Playing the Game

A framework for successful child focused sport for development programmes

Unicef Office Of Research – Innocenti

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Acknowledgements

Contents

Figures and tables

Acronyms

CDC	Centers for Disease Control and Prevention
GRS	Grassroot Soccer
M&E	monitoring and evaluation
MEL	monitoring, evaluation and learning
NGO	non-governmental organization
PPSA	Peace Players South Africa
PSS	psychosocial support
RTP	Right To Play
S4D	Sport for Development
S4D4C	Sport for Development for Children
SDG	Sustainable Development Goal
ToC	theory of change
UNICEF PFP	UNICEF Private Fundraising and Partnerships
WHO	World Health Organization

Foreword

Sport for Development (S4D) programmes are effective at engaging children and improving many areas of well-being. These include physical and mental health, empowerment learning and life skills, which are essential for success in school, life and work. By supporting these outcomes, S4D contributes to multiple Sustainable Development Goals (SDG), such as good health and reduced inequalities, well-being, quality education, gender equality, and sustainable cities and communities.

To better understand how S4D can help children thrive, in 2017, UNICEF and the Barça Foundation launched a research project which, in its first phase, reviewed the evidence available and identified knowledge gaps and opportunities to improve the quality of S4D programmes. The second phase of the research, which we are launching with this report, builds on this evidence and identifies practical guidelines for quality S4D programming as a tool for practitioners and policy makers.

To ensure a range of programme goals and countries were covered, eight S4D organizations were identified from different regions. Programme participants, parents, coaches, staff members and other stakeholders participated in in-depth interviews and focus group discussions which resulted in 10 case studies on good S4D programming practices. Lessons learned from the case studies and existing literature were then synthesized into a framework for effective S4D programming. The framework outlines the three phases of programming (design, implementation and scale-up) and analyses their main components.

This is the first guiding framework for child-focused S4D programming. By showing the rigour needed to design and implement an effective S4D programme we hope to contribute to the legitimacy of S4D as a tool for development. The framework outlined in this report is intended as a conversation starter about how impactful S4D could be.

We hope that you will enjoy reading this report and that it will be an occasion to bring the S4D stakeholders together and boost collaboration and learning from each other.

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Executive summary

In countries around the world, sport, recreation and play are contributing to improving the health and well-being of children and youth. Sport is an effective tool for engaging most children, especially the most vulnerable, in activities that benefit their social and personal development (Korisk et al. 2013).

Sport for development (S4D) organizations harness the power of sport as an inclusive means of helping children to improve their health, to develop their social, educational and leadership skills, to empower them and to play and have fun. S4D protects children's right to play while contributing towards the Sustainable Development Goals (SDGs).

Since the year 2000, UNICEF has advocated for the role of sport, recreation and play in child development from early childhood to adolescence. During the initial stages of UNICEF's involvement in the S4D field, the potential benefits of sport were verified by research as summarized in the UNICEF report 'Sport, Recreation and Play'. In 2006, a pioneering partnership was signed between UNICEF, the Barcelona Football Club (FC Barcelona) and the Barça Foundation. Since then, over two million children in seven countries have been reached through UNICEF programme support, amounting to €19 million. The partners' focus is to improve children's lives through sport, play and protection.

As part of the partnership, in 2017, the UNICEF Office of Research launched the *Getting into the Game* research. Phase 1 of the research explored the global literature on the impact of sports on children's well-being and found that sport, appropriately delivered, can be a positive factor in four key areas of children's lives: education, social inclusion, child protection and empowerment.

Findings from Phase 1 of *Getting into the Game* also highlighted the need to strengthen the evidence base on Sports for Development for children and youth, including what interventions work, how they work and for whom they work. To identify best practices in S4D programming and achieve a stronger evidence base on how S4D interventions can work effectively, Phase 2 of the *Getting into the Game* research draws on ten qualitative in-depth case studies undertaken with S4D organizations operating in different world regions and across various contexts, programme goals and issue areas (education, social inclusion, health, empowerment

and child protection). Findings from these ten case studies and the existing literature are brought together to develop an evidence-based guiding framework for S4D programming targeting children and youth.

A guiding framework for S4D programming

The resulting S4D framework has a three-part structure (*see Figure 1*) that follows various stages of the programming cycle – from design, through implementation, to scaling and sustainability. The framework acts to highlight the key elements that S4D programmes should have to provide quality S4D programming for children. However, it is not intended as a comprehensive guide to all programme components and their underlying assumptions. The aim of this study is to produce a broad evidence-based framework that players in the S4D sector can continue to build on, and refine, as well as to adapt to different programme objectives. The eight elements within the framework's three-part structure constitute the core considerations that S4D organizations should make when starting or scaling up existing programmes. Crucially, safeguarding is an element that should be integrated in all parts of the structure to ensure the safety and well-being of children participating in Sport for Development for Children (S4D4C) initiatives. Throughout this report, examples from the ten case studies of S4D organizations are used to illustrate each part of the framework.

1. **Warming up: Programme design and context** covers the foundations of programme design, including the use of focused targets, contextual intelligence and partnerships, and funding sources.

2. **Playing the game: Implementation and Learning** discusses the core components of implementing programming, focused on curriculum or methodology, coaches, and monitoring, evaluation and learning.

3. **Winning streaks: Scalability and sustainability** presents the challenges and best practices in replicating and adapting to new contexts, as well as how to develop resilience, whose importance has been particularly highlighted by the COVID-19 pandemic.

Figure 1: Framework for S4D programming

**Warming up:
Programme design and context**

Focused targets

Contextual intelligence and partnerships

Funding sources

**Playing the game:
Implementation and Learning**

Curriculum and methodology

Coaches

Monitoring, evaluation and learning

Safeguarding

**Winning streaks:
Scaling and sustainability**

Resilience

Replicating and adapting
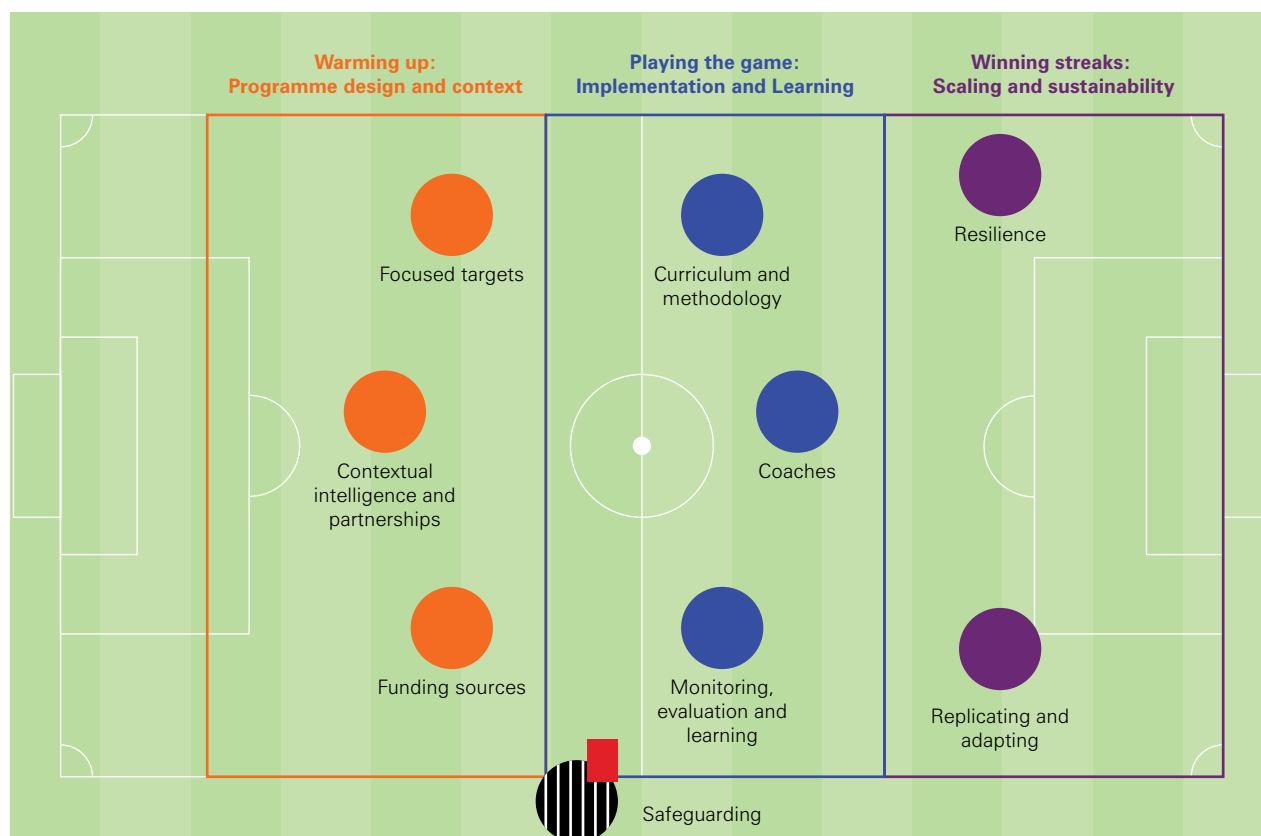
Key messages and lessons learned

The S4D programming framework presented in this report is intended to assist implementing organizations, practitioners and policy makers or donors.

S4D organizations and practitioners can use it as a road map for programme design, as it provides a checklist of the key elements to consider. The case studies represent examples of how they can be elaborated. In applying the framework, the key lessons are:

- **No programme component stands alone:** All the elements of programme design are interconnected; components cannot be implemented in isolation and lessons learned about one aspect can contribute to the improvement of others.

- **Build on what already exists:** Organizations need not build from scratch when starting new S4D programmes, as there are plenty of curricula and evidence to provide a starting point that can be adapted according to selected targets, local needs and Theory of Change (ToC).

- **Develop smart partnerships:** No organization can do it all alone and building partnerships with other organizations (e.g., community-based organizations, corporations, international non-governmental organizations, government bodies) can help to ensure the smooth running of the programme as well as its sustainability and legitimacy.

- **Invest in coaches:** No matter how well designed a programme is, recipients will not experience the positive effects of S4D without well-trained, child-centred coaches. Good safeguarding training also ensures that coaches keep children safe and do not pose a hazard to them. It will also enable them to recognize danger signs.

- **Find a balance between standardization and customization:** Once established, a programme should naturally reach as many children as possible while maintaining quality. For this, it is key to have a well-defined but also simple methodology that can be revised to fit new contexts and to adapt to crises such as COVID-19.

- **Invest in monitoring, evaluation and learning (MEL):** Investing in regular monitoring and evaluation, embedded within the programme, and enhancing the related lessons learning culture/mindset contributes to long-term success and impact.

Policy makers and donors can use this framework as a guide for well-designed programmes, which will include all the components presented in this framework. Key messages for policy makers and donors are:

- **No component left behind:** When assessing a programme, it should be possible to see how it addresses each of the framework components. Even in the early stages when a programme is not fully developed, it is recommended that a mechanism is included to identify potential for improvement and adaptation. A clear ToC would indicate this.

- **MEL requires resources:** MEL systems can be time- and resource-consuming but are extremely valuable as they contribute to programme improvement and effectiveness. Donors should support their integration in programming and delivery, and acknowledge that data collection for MEL purposes should not be done casually (along with other activities) but needs to be planned for and implemented with attention to detail.

- **S4D is a valid tool to support the achievement of the SDGs:** A well-developed ToC shows the link between the activities and expected outcomes, while Monitoring and Evaluation (M&E) and research can measure whether what is predicted in the ToC really happens. When positive outcomes are achieved, they can contribute to achieving the development impacts outlined among the SDGs.

- **Integrate S4D in school activities:** Schools are effective places to conduct S4D sessions. Local and national authorities should consider including S4D as part of the curriculum, augmenting the beneficial effects of physical activity by adding personal and social development.

- **Safeguarding is the condition sine qua non:** Funders and government bodies should demand that S4D programmes incorporate safeguarding practices and support referral services. Organizations should be, and feel, responsible for ensuring that safeguarding is resourced and embedded in all programme components from the design stage.

- **Multi-year funding enables long-term planning:** Ensuring funding for multiple years allows implementers to work towards long-term goals and gives them time to take in learning and outcomes from MEL and use them for course correction, and to improve programme design.

Need for further evidence

As this document is intended to be a starting point for defining good programming practices, additional research work is encouraged especially in the following directions:

- **Further analysing and validating each framework component:** While this report contains literature and the main themes concerning the various programming aspects, more research work is needed for a systematic review of practices.

- **Validation of the overall S4D framework:** This entails applying the framework to existing programmes to verify that it captures all important aspects, as well as using it to guide the design of new programmes and then evaluating their processes and outcomes.

Chapter 1
Introduction

Introduction

Research background and rationale

Sport for Development (S4D) programmes are active in almost every country in the world and reach approximately one in every 500 children worldwide (UNICEF 2019). *Getting into the Game Phase 1* explored the global literature on the impact of sports on children's well-being and found that sport can be a positive factor in many areas of children's lives; it can increase children's access and participation in initiatives and services that promote equitable outcomes in learning, skills development, inclusion, safety and empowerment. More specifically evidence shows that sports can have positive impacts on life skills (e.g., perceived self-efficacy, self-confidence, self-esteem), social cohesion, education outcomes, psychosocial outcomes and physical health and well-being (Coalter and Taylor 2010; Langer 2015; Schulenkorf et al. 2016; Evans et al. 2017; Jones et al. 2017).

However, several factors may affect the ability of programmes to achieve these outcomes, including the sport itself (e.g., overly competitive vs task-orientation), the sport environment (e.g., positive peer relations or community engagement and norms), programme design and unforeseen crises such as COVID-19. S4D initiatives come in various forms, from those that build personal and social programmes around sport, to those that include sport as one of many approaches to achieving social goals (Coalter 2015). They use a wide range of sports and physical activities to achieve their targets and, in doing so, ensure that children's right to play is respected and contributes towards the Sustainable Development Goals (SDGs) (*see Box 2*; United Nations General Assembly 2015, 1990; Commonwealth Secretariat 2018).

While *Getting into the Game Phase 1* presented evidence of the power of sport for achieving development outcomes, it also highlighted several areas for further study to understand the variety of ways that successful S4D programmes work. Indeed, Clutterbuck and Doherty (2019) point out the scarcity of research on the organizational aspects that make successful S4D programming. This report aims to

Box 1: Key definitions

Sport is "any physical activity – participative or individual, organized or casual, competitive or not, and either rule- bound or unstructured – that represents a form of active play, active recreation or a game. In this report, the term 'sport' is not limited to nationally recognized activities, such as those with professional leagues, and is applied equally to indigenous games and sport."

UNICEF Office of Research, Getting into the Game: Understanding the Evidence for Child-Focused Sport for Development

Sport for Development "refers to the use of sport, or any form of physical activity, to provide both children and adults with the opportunity to achieve their full potential through programmes that promote personal and social development". UNICEF Office of Research. This report focuses on S4D for children (S4D4C), S4D programmes that target children and youth up to the age of 18.

'Children' is used throughout this report to **refer to anyone under the age of 18**. This encompasses children and adolescents, unless otherwise specified.

address these evidence gaps by highlighting the importance of:

- **Understanding the steps to quality S4D programme design:** To achieve positive outcomes, the programme design and implementation plans for sport initiatives must be targeted towards specific objectives or strategies, and understand both barriers to access and the needs of the community and individual children. Some aspects that are not yet well understood include the ToC, the role of coaches and the curriculum.

Box 2: The right to play and S4D contribution to the SDGs

The United Nations Convention on the Rights of the Child (art. 31.1) establishes "the right of the child to … leisure, to engage in play and recreational activities appropriate to the age of the child".

Paragraph 37 of the United Nations Agenda for Sustainable Development states that "Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and

communities as well as to health, education and social inclusion objectives."

Furthermore, a wealth of evidence points to the potential of sports – through S4D programming – to support the achievement of the United Nations Sustainable Development Goals (SDGs) across a number of child-specific targets in SDG 1: No poverty; SDG 3: Good health and well-being; SDG 4: Quality education; SDG 5: Gender equality; SDG 8: Decent work and economic growth; SDG 10: Reduced inequalities; SDG 11: Sustainable cities and communities; and SDG 16: Peace, justice and strong institutions.

■ **Providing quality training to coaches, staff and teachers:** Child-centred coaches are important in generating positive outcomes for children, as they can understand the needs of individual children, instil positive behaviours and act as role models. Safeguarding children, especially the most vulnerable, in and around sports initiatives is of immense importance and must be a priority in the training of S4D coaches and trainers.

■ **Investing in evidence generation:** This includes resourcing and developing more robust quantitative methods and high-quality qualitative research as well as effective longitudinal impact evaluations. For example, Langer (2015) shows that S4D initiatives in Africa tend to focus on 'low-hanging fruit' (intermediate outcomes that concentrate on short-term individual-level outcomes, such as changes in knowledge, skills and attitudes), and lack the enduring follow-up to determine whether short-term gains are sustainable and long-term outcomes, such as life skills, empowerment, protection, education and health are being achieved. Further, there is a need to integrate children's voices in evidence generation and to reflect children's perspectives when setting programme goals such as multidimensional social inclusion. Children should not be passive data generators but owners of their own stories. This is also true of community participation (Burnett 2015).

■ **Keeping programme design flexible to respond to external shocks:** It is important that programmes are implemented consistently across locations. Nevertheless, successful programmes have proved to be adaptable, taking the building blocks – the programme components that define it – and revisiting the way they are implemented to fit different contexts and situations. Having a clear ToC greatly assists in this process.

Research objectives

To build a stronger evidence base on the design, implementation and effectiveness of S4D initiatives, Phase 2 of the *Getting into the Game* research draws on ten qualitative, in-depth case studies undertaken with S4D organizations operating in different world regions, and across various contexts and programme goals. The research has the following aims:

■ To propose an evidence-based framework for effective S4D programme design, implementation, sustainability and scale-up, highlighting best practices

■ To present actionable evidence for S4D programmes, developing a framework that can be used and built on by S4D practitioners

■ To add to the literature by building in the perspectives of children, youth and coaches involved in S4D programmes

■ To showcase examples of adaptability and flexibility, including the response to COVID-19, of various S4D organizations.

Data and methods

Literature review

An integrative global literature review of studies in the S4D field focused on persons under 18 was conducted for Phase 1 of the research, covering the period 2007–2017. It reviewed more than two hundred articles and included around a hundred in the final analysis. An S4D programming survey was also administered to S4D organizations, including NGOs, community-based organizations, international organizations and government-led organizations. Data was gathered on the goals and implementation practices of 106 child-focused S4D programmes. Phase 2 builds on the findings and articles from Phase 1, and supplements these with further literature on specific areas of the framework which were not the focus of Phase 1, including organizational resilience and scaling. It also includes literature on S4D that has been written since 2017.

Case studies

This report is underpinned by a set of case studies. Semi-structured, in-depth interviews were held with staff at all levels of the S4D organizations sampled for this study, as well as their participants (*see Annex 2* for a summary of interviews conducted). During these exchanges, recurring themes, strategies and programme components were identified and later organized into a comprehensive framework on S4D programmes.

To better understand the S4D sector, a mapping exercise was conducted during Phase 1, combining the databases of six global S4D networks and a programming survey. This mapping exercise found 2,836 S4D organizations globally, located in almost every country. While this is indicative of the global scope of S4D it is a conservative estimate as there are many more organizations operating which are not part of networks. A mapping of S4D programming was also conducted, which shows that UNICEF has been active in running and supporting 368 S4D programmes in 105 different countries in the last three years, ranging from

infrastructure to teacher training to advocacy. This mapping formed the basis of the Phase 2 case selection.

To develop and validate the framework, a series of case studies was conducted. Countries with high numbers of S4D organizations were identified based on the mapping while also trying to maintain a global spread. The mapping was then used to find programmes in each country which might be suitable for case study research. Qualitative sampling involved the purposive selection of eight organizations (for ten case studies) based on five criteria: programme scale,[1] track record,[2] maturity,[3] geographic spread[4] and thematic focus.[5] Logistical considerations were taken into account based on the possibility of conducting data collection during the global pandemic which was ongoing at the time of this research (*see Box 3* on how research

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Box 3: COVID-19 – Adapting research to new challenges

In response to the COVID-19 crisis, which resulted in national lockdowns and programme cessation globally, the research was adapted in two main ways where it was not possible to conduct field data collection:

1. **Moving to remote interviews where possible:** Given the uncertainty around the duration of the crisis and the impossibility of interviewing and conducting focus groups with children in person, the research was adapted to conduct remote interviews where possible. These interviews were, in most cases, conducted with adult stakeholders and focused largely on specific aspects of programmes such as M&E, curriculum development or the experience of a coach.

2. **Highlighting the challenges faced by organizations during the crisis:** Throughout the crisis it was clear that organizations were responding in various ways to no longer being able to deliver in-person programming. Given the importance of resilience to organizations, the research wanted to show what organizations could do and how they could adapt to an extreme situation.

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[1] Including both international organizations and organizations operating in one country or one region.

[2] The organizational history of achievements and innovations.

[3] Number of years active.

[4] Including organizations operating in different regions.

[5] Including organizations focusing on gender, marginalized children, refugees, etc.

methods were adapted to COVID-19). Another key factor was the willingness and ability of organizations to participate in the research between March and December 2020 when the COVID-19 pandemic was affecting nearly every country. Once the case study organizations were identified (*see Table 1* and map, *Figure 1*), preliminary conversations were conducted with stakeholders to better understand their programmes and ensure that the criteria for selection were satisfied.

Each case study is based on an S4D organization and focuses on specific features of the programme and its implementation. For some organizations it was possible to conduct field data collection, and, in these cases, it was possible to include the voices of the participants and their parents in the analysis.

For six of the ten case studies,[6] the research team focused on aspects of programming, interviewing staff of the organization with knowledge on the topic. Particular attention was paid to including not only

Figure 1: Map of countries included in the case studies

Barcelona Foundation • Child Fund • Edusport • Grassroots Soccer + Coolplay • Grassroots Soccer • Right to Play • Team Up • Women Win • Team Up + Women Win

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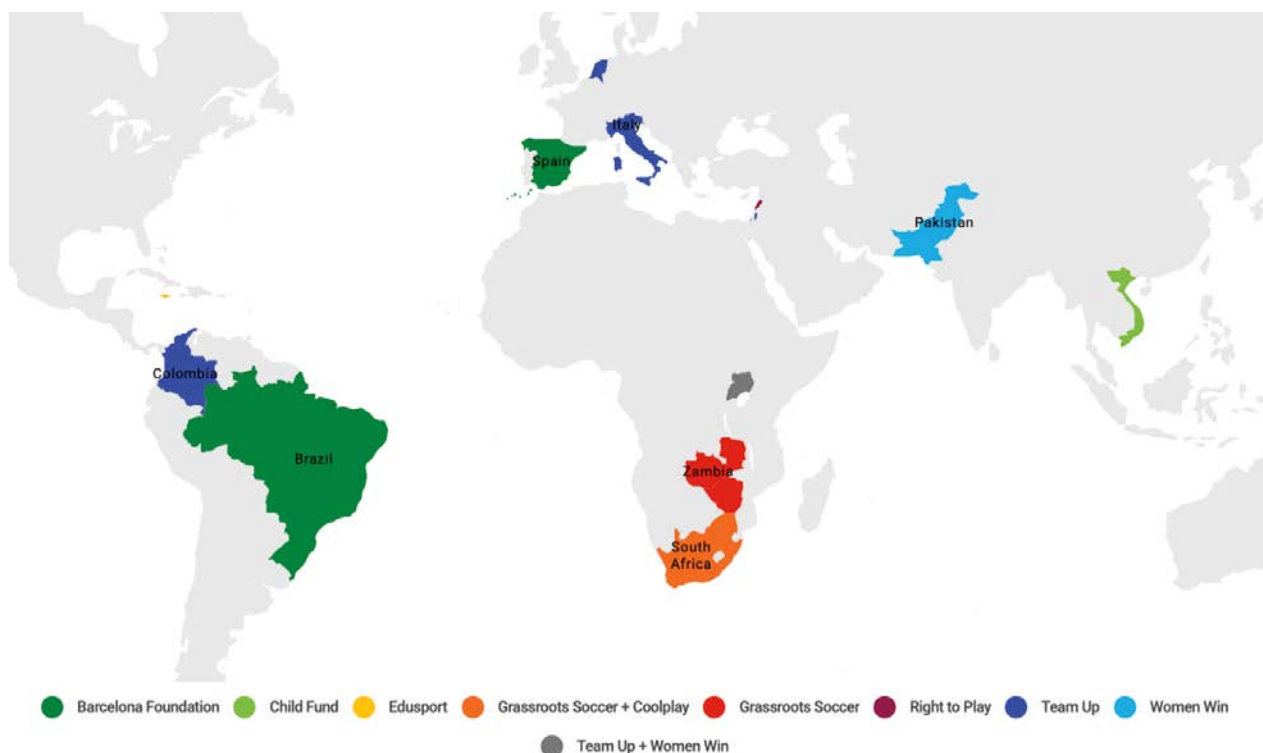
[6] GRS M&E, GRS COVID-19, TeamUp International, Barça Foundation, Women Win and CoolPlay.

Table 1: Case Study – S4D organizations – goals, target group, sport and geographic scope

Organization	Self-declared goal(s)/actions areas	Target group	Sport	Country/region of focus for the case study
Barça Foundation	Three main areas: prevention of violence, the fight against social exclusion and fostering access to education through its own programs and methodologies. In all our programs we work on gender equality, healthy habits and education in values.	At risk children and youth	Football and various	Spain and Brazil
ChildFund	HELP deprived, excluded and vulnerable children have the capacity to improve their lives and the opportunity to become young adults, parents and leaders who bring lasting and positive change in their communities.	Children in poverty	Rugby	Viet Nam
	PROMOTE societies whose individuals and institutions participate in valuing, protecting and advancing the worth and rights of children.			
	ENRICH supporters' lives through their support of our cause.			
CoolPlay	To equip children with the skills needed to manage the complexities, demands and pressures of everyday life.	Children and adolescents	Rugby, netball	South Africa (Cape Town)
EduSport	Designed to address the need for structured physical education where it did not exist.	Children aged 3–12	Various	Jamaica
Grassroot Soccer	To educate, inspire, and mobilize youth in developing countries to overcome their greatest health challenges, live healthier, more productive lives, and be agents for change in their communities.	Adolescents	Football	South Africa, Zambia, Zimbabwe and international
Right To Play	Protect, educate and empower children to rise above adversity using the power of play.	Children	Various	Lebanon
TeamUp	Contribute to increased social and emotional stability for refugee children.	Refugees aged 6–18	Various	Netherlands and international (Colombia, Uganda, State of Palestine, Italy)
	Reduce the chance that children will develop further psychosocial problems in the long term.			
	Ensure that children who need more social-emotional support are identified and referred to the right agency.			
	Ensure that children's resilience is strengthened – enabling them to cope better with stress factors such as bullying, anger and fear.			
Women Win (Goal programme)	Address gender-based violence, access sexual and reproductive health and rights, and achieve economic resilience.	Adolescent Girls aged 12–18	Various	Pakistan, Uganda and international

senior staff but also those who work closer to the programme participants. These semi-structured interviews were conducted remotely, using Zoom and WhatsApp, depending on the country and context. While some interview questions were common to all programmes and all respondents, many others were intended to capture the specificities of each programme and the role of the respondent, and to explore themes that emerged during the discussion (*see Annex 3* for examples of topic guides that were used for the semi-structured interviews and focus group discussions).

For the remaining four case studies,[7] while it was still possible to identify a prevailing theme, more space was given to reporting the experience of participants[8] and of stakeholders around them. To do this, between August 2020 and January 2021, focus group discussions and interviews were conducted in person with participants (disaggregated by gender), their parents, coaches, in some cases teachers, and school and community leaders. Adding the voices and perceptions of participants about the programmes helped to identify their strengths, validate identified good practices and intervening mechanisms (i.e. how successful programmes produce positive outcomes), and ensured coherence between the experiences of children participating in the programme and adults that run it.

In-person interviews and focus groups were conducted in the local language, recorded and transcribed in English. Online interviews were conducted in English and, in the case of the Barça Foundation case study, in Spanish and Portuguese. When the platform used for the online interview allowed it, the interview was

recorded (this was not possible when using WhatsApp) and notes were taken. Transcriptions and notes were then reviewed and organized into recurring themes, lessons and examples which determined the focus and content of the case studies.

The research has been reviewed and approved by an international ethics committee[9] and evidence generation, storage and management conformed with the UNICEF *Procedure for Ethical Standards in Research, Evaluation and Data Collection and Analysis*.[10] (*See Annex 4* for further details on study risks and limitations.)

Report structure

Subsequent sections of this report outline the guiding framework for S4D programming (*see Figure 2* for visual representation) and reflect its three-part structure that follows the various stages of the S4D programming cycle – from design, to implementation, and scaling and sustainability. Section 2.1 covers the foundations of programme design, including the use of focused targets, contextual intelligence and partnerships, and funding sources. Section 2.2 discusses the core components of implementing programming, focused on curriculum or methodology, coaches, and monitoring, evaluation and learning. Section 2.3 presents the challenges and best practices in replicating and adapting to new contexts, as well as how to develop resilience, whose importance has been particularly highlighted by the COVID-19 pandemic.[11] Section 3 summarizes lessons learned and highlights key messages for implementing organizations, policy makers and donors.

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[7] ChildFund, TeamUp Netherlands, EduSport, Right To Play.

[8] Children participating in FGDs were selected according to their age, gender and length of their participation in the programme. The parents of these children were then selected for focus groups with parents.

[9] The research team sought and received research-ethics approval for its data collection instruments and fieldwork protocols by the Health Media Lab and the Institutional Review Board of the Office for Human Research Protections in the US Department of Health and Human Services Research.

[10] To ensure the safe, fair and dignified treatment of participants, all data collectors were extensively trained in research ethics and abided by the UNICEF *Procedure for Ethical Standards in Research, Evaluation and Data Collection and Analysis* (Review #229EINN20).

[11] The obvious interconnectivity between these three stages is highlighted and brought out throughout the report.

Figure 2: Framework for S4D programming
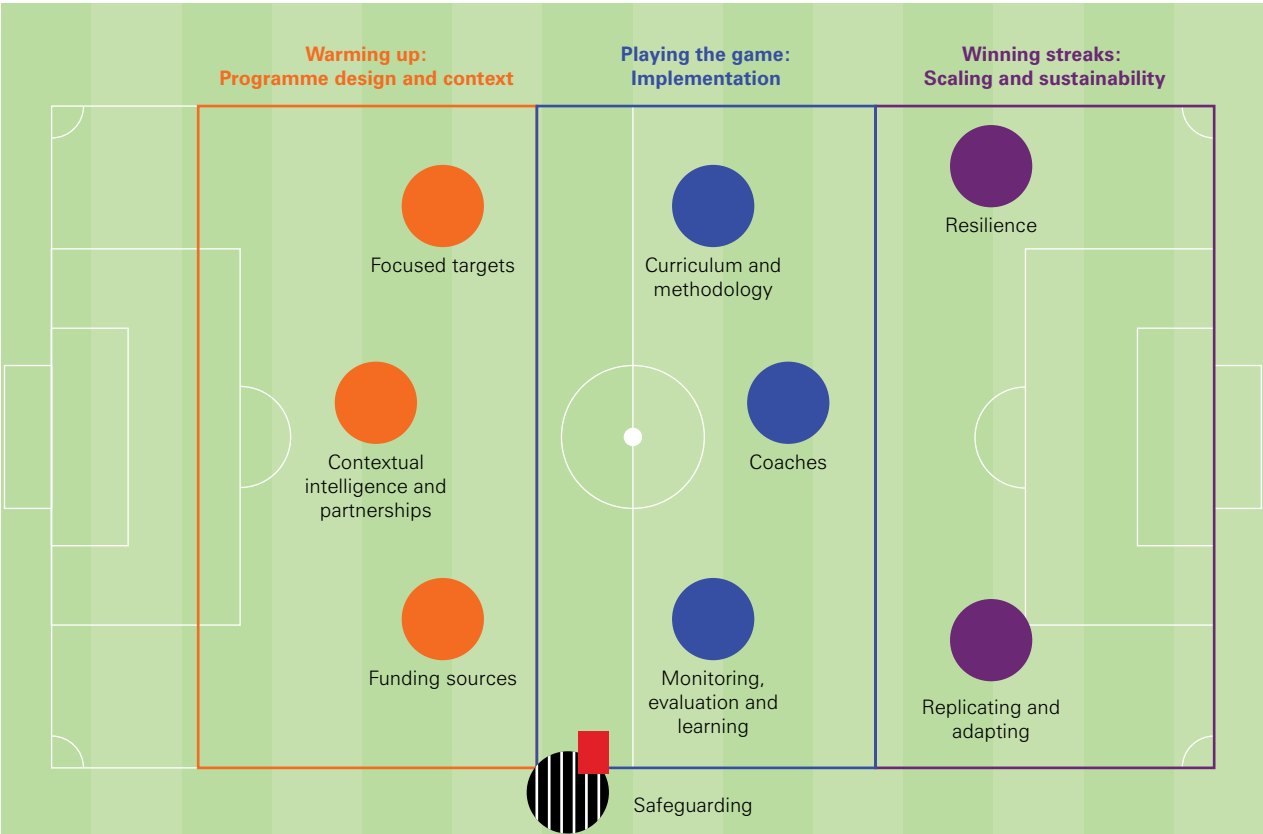
Chapter 2
Building a framework for S4D programming

Starting from the knowledge available in the literature and building on the qualitative data collected through the ten case studies of S4D organizations across the globe, this section assembles a framework which can serve as a guide for S4D programming, to be used for both programming and policy making.

This framework is not intended to be exhaustive in its coverage of programme factors, but to cover the foundational concepts that have been shown to contribute to successful implementation of quality S4D programmes. It is designed to be expanded upon by further research.

The subsequent three sub-sections describe the components of each of the three S4D programming cycle stages: design, implementation and scaling up.

2.1 Warming up: Programme design and context

Two key ingredients to support impactful programme designs are focused targets, contextual intelligence and multi-level partnerships. Funding sources constitute a necessary precondition for programme implementation without which long-term planning would not be possible.

- **Focused targets:** Choosing and focusing on the target or outcome means designing an S4D programme that is fit for purpose and keeps children and youth at the centre. This entails identifying and understanding the target population, including the needs and challenges they face, and what content and delivery methods can successfully respond to those needs. Using a theory of change (ToC) approach, which involves identifying the desired outcome and 'backward mapping', to guide programme development ensures that the programme responds to the identified challenges and proves it through specific outcomes.

- **Contextual intelligence and partnerships:** Adapting to the context, leveraging local partnerships and local knowledge are key steps in the development stage. Desired outcomes of programmes should be adapted to the context and sensitive to the specificities of each location. Programmes should also map out pre-existing stakeholders, consider how to work with those stakeholders, consult the community and look for long-term partnerships to ensure sustainability. Building on existing structures and organizations and making the most of their know-how and networks are key factors for success.

- **Funding sources:** Organizations can face challenges when applying for funding and reporting to funding bodies, such as conflicting demands, short-term focus and crisis situations. However, these issues can be mitigated through various strategies such as diversifying funding sources where possible and clearly developing a ToC.

Focused targets

When launching a new programme or adapting existing programming to address new issues, S4D organizations should ask and answer the following questions:

- What is the problem?

- Who are those in need of support?

- What outcomes does the programme mean to achieve?

- What kinds of input are needed to achieve the desired outcomes through sport?

- How can sport help to achieve these outcomes (to be addressed through a ToC)?

These questions, grounded in common sense and focused on the targets, can ensure that participants and their specific issues remain at the centre. From the answers to these questions it is possible to develop a relevant theory of change and it is possible to delineate a strategy, similar to what is reported in *Table 1*. Indeed, the table highlights the goal that each organization wants to tackle and, to do so, it fleshes out the problems dealt with and the relevant target group.

Harris and Adams (2016), among others (e.g. Coalter 2015), argue that, "many problems with which sport is charged with 'fixing' are poorly defined, lack clarity and are resistant to clear and agreed solutions". However, having attainable goals is a critical part of effective programme design and programmes that do not identify and target a local problem may have limited or no impact (Hills et al. 2019; Spaaij and Jeanes 2013). In order to clearly define the problem and begin to outline potential solutions "the social and political context of each situation and each country should be carefully considered" (Lyras and Welty Peachey 2011). A commonly used tool for problem identification is Problem Analysis[12] (Finnish Ministry for Foreign Affairs n.d.) However, there are many other ways of doing this: for instance, using existing data and reports, community consultation and pre-existing experience from other programmes in the area, which identify a

certain problem. The Barça Foundation, for example, regularly follows a community consultation process when it plans to roll out its FutbolNet programme in a new location. Before launching the project, a coordinator conducts a diagnostic exercise to understand who the relevant stakeholders are and what is the potential for collaboration (*see Annex 1.7* for more details and the full case study on the Barça Foundation's FutbolNet programme).

Problem Analysis may also provide some answers to the core questions about how identified problem(s) might be solved and how a programme's stated outcomes might be achieved. However, additional steps are required, including:

- **Research on existing programmes and best practices:** The literature has increasingly looked at how S4D programmes can best achieve specific outcomes (Coalter 2013; Coalter et al. 2020). Therefore searching for examples and case studies can provide important guidance for programme development. This is particularly important as there are a wide variety of sport types (Coalter 2017) whose effects may vary and this variation needs to be considered. Non-academic sources, such as existing curricula and methods should also be taken into account.[13] The issue areas identified in the *Getting into the Game Phase 1* report may also be useful in narrowing the focus of the search and finding best practices (UNICEF 2019). Most importantly, research will help organizations to clearly define the assumptions about how their programmes will help them achieve their desired outcomes.

- **Stakeholder consultation:** Programmes should be co-designed with the local communities and key stakeholders (such as parents and teachers) to ensure they meet the needs of those they aim to serve (Giulianotti et al. 2016). Save the Children and War Child, when starting the TeamUp programme, noted that refugee children are exposed to both stress and trauma during the displacement process and that in many cases their social and emotional

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[12] A problem analysis consists of an in-depth study on a given problem to identify its causes, enabling factors and how it affects stakeholders differently, in order to design a more effective solution.

