug trafficking

The conflict produced many problems in the country and one of the most remarkable ones was the increasement of drug trafficking in 1960s and 1970s that affected the government, economy, culture and the whole population. The production and commercialization of cocaine became the main income of financial resources for guerrillas that allowed them to continue their activities, for example in the case of the FARC it represented 54% in 1995 (Echandía Castilla, 1997).

When talking about drug trafficking, one of the main actors that has tarnished the name of Colombia, Pablo Escobar, must be named; the man who created an imperium, started a war between drug-cartels and was considered one of the richest men on the planet, all of this thanks to drug trafficking. After his death in 1993, his legacy brought chaos, crime and a war for control of the drug business that lasts until now (Neira, 2018).

Nowadays, drug traffickers have developed different strategies as the technology moved on. They are organized into small groups with small labs that are easier to hide. Also, if they get identified, they have only a small probability to survive - before it used to be less dangerous and the most important leaders were usually known. *“The drug trafficker of nowadays prefers to be hidden under the appearance of a successful businessman, avoiding the ostentation and extreme violence that characterized previous generations (McDermott, 2018, p.32).”*

3.1.5. Context of the selected location

The most affected people by the conflict have been those who have not been part of its development but have been forced to accept it as a normal part of their lives. According to Montoya (2008, p.3):

“The Colombian armed conflict has involved and affected the civilian population in different ways, especially children and young people, who have been immersed from an early age in the world of war, participating as witnesses of murders, of attacks indiscriminating to the civilian population, being victims of forced displacement, and subjected to slavery, exploitation and servitude by the actors of the conflict.”

As it was mentioned, the main victims of the armed conflict have been the most vulnerable populations: children, young people, adolescents, people with disabilities, mothers and/or the elderly. The strongest impact of the conflict was not in urban centers - the violence was centralized in rural areas where its population was forced to transform themselves into central actors of the dispute (IEPRI, 2001).

The armed conflict has generated a series of consequences in the population, which have been affecting the economic, political, social and cultural development. For example, the increase in homicidal violence, kidnappings and losses in infrastructure, increased mortality and morbidity, the lower accumulation of human capital, lower participation rate in the labor market and lower income, and so forth. (Sánchez, Díaz, 2005).

The statistics reveal the cruelty and the devastating effects that the armed conflict has generated during all its duration. Millions of victims have been affected by murders, sexual abuse, forced displacement, forced recruitment, torture, psychological damage and others. The Office of the High Commissioner for Peace (2016) shows part of these numerical statistics about what the armed conflict has left until 2016:

- Approximately 7.9 million victims
- at least 2,000 massacres
- 2,500 victims of extrajudicial executions
- 7,000 victims of forced recruitment
- 9,000 victims of dispossession or forced abandonment of their lands
- 10,000 victims of torture
- 11,000 victims of antipersonnel mines

- 13,000 victims of sexual abuse
- 30,000 victims of kidnappings
- 45,000 victims of disappearances
- 74,000 victims of attacks on the population
- 220,000 victims of homicides
- 6.7 million victims of displacement

According to a report by the Observatory of Internal Displacement (IDMC) and the Norwegian Refugee Council (NRC), Colombia was ranked as the country with the highest number of displaced people. There are around 7 200 000 displaced people, that means that Colombia is even above the countries like Syria (6.3 million displaced people), Sudan (3.3 million) or Iraq (3.0 million). Despite the decrease of people in this situation between 2015 and 2016 (because of the peace agreement with FARC), there still exists other armed groups because of whom this phenomenon continues. (in Redacción Nacional, 2017).

Those people who have been forced to leave their homes usually moved into bigger cities of the country, such as Bogotá, Cali or Medellín, or into the municipalities close to these big metropolises. In these places, adolescents have always had a little hope to fulfill their potential, due to the poverty and lack of opportunities - on the contrary guerrillas and the paramilitaries offer them a salary and the feeling of belonging (Isaza, Campos, 2005).

Displacements, ignorance and lack of opportunities have led to the vulnerability of children and youths and have had other impacts on their lives, e.g. child labor which is very often an important income for the sustainability of families; recruitment of criminal groups; formation of gangs; consumption of drugs and psychoactive substances; sexual violence; pregnancies at an early age, among others. All these issues are at least in part results of the poverty brought by the war. The most vulnerable and affected population by these conditions are children and adolescents who, due to their early age, often don't understand how to adequately respond to the pressure and intimidation by groups acting outside the law (UNICEF, 2016). It used to be "normal" in the society that recruitment to these armed groups took place even among children aged less than 18 years. The situation of people, and especially youths and children, is described onwards with more details when talking about the locality where this work is set.

Even though the country still confronts a huge scale of problematics and violence, and despite the peace agreement was signed in 2016, the conflict still lasts, but the world starts

to see Colombia in a different way: “It is no longer the problem country, but a country that can overcome its difficulties and even profile itself in a provider of cooperation in the area of security and defense, training armed forces in Central America and Africa or as a leader in discussions of global interest, and be part of important international organizations (Pastrana Buelvas, Gehring, 2017, p.45).”

3.1.6. Soacha

For a better perception of the locality where this research is set, the municipality of Soacha will be described with a focus on one of its communes - Cazucá. This commune is fundamental because it is a place where the surveyed organization started with its work and where most of its activities take place currently.



Figure 3 Map of Cundinamarca, Soacha (in red)

(Source: Wikimedia, 2012)

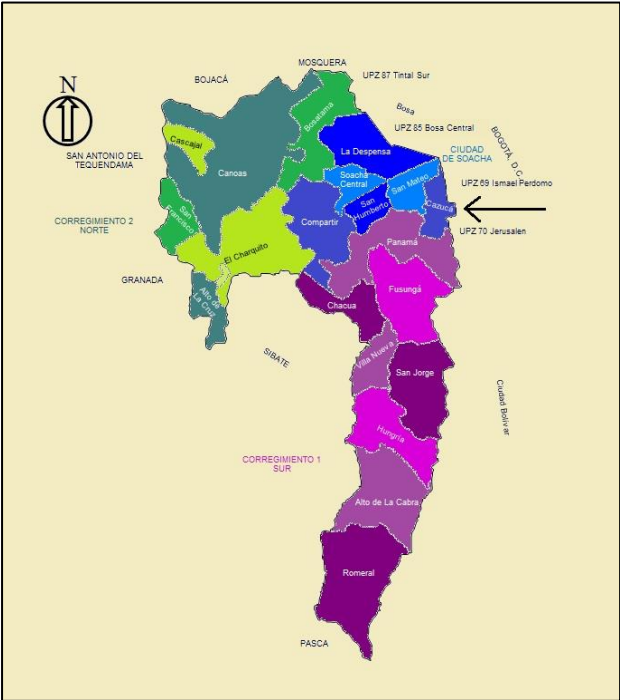


Figure 4 Map of Soacha (in blue), Cazucá

(Source: Wikimedia, 2017)

Soacha is one of the municipalities of the department Cundinamarca and it “is divided into 6 communes: Commune I Compartir, Commune II Centro Urbano, Commune III La Despensa, Commune IV Cazucá, Commune V San Mateo and Commune VI San Humberto (Gobernación Cundinamarca, 2015, p.43).”

Soacha has an area of 187 km², made up of a total of 368 neighborhoods (152 are informal or illegal) and according to the projection of DANE (2015) for 2016 there were 522 422 inhabitants and alleges that it represents the largest population growth in America, as well

as the highest population density (in Cazucá 18 000 habitants per km²). Also, in relation with the problems caused by the armed conflict, it has the largest growth of informal settlements, located on the peri urban edge of the conurbation with Bogotá. This situation marks Soacha as one of the poorest municipalities of Cundinamarca and affects its security. Gobernación Cundinamarca (2015) says about the bad security situation that this issue has its origin in low schooling, lack of sport and cultural activities, high rates of unemployment or informal employment and many other reasons of family-related and cultural character. *“This leads the young population to be inclined to join gangs or criminal activities of all kinds (Gobernación Cundinamarca, 2015, p.43).”*

These vulnerable conditions determine the economic situation of Soacha, and it is estimated that 53.8% of the population was classified as below the poverty line in 2005 (DANE in Gobernación Cundinamarca, 2015). It is also related to the factor of employment, because the situation in this locality is critical: 15.6% of the economically active population are unemployed. Additionally, the most affected part of the population are people between 15 and 24 years, especially women, which means that many have a very difficult start in the professional life (Gobernación Cundinamarca, 2015).

Also, as it was already mentioned, there have always been a lot of people coming to live in Soacha because of the violence, displacement and a total absence of opportunities in their original destination. These are some of the many causes leading to considerable groups of people of diverse ethnic origins and cultural background to arrive to this municipality (Sobotová et al., 2016). Other is migration from other countries - currently there is a lot of Venezuelan migrants coming. Hlady Rispal and Servantie (in Sobotová et al., 2016, p.522) say that all these circumstances produce *“a high rate of insecurity, intrafamilial violence, gang crime and homicides, all of which affect the daily lives of its inhabitants”*, as well as robs or sexual abuse (in many cases even between family members). Described situation has gone so far that *“an acceptance of violence is, to some extent, part of local life in Cazucá (Sobotová et al., 2016, p.522).”*

3.2. Foundation Tiempo de Juego

There is much violence and issues around Colombia, a lot of NGOs were founded to fight for a better life of the citizens. One of them is the Tiempo de Juego Foundation whose origins are set in Altos de Cazucá in 2006 when a Colombian journalist, Andrés Wiesner, came to this community to make an investigative report for the Colombian magazine *Semana*. After this experience, in which he faced issues like poverty, violence, drugs, early pregnancy and other social problems, he decided to start a project with a purpose to occupy the free time of children and youths as he considered that the main cause of these problems is excess of their free time (Reyes, Wiesner, 2011).

He started with a football project and the idea was to play and use up the free time of the children in this way. Through the game, they started to get to know new perspectives and even started to change themselves, as well as their environment.

