

# Sport for development and peace

A scientific and bottom up approach to  
impact measurement

# Technical Reports

**Authors** David Blough, Emmanuel Rivat  
**Coordination** Laëtitia Habchi, Matthieu Valot



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## **Sport for development and peace**

### **A scientific and bottom up approach to impact measurement**

#### **Authors**

**David Blough**

10

**Emmanuel Rivat**

Agence Phare

#### **Coordination**

Laëtitia Habchi, -Matthieu Valot  
(AFD)

#### **Copy editor**

Typhaine Christiaen

#### **Abstract**

Since the turn of the century, sport has gained legitimacy in the field of international development. As institutions have gradually recognized its role and the number of grass-roots initiatives has increased, sport-for-development initiatives have arisen in a growing number of regions. Although stakeholders in the field of sport are increasingly aware of the added value of sport for achieving the Sustainable Development Goals (SDGs), a more thorough analysis of the impact of sport is needed in the academic literature.

In this context, a review of existing research and relevant indicators presents a two-fold advantage for understanding the social impact of sport in development projects. First, it shows how sport can provide concrete added value for development projects. Second, it is important to identify robust indicators that prove the social impact of sport.

This report is divided into three main sections.

The first section analyzes the social impact of sport, drawing not only on experiential evidence from field projects, but also on an examination of the mechanisms that explain how sport can have broader social, cultural and economic benefits.

The second section provides an initial overview of the impacts of sport on several dimensions: social cohesion, gender equality, education, beneficiary

participation, urban development and health.

Meanwhile, the third section explores how social impact bonds can encourage dialog and greater involvement of public authorities in sport-for-development projects. An assessment of the quality of indicators that can be used for social impact bonds is therefore provided.

Through this research paper, we seek to contribute to discussions on the impact of sport in development projects in two ways: by creating better conditions for dialog between the various stakeholders in the field – in particular between the worlds of academia, sport and evaluation – and by helping stakeholders gradually move towards developing a framework, i.e. a common set of sport-for-development indicators.

#### **Keywords:**

sport, development indicator, impact measurement, social sciences, methodology.

#### **Geographic area:**

multi-country

# Introduction

The specific impact of sport in development projects has gained international recognition recently, although it encompasses a wide range of realities in terms of goals, approaches and types of activity.<sup>1</sup> The academic community, particularly in English-speaking countries, is seeking to understand the conditions and mechanisms underpinning the social impact of sport. Civil society organizations (CSOs) are also increasingly using sport as a tool in their educational, social and environmental projects.<sup>2</sup> As a result of the greater legitimacy sport has acquired within the United Nations<sup>3</sup>, international development and cooperation policies act alongside these CSOs, sometimes in collaboration with stakeholders in the growing sports industry.<sup>4</sup> As such, the international development and sport ecosystems are increasingly looking at how sport can contribute to achieving the Sustainable Development Goals (SDGs).

The aim of this technical report is therefore to identify the relevant indicators for understanding the social impact of sport-for-development projects. We faced at least three challenges in our research. First, it was important for us to identify and select robust indicators that capture the direct effects of sport-for-development activities, and to avoid selecting indicators that are intangible or hard to demonstrate. Second, we needed to identify indicators that were aligned with academic research, in order to ensure the evaluations led to useful learnings. Finally, it was essential to select indicators that are widely understandable, beyond the geographic, social and cultural diversity of development projects.

Within a development project or program, stakeholders often have to develop a monitoring and evaluation framework – that is, a set of indicators to monitor and evaluate the project or program. In this report, we draw on various examples of development projects and programs to suggest a set of indicators that capture the added value of sport for development according to several dimensions (social cohesion, gender equality, education, civic participation, health and urban development). For each indicator, we analyze the quality of the indicator and show whether the indicator has been referenced in the literature and/or by international organizations. The report is therefore divided into three main sections.