[13] sportanddev.org has a compilation of resources. See, for example: www.sportanddev.org/en/document/manual, accessed 5 May 2021.

needs are not met while they are on the move or at destination (*see Annex 1.5* for the full case study on TeamUp in the Netherlands). This report was based on extensive experience of working with refugee populations and the sudden influx of refugees into the Netherlands in 2015. Given the evidence that these experiences influence the psychosocial well-being and development of children in a negative way (Kaplan et al. 2016; Back Nielsen et al. 2019), TeamUp was developed to increase the resilience and psychosocial well-being of displaced children through a programme based on games connected to psychosocial themes. Through movement and play-based learning, TeamUp provides temporary relief from stress but also an opportunity to learn life skills, such as emotional regulation, working with others and language skills. Deep reflection is needed when considering the expansion of an existing programme to new locations (Britto et al. 2018). This should include assessing whether the programme is the right way to address the problems identified in the new locations (*see Section 2.3*). If it is the right approach, considering whether changes can be made to the programme design to make it more effective in the new context[14] is necessary (Mayne 2015). Contextual knowledge and stakeholder engagement and partnerships are building blocks in successful programme implementations.

Theory of change

Developing a theory of change (ToC) (Coalter 2017) is a critical process in answering the key questions around programme design. A ToC helps to generate and illustrate a depth of understanding of context, assumptions and facilitators that are necessary for programme success and is a necessary step in

mapping inputs to outcomes (Hills et al. 2019). A ToC is a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context. The ToC approach provides the basis for a framework for thinking about the development, management and delivery of sport-for-development programmes. It builds on logic models or results frameworks by clearly articulating assumptions and intermediary steps (Serrat 2017).

A precise definition of outcomes is the starting point in this approach, so that the programme can be designed to make the achievement of these outcomes possible. The ToC is then developed by 'backward mapping', starting with a long-term desired impact and then defines all its elements and necessary outcomes. The next step is to work backwards to connect desired outcomes to the relative outputs and inputs required to achieve that goal. A key component of a ToC outlines the assumptions underpinning the programme – *why* are specific activities provided and *how* are they presumed to work? The ToC brings together all the elements described (*see Box 4* for key concepts and definitions; see also BetterEvaluation 2020a), presenting them in a graphical format (*see Figure 3* for a generic example). Once this is in done, and the assumptions clearly stated, then many other aspects of the programme will fall into place.

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[14] This is discussed in greater depth in section 2.3.

Box 4: Key concepts to a theory of change

- **Inputs:** The resources put towards the project, including financial and human resources. These can be measured very simply, as the amount of money dedicated to the programme to build infrastructure or the number of staff.

- **Activities:** The activities to be conducted by the programme. The number of sessions delivered in a specific location, the number of events run, etc.

- **Outputs:** This concerns the intended concrete targets about reach, attendance rates, materials provided, number of meetings, sessions, etc. For example, this can be the number of children you intend (though can be the number you reached when used for monitoring and evaluation) to reach with an activity, or the target attendance/enrolment rates you wish to reach.

- **Outcomes:** This speaks to the changes you intend to bring about with the programme (though again, actual change if used for monitoring and evaluation). Critical to this concept is the change that you believe will be brought as a direct result of the programme. The Commonwealth Secretariat notes that outcomes can be classified by the depth of the impact into three broad categories (though only the first two fall under outcomes):

  » "**Connect:** the number of people reached by an activity who can report some limited change as a result of the activity (e.g., raised awareness of opportunities to improve literacy skills);

  » **Improve:** the number of people who can report some substantive improvement in their lives as a result of the activity (e.g., actually able to read better)."

- **Impacts:** While the word is used in a variety of different ways, especially in the development community, this report uses it in the sense of enduring long-term change. In the development of the ToC this can be used to reflect on both intended and the potential unintended changes that may result from the project. This is sometimes called a long-term outcome in some approaches. Referring back to the Commonwealth Secretariat this relates to:

  » "**Transform:** the number of people who can report an enduring change in their circumstances, or for whom a change can be observed as a result of the improvements made (e.g., they got a job as a result of improved literacy)."

- **Assumptions:** These are the "conditions or resources that your group believes are needed for the success of your program, and that you believe already exist and will not be problematic."

Figure 3: Generic example of theory of change. Adapted from Mayne 2015
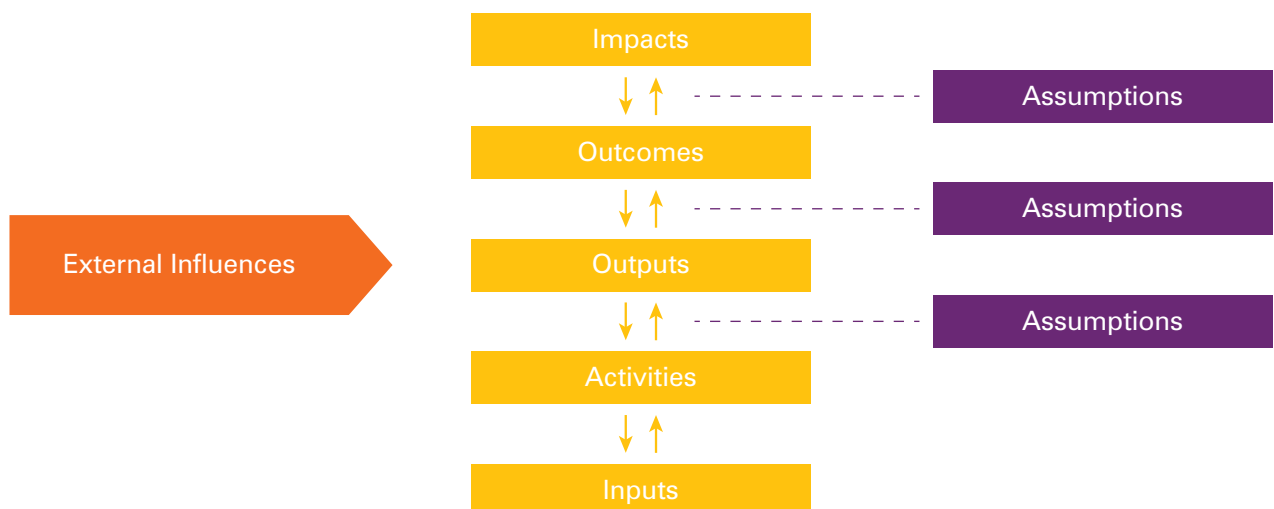
Having a ToC makes it easier to demonstrate to funders and partners how the programme is intended to work. Further, a ToC is the outline for the development of good monitoring, evaluation and learning schemes, as in order to define success, S4D organizations need to develop meaningful indicators and measures that operationalize their ToC.

Looking at how this ToC definition translates into practice, for the Goal programme, managed by Women Win, the goal is to "address gender-based violence, access sexual and reproductive health and rights, and achieve economic resilience". Given this, it is possible to work backwards to construct a ToC of how the organization can achieve this outcome. The long-term support offered to girls and the curriculum focused on the topic identified above, address the desired outcomes (*see Annex 1.9* for the full case study about the Goal programme). And assumptions around the programme range from girls wanting to participate in the programme and their parents allowing them to participate, to the girls influencing the gender norms of the community.

TeamUp's ToC works backwards from the premise that the programme aims to increase the resilience and psychosocial well-being of refugee children. These impacts are based on achieving four related outcomes: feeling safe, feeling socially connected, cultivating a positive outlook and self-regulation, which in turn are made up of smaller components. Further, the input, outputs and assumptions are elaborated clearly for each aspect of the programme (*see Annex 1.5* for more details).

Contextual intelligence and partnerships

"Adopting a multisectoral and co-production approach to programme design is critical to addressing concerns and achieving complementarities at the community and system levels – this includes work with other child services and sectors to build complementarity, capacity and impact" (UNICEF 2019, p. 9).

Webb and Richelieu (2015) note the importance of partnership and community dialogue to ensure that a programme is able to effectively target the needs of children and encourages community support for the programme. As a result, one of the key elements of this contextual knowledge is knowing who the existing stakeholders are and what they are already doing. An initial stakeholder analysis to identify the main actors who have an interest in the programme will enable S4D organizations to: (1) plan strategically about how they can either complement or link to these stakeholders and add value; and (2) help avoid duplication of other programmes (see IFRC 2010).

Engaging participants and involving communities

Parents, community, schools, local government, non-governmental organizations (NGOs), sports federations and businesses are important stakeholders in almost every S4D programme. Consultations with stakeholders can help to better design a programme in a way that addresses the needs of the target group, while also ensuring logistical feasibility.

Genuine community partnerships can include involving the community in the processes of agenda setting, planning and development, and asking for local views and knowledge (Schulenkorf 2012). Further, it is possible to overcome some of the challenges associated with top-down approaches by implementing consultative processes that result in shared ownership and locally led and promoted sport for development and peace (Giulianotti et al. 2016; Burnett 2015). These stakeholders could take the role of interested parties or advisers, or might become more active partners especially when integrating S4D programming within existing systems. Critically, such engagement helps to avoid top-down approaches that may "utilize didactical, authoritarian approaches to education, drawing on curricula and knowledge from the Global North" (Rossi and Jeanes 2016). This not only increases community engagement in the programme and the chances that it will be accepted in the community, it also respects local knowledge and ways of knowing.

One example of this comes from Right To Play (RTP) Pakistan which adopts the Goal curriculum with a flexible approach to the sport chosen for their programmes.

Community consultation and choice are key in whether basketball, football or other sports are used in a given programme. This helps with community buy-in to the programme. Furthermore, several organizations (including Right To Play Pakistan, BRAC Uganda, CoolPlay and ChildFund) recruit coaches from the local communities. These coaches play an active role in shaping the programme to the local context and advocating for the programme in the community.

Partnerships: Integration within the existing environment

Existing research has highlighted the importance of "establishing creative and cooperative partnerships with external institutions or change agents which are able to guide and support the process" of community participation (Schulenkorf 2012). This contributes to the organization's social capital, credibility and trust, and is critical to the sustainability and long-term success of any programme, ensuring that the programme can refer children to other programmes or rely on support from other actors. As "organizations cannot, by themselves, solve all of the problems of the young people that come through their doors […] partnerships are crucial" (Rossi and Jeanes 2016). This is particularly important in safeguarding for identifying referral organizations and those that can offer support if concerns are raised – or even those that can help with safeguarding risk identification and management. Indeed, Clutterbuck and Doherty (2019) find that sustained partnerships enable organizations to do more with limited financial and human resources.

In the case of TeamUp, extensive examination of existing programmes in asylum centres and with potential partners was carried out before the programme was developed. Indeed, integration with local services is a key part of the programme as it is implemented alongside a referral system where facilitators can identify and refer children in need of additional support. In the Netherlands, the Central Agency for the Reception of Asylum Seekers (COA) is the partner for this (*see Annex 1.5*). Right To Play Lebanon also works with institutional partners such as the Ministry of Education and Higher Education, the

Ministry of Social Affairs and the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) to promote positive educational outcomes, psychosocial well-being, physical health and critical life skills. At the community level, it builds the capacity of civil society organizations and grassroots youth groups to use different forms of play and sport to foster and sustain social change (*see Annex 1.8* for the full case study about Right To Play Lebanon).

It is often possible to identify institutions or organizations who are already engaging with the target group of children and can support the outreach. For example, schools are a very common partner for S4D organizations; they can provide a means to reach out to potential participants and can also be partners in implementation. Among the eight S4D organizations selected for this study:

- CoolPlay introduces children to the programme during school hours and sessions take place after school. It also has a referral system where children who need extra support are referred to in-school social workers.

- TeamUp works with a wide variety of partners depending on the context: from government ministries to schools. In Uganda, State of Palestine and Italy it relies on schools, and it is implemented either during or after school hours.

- EduSport delivers the programme through schools. Physical education teachers are trained to turn the PE hours into S4D sessions with both sport and development components.

- ChildFund integrates its S4D programming into a wider set of programmes and local schools are crucial to child recruitment. Programme staff regularly go to schools to make children aware of the programme's existence and encourage them to sign up.

- Right To Play Pakistan partners with local government schools to deliver their programming and relies on vocational training centres to support girls enrolled in the entrepreneurship part of the Goal programme.

Table 2: Partnership overview

Type of partner	S4D organizations	Benefits
Community-based organizations	Women Win, GRS, EduSport, ChildFund, Barça Foundation	Contextual knowledge, community participation, pool of participants
Corporate partners	Women Win	Funding
International non-governmental organizations	TeamUp, EduSport	Capacity building, funding
Schools	CoolPlay, Right To Play Pakistan, TeamUp, EduSport	Sustainability, pool of participants, integration into system
Government entities	Right To Play Lebanon, TeamUp, EduSport, ChildFund	Funding, sustainability, contextual knowledge, integration into the system

In other cases, NGOs already operating in the area can become partners in the delivery of the S4D programme. For example, the Barça Foundation routinely conducts a mapping of the organizations doing social work in the area where they plan to start a project, and identifies a partner who knows the community, has engagement with the youth and has the capacity to take on the implementation after being trained in the *FutbolNet* methodology (*see Annex 1.7*).

Overall, partners can be various and specific to each location. *Table 2* illustrates the types of partners encountered in the work done with the different organizations analysed in the case studies and lists some of the potential benefits deriving from collaborations.

Funding sources

Funding is a key requirement for organizations, and their ability to successfully conduct any intervention depends on it. Mobilizing resources is a crucial part of building a sustainable programme that benefits children in the long term. However, it can be a difficult and time-consuming task that demands considerable attention from staff.

S4D organizations rely on a variety of funding sources. In addition to the typical donor model, in which individual or institutional donors provide funds to support and conduct activities, organizations in the sector have been fundraising from, or partnered with,

the private sector, following a social enterprise model or some other hybrid solution. To reflect the range of possible funding sources, throughout this section we use the term 'funder' as opposed to 'donor' which is alternatively used to refer to a donation from an individual or institution. Fundraising is critical to S4D organizations which rely on external funding sources, where fees or membership dues are often unfeasible (Clutterbuck and Doherty 2019; Spaaij 2013; Thomson et al. 2010). However, the typical project-based approach of such funding can contribute "to excessive donor influence, fragmentation, competition and limits both impact and sustainability" (Lindsey 2017). Having a diverse set of partners, and integrating into existing systems, is an ideal way to ensure that funding can be sustained long term and is not reliant on any single entity (Skinner et al. 2008).[15] The following section highlights some of the key challenges faced by S4D organizations before outlining potential solutions to these challenges.

Funding challenges

Competing demands

Funders play a critical role in the survival of S4D initiatives and may influence the objectives S4D initiatives set. This may leave organizations having to prioritize between the needs of the participants and

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[15] For an overview of the different goals of different types of funders, from traditional donors to fans and funders to impact investors, see: InsPoweredBy and iGravity 2020.

community, and that of the funders (AbouAssi 2013; AbouAssi and Trent 2016; Heijden 1987). Additionally, funders and outside actors may require S4D initiatives to provide evidence of the programme's success in achieving certain outcomes, which may not be aligned with the M&E practice or the needs of the organization (Burnett 2015; Spaaij et al. 2016).

Lastly, the need to report good results to funders may push organizations to downplay or to decide not report what didn't go well in the implementation, even though it could be a valuable learning opportunity. Similarly, organizations may prefer to plan and design programmes in a more conservative way that they know works, or to only pursue projects with low costs to receive greater value for money. This might result in excluding the hardest to reach communities.

Short-term focus

Funding may often be project specific and run only for the duration of the project, which is often one year, especially in humanitarian contexts (McClure and Gray 2015). While this is a viable and common way to begin programming, growth and scalability are hard to achieve when organizations need to consistently fundraise for short-term grants, making it difficult to plan for medium and long periods. In addition, certain problems are hard to tackle in a short period of time. For instance, phenomena such as protracted displacement are frequently multi-year, sometimes decades-long processes. Consequently, achieving positive outcomes for migrant and refugee children necessitates bridging short-term humanitarian and long-term programming. This, in turn, requires ensuring sustainable funding at the start of a humanitarian crisis that is likely to evolve into a longer-term protracted crisis spanning the humanitarian-development nexus.

External factors

There are a series of external factors that might make fundraising difficult. One example is the case of country regulation in India,[16] where amendments to the Foreign Contributions Regulation Act (FCRA) made in 2010 made it difficult for NGOs to access foreign funding. The regulation now prevents "any organization of a political nature" from taking foreign funding, and has increasingly been applied to NGOs under the new government (Kumar 2019). This has led to foreign NGO funding dropping by ~60 per cent between 2014 and 2017, and 25,000, mostly Indian, NGOs shutting down (Arora 2020; Bhattacharya 2016). There are also laws restricting foreign funding of NGOs in 13 out of 54 African countries (Dupuy and Prakash 2020).

Overcoming challenges

One possible solution, which might only be applicable in certain cases, is working with governments to ultimately make them owners of the initiative. This ensures that the authorities understand: how the programme is useful, how it fits within their normal operations and how to run it. An example is provided by EduSport, which integrated S4D in the public school curriculum as part of the physical education classes. Government teachers have been trained and are now able to deliver S4D session without the support of EduSport.

A second way of addressing this, which organizations can more easily control, is finding innovative ways to fundraise. TackleAfrica,[17] an S4D organization that uses football to deliver HIV and Sexual and Reproductive Health and Rights information, conducted a series of fundraising events and during the COVID-19 pandemic launched a social media campaign[18] involving staff members in the various programme countries.

A third way is to diversify funding. For example, Grassroot Soccer has diverse sources of funding from individual donors to organizational supporters of its work, such as foundations, corporations, international NGOs and bilateral donors (Grassroot Soccer 2019, 2021). This strategy is easier for larger and more established organizations than smaller ones; however, even smaller organizations such as CoolPlay manage to do this (CoolPlay 2020). This diversity prevents over-reliance on

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[16] There are 3.4 million NGOs in India. See: Rautray 2017.

[17] See: https://tackleafrica.org/what-we-do/, accessed 5 May 2021.

[18] See: <https://racetoafrica.run/> (accessed 5 May 2021) and TackleAfrica's Twitter page at @TackleAfrica.

any one funder and allows the organization to overcome many of the challenges highlighted.

In an effort to diversify and create more sustainable funding models, there has been an increasing push for innovative funding mechanisms, such as social entrepreneurship models (InsPoweredBy and iGravity 2020; Elkington et al. 2019). Social entrepreneurship may be defined as "the use of market-based solutions to raise capital for reinvestment into local communities or to address a specific social issue" (Elkington et al. 2019). In this way, fundraising may also be easier for organizations that have programming outside S4D and can generate revenue from other sources. This is becoming increasingly popular, with 26 out of 52 organizations from the Street Football World network[19] using some form of social entrepreneurship to generate revenues. These include "operating a football league for fees, organising events on or leasing their football facilities … operating a bakery, café, or restaurant; or the sale of produce from agricultural activities" (Elkington et al. 2019). While challenges remain around seed funding and training, this is a promising avenue of diversification.

2.2 Playing the game: Implementation and learning

Once the three basic ingredients for impactful programme design are in place, implementation can begin. Three crucial components for programme implementation are:

- **Curriculum and methodology:** These two take the foundations built through contextual intelligence and turn the Theory of Change (ToC) into actions. A curriculum is usually a detailed set of contents that is shared through the S4D experience, while a methodology outlines how certain values and skills should be acquired. A programme needs both, and their interaction becomes a defining feature of the programme, shaping the participants' experience and learning. Crucially, curriculum and methodology must be developed while keeping in consideration the targeted groups as well as implementation logistics and context.

- **Child-centred coaches:** Coaches turn the curriculum into action, guiding participants through the methodology. Their background, training and role in keeping children safe are critical to the success of any programme.

- **Monitoring, evaluation and learning (MEL):** MEL represents a holistic approach to monitoring and evaluation (M&E) where M&E data is analysed not only to ensure that processes are followed but to generate learnings that can be used to improve programme delivery, implementation and takeaway learning for future S4D programme design. Organizations need to invest in strong MEL systems building on promising practices while being aware of common challenges. This includes building a quality ToC, using well-designed research and instruments, training data collectors thoroughly, embedding a learning culture throughout the organization and adapting to local contexts.

[19] A network of 135 organizations in 90 countries. See: <www.streetfootballworld.org/who-we-are/our-purpose>, accessed March 2021.

Curriculum and methodology

In all programmes analysed within the framework of this study, it is possible to identify the key ingredients of a curriculum and a methodology. However, the extent to which a programme's curriculum and methods are predefined or evolve organically varies across organizations.

The curriculum is the set of contents that are covered during sessions, that depend both on the thematic focus of the programme and the assigned role of sport in the programme (i.e., being the primary mode of engagement or a secondary one). For the organizations examined in this study, the curricula's contents can be categorized into the following:

- **Values:** The Barça Foundation, for example, makes each session about a value such as 'respect', in which all games and following discussions are aimed at making the participant experience and reflect on the value of respecting others.

- **Psychosocial skills:** One of the eight themes covered in TeamUp's curriculum, for instance, is 'conflict'; related sessions teach participants how to handle conflict on the playing field and in life in a positive way.

- **Health:** The COVID-19 curriculum developed by Grassroot Soccer, for example, includes games that teach facts about the virus, its transmission, prevention methods and symptoms. Similarly, there are many programmes that disseminate knowledge about HIV and sexual and reproductive health.

- **Education:** One of the objectives of EduSport is to keep children engaged with school through its sessions and to use play as a channel for learning in numeracy, literacy and other subjects (*see Annex 1.6* for the full case study about EduSport).

The methodology is the way the curriculum is delivered and sets the pace for how the S4D sessions take place. It defines how the time is allocated to various activities, the nature of the activities (high energy such as running

or low energy such as stretching, sport, movement, discussion), material to be used, role played by coach and participants. For example:

- The FutbolNet methodology developed by the Barça Foundation divides a session into three parts. During the first part, participants and coaches, seated in a circle, talk about how they feel and what they want from the session. The second part is dedicated to playing and physical activity and, to conclude, participants go back to the circle to cool down and debrief.

- TeamUp's Gamebook also divides the session into three parts: warming up, high energy and a concluding cool down, revolving around a specific theme. The first part consists of an introductory activity that is designed to warm up the children for play (e.g., yoga stretches, tag, dancing), the second is a combination of games (e.g., tag rugby), and the third is an activity designed to calm the participants down and to build connections (e.g., walking around giving high fives).

- Right To Play's methodology used in Lebanon follows a similar pattern with activities becoming increasingly active and then slowing down towards the end, but divides each session into seven parts: opening discussion, warm-up activity, small drill, main activity, small drill, cool down and final learning part, which is particularly important, and implements the Reflect–Connect–Apply learning method[20] to ensure that children internalize what happened during the session.

Curriculum and methodology translate the ToC of the programme into a concrete set of steps and actions that are implemented by coaches and facilitators. Curriculum design should be done with local consultation wherever possible, in order to ensure that local values and voices are respected (Hayhurst et al. 2016).

Programmes can have a different mix of curriculum and methodology: while the Barça Foundation puts the FutbolNet methodology at the centre and identifies the values and life skills to be covered, based on the specific

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[20] Reflect–Connect–Apply is a teaching and learning strategy that leads children and youth through a three-step discussion about their experience. First, the participants reflect on the game they just played. Second, they link it to their daily life, giving examples of where they use these specific life skills. Third, they explore where they can apply these life skills in the future.

needs of the group of participants. Grassroot Soccer, with the COVID-19 curriculum, provides a set of messages and games that could be implemented at home or in common spaces, in a group or alone, and either online or in person.

The approach taken by each organization is generally guided by the programme's targets, desired outcomes and the environment in which it operates. TeamUp Netherlands, for example, works with refugee children from various countries who don't speak a common language, thus the curriculum needed to be as straightforward as possible. As a result, it is a purely movement-based methodology based on eight themes in the curriculum. This does not require children to communicate verbally, but builds children's skills in respect to anger management, controlling fear, managing stress, conflict, respect, bullying, self-assertion and friendship by making them experience positive values or ways to manage negative feelings.

Child-centred coaches

Coaches are the channels through which the outcomes are delivered and through which the curriculum is interpreted in S4D organizations.[21] They have a crucial role to play in generating positive outcomes for children, so having a coach or teacher with the right qualities and competencies is key for the success of S4D initiatives (Bailey et al. 2009; Schulenkorf et al. 2016). Coaches should be sensitive to participants and their needs, and be able to gain their trust and commitment to the project (Morgan and Bush 2016). Coaches' actions influence the extent to which young people experience the positive aspects of sport. Supportive relationships are also a key part of promoting positive youth development (Armour and Sandford 2013). Consequently, relationships between coaches and participants that are built on respect, trust and recognition are important conduits to achieving positive social outcomes (Morgan and Parker 2017). Coaches can also link participants to referral pathways, community services and political decision-making processes, and play a critical role in safeguarding participants (Kelly 2013). They represent the largest social capital and make an organization trusted and credible.

Child-centred coach characteristics

Coaches can be either volunteers or paid staff, and this is not only defined by the resources of an organization but also by the context in which the organization operates. The time commitment of the coaches is also an important consideration. In some cases, coaching for an S4D programme is a full-time job, and in others it is a one day, or two half days, commitment. For example, TeamUp is conducted by volunteers who commit about half a day per week, while ChildFund employs coaches who receive a stipend and handle up to ten groups a week. The final arrangement often depends on the local context and may also vary between different programmes of the same organization. Ethical considerations must be made before deciding on the type of arrangement.

The background of coaches should reflect the participants in the programme. For example, a pilot of the ChildFund Pass it Back showed that having a greater percentage of female coaches increased girls' participation in the programme. Concerningly, a survey conducted for Phase 1 of the *Getting into the Game* study (2019), found that S4D programmes hired mostly male coaches aged 25–35, potentially highlighting the need for more gender diverse hiring practices. However, 25 per cent of programmes reported a gender balance among coaches, with large regional variations in the proportion of male to female coaches and a definite willingness to slowly reach a balance. Programmes such as ChildFund's Pass it Back and Women Win's Goal use a higher percentage of female coaches. In the case of Pass it Back, children are trained and taught by coaches of the same gender, so the proportion of coaches always matches the proportion of participants. This is especially important if the programme curriculum covers sensitive topics such as sexual health, where children may not be comfortable discussing these issues with a coach of another gender.

Organizations report that employing coaches from the same communities as the participants has many advantages. Local coaches are more likely to have

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[21] This is in the same way that teachers and classroom practice are the channels through which school curricula are delivered. They take the intended curriculum and turn it into the enacted curriculum. See: Porter and Smithson 2001.

knowledge of social and cultural norms, familiarity with the issues faced by the children, and are better able to reach out to at-risk communities (Clutterbuck and Doherty 2019). ChildFund coaches are always from the same local area as children, which enables them to visit children's homes to seek consent from caregivers, encourage them to let children join and gain their trust. A further advantage is that coaches from local communities speak the same language as participants and can thus ideally adapt the curriculum to the local culture and language. During the lockdowns in response to the COVID-19 pandemic, having coaches who lived in the same villages as participants proved to be an asset, as coaches could still meet participants and, if not able to conduct a revised version of the sessions, could at least remain in touch with the children and make them feel engaged. For instance, TeamUp in Colombia and Uganda, which focuses on refugee children, adapted their programmes to go door to door and deliver programming to each child and their families directly during the crisis.

A recurring practice identified across programmes is that they employ young coaches who not only bring energy to the programme, but who children can easily relate to. In many cases, coaches become role models and mentors for the participants (Pawson 2006). For example, school staff in South Africa consistently reported that their students look up to the coaches from the CoolPlay programme; indeed, CoolPlay participants do not view the coaches as being 'distant' because they are from the same community and are young. At the same time, through the training they receive and their experience, they become knowledgeable figures who can guide and inspire adolescents (*see Annex 1.10*). ChildFund hired coaches who were between the ages of 16 and 25, some of whom were former programme participants. Participants found the coaches easy to relate to, felt safe around them, and often came to them looking for advice (*see Annex 1.3*).

Using peer educators can be an effective way to engage children and young people in S4D programmes and for learning. Peer educators can become effective role models for participants, who can see how the programme can help them in a very tangible way (e.g., they can become peer educators themselves). Peer educators are used in some instances of the implementation of the Goal programme by Women Win. The programmes that use peer educators are designed differently from those that don't, as the peer educators are themselves also participants in the programme. More concretely, the programmes are often designed around the empowerment and development of peer educators as an explicit goal of the programme. Thus, programmes with peer educators have distinct goals and target groups (i.e. both the original participants and the peer educators themselves are target groups), in line with the need to support peer educators in a different way from professional coaches.

Involving former programme participants can bring the programme closer to participants' needs, thanks to their experience and the value they offer in engaging the community and contextualizing the programme (Spaaij et al. 2016; Svensson et al. 2016). It can also be an effective way to ensure the sustainability of the programme by involving more coaches or facilitators from the community. Furthermore, the peer educator not only plays an important role in engaging newer participants but also actively teaches new skills to the educators. The experiences of organizations using the Goal programme demonstrate the value in engaging children and adolescents over the longer term. The use of peer leaders, community sport coaches (who are former peer leaders), and Goal Champions, allows the programme to continue to build the skills of girls and expand their future options, while running the programme in a way that benefits the community more broadly. Indeed, those who graduate from the programme and go on to be peer leaders and coaches become role models for later programme participants.

Training

Child-centred coaches need to facilitate positive relationships, support youth and teach the key competencies and skills. Their training is a key part of their ability to: create supportive, participatory and safe environments; become positive role models for

participants; create autonomy-supportive[22] and mastery-oriented[23] sports climates; foster team sports and collective agency; and, more generally, achieve the intended outcomes (UNICEF 2019). It is especially important for the physical social inclusion of children and young people with disabilities (Grandisson et al. 2012).

At ChildFund, coaches receive an initial training lasting 14 days followed by training every six months on different curricula, taking 7–10 days. In addition to these regular training sessions each year, coaches receive some short-course or ad-hoc training on child safeguarding, monitoring and measuring impacts, and refresher training to review curricula and training/coaching skills. ChildFund supports training for international certificates such as the World Rugby Level 1 Certificate on First Aid, Refereeing, Coaching and Safeguarding. Further, coaches are observed by senior coaches and coach group leaders and receive feedback on their performance. This ensures that coaches are always learning and expanding the curricula they can teach (*see also Annex 1.3*).

Safeguarding

A critical component of child-centred coach training is safeguarding. Safeguarding "is the actions we take to ensure all children are safe from harm" where harm is "negative psychological, physical or social consequences for a child" (International Safeguarding Children in Sport Working Group 2016). Much of the literature on safeguarding has focused on sport more broadly but the safeguarding challenges of S4D organizations may be different from those faced by sports organizations. Safeguarding can take place in, around and through sport:

- **In sport:** Focused on the athletes during training and competition

- **Around sport:** Focused on areas around sport that may be influenced by sport (e.g., child labour, migration, exploitation in relation to mega-sporting events)

- **Through sport:** Focuses on the use of sport to safeguard children beyond sport. Here sport becomes the means through which harm (actual or potential) is addressed (Brackenridge and Rhind 2014; Rhind and Blair 2020).

It is the last of these that is typically associated with S4D organizations. However, safeguarding in sport is also relevant to all S4D organizations as every S4D organization should be safeguarding participating children.

Safeguarding children, especially the most vulnerable, in and around sport initiatives, is of immense importance and must be a priority in the training of S4D child-centred coaches and trainers. Coaches may play different roles: they can be perpetrators, merely bystanders or can safeguard from abuse (Rhind and Blair 2020). Coaches, especially well-trained ones, can play a key role in identifying and preventing abusive behaviour and changing norms (Jaime et al. 2015; Miller et al. 2016). On the other hand, coaches may also pose risks to children. For instance, the normalization of violence in sport, gender norms, and the inherent power dynamics between coaches and children can lead to sexual abuse (Edinburgh et al. 2006; Smallbone et al. 2008; Fasting et al. 2013; UNICEF 2010). Estimates of sexual abuse in sport in the literature are limited and have primarily focused on the coach–athlete relationship in elite sports (Bjørnseth and Szabo 2018). Thus, there are no estimates of abuse in sport for development organizations.

The International Safeguards for Children in Sport (ISCS) developed by the International Safeguarding Children in Sport Working Group (2016) has been a key document for guiding safeguarding practice in the S4D4C sector. These safeguards do not prescribe a set of standards but build on the best interests of the child (as defined in the Convention on the Rights of the Child) and acknowledge that one size does not fit all when developing safeguarding capacity within organizations (Twyford 2015). The ISCS also acknowledges the

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[22] Autonomy-supportive coaching includes such practices as: (a) providing choice for athletes, (b) providing a rationale for tasks and limits, (c) providing non-controlling competence feedback, (d) avoiding controlling behaviours such as criticisms, controlling statements and tangible rewards for interesting tasks, (e) acknowledging the athlete's feelings and perspectives, (f) providing opportunity for athletes to show initiative and act independently, (g) providing non-controlling feedback, and (h) avoiding behaviours that promote athletes' ego-involvement. See: Coatsworth and Conroy 2009.

[23] Defined as having the goal of learning and mastering the task according to self-set standards. Learner is focused on developing new skills, improving, and acquiring additional knowledge. See: Hsieh 2011.

Wider violence prevention networks and designated authorities at the national and international levels

Organizations' systems, structures, policy and practice

Children's experience

various elements and levels that affect how safeguarding can be implemented in a given context (*see Figure 4*). Finally, it encourages organizations to develop safeguarding policies that include: procedures for responding to safeguarding concerns as well as advice and support to parents, children and staff; guidelines for behaviour (for both children and coaches); clear recruitment procedures that consider safeguarding; links with partners; and monitoring and evaluation of all of the above.

Given the diverse context in which S4D programmes are run, organizations developing safeguarding capacity should start with three key elements:

1. **A risk assessment** to identify the risks posed to children through the programme, or through other organizations and their activities

2. **A capacity audit** to find out which systems and channels can be strengthened

3. **A mapping of community sources of support** to whom the organization can turn for advice on how to best address the needs and safety of the children in the community they aim to work in (Twyford 2015).

All of the organizations included as case studies in this report had extensive training in safeguarding of children for coaches and facilitators. This training includes the conduct of coaches as well as the creation of safe spaces for children to play. The basic safety points are: assessing playing fields are safe, checking that children are not wearing watches or jewellery while playing and that they have cut their nails, and that group sizes are not so large that the coach or facilitator cannot keep an eye on all the children. On coach conduct, basic principles include that coaches: should not shout, scold, or hit participants; are trained in first aid; have not consumed alcohol; strongly discourage bullying; treat children with respect and respond to their concerns in calm and supportive ways. Training typically goes beyond these basic points, for example by supporting coaches in improving their own social and emotional well-being or teaching them how to identify signs of abuse or maltreatment among children.

In these latter points, engaging existing stakeholders is critical for good safeguarding practices. While coaches play the critical role of identifying the children who need this support, external partners are often used for the referral process.

For example, TeamUp coaches are trained to: identify signs of abuse (emotional abuse, neglect, physical abuse, sexual abuse and exploitation), record them (orally and on a form) and refer them. The next steps depend on the case but can include engaging social workers, a psychologist or psychiatrist for the child or parents, extra guidance or training for parents, or referral to a doctor. A similar approach is adopted by CoolPlay, whose coaches consult with teachers, and refer children in need of support to school counsellors. Since seeing a school counsellor may carry a negative stigma, CoolPlay is now looking for external partners to handle the referrals to avoid this. As many S4D organizations may work in contexts where referrals to other organizations may not be possible locally, the mapping and risk assessment mentioned above are critical aspects of safeguarding planning.

Finally, well-structured S4D programmes, with curricula and methodologies that suit the local context, and well-trained coaches, can become the means by which harm (actual or potential) is addressed (Brackenridge and Rhind 2014). Play has been shown to support children's neurological and psychosocial development, and is considered especially beneficial for children who have undergone extensive trauma and stress (Bratton et al. 2005; Putnam 2006; Whitebread et al. 2017; Yogman et al. 2018). Focus group discussions with children and caregivers conducted for this research showed that all respondents feel and see the benefits of participating in S4D programmes (*see Annexes 1.3, 1.5 and 1.6*, EduSport, TeamUp Netherlands and ChildFund case studies, for specific examples).

The COVID-19 crisis has created new safeguarding risks for S4D organizations as programmes have been moved to new online environments, with the potential for stigma against children who have been ill as well as the challenges of reaching those who are already marginalized (Twyford and Borkowski 2020). Organizations are likely to face shrinking budgets, and experts and practitioners confirm that those who are responsible for safeguarding are often the first to be let go, as safeguarding is largely not seen as a critical function. It is critical that, during this time, coaches are supported in adapting to this new environment, and that the whole organization continues to be responsible for the safety and well-being of children (Twyford and Borkowski 2020). Many organizations have responded to the challenge by supporting and training coaches on best practices of online engagement through videos on social media platforms and Zoom (Pasquini et al. 2020).

Monitoring, evaluation and learning

Monitoring, evaluation and learning (MEL) represent a holistic approach to M&E, where M&E is not done solely for reporting, but to inform and improve programme delivery. Strong MEL systems are critical to understanding, not just to see if a programme is working or not but in showing how the programme can be improved and adapted. MEL comprises three components:

- **Monitoring** is the routine and periodically recurring process of collecting information on the status of a programme. This can be used to monitor any safeguarding concerns, assess the progress of a programme against plans and adjust programming and outreach while the programme is ongoing.

- **Evaluation** comes in many forms but is most often the assessment of a completed project. To be most effective, programmes should have concrete protocols for evaluation throughout the stages of programming, starting from the onset of the programme and generating feedback loops to ensure learning and inform implementation.

- **Learning** is the implementation of the lessons learned from monitoring and evaluation in order to improve programme design and delivery to better meet the needs of participants. Without learning, and the feedback into the programme, both monitoring and evaluation are academic exercises which do not benefit the programme (BetterEvaluation 2020b; Sportanddev n.d. b).