“This small football school had two very special characteristics from its beginning: on the one hand, it used a different methodology in which competition gave way to coexistence. On the other hand, he gave the role of teachers to the young people themselves, who were selected naturally for their proactivity and personality. (Tiempo de Juego, 2015, p.3).”

The number of participants in this project was still increasing, and in 2008 Tiempo de Juego was founded as a foundation. Currently the foundation has three headquarters in the three Colombian territories - Soacha, Santa Marta (department of Magdalena) and Timbiquí (department of Chocó). Also, it has its own projects in more than five other departments. According to the last internal statistics from 2018, TDJ has 2953 participants³ in free-time activities that include sports (football, indoor football, basketball, athletic and cheerleading), arts (music, dance, cinema, literature, painting) and technologies (communication, radio, photography, printing and production). The spectrum of activities can be even broader, depending on the localization (Soacha, Santa Marta or Timbiquí) and on the people who are currently working or volunteering in this organization.

The purpose of this organization can be seen in its vision: *“We play to inspire communities to make their dreams come true”* and mission: *“We use the game as a tool for community*

³ Participants are not only children and youths as it used to be in the beginning, but also parents or teachers.

transformation, to promote the capacities of children and youths, inspiring them to be agents of change".

As it was mentioned, the foundation has its own *Coexistence Methodology* (Ponciano et al., 2018, p.233) which uses the 'Football for Peace' methodology, as an intentional tool to promote life skills and technical skills of different areas for the development of leadership. (Tiempo de Juego, 2015). This methodology is divided in three areas: technical, pedagogical and psychosocial. The psychosocial area is divided in three as well (kind of mirroring the methodology), resulting in "to do" (pedagogical) "to be" (psychosocial) and "to know" (technical). (Tiempo de Juego, 2019).

The Coexistence Methodology is a part of every activity in TDJ and connects psychosocial abilities (life skills) with technical ones (depending on the free time activity). Each session of every activity is also divided into three moments: the first one starts with welcoming, realizing a playful sensitization activity, establishing technical and coexistence rules that participants want to comply - it is very important to foster the participants to create the agreements by themselves - and they also choose a young peer leader who takes care of their fulfilment. The second one is about the activity itself where the agreements are implemented. And the third moment is a discussion about what happened in the second part, feedback and a transfer into their life.

One of the most important parts of the foundation is the development of leadership skills. With that in mind, they established a *School of Leadership* where young peer leaders (Sobotová et al., 2016) can develop their leadership skills, learn more about life skills and work on their pedagogical skills, because it is expected that, eventually, they will become teachers of younger participants. These leaders are called *change agents* and the foundation (Tiempo de Juego, 2019) defined 7 models of these leadership profiles: young peer leaders (*monitores* in Spanish), community managers⁴ (*gestores* in Spanish), teachers of free-time activities, teachers of schools, volunteers and practitioners, community leaders and transferrers. For the focus of this work, there is a further description of young peer leaders.

The young peer leaders are defined as young volunteers who decided to attend weekly capacity-building sessions of the *School of Leadership* and to share these experiences and

⁴ Community managers (*gestores*) are young adults between 18 and 28 years who live in the community have leadership skills, motivation and are able to represent the ideas and principles of the foundation. They are creative and efficient people in their verbal and written communication, who enjoy group work and work with communities. Usually they are former young peer leaders who has already passed through the school of leadership. As community managers they have more responsibilities and they also receive a salary (Tiempo de Juego, 2019, p.12).

knowledge with others. There they develop technical, pedagogical and psychosocial skills in order to be able to inspire and generate social changes in their community. To be able to help with free-time activities or even have the responsibility to lead them, they learn to plan, to develop and to evaluate different kinds of activities. Moreover, they define their future plans and dreams they want to reach: “*they have a clear and positive life project that allows these activities to be permeated by the TDJ Coexistence Methodology and by a constructive leadership* (Tiempo de Juego, 2019, p.11).” In other words, they are supposed to be role models and inspiration for the community, the children, the youth and their family. (Tiempo de Juego, 2019).

Also, the foundation has some businesses to achieve some kind of sustainability and to support local community or artists. One of them is a bakery *La Jugada* which produces refreshments that participants always get after the activity and it also offers jobs to some people of the community. The second one is *Labzuca - Creative Lab Cazucá*, which is the nest of the majority of artistic and technological activities and produces videos, music and workshops focused on these topics as well. The third business is *Taller de Screen: Póngale Color* which makes all kinds of clothes printings (shirts, handles, caps, accessories) and also fabricates all the uniforms, T-shirts etc. for the participants of TDJ. The last one is the project of *Huertas Nathalie* which produces small home orchards. These businesses cannot sustain the foundation for now, therefore it has always had national and international donors.

3.3. Sport for Development

This chapter introduces the concept of *Sport for Development* and explains its fundamental role within this research. The chapter is divided into three parts: 1) Sport; 2) Development; and 3) Sport for Development.

Sport and physical activity have always played an important role in the lives of people and of society in general. This concept started to acquire its present form during the last 20-25 years when began to use sport as a tool to achieve changes in lives of individuals as well as in whole communities. In this thesis we will talk about the role of sport in individuals as well as in the whole community. It is assumed that sport serve as a tool to reach the objective that is development in this case – it doesn't mean that sport itself is the only variable in this process, but it is an important part and without it would be much difficult or even impossible. Also, it is assumed that sport itself can teach and develop different abilities and

habits, but it depends on the sport (football, basketball...) which ones are going to be developed.

3.3.1. Sport

There are many definitions of what sport means and what it is used for. The aim of this chapter is not to mention all of them but to show some of the perspectives of how sport can be known or perceived.

One group of scientists define sport as "*institutionalized competitive activities that involve rigorous physical exertion or the use of relatively complex physical skills by participants motivated by internal and external rewards* (Coakley and Pike, 2009, p.5)" or also as "*voluntary physical activity that is motivated by the effort to reach the maximum performance developed during training and demonstrated through the competitions* (Dovalil, 2002, p.13)." From these definitions it can be understood that for some groups of people sport is competitive and that its purpose is success in competitions where sportsmen and sportswomen must demonstrate their physique and their achievements during their training. The role of competitions is very important and unavoidable.

On the other hand, another group understands sport as something more complex and profound, that doesn't depend on what is shown through competitions but, on the contrary, it is focused on one's physical and mental well-being. It also has an overlap into the social sphere.

According to UNICEF (2005, 2) "*sport are all forms of physical activity that contribute to physical fitness, mental well-being and social interaction. These include play, recreation, organized casual or competitive sport, and indigenous sports or games.*"

The European Sports Charter (Council of Europe, 2001) defines sport as "*all forms of physical activity which, through casual or organized participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels.*" This definition is the one that this research will adopt, as it is seen as a tool in programs for development (United Nations, 2005).

These significations are no longer focused on competitions and athletic performance but on a personal development in many areas - individual fitness, social interaction, control of emotions, the way one acts or even a style of life etc. Sport is also a very important for the development of children and youths (UNICEF, 2007). It teaches them many values such as cooperation and respect, improves their health conditions (and reduces the likelihood of

diseases), brings communities together (because cultural, ethnic, etc. differences are not important in the field of sport).

Although sport has many positive impacts, I recognize that sport produces negative effects as well. It doesn't refer only to the health conditions (the most common in the professional level) but to interpersonal or group conflicts and violence (e.g. vandalism and aggression), to corruption, to the consumption of drugs and alcohol and even doping among professional athletes (Parnell et al., 2018). Many of these cases produce the opinion that sport, mostly on the professional level, has a negative and even incorrect influence.

3.3.2. Development

The term development is from the scientific perspective a very complex concept, which can be described by many different points of view. This causes many misunderstandings, conflicts or even underdevelopment in places where is opposite purpose. At the same time, it creates many inequalities and, in general, development challenges we, as a humanity, are facing today. There are mentioned few relevant definitions:

“Development can be understood as a positive change in a society that is more or less initiated from the outside or inside (Horký, 2011b). Development can be also seen as a) the long-term process of structural social transformation, b) the short- or medium-term outcome of targeted action and achieving the established goals (Summer and Tribe, 2008). Pieterse (2001) understands development as an organized intervention in collective affairs according to standards of improvement (in Pánek, 2015, 6).”

Based on these definitions, the *development* within the foundation Tiempo de Juego is seen as *“the long-term process of structural social transformation,”* because they understood that for the transformation of a community and one's development requires a lot of time. Beside the role of development based on this definition, the focus of this work is on a personal development.

In paradigm of *human development*, people are at the center (they are actors of changes) and the fulfillment of their basic needs. Amartya Sen (1999), a protagonist of this theory, considers that the objective is to expand one's opportunities and eliminate the lack of freedom, which prevents people from leading a dignified life. This can be achieved, for instance, through education, cultural and human development and participatory thinking.

In recent decades, human rights have been promoted within the framework of this paradigm.

The core theme is youth development through sport, there exists a concept *positive youth development* that is defined as a “*broad notion that includes the development of diverse competencies that can help a young person in sport, in their current life and/or in their future*” (Gould and Carson, 2008, p.59).” The development of diverse competencies I reached in this work by sport activities and Life Skills (see 1.4. Life Skills), but it is recognized that there is many other factors that influence it.

3.3.3. Sport for development

The concept of Sport for Development (used to be called *Sport for Development and Peace*) is understood in this work as a tool of changes and transformation, but not the agent of change itself. Its definition is based on Alexander Cardenas (2013, p.25) who says that: “*Sport for Development and Peace proposes the use of games, physical activity and sport to address explicit peace and development objectives.*” And, also, on Spaaij et al. (2012, 443): “*Within existing literature there is a consensus that sport does not automatically teach young people life skills or particular pro-social behaviors; rather, such skills must be intentionally taught and fostered throughout the sport experience.*”

Sport can be fun, joyful and educational at the same time, it connects people, gives them the opportunity to participate and can teach them values and skills, such as cooperation, fair play, discipline, confidence, tolerance, respect, leadership and even how to manage victory, as well as defeat (Cardenas, 2013; Levermore et al., 2009). Developing these abilities is very important and helpful for every young person because in this way it should be easier to understand our society, to learn how to solve interpersonal conflicts, to be able to find a job (and to work better), achieve established goals and it can also be a great advantage in every interpersonal relation.

