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Authors David BLOUGH (Agence 10), Emmanuel RIVAT,
Claire VERDIER (Agence PHARE).



Evaluation of “Sport & Development” and “Impact 2024 International” programs

These programs were led by La Guilde and supported by AFD. The evaluation has been assisted by F3E.



Coordinators

Camille Tchounikine et Matthieu Valot (AFD)

Disclaimer

The analyses and conclusions of this document are those of its authors. They do not necessarily reflect the official views of Agence Française de Développement or its partner institutions.

Cover photo

A group of young surfers warming up on the beach. Since 2020, the Surfkids Shredding Senegal project has been assisting girls and boys with their academic and sporting activities.

This project led by the association Malika Surf Camp encourages children with their schooling and is in constant contact with their parents to ensure that they understand the importance of going to school. It helps local young surfers live their dreams and surf with their own equipment.

Thanks to the Foundation, more children can benefit from the program and it encourages girls in this amazing sport.

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Editorial

By Céline Gilquin, Head of AFD's "Social Link" Division

Agence Française de Développement (AFD) adopted a "Sport and Development" strategy in February 2019, with the aim of turning sport into an accelerator for inclusive investment.

AFD Group has made sport a new focus for its action to accelerate the dynamics of sustainable development, central to its 100% Social Link strategy and in line with the United Nations 2030 Agenda. To strengthen and sustain its links with civil society, AFD has financed two mechanisms for calls for micro-projects, "Sport & Development" and "Impact 2024 International" (the latter in partnership with Paris 2024), both led by La Guilde.

The two programs have achieved generally positive results: 89 associations and 109 projects have been supported in 29 African countries. This has directly benefited almost 150,000 people, with a total amount of €4.6 million (€5.1 million when Sport & Health is included). The aim of the projects supported was to strengthen social cohesion and access to education, reduce gender inequalities, and improve the health of the people targeted.

These encouraging results also provide an opportunity for capitalization, enabling AFD to learn lessons to improve its practices in the field of Sport for Development.

As "sport and development" financing is still relatively recent in AFD's activity, it was essential to evaluate the impact of these micro-projects, as well as the changes they bring about within the relevant areas and communities. This evaluation of the two mechanisms provides an opportunity to examine our action in this field. To what extent have these projects actually contributed to improving the living conditions of the beneficiaries? What processes and factors bring about a lasting impact? What lessons can we learn from our financing, so that we can have a greater impact in the field of development through sport?

The objective of this evaluation is also to share and disseminate the results and knowledge with all the stakeholders in the ecosystem of Sport for Development. It aims to substantiate the innovative nature of the projects implemented and their relevance, and thus contribute to the recognition of sport as a tool for development.

This evaluation lays the foundations for AFD's renewed action in the field of "Sport for Development".

The evaluation highlights AFD's leading role as a committed partner and funder of programs grounded in local realities that contribute to empowering young people through a development through sport approach. This innovative approach has proved its effectiveness in strengthening social cohesion, and through its contribution to the various development objectives. These two programs have favored the emergence of initiatives for social innovation through sport, for the benefit of local communities and youth.

However, certain limitations have been identified in the two programs. For example, the lack of organizational structure in the beneficiary associations in a fledgling ecosystem requires AFD to adapt its approach. Various areas for improvement have been identified, which include increasing the amount and duration of financing, and stepping up the support for the associations funded, for example, by creating and coordinating a community of associations to help them scale up their activities in a larger number of areas and countries.

This study also highlights how AFD acts as a catalyst in mobilizing sponsors and, consequently, in structuring the sector and strengthening the economic model of the associations supported.

1. Introduction

1.1 Sport and Development: A growing sector

Starting in the 1960s, the creation of United Nations bodies in connection with the contribution of Sport for Development (Darnell *et al.*, 2019) marked the beginning of international recognition of the subject. Starting in the mid-1990s, international recognition of Sport for Development experienced rapid and multidimensional growth (Kunzler, 2010). Initiatives such as the Kazan Action Plan in 2017, led by UNESCO, also outlined the added value of sport for the achievement of the Sustainable Development Goals (SDGs) (UNESCO, 2017).

The concept of Sport for Development differs from the objective of developing sport, which is most often promoted by the sports movement, and in particular sports federations. The activities of the latter take a three-pronged initiation-training-competition approach and aim to increase the number of participants, with a view to improving performance. **The notion of Sport for Development does not consider sports activities as a goal, but as a means of achieving other economic or social objectives, such as living together in harmony, education, and gender equality.**

In this context, in February 2019, AFD adopted a "sport and development" strategy, which considers sport as a tool to increase access to sport for all and, especially, access for young people, women and girls, and thus contribute to strengthening education and gender equality (AFD, 2023). This strategy has three focuses:

- The integration of sport into projects financed by AFD, in particular when community facilities are created or renovated
- The mobilization of partners and joint construction of development projects
- Efforts in the field of research and capitalization on know-how

Since 2012, AFD has committed more than €189 million in the sector, supporting more than 180 projects and 75 athletes.

This evaluation covers two programs financed by AFD, "Sport & Development" and "Impact 2024 International", which aim to support civil society organizations (CSOs) in Africa. These programs are very similar in three ways. Firstly, they both aim to support small international solidarity associations which use sport for development purposes. Secondly, they are both in the form of calls for projects (four rounds), between 2019 and 2023 for "Sport & Development", and between 2021 and 2024 for "Impact 2024 International" (Paris 2024). Thirdly, they both offer financial support (€2,776,530 to associations, or an average allocation of €25,473 *per project*), and non-financial support.

These two programs are led and implemented by La Guilde, a non-profit association which began developing a mechanism to support the emergence of solidarity projects in 1983, the "micro-project", which is central to the philosophy and engineering of the two programs (La Guilde, 2021). The mechanism offers seed financing to associations to try out new activities and/or strengthen existing activities, and, ultimately, build the capacities of associations (Boisteau and Bouch, 2023). In 2019, La Guilde thus started developing expertise in the field of sport by leading and implementing Sport for Development programs, first and foremost "Sport & Development" and "Impact 2024 International".

The two programs supported by AFD and led by La Guilde have supported a total of 89 associations and 109 projects in 29 African countries. **At local level, the associations supported have reached 144,368 direct beneficiaries, almost half of whom are adolescents and women.**^[1]

This evaluation of the “Sport & Development” and “Impact2024International” programs focuses on two issues. Firstly, on the implementation conditions and the relevance, coherence and effectiveness of the design (financing, assistance) of the programs for the projects supported. It also looks at the dynamics these projects have created for their beneficiaries, by documenting the actual conditions by which the associations can have effects on young people and their local partners.

[1] These results also include data from the “Sport & Health” program, led in partnership by AFD and FIFA, the latter expressing interest in the initial developments of the “Sport & Development” program. This “Sport & Health” program was implemented in 2020 in the form of a single call for projects. It supported 14 projects across Africa. The structures were required to provide solutions to health and education issues (sexual health, hygiene, mental health), with the aim of addressing the crisis exacerbated by the pandemic. These consolidated results are justified by the fact that six of the grantees of “Sport & Health” are also supported by “Sport & Development” and “Impact 2024 International”.