Well-functioning MEL systems can also provide key evidence for advocacy, garnering donor support, and securing funding for continuing or scaling up a programme (UNICEF 2015). While the benefits of MEL investment are large, *Getting into the Game Phase 1* demonstrated that there is a need to develop more and better-quality research on the effectiveness of S4D for children initiatives (Whitley et al. 2019). In addition, given the increase in S4D4C globally, there is more pressure for organizations to live up to the promises made by S4D and demonstrate these outcomes (Vermeulen and Verweel 2009; Commonwealth Secretariat and Laureus Sport for Good n.d.).

A review of the *Getting into the Game* public reporting of 149 S4D organizations globally showed that few are reporting the data they collect on the outcomes of their programmes (*see Annex 5* for methods employed). These organizations use a wide variety of indicators to collect data on the effectiveness of their programmes, though some general trends of indicators do emerge. Almost all S4D organizations report output data publicly, either on their website or in annual reports. This is not that surprising given that nearly 60 per cent of

respondents to the Sport for Development Programming Survey[24] stated that they used data from evaluation in reporting. However, the picture is very different for data on outcomes, which is seldom publicly reported. Indeed, only 32 (21 per cent) of the surveyed organizations reported outcomes data publicly. Further, few public organizations publish the methods of evaluation (e.g., whether they use pre/post testing, or what instruments they use to measure a certain outcome), which does not allow the reader to judge the quality and rigour of the evaluation. The Sport for Development Programming Survey also shows a large variety of methods used to track S4D programme outcomes and impact. For instance, testing before and after interventions is limited, with only 47 per cent of organizations (n=68) engaging in the practice (UNICEF 2019).[25]

It is important for organizations to make this data available, or to report on it, even in the case of null and negative findings, especially if they can explain the reason for negative outcomes so that the S4D community can establish which types of interventions are good for whom, and where (Whitley et al. 2019). Without the publication of such data, learning about best practices in the S4D community is limited, and data, which is costly to collect, is wasted.[26] As a result, any set of interventions adopted by an organization wanting to work with S4D may not be as effective as they could be.[27] Further, the Commonwealth Secretariat (2018, p. 43) notes that the "number of publications in accredited academic journals containing research related to sport, physical activity and physical education" in a given country can be a contribution to SDGs. In this case, organizations publishing their evaluations may contribute to this in some way. An example of good practice here is Grassroot Soccer which has research, done in partnership with academics, on its programming published in peer-reviewed journals. While this is not

feasible for all organizations, collecting and disseminating M&E results is important.

Best practices

The sportanddev.org platform, a key source of information and learning in S4D, outlines some best practices in MEL for S4D organizations, including: a learning culture, contextual adaptation, relevance of measurement, use of a multi-method approach, and the use of participatory and inclusive approaches (Meier 2014).

This section discusses a few key points from an organizational perspective: a learning culture or embeddedness of MEL, training of data collectors, contextual adaptation, and relevance of measurement. While methodological considerations are very important, these technical aspects are beyond the scope of this report and are discussed in depth in many other places (see for example, betterevaluation.org).

A learning culture

The sportanddev.org platform highlights that MEL must be an embedded part of programme design and not an additional extra just for funders (Sportanddev n.d. a). In any organization with a learning culture, the organization builds the knowledge base on what works and acts on that knowledge. However, in order for this to be effective in S4D organizations, everyone must be involved in the process from the bottom up (Odor 2018; Whatley 2013; Bloch and Borges 2002; Power et al. 2002).

Research conducted for this report also underscores this, showing how everyone should be involved in MEL, how it should be done at every stage of programming (e.g., before, during, after programming; but also during coach training, and more exhaustive evaluations periodically), and that the data should actually be used, not just collected. While organizations may face many

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[24] The survey was conducted with 106 organizations within the framework of the first phase of the *Getting into the Game* study.

[25] The public data review identified at least three organizations that use both pre/post-testing and control groups for at least some of the indicators they gathered data on (Futbol Mas, Waves for Change, and Grassroot Soccer). Several others are using quality pre/post-test methods (United Through Sport, JustPlay, Naz Foundation (India) Trust).

[26] UNICEF has a Data Must Speak initiative (www.unicef.org/education/data-must-speak), which focuses on "maximizing the use and utility of education data that already exist".

[27] There is good reason to believe, based on interviews and meetings with stakeholders, that many more organizations do have data on outcomes but do not report it. This is in line with the S4D Programming Survey that showed that reporting externally (via Annual Reports, websites or other marketing) was not the focus of M&E (which was often reported internally).

challenges in adopting this, including the varied perception of MEL across the organization (Mebrahtu 2002; Solomon and Chowdhury 2002), there are ways to overcome them, by involving all stakeholders. For Grassroot Soccer for example, MEL is used to target four main stakeholders, and it is important that each interacts with the relevant part of MEL (*see Annex 1.1* for more details):

- **Beneficiaries and target groups:** Participants, communities

- **Implementers:** Site level staff, volunteers, partner organizations

- **Decision-makers:** Board of directors, senior management, advisory councils

- **Funders and partners:** Donors, consortiums (Sanders et al. 2016).

This ensures that the organization continues to improve its programming, while having a representative picture of how all stakeholders involved perceive both the programme and the organization itself. Other organizations participating in the research (e.g., ChildFund, Women Win, Right To Play) also spend considerable effort in involving as many stakeholders as possible in MEL practice, and ensuring that those collecting the data (most commonly coaches) understand the purpose of data collection and benefit from the collection process (through feedback for example).

Data collectors' training

Those who collect the data must be trained to fully understand the processes and purposes of MEL and the need for objectivity. The better trained they are, the more capable they are of becoming involved in, supporting and owning MEL practices (Chaplowe and Bradley Cousins 2016). Handing over a data collection tool to coaches or other data collectors and expecting that good data will be collected has been shown to be ineffective. When coaches are the data collectors, as is often the case for S4D organizations, it is important to dedicate time to the MEL tools as part of coach training

(good examples are Grassroot Soccer (*Annex 1.1*), ChildFund (*Annex 1.3*) and Right To Play Lebanon (*Annex 1.8*)), going through the data collection tools question by question to ensure that they are understood in the intended way, and that they can be implemented correctly. This also provides an opportunity for feedback and adaptation of the tools to the local context. Right To Play Lebanon has found that peer-to-peer observation among coaches improves their understanding of the material and the quality of the data collected.

Contextual adaptation: Standardization or fitting to context

When organizations work to adapt to their local context, they may gain valuable insights into that context, but not necessarily be able to speak to broader organizational objectives. On the other hand, those that adopt standardization, applying the same set of tools across countries, will be able to speak well to organizational objectives but may lose nuance in a given context. This is not only critical for reporting outcomes and improving the ability of projects to achieve their goals, but is also important from a funding perspective.

According to the Innocenti Sport for Development Programming Survey of practitioners across 106 S4D programmes[28] from around the world, 63 per cent develop their own M&E mechanisms, 21 per cent have them developed by an external research body, and 18 per cent have them developed by donors. This may have very different implications for the ability of organizations to standardize or contextualize their tools across and within countries. Indeed, donor-driven reporting may lead to very fragmented and diverse sets of tools and add administrative burdens to organizations (AbouAssi 2013; Heijden 1987). However, contextualization need not necessarily lead to fragmentation. Some organizations use accepted and rigorous instruments (e.g., the Strengths and Difficulties Questionnaires,[29] or instruments tested from national surveys), which means that MEL is, at a minimum, partially standardized. However, even in these cases additional questions may be added, depending on the context.

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[28] Whose sample was proportionally similar in country representation to a global sample of 2,836 identified programmes, and thus is broadly generalizable.

[29] See: https://sdqinfo.org, accessed 5 May 2021.

Table 3: Indicators and instruments used by S4D organizations by issue area

Issue areas	Indicator	Questions
Child protection	Feeling safe	I feel safe at [location].
Education	School enrolment	Child is more likely to be enrolled in school.
	School attendance	Child is more likely to attend school.
Empowerment	Esteem	I am satisfied with my [body, performance at school, etc.] OR I believe in my ability to succeed.
	Confidence	I feel confident [doing activity X, e.g., asking teachers questions].
Functional social inclusion	Life skills	Ability to set budgets OR I am more likely to set goals.
	Employment skills	Obtaining qualification (e.g., lifeguarding certificate) OR CV writing, OR communication skills (including emotional control: e.g., I am more able to control my emotions when I get upset).
Relational social inclusion	Trust	Can share feeling with coaches OR have someone to talk to about difficult problems.
	Tolerance	I acknowledge and celebrate difference OR I would continue to play in a football team where the coach has HIV.
Physical social inclusion	Accessible spaces	More children with disabilities are able to access school or field.
Health	Healthy habits	Exercise frequency and food choice.

Cultural adaptation is also critical. MEL should be an organizational mission but needs to be adapted to the local contexts and updated as programming evolves. Indeed, externally designed measures and standards may not align well with the needs of the communities (Spaaij et al. 2016; Rossi and Jeanes 2016). The use of participatory methods and the inclusion of the community and participants in the setting of indicators is critical (Kay 2009; Nicholls et al. 2011). Similar to the issues regarding donor funding setting standards for implementation raised in Section 2.1, organizations whose MEL mechanisms are developed by donors or external research institutions not working in the same context face a higher risk of not aligning with communities (Spaaij et al. 2016; Rossi and Jeanes 2016).

There are different possible approaches to dealing with this challenge, but the use of some standardization with necessary adaptation to the local context is common. For example, Grassroots Soccer uses a standardized set of Key Performance Indicators (KPIs) but adapts the language and instruments for the context. Right To Play Lebanon receives evaluation tools from headquarters but adapts them by adding or removing questions, depending on the community and the project. The use of both qualitative and quantitative methods is also

common. For example, ChildFund uses quantitative pre/post testing, as well as a variety of qualitative techniques, including most significant change stories (also used by Women Win and implementors of the Goal programme) and coach journal entries. Other organizations, such as Grassroot Soccer, also use focus groups and interviews on a regular basis to complement pre/post testing. While quantitative data can be relatively (though not entirely) standardized across the programme, adding qualitative data will ensure that local context and local voices are represented.

Even if the data gathered is not standardized, it is possible to map out existing data onto predefined categories to facilitate reporting to funders and applying for funding. For instance, organizations included in the *Getting into the Game* S4D programming survey report outcomes on several of the issue areas identified in Phase 1, but do not explicitly define them in this way. *Table 3* presents more details on the types of indicators and questions that organizations are collecting and how it is possible to retrospectively map these onto issue areas. While this table presents indicators that are more quantitative in nature, this can also be done with qualitative data.

Issue areas are only one example; this idea can be taken further to highest level goals in development, the Sustainable Development Goals (SDGs). This would allow organizations to report on and speak to global goals and could have profound implications for advocacy and funding. The Commonwealth Secretariat, working on Action 2 of the Kazan Action Plan (UNESCO 2017), "a tool for aligning international and national policy in the fields of physical education, physical activity and sport with the United Nations 2030 Agenda" (UNESCO 2018), has created indicators to compare numerous sports-related impacts across countries (Commonwealth Secretariat 2018). In doing so they have also set the groundwork for developing indicators at the organizational level, based on the depth and type of the impact. The national level indicators developed by the Commonwealth Secretariat are linked to the SDGs, and if organizational level indicators could be more fully developed, they could also be linked to the SDGs (*see Annex 6* for concrete examples). Further, mapping indicators across to the issue areas discussed in the *Getting into the Game Phase 1* report (education, social inclusion, child protection and empowerment) also shows possible links to the SDGs (e.g., those under education would contribute to SDG4) (*see Annex 6* for more examples).

Challenges

Challenges in evaluating the impact of S4D programmes include lack of coherent theories of change, poorly defined outcomes, lack of M&E training and expertise and high turnover among staff (Coalter and Taylor 2010), in addition to research-related challenges such as bias in the types of outcomes reported, depending on the type of methodology and the precision of measurement. A further challenge for organizations, especially those working across countries, is whether and how to tailor their M&E to the local contexts without losing coherence across the organization (the last two have been addressed in the previous section). Organizations participating in the research were able to overcome many of these challenges by, for example, having clear ToCs with clearly defined outcomes that could be measured. They

also cultivated and developed MEL expertise in-house where possible and trained coaches and programme staff in MEL methods and practices.

The COVID-19 pandemic has created new challenges for MEL, including remote data collection and ensuring the health and safety of those whose data is being collected (UN Women 2020). Numerous resources have been developed to help organizations and researchers cope with these challenges (ILO 2020; Jowett 2020; Raimondo et al. 2020; UNHCR 2021). Nevertheless, remote collection of data requires training in new skill sets and a period of learning. Ensuring that data collectors, whether coaches or other, are trained to meet these new challenges and are aware of the ethical challenges in implementing them is critical. In some cases, it may be better not to collect data if harm can come to the participants as a result. This underscores the need for good safeguarding practices throughout the organizations.

2.3 Winning streaks: Scalability and sustainability

Once a programme is running, scaling up and ensuring resilience to external shocks come with their own challenges.

- **Replicating and adapting programmes:** In scaling programmes from the original context, two main approaches are used: simplifying, by identifying core components from the theory of change which need to be present and letting implementing partners adapt the programme as they see fit for the context; and tailored adaptation, where the programme is altered to fit the local context by adjusting minor parts of the programme. Many programmes prefer the latter approach for the consistency it offers, but some examples show the value of simple approaches, especially in difficult times such as during the COVID-19 crisis.

- **Resilience to external shocks (such as COVID-19):** Organizational resilience to unexpected circumstances is extremely important. Using the COVID-19 crisis as a case study the research finds that some organizations have used the crisis and seized the opportunity to try new approaches, with the intention that changes adopted will influence their practices and resilience long-term.

Replicating and adapting programmes

The challenge all organizations face once they decide to scale up is how to reproduce the programme in new contexts in the most effective way possible, while remaining faithful to the objectives and the methodology, while also being open to new inputs. Critically, programmes should only be scaled up once they have been shown to be effective in achieving their outcomes, and with the condition that MEL is integrated with the scaling process to ensure that they continue to be effective (Hartmann and Linn 2008; Reis et al. 2016).

By 'scaling up', this research refers primarily to horizontal scaling up (also called scaling out or quantitative scaling), defined as "the geographical spread to more people and communities within the same sector or functional area" (Hartmann and Linn 2008). Taking it further, this research refers not only to the same sector but more specifically to the same programme. While vertical scaling (more people in the same area) is also considered, many S4D programmes target specific groups of children and may have limited vertical scaling opportunities. Further, given that various types of scaling can happen simultaneously, scaling up may also include other types of scaling. For example, horizontal scaling may lead to organizational scaling, where the implementing organization expands, or new organizations become involved (Begovic et al. 2017; Gillespie et al. 2015; Nguyen et al. 2019).[30] Scaling up may be achieved by:

- **Expansion:** The same organization increases the size and scale of its delivery

- **Replication:** Done by organizations other than the one that originally developed the intervention, such as through franchising (e.g., a good example of this is the Goal programme (*see Annex 1.9*)

- **Spontaneous diffusion:** Spread of their own accord, which is unlikely to be used for specific interventions but more likely for basic ideas and technologies (Hartmann and Linn 2008).

Which of these an organization uses depends on its capacity and the nature of the intervention. In every case, having a clear ToC ensures that the expansion is in keeping with the original outcomes and objectives and helps guide the assumptions and contextual points that need to be checked in the new context.

While "a single packaged solution that could be successfully applied in any circumstance with minimal effort and training by a wide range of practitioners"

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[30] Further, in some cases, functional scaling, that is where organizations expand their scope of activity, is a key way for S4D programmes to expand (*see case study 1.9* where non-S4D organizations implement S4D programming as part of a larger set of interventions).

(McClure and Gray 2015) may be the ideal situation for the organization, changes in context that may challenge underlying assumptions mean that this is unlikely to be the case. Organizations can approach this in a variety of ways, and this report divides these approaches into two categories: simplicity of design or tailored adaptation.

- **Simplicity:** This takes more of a toolkit approach, where the methodology and curriculum provide guidance on what can be done to achieve a certain result but leave sufficient room for adaptation.

- **Tailored adaptation:** This tends to occur when there is a standardized methodology or curriculum where certain components can be customized to fit better within the new context.

Britto and colleagues (2018) highlight the importance of adapting according to the context and integrating into existing systems when scaling up – factors that were highlighted early on in this report. Indeed, the importance of ensuring that a curriculum is sensitive to the local context and that it deals with local issues is highlighted by Spaaij and Jeanes (2013), who also note that this is at odds with the practice of some S4D

organizations. The relative merits of the two approaches for this adaptation will depend on the programme design, but the ways in which these interact are still not well understood.

TeamUp has produced a 21-step method to ensure programme implementation can be properly adapted and tailored across context. *Table 4* presents the three steps that are critical for tailored adaptation.

Grassroot Soccer (GRS) normally has a model that is adaptive to the context where the programme is implemented, with changes in the partners, the exact implementation of the programme and even to some of the MEL (*see Section 2.2*). In terms of scaling, while it operates its own programmes in three countries it does work with partners.[31] In these partnerships, GRS provides technical assistance to organizations that seek to adopt the GRS model (Grassroot Soccer 2020). The approach taken to the COVID curriculum developed by GRS was different, creating a simple curriculum that could easily be adapted to suit the needs of any context (*see* the GRS COVID-19 case study for additional information – *Annex 1.2*). In both cases, there are elaborated ToCs which enable the organization to

Table 4: Steps to tailored adaptation (excerpt taken from the 21 steps guide for TeamUp international rollout)

Step 19: Adapt methodology and intervention	1. Adaptations to the methodology and building blocks of the intervention could be desirable based on your learning exercises and data analysis. Changes should be in line with the TeamUp Minimum Standards and aligned, supported and/or reviewed by the Global TeamUp Expertise team.
	2. The Global TeamUp team will use your lessons learned, collected data and other feedback to improve the methodology over time. The Master Trainers are in charge of this process and the content of the methodology. Your team will be informed when changes are made to the methodology and when updated resources are available.
Step 20: Exchange lessons and resources among partners and global expertise team	Your lessons learned will not merely be a one-way communication with the expertise team but will also be shared among consortia partners or colleagues in other countries implementing TeamUp and with the expertise team. Staff responsible for implementing TeamUp will provide information for communication, fundraising and lobby purposes.
Step 21: Local system change	Through lobby and advocacy efforts towards government, participation in thematic and cluster working groups, exchange and sharing on TeamUp learnings, opportunities will be sought to promote the TeamUp intervention more widely and work towards sustaining the intervention with external and government partners.

[31] One major implementing partner is Peace Corps in 48 countries on five continents.

ensure that its target outcomes are met, and that the programme can be adapted where needed if some assumptions do not fit the context.

Scaling may take place in different ways. For example, in 2019, Right To Play Lebanon partnered with SAT-7 to broadcast *Puzzle TV*, a television game show which has an estimated viewership of one million in Lebanon, and uses Right To Play games to provide youth with the skills needed to influence social change.

These examples further show the value of partnership (discussed in *Section 2.1*) and highlight the interconnectivity of the different sections of this framework. These are also examples of scaling in which programming itself does not expand but reach does. This type of approach was increasingly adopted during the COVID-19 pandemic (see next subsection "Resilience") .

One more example of balance between tailored adaptation and standardization is provided by the diagnostic exercise and implementation performed by the Barça Foundation. When the Foundation launches a new project, it first goes through a series of steps that are highly customized to the reality on the ground, but when it comes to the actual experience of children it is highly consistent, with the same structure, methodology and values. All coaches receive the same training, by the same team all over the world, ensuring that the programme delivery remains unchanged based on the organization's ToC.

Resilience

Because some events can never be foreseen, S4D4C organizations need to be prepared, resilient and adaptable (International Civil Society Centre 2013). The ability of organizations to successfully adapt to disruptive events is a key component of long-term success, given the potentially devastating impacts on programming that might otherwise happen (Burnard and Bhamra 2011). It is beyond the scope of this research to present a comprehensive vision for organizational resilience as various models already exist (e.g., ISO 22316) (Gibson and Tarrant 2010; Elwood 2009). However, it can be interesting to highlight the need for resilience and to present some key aspects that were brought to the fore by the COVID-19 crisis,

also providing examples of adaptations that organizations undertook.

Research on organizational resilience highlights the importance of several aspects, such as leadership, preparedness (e.g., financial and human resources) and culture (e.g., knowledge sharing and learning) (International Consortium for Organizational Resilience 2020). Often adaptation in response to crises requires organizations to act in concert with other organizations (Seville et al. 2006), highlighting the importance of engaging existing stakeholders and contextual knowledge for resilience. For many sports and S4D organizations, resource challenges are already a constraint and will only become more so during and after the COVID-19 crisis (Clarkson et al. 2020). Given all the aspects that may affect resilience there are many variations on responses that an organization may take. Following the International Civil Society Centre, the approaches of NGOs to coping and resilience are broken down into two categories:

1. **Opportunistic navigators:** who carefully manage challenges by assessing risks and taking advantage of opportunities

2. **Conservative survivors:** who avoid any risks and adapt only as much as is necessary to survive (International Civil Society Centre 2013; Mutongwizo 2018).

Adaptations to changing contexts are not new to NGOs, who have to respond to changes in political and funding climates on a regular basis (Mutongwizo 2018). However, crisis contexts (or environmental jolts) may be more challenging to overcome (Meyer 1982). For example, James (2005, p. 6) argues that "a core facet of civil society organization capacity building in sub-Saharan Africa has become building organizational resilience to HIV/AIDS". He notes that high levels of HIV/AIDS prevalence in sub-Saharan Africa meant that there was also a high incidence of HIV/AIDS in the staff and volunteers at civil society organizations. This, in turn, resulted in costs associated with "sick leave, extra medical expenses, and funeral expenses […] the loss of invaluable learning and experience" (ibid.), and that maintaining capacity was a serious issue for organizations.

Political and funding changes are long-term events that require increasing adaptation of day-to-day practices that are relatively stable and can be planned for. However, some changes do not allow for this and require organizations to improvise. Even for slower changes, initial reactions may be the result of improvisation, rather than planning. This research highlights these improvisations in the newest challenge of our time, COVID-19.

Resilience and the COVID-19 crisis

According to Lloyd-Smith, three factors to improve organizational capacity for improvisation are: "increasing autonomy, maintaining structure and creating a shared understanding" (Lloyd-Smith 2020). These in turn require sufficient human, financial and partnership resources (Brake and Misener 2020; Svensson and Cohen 2020).

While the COVID-19 crisis created challenges for all organizations, it presented a unique challenge for S4D4C organizations who rely on in-person, face-to-face delivery in safe physical spaces for programming. Social distancing measures meant that these organizations have had to stop their regular programming and adapt their delivery modalities and content to respond to the pandemic. S4D4C organizations adapted to the current crisis in two main ways:

1. Continuing to support children through remote sessions or guidance, with coaches providing direction for physical activity along with content to accomplish a variety of social goals

2. Providing critical and accurate health and COVID-19 specific information through coaches, who are in many cases trusted individuals in communities (Borkowski et al. 2020).

An example of both approaches is seen in the COVID-19 specific curriculum developed by Grassroot Soccer (*see Annex 1.2*). They are examples of organizations taking an opportunistic navigator approach to the crisis, leading them to increase their resilience to future crises and perhaps create opportunities for these new practices to change their programming post-crisis.

Aside from these two main adaptations, two other, less common, forms were observed. First, some programmes serving under-served children also adapted their programmes to go door to door and deliver programming to each child directly (e.g., TeamUp in Colombia and Uganda). However, this was uncommon. Second, a few programmes also lent support to other programmes. For instance, CoolPlay gave their staff's time to support feeding programmes and the Barça Foundation provided in-kind support to the families of the participants. Both these response types fit into the category of conservative survivors, reacting to keep their staff and programming going in ways that did not require going beyond normal practices.

Moving online

Some organizations have taken their existing programming and adapted their activities to be delivered online. For example, Barça Foundation coaches lead children through physical exercises during video calls, replacing the usual games, while maintaining and moderating group discussions before and after the exercise on life skills and values. During the first months of the COVID-19 pandemic, TeamUp Colombia took videos and sent them to families so that they could use them with their children. Facilitators also developed a podcast following the structure of regular sessions (including collection of feedback and recommendations for next time at the end) to guide and motivate children, trying to encourage participation even if visual contact is not possible. War Child developed TeamUp at Home for digital delivery of the programme to children aged 6–11, including ten videos and an activity sheet (*see TeamUp NL case study in Annex 1.5 for more*).

Many other organizations are using social media platforms to continue to reach their participants with modified or completely new programming. The Department of Basic Education in South Africa has launched dialogues with young people around COVID-19 and school-based violence via Facebook Live and Zoom webinars. It also has regular WhatsApp based COVID-19 related dialogues, and has conducted a #StayHealthy, #StayAtHome fitness series via WhatsApp and Facebook. MAVU, an organization operating in South Africa, asked staff, volunteers and their ambassadors to create and submit videos of

themselves doing an activity at home, using any equipment at their disposal; the videos were then disseminated across multiple social media channels. Peace Players South Africa (PPSA) has been conducting twice-weekly Zoom sessions where participants engage in team building, leadership and basketball activities. It has been disseminating these activities through social media and keeps in touch regularly with participants and parents via WhatsApp (also Grootbos) and other social media platforms.

To maximize reach and ensure equity, these organizations have been helping their participants to access this remote programming. Grootbos, which cannot reach all their normal programme participants, has set up a free WiFi hotspot in the centre of the township community. Altus has purchased data so that their leaders can attend their Zoom training workshops, PPSA has raised funds to buy data and airtime for participants, and United Through Sport (UTS) has provided high school learners with internet and computer access through their office, two EdTech centres, and through the purchase of data and airtime.

Access to the internet is not a given for many children around the world, and so some organizations have opted to adopt more widespread technologies. UNICEF South Africa leveraged its partnership with SuperSport broadcast platforms, the media, and partners at its disposal to broadcast COVID-19 Public Service Announcements (PSAs) across the SuperSport television channels. These PSAs are a means to support amplification and reach out to young people with critical COVID-19 messaging premised on: (1) children's safety; (2) hygiene and social distancing practices; and (3) continuation of learning using different platforms and reaching out to peers for support. UTS created resource packs to go out with their food parcels and an interactive television show aired every afternoon on a local free-to-air television station. Youth Empowerment Foundation in Nigeria combines approaches by creating weekly radio show sessions in Lagos and Ibadan, and creating opportunities for young people to interact via #Goalonair on social media platforms (Eleme 2020).

Health Information

The Grassroot Soccer (GRS) open-source COVID-19 curriculum debunks myths around COVID-19 and promotes healthy behaviours. Sessions of this curriculum can be adapted to be implemented in person, respecting social distancing, or remotely, and include physical activity (e.g., stretch, dance, game) components in place of the usual football. While S4D organizations usually develop and facilitate their own curricula, this is a publicly available package which includes the curriculum itself, an implementation guide, facilitation tips and a survey to track progress. The curriculum was translated into Amharic, Chichewa, French, kiSwahili, Portuguese and Spanish to enable organizations and individuals from different regions to use it. It is accompanied by a video overview.

An open-source curriculum is not the standard operating procedure of GRS; however, they decided that the situation called for a change in approach, despite the potential reputational risk of doing so. It was developed over the course of three weeks using previously validated games with input from S4D experts, including coaches and health experts, including the World Health Organization (WHO) and the CDC. A second version of the curriculum was later released with modification based on feedback from organizations and reflecting the new guidance from the WHO. The curriculum was adapted to many different formats including animation and video, songs and Facebook Live. Speaking to the success of the curriculum, in Ethiopia it was broadcast on national TV by the ministries of Health and Education and delivered by famous comedians. This is a clear case of an opportunistic navigator, where the challenges and opportunities were assessed and acted upon and put GRS in a position where it has learnt a lot from doing things differently (*see Annex 1.2 for more*).

Chapter 3
Key messages and lessons learned

Starting from the knowledge available in the literature and building on qualitative data collected through the case studies, this research work assembles a framework which can serve as a guide for S4D programming and can be used for both programming and policy making.

The framework provides a comprehensive overview of the components of S4D programming. The case studies developed in this report, with their descriptions of how organizations deal with certain aspects of programming, serve as examples and inspiration for practitioners. Together, this report provides evidence showing how sport can be a legitimate tool for development, based on a strong theory and defined channels of delivery. This framework is intended to assist implementing organizations, policy makers or donors.

S4D organizations and practitioners can use it as a road map for programme design, as it provides a checklist of the key elements for consideration. The case studies represent examples showing how they can be elaborated. In applying the framework, the key lessons are:

- **No programme component stands alone:** All the elements of programme design are interconnected. For instance, focused targets feed into a theory of change (ToC) which seeks to identify the processes and inner workings, connections and operations of programme components. This ToC may later help the organizations stay on track when faced with funder pressures to alter the programme design, and will also ensure that the organization is measuring the right outcomes and impacts in its monitoring, evaluation and learning (MEL) practice.

- **Build on what already exists:** This is a crucial part of planning, from initial set-up, to monitoring and evaluation, to expansion. The best way to ensure that a programme can thrive in a given environment is to design it around any effective services that are already available, and around the institutions operating in the context. Organizations should not build from scratch when starting new S4D programmes, as there are plentiful curricula and evidence to provide a starting point that can be adapted based on the selected targets, local needs and ToC.

- **Develop smart partnerships:** No organization can do it all alone and building partnerships with other organizations (e.g., community-based organizations, corporations, international NGOs, government bodies) can help to ensure the smooth running of the programme as well as its sustainability and legitimacy.

- **Invest in coaches:** No matter how well designed a programme is, recipients will not experience the positive effects of S4D without good child-centred coaches. Training coaches, in both theory and practice, gives them the tools to help children and youth to achieve improvements in key outcomes. Good safeguarding training also ensures that coaches keep children safe, recognize danger signs, and do not pose a hazard to them. Further considerations such as background, language, gender and age of coaches are also important.

- **Find a balance between standardization and customization:** Once established, a programme should naturally reach as many children as possible while maintaining quality. For this, it is key to have a well-defined but also simple methodology that can be revised to fit new contexts as the programme is rolled out in new communities, in new places, while preserving the key elements of the curriculum and the relationship between coaches and participants. This simplicity also helps organizations adapt to crises such as COVID-19 as there is more room to experiment and seize opportunities. A good ToC identifies the essential levers that the programme works with to preserve the key elements as the programme is adapted to new contexts.

- **Invest in monitoring, evaluation and learning (MEL):** Without MEL, it is impossible to know if a programme is having its intended effect. Investing in regular monitoring and evaluation and ensuring that it is incorporated into a learning culture, that data collectors are trained and understand the ethics and their obligations to participants, and that MEL is contextually embedded will contribute to long-term success and impact. This also serves to enhance the standing of S4D at large as more evidence is presented on the effectiveness of these programmes in contributing to the Sustainable Development Goals.

On the other hand, policy makers and donors can use this framework as a guide for well-designed programmes, which will offer all the components presented here. Key messages for policy makers and donors are:

- **No component left behind:** When assessing a programme, it should be possible to see how it addresses each of the framework components. Especially in the early stages, it would not be reasonable to expect that all parts of the framework are fully developed, but it should at least be possible to see that reasonable effort has been made to explore them, that they have been thought out, adaptability and mitigation strategies have been proposed and that there is potential to strengthen them with time. A clear ToC would indicate this.

- **Monitoring, evaluation and learning (MEL) requires resources:** Having a MEL system that is integrated in programming and delivery is extremely valuable, but also time and resource consuming. Donors should be happy to see that a part of the budget is dedicated to MEL and if it is not, they should understand why not and possibly require it and resource it. Data collection for MEL purposes cannot be done casually along with other activities but needs to be planned for and done with attention to detail as it contributes to programme improvement and effectiveness.

- **S4D is a valid tool to support the achievement of the SDGs:** A well-developed ToC shows the link between the activities and expected outcomes, while evaluations and M&E can measure whether what is predicted in the ToC really happens. When positive outcomes are achieved, they can contribute to achieving the development impacts outlined among the SDGs.

- **Integrate S4D in school activities:** Schools and physical education hours are a widespread and effective place to conduct S4D sessions. Local and national authorities should consider the possibility of including S4D as part of the curriculum, and augmenting the beneficial effects of physical activity by adding personal and social development. This could be done in line with the *Guidelines for Quality Physical Education* developed by UNESCO (2015).

- **Safeguarding is the condition sine qua non:** Although safeguarding is not at the centre of this report (it would take an entire publication just to begin covering the extent of its importance; see, for example, *International Safeguards for Children in Sport* – Rhind and Owusu-Sekyere 2017), it should be at the centre of any S4D programme. Funders and government bodies should demand that S4D programmes incorporate safeguarding practices and support referral services. Organizations should be, and feel, responsible for ensuring that safeguarding is resourced and embedded in all programme components from the design stage.

- **Multi-year funding enables long-term planning:** It is difficult for organizations to plan ahead when funding is not secured. Ensuring funding for multiple years allows implementers to work towards long-term goals and gives them the time to take the learnings from MEL and use them to improve programme design.

Need for further evidence

As this document is intended to be a starting point for defining good S4D programming practices, additional research work is encouraged especially in the following directions:

- **Further analysing and validating each framework component:** While this report contains literature and the main themes concerning various programming aspects, more research is needed for a systematic review of practices. Both qualitative and quantitative research on implementing organizations, their programme design, processes and outcomes will validate or nuance what is contained in the framework.

- **Validation of the overall framework:** This could be done in at least two ways. One option is to focus on a well-established programme, verifying that each component of the S4D framework is present in the design and implementation practices, and that all aspects of the programme are indeed captured in the framework. An alternative is to use the framework to guide the design of a new programme and then evaluate related processes and outcomes to ensure that it leads to the establishment of an effective intervention.

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Annexes

Annex 1.1

Case study

Grassroot Soccer monitoring, evaluation and learning

When MEL is everyone's job

Case study: Grassroot Soccer monitoring, evaluation and learning
When MEL is everyone's job

The monitoring, evaluation and learning (MEL) system is a consistent presence in GRS's programming. By developing MEL tools and processes alongside the programme design and ensuring that everyone is, to a certain degree, involved, it is possible to ensure that the data collected is of good quality and properly measures the outcomes of interest. Furthermore, the data is analysed to identify key learnings that are followed up and turned into improvements to the design and management of the programme, and, most importantly, into better experiences and outcomes for the participants.

Grassroot Soccer (GRS) is an adolescent health organization that leverages the power of soccer to educate at-risk youth in developing countries. It directly implements programmes in South Africa, Zambia and Zimbabwe and works with partners in another 48 countries on five continents and has reached over two million young people since its inception in 2002.[1]

One of the distinctive characteristics of GRS is the role it gives to monitoring and evaluation and learning (MEL) in ensuring the effectiveness of its programming. Interest in assessing impact and learning has been part of the organizational culture since the early stages when, following the launch of the initiative in one class of one school in 2006, a US$6,000 budget was allocated to conduct an evaluation of the two-week programme on sexual health. This has grown since then, and in 2014 alone they tested 4,432 individuals for HIV and 1,377 for malaria, and administered 13,000 pre- and post-tests (showing an average of 24 per cent change on key indicators) through their partnerships (Grassroot Soccer 2015).[2]

As part of this case study, different staff members, at all levels of the organization, were interviewed and some lessons are drawn from their experiences, which can serve as guiding principles on how to do MEL in Sport for Development (S4D) programming:

1. **MEL needs to be embedded in the programming:** Everyone should be involved, and data should actually be used, not just collected.

2. **Train the data collectors and show the value of MEL:** Those who collect the data must be trained to fully understand the processes and purposes of MEL.

3. **Cultural adaptation is key:** MEL should be an organizational mission but needs to be adapted to the local contexts and updated as programming evolves.

4. **Perfection is the enemy of progress:** Conducting a rigorous evaluation can be costly in terms of time, resources and money, so especially when resources are limited, MEL can be a simpler data collection exercise to understand if you're headed in the right direction.

> "There's no other way to know that I'm actually doing something. [...] How are you going to know whether what you are doing has any impact? Why would anyone pay for you to do something if you have no idea what's going on?

Technical director, Curriculum & training

Background

GRS is an adolescent health organization that leverages the power of soccer to reduce the adolescent health gap and encourage healthy behaviours at a time when risky decisions are more likely to be taken. GRS uses a health-based curriculum, designed for youth and delivered by trained local mentors, to share knowledge and promote positive behaviours in relation to sexual and reproductive health, HIV, malaria, youth development and gender.

Programmes often take place in schools, where students are presented with the initiative and, if interested, are given the opportunity to participate in after-school sessions. Each curriculum is composed of twelve sessions that are usually completed in 6–12 weeks and

can be adapted to the specific needs of the group. Adolescents participate in one-hour sessions where they are immersed in a positive environment, play sports and receive health-related information. In a final component of the sessions, participants are given access to health services through a referral process organized and followed by GRS. The objectives of the programme are: increasing knowledge about the topics covered, promoting positive behaviours and ensuring access to health services.

MEL at GRS

At first, M&E data was collected to generate a proof of concept, to establish that the programme resulted in a change in knowledge and to show that the positive results gained are persistent over time. This finding is not only relevant to funders but is a stepping stone in deciding whether to scale up a programme. This meant going beyond output-based reporting (e.g., young people graduating) to results-based MEL (e.g., changes in knowledge).[1]

From then on, MEL was used at all steps of programming:

- **During the curriculum development:** When a curriculum is developed, it can seem good on paper but when implemented on the field it may not function as imagined. Piloting a curriculum to understand what works and what doesn't is key to ensuring that sessions are conducted effectively.

- **During the training of coaches:** These peer educators become mentors and role models for participants, so it is crucial that they have a complete understanding of both the contents of the curriculum and the process of MEL. This is ensured through training, testing and ongoing monitoring of the coaches.

- **Before programming starts with a new group:** On the first day with a new group, coaches ask participants to complete a 'pre' assessment, to ascertain what knowledge they have before programming starts; this not only serves as a comparison for the 'post' evaluation but also informs what aspects sessions should be focused on.

- **During programming:** In parallel to sessions, coaches also make sure that they carry out home visits with every participant, to inform parents about the programme and to better understand their background. In addition, coaches are responsible for referrals, which is how GRS ensures access to services.

- **After programming is completed with a group:** All participants undergo a 'post' assessment which is key for understanding whether the curriculum was delivered effectively and had the intended impact.