According to the United Nations, sport can be a great tool to develop relations between people: “*sport brings individuals and communities together, highlighting commonalities and bridging cultural or ethnic divides* (in Massao et al., 2012).” Sport activities in the environment of divided, marginalized or disadvantageous communities very often transform the playground into the only place where children and youths can interact with people from different groups or communities. This place can become an important place of social inclusion, creation of new relations and conflict resolution (Lyras and Welty Peachey,

2011; Sobotová et al., 2016). This social connection between people is very valuable, especially nowadays when many different cultures and traditions are meeting each other. Furthermore, sport can be utilized not just to develop, but also to “*tackle a wide range of social issues including: gender equality; peace building and conflict resolution; social inclusion; crime and violence; racism; social inequality; health education* (Cardenas, 2013, p.25).” UNESCO (1978, p.2) talks about the impact of sport at the individual level when “*physical education and sport contribute to the maintenance and improvement of health, provide a wholesome leisure-time occupation and enable man to overcome the drawbacks of modern living.*”

Moreover, talking about Colombia, “*sport is a very popular activity in the whole country* (Parnell et al., 2018, p.2a)” and its popularity as well as its universality increase the role of sport in (not just) peacebuilding processes. The statements mentioned before are some of the potential outcomes and reasons why sport can be a tool for development and personal, community and social changes.

Sport, however, has not always had only positive outcomes and influences on the targeted groups. Some of them, such as injuries, conflicts or violence, were already mentioned. Nevertheless, SFD concept can be also limited by the coaches themselves. Cardenas (2013, p.30) says that: “*sports coaches may know little or nothing about peace building; conversely, peace builders (and researchers) are usually not trained in sport coaching.*” To achieve the positive results, it is important to have at least some knowledge about coaching and development at the same time, it means that everybody (teachers, researchers, social workers...) has to be aware of these topics and that it requires their own self-development. Despite its limitation sport is still seen as a tool through which positive results in communities and individuals can be achieved.

3.4. Life Skills

The concept of *Life Skills* is part of *Coexistence Methodology* that is used in the Tiempo de Juego Foundation and has a key role in the research (see chapter 2. *Purpose of the research*) – this is the reason why it is necessary to have a clear vision of what does it mean. The term *life skills* is open to wide interpretation. One of them, according to UNICEF (2003) is that “*life skills are defined as psychosocial abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.*”

These life skills can be divided into five basic areas:

- decision-making and problem-solving;
- creative thinking and critical thinking;
- communication and interpersonal skills;
- self-awareness and empathy; and
- coping with emotions and coping with stress (WHO, 1999, p.1).

To strengthen these areas can lead to the self-development and positively influence people's everyday life. Danish et al. (2004, p.40) defines life skills *“as those skills that enable individuals to succeed in the different environments in which they live, such as school, home and in their neighborhoods. Life skills can be behavioral (communicating effectively with peers and adults) or cognitive (making effective decisions); interpersonal (being assertive) or intrapersonal (setting goals).”*

It can be understood that life skills are touching more areas of life and in this way, it can develop stronger personalities within people (especially youths). Also, they can have many further purposes and one of them, mostly in vulnerable communities, can be to decrease aggressivity, violence, improve attitude towards school, improve prospects for employment etc., because *“factors such as poor social competence, low academic achievement, impulsiveness, truancy and poverty increase individuals' risk of violence (WHO, 2009, p.3)”*

The concept can also be part of a formal education, because nowadays exist schools and programs which include life skills in their curriculum. World Health Organization (1999, p.2) defines this concept:

“It is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, the prevention of health and social problems, and the protection of human rights.”

As life skills happened to be a tool of personal development they were taken out of the traditional schooling and entered the concept of *sport for development*. Connection of these two concepts (life skills and sport for development) can have a stronger impact to youths as well as for adults. *“Learning life skills through sport during adolescence has also been shown*

to have a long-lasting impact upon individuals well into adulthood (Mandigo et al., 2016, p.26)."

3.4.1. Life skills in Tiempo de Juego

The concept of life skills is taught during every activity of the foundation. TDJ adopted them from the World Health Organization (1999) and adapted it to the needs of the community and its environment. Among these life skills there were in 2014: self-knowledge, empathy, assertive communication, interpersonal relations, decision making, problem and conflict solution, creative thinking, critical thinking, handling of feelings and emotions, handling of tension and stress (Tiempo de Juego, . Even though, there have been some small changes made by psychosocial directors during years, the purpose continues to be the same. For example, in 2015 the life skill "assertive communication" was changed for "effective and non-violent communication".

These skills are usually taught through diverse activity realized before sport trainings and the intention is to connect them also with the main (sport) activity.

This work gives importance to all of them but has its focus mainly on three of them: self-knowledge, interpersonal relations and communication. According to the groups defined by Danish et al., these life skills are intrapersonal (self-knowledge), interpersonal (relations) and behavioral (communication). The reason is that in the chapter of sport for development there are mentioned these three skills many times and, also, they are closely related to each other. Furthermore, closer focus can produce deeper analysis and better understanding of the topic.

The next table defines 10 life skills which are used within the foundation:

Life skill	Definition of Tiempo de Juego
Self-knowledge	- Self-knowledge involves knowing who we are, what we want in life and identifying the resources we have to achieve it.
Empathy	- The ability to perceive in a common context what another individual can feel. - The ability to perceive the feeling and thinking of another person, responding sensibly to their needs, thoughts and actions.
Assertive communication	- Ability to externalize emotions and thoughts in a clear and respectful way, understanding that there are many ways to communicate (gesture language, verbal etc.)
Interpersonal relations	- Ability that allows us to build and strengthen good relationships from an attitude of cordiality and respect, contributing to the own well-being and that of others.
Decision making	- Ability to deal reflexively with problematic situations, opting for actions that benefit one's own life and that of others.
Problem and conflict solution	- Skill that allows to face conflict situations of daily life favoring respectful and equitable resolution.
Creative thinking	- Creative thinking (also known as divergent) is a skill that is formed and developed from the integration of psychological, cognitive and affective processes and that predisposes everyone to devise and organize original and novel responses/ideas to a specific situation or problem that should be treated.
Critical thinking	- Ability that allows us to analyze and distinguish points of view and be able to draw conclusions automatically. - Use the information to obtain new knowledge, make decisions and solve problems for the common benefit.
Feelings and emotions handling	- Ability that allows to identify, regulate and express emotions and feelings in a positive way, thus allowing for adequate personal and social development.
Tension and stress handling	- Ability that allows the identification and mitigation of sources generating stress through actions that counteract or diminish their negative effects and promote well-being.

Figure 5 Life Skills in Tiempo de Juego

4. Methodology of the research

In this chapter it is describe the research methodology used as well as the whole process of the field research. The next subchapters describe the type of research; the research sample; the timeframe of the research in the field; the methods of data collection; the analysis of the collected data; the quality of the research and research limits; and the research ethic.

4.1. Type of research

This research is qualitative and exploratory because it is exploring the concept of *sport for development*, specifically the role of sport regarding the development of Life Skills and their influence on the lives of youth peer leaders from the Tiempo de Juego Foundation. In general, it intends to contribute to the exploration of the relationship between sport and life skills development. As a method of data collection, interviews were chosen.

The data collection was carried out directly in the field, which gave the opportunity to be in the center of sport for development activities. Also, I have been living in the locality (Cazucá, Soacha) since July and during this time I got familiar with the local context and I started to better understand the problematics, challenges and cultural values of local people. Additionally, as I spent these months as a volunteer in TDJ I have got a wide perception of their work in the community through sports, arts, among others. I observed TDJ's strategy (Coexistence Methodology) and development and changes in lives of its participants. This experience contributed to the development of this research and to my opinion about sport being a tool for development and changes. My involvement in the foundation and the community can be an advantage as well as a limit for this work.

During the whole process I consulted research methods, research questions and further analysis with my university tutor, with TDJ's research group, with TDJ's psychosocial coordinator and with an expert on *sport for development* topics.

4.2. Research sample

The research sample in this study is called convenient and criterion, which means that was decided to make some criterions and choose interviewees according to them. The first and the most important criterion is that all the researched people have to be young peer leaders from sport areas. Also, to have a gender balance (5 boys and 5 girls), regular participants who are involucrate into TDJ's processes. It was intended to choose at least one

representant from all the sports that the foundation offers. However, the majority is from football. I decided to choose 10 of them because there is between 15 and 20 who are convenient to these criterions (there is no young peer leader from a group of cheerleading in TDJ).

Their age is between 14 and 19 years. The time of them being participants of the foundation or young peer leaders is not specified, but they are participants for at least 4 years and young peer leaders between few months and 6 years. More specific information is to be found in the next chart.

Participant	Sex	Age	Time in TDJ	Time as a young peer leader
P1	male	18	10	6
P2	male	19	8	4
P3	male	14	7	1
P4	male	14	7	1
P5	male	14	7	3 months
P6	female	18	6,5	4
P7	female	17	7	3
P8	female	19	4	2
P9	female	17	5,5	2,5
P10	female	16	4	1,5

Figure 6 List of interviewed young peer leaders

4.3. Timeframe of the research in the field

The next table shows the time process of the field-work.

Phase	Start	Finish	Time	Description
Observation	July	April	9 months	getting to know: the locality, community, the foundation, role of sport and life skills
Preparation	September	April	7 months	literature review, development of questions for interviews, pilot interviews, informal talks with TDJ's members
Data collection	01.04.2019	12.04.2019	11 days	interviews with young peer leaders
Data analysis	12.04.2019	30.04.2019	18 days	transcription, coding, analysis, interpretation

Figure 7 Timeframe of the field-work

4.4. Methods of data collection used in this research

It was chosen semi-structured interviews as the appropriate method for this research. This type of interviews has a clear structure but during the interview can be changed (it is possible to add or remove questions) and, at the same time, the researcher must stay focused on a target (Dušková, Šafaříková, 2015). It is convenient for this research, because it gives me space to add new questions or better explanations when needed. Moreover, I had direct contact with interviewees (that is the reason why questionnaires would be insufficient) and I could be focusing only on that person (that wouldn't happen during a focus group and additionally some people don't like speaking/sharing their opinion in front of others) during its application. Used questions can be find in annexes (Annex 1 and Annex 2) in Spanish and English version.