1.2 Objectives of the evaluation

In order to **produce knowledge that can inform the associations supported, as well as La Guilde, AFD and all the stakeholders in Sport for Development**, the evaluation addresses the following specific objectives:

- Analyze and **clearly indicate the innovative nature and relevance of the projects**, programs and Sport for Development approach, so that they can serve as inspiration for the development ecosystem
- Propose **a clear and concise capitalization process** to identify the strengths, weaknesses, opportunities, threats and areas for improvement of the programs, and areas for improvement for the design and management of future programs and calls for projects
- **Contribute to a sincere promotion of sport as a tool for development and of micro-projects as an appropriate format for action**

To achieve these objectives, the evaluation is based on a methodology comprising four components:

- An assessment of the implementation of the two programs
- 14 scoping interviews with AFD, La Guilde, donors in the sector, and two embassies (Morocco and Senegal)
- An immersive field survey among nine projects in three countries (Senegal, South Africa, Togo), including observations of the activities implemented and interviews with young people, project initiators, supervisors, and local partners
- A questionnaire distributed to the 89 call-for-projects grantees

1.3 Scope of the evaluation

The first "Sport & Development" program was launched as part of the deployment of AFD's strategy of the same name in 2019. "Impact 2024 International" was launched two years later in the context of a partnership between AFD and Paris 2024, with the aim of aligning its ambitions and agenda with the "Legacy and Sustainability" strategy of Paris 2024 (support for the grantees, for example).

The two programs supported by AFD share **the same overall objective** of contributing to the development of local sport initiatives serving the SDGs in Africa. A first specific objective of the programs is to build the partnership, technical and financial capacities of the French and African operators engaged in projects to support community sport serving the SDGs. A second specific objective is to improve knowledge and visibility of sport projects serving these SDGs. However, the two programs differ in terms of eligibility criteria and the resources allocated, as shown in the two boxes below.

Box 1 – Sport & Développement

Beneficiary: La Guilde
Purpose: Project to support local Sport for Development initiatives in Africa
Budget: €2.5 million grant
Program duration: 2019–2022
Geographical area: Africa

The "Sport & Development" calls for projects were conducted between 2019 and 2021, and supported 50 projects across Africa. The associations were eligible when their annual resources did not exceed a threshold of €250,000, and they obtained between €7,000 and €20,000 during the first rounds of the program.

Box 2 – Impact 2024 International

Beneficiary: La Guilde
Purpose: Impact 2024 International calls for projects to finance Sport for Development micro-projects in partnership with Paris 2024
Budget: €2 million grant
Program duration: 2021–2023
Geographical area: Africa

The "Impact 2024 International" calls for projects were conducted between 2021 and 2023, and 45 projects were supported. It should be noted that there are three significant differences between this program and "Sport & Development". Firstly, the threshold for the annual resources of the associations was raised to €500,000, and larger amounts were obtained, ranging between €10,000 and €40,000. Secondly, this program applied the principle of the localization of aid: the projects may be led directly by local associations, rather than the aid being conditional on a partnership with an association headquartered in France. Thirdly, this program proposed an additional mechanism for support and assistance in structuring the projects of the associations, through the support and intervention of an operator, Sport en Commun, which mobilizes local experts for this purpose.

Despite these differences concerning the overall engineering of the programs, AFD and La Guilde wanted the resources deployed for these programs to show a certain continuity and coherence, in order to build the capacities of the associations and the networks of operators. For this reason, the grantees of the various programs benefited from identical forms of assistance:

- During the pre-financing phase, La Guilde assisted 171 associations with the preparation of their applications, and 33 associations during the post-financing phase to consolidate the objectives and implementation arrangements for the projects. A total of 48.6% of the associations supported were grantees of one of the programs

- The grantees benefited from training cycles on Sport for Development issues, covering the themes of gender equality, disability and child protection
- The grantees benefited from two local seminars organized by La Guilde and Play International in Dakar, in Senegal, and two capitalization and promotion days on “micro-projects” organized by La Guilde in Paris
- The grantees were able to request a training cycle organized by La Guilde through the Territorialized Microproject Program (PTMP) (Boisteau and Bouche, *op. cit.*), which comprises several modules on the management and coordination of micro-projects (submissions to calls for projects, for example)

The evaluation of these two programs has made it possible to question the relevance of the micro-project mechanism in terms of supporting initiatives emerging in the field of Sport for Development.

1.4 A positive overall assessment

The “Sport & Development” and “Impact 2024 International” programs initially aimed to (i) increase the number of associations and projects supported in the field of Sport for Development, and (ii) select a wide variety of associations and projects across Africa, (iii) and thereby increase their capacity to use sport as a tool for development.

The first objective of increasing the number of associations supported and the number of beneficiaries reached by the activities offered by the projects has been achieved on several levels. The programs have supported 89 associations and 109 projects in 29 African countries, with **144,368 direct beneficiaries, almost half of whom are adolescent girls and women.** Furthermore, the associations have helped train more than 6,000 supervisors, which is a crucial capacity building issue for the organizations.

The second objective of selecting a wide variety of associations has also been achieved. Indeed, the geographical deployment of the programs is relatively balanced. **Almost 60% of the projects are in the French-speaking world, and almost 40% in the English-speaking world.** Almost half of the projects are in West Africa, a quarter in East African countries, and almost one association in ten is based in either Central Africa or Southern Africa. The countries most prominently represented are Senegal (17 projects), Kenya (10 projects), Togo (10 projects), and Benin (9 projects).

The third objective has also been achieved. The candidate associations for these programs were well positioned, with a diversity of sport disciplines (including football, basketball, sailing, boxing and multi-sports), covering thematic objectives in the fields of health (SDG 3), quality education (SDG 4), gender equality (SDG 5), the professional integration of young people towards quality jobs (SDG 8), and the environment and climate change (SDG 13). More specifically, the projects were especially focused on the issues of gender equality (75%), health (59%), and access to education (50%), for example, on the issues of enrolment and academic support.

Table 1 – The main themes covered by the projects (n= 81)

Response categories	Number of associations	Percentage of associations
Gender equality	61	75%
Access to healthcare and well-being	48	59%
Access to education	41	50%
Professional integration and decent work	12	15%
Awareness-raising on the environment and the fight against climate change	10	12%
Peace and Justice	6	7%

Source: Survey questionnaire.

The evaluation highlights that **the mobilization of the associations on these development issues is contingent on the size and quality of the partnership, association and economic structure in the project areas**, and the ability of associations to identify local experts. This explains why the long-established themes of Sport for Development have been supported (education), and why certain themes are covered less (environment, peace and justice).

The assessment of the programs also notes **support for the feminization of the sector**. The data available for 2019–2024 (La Guilde, 2023) show that the selection of projects supervised and managed by women, which was more prominent for "Impact 2024 International",^[2] has effects on the feminization of the profiles of the beneficiaries. Indeed, there was a 20% increase in the share of women beneficiaries between 2019 (47.5%) and 2023 (67.8%). Taken together, at least 50% of the beneficiaries were adolescent girls or women for 65% of the winning projects of the two programs.

[2] The data are only available for the Impact 2024 International program.

1.5 Methodology of the evaluation

While this generally positive assessment of the two programs is based on data from the monitoring of the achievements of the associations, the evaluation has a double added value. Firstly, it gives a better understanding of the way in which the programs and activities of the associations are scaled. Secondly, it provides an analysis of the relevance, coherence and effectiveness of the programs for the associations, and documents the effects of the associations among the final beneficiaries.