The first section presents a new way of thinking about the social impact of sport. The idea is to go beyond the values and life skills learned through sport to show how sporting practices and pedagogical approaches can be designed to increase the positive impacts of sport for certain types of beneficiaries and in certain social contexts. This section also suggests making greater use of “bottom-up” approaches to identify and compare concrete indicators that most closely reflect the realities of implementers and beneficiaries of sport-for-development projects.

The second section of this report takes these aspects into consideration to provide an initial overview of the impacts of sport on several outcomes: social cohesion, gender equality, education, beneficiary participation, urban development and health. For each of these areas, we identify the main debates and insights from academic literature and relevant indicators to capture the added value of sport in

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<sup>1</sup> Simon Darnell, Russell Field, Bruce Kidd, *The History and Politics of Sport-For-Development*, Palgrave MacMillan, 2019

<sup>2</sup> Per Svensson, Hillary Woods, *A Systematic Overview of Sport for Development and Peace Organisations*, *Journal of Sport for Development*, vol. 5, n°9, September 2017

<sup>3</sup> Simon Darnell, Russell Field, Bruce Kidd, *op. cit.*

<sup>4</sup> Jean-François Bourg, Jean-Jacques Gouguet, *Économie du sport*, La Découverte, 2012

development projects. The list we provide is not exhaustive; it can, nevertheless, serve as a basis for dialogue between project managers and international donors regarding social change models or monitoring and evaluation processes. While these efforts to identify indicators may suggest that the impact of sport and social change remains at the level of the projects and programs themselves, it is important to involve local and national governments in developing, supporting and recognizing projects and programs.

The third section therefore focuses on identifying the success factors for social impact bonds, a new type of instrument designed to bring together governments and donors to maximize the impact of sport in the long term. This section stresses the need for dialogue between stakeholders in order to develop sport-for-development indicators that take into account the social and human realities at the local and national levels. It also highlights the importance of developing indicators that are both robust (i.e. that measure the direct effects of activities) and reliable (i.e. that are realistic in terms of data collection). Most importantly, it highlights the need to select indicators that are academically relevant, i.e. that the initial assumptions and hypotheses are supported by social science research.

Throughout this report, we insist on the fact that indicators must remain widely understandable, in particular by the non-profit sector, local and national governments and citizens of the countries involved. Ensuring that sport-for-development indicators are understandable and easy to use will ease the adoption of new standards and public policies to increase the impact of sport.

This report therefore lays the basis for dialogue between international donors, researchers and practitioners, offering an opportunity to create ties and develop new opportunities for cooperation.

## **1. The impact of sport in development projects: the importance of adopting a new conceptual framework**

Sport is a general concept that encompasses a wide range of realities.<sup>5</sup> It may refer, among other things, to grassroots sports, leisure activities, elite sports, health, or physical and sports education. It may take the form of a game, a performance, a strategy promoted by institutions, or an ideology.<sup>6</sup> In recent years, the scope of thinking on sport has broadened to include more relaxing, everyday physical activities.

It therefore seems appropriate to use the definition adopted by the World Health Organization for the purposes of this report. The WHO has defined the notion of physical activity as "any bodily movement produced by skeletal muscles that requires energy expenditure. Physical activity refers to all movement, including during leisure time, for transport to get to and from places, or as part of a person's work."<sup>7</sup> This broad approach to sport, encompassing both sport and physical activity, is important since it allows us to expand the scope of the impact of sport to include "traditional" sports stakeholders, development stakeholders, and organizations that are strongly active in both sectors.

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<sup>5</sup> Fred Coalter, *Sport for Development, What Game are We Playing?* Routledge, 2013

<sup>6</sup> Michaël Attali, Jean Saint-Martin, *Dictionnaire culturel du sport*, Armand Colin, 2019

<sup>7</sup> <https://www.who.int/news-room/fact-sheets/detail/physical-activity>



This gradually emerging consensus around a definition of sport in the broad sense of sport and physical activity must not overshadow the ongoing and often unspoken debate in public policy and sport-for-development projects and programs. The various stakeholders involved in these initiatives do not always agree on the role that sport and physical activity should play in the lives of participants or beneficiaries. A pervasive question is whether participation in sports is an end in itself, or whether it is simply a way to achieve other goals and impacts. How can the social impact of sport be maximized? Exploring how sport is used by project leaders also provides insight into these questions.