- **Annually:** At the end of each year, GRS carries out a comprehensive review of the data collected and uses the findings to improve the programme and its delivery, as well as evolving and working on new ideas.

- **Periodic research:** GRS periodically has research conducted on its programming, such as a randomized control trial of 46 schools in South Africa, as well as other mixed-methods research resulting in peer-review publication and conference presentations (*see Table 1* for a summary of research conducted about GRS programming).[1,3]

One more aspect worth noting is that MEL is built around the theory of change (ToC) which stands on three pillars:

- **Assets:** Critical health knowledge and confidence to use it, which is captured through the pre-post assessment

- **Access to health services:** Which is followed up through the referral process and self-reported data

- **Adherence:** To treatments and good practices, captured through self-reported data.

Lastly, while initially MEL was more responsive to donor requests in terms of the types of indicators collected, now, to ensure organizational consistency, GRS has identified 17 quantitative key performance indicators (KPIs) which are captured for every programme in every country. Different focus areas (e.g., malaria vs reproductive education) may suggest a need for different indicators but these should be simplified and ensure comparability.[1] The process of identifying the 17 KPIs involved a trial-and-error process that is still ongoing, especially given the continuous evolution of the programmes.

Table 1: Research conducted on GRS programming

Group	Journal	Title	Methods	Results
Girls	*Journal of Evaluation and Planning* (2018)	Linking at-risk South African girls to sexual violence and reproductive health services: A mixed-methods assessment of a soccer-based HIV prevention programme and pilot SMS campaign	Mixed-methods assessment of preliminary outcomes and implementation processes in three primary schools in Soweto, South Africa, August–December 2013. Quantitative methods included participant attendance and SMS platform usage tracking, pre/post questionnaires and structured observation. Qualitative methods included 6 focus group discussions and 4 in-depth interviews with programme participants, parents, teachers and a social worker.	Of 394 female participants enrolled, 97 per cent (n=382) graduated, and 217 unique users accessed the SMS platform. Questionnaires completed by 213 participants (mean age: 11.9, SD: 3.02 years) alongside qualitative findings showed modest improvements in participants' perceptions of power in relationships and gender equity, self-esteem and self-efficacy to avoid unwanted sex, communication with others about HIV and sex, and HIV-related knowledge and stigma. The coach–participant relationship, safe space and integration of soccer were raised as key intervention components.
Boys	*Journal of Acquired Immune Deficiency Syndromes* (2016)	Process evaluation of a sport-based voluntary medical male circumcision demand-creation intervention in Bulawayo, Zimbabwe	Two cluster randomized control trials (RCTs), were conducted along with 17 interviews and 2 focus group discussions with coaches and 29 interviews with circumcised (n=13) and uncircumcised participants (n=16).	Findings demonstrate high programme acceptability, highlighting the coach–participant relationship as a key factor associated with uptake. Specifically, participants valued the coaches' openness to discuss their personal experiences with voluntary medical male circumcision (VMMC) and the accompaniment by their coaches to the VMMC clinic.
	PLoS ONE (2017)	Soccer-based promotion of VMMC: A mixed-methods feasibility study with secondary students in Uganda	A mixed-methods (quantitative and qualitative) approach was used to explore the feasibility and acceptability of a soccer-based VMMC intervention in Uganda; 210 boys were enrolled in a cross-sectional survey.	Some 59 per cent of boys reported being circumcised already; findings showed high levels of knowledge and generally favourable perceptions of circumcision. Initial implementation resulted in uncircumcised boys (10.3 per cent) becoming circumcised. Following changes to increase engagement with parents and schools, uptake improved to 26.1 per cent. In-depth interviews highlighted the important role of family and peer support and the coach in facilitating the decision to circumcise. The study showed the intervention may be effective; since it is time-intensive, further work is needed to assess the cost-effectiveness of the intervention conducted at scale.
Group	Journal	Title	Methods	Results
Coaches	*Commonwealth Youth and Development Journal* (2017)	Changing the game – can a sport-based youth development programme generate a positive social return on investment?	A results-based management approach and a social return on investment methodology were used to track the young people during and after the intervention.	Preliminary results offer encouraging evidence of progress into employment, education and training with positive social returns for the youth and external stakeholders, suggesting that this investment is cost-effective and impactful. The results indicate that structured sport-based programmes can put young people to work and get them to study in a constructive manner, thereby stimulating economic growth and development. It concluded that initiatives using sport to promote youth work merit greater investment, recognition, and research.

Figure 1: ToC and model

OUR IMPACT

ASSETS	ACCESS	ADHERENCE
INCREASED HEALTH KNOWLEDGE AND THE CONFIDENCE TO USE IT	INCREASED UPTAKE OF HIGH-QUALITY HEALTH SERVICES	ADHERENCE TO MEDICAL TREATMENT, THERAPY, AND HEALTHY BEHAVIOURS

OUR MODEL

CURRICULUM	COACHES	CULTURE
SKILLZ SOCCER-BASED HEALTH CURRICULUM	CARING ADULTS AND MENTORS	VITAL CONVERSATIONS, SAFE SPACES, INSPIRATION, AND FUN

Lessons

Lesson 1: MEL needs to be embedded in the programming

Some organizations see MEL as something separate from programming that needs to be done to comply with donors' requirements. In this context, it is hard for coaches or other staff to see the value of MEL. An alternative way to look at this is to have MEL as a fundamental part of programming, which also has the side benefit of being important for funders. For GRS, MEL is used to target four main stakeholders, and it is important that each interacts with the relevant part of MEL (*see Figure 2* for more):

- **Beneficiaries and target groups:** Participants, communities

- **Implementers:** Site level staff, volunteers, partner organizations

- **Decision-makers:** Board of directors, senior management, advisory councils

- **Funders and partners:** Donors, consortiums (Grassroot Soccer 2016).

Figure 2: MEL functions within GRS

Level 3 Data dissemination and use

Level 1 People, partnerships, and planning

M&E function

Global (Macro)

Business Unit (Meso)

Collecting, capturing, and verifying data
Level 2

Implementation (Micro)

CEO & Board of Directors
- Channels: Key Performance Indicators dashboard
- Stakeholders: Beneficiaries, implementers, funders
- Needs: Information for strategic decision-making

Research & Development
- Channels: Outcome mapping
- Stakeholders: Beneficiaries, implementers, decision-makers
- Needs: Information for effectiveness of programmes

Business Development
- Channels: Salesforce
- Stakeholders: Funders
- Needs: Information on programme achievements

Programmes & Training
- Channels: Salesforce, outcome mapping
- Stakeholders: Beneficiaries, implementers, funders
- Needs: Information on target fulfilment

Finance
- Channels: Programme Management Tool
- Stakeholders: Funders
- Needs: Information on spending and efficiency

Workflow between Grassroot Soccer's M&E team and other business units within the organization

While it is good practice to have a MEL department, it is important that all staff are aware and trained on MEL for two main reasons:

- Multiple staff members are commonly involved in the data collection phase and when staff are aware of, and see the importance of, MEL they are more likely to dedicate time to it (for more, see Lesson 2).

- Learnings derived from MEL data need to be translated into practice, and this is likely to involve all departments. When all staff are knowledgeable about the process that led to a certain learning it is more likely that it will be taken seriously, especially among those implementing the programme.

This second point is particularly worth addressing because the main outcome of MEL is implementing changes to improve programme design and delivery. Here are two examples of how evidence was used to guide programme design:

- GRS observed that the pre-assessment had very low scores in gender norms and attitudes and that the pre-post change wasn't as good as those measured for other outcomes. This highlighted the opportunity to intervene with a better design and more focused intervention for gender norms.

- In 2019 GRS observed that the programme was leading to small gains in gender norm-related outcomes everywhere except in Zimbabwe, where they were much larger. Following up on this, they tried to identify what was being done differently in Zimbabwe and one of the observations was that they dedicated more time to training on gender norms. As a result, they conducted additional training in Zambia that led to better outcomes there.

To complement the story behind numbers, GRS uses "focus group discussions (FGDs), in-depth interviews, participant observation, the Most Significant Change (MSC) technique, as well as participatory audio and video".[1] This often provides additional insight behind the numbers. For example, when observing the limited effects of a circumcision programme, using qualitative data, they realized that employing female trainers to deliver such programmes could be more effective.

Finally, in GRS's experience, having MEL findings to show was something that set them apart from other organizations in the field and, more importantly, helped them to make a case for additional funding for MEL. Having evidence and experiences to show creates a virtuous cycle, and donors are more willing to provide funds if they can see how that funding will be used.

Lesson 2: Train the data collectors

In S4D programming, it is extremely common to have coaches in charge of collecting the bulk of MEL data; it is therefore imperative that coaches are not only trained in how to collect the data but also understand how MEL fits within their work. Coaches should know where the data goes after they collect it, how it is processed and how it is used to improve a programme.

Ensuring that coaches are aware of the purpose of collecting MEL data can be done in three stages: training, monitoring and follow-up.

1. **Training:** One of GRS's first experiences was that it is not enough to hand over a data collection tool and expect that good data will be collected. During the coach training it is important to dedicate time to the MEL tools, looking at them question by question to ensure that questions are interpreted in the intended way by everyone. A bonus of this exercise is that, when they have a full understanding of what an indicator is intended to measure, coaches can provide valuable feedback on the best formulations and translations, and ask questions about interpretation. Such meaningful involvement can be proof that the training is effective. Interestingly, MEL data was once used for the Zambia programme to improve MEL training: data showed a negative change in the pre/post assessment and an investigation showed that this was because questions were not clear to coaches, who were, in turn, administering them incorrectly to participants. The issue was resolved with additional time dedicated to MEL during the training, including having the coaches fill out the questionnaires themselves.

> **As you do data collection and make mistakes, the M&E team can call you back (if there is a mistake) and you see that if you do something wrong your data cannot be used so you start doing it better.**
>
> Team leader and coach

2. **Ongoing monitoring:** GRS conducts weekly feedback sessions to share learnings, challenges and successes. If a coach doesn't perform well, peers can give advice on improving data collection skills in an interactive and constructive way, which also leaves room for self-assessment. A coach receives support visits every quarter and everyone can request additional training sessions if they feel they need clarification. During the activity disruptions due to COVID-19 these sessions continued taking place via Zoom. The ongoing feedback helps to improve data quality, allowing mistakes to be corrected while things are still fresh in the data collectors' memory. At the same time, this gives coaches the awareness that their work feeds into a broader scheme of work, which can be a source of motivation. At this step, the link between programming and MEL becomes clear, if it wasn't at the training stage.

3. **Follow-up:** Coaches receive feedback about matters highlighted by the data analysis and how the information is used. As one of the MEL coordinators put it: "You get cleaner and stronger data when coaches know what's done with it. To know that it helped to receive funding and to know that X per cent of their participants got tested this year as opposed to just punching in numbers." For example, adherence data is particularly time-consuming to compile and giving feedback about it to coaches has helped the MEL team in obtaining the buy-in of coaches.

Integration between programming and MEL was not achieved overnight but was an incremental process. Coaches themselves were able to appreciate the improvements and they currently have the knowledge to access the data themselves without waiting for the MEL team. They can see how they are doing in each intervention and, by having more ownership, they also have better incentives to strive for data quality. For instance, being aware of the importance of the pre/post assessment, coaches were able to communicate to children that they should answer the questions honestly and not treat it like an exam.

Lesson 3: Cultural adaptation is key

Despite being an international organization, GRS gives a lot of flexibility to local offices in adapting the MEL tools to the local context, without compromising comparability. When a MEL process is established, it can be challenging to ensure that local implementers abandon the old methods and adopt the new ones. Assessing the processes and tools with a local lens and making adaptations can help to ensure buy-in. Coaches, who often come from the communities where programming is being implemented and who know the reality on the ground best, can play a key role in ensuring cultural appropriateness. For example, during a GRS coach training, coaches highlighted the need to re-phrase a question about use of contraceptives. In this case, in the local context, condoms were not viewed as contraceptives and therefore the question would not have captured condom use, which was intended to be covered by the question. This also serves as another example of why training the whole organization in the process of MEL is so important and valuable.

Lesson 4: Perfection is the enemy of progress

Having good MEL is extremely valuable but it requires a lot of resources. However, having limited resources doesn't have to mean that doing MEL is impossible. Keeping in mind that the purpose of MEL is to ensure effective programming, the data collected need not be used to obtain conclusive findings, but it can help in getting a sense of what could be improved and what solutions might be tested. There are many types of MEL, including routine monitoring, pre/post surveys, randomized control trials (RCTs), and research. While RCTs (the so-called 'gold standard') and rigorous mixed-methods research are more expensive, routine monitoring and pre/post surveys can be done at much less cost once the procedures and surveys are established. Organizations should not feel compelled to

do RCTs when resources are not available, nor should they feel that this is the only way to obtain reliable information. GRS itself has had two RCTs conducted (the first was in 2013 in Zimbabwe) and several research projects conducted on their work, but this has taken place over fourteen years of operations in several different countries. However, it does do routine monitoring and pre/post surveys in all its programming, which are at least as, if not more, important in ensuring that their programmes are serving the needs of those whom they are intended to serve.

While GRS believes that having quality data is imperative, flexibility is key to continuously learning from evidence. A couple of examples of adaptations to resource limitations are reported here:

- GRS collects data from only a random sample of about 10 per cent of participants. Given the appropriate use of sampling techniques, this is a standard way of gathering good-quality data that is representative of the population under study.[4,5]

- The way they currently measure adherence in the context of their HIV programming is an example: the ideal method to capture whether HIV treatment is being followed would be to measure levels of cb5 or the viral load, but gathering such clinical data raises many issues, both in terms of ethics and privacy as well as resources needed. Based on research that shows that self-reported data is usually nearly as accurate as clinical data, GRS decided that the relative KPI should be based on self-reported data to ensure that measurement is feasible for all programmes without compromising quality. This shows that where costs or ethical considerations may prevent the collection of 'ideal' data, there may be alternative solutions to collect 'good enough' data.

[1] Grassroot Soccer, 'M&E Is Not Your Enemy', 2016, <https://www.grassrootsoccer.org/wp-content/uploads/2016/04/ME-Strategy_FINAL-1.pdf>, accessed 5 May 2021.

[2] Grassroot Soccer, 'Partnerships', 2015, <https://www.grassrootsoccer.org/wp-content/uploads/2016/04/original-grsp_two_pager_final_april_20151.pdf>, accessed 5 May 2021.

[3] Grassroot Soccer, '2017-2018 Research & Insights Report', 2018, <https://www.grassrootsoccer.org/wp-content/uploads/2018/07/GRS-Research-Insights-Report-FINAL-spreads-small.pdf>, accessed 5 May 2021.

[4] BetterEvaluation, 'Sample', 2020c, <https://www.betterevaluation.org/en/rainbow_framework/describe/sample>, accessed 5 May 2021.

[5] Blair, Edward, and Johnny Blair, *Applied Survey Sampling*, SAGE Publications, 2014.

Case study

Grassroot Soccer and the SKILLZ COVID-19 curriculum

Experimentation and adaptability in Sport for Development during COVID-19

Case study: Grassroot Soccer and the SKILLZ COVID-19 curriculum

Experimentation and adaptability in Sport for Development during COVID-19

External shocks can happen and it is crucial for Sport for Development (S4D) organizations to be able to respond promptly and adjust their operations accordingly. Through an open-source curriculum that educates adolescents on healthy behaviours linked to the COVID-19 pandemic, Grassroot Soccer (GRS) has managed to adapt to unforeseen disruptive circumstances, keep children engaged and develop content that tackles their immediate needs. In doing so, the organization also created a platform for sharing knowledge and experiences, reinforced existing partnerships and developed new ones. This case study unpacks the experience of GRS in developing, rolling out and improving this open-source curriculum. By describing the process, from idea through implementation and assessment, it provides an interesting example of how S4D organizations can respond to a crisis situation in innovative ways, while ensuring their growth and sustainability.

Grassroot Soccer

Grassroot Soccer (GRS) is an adolescent health organization that leverages the power of soccer to educate at-risk youth in developing countries. The organization directly implements programmes in South Africa, Zambia and Zimbabwe, and works with partners in another 48 countries on five continents, having reached over two million young people since its inception in 2002.[1] GRS uses a health-based curriculum, designed for youth and delivered by trained local mentors to share knowledge and promote positive behaviours in relation to sexual and reproductive health, HIV, malaria, youth development and gender.

Programmes often take place in schools, where students are presented with the initiative and, if interested, are given the opportunity to participate in after-school sessions. Most curricula are composed of 12 one-hour sessions that are usually completed in

6–12 weeks and can be adapted to the specific needs of the recipient group. The participants are immersed in a positive environment, play sports, receive health-related information and are given access to health services though a referral process that is organized and followed up by GRS. The objectives of the programmes are: increasing knowledge about the topics covered, promoting positive behaviours and ensuring access to health services.

The SKILLZ COVID-19 RESPONSE curriculum

The SKILLZ COVID-19 RESPONSE curriculum (Grassroot Soccer n.d.) is an open-source curriculum that was developed by GRS and made available online in early April 2020 as a tool for coaches, educators and parents to facilitate sports-based sessions with young people (aged 10–19) during COVID-19. The curriculum aims to increase knowledge on COVID-19, promote healthy behaviours such as proper handwashing, provide skills for mental well-being, and dispel common myths about the disease.

While S4D organizations usually develop and facilitate the implementation of their own curricula, this is a publicly available package which includes the curriculum itself, an implementation guide, facilitation tips and a survey to track progress. As of November 2020, the curriculum has been downloaded by over 700 people from organizations in 35 countries and has been translated to Amharic, Chichewa, French, kiSwahili, Portuguese, Spanish and Afaan Oromoo, to enable organizations and individuals from different regions to use it. The online available material is also accompanied by a video overview of the contents.

This case study unpacks the experience of GRS in developing, rolling out and improving this open-source curriculum about COVID-19. Through semi-structured interviews with GRS staff members, who led the curriculum development, the steps followed, the considerations made and the practical implications of such an exercise are laid out and explained. By describing the process, from idea through implementation and assessment, this case study provides an interesting example of how S4D organizations can respond in innovative ways to a crisis situation.

The decision to develop an open-source curriculum

GRS had wanted to work on an open-source curriculum for some time and the unpredictable and fast-changing COVID-19 situation provided an opportunity for them to do so. School closures, bans on group activities and social distancing in the various country programmes generated the need for a tool that could be implemented by anyone, not only by trained coaches, and that could reach as many young people as possible. By being in continuous contact with partner organizations around the world, GRS could appreciate the wide range of responses that were taking place. In some countries, such as South Africa, the virus started spreading quickly, while in others, such as Papua New Guinea, an early response helped keep numbers down. It was clear from the beginning that for such a quickly evolving situation only a flexible instrument could be adapted to the different realities on the ground.

While it usually takes months to develop a curriculum, the events of COVID-19 called for a tool to be available as quickly as possible, especially as each implementer would have to find a way to adapt it to their own situation. In normal circumstances a curriculum would be piloted with participants and revised in multiple rounds where participants and other stakeholders would give feedback and some monitoring and evaluation would be conducted. In this case, given the lack of time to fine-tune the tool and the broad audience of an open-source resource, it was clear to the developers that these methods would not be feasible.

Additionally, releasing such a curriculum had potential reputational consequences for GRS; if it proved to be sub-standard, it would be tied to them very publicly. However, the desire to produce something that everyone could use outweighed the hesitation. While a fast-track publication process was a priority, keeping the participants safe remained the primary concern. Before making the tool available to everyone, GRS asked one question: "What is the risk? That the tool will not work or that it will have adverse effects?" The conclusion was that, at worst, the curriculum would not be particularly effective, so it was still worth releasing it. To make sure that it could do no harm, GRS eliminated all elements that could lead to misuse or

misinterpretation. For example, the first version of the tool (in the debunking myths section) contained a sentence about the virus having been created in a Chinese lab, which was intended as a false statement. This sentence was later removed because it carried the risk of being misinterpreted and reinforcing this rumour.

The development process

Despite wanting to share a curriculum quickly, GRS strived to ensure that they developed a good-quality product. The curriculum developer first thought about creating a COVID-19 focused tool in March 2020, during work-related travels between Scotland and Rwanda. This started as a fun idea, but the rapidly changing situation soon made it a viable solution to problems being faced by the various implementing partners. The idea was presented to management and quickly approved.

From inception to completion, it took three weeks. The first draft was developed over a weekend with a group of consultants who worked for free. The team started from a theoretical model that outlined outcomes and related processes and drew from existing resources and games. This was done in a design sprint, in which the team was exclusively focused on this task and could not get stuck, owing to the tight deadline. After the initial draft, everyone in the organization worked to move the curriculum through the pipeline in a speedy manner.

To ensure it would cause no harm the tool had to be validated. Because of the tight timeline and restrictions to field activities, it was not possible to conduct proper field testing, so GRS put in place a series of measures to ensure quality:

- **S4D experts' review:** The curriculum was reviewed both internally and externally by specialists in S4D. Some curriculum developers at GRS are former coaches themselves so brought a coaching point of view to the table, which enabled the team to ensure that the games would actually resonate with recipients.

- **Health experts review:** The CDC and the WHO were involved in the finalization of the curriculum to ensure that health messaging was in line with current recommendations.

- **Use of previously validated GRS games:** Previous evaluations had shown that the 'fact–nonsense' game[2] is effective in transferring knowledge to children and youth, so messages were adapted to fit the COVID-19 theme. Similarly, previous evaluations in Mauritius and Zimbabwe had concluded that the 'handwashing' game[3] is effective in teaching hand hygiene, so it was also included in the new curriculum.

- **Borrowing games from partners:** The Aberdeen Football Club Community Trust (McHugh 2020), a partner in Scotland, had a game focusing on mental well-being and deep breathing, which GRS decided to use, given the stresses that children would be subjected to during the crisis. GRS also borrowed the 'Do the 5!' game from WHO.[4]

> **This curriculum is working as a platform and helps us at being better partners.**
>
> GRS partnerships manager

Support between partners

Because the situation was – and still is – very fluid, the SKILLZ COVID-19 RESPONSE curriculum was designed to be used in a number of contexts and therefore required supporting materials to ensure correct and easy implementation. The first materials that become available in March 2020 included:

- The curriculum (in multiple languages)

- An implementation manual (*see example in Figure 1*)

- Tips for facilitators

- An assessment survey.

An updated version was released in June/July 2020 and contained updates based on the feedback received and more up-to-date information.

GRS ensured continued support to implementing partners. Requests came in different forms; when a partner was already familiar with GRS, they could, for example, ask to speak to a trainer to go through the curriculum to make sure they knew how to use it. Some would reach out regarding translations, either specifically requesting a language, offering to do a translation or advising on optimal context adaptation. For example, the Portuguese version of the curriculum now includes some slang from Angola and Mozambique.[5] Others asked for support on how to set up social media groups or how to adjust the curriculum for radio facilitation (how do you make a conversation about handwashing interesting on the radio?).

Having an ongoing conversation on what is working and what isn't has helped to ensure continued learning and GRS, as the creator of the curriculum, has been functioning as a platform through which experiences are shared. In addition to having a good knowledge of programmes across different countries and partners, GRS is able to bring in contact organizations with relevant expertise, instead of acting as an adviser itself. For example, one of the increasingly used channels of delivery for the SKILLZ COVID-19 RESPONSE curriculum is social media/digital platforms. Despite having some knowledge about this, GRS decided that it was not best placed to be guiding other organizations. As one of the partners in Kenya had been working through digital platforms since 2004, GRS made sure to introduce the two organizations for a direct exchange. In this way implementers in need of guidance could obtain direct support from an organization with relevant expertise. Instead of dictating what would work, GRS gave interested organizations an overview of what has been tried and how it worked, and connected them with experts who could help them.

How the SKILLZ COVID-19 RESPONSE curriculum was used

Before launching, the GRS team had three tracks of expectations about possible uses of the curriculum:

1. Partners already implementing GRS's regular curriculum would integrate the COVID-19 curriculum into their normal programming.

SMS/WHATSAPP MESSAGES

Here are some example messages questions to send to players. Create and send short, simple messages that contain accurate information and action steps.

> **Wash your hands like a BOSS! Scrub your hands with soap and clean water for about 20 seconds. Sing "Happy Birthday" twice to help you count. Dry your hands on a clean towel or wave them in the air.**

> **AHHHHH CHEWWW! Sneeze or cough into your elbow to prevent spreading germs. Take a photo of yourself sneezing like this. Send it to your friends and tell them why it's important!**

> **It's OK to feel sad or anxious! Focus on things you CAN control, like washing your hands and staying at home. Reach out to friends and family members by phone or SMS. You are not alone!**

> **Did you know that people touch their faces about 23 times an hour?! That's too much! Touching our faces with unwashed hands can put us at risk of COVID-19. Try to avoid touching your face for a minute. Then try for an hour!**

> **Try taking 5 deep breaths. It will help you feel more calm and focused.**

> **We can do this! Follow the government's instructions on social distancing, wash your hands (a lot!), and support each other.**

> **Knowledge is POWER! To learn more about COVID-19 from the World Health Organization, send a message that says "hi" to +41798931892**

2. Partners would use the COVID-19 curriculum as a stand-alone intervention relying on the coaches and the networks they already have, to promote healthy behaviours with more people.

3. Partners would use some of the critical messaging in the curriculum as stand-alone information to share, but not implemented as a curriculum per se.

GRS witnessed the above uses but also many more unexpected ones.

- **Video/radio:** In Kenya, a partner organization used the content from the SKILLZ COVID-19 RESPONSE curriculum to inform its animated sports-based COVID-19 video. In Nigeria, another partner organization used the COVID-19 curriculum to reach participants through public TV and radio spots, as well as through social media channels.

- **Songs:** Young people liked the positive tone of the curriculum, contrasted to the scary messaging in the news; one of the parts they enjoyed was the "no touch celebration and greeting" (i.e., a greeting that doesn't involve physical contact). Young people also composed a lot of handwashing songs/anthems: for example, a group in Liberia wrote one called 'Liberia Friday'.

- **Facebook Live:** Another unexpected application of the curriculum was the use of Facebook Live in Malawi by a local organization called YouthWave, whose coaches facilitated the curriculum via Facebook Live to reach youth participants as well as other community members with smartphones.

- **Government take-up:** In Malawi, the Ministry of Youth, Sport, and Culture, the Ministry of Gender, the Ministry of Health, and the Ministry of Education have promoted the SKILLZ COVID-19 RESPONSE curriculum as a best practice, as part of the national COVID-19 response focusing on adolescents and young people. Indeed, a pre/post assessment of 1,391 adolescents who went through the curriculum showed increased knowledge about COVID-19.

Ongoing learning and improvements

Curriculum changes

Masks: When the first version of the curriculum was released, the WHO had not yet provided guidance on the use of face masks as a way to prevent the spread of COVID-19 among the general public. Since June 2020, the WHO has been recommending the use of face masks in public, so information and discussion about face masks has been included in the updated curriculum. Content includes basic facts on the purpose and efficacy of masks and addresses common misconceptions. The revised curriculum includes supplementary posters on how to make a fabric mask and an infographic showing the decreased risk of transmission as well as multiple 'scenarios' for participants to discuss and debate 'real life' issues related to face masks. Additionally, the 'Do the 5' game has been revised to include wearing a mask in public.

Supplementary materials: Interviews showed that partners appreciated supplementary materials, such as the examples of SMS/WhatsApp messages and posters that GRS had included in the implementation manual (*see Figure 1*). As a result, more message templates and simple guidance for partners to develop their own messages have been included in the second, updated, version of the manual. A supplementary page of 'scenarios' have been developed so participants can apply their knowledge on COVID-19 and make informed decisions. Several posters have been updated for partners to print, recreate on flipchart paper, or send via SMS/WhatsApp.

Physical distancing: While new WHO guidelines recommend physical distancing of two metres (approximately six feet) in public,[6] there is some evidence that people may lack the spatial awareness needed to picture this distance. Messages on physical distancing have been updated and visual examples have been included to help participants improve their spatial awareness.

Misinformation: As myths and misinformation around COVID-19 continue to spread, implementing

organizations strongly recommended that the curriculum includes guidance on how to act safely when faced with misinformation. The revised curriculum now includes modified content from UNICEF's 'Voices of Youth' campaign (Voices of Youth n.d.) on addressing misinformation in Practice 2 (fact or nonsense), as well as a scenario on addressing misinformation.

Mental health: Overall, partners expressed appreciation that adolescent mental health was addressed in the curriculum. Some partners stressed the value of normalizing mental health and considered the breathing activities simple and beneficial. At the same time, there was general agreement that the part of the curriculum that focuses on mental well-being and face touching was confusing and should focus primarily on mental well-being. The curriculum has now re-focused this section and integrated updated definitions and explanations of mental well-being from the MindSet curriculum. The illustration for this practice has been revised so it looks 'less like yoga' and includes a clock showing 60 seconds.

Decision-making: Feedback from the first COVID-19 curriculum showed that participants were uncertain about assessing the risks associated with the virus. This suggested that they could benefit from a tool to help them assess the risks of participating in common activities based on intensity and time of exposure. GRS has now included a tool with several guiding questions that young people can use to reduce their risk and make healthy choices.

Sexual contact: The WHO review suggested that the language used may convey the message that COVID-19 is a sexually transmitted infection, so the language has been revised referencing the WHO adolescent Q&A resource.[7]

Online safeguarding: GRS staff strongly recommend addressing child safeguarding in the curriculum and this is something on which they provide extensive training in their regular curriculum. As not all aspects of safeguarding were fully addressed in the first COVID

curriculum, they modified the child safeguarding guidance to include more on general safeguarding best practices as well as guidelines specific to virtual communication as remote delivery may be new to many implementors.

On-the-fly updating

A challenge faced by the curriculum developers was that of new information regularly emerging; indeed, the changes illustrated here are examples of updates to the contents. The first curriculum did not talk about testing, treatment or masks, and to add such information, GRS would have needed to send out a new PDF which might not be readily adopted. To ensure that those using the curriculum always have access to the most up-to-date information GRS is exploring the use of a WhatsApp chatbot so that they can update 'on the fly' without having to change all the documentation.

Gaining insights for the future

Interviewed GRS staff noted some observations that may influence the way GRS operates in the future. This shows that experimentation in crisis situations may go on to strengthen organizational capacity. The main lessons are about:

- **Curriculum design:** Before COVID-19 GRS had been adapting its curriculum to specific contexts and developing many different curricula in collaboration with partners. However, the process of designing the COVID-19 response curriculum has shown them that this may not always be necessary. In the future, GRS will consider developing less detailed content and trusting partner organizations to adapt it as needed.

- **Remote delivery:** Experimentation with remote curriculum delivery and monitoring are likely to have a long-lasting impact on programme design. GRS staff suggested that hybrid delivery was likely to become more prevalent in their programming in the future. Further, this experience has highlighted the value of open-source platforms for remote delivery, which contrasts to their earlier model of partnering with other organizations and getting funding for a

specific project. In this open-source platform, which GRS aims to continue using, the curriculum can be adopted by anyone, without GRS having to get involved in funding and the adaptation process.

- **Online training:** GRS trained more than 16 organizations on the COVID-19 response curriculum through short, online 'onboarding' sessions, consisting of approximately four to eight hours of training over Zoom. This positive experience has meant that GRS plans to modify its training strategy to add remote training sessions, thus reducing travel, for training in the regular curriculum post-COVID – which was normally delivered in person.

- **Partner engagement:** Creating and disseminating an open-source curriculum has allowed GRS to connect in new ways with several organizations – both existing partners and new ones – across multiple countries. GRS normally works with partner organizations directly to train people to implement and adapt the curriculum as well as monitoring, evaluation and learning to the local context. The experience with the COVID-19 curriculum has shown GRS that acting as a platform connecting different organizations and allowing them to share best practices has been an effective way for organizations to adapt and implement their curriculum. This will influence how they work with partners going forward.

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[1] Grassroot Soccer, 'M&E Is Not Your Enemy', 2016, <https://www.grassrootsoccer.org/wp-content/uploads/2016/04/ME-Strategy_FINAL-1.pdf>, accessed 5 May 2021.

[2] A game in which the facilitator reads a statement and participants have to say whether it is true (fact) or false (nonsense). At the end of each round the facilitator makes sure to properly communicate the correct answer.

[3] A game in which players learn the steps to effective handwashing. They then identify times in their lives where they need to wash their hands and physically act out effective handwashing.

[4] A game encouraging five healthy behaviours for prevention. More information can be found here: <www.who.int/mongolia/multi-media/item/do-the-5#>, accessed February 2021.

[5] <www.grassrootsoccer.org/2020/04/28/teamwork-in-action-partners-come-together-for-rapid-translations-of-skillz-covid-19-response-curriculum/>, accessed February 2021.

[6] Previous guidance was one metre/three feet.

[7] WHO, 'Coronavirus disease (COVID-19): Adolescents and youth', Q&A, 4 May 2020, <https://www.who.int/news-room/q-a-detail/coronavirus-disease-covid-19-adolescents-and-youth>, accessed 5 May 2021.

Case study

ChildFund Viet Nam

Supporting the multiple roles of coaches

Case study: ChildFund Viet Nam
Supporting the multiple roles of coaches

Skilled and dedicated coaches are critical for the delivery of high-quality programming. Coaches have varied and complex roles; they serve not only as teachers and role models to participants in the programme, but also serve as the crucial link between the programme and the community. On top of this, ChildFund's approach of constant feedback, upskilling and the provision for further learning opportunities, means that the benefits of the curriculum and the programme are not limited to the children and adolescents participating. The experiences coaches gain from the programme help them grow into better coaches and give them opportunities for personal development that they would be hard pressed to find elsewhere in the community.

ChildFund overview

ChildFund Australia is part of ChildFund Alliance, which has a presence in 53 countries. Pass It Back is led by ChildFund Australia on behalf of the ChildFund Alliance. Pass It Back started in Laos in 2013 when ChildFund piloted an initiative in five villages of one district in rural Laos. The pilot was a multi-sport initiative and included rugby, takraw, football and volleyball. The monitoring and evaluation showed that 70 per cent of participants in rugby were female while in other sports they made up only 10–30 per cent. This could not be explained by the design of the pilot. Follow-up investigation showed that what differentiated rugby from other sports was that the coaches were professionals from the sport federation (Lao Rugby Federation), while for other sports coaches were amateurs, and that half the coaches were females while for other sports it was mostly males.

This experience provided the intuition for what could be an S4D initiative with the potential to include girls. In 2015 a training of coaches took place, with 20 participants from Laos and 20 from Viet Nam, to form community-based coach networks that could implement the programme, which was co-created by ChildFund, Asia Rugby and Women Win.

When the intervention started in Viet Nam, rugby[1] was a new sport in the country. This made children curious to try it and made it more accessible for girls, thanks to the absence of gender norms around the sport. Some girls said that the experience with Pass It Back was the first occasion in which someone invited them to play and they were happy to be involved. In response to this positive feedback, ChildFund developed several curricula centred on rugby to involve both boys and girls.

Curricula

ChildFund's work with partners uses several curricula:

1. **Pass It Back:** The main curricula are directed to children aged 11–16 and composed of four modules: understanding gender, planning for future, being healthy and feeling safe. Each module has 16 sessions of 90 minutes, taking place once or twice a week, so that, overall, it takes two years to complete the four modules. After two years, participants 'graduate' but may continue within sports pathways, usually supported by the national federation. Since there were no sports federations in Viet Nam at the time the programme started, the graduates formed their own government-registered rugby clubs to continue playing.

2. **Pass It Back Lite:** These curricula are directed to children aged 9–11, with 10 sessions on 'rugby values on and off the pitch' and 'Sustainable Development Goals' and serve as preparation for the main Pass It Back modules.

3. **Event-based curriculum:** This was, for example, used in Japan during the Rugby World Cup. Children from programme countries, including Viet Nam, travelled to Japan to learn about the SDGs and engage in cross-cultural learning during eight sessions delivered over four days.

4. **Reconnect:** These curricula were developed in response to the COVID-19 pandemic to encourage participants to follow government hygiene advice and keep healthy. It is designed to follow health protocols, but still allows children to come together and be part of a peer support network. Reconnect is delivered in two phases. Reconnect Rapid is used in the immediate period of activities being run, which allows children of

Table 1: Participant breakdown by area, gender and disability

Group			Methods			
District	Communities	Teams	Female	Male	Disability	Count
Kim Bôi	9	94	55.8%	44.2%	3%	1160
Tan Lac	6	52	51.6%	48.4%	6.5%	665

6–18 (in age-appropriate groups) to come and go as they are able. Over time, this transitions into Reconnect Teams, which has regular player engagement with coaches over a 10-session curriculum.

These curricula are accompanied by periodic competitions typically coinciding with mid-season and end of season; these games are an occasion to bring together children from different areas and to expose them to new friends and experiences. The curricula are all based around the five World Rugby values: integrity, passion, solidarity, discipline and respect. Boys and girls are put in separate teams, and male coaches coach boys while female coaches coach girls. However, if a child wishes to participate in a team that is different to their sex, for example a girl wishing to play in a team with boys, then the programme will accommodate this, if all parties agree.

The Pass It Back/Reconnect curricula are now implemented in four countries with four partners – an adaptation of Pass It Back, called Get Into Rugby, is also implemented in Fiji and Samoa by partners. This case study focuses on Viet Nam, one of the original two countries to implement the Pass It Back programme.

Viet Nam and Pass It Back

In 2018 Viet Nam was a country of 97 million people of which 23 per cent were under the age of 14 (compared to 42.5 per cent in sub-Saharan Africa (SSA), 28 per cent in South Asia, 20 per cent in LMIC East Asia). It had PPP GDP per capita of 7,765,[2] and has relatively low levels of poverty, with 1.9 per cent of the population under the $1.90 per day poverty line, 6.8 per cent under the $3.20 and 23 per cent under the $5.50 (e.g., compared to 15.2 per cent, 52.4 per cent and 83.4 per cent respectively in South Asia). It has relatively high educational outcomes, with a high lower-secondary completion rate at 97.7 per cent compared

to 44.3 per cent in SSA, 78.7 per cent in South Asia, and 85.5 per cent in LMIC East Asia. Further, it has less than 2 per cent of children out of primary school, compared to 19 per cent in SSA, 7.3 per cent in South Asia, 3.5 per cent in LMIC East Asia (WDI, WIDE). Vietnamese education also fares well against higher income countries; for example, it outscored the UK in science in the 2015 PISA.[3] However, there are wide disparities in educational achievement with 60 per cent of the poorest quintile completing lower secondary compared to 98 per cent of the richest, as well as large socioeconomic and location-based difference in higher level PISA achievement (WIDE).