To address these issues, **the methodology of this evaluation combines a qualitative and quantitative approach** on several levels. On a qualitative level, scoping interviews were conducted with 10 organizations and 14 people to gain a better understanding of the background and context of the deployment of the programs, and the expected impacts of the programs on the associations (AFD, La Guilde, Sport en Commun, French embassies in Morocco and Senegal, Lacoste Foundation, Laureus Foundation, IOC, Fondation de France). An extensive survey was also conducted among nine winning projects^[3] to understand both what the programs had contributed in terms of capacity building for these projects, and

[3] The associations are the following: Association Togolaise pour la Promotion du Sport pour Tous, Djarama, ASSCAN, LYSD, School of Hard Knocks, Pour le Sourire d'un Enfant, Terre en Mêlées, The Little Optimist, Zip Zap Circus.

the impacts of these initiatives among their stakeholders. This survey included individual and group interviews with project initiators, supervisors, young people and partners, as well as several observation sessions.

In addition to this qualitative work, a questionnaire was distributed among the 89 winning associations of the “Sport & Development” and “Impact 2024 International” programs, with active support from La Guilde. **81 of the 89 winning associations answered the first 6 questions of the questionnaire, and 66 people fully completed it.** This response rate is therefore highly satisfactory for the robustness of the analysis.^[4]

It should be noted here that **the evaluation of the programs did not aim to demonstrate the impact of the associations on young people**, and therefore to attribute this impact to either of the programs evaluated. It focused more on documenting the processes and factors by which these associations aim to work towards these impacts and give themselves every chance

of achieving them. The objective was to identify good practices, and inform the question of the eligibility and selection criteria of calls for projects for future programs.

The data collection process posed several challenges. The two programs are relatively recent, whereas changes in the capacities of the project associations can often only be observed over the long term. In addition, the operating environments of the projects (in terms of countries, audiences, partners) are very diverse, which can limit the evaluator’s ability to draw general conclusions on the subjects. To address these challenges, we analyzed, as far as possible, the data using two methodological principles: the triangulation of data sources and the perspectives of people, which involves questioning the way in which facts and opinions are verified from several perspectives, and data saturation, which involves observing recurrences in the facts and opinions, in order to identify the patterns and stabilize the way in which to interpret them.

[4] This sample is particularly representative in terms of the types of projects supported and countries represented.

Table 2 – Fieldwork conducted during the evaluation

Number of interviews conducted	Number of people concerned
14 scoping interviews with the donors and operational stakeholders of the program	14
12 individual or group interviews with the founders of the associations supported	12
17 group interviews with the supervisors of the associations supported	48
18 group or individual interviews with young final beneficiaries	81
25 individual interviews with partners of the associations supported	34
1 thematic group interview and 3 individual interviews with founders	6
Number of observations made	Number of young people observed
20 half-days	665
Distribution of the questionnaire	Number of associations concerned
Among 89 associations	81

2. Micro-project mechanism: An appropriate format for expanding the scope of Sport for Development

It should first be pointed out that the objective of AFD and La Guilde was to extend and diversify the field of Sport for Development, by giving associations that were not specialists in a sports discipline, or sport in general, the possibility of submitting an application. Having clarified these two premises, **the evaluation confirms that micro-projects are an appropriate format for expanding this sector.**

Given the scale of the resources deployed, the programs have contributed to expanding the Sport for Development sector in Africa, by supporting three types of organizations: a quarter of the associations are relatively recent in this field (less than three years), almost half have been operating in this field for between three and ten years, and a third of them have been operating in the field of sport for more than ten years. The qualitative analysis has identified these patterns and noted that the programs have supported three types of organizations with different needs:

- By recognizing and strengthening the efforts of longstanding Sport for Development operators, who were experiencing "difficulties" in meeting the expectations of the other calls for projects, to experiment with and finance supervisor training
- By encouraging generalist and longstanding associations in the field of development to experiment with sporting activities, in order to diversify and expand their educational and artistic activities, or move towards the creation of a sports unit
- By supporting very recent associations for which the development of sport is the core activity, in particular due to the profile of the founder of the CSO

In our efforts to understand whether this wide diversity of operators also covers a wide diversity of Sport for Development approaches, we made several observations during the initial field surveys. Firstly, that ambitious educational projects do not always include the most isolated groups in the sector (such as adolescent girls and women, and people with disabilities) in the design and implementation of their activities. These operators do not necessarily have the appropriate tools, and the sporting activities tend to focus on participants with the strongest motor skills. **In other words, projects with a strong educational ambition are not necessarily inclusive**, in the same way that education through sport projects is not necessarily inclusive.^[5]

For these two reasons, in this evaluation, it was necessary to identify several types of sport and development objectives based on academic research on the subject (Coalter, 2013): education or inclusion *in* sport, education and inclusion *by* sport, and education or inclusion *through* sport. While the first approach primarily involves developing sporting activities, there is a fundamental difference between the latter two. While education or inclusion *by* sport involves **using sport as a tool** to mobilize young people and interest them in other subjects (school, health), education through sport involves **changing and adapting the rules** to provide a more direct response to social issues during sporting activities.^[6] These different levels of taking development objectives into account through sporting activities are shown in Table 3 below.

[5] For critical reflection on these categories, see Gasparini, W. (2012).

[6] This definition of education through sport is based very strongly on the definition of the "+ sport" approach as opposed to sport + and sport (Coalter, 2013).

Table 3 – Analytical grid of the objectives of Sport for Development projects based on academic and field research

Educate in sport	Educate by sport	Educate through sport
<p>Educate or initiate an audience in a sports discipline. This approach is often associated with a competitive logic (tournaments and championships, for example).</p> <p>A variation less focused on the notion of performance involves designing a program providing access to recreational sports activities.</p>	<p>Use sport to attract/mobilize an audience to offer it an educational service (educational or academic support, for example), and organize awareness-raising activities on issues (social, health and environmental, for example).</p> <p>A variation involves introducing and coordinating spaces for reflection alongside the sporting activity to address behavioral knowledge or notions.</p>	<p>Adapt the content and objectives of physical and sporting activities to support the acquisition of life skills. In this model, the objective is to consider all the educational needs of individuals and their development.</p> <p>This approach often involves a multidisciplinary approach based on other disciplines or expertise (psychology and educational science, for example).</p>
Include in sport	Include by sport	Include through sport
<p>Adapt the content and format of the sporting activity for people who find it difficult to access sport (performance or recreational approach).</p> <p>In this respect, the levels of participation and diversity are key indicators.</p>	<p>Use sporting activities to mobilize an audience with specific needs and propose social services to a group.</p> <p>In this respect, temporary or permanent non-mixity may constitute a legitimate indicator.</p>	<p>Implement a teaching and learning approach in sporting activities on an inclusive basis.</p> <p>In this respect, the activities are mobilized to help empower groups of people affected and/or concerned by stereotypes or discrimination to take action.</p>

This analytical grid of Sport for Development provides an understanding of the diversity of approaches of the associations and the way in which they can articulate these different objectives.^[7] It thus enables us to validate the fact that the programs have supported a diversity of approaches. Secondly, it shows that the benefits of sport are not only derived from learning a sport, and therefore from the spontaneous transmission of supposedly intrinsic values, but that they **depend on the quality of the teaching and learning approaches of the associations, in particular in terms of enabling the beneficiaries to become actors in their learning** (Marchiset and Coignet, 2015).