In this report, we suggest drawing a distinction between different ways of looking at sport as a lever for impact, to help foster dialog between international donors, national leaders and project leaders around the issue of the benefits of sport for development projects.

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### **1.1. Proposal for a conceptual framework for sport for development**

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Starting out with the various ways project leaders use sport allows us to move beyond traditional divisions (leisure sports and competitive sports) and categorize operators based on the following three categories.<sup>8</sup>

The first group consists of "sports" organizations. They share the aim of promoting sport and physical activity for its own sake. Examples include sports federations whose role is to develop the practice of a discipline. Organizations in this category often regard sport as an end in itself.

The organizations in the second group, described as "sport+", combine "traditional" sport, games and physical activity with non-sport activities. These organizations often use sport to attract certain groups in order to provide them with programs designed to respond to problems that are not specific to sport. Instead, they address issues such as education, health or social cohesion. For these organizations, sport is regarded above all as means of attracting people and as a gateway to the services they offer before or after the sports practice itself. The sport activity provides a space for creating and maintaining a connection with the target group in a voluntary, lasting way. This is the case, for example, of PLAN International and MYSA, which are discussed in the second section of this report.

Unlike the previous two categories, the third category, described as "+sport", seeks to provide solutions through the sports activity itself. Physical activity and play directly provide the context for learning, based on various different teaching methods. The sports activity is "constructed" in such a way that facilitators may use it as a springboard for learning not about the sport or discipline itself, but about how to deal with issues of everyday life. PLAY International and Football 4 Wash, which are discussed in the second section of this report, are examples of this third category. Of course, these categories are not rigid and are subject to change. An organization may develop "+sport" and "sport+" programs at the same time. And a "sports" organization may begin an activity with an approach similar to those used in the other categories.

In our view, this distinction between sport, sport+ and +sport is useful for evaluating the impact of sport in development projects, since it takes into account the importance of sport as a means of achieving social objectives and promoting wellbeing. Although the effects of any given project or program

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<sup>8</sup> Sport for Protection Toolkit Report: Programming with Young People in Forced Displacement Settings, UNHCR, IOC, 2018. This approach is also taken in several publications such as that of Fred Coalter, op. cit.

cannot always be transposed from one place to another, or from one beneficiary to another, this distinction provides insight on the importance of making the right pedagogical and operational choices to increase the social impact of sport in development projects. This conceptual framework is even more useful when we adopt a "bottom-up" approach to identifying and analyzing indicators, i.e. one based on the actual evaluation practices used by project leaders themselves.

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## **1.2. The benefits of a "bottom-up" approach for identifying indicators**

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While international initiatives such as those conducted by UNESCO (as discussed below), increasingly strive to measure the social impact of sport, their focus is primarily national, and they tend to provide quantitative indicators. We propose using a "bottom-up" approach focused more on the everyday realities of sport-for-development projects. This approach, which we believe can be replicated, provides a means of identifying qualitative indicators.

### **1.2.1. The shortcomings of current approaches to measuring the social impact of sport**

The Commonwealth's work to identify indicators, initiated with UNESCO's Kazan Plan of 2018,<sup>9</sup> which we present in this study, represents an important benchmark for at least two reasons. First, this work provides us with an initial common framework for assessing the social impact of sport, which clarifies its contribution to the SDGs. And second, it has been carried out under the umbrella of the United Nations, through close collaboration with UNESCO. The document in question, *The Commonwealth, Measuring the contribution of sport, physical education and physical activity to the Sustainable Goals – Sport and SDG Indicator Toolkit*, has gained attention among sport-for-development stakeholders since 2020.<sup>10</sup> It is therefore an important resource for informing and guiding discussion around the added value and impact of sport on development projects.