The interviews were collected in three days (10.4. - 12.4. 2019) in regional headquarters (3), Tibanica field (3), synthetic field (2) and bakery La Jugada (2).

Before the interview I explained them the reason why I am doing this research, the main topic of it and the importance of their personal experience contribution. Two of them (P1, P3) asked me to read prepared questions before the beginning of the talk. During the talk with P10 we had to make a short break because of her health incapacity. Each interview took from 11 minutes to 19 minutes. I could recognize that, as they had already known me, their

timidity was broken even before starting the interview (in the majority of cases) or during the first questions.

4.5. Analysis of the collected data

Firstly, I have transcript all the interviews and I put them into a computer program ATLAS.ti created mainly for a qualitative data analysis. There I went through the collected data and developed categories, subcategories and codes. The next phase was to generate these selected data into a separate document where I did a deeper analysis. This information was later used for a description of obtained results (see 3. *Results and discussion*). I have used thematic analysis to organize them the data and prepare it for a further interpretation. *"Its main objective is to describe and interpret the main topics (trends) that appear within the data. The researcher is looking for answers to his research questions in the data (Dušková, Šafaříková, 2015)."* The data were collected in Spanish, but because of practical reasons I have translated used citation that are used in this work.

4.6. Quality of the research and research limits

An important aspect that influences the quality of the research is definitely my prolonged stay in the locality because I could get to know its contexts and be part of the community, thus creating certain level of confidence between us as well. However, this fact can be a limiting factor in some ways because of the existing relationships between me as a researcher and interviewed youths.

I made interviews with 10 young peer leaders from three different sports (football, athletics and basketball). In total there are between 15 and 20 regular ones.

Another aspect is my experience in the field of sport for development and theoretical knowledge of the concept (reached through the reading of articles and books), even though there is still a lot of information and learnings I am not aware of. Another very important fact is that I have had many consultations with experts from the field (as I already mentioned) who gave me new perspectives, ideas and recommendations. I also recognize that I am in some ways influencing the research - I am part of the research reality and that my perspectives and attitudes to the topics are still present. But I reflect all these facts and I am aware of me as an influencing factor.

On the other hand, one of the principal limits is that this is the author's first research, therefore it has an absence of experience and profound knowledge. The next difficulty is

expressed the use of language because all the data was in Spanish, but the work is written in English - creating the risk of a misunderstanding to appear between what was in reality said and how it was translated. Continuing with language limits, the researcher's native language is Czech, which can produce some additional confusion or difficulties.

4.7. Research ethic

Thanks to my belonging to the foundation and the fact that this research is part of my work there, I automatically received informed consent (see Annex 3) of the participants (or their legal representatives) as they have to sign it when inscribing to TDJ. All of them were aware about the purpose of the research and agreed to participate with the possibility to discontinue the interview.

5. Results and discussion

This chapter introduces the results that came out from a thematic analysis of the collected data and is divided into two parts that are based on two research questions

1. Role of sport in the development of young peer leaders
 - *How does sport contribute to the process of teaching life skills to young peer leaders from the foundation?*
2. Development and impact of life skills
 - *What is the influence of life skills to the lives of young peer leaders from TDJ?*

Category	Subcategory
Role of sport in the development of young peer leaders	Reasons to stay in TDJ
	Methodology
	Sport as a pedagogical tool
Development and impact of life skills	Various learned skills
	Communication
	Empathy
	Interpersonal relations
	Self-knowledge

Figure 8 Categories and subcategories

5.1. Role of sport in the development of young peer leaders

This chapter is going through the thematic analysis with the objective to respond the first research question: *How does sport contribute to the process of teaching life skills to young peer leaders from the foundation?*

According to United Nations sport can be a tool which brings people together (they come voluntarily) and Cardenas (2013) and Levermore et al. (2009) also says that in this way they (people) are taught certain skills.

Interviewed youth peer leaders talk about the reasons why they decided to continue as participants of the foundation, and so it shows the first role of sport in TDJ. For example, it shows sport as a tool that is attractive to kids and youths and makes them come to the

activities. Also, it demonstrates how is it used as a tool to transmit knowledge and develop different skills and the direct connection between sport and teaching/learning skills. Below are written descriptions of codes that are in bold.

Category	Subcategory	Codes
Role of sport in a development of young peer leaders	Reasons to stay in TDJ	<ul style="list-style-type: none"> • Sport as a medium of prevention • Focus on people
	Methodology	<ul style="list-style-type: none"> • Living learned skills • Learning through children • Application of the methodology • Role models
	Sport as a pedagogical tool	<ul style="list-style-type: none"> • A tool for changes and transformation • Sport teaches skills • Dreams

Figure 9 Role of sport - subcategories and codes

5.1.1. Reasons to stay in TDJ

The code **sport as a medium of prevention** shows the main idea in which the Foundation Tiempo de Juego was founded upon. It happened with a purpose to occupy the free time of children and youths from the neighborhood who come voluntarily and with vision to prevent the danger of using drugs, entering armed groups or early pregnancy, among others. Young peer leaders can see this objectives and preservation. P9 admits that a lot of leisure time made her to come: *“at first, it was just a way to occupy my free time, but the more I participated to the classes, the more I realized I had a passion for sport.”* As she mentioned, passion for sport is one of the principal reasons why they wanted to enter into some sport school, but in TDJ they have found this school but with an additional value. For example, P2 mentions the potential of a simple attendance to these trainings: *“from just staying at home and doing nothing, only going to school... to generate an activity and it was already a big change.”* Participant P3 also talks about the preventional role of activities from TDJ and even adds that it can help people from the community to get out of bad environments: *“They can help us in life, prevent things that we could do when we grow up [...] like drugs consumption, pregnancies, bad company, and so on... this is an environment that can prevent us from doing this.”*

The code **focus on people** is one of the characteristic traits of the foundation, because its methodology and its attitude to the participants is not focused mainly on their sport capacities, but much more on forming human beings and giving them a feeling of their second home. This sensation is very common here, because a situation in many families is very delicate and these girls and boys are searching a secure place to spend their free time in. P5 says about the foundation: *“I learned that Tiempo de Juego wasn’t just a foundation that only wanted children to come, but more a family that can help you in difficult times and would support you no matter what.”* According to received responses, behind the term Tiempo de Juego are not only teachers and other workers, but their sport team and friends they have made within the foundation. They are not seeing trainings as an activity with an aim to become a professional now, even though it is a dream of many of them (P3, P4, P5, P8, P10). During the time in this program they started to realize that it is not just a sport, but something overlapping, what is changing them as human beings. P3 says: *“here they focus also on things for life, not only to the sport.”* And P2 says something very important: *“they don’t treat you just as a sportsman but more as a person. Thus, the warmth of the people there is what made me not to quit but to continue with the process.”* And from his experiences of training others also add: *“It is better to first learn how to be a person, and then how to be a sportsman.”*

5.1.2. The methodology

Respondents could observe that the methodology of TDJ (*Coexistence Methodology*) is focused on a personal development. Participants are going through a process of learning technical and psychosocial skills and young peer leaders also get instruments from the pedagogical area, because of their formation to become teachers of younger participants. This process is not only about attending the *School of Leadership* where they get instruments to be used during trainings (e.g., playful activities which specify concrete life skill, pedagogical support and curricular technical topics) but about **living learned skills** and sharing them with others. P1 says that the best way of how to learn life skills is living them: *“Through sport I started to experience these skills [...] when I experienced them in training they began to change my life because that’s when I also came to understand them, what they were about, how they are socialized.”* And he also explains the way it is done with the skill

interpersonal relations (a teamwork) during trainings: *"There is a teamwork activity where the children can experience and feel that they are really working on that life skill."*

Moreover, as they say, **learning through children** is one of the best methods. Respondent P10 shares: *"The children also let you learn a lot through them, that you are not as an all-knowing young peer leader, but the children here teach us, they teach us many, many things."* And even one of new leaders (P4) has experienced it: *"The children taught me, and I think many of my fellows, to be patient."* The patience is a common learned skill of all the young peer leaders as work with children requires it.

As it was mentioned, the methodology has three parts: the technical, the psychosocial and the pedagogical one. The technical part is about doing sport activity (or other TDJ's activities) and learning it technically (e.g. rules). It is a moment when sport has a role of bringing children and youths to the same place, because it is the reason why participants decided to enter the foundation and start the process of changes and transformation. The pedagogical part teaches to young peer leaders the pedagogical methods of how to prepare sport trainings and explains them the psychosocial area that consists especially of life skills and forming human beings. Interviewed youths were talking about the **application of the methodology** with the focus on teaching life skills. All the training sessions have three moments: the first one when they welcome participants, do an activity with a focus on life skills and set rules; in the second one the sport activity is carried out; and the last and a very important one is about talking what happened during whole session, what they have learned, how they can use it outside the field and its evaluation. Respondent P9 explains: *"I always use the methodology with the three moments, so with the playful activity in the training and I think the last and third moment is the most important part - that is all the feedback, which is whether they learned something and how they apply it in their lives or how they can apply it."* They say that they always start with a ludic (playful) activity (P2): *"We all do a playful activity with the basis on a certain life skill and then we explain to them [to participants] what the skill is about, that is, as if to strengthen it."*

A significant part of the foundation (and reinforcing the methodology) are **role models** who can be young peer leaders as well as teachers or other employees (psychologists, coordinators...) of the foundation. Young peer leaders admire their pedagogical skills, their personalities, effort to follow their dreams, the way how they work with people (or directly with them), among others. The role of them is a very important part of the whole process because they directly or even indirectly affect participants from the foundation. Respondent

P4 answered to the question of how he is learning certain life skills: *“From my professor. He is the one who has led me and from that moment I followed his steps and I’ve been following him since then. And thanks to him for being a role model [...] we are training and from there it is possible to see the work of our professors: the effort they do to teach us [...] we know they do it because of love and passion.”* Another boy (P5) mentions few famous football players that inspire him and between these “stars” he talks even about a sport coordinator from the foundation: *“I learned that they have struggled so much to become who they are now like James, Gediminas, Falcao or David Osorio, Messi... I want to be like one of them.”* It is important to mention that P5 put one person from the foundation on the same level as football players as James Rodriguez⁵: it shows that leaders (role models) from TDJ truly have a huge impact to young participants.