An interesting feature of Vietnamese context is the high level of internal labour migration: 13.6 per cent of the population are internal migrants, while only 2.9 per cent are international migrants.[4] These migrants are young, as 85 per cent are aged between 15 and 39 and have an average age of 29. They move mainly alone (62 per cent), instead of with family members (31 per cent) and thus often leave their children behind with relatives (ibid.). For example, "4.8 per cent of those aged 60 and above are grandparents living in 'skip-generation households' with just their grandchildren" (ibid., p. 7).

It is in this context that ChildFund launched Pass It Back in Viet Nam. It operates in underserved communities, in rural areas, where many children have parents that have migrated for work. In Viet Nam, Pass It Back is the only S4D programme in the areas where it operates. It started in 2015 in one district (Kim Bôi) but as of 2020 operates in three area: Kim Bôi, Tan Lac Districts and Hanoi. In 2019, there were 1,826 children participating in the Pass It Back curricula, with the majority of these in Kim Bôi district. There were more girls than boys in both Kim Bôi and Tan Lac, and a total of 78 children with disabilities participated in the programme (*see Table 1*). All four of the Pass It Back modules are used in Viet Nam. The case

Box 1: Parental engagement and addressing concerns

- Parents are afraid of children getting injured, and don't know who will be responsible for their medical treatment if they get injured. Part of a coach's role is to explain that it is ChildFund who would pay any expenses.

- Some parents don't understand the programme and think it is only about rugby and so see it as a waste of time. Describing the life skills component is an essential part of explaining the programme to parents.

- The Being Healthy module raises sensitive topics around sexual health, so explaining why these subjects are taught and how they benefit the child is critical to ensuring parental buy-in.

- Parents expect children to spend time on housework or chores, especially girls during the harvest season, so may be reluctant to let their children participate. Sometimes coaches will postpone a session during that period to encourage children to help out at home. However, children participating in the programme also develop better time management skills and are often able to do both. Overcoming the initial reluctance of parents in this case is the main obstacle.

study focuses on the activities of the programme in Kim Bôi district as it is the largest and longest running of the programmes in Viet Nam.

The roles of coaches: Community engagement, teaching and learning

Coaches are a foundational element of Pass It Back's approach as they are the link between the programme and the community. Coaches are typically aged between 16 and 25, have to be from the community, and must undergo a competitive recruitment process which vets their social skills and coaching potential (prior experience of coaching rugby or life skills is not required). Each year, the programme runs two rounds of coach recruitment. Before COVID-19 ChildFund counted 80 coaches in Viet Nam. Each coach pair is responsible for a minimum of two, and a maximum of seven, teams, resulting in as many as 10 sessions per week.

Community engagement and player recruitment

The first task of coaches in the community is to recruit players. To do this, coaches visit schools and communities to explain the programme and ask children to participate. Schools make an ideal platform in Viet Nam because of the high levels of enrolment and completion. Once coaches identify participants, they often go house to house to seek consent from parents for their children to join the programme. This ensures that parents know about the programme: as a female coach noted, "they [parents] don't really understand what knowledge and skills children can learn from this programme". There are also Parent Days, where coaches explain the programme to parents/guardians attending the event and provide direct experiences of the programme through play-based activities. This also ensures that parents are comfortable with sending their children to the sessions (*see Box 1*). This is especially the case for girls' participation and for the Being Healthy module which teaches children about sexual and reproductive health and is a sensitive topic.[5] In Kim Bôi, all players and coaches are from Muong and Dao ethnic groups and are encouraged to use their own languages during session delivery to facilitate learning.

Beyond this, coaches often work or volunteer in other positions in the community such as village health worker

or village leader and may also belong to groups such as youth or women's unions (mass organizations in the Vietnamese Government system). This gives these coaches a greater platform for engaging communities and provides them with a better understanding of the issues children may face.

Coaches as role models

Being close to the age of the players helps create a bond with participants which is useful, especially for reproductive health and violence modules, and makes players feel more comfortable. In addition, coaches become relevant role models that children can aspire to become. Coaches are also the same gender as their participants in most cases, so that especially in the Being Healthy module children feel comfortable and have a role model of their own sex (especially important for girls in overcoming traditional gender norms).[6] For instance, coaches may be called Brother or Sister by children, who feel that the coaches treat them like friends. Children often go to coaches for advice or to talk about their problems. Thus, beyond coaches as teacher (teaching the curriculum), the role of coach as role model and confidant is also important to the success of the programme. For example, in the case of girls, it contributes to creating new gender norms, where they see that women too can work and be leaders in the community.

Empowerment and learning: Training, compensation and growth

While the curricula are targeted at the children and adolescents that participate in the programme, it is clear that training received by coaches as well as delivery of the curricula has important positive implications for coaches as well. For instance, most coach recruits have no coaching or life skills experience, but they are trained in this once they are recruited. In 2015, when the programme first started, ChildFund organized the first coach training with 20 coaches from Viet Nam who were pioneers in the country and didn't know the sport. Since then, many coaches have been through the training process and the programme has grown in recognition, especially within communities, but also internationally.

The first training session lasts 10 days and culminates in a rugby and a life skills assessment. It is then followed by regular monthly coach meetings and reaccreditation training every six months on different curricula, which takes eight days. In addition to these two regular training sessions per year, coaches receive short-course or ad-hoc training on child safeguarding, and monitoring and measuring impacts, as well as refresher trainings to review modules and training/coaching skills. If a coach fails the first attempt at the exam in the initial training, other coaches are sometimes asked to help them to revise and the coach is then given a second chance at the assessment. After passing the assessment the coaches are given a certificate, which enables them to conduct sessions of that specific module. They are also trained in first aid skills as part of this training, to ensure they can deal with any minor injuries that occur on the playing field. The rugby component of this certificate is recognized as a World Rugby Get Into Rugby coaching qualification by the international federation.

Coaches work part-time for the programme so that they can combine it with other income-earning activities or study. They are paid a stipend (though less than the typical US$217–260/month earned in a factory). Some coaches felt that it was more "like taking a volunteer job because the allowance is limited so it's not sufficient for a living" (female coach), so the ability to work on the side was necessary for many. This side work is often limited to mornings as most afternoons are dedicated to coaching, which usually takes around 3 hours per day but may take as much as 5.5 hours a day (including preparation, reporting, buying snacks, etc.).[7] This stipend payment will soon be taken under a government structure whereby the payment would go through the administrative oversight of the government, but the coaches will continue to be managed by ChildFund.[8] In terms of other work, coaches may be village leaders or health workers, and many have some farm work on their own plots to do.

ChildFund also offers non-financial incentives such as recognition, personal growth, opportunities and network supports to coaches. For example, ChildFund supports training for international certificates such as the World Rugby Level 1 Certificate on First Aid,

Box 2: Gender empowerment through coaching

> Before my dad made all decisions in my family, but now I can make my own decisions.
>
> Female coach

> In my neighbourhood, it's often harder for girls and women to engage in the public sphere. When participating in this programme, girls and women can get support and participate in public activities and can thus develop further.
>
> Female coach

> The community now recognize me as a woman with a paid job and good skills as well as knowledge although I had just completed secondary school. Before, I was very stressed and annoyed with people telling me that what one could do if she only completed secondary school. Since I joined the programme, I have won recognition as someone who has been able to do a lot of things.
>
> Female coach

Refereeing and Coaching (First Aid: 2, Refereeing: 2, Coaching: 10). Some obtain higher level positions with the community-based network in supervisory roles. For example, all eight new programme positions (district coordinators and programme community leaders) were filled by coaches who received further training for these positions (e.g., in computer use). These opportunities would otherwise be hard to come by in the community, where many people work on their own farms or migrate for factory work.

Coaches largely have positive perceptions about their role in the programme. Recurring themes include the applicability of skills learnt as a coach to other areas of life, feeling grateful to have had an opportunity to develop those skills, and feeling more confident and empowered. In terms of skills learnt, some of those highlighted by coaches were leadership skills, resilience, task management, public speaking and interpersonal skills. The feedback received after observations carried out by senior coaches and coach group leaders was something coaches pointed out as being very valuable to their improvement and continued learning. Female coaches in particular spoke of a sense of empowerment (*see Box 2*), and a belief that gender norms around women becoming wage earners were changing. This

links to a broader sense that the programme contributes to empowerment for girls, in particular. Nevertheless, despite these benefits, ChildFund has found it hard to manage the diverse expectations of coaches for many reasons, including migration (many young adults migrate internally to find work) and the level of compensation. However, the coaches that stayed were those that were committed to their work and had developed a passion for rugby and coaching.

Ensuring quality: A 'bad' coach is worse than no coach

While coaches are participants in the programme and their learning is a key part of the programme, it is critical that they meet the standard expected. A 'bad' coach may leave a bad impression about the programme on children, so, to ensure that only good coaches remain, coach contracts are renewed on an annual basis and a structured performance management process is put place. For quality assurance for implementation, there are also several rules that the coaches must conform to. As coaches raise issues with these rules, they are updated annually to try to achieve a balance between requests and delivery standards. There are always exceptions to the parameters in place.

For example, in Pass It Back:

- A coach pair can have a maximum of seven teams.

- A coach pair cannot conduct more than six sessions for each team in a month.

- Children are divided into two groups: 11–13 and 14–16.

- Teams can be no larger than 16 players but need a minimum of 12 players, and sessions must have a minimum of 10 players in attendance.

These rules are in place to ensure the quality of the sessions, but some coaches found that they were sometimes restricting. For example, if 17 players want to join the programme, coaches do not want to say no to one child, especially when there are not enough players to form another team. Observations are carried out by senior coaches and coach group leaders on a regular basis. Two coaches often run sessions together, providing ample opportunity to ensure that these rules are adhered to and that coaches are performing their jobs well. Coaches often note that the feedback from these observations is invaluable in helping them improve.

Coaches must follow the strict safeguarding protocols and code of conduct, and will be asked to leave the programme if they violate it. Some safeguarding protocols in the code of conduct include:

- Coaches must check playing fields before playing to ensure they are safe. They should also check that players have cut their nails and taken off their jewellery before playing.

- Coach must not shout at players or scold them or hit them. They must carefully check the playing field and ensure the playing field is safe before carrying out a rugby session, reporting any risks or incidents to the programme immediately. They must know first aid and how to deal with unexpected situations.

- A coach who has consumed alcohol cannot carry out a session, to avoid any improper actions and/or words.

[1] All rugby content is built around tag rugby, a non-contact form of the game.

[2] In current international $.

[3] Jerrim, J., 'Why does Vietnam do so well in PISA? An example of why naive interpretation of international rankings is such a bad idea', Education Data Lab, 9 July 2017, <https://ffteducationdatalab.org.uk/2017/07/why-does-vietnam-do-so-well-in-pisa-an-example-of-why-naive-interpretation-of-international-rankings-is-such-a-bad-idea/>, accessed 5 May 2021.

[4] UNESCO Bangkok, 'Overview of Internal Migration in Viet Nam', 2018, <https://bangkok.unesco.org/sites/default/files/assets/article/Social%20and%20Human%20Sciences/publications/vietnam.pdf>, accessed 5 May 2021.

[5] For less sensitive curricula, coaches often ask children to bring home consent form with information about the programme and ask parents to sign their consent without a coach visit where there is already a relationship in place.

[6] As noted, if a child wishes to participate in a team that is different to their sex, for example a girl wishing to play in a team with boys, then the programme will accommodate this.

[7] There is fruit allowance for each rugby session of VND 40,000 (USD1.7).

[8] In Viet Nam, it is common practice for NGO funds to be run through government systems and provides sub-national governments with detailed oversight of what it costs to deliver this type of initiative.

Case study

TeamUp International

One methodology, different implementations

Case study: TeamUp International
One methodology, different implementations

A simple but well-thought-out methodology made it possible for TeamUp to roll out essentially the same intervention in many different countries with a strong refugee presence. Maintaining flexibility allowed it to shape the implementation to better work with the different partners, adapt to the conditions and requirements of the various locations and to integrate local coaches with a range of backgrounds and availability. Sessions follow a precise structure but there is always room for tweaks that make the experience more familiar for the children.

TeamUp overview

The TeamUp methodology was developed in 2015 in the Netherlands as a response to the inflow of refugees and the lack of psychosocial support available for refugee children. Building on their expertise in working with refugees, Save the Children Netherlands, War Child Holland and UNICEF Netherlands partnered to develop a movement-based intervention. By 2017, other Save the Children and War Child country offices showed interest in the methodology and thought it could be relevant and easily applicable in different contexts with similar needs (see *Figure 1* for an overview of the expansion). To launch activities in a new country, a training of trainers was organized, with subsequent mentoring, to ensure

Figure 1: Timeline of TeamUp programme expansion

Netherlands
TeamUp in refugee
reception centres

2016

Uganda

2017

Italy

2020

2015

TeamUp
Methodology
developed

2017

Netherlands
TeamUp in schools
for children new to
the Netherlands
(i.e. refugees)

2019

Colombia,
State of Palestine,
Sri Lanka

2021

Sweden, Greece,
Ethiopia, Burundi.
Rwanda, Somalia/
Somaliland, Nigeria
and South Sudan
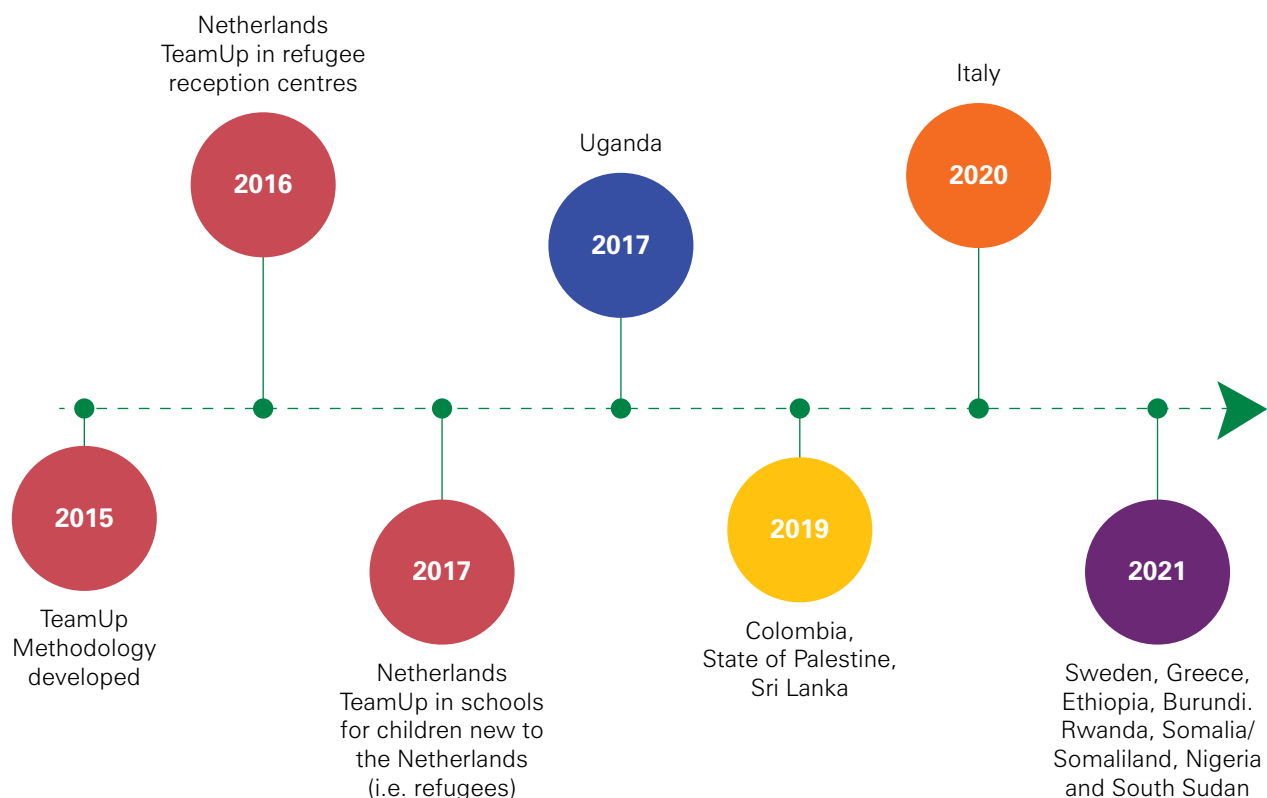
minimum standards of implementation of the methodology, but the way activities are organized varies by country or even by target group. By 2019, TeamUp was rolled out to five countries and reached 57, 000 children in that year alone.

Each session[1] of TeamUp has three parts: opening (consisting of walk-in, a check-in, a warm-up), middle (main play activities) and closure (cooling-down, a checkout and walk-out). Basic play materials (e.g., balls, cones, rope) and a suitable safe space where children can play are needed to facilitate TeamUp sessions. A team of at least two facilitators plan a TeamUp session according to an open structure, choosing activities including routines which are supported by eight themes (fear, assertiveness, anger, stress and tension, conflict, bullying, respect and friendship), and the facilitators choose the theme of the day based on the needs of the group. During the approximately one-hour sessions, children can have fun and play without thinking about the difficult contexts they come from, thus finding some temporary relief from the stress they normally experience. The open but recurring structure of the sessions, the routines used, the consistent presence of facilitators and the regularity of the sessions can give a sense of stability which refugee children often lack. All this constitutes psychosocial support that children would not otherwise receive and enables facilitators to identify children who need additional support. One of the most common characteristics of the children whom the methodology is intended to benefit is that they all speak different languages, and there is often no shared language among them and the facilitators. Even where language is not a barrier, different backgrounds and cultures can create the need for a universal way of communicating. To tackle this, the TeamUp methodology had to implement a lot of movement and very little talking, so that, by minimizing verbal interaction, all children could start at the same level and be included. A movement-based activity is easily accessible and allows all children to participate.

Training facilitators

When expanding to other countries, master trainers will go and train the trainers in those countries, who will then train the facilitators. They first offer a 4–5-day training of trainers. After this the trainers go on to train facilitators following the Start-Up training (2 days) and a follow-up training (2 days) model used in the Netherlands (*see Annex 1.5 TeamUp Netherlands case study*), and additional training is available periodically (*see Figure 2* for overview).

This training focuses on the methodology and on how to facilitate sessions, the responsibilities of the facilitators and their role within the global team, as well as child protection and safeguarding. An important component of this training is to teach facilitators how to identify children who show symptoms of neglect, exploitation or abuse, and place this in the context of stress, protective factors and psychosocial well-being.

Country implementation

Uganda

Uganda was the first country outside the Netherlands to implement TeamUp.

- In 2017, War Child, who were already working with refugee children who have faced both stressful and traumatic life events, saw the need for a programme that could be targeted to a broad population of children in refugee camps and decided to adopt/ implement or integrate TeamUp to their programming as a psychosocial support (PSS) intervention. A training of trainers took place in April 2017 and implementation started in July. As of mid-2020, the programme had been implemented in nine locations, with 7–8 schools per location.

- In 2018, Save the Children implemented TeamUp in child-friendly spaces within refugee camps. These spaces have a regular schedule of activities and TeamUp sessions were introduced as one of them. Any child is welcome to join, so while the intended age is 6–17 years, children as young as 3 can also attend.

Intervention structure

In Uganda, War Child first implemented TeamUp in primary schools, where other programmes were already operating but lacked TeamUp's focus on movement-based activities. Teachers were trained in the methodology and became facilitators who conducted

Figure 2: Training operating model
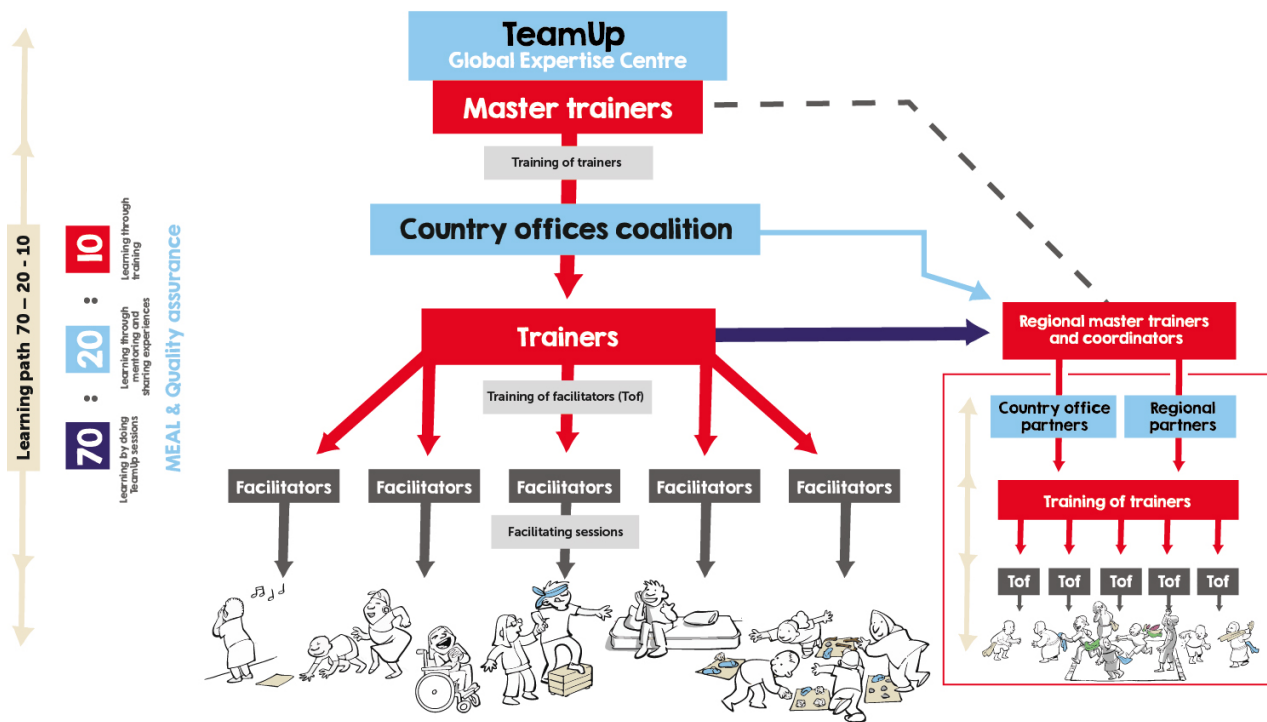
the sessions during physical education classes. Since classes can have over 200 children, it soon became apparent that more facilitators were needed, so a ratio of three facilitators (1 leading and the other 2 to support and monitor) for 60 children was set. The additional facilitators, who are volunteers, were recruited from refugee and host communities and settlements and have a similar background to the children attending the sessions. As some of the intended effects of TeamUp are the reduction of conflict and promotion of teamwork, when expanding to new schools, the most problematic classes were selected to participate. Accelerated education programmes are conducted as add-on components with the objective of reaching children who dropped out and are being reintroduced to school.

COVID-19 adaptations

Between March and May 2020, when group activities were prohibited because of COVID-19, facilitators visited various children, household by household, to facilitate TeamUp at Home. Teachers asked to be involved as well so they joined facilitators in the activities. In these sessions, children were encouraged to make local play materials and parents were invited to join. One piece of

positive feedback about TeamUp at Home was that it created occasions for children to bond with their parents. In addition, thanks to it, staff can continue to identify children who need referral to further support services.

Colombia

In 2019, Save the Children introduced TeamUp in temporary learning spaces for refugees in Colombia. In 2020 War Child Holland adopted it as part of a broader project with migrant populations to contribute to creating harmony within communities and relieving stress in Guajira (close to the Venezuelan border) and Bogota.

Intervention structure

Facilitators work in pairs and the guidelines keep groups to a maximum of 25 participants; however, if more children wish to participate they are not turned away. Sessions are organized in sets of 10, but since the turnover of the population is high, a child attends an average of seven sessions, with some attending just one. Colombian and Venezuelan culture includes a lot of dancing and sounds, which are reflected in the type of activities children like to do, together with indigenous games. Sessions in Colombia last longer

than the one hour foreseen in the manual; this is mostly because movement-based activities are accompanied by more dialogue. While in general there is little talking in the methodology, in Colombia, children and facilitators spend more time talking. This is mostly made possible because all participants and facilitators speak the same language, with only a slight difference in terminology depending on the country of origin. Language provides an opportunity for bonding among children who like to compare different words and create their own ways of communicating.

Another feature of the programme in Colombia is that, at times, following experience developed for other projects, a group of teenagers (13–17) facilitates a group of younger children (7–12) under adult supervision. This has the double positive effect of empowering teenagers and providing the younger group with a highly relatable leadership figure.

COVID-19 adaptations

During the first months of the COVID-19 pandemic, the team made TeamUp at Home videos (*see TeamUp NL case study*) and sent them to families so that they could access the programme. Facilitators conducted home visits in accordance with COVID safety guidelines. Parents were invited to join and often found the session interesting. Families found these initiatives very useful. Before then, some children had trouble sleeping but later found they were better able to sleep thanks to the physical activity the initiatives had encouraged. Having children replicating TeamUp activities with their parents also had the effect of uniting generations and families (including all family members in the household). Facilitators developed a podcast for children in which they followed the structure of sessions (including collection of feedback and recommendations for next time at the end), and they guide and motivate children, trying to encourage participation even if visual contact is not possible.

State of Palestine

Intervention structure

TeamUp was launched in the State of Palestine in 2019 with a training of trainers in March 2019 by master trainers from TeamUp Netherlands in Gaza. This was followed by the training of 27 facilitators in community-based organizations (CBOs) as well as some psychologists or teachers in schools. As external facilitators are not allowed to work in schools in the State of Palestine, TeamUp trained one person per class. Pre-COVID sessions took place twice a week in CBOs and once a week in schools during school hours. Sessions were delivered in a cycle of 12, facilitated by volunteers who committed for at least one year, typically psychologists, teachers or other university graduates.

What was key for TeamUp success in the State of Palestine was the right division of age groups. At first, the mixed ages of children created very little interaction as younger children ended up being less participative in games, while teenagers felt less engaged because they saw the activities as something childish. Ensuring that participants were divided by age for the activities in CBOs made TeamUp more popular with everyone. In one of the groups, boys and girls asked to play separately because playing together was seen as not culturally appropriate, and while this practice is generally not recommended, in this situation it meant that participants felt more comfortable.

One piece of feedback received by the programme is that when TeamUp is held right after school, children are never hesitant to go to class in the morning, as the TeamUp session works as a motivation to go to school, and after the session they are happy to go home and do their homework.

Italy

In 2020 in Italy, SOS Villages heard about the methodology and approached TeamUp to explore implementing it in its children's villages.[2] It is now implemented in three locations and, elsewhere, it is used as a stand-alone one-time pilot with the same structure as regular sessions. TeamUp was found to be a good tool to repopulate school spaces which were completely unused during the school closures due to the COVID-19 pandemic. During the lockdown in Italy, young people had no opportunity to interact with their peers and, as in most other countries, did not go to school for a significant period of time. Conducting TeamUp in school premises has been a way of procuring opportunities for participants to be together and to get re-accustomed to being close to schools in view of the upcoming resumption of classes.

Intervention structure

Participants, who are mostly aged 14–16, form groups of about twelve and are accompanied by three facilitators. Unlike most other countries, dialogue between participants and facilitators during check-in and check-out is given more importance. Each session is planned based on feedback from the children. While the programme team originally planned for nine sessions with fixed themes, the theme is now decided week by week based on outcomes of the previous session. This is the process followed in most other countries.

Facilitators focus mostly on adolescents, often seeking their feedback and taking note of their music preferences.

They make a playlist based on this to keep them motivated and engaged. This is a way of making them feel listened to, which is a slightly different approach from that used with younger children, who are more in need of a guiding figure. One element that proved relevant for teenagers in Italy has been the space where sessions take place. When at first sessions were conducted in spaces mostly surrounded by grey buildings, participants would lose interest and leave to go for walks towards green spaces. This prompted facilitators to dedicate greater attention to the preparation of the space, for example by having participants paint the ground, and soon they started to be more enthusiastic about joining TeamUp.

Adaptation: Variations on a theme

Table 1: Overview of adaptation of TeamUp in five countries

	Netherlands[3]	Uganda	Colombia	Palestine	Italy
Year started	2015	2017	2019	2019	2020
Target age groups	6–11; 12–17	3–17	7–12; 13–17	Not known	14–16
Number of suggested sessions per group	Ongoing	Ongoing	10	12	9
Session frequency	Weekly	Weekly	Weekly	Twice weekly (CBOs) or weekly (schools)	Weekly
Max. group size to facilitator ratio	25/3–4	60/3	25/2	25/2	12/3
Facilitator type	Volunteers and teachers in schools	Teachers; volunteers from community	Community members	Psychologists, teachers or other university graduates; community members	SOS staff
Location	Centres for asylum seekers and schools	Child-friendly spaces; schools	Temporary learning spaces	CBOs; schools	Schools

Commonalities

From the illustration of how the programme is rolled out in different countries it possible to identify the aspects that remain constant despite the differences in contexts:

- **Training of facilitators:** All facilitators receive the same training based on the training manual. These facilitators are taught by trainers who have themselves been trained by master trainers from the Global Expertise Centre. These local trainers are charged with ensuring quality in training delivery so that the programme is delivered in a similar way globally and that TeamUp's core methodology is consistently addressed in training and mentoring sessions.

- **Three-part structure:** Each session follows the same structure, composed of warming-up, middle and closure. Participants from all countries have a similar experience and, within the same country, if they were to attend TeamUp in a different location from the one they are used to, they would still recognize the structure and benefit from the stability and predictability offered.

- **Gamebook:** The gamebook, once translated to the relevant language, is used as starting point by facilitators in every country. Sessions globally are supported by eight psychosocial themes supporting the well-being of children.

- **Safeguarding:** Sessions are used everywhere to identify children who need further follow-up and all TeamUp implementers have a referral protocol in place to ensure that children receive the support they need.

Differences

Observing that the TeamUp intervention does not happen in the same way everywhere can be a useful reminder of the need to adapt to the context. It is possible to identify a series of important elements that vary by country or even by individual locations:

- **Location:** TeamUp is implemented with refugees and should therefore be shaped around the structures that are in place in the host country. So while in the Netherlands and Colombia it relies on centres that temporarily welcome refugees before they move on

to more permanent accommodation, in Uganda it also takes place in refugee camps where some of the participants experience relative stability. Along similar lines, and based on the structures in place, TeamUp might be implemented in schools as in Uganda, community-based spaces as in Palestine, or in other types of spaces.

- **Facilitators:** The organizational setting in which the programme is implemented, to some extent, determines who the facilitators are:

  » When the TeamUp relies on schools, at least one of the facilitators is typically a teacher.

  » When the intervention takes place in community spaces it is more likely that facilitators are community members themselves, as in Uganda and Colombia.

  » In the Netherlands, the programme relies mostly on volunteers who have no relations with the refugee centres, but reside in nearby communities.

- **Turnover and organization of sessions into sets:** How long children reside in the location determines how regularly and for what duration they can attend TeamUp. In Colombia there is a high turnover and children on average attend seven sessions, motivating the decision of the country team to organize the sessions in a limited cycle of sessions that can be repeated. In Uganda, children move frequently between settlements, but since TeamUp is implemented on an ongoing weekly basis they will find sessions to attend most of the time, and possibly attend more than once a week in other locations.

- **Group size:** Programme teams in each country set guidelines on the number of children and facilitators per group according to the minimum standards of implementation. One aspect that inevitably affects this decision is demand. In Uganda, with such large classes, it was decided to allow more participants per group than in any other country. On the other hand, in the Netherlands and Italy, for example, each location has a smaller number of participants and therefore groups are smaller.

- **Age groups:** Every country team highlighted the importance of dividing children into age groups so as to conduct age-appropriate activities. However, this might again depend on the demand. In Colombia, for example, to remain faithful to the notion that everyone is welcome for TeamUp, facilitators welcome children as young as 3.

- **Activities:** Lastly, and possibly most importantly, each country, each location and even each group will modify activities to make them more familiar and relatable for participants. As well as the games and routines listed in the gamebook, children and facilitators can add local games, songs and dances. When children from different tribes or ethnicities play together, they sometimes share cultural songs and games. Depending on the various cultural contexts and settings, activities may be adapted or facilitated differently. For example, one facilitator working in Europe observed that children are quite familiar with the concept of stretching their bodies, so during the warm-up part, facilitators say the name of the exercise and participants will do it. On the other hand, in Uganda, there is more work using images so, to encourage children to stretch up their arms, facilitators may ask children to pretend they are trees, and their arms are branches which need to reach high up.

[1] Please see TeamUp Netherlands case study (Annex 1.5) for more details on the theory of change, assumptions and methodology.

[2] These villages offer homes, carers, education and healthcare in self-contained villages to children who have no one to care for them. There are 559 villages in 126 countries, supporting 70,000 children. See: <https://www.soschildrensvillages.org.uk/how-we-help/>, accessed 5 May 2021.

[3] See the TeamUp Netherlands case study for more details on the set up of the programme.

Annex 1.5

Case study

TeamUp Netherlands

From theory of change to implementation

Case study: TeamUp Netherlands
From theory of change to implementation

The ToC developed for the TeamUp programme, with its elaborated inputs, outcomes, impact and assumptions provides good guidance for S4D programme implementation. Indeed, it is possible to see how the assumptions outlined in the ToC are addressed in programme implementation, from stakeholder engagement to facilitator training, and to COVID adaptations. A ToC approach leads to stronger programming and facilitates scaling (*see TeamUp International Case Study*).

TeamUp Netherlands overview

The TeamUp methodology was developed by Save the Children,[1] War Child[2] and UNICEF in 2015, and launched in 2016 in the Netherlands as a response to the inflow of refugees and the lack of psychosocial support available for refugee children. It is a non-verbal movement-based intervention for children aged 6–18. By the end of 2020, it was implemented in 25 asylum reception centres across the Netherlands, in schools with newcomers, as well as in several countries worldwide (*see TeamUp International case study*). In the asylum reception centres children speak many different languages, and even when language is not a barrier to communication, the different backgrounds and cultures (e.g., one centre had 1,000 people from 60 nationalities)[3] can create the need for a universal mode of communication.

Focused targets and theory of change

The programme aims to improve the psychosocial well-being of children, which in turn contributes to their resilience. The programme defines psychosocial well-being as a "balance between one's internal resources and the faced challenges … [it] emerges from their psychological state of being (e.g., sensations, thoughts and emotions) in interaction with social factors (e.g., family, peers and their community)".[4] Relatedly, resilience is the "ability to draw from one's own resources and the ones available in the immediate environment in culturally relevant ways" (ibid., p. 12). The programme uses a well-developed and researched theory of change (ToC) (*see Figure 1*) that demonstrates how these impacts will be achieved and clearly defines the inputs, outcomes and assumptions underpinning the programme.

Rather than being a specific sports-based intervention, TeamUp is based on games connected to psychosocial themes (e.g., fear, assertiveness, anger) that allow children to have fun and play without thinking about the difficult contexts they come from. Through movement and play-based learning, TeamUp provides temporary relief from the stress that children in protracted displacement normally experience and a unique opportunity to learn life skills. Since activities revolve around movement rather than conversation, language is not a barrier to participation. On the contrary, sessions become an opportunity for children to learn the language of the host community, which helps their societal integration. A female participant explained: "I have people that I can ask what things are called in Dutch and I'm learning the language a lot. I enjoy that." Furthermore, as play has been shown to support children's neurological and psychosocial development, this approach is considered especially beneficial for children who have undergone extensive trauma and stress.[5,6,7,8]

TeamUp notes that "psychosocial wellbeing is improved when children can fulfil their individual and social needs" and that resilient children can draw not only on their "personal restorative capacities but [also] on existing protective resources in their environments; including

Figure 1: Theory of change
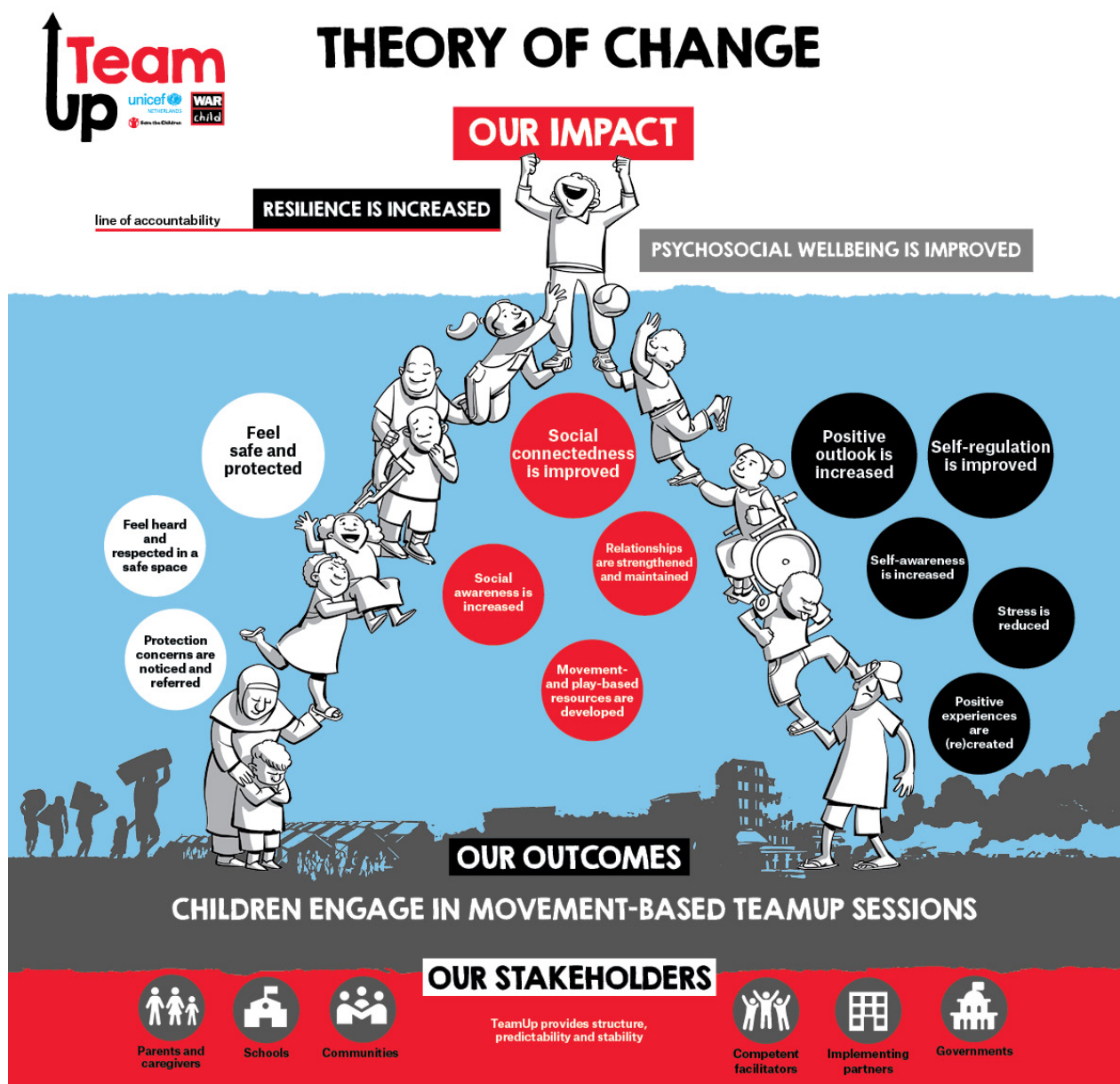
their parents, school and community".[4] Based on this, TeamUp's ToC shows how they aim to increase the resilience and psychosocial well-being of refugee children by achieving four interrelated outcomes: feeling safe, feeling socially connected, cultivating a positive outlook, and self-regulation, which together improve psychosocial well-being and, consequently, resilience. Each of these outcomes is composed of several components. For example, to achieve a sense of safety, it is crucial that protection concerns are noticed and acted upon, that children feel heard and respected in a safe space, and that they feel safe and protected. Safety is considered to be foundational to all the other outcomes, as the positive experiences that are fundamental for the other outcomes are not possible without it (*see Box 1*, on children's feelings of safety).