Using this analytical grid, we firstly observed that most of the associations consider the development of sport and sporting activities as an essential need for young people and communities.

[7] In reality, a project, and even more so an organization conducting several projects, can simultaneously fall within several areas and levels. This framework of interpretation thus calls on the reader to consider Sport for Development approaches more as a continuum of practices than a firm and definitive classification. Furthermore, **this typology is not intended to be normative in the strict sense**. It should not be considered as a classification that recognizes education through sport approaches as necessarily being more beneficial than education in sport and by sport approaches.

The overwhelming majority of the associations supported thus propose activities for education and inclusion in sport (94%), and consider that the diversification of sporting activities is a legitimate development and education objective. **The first lesson learned from the evaluation is therefore that the deployment of sporting activities for development is very much linked to the development of sporting activities as such.**

We have also observed that the overwhelming majority of the associations articulate this ambition of developing sport with activities for education or inclusion by sport (more than 70%). A large majority of associations especially propose awareness-raising activities for young people and local communities on non-sport issues (health, gender equality, environment), and some associations also propose individual or group support for young people on these issues (almost 20%).

Finally, fewer associations take up the last level (approaches of education or inclusion *through* sport), by adapting the rules and sporting activities to maximize the impact on social issues, and propose collective solutions.

3. Micro-projects, an appropriate tool for associations to try out new activities

Overall, **micro-projects provide a useful way of trying out new activities for education and inclusion in sport and by sport, as this is what has been done by over half of the associations (54%) supported by the "Sport & Development" and "Impact 2024 International" programs.** The interviews conducted with the associations show that the system of micro-projects gives them the time they need to design the activities, raise awareness among young people and local communities, and deploy the activities over several months, while mobilizing financing for other issues (ensure the sustainability of existing activities, and strengthen the infrastructure and equipment, for example).

While the associations supported were already closely involved in the issues of education, schooling and educational support, the programs led to them increasing their focus on gender equality and health issues. In this respect, it should be noted that the formulation of the expectations of the program had performative effects on the choice of themes by the project initiators. Indeed, they sought to orient their objectives and activities towards issues such as gender equality, social cohesion, well-being, and health through physical activity. During this evaluation, it appeared to us that the associations had considerable leeway in the way in which they targeted audiences and developed the content of the activities, as the main concern of AFD and La Guilde was for sport to be considered as a tool for development in relation to the needs and partners in the project areas. While the training, in particular on gender, may convey norms at odds with more traditional representations and education practices, which already address issues such as relations between women and men with their own codes and may be reluctant to adopt objectives and approaches related

to gender issues,^[8] we noted that the associations supported by the programs also sought to build a patient dialogue with the political, moral and religious authorities in these communities.

The associations also devoted time to schools and established closer contacts and relations with them, in order to identify and meet young people and build school-based operating methods. In this respect, the two programs have strengthened the integration of the associations into the local voluntary sector, a fundamental requirement for gaining a better understanding of the needs and trying out new formats for the activities. While the associations often work with schools and teachers, it is much less common for them to have contacts or relations with actors in healthcare and disability, the environment or justice, or on the gender equality aspect, especially when they are in rural areas.

While one of the main effects of the "Sport & Development" programs has been their contribution to establishing stronger networks between local operators and partners, there are however many barriers to innovation. They may be cultural (in generalist associations, the lack of consideration for sport as an educational tool and knowledge of how to use it), social (lack of skills in the development of sport or development through sport), or local (lack of local partners). These barriers account for the fact that certain issues were addressed less (environment and justice, for example). In this context, the training proposal of La Guilde appears to be an appropriate solution, under certain conditions.

[8] Future evaluation work in the field of Sport for Development could explore further the way in which local associations are "actors" in gender, with their own vision and capacity, and the way in which a hybrid form of the content of European training can be developed with the approaches and practices supported by community-based organizations. For a critical perspective on the notion, see "A History of Development Through a Gender Prism", in Verschuur *et al.* (2017).

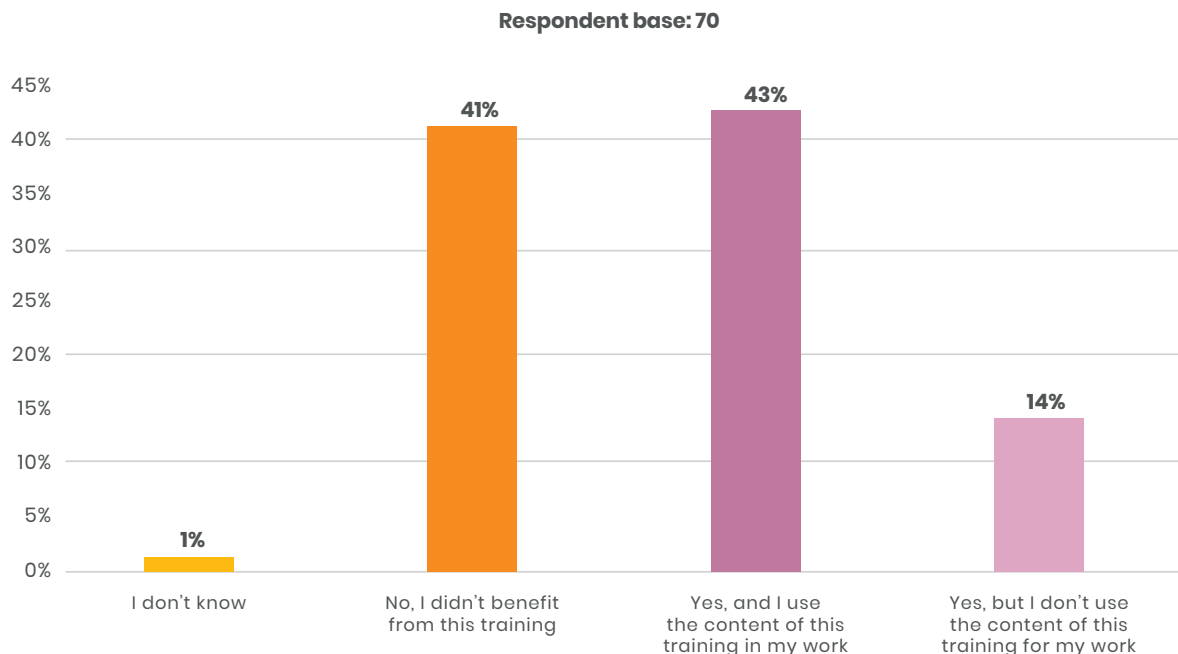
4. Training in inclusion helps equip and build the skills of associations

During the two programs, La Guilde proposed four online training cycles to the associations: two training cycles on gender (level 1 and level 2), one on taking disability into account, and one on child protection. **A total of 36 training sessions were organized for a cumulative total of 362 participants.** In terms of gender, AFD promotes a paradigm shift, meaning a move from a “women and development” approach (which aims to satisfy the needs of women and support their practices, without questioning the root causes of gender inequality) to a “gender

and development” approach (meaning projects that aim to redress structural gender inequalities in society). We note that this second approach was well integrated in the content of the gender training proposed by La Guilde.

The results of this training are generally satisfactory in terms of the number of people trained and the level of use of the content offered. Indeed, in the case of the gender training, six out of ten associations were trained on the gender issue (57%), and among the associations trained, just over eight out of ten used the content provided. The results are also satisfactory in terms of child protection. While just under four associations out of ten were trained on this issue, the vast majority (more than nine associations out of ten) used the content of the training. In terms of disability, only a third of the associations were trained, and a quarter used the content provided.