This contribution to the framework, presented as a "toolkit", meets several complementary objectives: first and foremost, giving governments the ability to support, assess and promote the development and monitoring of high-quality public policies and projects. Despite being extremely comprehensive, this document nevertheless does not provide a precise enough way to measure the impact of sport in development projects. It offers primarily national indicators that, although useful for evaluating national public policies, do not provide a robust mechanism for evaluating how certain activities, projects and programs might have a direct impact on certain groups, communities or categories of individuals. Moreover, while the document offers mainly quantitative indicators, assessing sport's social impact also means identifying in a qualitative manner the factors at play within communities, between communities or between communities and their governments.

We therefore propose to use a "bottom-up" approach (i.e. from concrete issues identified from field projects and programs) to assess the relevance of sport for development projects. As we will see below, this approach complements the Commonwealth's work in two ways. First, it allows for the

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<sup>9</sup> It should be noted that other factors may play a role in the current wave of efforts to identify and develop indicators in the field of sport. They include the exponential growth of the sports economy and the development of new CSR strategies focusing on initiatives taken by companies, to name just two.

<sup>10</sup>The Commonwealth, *Measuring the contribution of sport, physical education and physical activity to the Sustainable Goals. Sport and SDG Indicator Toolkit v.4.0, 2020.*

identification of new, qualitative indicators; and second, it allows for the identification of indicators that can be more easily adopted by the initiators of development projects and programs, since they are more grounded in their professional practices <sup>11</sup>. This approach is thus based on two specific principles.

### **1.2.2. A "bottom-up" approach for identifying indicators that best reflect the realities of project leaders**

The advantage of using "bottom-up" indicators (i.e. arising from programs and projects on the ground) is that they can inform a more operational evaluation of the impact and added value of sport. In our view, developing this kind of approach means paying special attention to the logical framework of projects and the quality of the indicators identified.

A number of methodological frameworks have been developed as a result of evaluating development projects, and they can help with the task of identifying indicators to measure the impact of sport. As a general rule, development projects and programs are based on identifying a specific problem and designing a logical framework. This framework outlines the overall goal of the project or program (scope of change to which it seeks to contribute), its specific goals (goals that may be assessed or measured within the timeframe of the project or program), and expected outcomes (contributing to the specific goals), and describes how these outcomes and goals will be achieved.<sup>12</sup> This logical framework may be developed through a multi-stakeholder approach, informing the development of indicators for evaluating projects and programs. Based on this methodological framework, our study of the impact of sport in development may draw a distinction between two main types of indicators:<sup>13</sup> output indicators and outcome indicators.

Output indicators are indicators for understanding or measuring what project leaders produce over the duration of a project or program. For example, for a program that develops training courses to boost the self-confidence and leadership skills of young women in amateur and professional sports, output indicators would include the number of training sessions carried out, the number of young women who actually begin this training, and the number of young women who complete the training. Output indicators implicitly provide an overview of how resources and methods are implemented throughout a project or program.

Outcome indicators are indicators for understanding or measuring the effects of projects or programs on the direct or indirect beneficiaries, once the activities, projects or programs have been completed. Going back to the previous example of the leadership program for young women, outcome indicators might include the level of leadership skills (initiative-taking, public speaking) achieved by the women, or the number of women who reach leadership positions or roles in the sports sector. Given the difficulty of attributing impact, we propose approaching this notion in terms of the "contribution" of projects and programs to SDGs. In the field of academia, SDGs are now internationally recognized as an authoritative set of overall goals. They identify goals and targets that development projects, and particularly sport-for-development projects, can help achieve.