The programme is designed around achieving these specific outcomes and impacts, which are linked to inputs and programme implementation.

The links between inputs, outcomes and impact (*see Figure 1*) are underpinned by several assumptions:

- The capacities that the child builds during the TeamUp sessions are replicated by the same child outside the sessions in contexts such as the school or the family setting.

- Children participate in TeamUp long enough to be able to work on the intended changes.

- Children feel comfortable to engage their bodies.

- A functioning training and mentoring system is in place for TeamUp facilitators which enables them to create a safe space for children participating in TeamUp.

- Facilitator teams are relatively stable and enduring

- Parents accept TeamUp as a suitable activity for their children and allow them to participate.

- Space is accessible and safe for all children.

- Referral services are available and accessible.

- The non-verbal modality is sufficient for children to reflect and to increase self-awareness.

- There is sufficient sustainability in the context in which TeamUp is implemented, in terms of safety and security and the continuation of the intervention.

These assumptions inform the implementation of the programme at every stage. Further, they highlight the need to engage with various stakeholders, such as parents, caregivers, communities, schools and governments who can help ensure that the assumptions underpinning the success of the programme are met.

Implementation

Sessions

In line with these assumptions that are under the control of the programme, TeamUp is implemented according to the following principles: same place, same face, same time. This ensures predictability, consistency and

Box 1: Children feel safe

Focus group discussion with children highlighted that children feel safe while participating in the programme, with all three components of the safety outcomes in evidence.

> **If a problem occurs during the session, they solve it with words. While in Syria if a problem occurred, they would solve it by hitting and beating.**
> 10-year-old girl

> **We feel safe because there is an adult supervising the session, while when we play alone there is no order.**
> 13-year-old boy

> **We don't argue or fight during the session, we only play.**
> 10-year-old boy

> **The facilitators guard the children.**
> 10-year-old boy

reliability, and blends these with the children's ability to make their own choices. The open but recurring structure of the sessions, the routines used, the consistent presence of facilitators and the regular occurrence of the sessions give a sense of stability which refugee children often lack. The one-hour sessions are meant to be an opportunity to achieve peace, stress relief and growth. Children seem to realize the benefits of participating. For instance, one 10-year-old girl stated that "when I return from school, I am tired, then I go to the session, I return active and my mood changes".

A crucial part of the programme is that it is always implemented alongside a referral system where

facilitators can identify and refer children in need of additional support. In the Netherlands, it is implemented in partnership with the Central Agency for the Reception of Asylum Seekers (COA) which is responsible for receiving asylum seekers and preparing them for a future in the Netherlands or elsewhere. Through this partnership, the COA provides TeamUp with a roster of children and handles any referrals. This partnership also ensures the sustainability and stability of the programme.

Children are invited to participate through home and school visits as well as via word of mouth and visuals hanging in the centres (posters and/or distribution of flyers). The programme is delivered in roughly one-hour sessions, one day a week and always on the same day, which provides children with some much-needed structure. Each session of TeamUp has three parts: opening, main activity and closure, and only needs some play materials and a space where children can play and be safe. In the Netherlands, group composition and size change every time, and can range from 2 to 20 participants, partly due to high turnover in the centres, with an average of 10–15 children per session. A team of at least two facilitators uses a series of activities and routines revolving around eight themes (fear, assertiveness, anger, stress and tension, conflict, bullying, respect and friendship), and the facilitators choose the theme of the day based on the needs of the group. For instance, one game for children aged 6–11 related to respect and accepting authority called 'Circle ball hit' is played as follows (*see Box 2* for example of this learning):

1. One child holds the ball, the other children stand around her or him.

2. The child holding the balls says: 'Stand in the basket, and the ball is for … [name of a group member]', while throwing the ball up as high as possible. While the child is saying this, the other children run away from the child holding the ball.

3. The child whose name was called out turns around and grabs the ball as fast as they can. As soon as the child has the ball, they say 'Stop!' loudly.

4. All children freeze and stand with their legs wide apart. The one holding the ball takes a maximum of

three large steps, then tries to roll the ball on the floor between the legs of one of the children. If she or he succeeds, this person is the new thrower. If she or he fails, the one who tried is the new thrower.

This game teaches children to listen to, and respect, the ball thrower and the catcher as they have to move and stop on their words. The games are adapted for age, divided into 6–11 and 12–17, and games for older children can be more complex, such as variations of dodgeball or dance-related games. Nevertheless, engaging older teenagers remains a challenge. As a result, TeamUp is starting a co-creation process to potentially adapt the programme to better fit their age group.

Box 2: Children learn respect and tolerance

TeamUp helps children learn many skills that can help improve their psychosocial well-being. Among these are respect and tolerance, which are important skills in the diverse context of asylum centres, as well as more broadly.

"
In TeamUp you can have fun with your friends. There are boys and girls and we interact with each other, while in football the players attack you to take the ball.
13-year-old boy

"
They don't discriminate and they talk kindly. There is no racism.
13-year-old girl

"
We feel equal. Either among us [with other children of same nationality] or with them [children of other nationalities].
14-year-old girl

TeamUp at home

During the COVID crisis, TeamUp was unable to provide regular sessions owing to movement and social distancing restrictions. However, given that psychosocial concerns were likely to increase during this period of isolation,[9,10] TeamUp adapted the programme to be delivered digitally for children aged 6–11. They encouraged the use of a same place, same face, same time approach (though this was not always possible as the sessions were run at a national level and not by location), plus additional 'emergency sessions' when emotions were running high. The guidance for TeamUp at Home included 10 videos and an activity sheet (*see Figure 2* for an excerpt from the activity sheet).[11]

Facilitators

Facilitators are an important part of the programme. In the assumptions outlined in the ToC, a functioning training and mentoring system for TeamUp facilitators and relatively stable and enduring facilitators are important elements. Facilitators are volunteers that are at least 21 years old, with a background in working with children, and are available for at least nine months and four hours a week (to prepare session and to mobilize children postevaluation). When someone applies, their background is checked and they are interviewed on their expectations, motivation and the importance of safeguarding by responding to scenario-based questions.

Once selected, facilitators undergo a two-day training session based on a manual covering all aspects of the programme. The facilitators then give test sessions to see if they are a good match and after three months undergo a follow-up two-day training session.

Once a facilitator has completed both training sessions, they will have learnt about:

- The rationale behind TeamUp and the importance of providing psychosocial support to displaced children

- The psychology of participants, stress, past traumas

- How to plan and facilitate a session, for example, the seven variables that you can vary in a session (like materials) (*see Figure 3* for overview of session preparation and facilitation)

- How to deal with language issues-demonstrations

- How to identify and deal with problematic behaviours of the children

- First aid.

The facilitators are also continuously mentored in their work. As of November 2020, TeamUp Netherlands had about 160 active facilitators, supported by five volunteer coordinators and a trainer. Each coordinator works with 7–10 teams and visits them every month to discuss session implementation, logistics, materials, organization, contents and concerns about specific children. These visits also serve as a mentoring scheme for facilitators.

Figure 2: TeamUp at Home guidance

TEAMUP AT HOME

1 CHECK-IN

Gather everyone together with your special TeamUp yell and greet each other with an elbow bump. Show everyone else taking part how you're feeling: thumbs up, thumbs down or in the middle. Start off with giving each other a compliment or thanking them for joining.

2 WASHING HANDS

What is extra important these days? Washing your hands, of course!

3 BODY WARM-UP

For this exercise you could play a relaxing song. Find a spot in the room or stand in a circle. Shake your body loose. Relax and carefully roll your neck, loosen your fingers, hands and arms. Roll your shoulders, slowly twist your ankles, and bend your legs and knees. Make circles with your hips. Then slowly settle down. When you're ready, try to focus on your body. How does your body feel today?

4 TAIL TAG

Take a towel and put it in the side of your trousers, at the side of your body. Next, find some room to stand opposite from your TeamUp buddy - at an arm's length. Put your feet flat on the floor and stand still. Now, count to three and try to take your buddy's towel. Whoever is able to steal the other person's towel gets one point. After two points you can try something new. For example, this time you won't stand still, but move around in the space, with your feet on the ground to make the game more challenging.

Context This game can help children better deal with conflict situations. During the exercise, one needs to defend their towel tail, hence protecting themselves while trying to steal the tower tail of the other, moving in different ways . Still, they have to be aware of each other. They may or may not seek physical contact and set boundaries. How do they deal with this?

5 MIRROR

Create a calm atmosphere with a soothing song of your choice. Try to do this exercise in silence. Stand face-to-face with your buddy. Stand firmly with your feet on the floor and relax your legs and knees. Extend your arms and hands, but do not touch each other. Make movements with your hand and arms. Follow your buddy's movements as precisely as possible, as if you were his or her mirror image. You switch the role of leader and follower after a couple of minutes.

Context This exercise revolves around listening without talking, attuning yourself to the other person and learning to share leadership.

4 elements of group management

1. Group organisation
2. Build-up
3. Demonstration
4. Flow

THE SESSION: Opening, middle, closure

5 STEPS

1. Preparation

2. Group organisation
3. Demonstration
4. Observation/adaption

5. Evaluation

7 VARIABLES

Rules | Space | Material | Movement | Roles | Time | Group

8 THEMES BEHAVIOUR SKILLS OBSERVABLE SKILLS

MENTORING
• On the job-support
• Reflective supervision
• Evaluation

CONTEXT

REFERRAL SYSTEM

MONITORING, EVALUATION & RESEARCH

CHILD PROTECTION & CHILD SAFEGUARDING

1 Save the Children is an international non-governmental organization founded in 1919 and is broadly focused on helping the most marginalized children, whether it be those dealing with pneumonia, hunger or war. See: <https://www.savethechildren.org.uk/what-we-do>; <https://www.savethechildren.org.uk/about-us/our-history> , accessed 5 May 2021.

2 War Child is an international non-governmental organization founded in 1993 and is dedicated to protecting and speaking up for children affected by war. See: https://www.warchild.org.uk/who-we-are/our-history, accessed 5 May 2021.

3 This case study is based on interviews and focus groups with children, parents, facilitators and programme staff in one of these 25 centres.

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10 UNICEF, 'Child Protection Learning Brief #2', 10 October 2020c, <https://www.unicef.org/media/83951/file/MHPSS-UNICEF-Learning-brief.pdf>, accessed 5 May 2021.

11 For the videos, see: <www.warchildholland.org/projects/teamup/teamup-at-home/>, accessed 5 May 2021.

Case study

EduSport

Beginning with embeddedness
and partnerships

Case study: EduSport
Beginning with embeddedness and partnerships

The contextualized and embedded approach taken by the BREDs Treasure Beach Foundation with EduSport meant that the programme has been able to scale up to a national level, help a larger number of children and meet an important and specific need in communities. Partnerships with existing stakeholders, including government through the Ministry of Education, Youth and Information (MOEYI), UNICEF and other civil society organizations has not only strengthened its position but has also contributed to the improvement of the programme itself (e.g., training in psychological first aid through Fight for Peace [FFP]) and put in place the conditions for the intervention to be sustained in time.

Overview

In 2012, Jamaica had a poverty rate of 19.9 per cent (at the national poverty line) but has high educational achievement and high completion rates at all levels.[1,2] In 2014, while stunting and wasting in children under the age of 5 (6 per cent and 3.6 per cent respectively) was lower than the Latin America and the Caribbean (LAC) region average, more children were overweight, 8.3 per cent (compared to 7.5 per cent in LAC)[3]. Violence is prevalent in Jamaica, which had the third highest homicide rate globally in 2009, with significant declines since then, and high levels of gang-related violence. Schools are not exempt from this, with high levels of violence including fights, robberies and homicides linked to gang violence.[4] Violence is also prevalent in the home environment. The Jamaica Reproductive Health Survey 2008 found that:

Prior to age 15, nearly 1 in 5 (18 per cent) Jamaican women witnessed physical abuse between their parents and two-thirds (61 per cent) were physically abused by their parents … 55.8 per cent of women also believed that physical punishment is necessary to raise children. (ibid., p. 27)

In Jamaica, sport can be a ticket out of a poor community and into school, a way to move away from violence, an avenue for leadership and a chance to feel

included. However, these opportunities are out of the reach of thousands of children. Nationwide access to physical education (PE) at the primary level is largely unstructured or non-existent. The Ministry of Education, Youth and Information (MOEYI) has not had the resources to equip all primary schools across the country with trained PE teachers. This means that, in many schools, class teachers are left to deliver the PE curriculum to an average class size of 25 children, often resulting in children being sent outside to play while teachers take the opportunity to mark schoolwork for the other 13 subjects they have to deliver.

"

One of the reasons EduSport was of interest to us is because many of our primary schools were without a PE teacher… So, we were very happy to know that there was a group that wanted to assist in this area.

So, when the idea was pitched to the Ministry, there was no hesitation to facilitate this partnership.

EduSport was created in 2012 by the BREDS Treasure Beach Foundation (BREDS) and has been implemented since 2015. BREDS is a local NGO that "carries out a variety of programs designed to enhance the livelihoods of Treasure Beach community members, and care for the surrounding natural environment".[5] EduSport is just one of their programmes,[6] focused on children aged 3–12 years and designed to address the need for structured physical education where it has not previously existed.

Initially, the founders "were encouraged to meet with UNICEF because of its focus on Sport for Development". Since the goal of the programme was to fill gaps in primary schools and the fact that any child-focused grassroots sporting development initiative has to be sanctioned by the MOEYI, MOEYI was a clear third partner in the venture. This partnership has now resulted in EduSport being taught in more than 120 primary and infant schools (having started with 9 schools) in four parishes (St Elizabeth (58), Manchester (57),

Westmoreland (4) and Kingston (6)) through EduSport coaches, and since 2019 has expanded to 236 primary schools (136 schools in 2019 and 100 schools in 2020) in other parishes where PE teachers have been trained in the EduSport methodology. The aim is to have EduSport implemented in every primary school in the country.

Methodology

EduSport is a game-based methodology that includes an academic component linked to Jamaica's national school curriculum (e.g., literacy, numeracy, social studies and general knowledge) as well as elements of life skills, non-violent conflict resolution, anger management, teamwork, responsibility, respect, personal hygiene and discipline. The EduSport curriculum was tailored to work with mixed ability classroom settings, because some special needs children are left undiagnosed and remain in regular classroom settings. Thus, the EduSport games are a blend of fun, exercise and education. Some of the games included in the curriculum are very clearly linked to learning outcomes, such as:

- Mr Wolf: to learn how to tell the time

- Hopscotch: the coach writes words in the squares and the player cannot move from the spot if they cannot read the word; they must break it down into syllables until they get it

- Simon Says: in which the player who loses has to do a maths question or say their times table

- Road safety game

- Mosquito tag game to teach about insect-borne diseases

- Virus game to teach about viruses.

EduSport sessions typically last half an hour for children aged 3–5, and 45 minutes for those aged 6–12. As in many other S4D programmes, each session is broken down into three main parts: warm-up activities (e.g., Do As I Say, Not as I Do or Team Squat), main activities (e.g., Mr Wolf) and cool-down activities (e.g., Simon Says). The games are easily tailored for each age group, level of ability and school terrain, and address any topic that the child participant may have difficulty

Box 1: Children enjoy the sessions

> We feel safe and comfortable during the EduSport sessions because the coach is nice to us, answers our questions and makes everyone wait until their turn.
>
> Boy participant

> He will correct you if you are doing something wrong like pushing down someone.
>
> Boy participant

> From Monday to Friday is only work we're doing in the classroom, so we get to run up and down outside in EduSport session and we enjoy ourselves.
>
> Girl participant

> It's fun and we get to exercise and learn things at the same time. If you don't know how to do division, addition or multiplication, you can learn in EduSport.
>
> Boy participant

grasping in the classroom. The session teaches life lessons such as listening, taking turns, patience, teamwork and problem-solving skills. Importantly, focus group discussions with children and parents show that children find the sessions fun, they feel safe, and they look forward to these sessions every week.

> From what I've observed, they learn better when using exercises or singing a song. The children learn to identify colours and shapes with the cones the coaches use.
>
> Mother

All essential equipment (first aid kits, balls, cones, dominoes to play maths games, jump ropes, etc.) were originally supplied by BREDS but schools are now taking over that responsibility. Many schools lack sufficient outside space for a proper playing field and the hilly terrain in some areas does not provide the ideal surface for a formal PE class. However, the flexibility of EduSport enables the children to play appropriate games on these surfaces, allowing them to still get the exercise, learning, stimulation and fun they look forward to each week.

Embeddedness

BREDS wanted to provide employment for people in the community who had the coaching skills and experience. EduSport coaches go through a normal recruiting process (interviews and police record checks in compliance with Jamaica's Child Care and Protection Act to ensure that they can work with children) and most coaches have previously worked in the schools or community centres in various sporting programmes. All EduSport coaches are trained in games-based delivery, child protection and safeguarding in sport, conflict resolution, human rights, handling special needs children, and medical and psychological first aid. The coaches have become more than just instructors; they are mentors and role models for children, some of whom are fatherless or at risk of neglect and abuse.

> **He is loving and he cares for us. He doesn't let you get into trouble.**
>
> Boy participant

Coaches are deeply involved in the life of the school. They are required to attend PTA meetings where they highlight to parents the health and educational benefits of having their children engaged in the physical activities offered by EduSport. They are invited to demonstrate games and to attend school functions, for example, during Parent Month in November, and are instrumental in organizing the schools' Annual Sports Day. They may also observe classes at the school to understand what children are taught and to help support learning. However, it appears that the value

that the school leadership places on EduSport makes a big difference in whether coaches feel seen and appreciated. If they do not feel valued, they may be less engaged in school life.

> **I either talk with the class teachers or sometimes observe what is being taught in class and then structure my sessions around that. Certain things are taught at certain times of the school year so after a while you get to know what is being taught. There are also basic general things like times tables, reading the clock, knowing the parishes and their capitals which they need to know especially for revision at exam time.**
>
> Male coach

EduSport coaches deliver the programme to schools on a rotating basis to ensure that they reach more children. This is possible as the programme is only delivered once a week at each venue. This model has had other positive outcomes, as schools that share the same coach have started to work together where they would not have done so before. For example, the principals of St Mary's Primary and Infant, and Top Hill Primary schools, in St Elizabeth, liaise with each other and plan together when attending the same function or sporting competition.

Additionally, to support the sporting and educational needs of the Treasure Beach community, BREDS developed the BREDS Treasure Beach Sports Park and Academy, which gives youth the opportunity to improve their skills in football, cricket, tennis, basketball, netball and swimming. EduSport provides local and international summer camps where EduSport coaches deliver development courses on the physical, nutritional and psychological aspects of sports, while honing leadership, teamwork and other life skills. Some examples of these courses include:

- one-week PMBL basketball camp
- one-week All Boys overnight summer camp

- one-week My Yute soccer camp
- one-week Lennox Lewis boxing camp
- six-week swimming camp.

In the case of swimming, BREDS considers this a life skill, given that Treasure Beach is a fishing village and the risk of drowning is very high. With UNICEF's support, a swimming pool was built at the sports park and some 250 children have been properly trained in swimming since 2018.

Scaling through partnerships and contextual knowledge

MOEYI, UNICEF and BREDS

Based on a Memorandum of Understanding between MOEYI and BREDS signed in 2018, EduSport now aims to scale up to national level to deliver the EduSport methodology in all primary schools as a timetabled, co-curricular PE subject. As part of the integration process, EduSport's manual was reviewed and aligned with the MOEYI PE curriculum and methodology to fall within the three strands of the PE curriculum: games and sports, movement education, and health, safety and well-being.

> **Although our school is involved in several sporting activities like cricket, football and athletics, EduSport is the only activity that is timetabled.**
>
> School principal

BREDS agreed to train PE teachers in 236 primary schools in four education regions (most of the island) in 2019 and 2020 in the EduSport methodology. The MOEYI is also exploring the possibility of applying the current model used by EduSport coaches to its PE teachers, as well as to other teachers where specialist teachers in one subject area would deliver their designated subjects in several schools.

In addition, the MOEYI contracted EduSport coaches as 'pre-trained teachers' for six years, effective from 1 December 2018, during which they must acquire the necessary qualifications to be employed as fully trained

> **We wanted the EduSport coaches to have at least a certification. The Ministry stipulates certain requirements that a teacher/coach must have in order to operate in the schools: training in child safety and protection, in psychology, and in the different sporting disciplines.**
>
> MOEYI representative

teachers (to qualify for a renewed six-year contract). To this end, EduSport secured partnerships with the GC Foster College (a sports college for teachers and coaches in the parish of St Catherine) and the Bethlehem Moravian College (a college offering degrees in primary and secondary education in St Elizabeth's parish) to support this transition. MOEYI now pays the EduSport coaches' salaries and, in the transition stage, the MOEYI team met EduSport coaches to explain changes in their 'new' role as government-paid personnel. The coaches' schedule was adjusted to two (down from four) schools per coach and the schools are now responsible for appraising the coaches.

With the transition, BREDS has not lost contact with EduSport coaches. It maintains contact with them and offers teambuilding exercises and refresher training, and gives them phone credits for online teaching. They meet with them and the MOEYI for updates, to address challenges and to listen to suggestions. BREDS also continues to manage the partnership with GC Foster and Bethlehem Moravian colleges. It has already covered full funding of the courses for all the coaches for summer 2020.

A final component of this partnership will be the production of an EduSport manual with guidance for use with younger and older students to extend reach to early childhood development centres and high schools. The EduSport manual (including approximately 110 games) is to be used by all PE teachers to supplement existing methodology and to facilitate the expansion of the Ministry of Health and Wellness's 'Jamaica Moves' campaign into schools. Before COVID, some coaches at St Elizabeth were delivering physical activities in their

primary schools once a week as part of Jamaica Moves, in addition to their EduSport sessions. A workshop for PE teachers was planned for early 2020 to share some EduSport physical activities; however, the workshop had to be cancelled owing to the COVID crisis. The manual will also be launched on the BREDS and MOEYI websites.

Partnerships with other organizations

EduSport's flexibility makes it easy to integrate in the wider community where games-based activities can be used to re-focus youths away from risky behaviours. For instance, facilitated by UNICEF, BREDS partnered with Fight For Peace (FFP) to implement EduSport as an after-school programme in six communities in Kingston where it is delivered in community centres and four schools. This enabled the participation of an additional

1,555 inner-city children in EduSport learning activities and saw the cross-training of both FFP and EduSport coaches in each other's methodologies. FFP trained EduSport coaches in psychological first aid, which is the mental health equivalent of first aid. It teaches youth to take a step back and to step away from violent situations. The coaches' job in this framework is to: (a) not make things worse, and (b) try to get the child further help if needed.

A similar partnership between BREDS, UNICEF and the Rockhouse Foundation resulted in EduSport being included as a part of the curriculum in four primary schools in an additional western parish, Westmoreland. The schools selected include a model mixed-ability infant school lauded as a site for teacher training, early screening, referral and intervention, whose therapeutic provision is also funded by UNICEF.

[1] Smith, A., 'Poverty Rate Fell By 40 Per Cent in 2018', Jamaica Information Service, 25 June 2020, <https://jis.gov.jm/poverty-rate-fell-by-40-per-cent-in-2018/>, accessed 5 May 2021.

[2] World Bank, 2012, https://data.worldbank.org/indicator/SI.POV.NAHC?locations=JM

[3] Global Nutrition Report, 'Country Nutrition Profiles: Jamaica', 2020, <https://globalnutritionreport.org/resources/nutrition-profiles/latin-america-and-caribbean/caribbean/jamaica/>, accessed 5 May 2021.

[4] Harriot, Anthony D., and Marlyn Jones, 'Crime and Violence in Jamaica', IDB Series on Crime and Violence in the Caribbean, Inter-American Development Bank, Washington, DC, 2016, <https://publications.iadb.org/publications/english/document/Crime-and-Violence-in-Jamaica-IDB-Series-on-Crime-and-Violence-in-the-Caribbean.pdf>, accessed 5 May 2021.

[5] See: <https://www.facebook.com/pg/BredsTreasureBeachFoundation/about/?ref=page_internal>, accessed 5 May 2021.

[6] For example, training programme in partnership with HEART Trust for youth in and around the Treasure Beach who are interested in horticulture, housekeeping food and beverage – Level 1 and 2 certificates.

Case study

Barça Foundation

FutbolNet, a methodology thought for its target group

Case study: Barça Foundation
FutbolNet, a methodology thought for its target group

By using a simple three-part structure, the FutbolNet methodology can be easily utilized in different contexts to conduct S4D sessions with children, especially with those most at risk of marginalization, contributing to their personal development and to overall improved inclusion. The Barça Foundation follows a thorough process of consultations with stakeholders to get to know the reality on the ground before identifying how a new project can be best designed and implemented. This includes gaining a deep understanding of the challenges faced by the target group and adapting the sessions to best address them.

Overview

In 2011, the Barça Foundation started developing FutbolNet, a methodology to facilitate S4D sessions that "uses sport, play and physical activity as tools for social integration to improve the lives of children and young people who are living in vulnerable contexts".[1] FutbolNet is used in programmes about diversity, violence prevention, social inclusion and refugees. The methodology was first launched in Catalonia, Spain and later scaled up in parts of Latin America and the Mediterranean. As of 2020, the Barça Foundation is present in more than fifty countries and estimates that it has impacted more than 1.5 million beneficiaries. Each project has its specificities, dictated by the local context, logistical constraints and the needs of the target group, but the methodology remains unchanged. The Barça Foundation works with local agencies for the implementation, but the technical team makes regular visits for quality assurance, methodological follow-up and to create a community of practice.

The methodology has a three-part structure (*see Figure 1*). In the first part, children and coaches sit together in a circle, chat about how they feel and set the ground rules for the rest of the session, all accompanied by ludic games. The second part is a game played according to agreed rules. In the final part, children and coaches discuss how the session went, including what went well and what could be improved. All sessions revolve around

five core values, which are also the values of FC Barcelona: effort, respect, teamwork, humility and ambition. The game, with its rules, aims to make the children experience these values, with the discussion afterwards intended to make them reflect on these values.

FutbolNet targets children from vulnerable groups such as unaccompanied minors, refugees, children with disabilities, and children living in difficult and violent contexts. The methodology is used to promote a culture of cooperation, to give children an opportunity for integration, and to acquire life skills and values that will help them be successful in life. As one of the interviewed programme officers stated: "it helps them to forget their problems, make decisions (because in order to play you make decisions all the time), and promotes cooperation".

Barça Foundation's programmes work on many levels:

1. Children adopt healthy habits. This is especially true in cases where children are not used to moving and running around, such as girls in the favelas of Brazil, who start becoming healthier thanks to the physical activity.

2. Children begin to express their opinions as during the sessions they are asked how they feel and what they think, which may be something they are not used to.

3. Participants start making friends and learning to live in harmony with others. This can represent a new model of coexistence, particularly for children who live in violent contexts. With this comes an appreciation of rules and discipline that are no longer seen as something imposed but as useful for coexisting with others. The other FutbolNet core values follow and by experiencing, rather than just hearing about their importance, children and youth can internalize them in a lasting way.

A diagnostic to fit the context

When rolling out projects in new locations, a coordinator visits the location and runs a diagnostic exercise to get to know the context, identify the needs and plan on how to adapt the implementation.

- It is first necessary to understand the political and social situation, followed by the local norms and the population living in the area and their needs.

FUTBOLNET SESSIONS

Sport as a driver of change

Each session works on a value by means of sports-based games in which participants must put that value into practice in the best possible way. The activity is designed to do so using different spaces for reflection and the games are divided into three parts:

1st Part: Players autonomously discuss and agree on the rules of the game. For example: if someone disrespects a team-mate, a penalty is awarded.

2nd Part: A football match of about 15 minutes is played. Here the participants develop their ability to relate to each other and the instructors encourage them to take responsibility for their actions.

3rd Part: The participants chat critically to assess how the game has gone and the winners are decided based on their behaviour and application of the value in question.

- It is useful to have a list of the service providers available and the challenges faced by existing services. In order to maximize the effects, it is important to consider which organizations are already working in the context, especially sport organizations, and what their approaches and objectives are.

- Meetings with the various stakeholders help form a well-rounded understanding of the needs, challenges and gaps. FutbolNet representatives always make sure to talk with organizations working with children and youth in the area, and try to identify if FutbolNet can complement what they are doing or if they can start something new together.

- A safe space is a crucial ingredient; therefore, the diagnostic exercise needs to identify potential physical spaces where the sessions could be conducted.

- Projects cannot be sustained without local government buy-in and approval, so ensuring a functional relationship with local authorities is vital for the success of a project. This can sometimes involve considering the pre-existing role of other organizations on the ground.

> **"When I am at FutbolNet I forget about everything else and focus on enjoying myself as much as possible.**
>
> Participant, 14-year-old boy, Spain

Once these preliminary steps have been taken and a decision made to go ahead with a project, it is necessary to recruit and train coaches, source the materials, mobilize communities to let them know about FutbolNet and collect sign-ups. Sometimes, festivals are organized, which function as an occasion to either launch a new project or to involve the community during or at the end of a season.

Attention to the children's characteristics

Over the years, there has been a growth in the types of contexts where the FutbolNet methodology is implemented. Most recent implementation contexts are challenging, which has led to greater discovery about the potential of the methodology. This evolution has

been particularly evident in the way inclusion is addressed, as now all activities are adapted to ensure that people with different abilities can participate. "It doesn't matter where one is from, their physical ability, their gender, we are ready to include anyone. This is notable progress, not because inclusion wasn't feasible at the beginning, but because at first we didn't know this could be done" (Catalonia coordinator – Ramon).

" **Since I joined, I no longer spend much time on the street and I am a better person. When I come back from football, I feel relaxed.**

Participant, 13-year-old boy, Spain

One of the coaches interviewed reported that participants often think "no one understands me, I am alone in all this", which can result in them feeling excluded, not expressing themselves because they believe no one will listen, and being aggressive. However, "with sustained work they learn that the world listens to them when they express themselves calmly and with respect". The sessions are occasions where "they are listened to, where someone cares about their worries".

The methodology allows coaches to work on the children's specific needs. Each group, and each child, has different characteristics so it is a responsibility of the coach to tailor the sessions to address the most relevant issues. For example, to illustrate the value of teamwork, if a game gets very competitive, the group, encouraged by the coach, can decide to introduce more rules to mitigate the competition. This helps the participants experience a different way to play (together) and then discuss what it was like in the debrief at the end of the session, thus reinforcing the lesson on the field. This an important part of the inclusiveness of the programme.

The logistical aspects of each project are also designed to best address participants' needs. In Bogota, for example, the project focused on using FutbolNet to improve mathematical skills and to change attitudes but was not effective because the children it targeted

had difficulties attending school (where the sessions were taking place). It was decided to conduct the sessions on the streets instead, and, over time, participants started seeing the mathematics learning as positive. This in turn, favoured a reconciliation with learning and school settings.

" **Some of the participants are rebels, they don't like to study and have problems with teachers and other students. In the sessions we always reinforce the positive sides, today 'I made a friend', 'a teacher said well done', and they focus on that. Participants become more polite over time, now they arrive and greet me by saying 'Hi, how are you?' When they arrive for a session, they go look for you and ask how your day is going.**

Coach, male, 29

Focusing on girls

Because football is often seen as a boys' game, and because in many contexts girls are less involved in sports, FutbolNet projects initially tended to have low female participation. As inclusivity is one of the focuses of the programme, the Barça Foundation started looking for ways to encourage girls' participation:

- One promising solution was ensuring the presence of female coaches. For example, in Greece, where projects with refugees are conducted, at first, in 2017, there were hardly any girls participating while by 2020, 40 per cent of those participating regularly were girls.

- Another successful solution was conducting sessions in closed venues. Indeed, especially in Latin America, girls are expected to spend most of their time inside the house, because the streets are a place for boys. Whereas girls and their families were hesitant about participating in sessions taking place outdoors, they were more comfortable playing in indoor venues.

These gender norms differ between countries. In Catalonia mixed groups are perfectly acceptable

whereas in Greece, among refugees, for older age groups (above 11 years old) it is believed that boys and girls shouldn't play together. As a result, in Greece, the Barça Foundation looked for an approach that ensured respect for everyone's beliefs but remained loyal to the values of integration and gender equality. To do this, the team started piloting games that didn't involve physical contact to show parents that there are ways for boys and girls to play together.

Change in behaviour

> **I don't swear and fight [anymore].**
> 13-year-old boy, Brazil

> **I learnt to respect my schoolmates and play without swearing and hitting.**
> 12-year-old boy, Brazil

Focusing on 16+

Since early 2020 Spain has started to receive more unaccompanied minors who have no social and family networks in the country. Local social protection authorities have not been focusing on this situation. To respond to this emergency, the Catalonia programme has increasingly been working with youth aged 16 and older. Since play can be boring for this age group, and employment and other social challenges are prominent issues for youth, the Barça Foundation decided to develop a version of FutbolNet to respond to these needs. They piloted it in the 2020 season, with sessions consisting of specific activities aimed at developing employability competences and skills that participants could use in their day-to-day lives, channelled through sport to make them more engaging. The Barça Foundation knew that such sessions could be a useful tool to help adolescents but were not a solution to unemployment, so they also organized events to link the youth with corporate partners and private firms. An 'employability campus' was also organized with a hotel

chain, where the participants shadowed hotel staff in the various tasks related to hotel management. The campus ended with a sports event in which the young people also had interviews with potential employers.

Addressing violence
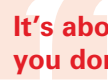
A recurring theme in many of the locations where the FutbolNet methodology is implemented is that of violence. This is particularly present in Latin American countries, but is also an issue relevant for other regions; indeed, anger and consequent aggression are commonly a product of the marginalization that many FutbolNet participants are subjected to.

A striking example of this violent environment is found in the Favela da Maré in Rio de Janeiro. FutbolNet coaches reported a climate of insecurity where the project is implemented, and that drug-related conflicts are frequent between the two communities living around the project location. In that area, parents of minors are often involved in drug dealing or consumption. Weapons visibly circulate in the community and are even accessible to children. In this context, it is easy for children and young people to get caught up in violence and drug trafficking both because of the high exposure to the two phenomena and the absence of alternative ways out. This all contributes to children feeling unsafe, nervous and anxious, and responding to situations aggressively.

The FutbolNet sessions are an occasion for the children to be shielded from the outside environment for an hour, to feel safe, to relax, and to go back to simply being children and playing. The coaches also provide a positive role model as an alternative to the "idols" from organized crime. Within the Favela, children from different clans do not normally play together, but thanks to the neutral space created by for the programme, all children can play together without creating conflicts between crime groups. As one of the coaches reports, the sessions are only a short time in the participants' lives but they can still make a difference: "you have one hour of the session to build and outside [the programme] there are 23 hours which dismantle. So, in one hour we have to build something which is dismantled for the other 23 hours of the day … this is difficult, and it's not quick … you cannot expect them to improve instantly."

Children reported that outside FutbolNet, when they play football with their friends, there is a lot of competition and they often swear and fight with each other. On the other hand, they reported that during the FutbolNet sessions, it doesn't matter who wins, or if you play well or not, but everyone just cares about having fun. This calmer and cooperative environment is carefully created, thanks to the three parts of the sessions. It is not common for children to be asked how they feel, and when they are, such as in the first part of a session, it can help them to feel that there are people who care about their feelings. The rules of the game implemented during the second part help to alleviate the competition and to ensure that the game is fun for all participants. While playing, children are encouraged to treat each other with respect and to play as a team and the debriefing done in the last part of the session offers the possibility to reflect on the values and to consolidate the lessons learned so they can have a more lasting effect.