5.1.3. Sport as a pedagogical tool

In the theoretical part of this work it is written that sport is **a tool for changes and transformation**. There was already seen some connection between sport and learning skills in the way that sport was the reason why they decided to enter into the foundation and started the process of learning life skills and their transformation. Sport is a medium, or a “magnet” that brings many different children and youths to the place with an educational potential. Next reason why sport is a tool is that sport itself produces various skills. They can see the potential of sport and recognize it as a tool of transformation. P1 says: *“I believe that sport is a tool of change, a tool of transformation which contributes to people because, thanks to that, it can change a person and an entire community.”* And explains the reason why: *“Because it [sport] is related with bringing a child, for example, who likes football. From that part of teaching him technical skills, it begins to teach him life skills, skills that will serve him to form himself as a good person and to serve this society.”*

Young peer leaders allege that **sport teaches skills** as such and has taught them, for instance, a discipline, teamwork (even in athletics that is an individual sport), communication, respect to others - to playmates as well as to their rivals, among others (the next chapter focuses on life skills). The simple act of participating any activity (it can be sports, arts or even technologies) starts with personal development and through personal

⁵ James David Rodríguez Rubio is a Colombian professional footballer who plays as an attacking midfielder or winger for German club Bayern Munich on loan from Real Madrid, and the Colombia national team. He has been praised for his technique, vision and playmaking skills (FIFA, 2019).

changes it can transform other people or even the whole community (as it was already said). The omnipresence of life skills is something what they usually notice with time, as it happened to P1: *“A long time ago I thought no, just football, football and skills elsewhere, but with time I realized that these skills are always there, even if they are so small they are always there, they are present.”* As well as their presence, also the power of voluntary attendance makes the process of learning new things much easier, P2: *“I believe within sport this part [life skills] it is seen a lot if given voluntarily. So, then you realize you're handling them inside yourself. Then it becomes a positive aspect.”* Furthermore, every participant comes with certain abilities, and during trainings they can improve them or learn absolutely new ones (P3): *“I had skills before, but here I learned new ones and I put them in practice.”* Also, during these sport sessions participants are motivated to dream big - they create their own **dreams** - and TDJ shows them that they can reach them if they make an effort and stay constant. Dreams are even part of the vision of the foundation that says: *“We play to inspire communities to make their dreams come true.”* P8, one of the respondents whose dream is to run Olympic Games, says: *“We always instruct children in such a way that they think for themselves, but that they think in a good manner, that we all can fight, we all can achieve our dreams.”* Or P4 also shares his dream and his motivation to make it come true: *“My goal and my dream is to be a footballer. And I have it very clearly and I know that with what I have learned in the foundation I will be able to go forward.”*

5.2. Development and impact of life skills

This chapter (category) is giving answer to the second research question that is: *What is the influence of life skills to the lives of young peer leaders from TDJ?* The purpose is to analyze influences and impacts of what young peer leaders have learned in TDJ to their lives inside as well as outside the foundation, for instance in their family, school or neighborhood.

There are many skills that every participant is developing every day. There are much more of them than the ten that were described in theoretical part in the chapter **3.4. Life Skills**. Also, they are not being developed only in the foundation and through sport, there are many other factors influencing every single person, such as family, school, neighborhood, friends and so forth. Despite that, the role of skills taught in TDJ has an important position in everyone's development and even have an indirect impact on surroundings of TDJ's participants.

It was said that the research is focused on three life skills: self-knowledge, communication and interpersonal relations, but another one has occurred to be important because of answers from interviews: empathy. It wasn't taken into account before the field work but during the analysis it was considered that it has a vital role for this research so I decided to make a subcategory *empathy*, because the respondents recognize it as an important life skills (all of them mentioned that more than once) and I consider it to be fundamental to emphasize more into this topic. Also, there is a subcategory *Various learned skills* which consists of more different skills that were respondents mentioning - they are important to be described despite they are not the focus skills.

Category	Subcategory	Codes
Development and impact of life skills	Various learned skills	
	Communication	<ul style="list-style-type: none"> - changes in communication (before/after) - communication as a tool - changes in conflict resolution
	Empathy	<ul style="list-style-type: none"> - development of empathy - empathy in practice
	Interpersonal relations	<ul style="list-style-type: none"> - starting new friendships - relations in family
	Self-knowledge	<ul style="list-style-type: none"> - awareness of own capacities - life direction

Figure 10 Development and impact of life skills - subcategories and codes

5.2.1. Various learned skills

Sport and being an inspiration for others are two important factors for developing these **various learned skills**, because first of all it brings a development of patience to children and other people from/beside the foundation (it was already mentioned). They talked a lot about empowering their leadership through workshops in *School of Leadership*, work with kids and the support received by other TDJ's leaders. Other frequently mentioned skills are critical thinking, creative thinking, tension handling, emotional handling, decision making (P2: "Also the question of making decisions: quickly, which ones are good, which ones are

bad.”), to be responsible, to have discipline, tolerance, respect to others and to the self, love... For instance, they talk about critical thinking, P3: *“Critical thinking, thinking before acting, because sometimes by thinking with let say a hot head and you act without knowing of what you’re doing. In contrast, when you calm down and think what you are going to do, you will be able to say no, what you are going to do is bad. Then I’d better stop and calm down.”*

5.2.2. Communication

The next skill is communication (effective and non-violent or assertive communication). It is recognized as something very important, as a tool to relate with other people, to share with others, to get to know people and to solve conflicts and problems.

First of all, it is about **changes in communication (before/after)**, they are losing their shyness and they start to communicate with schoolmates, family members or people outside of their territory. All of them said that they used to be very shy, they didn’t speak with anybody and they found school exposition as something difficult, but with time they are learning the way of how to communicate with others. P8 shares: *“At first I was very quiet, I was bullied in college so I was really closed to the group [...] and I haven’t been able to hear well so it was a bit bad [...] and now I’m not afraid to express myself in front of people and I actually like talking, chatting with children.”* P9 also describes a change from a silent and reserved child into an attentive and alive one on a concrete example: *“There is a boy in particular and he was super focused on himself, he just said “hey, hey” or rather he was a person who was speaking like if half-sleeping, but lately the boy is already more attentive as he (yes) did develop his abilities.”* To P5 explains how it helped him with integration: *“Before I didn’t have good communication skills with others because I was a solitary boy. But with Tiempo de Juego I could learn to have more friends with me and I’m not alone anymore.”* Furthermore, P1 shows change of his attitude to exposure and making relations: *“Example when I was at school I had to expose and it was very normal for me, it wasn’t something strange to me. So, I think that this part of me has improved a lot: being able to communicate with other people without problems.”*

Communication can be considered **as a tool** because it can help others as well as themselves. it has produced a huge help in the life of P7: *“What I have learned the most here is communication and it has been very elementary because it helped me to overcome many things in my family, with my family, at my school.”* Others learned to use and share their

experience, situation or life challenge to be an example for others and to motivate them (P8): *“Before it was hard for me to talk about my situation, but now I take it as something that I can bring to the children, that I can give an example to people who have difficulties, that they can achieve things (not necessarily in a sport).”*

In participant’s environment it is usual that people communicate in a violent form when they are shouting on each other, they don’t listen, they create misunderstanding and many gossips... and they even fight through words as well as physically. The foundation wants to produce **changes in conflict resolution** within its participants and teach them a better way of how to confront and communicate when there is some kind of dispute, P5 explains: *“Not all conflicts have to be solved like everyone else in the world does - with fists and kicks. You can solve them by speaking clearly and not insulting or mistreating the person.”* Or P2 says that dialogue can prevent our problems: *“I think that, if we would communicate more and have more dialogue, maybe passion, we can avoid those problems and generate something more like a union between us.”* These violent facts make that young peer leaders become a mediator of many conflicts. P2 shares a common situation that appears during trainings: *“There is always a child who says ‘teacher, the other child is saying vulgarity or is bothering, he hit me’ so the other also wants to hit him, so this is the moment of being a mediator of both of them. To say, ‘you come why are you saying vulgarity or why did you hit this boy - apologize and continue with a training.’ Yes, it is the most about this, to mediated and not to generate more conflict, because you can do in some cases if the boy comes saying that the other hit him, what people usually do is to exclude the other boy from the training and that is not the idea - it is to generate a solution and that both boys can continue with their normal training.”*

5.2.3. Empathy

The skill **empathy** has been revealed in interviews as an important element related to main focus skills - mostly to communication (conflict solution) and interpersonal relations.