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<sup>11</sup> As well as other initiatives, such as those led by Paris 2024 or the Laureus Foundation, which also address the added value of sport for key issues such as education, employment, health and combating inequality

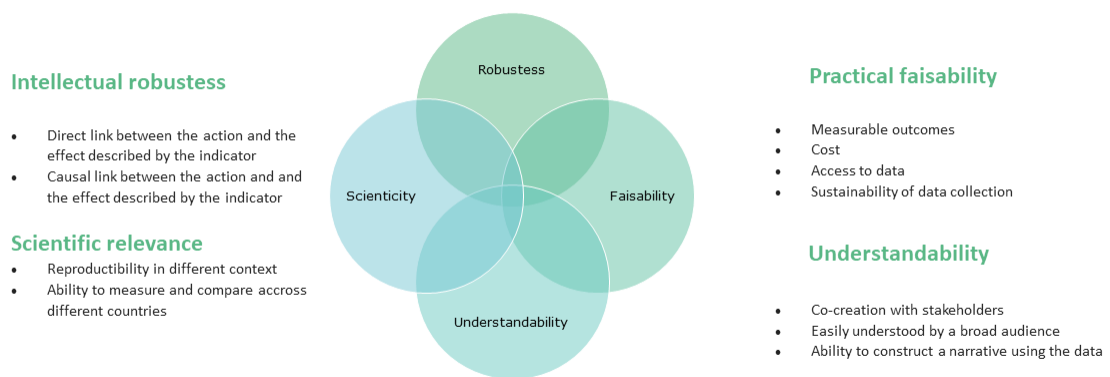
<sup>12</sup> AFD, "Le cadre logique. La logique de construction du cadre d'un projet" Worksheet. 2018.

<sup>13</sup> AFD, "Le cadre logique", Worksheet.

In our aim to identify output and outcome indicators for sport-for-development projects, we then **focused specifically on the quality of indicators, which has been a pervasive issue in the field of evaluation for decades.** The SMART<sup>14</sup> framework was developed to address a number of issues, but has not become a recognized standard, since it is frequently criticized for its lack of operational clarity.

Our analysis of indicators is therefore based on three quality criteria: intellectual robustness, ease of use and understandability.

**Diagram 1. Quality criteria for indicators**



Most importantly, our analysis of the quality of indicators was based on our knowledge of academic and international references for these indicators. When an indicator was referenced by both academia and international institutions, we considered that it was likely to be easily understood. It must be noted that the intelligibility of these indicators remains highly contingent, since it depends above all on the cultural, social and political context in which the indicator is considered by development stakeholders (citizens, non-profit organizations, governments).

### 1.2.3. A methodology to combine insights from academia and field projects

Our research to develop a framework was conducted in two stages. First, we selected approximately twenty projects, namely "+sport" and "sport+" projects, to ground our analysis in real field practices. We were careful to select a diverse range of projects based on several criteria: the type of supporting organization (development projects or programs, philanthropic organizations); the maturity and ability of stakeholders to measure the impact of sport and collect data; and the diversity of sport practices and approaches among these various stakeholders. We selected a wide range of projects, programs and initiatives to avoid producing a set of indicators that was too homogeneous.

<sup>14</sup> This matrix is used to identify both goals and indicators. SMART stands for Specific, Measurable, Attainable (and Ambitious), Realistic and Time-bound, as defined by Guillaume Steffens, *Les critères SMART pour un objectif sur mesure ! : La méthode intelligente du manager*, Paris, Gestion et marketing, 2015

In the first stage of our research, we identified and compiled indicators already used by sports projects or programs into a single document. Where possible, we then analyzed their logical frameworks, goals and indicators, and in some cases talked to project or program managers to contextualize these data. We conducted qualitative interviews, either with project leaders, or with donors of sport-for-development initiatives connected to these project leaders.

In the second stage, we reviewed the sport-for-development literature, focusing on two types of research: documents (reports, methodological tools, logical frameworks) produced by major international organizations, philanthropic groups and civil society organizations we had contacted during the first stage of our research, and social science research on the added value of sport in different fields (such as the sociology of education). Over the course of this literature review, we identified a number of relevant indicators for developing the framework. When projects did not have indicators, we were able to propose indicators that seemed relevant based on academic research and our expertise in this area.