Figure 1 – Did you benefit from the training proposed by La Guilde on gender issues?



Through this training, the associations made progress on the issues of inclusion in sport and by sport. Some associations use "non-sport" activities more to support adolescent girls and women on issues such as menstrual health, the importance of listening, and respect for gender identities. **However, this progress depends on the level of feminization of the associations and projects, with some CSOs maintaining unequal practices with regard to the beneficiaries.**

The associations appear to have made less progress in education through sport during the programs. Three main factors should be noted. Firstly, at an educational level, the associations attribute the acquisition of skills by young people more to the actual fact of playing a sport and the supposedly intrinsic qualities of the disciplines. Secondly, the founders often have a personal story related to a particular sport promoted by the association. This results in a strong attachment to the objective of developing and teaching the sport, to the detriment of giving closer consideration to the choice of sports and the tools to use to include or educate more. Thirdly, **it is difficult to transfer the most successful teaching methods to other organizations. They are closely linked to a particular sport (such as fencing or surfing), and the associations do not necessarily have the thematic knowledge (for example, from the field of psychology or sociology) and the instructional expertise to operationalize this content in other situations.**

In terms of organization, the associations appreciated the use of online training, which especially informed the people responsible for the organization and coordination of the projects. However, we noted that organizing local meeting events, for example, in the form of seminars, would appear to be a more appropriate format to promote the sharing of practices and horizontal knowledge sharing, rather than top-down knowledge transfers. These seminars address a real need, as the associations find that they need to

meet regularly to discuss current events, practices, and opportunities for cooperation and financing. **In reality, 28% of the associations (16) benefited from seminars and the micro-project day, and 14 out of the 16 associations feel they have enhanced their practices in the field.** However, it should be noted that rural associations find it more difficult to attend the events organized due to the travel costs and the need to book accommodation where the events are held.

In view of this demand, the organization of time for discussion and capitalization constitutes a very appropriate tool. However, the organization of local seminars should not obscure the fact that the format of the calls for projects, especially when they are regularly published in the form of several rounds, as is the case with "Sport & Development" and "Impact 2024 International", can restrict the dialogue between associations, by increasing an underlying sense of competition.

5. The projects supported by the programs are relevant and effective for young people, under certain conditions

Our survey shows that young people face a variety of barriers in access to sporting activities and, by extension, to activities of education and inclusion through sport. A first type of barrier concerns the **low infrastructure density and lack of equipment, especially in rural areas**. In some cases, this means that young people must travel more than 20 km to benefit from supervised activities. This is one of the main reasons for young people not participating or dropping out. This access is also hindered by **the socio-economic situation of young people in both rural and urban areas**. In both urban and rural areas, young people have to work in a family business or do other household chores, especially girls and adolescent girls. **Girls and adolescent girls thus face specific barriers**. Parents may also be concerned about their safety when they go to the facilities. The issue of access to sport for adolescent girls and women is often marked by a set of representations and social norms that constrain the relationship with their bodies in public spaces. This means that local communities may impose prohibitions on them in terms of the place and use of their bodies in public spaces.

For this evaluation and the nine associations surveyed in the three countries, we conducted four case studies to document the conditions which enable the associations to work towards certain social changes. **The definition of these social impacts was based both on a review of the scientific**

literature and workshops to jointly build indicators with six of the nine associations, which were close to the ground and the supervisors' practices (see the Appendix for a brief description of the method and outcome of these workshops).

The first case study concerning the association LYSD (Box 3) enabled us to look at the conditions that can provide access to sport for adolescent girls and young women. The evaluation shows that **the work on gender equality**, against the gender representations and stereotypes that adolescent girls and young women may encounter on and off the field, **cannot be based on just one objective of access to sport and diversity in sport, but requires formats that make it easier to talk about these issues**. Diversity on the field and reminding of the need to abide by the rules of fair play are not sufficient to permanently change representations and behaviors on and off the field. This case study also shows the added value of collective support, which does not only concern adolescent girls and young women, but also adolescent boys and young men, in order to question both their representations and behaviors. As with LYSD, projects that offer **collective or individual awareness-raising support** are the ones the most empowered to have an impact on the inclusion of adolescent girls in sport, and on gender equality.

Box 3 – LYSD

Access to sport for all



Milédou - © Milédou

Founded in 2013 in Togo, the association LYSD (Leading Youth, Sport and Development) aims to promote social cohesion, academic achievement, and the well-being of young people through basketball and various forms of collective and individual support. Milédou, "we are together" in Mina, a Togolese dialect, is a network of educators launched a year later to assist young people with their personal development. The Milédou League, launched in 2019, is a competition that aims to promote personal development and create social ties between young people from the various clubs and associations. Finally, Milédou Maritime is a program to promote excellence in rural areas and reduce the gap between young people in rural and urban areas. Before or after the basketball matches, the association organizes debates on a wide range of issues, such as

achievement, menstruation, and gender equality. Psychologists can work with the supervisors and young people, for example, on stress management. The association was initially a winner of the "Sport & Development" program, then of the "Impact 2024 International" program, and aims to feminize basketball by creating mixed teams in the U13 category. It also gives young people in the over 18 league (called "Milés"), in particular women, the opportunity to be involved in the organization of the basketball league, and advance in their social and professional integration.

However, beyond the case of Milédou, in other projects we find that **barriers to sport for all remain when the vast majority of supervisors continue to be men**. While these projects aim to achieve a mix between adolescent girls and boys, the various stereotyped representations of women are seldom questioned. Although adolescent girls and women are accepted in the sporting activities, both the male and female supervisors consider that they are naturally "shy", lack discipline and motivation, and that they should be the ones to make efforts to take their place on the field, or as supervisors. This means that the supervisors and participants, both boys and girls, may share the view that once they have gained access to sporting activities,

girls must show that they are capable of empowering themselves and that it is up to them alone to be assertive. We find that these views can be internalized by adolescent girls and women, including by the minority group of female supervisors.

The second case study concerning School of Hard Knocks (SOHK, Box 4) confirms this tendency, by looking more closely at the conditions required for well-being, the acquisition of life skills, and new representations. **Some of the young people interviewed during this study have faced specific social problems (school failure, addiction, conflict with the law, prostitution)**. Depending on the socio-economic situations, their search

for identity can be hindered by difficult or traumatic social experiences. This process may indeed be complicated by emotional and/or educational difficulties (lack of information about sexuality or addiction, for example), cultural and religious issues (taboos or social norms, for example), or because they have suffered psychological and/or physical violence. Most of the young beneficiaries experience at least one of these barriers to the construction of a private and social identity, and self-esteem. During our observations, we saw that the activities, and in particular workshops organized by the team of SOHK supervisors, encouraged the young people to speak about and share their traumatic experiences, and that they make progress in building their self-esteem. In the case of this project, **the non-sport components play a key role in building the activities and getting young people to speak and discuss together.** It takes several months to observe the effects of the activities on the well-being of young

people and their playing an active role in this well-being (“asking for help”), and on the quality of the interactions and social bonding between young people.

Box 4 – School of Hard Knocks

Well-being and empowerment for all



School of Hard Knocks – © David Blough

young people to more specialized services. The supervisors are trained in issues of inclusion in terms of gender and disability.