This skill was strongly developed in every respondent as all of them were mentioning it too. They were naming the phrase *“put on the shoes of others”* while they were recognizing that other people can have different feelings, distinct point of views, can react divergently to the same situation... They show a strong will to help others. When someone, e.g. professor, needs help or collaboration, they usually come to offer help, or they even start doing it by themselves. In the public transport they give a seat to those who need it more, they

participate on works at home... it is not a rule that it's always like this but commonly the more time they have spent in the foundation the more collaborative and empathetic they are. In conclusion, to be empathetic is one of the best manners of how to prevent conflicts and how to help others. P4 explicates: *"Empathy is to collaborate with people, helping them and oneself."*

Working with children or with people as such and taking care of them is a great manner of **development of empathy**. Interviewed P7 also affirms that being a young peer leader has awoken her passion for working with children and her empathy to others: *"Let's say that the children I am working with... when one of them starts crying, I come to his/her side and support him/her. Before, I wasn't like that, before I was like if you were crying, I'd walk away. Now, it's like 'don't cry, I'm by your side', so now when I come to them, they are like jumping at me, they hug me... it's a very nice feeling and I'm very grateful to the foundation for that."*

They mention many moments in which they show their **empathy in practice**. It is clearly visible in attitudes of young peer leaders in the public transport, P6 says: *"For instance, when I am in the bus or in the TransMilenio⁶ I see people pretending to be sleeping to avoid giving a seat to others and what I do is that I stand up even if I am more tired. But I do not know what that other person had to do or what he did all day to be as he is and give a seat to that person ... I don't know I do not see any problem to do this because you don't know what happened all day with that person. So, it doesn't bother me to just give it [seat] to them."* Or P8 declares something similar: *"When I am in the TransMilenio and someone needs a seat, so I give a seat to that person who really needs it and I do not, I don't really need it. And I always take advantage of every opportunity."* This statement is much stronger to be said in this locality because people from Soacha, Bogotá, etc., are usually fighting for a seat in buses and almost nobody is willing to give it to someone else.

5.2.4. Interpersonal relations

Young peer leaders' **interpersonal relations** passed through a transformation as well. According to previous text, they are closely connected with skills such as communication or empathy. Thanks to them they can socialize and start relations more easily than before, however, there always have been cases when they weren't able to start a conversation with others in the beginning - in these cases the impact to their development is more visible.

⁶ TransMilenio is a public transport system of Bogotá and Soacha.

About starting relations or **starting new friendships**, they can see the importance of these *tools* gained in TDJ and young peer leaders also admit that they have more friends now. Processes of the integration are usually very similar because during trainings they have to actively participate, P2 remembers: *“Later, when we were doing the feedback activities, I had to join in that ‘come, it is only one world among all, one activity.’ So, I had to interact with others. So that were the moments when I started to open up and make friends.”* This helped him to make friends more easily in different environments, not just in TDJ. Furthermore, the environment in groups is open to new people and helps them to socialize, P8: *“If I were silent and shy they would talk to me, they would pick me up and welcome me in their group and support me in such a way that they would make me feel like in the family [...] I think that nobody feels alone here. There is always someone in the group who picks up other people, we always support each other and not just in sports.”* P9 also adds: *“The way to relate to others, let's say it's a bit easier [...] you already have that ability to talk to people and let's say that it's not so difficult for you or that feeling that they judge you but it's easier now, like you already feel, you have that confidence.”* P7 shares her process of relating her to others outside the foundation: *“Before I don't know, I don't know why I believed this, but I felt that getting to know new people would mean getting me into problems. Some people have a negative attitude what makes that people are afraid of things”* This approach is very common in Colombia because of the armed conflict that produced a lot of violence, danger or distrust. And P7 continues: *“At school it has also happened to me that I am one of the shy ones, so I come there, I sit, and I don't know anyone. But I've already let it go and I've already got to know a lot of people.”* However, for some of them, the only friends they have made are those within the foundation, P6: *“Tiempo de Juego is my social circle, the only people I talk to, the only friends or friendships I have are from Tiempo de Juego.”* This can be interpreted as something positive - they have made friends - or negative - the only social circle is the one in Tiempo de Juego, so they are closed in so called social bubbles.

It is changing **relations in family** - all its members are touched by experiences participant has had in the foundation - many of them mentioned that their families are more united now. P4 says that he and his parents are closer now: *“Before my dad came from work with my mom and it was just ‘Hello, how are you?’ and I went to sleep because they always came late. Now we are talking with my dad, he asks me what I was doing, how it went. I also ask them.”* P7 also shares that they have become more united: *“For example, in my house it has happened that I was one of those who didn't share my opinion for fear that they would scold me because*

I didn't feel that my opinion is the correct one. But with skills and with the communication I have achieved that they understand me and I understand them, that it is no longer just to argue but about to make them understand what is happening at that moment and that they do not get angry with one [...] Well, here they teach us how to love, about union, respect, integration. So, I joined them [family] more and now we have communication with them." Their experiences show that communication is closely connected to relations (not just) in the family and its function, in other world it is a tool for developing better relations. Respondent P8 completes: "My family also used to fight a lot, they did not communicate with each other, they did not know what they felt or even didn't know the form that were getting them away from each other. When I talked with my family, I gave them my opinion and they began to analyze it, to pay attention and that was the moment when they have realized that certain family members were in bad conditions. Well, we were able to help, for example, my uncle."

5.2.5. Self-knowledge

As the last skill, **self-knowledge** is described. Young peer leaders are getting to know who they are, what they want to achieve and what resources they would need to reach it.

It is about **awareness of own capacities** when many of them have identified their strengths and weaknesses and thanks to it discovered what they truly want to do, what they want to study (or that they simply want to study) and that they can achieve their aims if they decide to fight for it. For instance, P7 has found that she is "*a competitive and happy person.*" Or P4 recognized his talent: "*I am good in teaching children.*" And P9 evaluates herself: "*I got to know more my abilities or let's say my strengths. Obviously not only my capacities but also my weaknesses.*" And then adds: "*In every workshop I started to realize that I can be a leader, that I can make a change like I told you before, that things can be done.*" Respondent P8 also recognized the impact of sport on her: "*When I run I feel free, I feel confident, I feel I can do things and I also propose it to myself, I feel brave to do things.*"

Young peer leaders are also finding out their **life direction**. In the case of P8 she has been inspired by her experiences: "*Tiempo de Juego has given me many tools thus I would like to be like them. I want to be a child educator, to be in a foundation like this one to help children in their early childhood.*" P6 realized that her life direction has changed during years in Tiempo de Juego: "*Feminine football led me to think, let's say from being a stewardess to be a physiotherapist [...] I even want to study two university careers that is physiotherapist and*

sports science.” Another example is a dream-change of P2: *“Since I was little, I always wanted to be a football player. But after that dream stayed like a dream ... in few words frustrated. But it was like because of being a young peer leader, that I did not want to be a footballer anymore, but I wanted to train youths. It was when I got the opportunity ‘hey P2, there is a team and you can lead them’ I liked leading, so I am going to start making changes in this way always. And then it was when I started to study something related because I said well I want to be a coach, but I do not have instruments, so I have to study to have tools and be able to be a good coach, but also be a good leader.”* According to their responses, they usually want to study or to work in a sport field. That means that sport influence on their lives is of great importance because it changes their life direction as it can be seen for instance in the case of P6. But, on the contrary, their passion for sport can hide or even underdevelop their other talents and abilities they have and in which they might have a true potential. The foundation should have a specific projects/programs that shows young peer leaders and to all its participants other perspectives and opportunities of what they can study or do in their future.

6. Conclusion

In the chapter of conclusion all the results are brought together in order to answer research questions and show the connection with the theory. The framework of the analytic part is written in order to answer them and to connect all the information in order. There were two research questions:

- *How does sport contribute to the process of teaching life skills to young peer leaders from the foundation?*
- *What is the influence of life skills to lives of young peer leaders from TDJ?*

Regarding the first question, there were found three main roles: 1) it is a tool that brings children and youngsters to the foundation, 2) sport converts all the educational process into attractive and joyful activities what makes participants to stay in the foundation, 3) sport teaches and develops many skills in different forms. Also, the connection of sport with *Coexistence Methodology* presents sports as a useful tool that contributes to the achievement of TDJ's aims or sports capacity can go even further and have more positive results than the foundation defines. It can be said that sport is not just an activity that people do in their free time but can have a role as a medium of development too. In addition, Cardenas (2013) is criticizing the lack of knowledge of coaches about peace building or vice versa, but the possibility of young peer leaders to be teachers/coaches and being capacitated in life skills area at the same time, makes them grow up in their personality (psychosocial skills) as well as in the professional level (technical and pedagogical skills). This complex development is forming all young peer leaders into multitalented, flexible and experienced people with a potential to manage better life challenges.

The influence of life skills on lives of young peer leaders is also significant. Mandigo (2016) wrote that learning skills through sport has a long-lasting impact on one's life. The reason is that learning skills through living them facilitates their understanding – some peer leaders were explaining this process. There were described many examples of how and where the impact is the most visible - they were mainly talking about the environment of their families, schools and trainings (even though it is a space of TDJ, it is still part of their life). The focus was on four skills: communication, empathy, interpersonal relations and self-knowledge. Participants are learning, developing or empowering these skills and directly using them in their lives. One of the phrases told by young peer leader - *"It is better that you first learn to be a person and then learn to be sportsman."* - directly shows that sport is understood as a

tool, that foundation is forming human beings through life skills and that TDJ's own leaders prefer personal development rather than sport on a professional level.

Moreover, it was already written that participants from Tiempo de Juego are strongly developing their ability of empathy that is one of factors that makes them act: to give a seat to others in public transport, to help their parents and friends, to try to calm down conflicts, among others. It is assumed that one of the roles of this skill is to be a medium that transfers learned skills into their lives. Their willingness to make a difference in their community is something that can contribute to a positive transformation, calm violence and create human beings (not just directly - between family and friends - but to be role models even to unknown people). However, this research is not focused on these macro-impacts and to investigate it would need more instruments, knowledge and so forth. My assumption is based on received information, observation, literature and investigation from this area - intern/extern to the foundation, and dialogs with local workers and community.

7. Summary

This thesis is devoted to the role of sport (using a phenomenon of Sport for Development) in a Colombian foundation named Tiempo de Juego set in Cazucá, Soacha and to a development and impact of life skills (using the concept of Life Skills) that are taught within the sport trainings of this organization. This foundation works with local community with a purpose to occupy free time of participants, to teach them (life) skills and values through many enjoyable activities and in this way to fulfill their dream.

Sport was considered to have a role as a tool of changes and transformation in individuals and whole communities, because within existing literature there were already made many studies that shows this sport potential. The research likewise showed the capacity of sport to make differences in lives of youths and to be a good instrument for teaching technical, pedagogical and psychosocial skills, among others. Moreover, there is an important connection of sport with the concept of *Life Skills* that are taught by Tiempo de Juego. Learning these skills can contribute to a personal development and to help to have an adaptive and positive behavior, deal effectively with the demands and challenges of everyday life.