Coaches report that after taking part in FutbolNet, children behave in a more respectful way, they are better team players, they interact in a more positive way with their parents, their language improves (i.e. they swear less) and they become aware that bullying is not good. Most importantly, this is not limited to the duration of the session but extends to the home. One coach stated that: "they realize the importance of utilizing their lessons at home, including teamwork, working with respect, and all the values of the project can be used at home. How can you work as a team at home? Helping your dad, your mom … very simple things."[2]

> **It's about having fun, it doesn't matter if you don't play well, there is no competition, so they are free to participate and play … Like other youth, from 10 to 17 years old I played football in a competitive way. When I arrived at the project in 2018, I thought the same way, that I was joining a programme where competition was important, but no, when I saw what it was like, it was very different from what I imagined.**

Coach, male

[1] See: <https://foundation.fcbarcelona.com/futbolnet>, accessed February 2021.
[2] Male coach in Brazil.

Case study

Right To Play Lebanon

A flexible methodology to achieve diverse objectives

Case study: Right To Play Lebanon
A flexible methodology to achieve diverse objectives

Right To Play in Lebanon has the broad goal to contribute to holistic community development. This includes supporting community development through the creation of safe spaces and social cohesion, as well as the personal development of the individuals who form the communities, especially children. To achieve this, RTP conducts projects with a wide range of objectives and works with a variety of partners. This requires a methodology that can be easily applied for different purposes. Their Reflect–Connect–Apply methodology does this by facilitating learning in an empirical way and giving them the flexibility to cover different themes such as health, life skills, employability skills and safety.

Overview

Right To Play (RTP) International was founded in 2000 by Norwegian speed skater Johann Olav Koss with the mission to "protect, educate and empower children to rise above adversity using the power of play".[1] It now runs programmes in 15 countries across the world, reaching over two million children in 2019, supported by eight national offices in Europe and North America. RTP in Lebanon has been serving at-risk children and youth for 15 years. Beginning with support to Palestinian refugees in 2006, RTP has since enlarged the scope of its programme working all over the country to include displaced Syrians and Lebanese children and youth from vulnerable communities.

RTP follows a robust partnership model, working with institutional partners such as the Ministry of Education and Higher Education, the Ministry of Social Affairs and the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) to promote positive educational outcomes, psychosocial well-being, physical health and critical life skills (*see Figure 1*). At the community level, RTP builds the capacity of civil society organizations and grassroots youth groups to use different forms of play to foster and sustain social change.

RTP runs different S4D projects based on a series of RTP resources that integrate coaching practices, physical education techniques and methodologies to help coaches implement sport as a tool for development. All RTP's S4D projects share some common aims, such as high levels of participation and the development of sports skills and development outcomes, including: the physical, intellectual, emotional and social growth of participants and, at community level, the creation of safe spaces, a peaceful climate, healthier lifestyles and empowered individuals. The priorities vary for each project to suit the local cultural and environmental context and the needs of the community, but partnerships, local coaches, regular activities and special events remain constant.

Figure 1: Right To Play focus areas

Quality Education: We pioneer new active, experiential teaching methods that help children stay in school and graduate.

Health and Wellbeing: We educate girls and boys about hygiene and sexual health to break stigmas and empower them to protect themselves from disease.

Gender Equality: We give girls a voice and empower them to claim their right to equality, education, dignity and safety. And we encourage community leaders and parents to support them.

Child Protection: We teach children how to avoid violence, discrimination, exploitation, and dangerous forms of labour.

Peaceful Communities: We create supportive spaces for children to learn how to resolve conflict, break down divisions, and embrace difference.

A learning space

Sessions are typically 45 minutes to one hour long and usually run twice a week. These sessions follow the Experiential Learning Cycle methodology that ensures children and youth learn both technical sport-specific skills and developmental life skills. The sessions are typically structured in seven parts:

1. Opening discussion: Introducing the main objective of the training and the life skill targeted in the session

2. Warm-up

3. Modified game such as small drills

4. Skill development activity in which sports skills are combined with life skills

5. Modified game such as small drills

6. Cool down

7. Reflect–Connect–Apply: A teaching and learning strategy that leads children and youth through a three-step discussion about their experience (*see Figure 2*). First, the participants reflect on the game (what happened during the game) and talk about life skills. Second, they link it to their daily life, giving examples of where they use these specific life skills. Third, they explore where they can apply these life skills in the future.

Diverse objectives

Quality education

Mothers find that children are better able to concentrate on their schoolwork and that children enjoy the session so much that threatening to not let them go is an effective way to get them to do their homework. Coaches, who are often role models for the children, can also encourage children to do their homework and be active in school. For example, one coach stated in an interview that, "sometimes the parents tell me that the children are not finishing their homework so I speak to the kids and tell them that they can only join when they finish. It is a great motivation for them to finish and to join."

Figure 2: Reflect–Connect–Apply methodology

How can you use what you have learned from this experience?

Sport Specific Activity (experience)

Apply

Reflect

How does this game connect to what you already know, believe or feel?

Connect

What did you just experience?
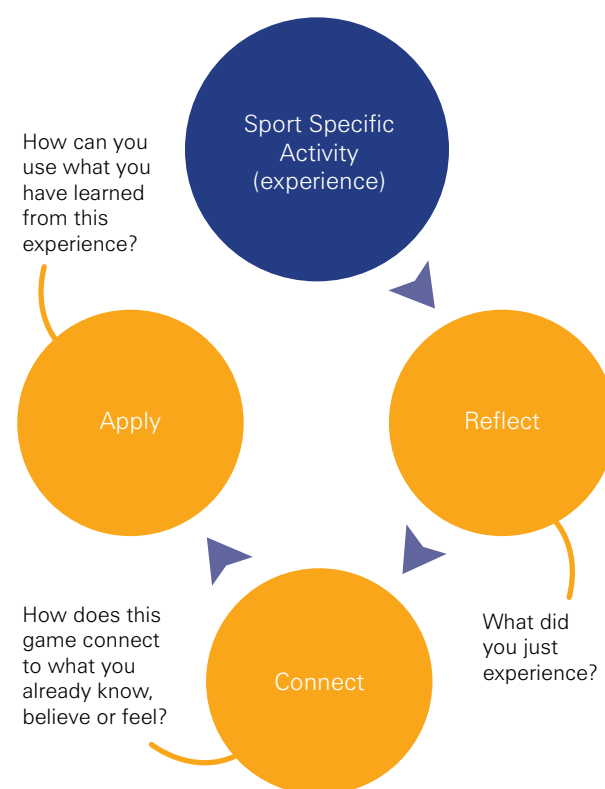
Health and well-being

One of the other focus areas of RTP Lebanon's programming is health and well-being, covering both mental and physical health.

On mental health, when children can "play without worries, their wellbeing and their mental health is much, much improved".[2] This is important in the context as a survey by the American University of Beirut and UNRWA found that 21 per cent of Palestinian refugees surveyed experienced depression, anxiety or distress in 2010.[3] These concerns have continued since then, and since the start of the COVID-19 pandemic the United Nations has made mental health interventions in the country a priority.[4] An explosion in Beirut in August

2020, which resulted in at least 220 dead, 6,500 injured and 300,000 displaced persons (including 80,000 children) added even greater stress to children.[5,6] RTP Lebanon responded to this with a multi-pronged response, including the use of play-based activities that they had developed from their experience to help children affect by the blast (Right to Play n.d.). This had important effects on their mental well-being (*see Box 1*).

Some effects on physical heath were commented on by both parents and children. One mother noted how her children shifted "their concentration from mobile phones and spread their attention and concentration on sports". Children also see the benefits to their physical health and feel stronger and more capable as a result of attending the sessions.

Gender equality

RTP also works towards gender equality, despite the many challenges that the context presents (*see Box 2*). Female coaches comprise 48 per cent of all trained sport coaches, and this not only provides girls with role models but also makes their parents feel that their girls are in good hands. For example, one 6-year-old girl stated that "coach sometimes tells us … that one day

Box 1: Supporting children after traumatic events

> **After the Beirut explosion … a mom shared that … since the explosion it was the first time [after three sessions] that her children fell asleep without any anxieties.**
> Coach

> **This is the first time since the explosion that I have come home [after first mental health session] to see my son talkative and happy.**
> Father

Box 2: Mothers reveal the normative challenges to girls' participation

- "My husband's parents were very surprised that I send my girl to such activity."

- "It is not just the trust having an effect. In our time, we couldn't accept the idea of letting a girl play football."

- "We accepted that our girls go to the trainings since it is close to our residential areas. Our children are mature. We can see them from our home; the three of us live nearby."

- "I took a lot of time to decide with my husband if we let our girl be part of this activity. I didn't accept to take the decision alone, I insisted on letting my husband contribute approving her participation."

- "We ask the coach about the training session. Most of the time they [the girls] are accompanied by their brothers or father. We are afraid to send our girls alone. It is easier to accept sending the boys alone."

we will also become coaches. She encourages us a lot." Girls who participate also encourage their friends to join and become leaders in their friend groups. One 12-year-old girl said:

sometimes, I use what I learn here [RTP programme] and I train my friends at school … I didn't use to have a lot of friends but because of the training sessions that I do I started having more friends, girls and boys, who became like my siblings. I trained them and they were very happy and even my teachers were happy about it.

This highlights the power of S4D programmes, helping to provide girls with role models and influencing gender norms in society. Role models play a key role not only

in engaging girls in sport and other activities.[7,8] Having role models also improves their sense of belonging.[9]

Child protection

Parents have close connections with coaches, who provide regular private updates on their children. This makes parents more comfortable sending their children, especially girls, to the programme and facilitates trust in the coaches and the programme at large. Further, coaches go out of their way to make children feel supported and safe, going to pick them up at their homes, and making them feel heard and comfortable during the sessions (*see Box 3*).

Box 3: Child protection and safety

> There's a myth that coaches must be strict in order to manage the sessions. I have met other coaches and trainers using this tactic. They keep a distance. We work differently, on the sport itself and flexibly, without that distance. And when it is needed, we can be more serious.

Coach

> I've been here for a long time. I used to train 13–17-year-old girls. I visit their home one by one to pick them up and go to the stadium. Parents wouldn't accept someone other than myself accompanying their kids.

Coach

> We feel safe, because we have known the coach for a long time and she knows us well. We got used to her and we feel she is our friend.

12-year-old girl

Box 4: Peaceful Communities by changing attitudes and building connections

> She [the coach] starts saying, to be better with each other, and that we are one team, that we need to cooperate like siblings.

12-year-old girl

> We make more friends. We meet at football practice and get to know each other. It is better than having only two friends.

11-year-old girl

> We don't bully each other. We don't have fights with each other. We don't have these attitudes.

6-year-old girl

Peaceful communities

RTP aims to build peaceful communities, and this is done through creating connections in the community and through the slow change in attitudes and ways of interacting. Mothers noted that their children are now growing positively and "have developed team spirits, because they are meeting friends and building new relationships" (*see Box 4*).

Beyond this, RTP Lebanon also creates opportunities for adolescents in a context where their options are limited. The youth unemployment rate in Lebanon was 18 per cent in 2020.[10] This situation can lead "to lower levels of happiness and well-being and to feelings of not being accepted in society … associated with drug and alcohol use as well as higher incidences of criminal and antisocial behaviours".[11] These factors are not conducive

to a peaceful community. In one of its biggest initiatives with the Ministry of Social Affairs, RTP implemented programmes at the Ministry's social development centres to build the leadership and employment skills of children and youth. This programme aims to equip at-risk Lebanese, Syrian and Palestinian youth with the practical skills to enter the job market (identified by analysing the alignment of skills with employment opportunities). The project included career counselling, and development of social and emotional skills to increase resilience and self-confidence.

[1] See: <https://righttoplay.com/en/about-us/>, accessed February 2021.

[2] Monitoring and evaluation officer.

[3] Chaaban, J., H. Ghattas, R. Habib, S. Hanafi, N. Sahyoun, N. Salti, K. Seyfert and N. Naamani, 'Socio-Economic Survey of Palestinian Refugees in Lebanon', report published by the American University of Beirut (AUB) and the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), 2010.

[4] UNICEF, 'Mental Health as a Priority for UN in Lebanon during COVID-19', press release, 19 June 2020a, <https://www.unicef.org/lebanon/press-releases/mental-health-priority-un-lebanon-during-covid-19>, accessed 5 May 2021.

[5] International Medical Corps, 'Beirut Explosion, Situation Report #9', 10 February 2021, <https://reliefweb.int/sites/reliefweb.int/files/resources/IntlMedCorps-BeirutExplosion_SitRep09.pdf>, accessed 5 May 2021.

[6] UNICEF, '80,000 children displaced due to Beirut explosions', press release, 6 August 2020b, <https://www.unicef.org/press-releases/80000-children-displaced-due-beirut-explosions-unicef>, accessed 5 May 2021.

[7] Adriaanse, J.A. and J.J. Crosswhite, 'David or Mia? The influence of gender on adolescent girls' choice of sport role models', Women's Studies International Forum, vol. 31, no. 5, 2008, pp. 383–389, <https://doi.org/10.1016/j.wsif.2008.08.008>.

[8] Morgan, Kelly, et al., 'Formative Research to Develop a School-based, Community-linked Physical Activity Role Model Programme for Girls: Choosing Active Role Models to INspire Girls (CHARMING)', BMC Public Health, vol. 19, 2019, p. 437, <https://doi.org/10.1186/s12889-019-6741-1>.

[9] O'Brien, L.T., A. Hitti, E. Shaffer, A.R.V. Camp, D. Henry and P.N. Gilbert, 'Improving Girls' Sense of Fit in Science: Increasing the impact of role models', Social Psychological and Personality Science, vol. 8, no. 13, 2017, pp. 301–309, <doi:10.1177/1948550616671997>.

[10] Similar to the low- and middle-income country averages. See: <https://data.worldbank.org/indicator/SL.UEM.1524.ZS?locations=LB&most_recent_value_desc=false>, accessed February 2021.

[11] Sleem, H.N., and J. Dixon, 'Child Poverty and Youth Unemployment in Lebanon', Poverty & Public Policy, vol. 10, 2018, pp. 338–353, <https://doi.org/10.1002/pop4.223>.

Case study

Goal

Empowering girls to be leaders

Case study: Goal
Empowering girls to be leaders

Organizations implementing the Goal programme adopt long-term support for girl participants. This long-term support takes various forms, from leadership roles incorporated into the core programme, to peer leader and coaching positions, to vocational training and microcredit support. Crucially, this long-term support is integrated into the theory of change that organizations use and has important consequences for empowerment and employability.

Overview

Goal is a life skills and financial literacy programme created by Standard Chartered Bank and the Population Council, which has been managed by Women Win since 2006. Goal targets girls aged 12–18 who live in disadvantaged and underserved communities, using sport and life skills education to give them "the confidence, knowledge and life skills they need to be economic leaders in their families and communities".[1] It is implemented by partner community-based organizations, and as of 2020 covered more than 24 countries and has reached over 525,000 girls and young women.[1]

The programme is broadly based on three types of empowerment: personal, social and economic (*see Figure 1*; Standard Chartered 2009), and each of these has their own, but interconnected, approaches. The programme has been shown to be effective through evaluations:

- An evaluation of pre/post data from nearly 19,000 girls in eight countries – India, Kenya, Myanmar, Nigeria, Pakistan, South Africa, Uganda and Zambia – found positive and significant changes in a wide variety of domains including self-confidence, communication skills, financial and health knowledge (e.g., fitness, protection from sexually transmitted infections and

Figure 1: Overview of types of empowerment targeted by Goal programme (from Goal Start Toolkit)

3 Economic Empowerment
Create partnerships with organizations that can offer skills or loans to Goal Champions to help achieve their personal and professional aspirations

2 Social Empowerment.
Talented participants are recruited as Goal Champions and trained to deliver sessions to a new batch of young women

1 Personal Empowerment
Young women receive life skills education and learn a sport over a 10-month course

unwanted pregnancy). It also found that the programme improved "adolescent girls' and women's longer-term economic empowerment through its impact on soft skills, financial knowledge, visits to employers and public institutions, and business skills training".[1]

- A randomized control trial of the Empowerment and Livelihood for Adolescents programme implemented by BRAC Uganda (in which Goal is embedded), following 4,800 girls over two years, supports the efficacy of the programme. The programme was found to improve HIV and pregnancy-related knowledge. This led to a decrease in risky behaviours with self-reported routine condom usage increasing by 50 per cent in sexually active girls and a drastic reduction in the percentage of girls reporting having recently had sex unwillingly (from 21 per cent to 4 per cent).[2] Furthermore, the programme's vocational training component "raised the likelihood of girls being engaged in income generating activities by 35 per cent" (ibid.).

This case study focuses on India, Uganda and Pakistan because of the longer-term implementation and the different support options that these organizations have developed.

Naz Foundation (India) Trust

Naz started with a focus on HIV, gender, sexuality, advocating for decriminalizing homosexuality and working with the gay community in 1984. Later on, they observed that in India, girls get married early and risk HIV infection through their partner. In 2006, the Standard Chartered Bank wanted to pilot a programme on women's empowerment through sport in India, and Naz was willing to pilot it even though they were not an S4D organization at the time. They began the programme using netball with a group of 70 girls (13-year-olds) in 2006 and by 2020 had delivered the programme to over 110,000 girls aged 13–18 in six cities. The programme was successful because it created a safe space and many girls had not played sports before, which motivated them to participate. Naz helped to establish the Goal model and show that sports can be effective in difficult areas (such as Delhi).

BRAC Uganda

BRAC Uganda is part of BRAC, an organization that started in Bangladesh[3] in 1972 and now operates in 11 countries globally.[4] BRAC Uganda started in 2006, and as of early 2020 had a wide variety of programmes,[5] so the Goal programme is only a small part of its overall programming and budget. BRAC Uganda started using Goal[6] in 2015 with netball and reached over 5,500 girls aged 14–20 in 2019. The programme is run on weekday afternoons through 'adolescent development clubs',[7] outside school hours, so that girls attending school can take part.[2,8]

Right To Play – Pakistan

Right To Play International was founded in 2000 by Norwegian speed skater Johann Olav Koss with the mission to "protect, educate and empower children to rise above adversity using the power of play".[9] It now runs programmes in 15 countries across the world, reaching over two million children in 2019, supported by eight national offices in Europe and North America. Right To Play (RTP) started in Pakistan in 2007 and focuses on three strategic areas: quality education, gender equality and peaceful communities. In Pakistan RTP has been implementing the Goal programme since 2016 in the Karachi, Lyari area. Since 2019, RTP has also been implementing the programme in Islamabad, and reached over 11,000 girls between 2016 and 2019.

Programme design for girls' empowerment: A long-term approach

Theory of change

The ToC highlights the importance of the three types of empowerment – personal, social and economic – and the different opportunities stemming from each of them. Each type of engagement in and around the programme is considered; this involves participants, peer leaders, community sports coaches, and alumni. The ToC shows not only the expected short-term changes, but also links these to the long-term outcomes for each of the engagement types, as well as to the overall expected impact. *Figures 2 and 3* show the Futuremakers ToC developed by Standard Chartered Bank and the ToC used by the Naz Foundation. Taken together, these show

Figure 2: Futuremakers theory of change

Problem statement: Adolescent girls and young women face many challenges. Girls are not able to reach their full potential due to lack of opportunities to make decisions about their own lives, due to lack of access to rights and services, control over resources and exposure to unsafe and insecure situations as a result of gender inequality.

Theory of Change: If adolescent girls and young women play netball and participate in life skills sessions conducted in safe spaces, they participate in personal and professional development trainings and take up leadership opportunities, and if they are supported by their parents then netball and the Goal Programme will be more accessible and visible in the communities allowing more girls to participate in the programme leading to more girls becoming confident, able to access their rights and be economically empowered ultimately leading to a just and equitable society.

	Activities	Short-term Outcomes	Long-term Outcomes	Impact
Participants	Life skills sessions, Netball sessions, Parents' engagement Modality: Goal Event Modality: Goal Camp Modality: Goal Essential	Knowledge and attitudes on rights, GBV, gender, SRHR, leadership, Increased confidence, financial management. + playing netball	Starting to access their rights, security, equal treatment, leadership, are able to negotiate their position in family and society, and are role models + Girls accessing sport	Empowered adolescent girls and young women are accessing and realizing their rights, are agents of change and are fully participating in a just and equitable society.
Peer Leaders	Trainings, Exposure visits Personality development trainings Modality: Goal 10 month programme		Improved ability to negotiate, communicate, leadership, Improved self-worth	
Community Sports Coaches	Personal and professional mentoring, Professional skills, Workplace Readiness Programme, Financial management, Community engagement Modality: CSC life cycle	Increased ability to solve personal problems, choosing a career path, Improved financial management	Change agents, building relationships with stakeholders, accessing higher education or finding employment, being financial independent	
Alumni	Netball clubs, Competitive netball matches and tournaments Modality: Goal Netball clubs	Brand ambassadors, Competitive netball, Support for netball and the programme in the community	Greater access and visibility of netball Girls are economically empowered	

Assumptions: Girls want to participate in netball and life skills sessions, girls' parents and schools allow them to participate, the organisation is able to deliver consistently qualitative good sessions and interventions, girls consider the sites as safe spaces, girls retain and internalize lessons learned, policies/systems/processes enable girls to fully access their rights/receive the support they themselves seek to access, society is accepting the transition in gender dynamics.
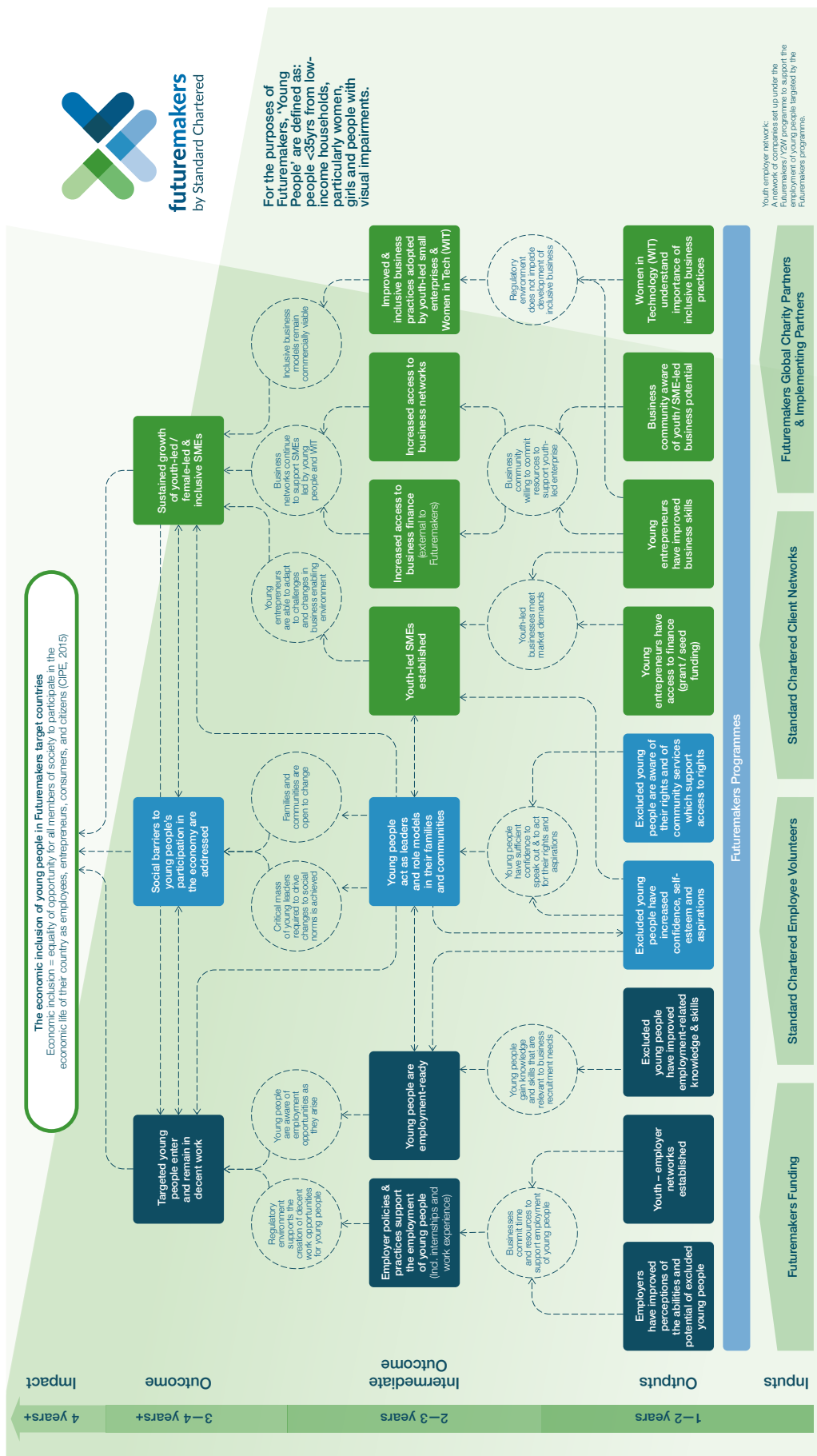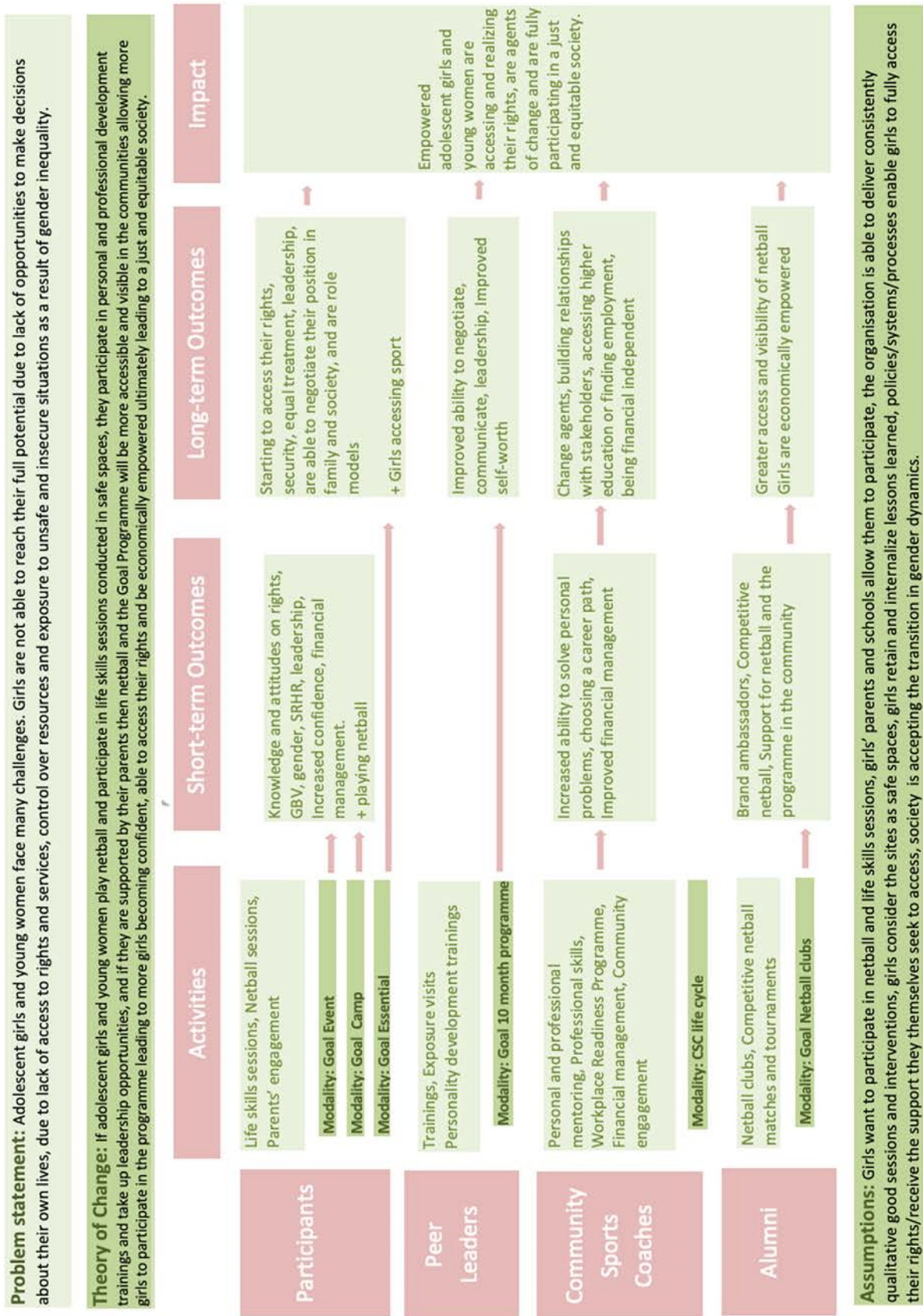
how the ToC of the implementing partner fits into the ToC created by the developer of the curriculum.

Theory Curriculum design for personal empowerment

The original Goal programme[10] is divided into five modules focusing on one of four key life skills that are part of the programme. A further module on entrepreneurship and employability has since been added. The five modules are:

1. **Be yourself:** Communication, building self-confidence and valuing what it means to 'be a girl'

2. **Be healthy:** General health, reproductive health and hygiene

3. **Be empowered:** Rights, freedom from violence, and how to access resources and institutions in the community

4. **Be money savvy:** Saving, spending, making, storing and borrowing money

5. **Be independent:** A 12-session module, which is run independently and builds on Module 4 by presenting themes, topics and skills related to entrepreneurship and employability.

Programme delivery varies by partner. For Naz, it is delivered in a 10-month curriculum for the first four modules, with sessions taking place twice a week for about one hour, delivered on a playing field.[11] Most often the programme is implemented in schools but sometimes it is run from community clubs so as to reach out-of-school girls.[1] While the programme was initially designed for girls, a few countries (e.g., Nigeria and India) are now implementing a parallel programme for boys.[1] Finally, in line with the long-term view offered by the ToC, after girls 'graduate' from the programme, some of them can be invited to become peer leaders or Goal Champions.

Social and economic empowerment: Goal champions and peer educators

Building on evidence that "girls are more likely to take on board health related education in terms of knowledge and behaviors when they are simultaneously offered new income generating skills"[2], the implementation of Module 5 includes opportunities and

skills for income generation.[12] Breaking the stereotype on female leadership is a key part of the programme for many implementing organizations. This is done partly during the core part of the sessions, but an important part also happens outside of the curriculum delivery, through either informal leadership roles or post-programme development. Indeed, the long-term development of girls is important, and research on the Goal programme has found that they compound the benefits in India, Uganda and Nigeria.[1] This long-term development is mainly done in two ways: coaching opportunities or entrepreneurship skill development and support (though there are also other opportunities; *see Box 1*).

In India, of the 106 staff employed in 2020, 40 were former participants. For progression beyond the core curriculum, Naz selects one in every 30 Goal participants as a peer leader and one in every 10 peer leaders as a community sports coach (CSC). In Nigeria, peer leaders are chosen from a pool of applicants, complete the three-day train-the-trainer course,[13,14] and deliver the life skills programme to 14 peers. The next stage from peer leaders in India is the CSC. Naz's CSC programme is open to girls around 17 years of age, lasts 18 months and provides a stipend in exchange for running Goal sessions on netball and life skills. Their training covers: roles and responsibilities, group management, session planning, netball coaching, career management and data entry. After 18 months they seek full-time employment in different sectors.[1] These coaches also inspire and act as role models for the participants of the programme (*see Box 2*).

In Uganda, the peer leader and coach pathway does not yet exist (but is being developed). Instead, the activities of a club are led by a female mentor from the community chosen by programme staff who receives a small payment for her work (the same as in Pakistan). In Pakistan, there is a peer leader pathway but it differs from that implemented by Naz, and is part of Right To Play Pakistan's larger programming. In Pakistan, coaches are trained to run the peer leader programme and the girls chosen as peer leaders are mentored by coaches. About 5-10 girls per school are mentored by coaches on facilitation of sessions, organizing of events and safeguarding. This includes the peer leaders

showing the coaches how they deliver sessions but includes no formal training.

Beyond creating these opportunities, the organizations support the girls in their roles. For example, Naz implements a buddy system so less experienced Goal Champions can co-lead sessions with staff or experienced Goal Champions in the first months of the programme. They also hold regular meetings for all the Champions to share experiences and discuss challenges and opportunities.[14] These support systems are critical for ensuring that the girls can share their experiences with others and learn from those that are more experienced.

However, not all girls want to be coaches, so supporting the long-term empowerment of girls by other means is necessary. Naz suggested and supported the development of Module 5 on entrepreneurship and employability to meet this need. This module has lessons on teamwork, opportunities, networking, CV writing, interviews, and the fundamentals of business (funding, supply and demand; marketing; profits and pricing; pitching). As a result of this module, Naz have seen increases in social mobility among graduates, which is a real barrier for girls in India. This module is also being implemented in Pakistan and Uganda.

In Uganda, life skills and vocational sessions can be led by programme staff, entrepreneurs or professionals.[2,1] In Pakistan, Right To Play organizes and pays for additional vocational training at five or six partner institutions for girls who want to go beyond Module 5. These vocational training courses are offered in four groups: baking/culinary areas, teaching, language and communication skills/reporting, mixed (beautician, culture arts). These areas are selected because they are environments where it is culturally accepted for women to work. Since transportation is a big problem for female labour force participation in Pakistan, where women and girls must often be accompanied by a male member of their household, the project provided transport for the girls attending vocational training. The type of transport depended on area, affordability and safety, but the programme reimbursed them for private transportation, including through ridesharing platforms.

Box 1: Leadership roles for girls throughout the programme

Informal and formal leadership roles are intentionally placed in the programme for girls to practise leadership (Marcus and Stavropoulou 2020):

Formal roles: This includes roles such as: "coach, life skills facilitator, peer educator, monitoring and evaluation (M&E) volunteer, and first aider" Marcus and Stavropoulou 2020). Here the assumptions are that girls trained in leadership roles and responsibilities who are supported by their parents will experience economic empowerment, personal and professional development; have improved leadership and negotiation skills; increase their sense of self-worth; and will be able to choose their own career paths, become economically independent and work as change agents.

Informal roles: This includes "taking attendance, collecting equipment and uniforms, leading warm-up and cool-down, following up with girls who do not attend sessions, writing Goal session reports, marking the playing field, preparing the life skills session space, taking notes during sessions, and organising matches, events and tournaments" (Marcus and Stavropoulou 2020).

Going one step further, RTP connected these girls with employers for internships, often giving them their first experiences in the workplace.

BRAC Uganda takes this comprehensive approach one step further by combining Goal with microloan services

Box 2: Creating a virtuous cycle by having coaches as role models

> **We see these didis [CSCs], and we want to be like them. We feel that in the future, we will also teach younger kids netball.**
> Chewansky and Mitra

Female coaches who themselves have participated in the programme appear to be critical not only in transmitting knowledge from the curriculum but also in encouraging long-term engagement and learning in other girls. For example, one study on Naz noted that 45 per cent of the participants mentioned CSCs and goal coaches as role models (*see GOAL*

Programme evaluation). This is complemented by another study on India, Nigeria and Uganda that found that coaches were identified as key role models by participants (Marcus and Stavropoulou 2020). On the other hand, there may be challenges regarding group sizes and "some participants may not have the chance to develop a more personal relationship with a CSC, especially if the girl does not serve as a peer leader" (Goal Report, Chewansky and Mitra). This indicates that perhaps more can be done to support participants, but funding and other constraints may limit the ability of the programme to do this.

for older members to support entrepreneurship and to give girls the opportunity to put the skills learnt in the Goal programme into practice.[2,8] The benefits of these skills go beyond the girls themselves. A recent evaluation in Uganda where 20 per cent of participants had children found that graduates used "income they had gained as a result of Goal's savings, business skills modules and start-up grants to finance their children's education".[1]

Finally, these organizations run many other programmes and often employ graduates from their Goal graduate alumni group to give further opportunities for empowerment. For example, the National Organisation for Women in Sport, Physical Activity and Recreation in Zambia found co-funding from Comic Relief to run an economic empowerment programme with young women in the sport sector specifically for Goal graduates that utilizes Module 5.

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[1] Marcus, Rachel and Maria Stavropoulou, 'We can change our destiny': An evaluation of Standard Chartered's Goal Programme, March 2020, ODI, London, <https://cdn.odi.org/media/documents/standardchartered_goal_programme_report.pdf>, accessed 5 May 2021.

[2] Bandiera, O., et al., 'Empowering Adolescent Girls: Evidence from a Randomized Control Trial in Uganda', October 2012, <http://econ.lse.ac.uk/staff/rburgess/wp/ELA.pdf>, accessed 5 May 2021.

[3] BRAC Bangladesh formerly implemented the programme using football and cricket, and BRAC Tanzania now implements Module 5.

[4] BRAC is also registered in another three countries for fundraising: USA, UK and the Netherlands.

[5] BRAC Uganda also has programmes in microfinance, agriculture, food security, and livelihood, health, education, early childhood development, emergency preparedness and response, and ultra-poor graduation.

[6] As part of their broader Empowerment and Livelihoods for Adolescents programme, which is for girls aged 11–21.

[7] In some clubs, Goal is co-sponsored by a sexual and reproductive health programme so there is dual programming.

[8] BRAC, 'Annual Report 2019 – BRAC Uganda', 2019

[9] See: <https://righttoplay.com/en/about-us/>, accessed February 2021.

[10] There is also a shorter programme called The Goal Events Toolkit. This is an events-based version of the Goal programme, which introduces Goal topics to adolescent girls through a play-based approach over the course of a 1–3-day event. A new implementation method was introduced in 2020 called Goal@ Home, which is an activity book covering a shortened curriculum. Implementing partners can accompany girls using this book as a guide through fewer/ smaller socially distanced gatherings or they can hand out books to girls in local communities that do not allow gatherings (the book can be self-guided).

[11] Except for the class about menstruation which is conducted indoors. However, there is a large diversity in programme delivery so this should only be taken as an example of what can be done.

[12] Modules 1–4 comprise the core of the curriculum and there is technically a separate project to implement Module 5. If partners implement Module 5, there are always opportunities and skills for income generation.

[13] This is how training was initially done. Now Women Win's Goal Coach workshops typically take 4–5 days.

[14] Standard Chartered, Goal: Reaching New Heights. Starter Toolkit, 2009, <https://womenwin.app.box.com/s/79cmkhug4hn27tcqfxe1t0lxgil3uktr>, accessed 5 May 2021.