Founded in 2009, School of Hard Knocks (SOHK) uses rugby to offer specific psychosocial support to young people to help them improve their well-being and mental health. Driving positive change in gender equality is central to its action. The association is part of a network operating in the United Kingdom, New Zealand and South Africa. Its approach is based on building a safe space between the supervisors and the young people. This approach is based on sports and cooperative games throughout the year, combined with workshops/debates on gender equality, and individual psychological support for young people. A winner of the “Sport & Health” program, in the city of Cape Town, it offers support and a flexible teaching method for first-year cohorts in five high schools. It can also refer

These two projects, Milédou and SOHK, have one aspect in common: **the fact of offering a supervision rate by the educators enabling them to individualize the support for the young people who need it the most.** In the case of SOHK, 4 supervisors work with a group of about 40 students, meaning there is a supervision rate of 1 supervisor for 10 young people. The sporting activities allow a personalized observation of the attitudes and body language. The supervisors can then adapt the way in which they listen to and counsel the young people, and create spaces to build trusting relationships with them. **The supervision rate therefore has a significant impact on the quality of the needs analysis and the mentoring of the young people.** When the supervision rate is lower, there are other solutions.

The third case study, focused on the work of the association ASSCAN (Box 5), shows that a lower supervision rate can be offset by highly versatile teaching methods tailored

to local needs. The association works in the field of education, with an approach based on education *in* sport and *through* sport that consists in explaining to the children the values and rules underpinning the possibility of playing and having fun. The association has a library of learning content for this purpose, acquired through cooperation relations with non-governmental organizations such as PLAY International. It also mobilizes tools from the Workers Sports and Gymnastics Federation (FSGT), workshops based on the Kids' Athletics handbook,^[9] self-refereed 7-a-side football (Contrepieds, 2012), adapted physical activity, and Olympic values through spelling. Both the teachers and members of the National Inspectorate interviewed during this study note that the teachers address new subjects in class, such as issues related to citizenship, and attribute the improvement in the class environment to ASSCAN's activities.

[9] <https://worldathletics.org/kids-athletics/education>

Box 5 – Asscan

Schooling and educational success



ASSCAN - © David Blough

school) and out of school (two neighborhoods), and the development and implementation of training for educators and teachers in collaboration with the university (Certificate in Youth and Community Work Skills).

ASSCAN (National Association for Sport, Cultural and Artistic Solidarity) began developing its first educational activities in Saint-Louis, in Senegal, in 2003. After organizing periodic local activities, with support from PLAY International (called Sport without Borders at the time), it started organizing a more regular activity in 2019. A winner of the "Impact 2024 International" program (third round), the association is implementing the project called DEVLOP, designed as a project to raise awareness of good citizenship, both in school and out of school. This project is based on several components: the construction of a city stadium in the Charles de Gaulle School in Saint-Louis (ongoing), sports and cooperative games throughout the year in school (ten elementary schools and one high

One of the specific aspects of the first three case studies (LYSD, School of Hard Knocks, ASSCAN) is that they work in the environment of young people, especially among three types of stakeholders: the parents, professionals in public action, primarily schoolteachers, and community leaders (in particular religious). The association *Pour le Sourire d'un Enfant* (Box 6) is particularly active among these three social groups, and with the correctional services in Senegal, to promote the social and professional integration of groups of young people with specific problems, such as imprisonment, conflict with the law, and social isolation. This case study provides an understanding of how an association can mobilize sporting activities, in this case fencing, to address specific social problems, with the aim of supporting young

people throughout their youth towards social and professional integration. As under criminal law, minors can be sent to prison from the age of 13, the association *Pour le Sourire d'un Enfant* uses a “Fencing and Restorative Justice” method with juvenile inmates, with the aim of reducing repeat offenses. **The rate of re-offending has fallen from 20 to 0% for the young people supported, and to 14% for the young people who do not receive support.**^[10] This case study therefore demonstrates **the interest of sporting activities in terms of “reaching out” to young people** with social and economic problems, to identify the problems they are facing and work on their representations and behavior.

[10] Based on data from the Ministry of Justice.

Box 6 – Pour le Sourire d'un Enfant

Social and professional integration



Pour le Sourire d'un Enfant – © David Blough

Founded in 1989 and based in Thiès, in Senegal, the association uses a method based on teaching and practicing fencing. The objective is to help prevent juvenile delinquency and reintegrate juvenile detainees, in close partnership with the authorities (justice, prison), families, and local communities. Through practical training in fencing, the association works on five key concepts used in both psychology and sociology: **identity**, as it involves raising awareness among the participants of notions such as self-esteem, self-confidence, and decision-making throughout life; **socialization**, to help the beneficiary groups develop skills to facilitate their return to society: relations with others and authority, respect for others and self-respect, how to adapt to new situations; **self-control**: managing emotions, frustration tolerance, and engagement; **responsibility**: an objective behind which there is the issue of assuming responsibility for decisions and knowing how to justify them; the **acquisition of motor, technical and cognitive skills**. The core aspect of the method has been developed through meetings and exchanges with sociologists, psychologists and psychiatrists. It involves adapting the sports exercises to the psychosocial and educational needs of the young people, over a period of ten months, with the young people taking part in two fencing sessions a week. The association was a winner of the “Sport & Development” program (first round) and the “Sport & Health” program. This support through sport can be extended academically through a literacy or catch-up process for the reintegration of these young people into mainstream schools, or through sexual health education activities (early pregnancies and marriages, sexually transmitted diseases, sexually transmitted infections).

The association's success lies in its ability to **transfer skills to young people** through exercises tailored to the needs, and **help young people who act as leaders in the prison change their mindset**, which influences the behavior of the other inmates through "loyalty" effects. **The association also receives juveniles in conflict with the law in its home, entrusted by court order, and assists minors at risk during street patrols.** In addition to accommodation, these young people are given comprehensive support during their temporary stay. **Young people in conflict with the law can gain access to schooling for the first time or return to school. Some are assisted up to their path towards professional integration, either as supervisors in the association, or through new systems.**^[11]

It should be noted that the social impacts targeted by the associations covered by these four case studies are all based on a specific history and local and national context. They are also related to the presence of certain local partners in certain sectors (such as education or justice). The scope of the lessons of the evaluation therefore necessarily depends on the scope of the programs and the sampling of our study. **By comparing the associations' approaches to their work and their practices, as well as the effects of the projects on young people, we have been able to identify several conditions to ensure that there is some degree of impact among the young people (Box 7).**

[11] <https://www.enfantsourire.com/nouvelle-pagejiggen-art>

Box 7 – Five conditions to ensure that associations have an impact

- **Targeting audiences based on social issues** provides a greater impact than projects that seek to reach as many young people as possible to develop a sports discipline. This impact is enhanced if the associations adapt the objectives and rules to the relevant issues
- Only associations **offering a program of activities over several months**, with the possibility for young people to regularly take part in the activities, can have impacts on the psychological construction and/or reconstruction of young people, and therefore on self-esteem
- It is absolutely essential for the **supervisors to be full-fledged members of the local communities** for them to build trusting relationships with the young people, families and partners (schools, justice), fully understand the local needs, and adapt the activities to the needs. A good practice is to recruit former beneficiaries among the educational staff
- **Training, especially in-person**, for the supervisors in the educational and inclusive aspects of the projects is a key factor in the impact of the associations
- **Projects involving members of the young people's community** (family environment, religious authorities, for example) are more successful in creating the conditions for empowering young people

6. The programs have a modest effect on associations in terms of capacity building and their economic models

The scope of the associations supported by the “Sport & Development” and “Impact 2024 International” programs covers a wide range of organizations in terms of size, resources, and their experience in the field of Sport for Development. **The programs thus have diverse effects on the pathways of these associations, and they de facto face various obstacles in implementing the activities and structuring their action.** The evaluation shows that the programs have had a **major positive effect on increasing the number of paid employees in the associations, and more limited effects on the professionalization** of the teams. The aim of strengthening the capacities and economic models of the associations through the micro-project mechanism has thus been partly achieved depending on the associations.