This research was mainly focused on four of them: self-knowledge, interpersonal relations, communication and empathy. By means of the interviews it was found that young peer leaders from TDJ have strengthened or even developed these skills and that they have a significant influence on their lives (for instance, within the family, school, public transport, among others).

References

- Cárdenas, A. 2013. Peace Building Through Sport? An Introduction to Sport for Development and Peace. *Journal of Conflictology*. 4(1), 24-33.
- Cárdenas, A. 2016. Sport and Peace-Building in Divided Societies: A Case Study on Colombia and Northern Ireland. *Peace and Conflict Studies*. 23(2), Article 4.
- CIA. 2019. *The World Factbook: South America: Colombia*. [online]. Retrieved 2.5.2019 from: <https://www.cia.gov/library/publications/the-world-factbook/geos/co.html>
- Coakley, J., Pike, E. 2009. *Sports in society: Issues and controversies*. New York, NY: The McGraw Hill Education.
- Comisión Nacional de Reparación y Reconciliación. 2007. *¿Soy una víctima? Tengo derechos*. Colombia: Panamericana.
- Council of Europe. 2001. *European Sports Charter (revised)*. [online]. Retrieved 5.2.2019 from: <https://rm.coe.int/16804c9dbb>
- DANE. 2019. Generalidades. [online]. Retrieved 2.5.2019 from: <http://www.dane.gov.co/index.php/acerca-del-dane/informacion-institucional/generalidades>
- Danish, S., Forneris, T., Hodge, K., Heke, I. 2004. Enhancing Youth Development Through Sport. *World Leisure Journal*. 46(3), 38-49.
- Dovalil, J. et al. 2002. *Výkon a trénink ve sportu*. Praha: Olympia.
- Dušková, L., Šafaříková, S. 2015. *Kvalitativní metody pro rozvojová studia*. Česká republika, Olomouc: Univerzita Palackého v Olomouci.
- Echandía Castilla, C. 1999. In book: *Reconocer la Guerra para Construir la Paz, Edition: 1, Chapter: Expansión territorial de la guerrilla en Colombia: geografía, economía y violencia*. Editorial Norma, 99 – 149.
- Echandía Castilla, C. 2015. Cincuenta años de cambios en el conflicto armado colombiano (1964-2014). *Revista Zero*, 1-14.

Echandía Castilla, C., Cabrera Nossa, I. 2017. *Madurez para la paz: Evolución de la territorialidad y las estrategias en el conflicto armado colombiano*. Bogotá, Colombia: Universidad Externado de Colombia.

FIFA. 2019. James Rodriguez. Retrieved 5.5.2019 from:
<https://www.fifa.com/worldcup/players/player/269058/>

Gould, D., Carson, S. 2008. Life skills development through sport: current status and future directions. *International Review of Sport and Exercise Psychology*, 1(1), 58-78.

Neira, A. 2018. *El Tiempo: Por qué Colombia dice #NuncaMásEscobar*. [online]. Retrieved 20.4.2019 from: <https://www.eltiempo.com/colombia/medellin/colombia-debe-dejar-atras-la-herencia-de-pablo-escobar-el-patron-del-mal-299822>

IEPRI. 2001. *Análisis político*. [online]. Retrieved 20.1.2019 from:
<http://biblioteca.clacso.edu.ar/ar/libros/colombia/assets/own/analisis43.pdf>

Gobernación Cundinamarca. 2015. *Plan de desarrollo Cundinamarca: unidos podemos más*. [online]. Retrieved 20.3.2019 from:
<http://www.cundinamarca.gov.co/wcm/connect/2a9dd7d1-d693-414a-94cd-37fe5f901e7d/PLAN+DE+DESARROLLO+VERSION+FINAL.pdf?MOD=AJPERES&CVID=1DIW39U>

Levermore, R., Beacom, A. 2009. *Sport and international development: Sport and development: Mapping the field*. New York, United States: Palgrave MacMillan.

Lyras, A., Welty Peachey, J. 2011. Integrating sport-for-development theory and praxis. *Sport Management Review* 14, 311-326.

Mandigo, J., Corlett, J., Ticas, P. 2016. Examining the role of life skills developed through Salvadoran physical education programs on the prevention of youth violence. *Journal of Sport for Development* 4(7), 25-38.

Manrique Niño, M. X., Perea Restrepo, S. A., Platt, S., Bueno Carvajal, J. M. 2016. *Cazucá de lo informal al mejoramiento integral*. Bogotá, Colombia: Publicaciones de arquitectura y profesiones auxiliares.

Massao, P., B., Straume, S. 2012. *Urban youth and sport for development*. Nairobi, Kenya: UN-Habitat.

McDermott, J. 2018. La nueva generación de narcotraficantes colombianos ost-FARC: “Los Invisibles”. [online]. Retrieved 20.3.2019 from: <https://es.insightcrime.org/wp-content/uploads/2018/03/La-nueva-generaci%C3%B3n-de-narcotraficantes-colombianos-post-FARC-Los-Invisibles.pdf>

Montenegro T., A., Posada, C., E. 1994. *Criminalidad en Colombia*. [online]. Retrieved 20.1.2019 from: <http://repositorio.banrep.gov.co/bitstream/handle/20.500.12134/5053/BORRADOR%20004.pdf?sequence=1&isAllowed=y>

Montoya Ruiz, A., M. 2008. Niños y jóvenes en la guerra en Colombia. Aproximación a su reclutamiento y vinculación. *Opinión Jurídica* 7(13), 37-51.

Navrátilová, A. 2013. *Nerovný vývoj světa a rozvojové teorie*. Brno, Czech Republic: ASTRON studio CZ, a.s.

Office of the High Commissioner for Peace. 2016. *Global Report 2016*. [online]. Retrieved 20.1.2019 from: http://reporting.unhcr.org/sites/default/files/gr2016/pdf/Book_GR_2016_ENGLISH_complete.pdf

Pánek, J. 2015. *Výběr metod participativního mapování*. Česká republika, Olomouc: Univerzita Palackého v Olomouci.

Parnell, D., Cárdenas, A., Widdop, P., Cardoso-Castro, P., Lang, S. 2018. Deporte para el Desarrollo y la Paz en América Latina y el Caribe. *Journal of Sport for Development* 6(10), 1a-6a.

Pastrana Buelvas, E., Gehring, H. 2017. *La política exterior colombiana de cara al posconflicto*. Bogotá, Colombia: Editorial Pontificia Universidad Javeriana.

Paz y Justicia. 2019. El debate por la manera como debe salir el Eln de Cuba. *El Tiempo*, 22 January. [online]. Retrieved 20.4.2019 from: <https://www.eltiempo.com/justicia/conflicto-y-narcotrafico/debate-por-protocolo-para-que-jefes-del-eln-salgan-de-cub-317408>

- Ponciano, D., Lyras, A. 2018. Theory and Practice of Olympism in Society: A Case Study Analysis of Tiempo De Juego a Youth Development Foundation in Colombia. *Sport and Olympic-Paralympic Studies Journal*, 3, 228-237.
- Reyes, E., Wiesner, A. 2011. *Un gol a la violencia*. Bogotá, Colombia: D'vinni S.A.
- Salas-Salazar. 2016. Conflicto armado y configuración territorial: elementos para la consolidación de la paz en Colombia. *Bitácora Urbano Territorial*, 2, 45-57.
- Sánchez Torres, F., Díaz, A., M. 2005. *Los efectos del conflicto armado en el desarrollo social colombiano*. Bogotá, Colombia: Universidad de los Andes.
- SEN, A. 1999. *Development as Freedom*. Oxford, United Kingdom: Oxford University Press.
- Sobotová, L., Šafaříková, S., González Martínez, M. A. 2016. Sport as a tool for development and peace: tackling insecurity and violence in the urban settlement Cazucá, Soacha, Colombia. *Qualitative Research in Sport, Exercise and Health* 8(5), 519-534.
- Spaaij, R., Jeanes, R. 2012. Education for social change? A Freirean critique of sport for development and peace. *Physical Education and Sport Pedagogy*, 18(4), 442 –457.
- Tiempo de Juego. 2015. *Metodología convivencial, Tiempo de Juego*. Soacha, Colombia: GRAFICAS MYG.
- Tiempo de Juego. 2019. *Escuela de Liderazgo: Currículo Maestro*. Soacha, Colombia.
- UNESCO. 1978. *International charter of physical education and sport*. [online]. Retrieved 6.3.2019 from http://www.unesco.org/education/pdf/SPORT_E.PDF
- UNICEF. 2003. *Definition of terms*. [online]. Retrieved 29.1.2019 from https://www.unicef.org/lifeskills/index_7308.html
- UNICEF. 2004. *Sport, recreation and play*. [online]. Retrieved 20.12.2018 from http://www.unicef.org/publications/files/5571_SPORT_EN.pdf
- UNICEF. 2005. *Sport as a Tool for Development and Peace: Towards Achieving the United Nations Millennium Development Goals*. [online]. Retrieved 20.12.2018 from https://www.un.org/sport2005/resources/task_force.pdf

- UNICEF. 2016. *Childhood in the Time of War: Will the children of Colombia know peace at last?* [online]. Retrieved 28.3.2019 from [https://www.unicef.org/media/files/UNICEF_Colombia_Child_Alert2\(2\).pdf](https://www.unicef.org/media/files/UNICEF_Colombia_Child_Alert2(2).pdf)
- United Nations. 2005. *Report from UN Inter-Agency Task Force on Sport for Development and Peace*. [online]. Retrieved 27.2.2019 from https://www.un.org/sport2005/resources/task_force.pdf
- United Nations. 2018. *Composition of macro geographical (continental) regions, geographical sub-regions, and selected economic and other groupings*. [online]. Retrieved 20.12.2018 from <http://unstats.un.org/unsd/methods/m49/m49regin.htm#developed>
- United Nations. 2018. *Sustainable Development Goals*. [online]. Retrieved 20.12.2018 from <https://sustainabledevelopment.un.org/?menu=1300>
- United Nations. 2018. *World Economic Situation and Prospects 2018*. [online]. Retrieved 27.2.2019 from https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/publication/WESP2018_Full_Web-1.pdf
- WHO. 1999. *Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting*. [online]. Retrieved 29.3. 2019 from https://www.who.int/mental_health/media/en/30.pdf
- WHO. 2009. *Violence prevention the evidence: Preventing violence by developing life skills in children and adolescents*. [online]. Retrieved 29.1.2019 from https://www.who.int/violence_injury_prevention/violence/life_skills.pdf
- WHO. 2018. *Millennium Development Goals (MDGs)*. [online]. Retrieved 20.12.2018 from http://www.who.int/topics/millennium_development_goals/about/en/
- Willis, K. 2005. *Theories and Practices of Development*. New York, United States: Taylor & Francis Group.