Case study

CoolPlay

Community integration and mentorship for social-emotional learning

Case study: CoolPlay
Community integration and mentorship for social-emotional learning

Coaches are the link between an organization and programme participants and they ultimately define the experiences of the children and youth. CoolPlay pays great attention to the selection of coaches to make sure that they have the interpersonal skills and the background to establish a fruitful relation with participants, and understand what they are going through and what they need. Through extended training and monitoring it provides them with the tools and knowledge to be credible positive role models and to support and advise young people.

Overview

CoolPlay provides sessions consisting of a mix of sport and life skills in the most vulnerable and least developed areas of Cape Town. These urban areas and townships are characterized by high levels of violence, both outside and inside schools,[1] and low school completion rates.[2] For example, a survey conducted by several S4D organizations in Cape Town noted that 50 per cent of children reported that they recently saw a weapon at school. It is not uncommon for girls to be victims of gender-based violence[3,4] and abuse, while boys are subject to peer pressure to join gangs and are at high risk of becoming drug and alcohol users. This results in psychological distress in children[5] (*see Figure 1* for overview of the problem CoolPlay addresses).

" **To be in the township you need to have confidence because your peers push you to do the same things that they do; but these kids who go to sessions develop their self-esteem and can make their own decisions.**

Coach and teacher

CoolPlay started in 2010 and partners with primary and secondary schools that are under-resourced and teachers, who have to manage large classes and do not have time to facilitate after-school programmes. So far, CoolPlay is operating in 47 schools and provides trained coaches to these schools to facilitate after-school sessions. Teachers are involved in the sessions and receive training so that they can bring the values of the programme to their regular classes as well. CoolPlay generally runs its activities during school terms, with two to three sessions per week. However, on occasion, if the children ask and there is interest from the team, coaches can organize a 'holiday' version of the sessions, with informal activities that children from all schools can participate in.

For CoolPlay, sport is a means for children to experience different life skills (*see Figure 1*). It is an after-school S4D programme with an integrated social-emotional learning component. The main sports offered are rugby, which is typically attended by boys, and netball, which is preferred by girls, but every participant

Figure 1: Problem and solution overview

OUR APPROACH

THE CHALLENGE

THE SOLUTION

Youth are not being taught social and emotional learning consistently at school or at home.

CoolPlay champions from the community teach youth social and emotional learning through sport

LACK OF SOCIAL AND EMOTIONAL LEARNING

PERSONAL, ACADEMIC AND SOCIAL DIFFICULTIES

ENGAGE IN RISKY BEHAVIOURS

AFTER SCHOOL SAFE SPACE

CHAMPIONS ACT AS ROLE MODELS

YOUTH LEARNING SOCIAL AND EMOTIONAL SKILLS

DROP OUT OF SCHOOL, DRUG/ALCOHOL ABUSE, TEENAGE PREGNANCY AND GANG MEMBERSHIP

PRO-SOCIAL BEHAVIOUR PATTERNS, GOAL-DIRECTED BEHAVIOURS, ACADEMIC SUCCESS POSTIVE PEER ROLE MODELS AND INCREASED SELF CONFIDENCE

is free to choose which sport to practise, and new sports, like cricket and football, are being added. Each session starts with a check-in with participants, in which the coach can understand how they are feeling that day and children and youth are given the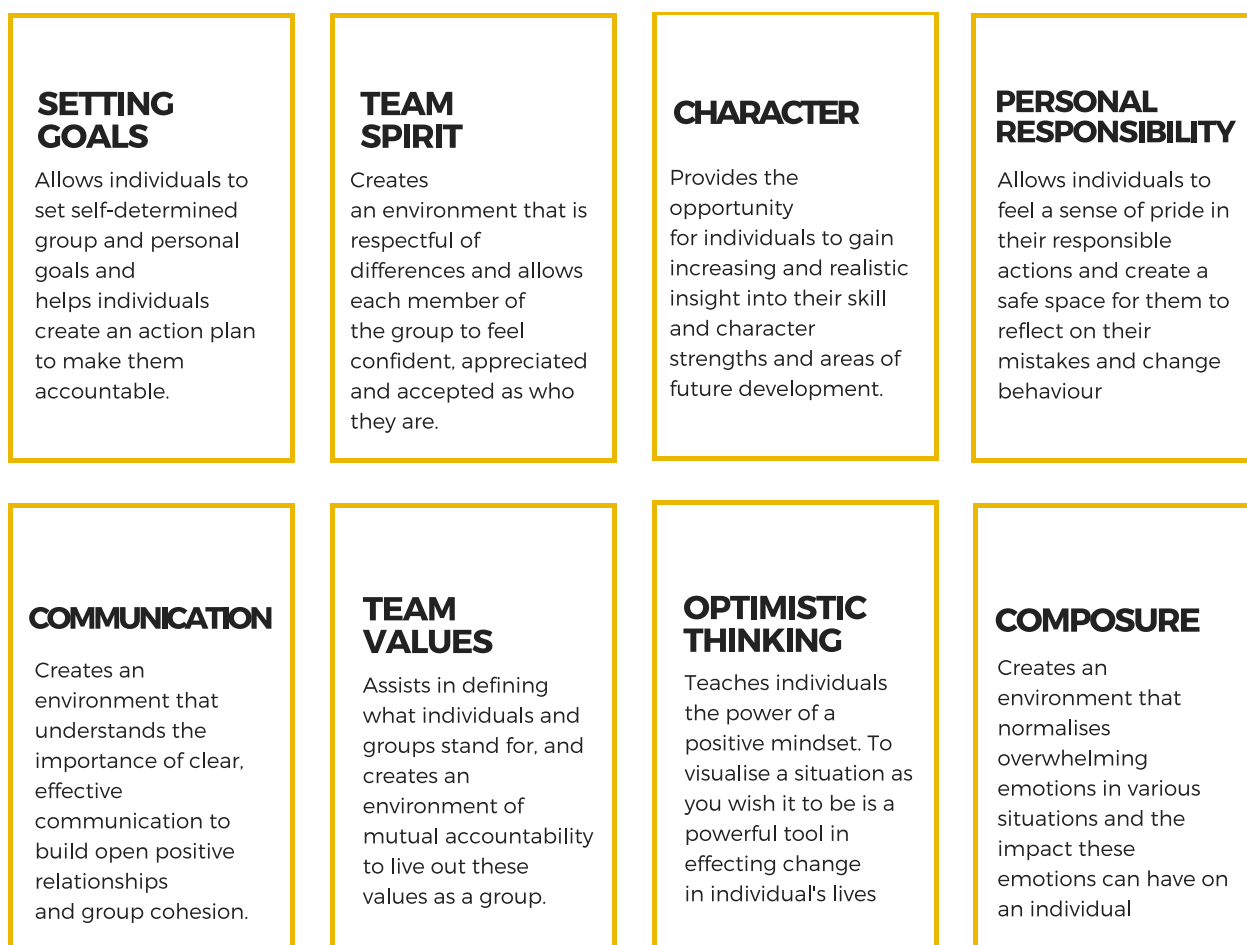 opportunity to share anything they might want to share. The life skills covered by the programme are organized into eight coaching cards (*see Figure 2* for topic areas), and the coach can decide each day which card to use without having to follow a pre-set order. Children and coaches can discuss the skills while they play the sport.

Coaches: focusing on the person

Coaches are generally young people with a similar background to the participants. They live in the area of the partner schools and are recruited because they experience the same environment as the children, so the children can better relate to them. They are selected for being passionate about working with children and youth and being interested in personal and social development but there is no prerequisite in terms of sports knowledge as CoolPlay trains coaches on sport and many other aspects (*see section 'A good coach'*). Coaches work part time with 2–3 groups each. In most cases female coaches facilitate netball while male coaches cover rugby and this tends to match the

Figure 2: Session topic areas

SETTING GOALS

Allows individuals to set self-determined group and personal goals and helps individuals create an action plan to make them accountable.

TEAM SPIRIT

Creates an environment that is respectful of differences and allows each member of the group to feel confident, appreciated and accepted as who they are.

CHARACTER

Provides the opportunity for individuals to gain increasing and realistic insight into their skill and character strengths and areas of future development.

PERSONAL RESPONSIBILITY

Allows individuals to feel a sense of pride in their responsible actions and create a safe space for them to reflect on their mistakes and change behaviour

COMMUNICATION

Creates an environment that understands the importance of clear, effective communication to build open positive relationships and group cohesion.

TEAM VALUES

Assists in defining what individuals and groups stand for, and creates an environment of mutual accountability to live out these values as a group.

OPTIMISTIC THINKING

Teaches individuals the power of a positive mindset. To visualise a situation as you wish it to be is a powerful tool in effecting change in individual's lives

COMPOSURE

Creates an environment that normalises overwhelming emotions in various situations and the impact these emotions can have on an individual

> **CoolPlay has provided me a platform to become a mentor, I always had the leadership quality, the skill, but before I didn't have a way to use it. Now I can assist young black women in my township.**
>
> Female coach

gender of participants, but mixed sessions are encouraged. The only exception to this is that female coaches are strongly preferred for conducting sessions about topics like menstrual health with adolescent girls. Sometimes graduates from the programme go on to become coaches and are assigned to younger groups to preserve an age gap between them and the participants. Graduates are in a great position to become coaches because having been participants themselves they can understand the children and their experiences better and their relative youth makes them more approachable than older coaches. Overall, it provides credible role models that children can relate to.

A good coach

The coach makes the difference. He or she has to understand the coaching cards, have a good attitude, understand and be able to relate with participants so that they can feel comfortable to talk and share. Coaches have to be role models. As one of the coaches put it, "Kids look up to us, see you on a daily basis, you cannot tell children to do something and in the weekend they see you doing the opposite." As it is not uncommon for participants to live with their grandparents and to lack a parental figure, children can find a 'sounding board' in the coaches. Younger coaches are sometimes seen as older siblings while coaches in their late 30s and 40s can even become parental figures.

All coaches who were interviewed reported that their work can be very taxing emotionally; for example one said "you see a lot of social issues girls are dealing with, you come across abuse or rape stories, or general mistreatment". To deal with such hard realities, coaches find help in the mentoring that is provided by the programme and in the conviction that what they do

in the sessions helps the children and youth to learn how to react to such situations. The programme acknowledges that coaches are also human and have off-days or feel low sometimes. On these days, the session might take a slightly more serious tone.

Despite hearing personal stories from participants and needing to establish personal connections, coaches must remain professional at all times. Some participants need more attention and "more love because they are not getting it anywhere else" but coaches have to find the right balance and make sure that they give attention to everyone. One of the coaches shared that this takes a lot of introspection and that after each session she asks herself questions about how she interacted with participants to see what can be improved. The strong safeguarding training that is given at the beginning provides the framework within which coaches should operate.

Training and mentoring

CoolPlay trains coaches to successfully lead the sessions. This includes training on:

- the sports
- how to facilitate
- how to be a referee
- gender equity and sensitivity training
- life skills (*see Figure 2*)
- workshops on their own social and emotional development
- safeguarding
- hard skills (e.g., computer skills and literacy) on an ad-hoc basis through other providers.

Safeguarding is an extremely important training module. Coaches must know how to react when sensitive situations arise and need to follow the right steps to deal with them. It is prioritized because of the communities that participants come from and the difficulties they face. With little support in communities for mental health, for victims of abuse, and other issues coaches have to be equipped with the tools to identify problematic issues and to follow the correct channels

to refer participants who need additional help to social workers within the schools. The extensive child protection training received by coaches helps them identify children who may need extra assistance, and they also follow up with teachers to help identify participants with behavioural issues and see if it is indicative of child protection issues.

Considering how important the coach is, a lot is invested in building the resilience and socio-emotional capability of the coaches as adults. If coaches are unable to deal with their own issues it will be difficult for them to show empathy to the children and their problems. To tackle this, workshops about social and emotional learning are organized so coaches can learn how to manage their own emotions before they go out and lead the sessions with children and youth. One of the coaches interviewed shared that before joining CoolPlay he was lacking confidence and couldn't stand up and speak in front of people and share his emotions, but the training he received helped him to overcome this and he is now fully comfortable interacting with participants and leading sessions. CoolPlay also continues to provide mentoring for the coaches who, being able to deal with their own issues, can walk children through the same process. Coaches have chances to debrief with their own mentors, who help them deal with feelings and stress. One of the interviewed coaches noted that these meetings have been helpful to her because she learned how to manage the various sources of stress that she has, such as work, school and personal life, "laying down what your stresses are and identify which ones are worth stressing about".

CoolPlay also helps coaches to make a plan for their lives, to identify objectives and the steps required to reach them. For example, one of the coaches was supported in receiving a scholarship to become a certified teacher. CoolPlay encourages participants to pursue tertiary education and provides mentoring for participants who become coaches so that, after a 'gap-year', they can resume their studies.

What does the programme do for the learners?

Participants in the programme are children and adolescents enrolled in schools in urban areas and townships in Cape Town. The head teacher of one of the schools reported that "some of those kids don't see a better future. They face poverty, there are gangs, unemployed parents, substandard housing shared with extended families, they don't have their own room where to study and sleep, no money to buy shoes, to play but through CoolPlay the kids see their problems with different eyes." School staff, both management and teachers, observe great improvement in the children who attend the sessions: they learn discipline, they learn to set goals and to work hard, they gain confidence and a sense of belonging and pride for their school and team.[6] The head teacher also noted that since CoolPlay arrived at the school, enrolment has increased, and children who live far away are more motivated to come to school. However, despite the improvement in life skills that is witnessed by coaches and school staff, there doesn't seem to be a direct effect on academic performance. Nevertheless, "parents are happy because their kids are busy in a programme that also makes them work on themselves and learners get opportunities. For example, one mother said that 'it's the opportunity of a lifetime'". Furthermore, programme staff find that children gain confidence and resilience as a result of the sessions, while those who were shy at the beginning start opening up and expressing themselves after some time.

The programme aims to give children and adolescents the opportunity to access a positive adult mentor and provides a safe space where they can express themselves and find a sense of belonging. The longer a child is in the programme the greater the positive impact, and the majority of children attend regularly and for long periods of time. CoolPlay also tries to ensure continuity with the programme even after transition from primary to secondary school. Indeed, if they operate in a primary school, they also try to cover the secondary schools where children tend to go from there. Attendance and participation can be boosted by making the children feel as if they are being considered and cared for. Coaches keep track of the goals that children set up for themselves, so as to help in achieving them. As of 2021, a leadership programme was launched to help adolescents see paths for their own development after high school.

Relationship building

The organization puts the relationship between coaches and participants at the centre of its programming. This is done through conversations around the coaching cards which are a fundamental part of the methodology. When sessions start with a new group, the first quarter is generally dedicated to making the participants feel comfortable and surer of themselves. After this, the relationship building can take place on a more solid base.

Coaches reported that the best way to get children to trust them and open up is by being open and honest first. "When you keep pieces of yourself from them, they can see that you are not being open", so coaches find that sharing their struggles and experiences is a good way of connecting with participants. This also gives the coaches an opportunity to show the children how they face and get through certain problems so that young people can see a positive example. Coaches at times go even beyond the programme. For example, one coach reported having a participant from Zimbabwe who couldn't speak Afrikaans and therefore couldn't interact with the rest of the group. The coach started giving him classes twice a week until he got to the point where he was able to communicate with his peers.

As might be expected, it is easier for female coaches to connect with girls and for male coaches to connect with boys, but this is not restrictive. Indeed, one of the female coaches interviewed had recently started following a group of boys in the rugby leadership programme. She explained that once they got to know each other and the boys realized that she was not judging them for their choices, they started to be open. They were even able to discuss how they felt about society's expectation on them to be muscular and violent. Further, mixed groups may help the breaking down of gender norms. A male coach reported having a group in which some girls were playing rugby with the boys. At first, the boys regarded girls as weak. He focused the conversation at the beginning of the sessions on making the players understand that boys and girls can do the same things and subsequently reported seeing the boys and girls playing together.

Including families, schools and teachers

Aware that children only spend a limited amount of their time in CoolPlay sessions, coaches strive to know and share in other important environments in the lives of the children, namely their families and schools.

The coaches regularly visit participants at home, to get to know the families and make them aware of CoolPlay and its aims. When possible, coaches stay in contact with parents via WhatsApp, something which proved to be especially useful during the COVID-19 pandemic. Indeed, during school closures and lockdowns, even if it wasn't possible to conduct regular sessions, coaches shared exercises that could be practised at home with the participants' parents. By staying in touch with the families during the pandemic, it was possible for coaches to identify those that were struggling the most. CoolPlay then looked for a sponsor to help the families most in need.

> " I hope they see me as a mentor. I am not perfect nor do I try to be seen as that. I hope they see me as an example or a guide out of the township. In the township you hope for a way out and I am on my way out.
>
> Female coach

Collaboration with the schools is crucial for the functioning of CoolPlay, and one of the criteria for selecting new schools for rollout is the willingness of the school management to cooperate. Since it takes place after school, integrating CoolPlay with school activities is fairly easy. While schoolteachers participate in the sessions and receive training, all the planning and reporting is done by the coaches. Teachers work closely with coaches, and since they spend more time with the children, they have more opportunities to talk with them about life skills. This is an additional benefit, as some of them decide not to participate owing to other hobbies, lack of interest, or because they live far away and find it hard to remain at school until late. But if their teachers are experienced with the eight coaching cards, they may still be exposed to the programme. One teacher,

who is also a coach, said that he uses the coaching cards also when teaching his usual physical education classes. Further, this engagement of teachers may also provide other benefits. One of the teachers explained that since he started being involved in CoolPlay, there are new dynamics between him and his students; they respect and listen to him more. The programme also gives children who struggle academically a chance to feel that they are capable and valued.

Finally, every few months, tournaments are organized and teams from different schools get to play together. They are held across different areas to raise participants' awareness of people from different backgrounds and communities. These events are an occasion for communities to be exposed to CoolPlay's work. There is generally a positive feedback, with community members coming as spectators and offering snacks to the players. They provide an opportunity for all stakeholders in the process (children, parents, community, teachers, coaches, school leaders) to come together.

[1] Burke, J., 'South African army sent into townships to curb gang violence', The Guardian, 19 July 2019, <https://www.theguardian.com/world/2019/jul/19/south-african-army-townships-gang-violence>, accessed 5 May 2021.

[2] Sampson, E., 'Exploring the Experiences and Perceptions of Teachers and Learners on The Effects of Sport for Development Programmes on Education Outcomes in Western Cape Schools', master's thesis, University of Cape Town, Cape Town, 2019, <https://open.uct.ac.za/handle/11427/30861>, accessed 5 May 2021.

[3] Wood, Katharine, and Rachel Jewkes, 'Violence, rape, and sexual coercion: Everyday love in a South African township', Gender & Development, vol. 5, no. 2, 1997, pp. 41–46, <https://www.tandfonline.com/doi/abs/10.1080/741922353>, accessed 5 May 2021.

[4] Forde, S., 'Gender-based violence, gang violence and military deployment in Cape Town', LSE blog, 17 September 2019, <https://blogs.lse.ac.uk/africaatlse/2019/09/17/gender-based-violence-gang-violence-and-military-deployment-in-cape-town/>, accessed 5 May 2021.

[5] Shields, Nancy, Kathy Nadasen and Lois Pierce, 'The effects of community violence on children in Cape Town, South Africa', Child Abuse and Neglect, vol. 32, no. 5, May 2008, pp. 589–601, <https://www.sciencedirect.com/science/article/abs/pii/S0145213408000550>, accessed 5 May 2021.

[6] See also: Sampson 2019.

Annex 2 – Study participants (by organization and data collection method)

Interviews and focus group discussions by organization

Case	Type	International Management	Programme/ M&E staff	Coaches	Parents	Children	School staff/ other	Document review
GRS M&E	Remote	3	2	1	-	-	-	Y
GRS COVID	Remote	2	-	-	-	-	-	Y
ChildFund Viet Nam	In-person	2	1	4	2 FGD (9 respondents)	4 FGD (20 respondents)	1	-
EduSport Jamaica	In-person	1	1	4	2 FGD (6 respondents)	4 FGD (20 respondents)	4	-
Right To Play Lebanon	In-person	1	3	4	1 FGD (4 respondents)	4 FGD (20 respondents)	2	-
TeamUp International	Remote	3	7	-	-	-	-	-
TeamUp Netherlands	In-person	2	1	2	2 FGD (5 respondents)	5 FGD (19 respondents)	1	Y
Barça Foundation Brazil/Spain	Remote	3	2	5	-	7	1	Y
CoolPlay South Africa	Remote	1	-	2	-	-	2	Y
Women Win International	Remote	1	2	-	-	-	-	Y

Annex 3 – Research instruments

Example of guide for semi-structured interview with coaches

1. Could you please describe your role and responsibilities as it relates to the Sport for Development programme?

2. In what year did you join this programme?

   a. Were you a participant in this programme when you were younger?

   b. How did you end up working for this S4D programme?

3. Tell us about the children you coach: How many are they? What is their age? Their gender? What is their background?

4. In your view, what are the challenges the children and young people face in your programme (for example, poverty, learning or physical disabilities, low educational performance, negative behaviour (e.g., isolation, depression, violence, drug/alcohol use), dropping out of school, etc.?

5. Why do you think the children and young people join this S4D programme?

   a. Are there other sports programmes available for the children you work with? If so, WHY do they choose this over another S4D programme?

   b. Why do you think they chose to participate in this rather than in another non-sport activity?

6. In your opinion, how do families and community view sport? How do they view S4D programmes? Please explain your answer.

7. Can you tell us about a normal working day for you?

   a. Prompt with: what time do you start, how many sessions do you lead, how many days a week do you see the children.

8. What are the key processes or characteristics that you think work well about your S4D programme?

9. What are the main barriers and challenges you face when carrying out a session?

10. Before beginning as a coach, what type of training had you received to prepare you for this job?

    a. Probe to understand how long the training was, who delivered it and what aspects of the job it covered.

    b. Can you tell us about safeguarding policies and how you are trained to implement them?

11. Can you tell us if and how you receive feedback on your performance doing your job?

    a. What do you do with this information? For example, have you changed any practice or behaviour after receiving feedback?

12. After the initial training, have you received any further training related to your job? Especially in response to challenges faced while working?

    a. If so, how was the guidance/training structured? Who delivered it? What topics did it cover?

13. Do you ever provide suggestions on how to improve the programme to the programme management? If yes, does management usually try to implement what you recommend? Can you give me some examples?

    a. Probe to capture what suggestion was provided, how the management reacted to it and if anything changed.

Example of guide for focus group discussion with children/youth

1. Ice breaker: Do you like sport? And what is your favorite sport to practise?

2. So I understand you participate to ChildFund Pass It Back programme. For how long have you been participating?

3. Why do you participate in the programme?

4. How did you join? (S4D programme was promoted by school/parents encouraged the child/friends were participating etc.)

5. In which occasions do you do physical activities like sport, exercise or games? At school? At home?

6. Now think about [S4D programme]: What do you like about participating in the programme? (Or What makes you happy when participating in the programme?)

7. What do your parents think about it? Do they encourage you? Why (do they encourage/discourage you)?

8. During the week, when do you attend the sport programme?

9. How long do your sessions last?

10. Can you describe the type of activities that you do when you go for a session?

    a. How do you begin?

    b. What activity do you do?

    c. How does the session end?

11. Do you feel safe and comfortable during the sessions? How? Why?

12. Do you ever receive feedback?

    a. If yes: What kind of feedback do you receive (or: Can you give some examples)? What can you learn from the feedback?

    b. If no: Would you like to receive feedback? What kind of feedback (examples) would you like to receive?

13. Do you feel changed in somewhat since you started participating in the programme? What has changed?

    a. For example, do you have more friends?

    b. Or do you appreciate school more?

14. Do you think that being in the sport programme helps you in your academic subjects, such as reading or math or science? How does this help?

15. What are your favourite things about the programme? (Try to get practical examples)

16. What are the things you don't like about the programme?

17. What would you like to change about the programme?

18. Would you introduce the programme to your friends/siblings/other young people? (Or: Do you think your friends/siblings/other young people should participate in the programme?) Why?

19. How do you think we can get more people like you to participate in S4D?

20. What is your impression/feeling about the programme? Can you just write it down on a piece of paper and use just ONE WORD please? *(Ask the participants to write their answer on a piece of paper and give it to the facilitator. They don't need to share with the group and don't need to explain further).*

Annex 4 – Study risks and mitigation strategies

This research took all precautions to ensure the safety and privacy of participants. For example, all interviews and focus group discussions (FGDs) were conducted by trained and experienced researchers, and no member of staff was present during the focus groups so as not to bias the results. Where possible, online interviews and FGDs were recorded. Otherwise notes were taken, depending on the medium,[1] and whether consent for recording was given. Consent was sought prior to beginning each interview/FGD. If a child didn't have the tools to participate in an online interview a staff member of the S4D organization provided them, so as not to exclude those with less resources from our sample .

However, the precarious living conditions and increased vulnerability of certain participants (including the children and youth that participated in FGDs) may have prevented them from fully engaging in the discussions and/or describing their experiences accurately. Similarly, it is difficult to assess how honestly coaches responded to questions on the challenges and effectiveness of the S4D programmes as, in some contexts, participants may have perceived the study as potentially affecting their employment status. These limitations were taken into consideration when collecting and interpreting data. Interviewers were also trained to communicate the objectives of the study clearly and to clarify any misconceptions regarding the implications of voluntary participation, as well as highlighting the principles of anonymity and confidentiality.

Annex 5 – M&E practice review

To begin to ascertain what data S4D organizations collect and how they overlap with key issue areas in S4D, as well as to identify programmes with high-quality data, a search of the websites and reports of 149 organizations[2] was conducted. These organizations were identified from the following sources:

1. All organizations surveyed in UNICEF S4D Programming Survey

2. Organizations included on the Plataforma para el Deporte, El Desarrollo y la Paz

3. Organizations included on Street Football World on the African continent.[3]

This was not intended to be a comprehensive review but one that would be indicative of the types of data reported by S4D organizations. Exploring only the data that organizations report on their websites or through annual reports will not encompass the full spectrum of data that S4D organizations collect. However, this is an important first step. Follow-up surveys focused on data collection strategies and indicators used would be most helpful in clarifying these points further.

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[2] Compared to the known universe of nearly 3,000 organizations, ~5% sample.

[3] This focused on low- and middle-income regions as this is where the *Getting into the Game* review identified the largest information gaps.

[1] Zoom calls were recorded whereas WhatsApp calls were not.

Annex 6 – Examples of MEL indicators and links to SDGs

SDG	SDG indicator	Commonwealth national level indicator
SDG 3: Good health and well-being	3.4.1 Mortality rate attributed to cardiovascular disease, cancer, diabetes or chronic respiratory disease	% of population participating in sport and physical activity on a regular basis (drawn from headline indicator T1.a)
	3.4.2 Suicide mortality rate	# of national sport bodies investing in mental health and well-being initiatives Disaggregation: elite athletes vs general population
	3.3.1 to 3.3.5 New HIV infections; Tuberculosis incidence; Malaria incidence; Hepatitis B incidence per 100,000 population; and, number of people requiring interventions against neglected tropical diseases	# of national sport bodies using sporting events/ programmes to communicate health messaging (e.g., healthy lifestyles; benefits of physical activity; HIV prevention; substance abuse; ideally disaggregated by health issue)
SDG 4: Quality education	4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	% of school and higher-education learners participating in sport and physical activity (excluding mandatory physical education)
	-	# of registered training providers for sport, physical activity, active leisure
SDG 5: Gender equality	-	% of females insufficiently physically active (drawn from headline indicator T1.a)
	-	% of females who play sport (drawn from headline indicator T1.b) (out of total female population)
	-	% of females involved in sport in a non-playing role (by role) (drawn from headline indicator T1.c)
	5.5.2 Proportion of women in managerial positions 16.7.2 Proportion of population who believe decision making is inclusive and responsive, by sex, age, disability and population group	% of females who are presidents, board members or in executive leadership* positions of national sport bodies (out of total number of presidents, board members and executive leadership) *Executive leadership may include secretary-general, managing director or CEO.*
	8.5.2 Unemployment rate, by sex, age and persons with disabilities	% of females in total workforce in the sport and physical activity sector (drawn from headline indicator T1.d)
	-	# of organizations receiving targeted public funding to deliver gender-transformative sports-based programmes (including SDP stakeholders)

Issue area	Programme level indicators
Health	Number of children participating in sports programming; Increased physical fitness; number of children that have their BMI within 'normal' range
Health: Relational social inclusion	Number of children provided with counselling; reduced anxiety/stress; sense of well-being; reduced sense of social isolation
Health	Number of children that have attended HIV/AIDS awareness sessions; knowledge of causes of HIV; knowledge of preventative practices; reported non-regular sexual partners; reported condom use; number of children eating more fruits and vegetables
Physical social inclusion; health	Number of children participating in programme; Number of public sports facilities accessible to persons with disabilities
Relational social inclusion; Physical social inclusion; empowerment	Number of coaches and personnel trained in application of developmental and sport science to programme implementation; number of trained multicultural workers; number of trained coaches and mentors
Health	Number of girls participating in programme
Health; social inclusion	Number of girls participating in programme
Functional social inclusion	Number of female teachers participating in programme
Individual empowerment; group empowerment	Proportion of girls in leadership positions
Relational social inclusion; functional social inclusion	Increased social mobility (e.g., graduates getting better jobs); increased opportunities to participate in society; employability skills and training gained; proportion increases in graduation and employment rates
Other	Existence of the organization (if receiving public funding and targeting girls)

SDG	SDG indicator	Commonwealth national level indicator
SDG 8: Decent work and economic growth	8.6.1 Proportion of youth (aged 15–24 years) not in education, employment or training 8.b.1 Existence of a developed and operationalized national strategy for youth employment, as a distinct strategy or as part of a national employment strategy	% of persons employed in sport as wage and salaried workers under the age of 30 of total workforce (drawn from headline indicator T1.d)
	-	% contribution of volunteer inputs in sport to total contribution of the sport sector to GDP (economic value of sport volunteering/total GDP of the sport sector)
	8.8.1 Frequency rates of fatal and non-fatal occupational injuries, by sex and migrant status 8.8.2 Level of national compliance with labour rights (freedom of association and collective bargaining) based on ILO textual sources and national legislation, by sex and migrant status	% of national sporting bodies complying with labour rights based on ILO textual sources and national legislation
	8.5.2 Unemployment rate, by sex, age and persons with disabilities 8.6.1 Proportion of youth (aged 15–24 years) not in education, employment or training	% of physically active persons that are employed (drawn from headline indicators T1.a and T1.d)
SDG 10: Equality	10.3.1 Proportion of population reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law	% of persons from marginalized backgrounds who play sport (e.g., migrants; persons with disabilities etc.) (could be drawn from headline indicator T1.b)
	10.3.1 Proportion of population reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law	% of persons from marginalized backgrounds who are involved in non-playing sport role (e.g., migrants; persons with disabilities etc.) (could be drawn from headline indicator T1.c)
SDG 11: Sustainable cities and communities	11.7.1 Average share of the built-up area of cities that is open space for public use for all, by sex, age and persons with disabilities	% of people who report that they have access to a sports facility to use Disaggregation: Sex, age and persons with disabilities (aggregate reporting from each facility managed by government)
	11.7.1 Average share of the built-up area of cities that is open space for public use for all, by sex, age and persons with disabilities	% of lowest-level government administrative structures with public sport and recreational facility(ies)
	11.7.1 Average share of the built-up area of cities that is open space for public use for all, by sex, age and persons with disabilities	% of persons utilizing built facilities for sport and active recreation use (drawn from headline indicator T1.a)

Issue area	Programme level indicators
Other	Number of coaches/staff working for organization
Other	Number of coaches volunteering for organization
Child protection	Organization has child protection policy complying with labour rights
Relational social inclusion; functional social inclusion	Increased social mobility (e.g., graduates getting better jobs); increased opportunities to participate in society; employability skills and training gained; proportion increases in graduation and employment rates
Relational social inclusion; functional social inclusion; physical social inclusion	Increased active participation in sports for disabled people/minority groups; increased social capital (bonding, bridging or linking); increase in trusting relationships; increase in mutual respect between different groups (either between minority and non-minority or between children and adults); increased sense of belonging; number of children and young people who receive financially subsidized access to sports participation
Relational social inclusion; functional social inclusion; physical social inclusion	Increased active participation in sports for disabled people/minority groups; increased social capital (bonding, bridging or linking); increase in trusting relationships; increase in mutual respect between different groups (either between minority and non-minority or between children and adults); increased sense of belonging
Physical social inclusion	Number of public sports facilities accessible to persons with disabilities; number of public sports facilities in safe and convenient locations; increased active participation in sports for disabled people or minority groups
Physical social inclusion	Number of public sports facilities accessible to persons with disabilities; number of public sports facilities in safe and convenient locations; increased active participation in sports for disabled people or minority groups
Physical social inclusion	Number of public sports facilities accessible to persons with disabilities; number of public sports facilities in safe and convenient locations; increased active participation in sports for disabled people or minority groups

SDG	SDG indicator	Commonwealth national level indicator
SDG 13: Combating climate change	13.1.2 Number of countries that adopt and implement national disaster risk reduction strategies in line with the Sendai Framework for Disaster Risk Reduction 2015–2030 13.1.3 Proportion of local governments that adopt and implement local disaster risk reduction strategies in line with national disaster risk reduction strategies	% of national bodies that cite the use of sport and/or sport infrastructure in national/local risk reduction strategies
	13.3.2 Number of countries that have communicated the strengthening of institutional, systemic and individual capacity-building to implement adaptation, mitigation and technology transfer, and development actions	# of national sport bodies that have included in their existing programmes or policies a set of educational elements to improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning
SDG 16: Peace, justice and strong institutions	8.8.1 Frequency rates of fatal and non-fatal occupational injuries, by sex and migrant status 10.3.1 Proportion of population reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law	% of national sport bodies with policies to safeguard athletes, spectators, workers and other groups involved (drawn from headline indicator T1.m)
	16.1.3 Proportion of population subjected to: (a) physical violence, (b) psychological violence, and (c) sexual violence in the previous 12 months 16.2.1 Proportion of children aged 1–17 years who experienced any physical punishment and/or psychological aggression by caregivers in the past month 16.2.3 Proportion of young women and men aged 18–29 years who experienced sexual violence by age 18	% of national sport bodies with policies to protect children, youth and other vulnerable groups (drawn from headline indicator T1.m)
	16.1.3 Proportion of population subjected to: (a) physical violence, (b) psychological violence, and (c) sexual violence in the previous 12 months 16.2.1 Proportion of children aged 1–17 years who experienced any physical punishment and/or psychological aggression by caregivers in the past month 16.2.3 Proportion of young women and men aged 18–29 years who experienced sexual violence by age 18	# of sport coaches/practitioners working with children who have undertaken a criminal background check
	-	% of national sport bodies with a (i) nominated child protection officer; (ii) nominated sport integrity officer
	-	% of national sport bodies referencing national development plans and/or SDGs in their strategic plans

Issue area	Programme level indicators
Other	Existence of the organization (if criteria apply)
Other; education	Number of children who are aware of climate change issues; number of children who are aware of human capacity to influence climate change
Child protection; relational social inclusion	Proportion of children and young people reporting decrease in discrimination in sport settings; number of discrimination cases reported; increase in mutual respect between different groups (either between minority and non-minority or between children and adults); increased sense of belonging
Child protection; other	Policies that organization has in place
Child protection	Number of coaches who have undertaken a background check
Child protection	Policies that organization has in place
Other	Organizations' use of (e.g.) this framework to link to SDGs

SDG	SDG indicator	Commonwealth national level indicator
SDG 16: Peace, justice and strong institutions (cont.)	-	# of athletes, coaches and officials trained in: i. Principles of good governance ii. Safeguarding athletes, spectators, workers and other groups involved iii. Protecting children, youth and other vulnerable groups iv. Implementing and complying with an anti-doping policy framework v. Measures against the manipulation of sports competitions
	16.1.3 Proportion of population subjected to: (a) physical violence, (b) psychological violence, and (c) sexual violence in the previous 12 months 16.1.4 Proportion of population that feel safe walking alone around the area they live	# of national sport bodies with programmes to reduce and address violence through sport
	16.1.3 Proportion of population subjected to: (a) physical violence, (b) psychological violence, and (c) sexual violence in the previous 12 months	% of participants in sport programmes reporting a reduction in experience of violence and antisocial behaviour
	16.1.3 Proportion of population subjected to: (a) physical violence, (b) psychological violence, and (c) sexual violence in the previous 12 months 16.1.4 Proportion of population that feel safe walking alone around the area they live	% of prisons and correctional facilities with sport and physical activity programmes Disaggregation: i. Existence of facilities and equipment ii. Dedicated sport staff
SDG 17: Partnerships for the goals	-	% of formally registered non-governmental organizations providing services related to sport, physical education and physical activity (including SDP actors)
	-	# of national multisector and cross-departmental initiatives that involve stakeholders from the sport sector

Issue area	Programme level indicators
Child protection	Number of coaches and personnel trained in application of developmental and sport science to programme implementation; number of coaches and personnel trained in safeguarding practices
Child protection; physical social inclusion; relational social inclusion	Reduction in the number of cases of violence experienced by children; number of coaches and personnel trained in application of developmental and sport science to programme implementation; number of children reducing their use of violence to resolve conflicts; number of public sports facilities in safe and convenient locations
Child protection; physical social inclusion; relational social inclusion	Reduction in the number of cases of violence experienced by children; number of coaches and personnel trained in application of developmental and sport science to programme implementation; number of children reducing their use of violence to resolve conflicts; number of public sports facilities in safe and convenient locations
Child protection; physical social inclusion; relational social inclusion	Reduction in the number of cases of violence experienced by children; number of coaches and personnel trained in application of developmental and sport science to programme implementation; number of children reducing their use of violence to resolve conflicts; number of public sports facilities in safe and convenient locations
Other	Existence of the organization
Functional social inclusion; community empowerment	Number of collaborative meetings held with multiple sectors; number of community, family and young members involved in programme design, implementation and evaluation; number of sectors involved in service provision

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