Firstly, it is clear that the principle of the localization of assistance gives local associations more room to develop a needs analysis closely geared to young people, local communities and local partners. This principle enables local associations to make their field observations clear and capitalize on them. As shown by the analysis of the conditions for the success of projects (Box 7), it is especially relevant when the associations’ supervisors come from the local communities concerned by the projects.

The evaluation shows that **the programs have had a major positive effect on increasing the number of paid employees in the associations.** Firstly, it should be noted that

the associations supported mostly already employ paid staff (average: 3.5 employees) and also rely on volunteers (average: 9 volunteers). Secondly, the programs have had a major effect on employment, as **74% of the associations have recruited as a result of the programs.** The qualitative survey also shows that some local associations consisting solely of volunteers intentionally chose not to recruit new employees, despite the needs identified, so as not to increase their dependence on seeking financing. **The programs have had a more limited effect on the professionalization of the teams,** as only 20% of the associations offered training to the supervisors.

The programs have also made it easier to **search for partners and financing.** Many associations have established links with local partners to organize activities. In addition, the support from La Guilde and Sport en Commun has also helped the associations find new financing, in particular co-financing: six winner associations out of ten have benefited from support from La Guilde to seek financing or respond to calls for projects, and among the associations that benefited from support, about two-thirds found that they had benefited from being grantees of La Guilde’s calls for projects. However, only two out of ten of these associations found that it had helped them obtain other sources of financing.

Despite these limitations, it should be noted that almost 50% of **the associations supported by the programs have managed to obtain new financing or co-financing for ongoing projects.** Over half of them have obtained private funds, a third have generated self-financing, and a quarter have obtained public funds. The other half of the associations have not generated new financing, but two associations out of ten have financing requests pending. This trend is an encouraging result in terms of ensuring the sustainability of the projects and part of the Sport for Development ecosystem. However, only a few associations benefited from other financing from embassy services (PISCCA: Innovative Projects of Civil Society and Coalitions of Actors, FSPI: Solidarity Fund

for Innovative Projects), or AFD windows (CSO Initiatives Fund). Finally, tools for developing income-generating activities (such as sponsoring, rental of facilities, or the sale of services) are still at an early stage.

In view of these results and these lessons, **it would appear that the economic models of the associations remain fragile and that the financing of Official Development Assistance in the field of sport has two limitations.** Firstly, the programs that provide seed financing for projects do not bridge the gap in terms of being eligible for mechanisms offering "window" financing, or financing from foundations, with a few exceptions. Secondly, the duration of the financing allocated (two years) enables the associations to deploy activities for young people, but does not enable them to effectively structure the training for supervisors and their economic models. **In other words, there is too much of a gap between these programs and financing mechanisms such as the CSO Initiatives Fund to permanently establish medium-sized organizations.**

7. Conclusion

The evaluation of the two “Sport & Development” and “Impact 2024 International” programs highlights certain factors that are conducive to the initiation of new projects led by CSOs, and a diversification of the scope of Sport for Development. **The increase in the volume of financing, the localization of aid, the implementation of support dedicated to structuring projects, and the attention given to the share of women supervisors or managers in the associations all constitute relevant and effective tools.** The evaluation has also made it possible to target **practices in the field of Sport for Development:** target the profiles of young people based on their social problems, propose activities over several months, adapt the objectives of the activities to the issues encountered, and train the supervisors in this respect.

The evaluation also highlights that certain associations encounter difficulties in maintaining the quality of the activities for education and inclusion *through* sport when they intentionally actively promote a sports discipline. When this ramp-up of the activities relies on partnerships with sports clubs or federations, with the aim of developing sport and a sports discipline in particular, the associations concerned can give priority to sessions that focus more on a quantitative increase in the number of young people concerned, performance, and competition, to the detriment of learning content with a social and educational purpose.

In view of these lessons, and despite these limitations, **the interest for AFD in continuing to support associations and projects in the field of sport is twofold.** Firstly, it provides a way of promoting a new approach to Sport for Development that is not only based on investments in infrastructure, as it contributes to strengthening social cohesion for the benefit of a number of development objectives, close to local communities (Blough and Rivat, 2022). The evaluation shows that the projects have achieved significant results, although the level and duration

of the financing still remain insufficient to strengthen and ensure the sustainability of the capacities and economic models of the smallest associations. While half of the **associations supported by the programs have managed to obtain new financing or co-financing for ongoing projects**, and while some have obtained new financing from the consular services or AFD, public financing opportunities are scarce and the prospects for income-generating activities are still at an early stage.

For La Guilde, the evaluation shows the interest, relevance and usefulness of the micro-project mechanism in terms of expanding and renewing a field of action such as Sport for Development, focusing closely on local issues. The evaluation work has identified the strengths and areas for improvement of the mechanism. The evaluation in particular highlights certain areas for improvement concerning the selection process, the design of the support mechanism and its clarity, and the coordination of the training and local seminars.

The positive effects of the “Sport & Development” and “Impact 2024 International” programs should not hide the fact that **several factors hinder the deployment of Sport for Development:**

- The mobilization of sport as a tool for development covers many different objectives and initiatives, in particular on the issues of health, social cohesion, gender equality, and education, which does not facilitate its institutional recognition
- The mobilization of public authorities at national level varies depending on the country
- In the French-speaking world, these concepts are still not taken up very much on an academic level, because the scope and very notion of development are very much called into question (Joly and Le Yondre, 2020)

8. Strategic scenarios and recommendations

This evaluation feeds into strategic thinking on ways in which AFD, but also all the donors and operators in the sector, first and foremost La Guilde, **can further exploit the potential for impact on development of sporting activities in a wide range of sectors, including education, health, gender equality, and on issues related to social cohesion and living together in harmony.** To support the ramp-up and structuring of the sport and development sector, and therefore the impact of associations on the ground, several scenarios can be considered. They do not use the same tools, do not carry the same risks, and do not involve the same role for AFD (Table 4).