Annexes

Annex 1 - research questions (Spanish version)

1. Por favor se presentan: nombre, edad, tiempo en tdj ¿qué hacen en la fundación? ¿Qué deporte estás practicando en TDJ?
2. ¿Cómo llegaste a TDJ? ¿Por qué sigues viniendo a TDJ? (¿tú viniste o te trajeron?)
3. ¿Qué significa el deporte para ti?
4. ¿Crees que puedes aprender habilidades para la vida mediante el deporte? *si sí:* ¿Cuáles y cómo?
5. Cómo ha estado tu desarrollo personal como monitor a través del deporte y habilidades para la vida? Cuéntame tus experiencias.
6. ¿Crees que el deporte te puede ayudar a reconocer tus habilidades personales?
¿Te ayudó a pensar en lo que quieres lograr en tu vida?
7. ¿Crees que la comunicación es un factor importante para el deporte?
En qué forma?
8. ¿Consideras que expresar tus ideas o pensamientos han contribuido en alguna situación en tu vida? ¿Cuál, me puedes decir un ejemplo?
9. ¿Crees que el deporte ha modificado/ha cambiado tu forma de relacionarte? (en la casa, en el colegio, en el barrio..) ¿Cómo?
10. ¿Intentas poner en práctica las habilidades para la vida y valores que aprendiste en TDJ fuera de la fundación? Cuéntame un caso.
11. ¿Algo más que te gustaría decir en relación con este tema?

Annex 2 - research questions (English version)

1. Please, can you present yourself: name, age, time in TDJ and what are you doing in the foundation? What sport do you practice?
2. How did you come to TDJ? Why do you continue?
3. What does sport mean to you?
4. Do you think that you can learn life skills through sport? If yes, which ones and how?
5. How has your personal development been as a monitor through sports and life skills? Tell me your experiences.
6. Do you think that sport can help you recognize your personal skills? Did it help you think about what you want to achieve in your life?
7. Do you think that communication is an important factor for sport? In what way?
8. Do you consider that expressing your ideas or thoughts have contributed to any situation in your life? How; can you tell me an example?
9. Do you think that sport has modified/changed your way to relate to others? (at home, at school, in the neighborhood ...) How?
10. Do you try to put into practice life skills and values that you learned in TDJ outside the foundation? Tell me a case.
11. Anything else you would like to say in relation to this topic?

Annex 3 - informed consent

2. CONSENTIMIENTO INFORMADO

Yo _____ mayor de edad y residente en _____, identificado(a) como aparece al pie de mi firma; en calidad de _____ del niño(a) menor edad _____, identificado con # documento _____, en adelante EL MENOR, sobre quien tengo pleno ejercicio de la patria potestad de conformidad con las leyes de la República de Colombia, por medio de la presente manifiesto mi consentimiento para que EL MENOR asista a las actividades culturales deportivas y formativas lideradas por la fundación Tiempo de Juego.

Igualmente, en la calidad anteriormente señalada, asumo que EL MENOR se encuentra actualmente afiliado al SISBEN o EPS _____, para que en dado caso que se presente algún imprevisto o accidente se pueda atender la situación adecuadamente y oportunamente. También certifico que EL MENOR se encuentra en perfectas condiciones de salud, o de lo contrario que presenta la siguiente enfermedad o condición: _____ y que tiene el seguro escolar del colegio _____, el cual está vigente.

3. AUTORIZACIÓN USO DE IMAGEN

En la calidad anteriormente señalada, autorizo a la FUNDACION TIEMPO DE JUEGO así como a sus aliados, o cualquier otra persona jurídica o que la fundación TIEMPO DE JUEGO autorice para:

1. Captar imágenes personales, tomar fotografías, realizar grabaciones en video o audio y similares del MENOR, a través de cualquier medio físico, electrónico o de otra naturaleza en delante de las “imágenes”.
2. Divulgar, publicar, exponer, producir, duplicar y distribuir las imágenes a través de cualquier otro medio de comunicación virtual.
3. Utilizar las imágenes incluyendo el uso público promocional de mercadeo y otros semejantes (en adelante “uso promocional” en cualquier lugar del mundo y en cualquier tiempo.
4. Modificar, adaptar, arreglar las imágenes para Uso Publicitario y como información para donantes y aliados, entendiéndose esto que en ningún momento constituye violación a los derechos, al honor, a la intimidad personal y a la propia imagen de EL MENOR.

Declaro que no existen limitaciones legales o contractuales para la utilización de las imágenes y libera a la FUNDACION TIEMPO DE JUEGO de cualquier responsabilidad por la utilización lícita de las imágenes y términos señalados.

Reconozco expresamente que esta autorización a favor de la FUNDACION TIEMPO DE JUEGO se realiza de forma gratuita y por tanto manifiesto que la FUNDACION TIEMPO DE JUEGO no debe suma alguna por el concepto que esta autorización. En consecuencia, me comprometo a no reclamar valor alguno, por concepto de la explotación económica o utilización que hiciere la FUNDACION TIEMPO DE JUEGO o cualquier persona natural o jurídica que haya sido autorizada por la FUNDACION TIEMPO DE JUEGO para utilización de las imágenes

4. AUTORIZACIÓN DE TRATAMIENTO DE DATOS PERSONALES

Con la firma de este documento manifiesto que he sido informado por la Fundación Tiempo de Juego:

(i) Que la Fundación Tiempo de Juego actuará directamente o a través de terceros como el responsable del tratamiento de mis datos personales y el de mis hijos o menores de edad de los que soy representante, para lo cual podrá recolectar, usar y en general tratar mis datos personales conforme a la Política de tratamiento de datos personales disponible en www.tiempodejuego.org y a lo dispuesto en la Ley 1581 de 2012 y el Decreto 1377 de 2013. Así mismo, la Fundación me informa que ha puesto a mi disposición la línea de atención 9003166, así como el correo info@tiempodejuego.org para la atención de requerimientos relacionados con el tratamiento de mis datos personales y el ejercicio de los derechos mencionados en esta autorización.

(ii) Que la información que recoge la Fundación Tiempo de Juego de los beneficiarios y sus familias se destinará exclusivamente a proveer un mejor servicio, que se ajuste a las necesidades de los beneficiarios. La Fundación utilizará esta información para obtener estadísticas y en ningún caso utilizará los datos individuales de ninguna persona para entregárselos a otra persona u organización.

(iii) Que es de carácter facultativo responder preguntas que versen sobre datos sensibles o sobre menores de edad y que éstos últimos, serán tratados respetando sus derechos fundamentales e intereses superiores. Se informa que algunos de los datos que se recogen son considerados datos sensibles y que nadie está obligado a autorizar su tratamiento. Son los siguientes: peso, estatura, talla, talla de zapatos y condición de desplazado. Estos datos se utilizarán para hacer control de alimentación, para las dotaciones deportivas, y para conocer la posibilidad de acceder a ofertas de programas especiales.

(iv) Que mis datos y los de mis representados serán tratados para fines pre-contractuales, contractuales, pos-contractuales, comerciales, de atención al cliente y mercadeo, procesamiento, investigación, capacitación, acreditación, consolidación, organización, actualización, reporte, estadística, encuestas, atención y trámite.

(v) Que mis derechos como titular del dato así como los de mis representados son los previstos en la Constitución y la ley, especialmente el derecho a conocer, actualizar, rectificar y suprimir mi información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales.

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, explícita, informada e inequívoca a Fundación Tiempo de Juego y a quien le sean cedidos los derechos, para tratar mis datos personales, para los fines relacionados con su objeto social y en especial, para los fines legales, contractuales, comerciales, invitaciones a eventos, mejoramiento de productos y servicios, ofrecimiento de nuevos productos y todas aquellas actividades asociadas a la relación o vínculo existente con Fundación Tiempo de Juego, terceros que contraten con él o aquel que llegare a tener, de acuerdo con la Política de datos personales de la Fundación y por tanto, manifiesto que conozco el aviso de privacidad y la antedicha política.

Asimismo, autorizo a Fundación Tiempo de Juego a actualizar su contenido a fin de atender reformas de ley, políticas internas o nuevos requerimientos para la prestación u ofrecimiento de servicios o productos, dando aviso previo por medio de la página web de la compañía o por correo electrónico. La información del formato del cual forma parte la presente autorización la he suministrado de forma voluntaria y es verídica.

Adicionalmente, reconozco que los menores de edad abajo firmantes han sido informados sobre los datos que la Fundación Tiempo de Juego está recogiendo y el uso que dará de los mismos, y han manifestado su aprobación verbalmente o por escrito.

Manifiesto haber hecho una lectura consciente de las autorizaciones e indico a continuación marcando con una X las que apruebo con mi firma:

CONSENTIMIENTO INFORMADO	USO DE IMÁGENES	USO DE DATOS	POLÍTICA DE PROTECCIÓN

Nombre _____ identificación _____

Firma e del padre, madre o acudiente

Fecha: _____

Anexo:

Copia del Documento de Identidad del niño(a) y/o Registro Civil de Nacimiento.

Copia del Carnet de Salud EPS y/o Seguro Escolar.

Copias de los Documentos de Identificación (Cédula Ciudadana) de los padres o acudientes de familia.