Based on the assumption that the level of financing in the sector remains constant, we consider that these scenarios are not necessarily relevant and/or a priority for all the stakeholders in Sport for Development. Firstly, it is highly appropriate for La Guilde or new donors interested in specific sectors (education, gender, health, employability, economic) to continue to support projects led by small CSOs *via* the micro-project mechanism, as with the "Sport & Development" and "Impact 2024 International" programs. This would provide a response to local demand and stimulate social innovation around high-impact sport. For AFD, it would appear more relevant to support programs that aim to assist with the scale-up of organizations having demonstrated their social value in several areas and countries. Indeed, this is the most coherent scenario in terms of inspiring and influencing national public policies, given the

Table 4 – Presentation of strategic scenarios

	SCENARIO N°1	SCENARIO N°2	SCENARIO N°3
Tool mobilized	A localization of resources and support for the emergence of a larger number of project initiators more extensively mobilizing sport as a tool for development.	Support for local consortiums of associations to promote cooperation and the sharing of practices, approaches and means (transport, food).	Support for confirmed "start-up" associations to prepare them for obtaining "window" financing and to move towards a scaling-up approach.
Risks envisaged	The dispersal or "scattering" of resources: support for small projects does not produce a leverage effect on public policies and economic models remain fragile.	The economic model: the more associations are in a fragile economic situation, the more they will mobilize the resources obtained for their own development rather than for cooperation purposes.	The soundness of Sport for Development approaches: few associations are able to take a spin-off approach and maintain the quality of the impact over time.

means that AFD has at its disposal. However, these strategic scenarios are not antithetical. In this respect, the scenario of strengthening “start-up” stakeholders could subsequently be developed towards a scenario based on consortiums, with more guarantees concerning the emergence of new forms of local cooperation.

To provide input for these three strategic scenarios, we also make three cross-cutting operational recommendations concerning the design and implementation of Sport for Development programs. Donors and operators of future programs or future calls for projects could take them into account whatever the scenario used. We consider that these recommendations apply to the three strategic scenarios.

**Operational recommendation #1:
Clarify project eligibility and selection criteria**

The evaluation of the programs has demonstrated the importance of **clarifying the eligibility and selection criteria of calls for projects and making them clearer**. This will improve the quality of the applications and the projects selected. We recommend that future programs adopt quantitative and, especially, qualitative criteria, such as:

- Targeting young people on the basis of specific and clearly defined social problems, without simply focusing on diversity in the sporting activities
- A duration and frequency of the activities over several months
- A supervision rate consistent with the objectives and frequency of the activities
- Training for supervisors on inclusion issues

Other selection criteria could focus more on the objectives and content of the activities. For example, the fact that the associations wish to organize activities that give young people a voice on non-sport issues, or that they have a focal point who the young people can talk to individually about their problems.

Overall, the clarification of the eligibility and selection criteria should also encourage donors to effectively improve the selection process and tools (project evaluation grid), and in particular communication on the expectations of the calls for projects.

**Operational recommendation #2:
Strengthen and earmark resources for supervisor training**

The evaluation of the programs shows that the supervisors play a key role in implementing the activities and building a relationship of trust with the local communities and beneficiaries. It also shows that the skills development among these people remains weak, whereas it is an important factor in ensuring the sustainability of the associations and the projects. We therefore encourage future programs to devote more resources to training supervisors, in particular by involving or sharing local experts. This concerns the following aspects: project management, the instructional design of the activities, reporting, and impact measurement. We consider that **this training will be more effective** if it is organized within the associations rather than as part of a program (collective). Furthermore, it will provide a more structural base for the associations and ecosystems and help professionalize them if it is accompanied with a validation and certification system for the skills acquired.

**Operational recommendation #3:
Support the coordination of a peer community to strengthen the “program” dimension of calls for projects**

We also recommend strengthening the collective support for the associations through **cycles of meetings to promote peer-to-peer exchanges and the joint development of practices**. This model would enable the associations to take up or recommend more the content they consider relevant. On the specific issue of

gender, presenting and discussing the use of the tools is more effective than overly theoretical formats. It would also be useful to organize single-sex discussion groups to promote exchanges only between women on the specific issues they face (in particular in seeking financing and building an institutional capital). In this respect, it would be useful to put more emphasis on promoting North/South exchanges during which the associations from the Global South would be able to present and promote their action to associations headquartered in France. This would enable the latter to draw inspiration for their action in France. This recommendation thus aims to put more emphasis on networking and sharing practices at various levels.

List of acronyms

AFD	Agence Française de Développement
ASSCAN	National Association for Sport, Cultural and Artistic Solidarity
CSOs	Civil society organizations
FSPI	Solidarity Fund for Innovative Projects
LYSD	Leading Youth, Sport and Development
SDGs	Sustainable Development Goals
PISCCA	Innovative Projects of Civil Society and Coalitions of Actors
SOHK	School of Hard Knocks
UNESCO	United Nations Educational, Scientific and Cultural Organization

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Appendix

Sample of associations supported

Table 5 – Table of the associations that took part in the survey

NAME OF THE ASSOCIATION	DATE OF CREATION	COUNTRY
Association Togolaise pour la Promotion du Sport pour Tous	2000	Togo
Djarama	2005	Senegal
ASSCAN	2003	Senegal
LYSD	2013	Togo
School of Hard Knocks	2009	South Africa
Pour le Sourire d'un Enfant	1989	Senegal
Terre en Mêlées	2010	Togo
The Little Optimist	2019	South Africa
Zip Zap Circus	1992	South Africa

Table of indicators developed with six associations from the sample

By developing the evaluation framework (and in particular the evaluation questions) and organizing workshops with the associations (on the ground), we have developed an overview of the impacts and indicators closely linked to the needs of the beneficiaries and the practices of the supervisors from the associations. This overview has guided us on the way in which to document the impacts. This evaluation has especially focused on evaluating the achievements of the associations and documenting certain impact indicators, on the basis of observations and field interviews when the case studies were conducted. The indicators in this table have been selected for their robustness (as they are related to the tangible effects of the associations' activities), because it is possible to collect data to inform these indicators under certain conditions (appropriate tools, cost).

We hope that this overview will inform the thinking of project initiators and donors concerning the various thematic areas covered. It is not exhaustive, and should in no way be considered as being normative, as the value of these indicators necessarily relates to the context of the associations concerned.

Table 6 – Overview of the impacts and indicators from the field

CATEGORY OF SOCIAL IMPACTS	ACHIEVEMENT INDICATORS OF ASSOCIATIONS	IMPACT INDICATORS TO EVALUATE THE PROGRESS OF THE YOUNG PEOPLE
Sporting activities for all	<ul style="list-style-type: none"> • Adoption of rules that promote the participation and inclusion of vulnerable groups • Organization of mixed activities for social cohesion and single-sex activities to build self-esteem 	<ul style="list-style-type: none"> • Percentage of young people who have forged social ties with different people • Level of self-esteem of young people on and off the sports field
Well-being and empowerment for all	<ul style="list-style-type: none"> • Implementation of practices to observe the social problems of young people • Adoption of practices conducive to a learning environment 	<ul style="list-style-type: none"> • Percentage of young people who have spoken about a difficult or traumatic experience • Percentage of young people who have acquired life skills (psychosocial skills)
Access to quality education and academic achievement	<ul style="list-style-type: none"> • Organization of academic support activities before or after sporting activities • Individualized follow-up of the educational outcomes of the young people in conjunction with schools 	<ul style="list-style-type: none"> • Enrolment and/or school dropout rate for the young people • Percentage of young people who have developed skills they can use in school
Employability and professional integration	<ul style="list-style-type: none"> • Organization of training for the sport and non-sport aspects • Introduction of certification for the skills acquired by the young people • Creation of a network of partners offering job opportunities 	<ul style="list-style-type: none"> • Percentage of young people who are aware of the training and job opportunities in the area • Percentage of young people who have prepared a career plan • Percentage and number of young people who have found a job • Income level of the young people

**Agence française
de développement**
5, rue Roland Barthes
75012 Paris | France
www.afd.fr

Innovation, Research,
and Knowledge
Directorate.
Evaluation and Learning
(EVA) Department

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