This second stage of research enabled us to create a set of over 60 indicators and assess their quality based on three criteria: robustness, feasibility and understandability. This provided the basis for a third stage of research focused on selecting a number of key indicators and listing them in a more succinct framework. This report therefore aims to present the process of documenting, selecting and validating these indicators in a clear and coherent way. For each indicator chosen, we then attempted to relate it to academic research, strategic guidelines issued by international organizations, and specific SDGs.

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### **1.3. Towards a coherent overview of how the social impact of sport can be measured**

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This research ultimately enabled us to identify 60 outcome indicators. We then selected 22 "key" indicators from this group that appeared to be robust, realistic and relatively easy for a broad audience to understand.

Our work to identify these indicators supported one of our initial hypotheses: that sport-for-development projects usually seek to achieve several goals (for example, education and social cohesion, or education and gender equality), and strongly promote the development of social ties between participants.

We have therefore decided to present these key indicators in a diagram (see the sport-for-development indicators framework below). This has three main goals:

- To demonstrate the interconnected nature of issues and indicators of social ties, urban development, health and education
- To link output indicators to outcome indicators that are generic enough to be relevant for a wide range of sport-for-development projects
- To show how information about these indicators can be provided, thus helping to clarify the contribution to certain SDGs

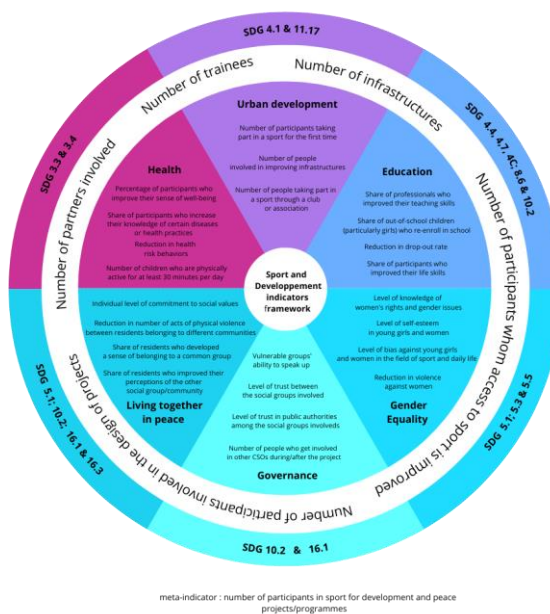
This framework is not meant to be imposed on sport-for-development stakeholders. Rather, it is intended to provide a general method for understanding how the indicators align with and contribute to the Sustainable Development Goals. The diagram below encourages project and program leaders to think about the following questions:

- What issues does the development project or program seek to address?
- What key indicators for sports can the project or program be related to (first circle, starting at the center)?
- What main output indicators can these indicators be associated with (second circle)?
- What SDGs do these outcome and output indicators contribute to (third circle)?

While the goal of this report is to provide a strategic review of indicators to evaluate the social impact of sport for development projects, the diagram below can also serve as a guide for project initiators and program managers who wish to implement a specific approach to evaluate the extent to which sports projects can contribute to building social ties, education, urban development and health. The benchmark work by Peter Taylor, Larissa Davies, Peter Wells, Jan Gilbertson and William Tayleur provides examples of how sport & development indicators can be used in specific logical frameworks.<sup>15</sup>

**Diagram 2. Sport-for-Development Indicators Framework (MISD)**

Source: Authors' original work



Given that this framework is not intended to be imposed on stakeholders, but instead provides a set of relevant indicators for measuring the impact of sport on development projects, in the next section we will look at some real-world examples to illustrate how sport-for-development projects can use these indicators in specific national and local contexts.

<sup>15</sup> Peter Taylor, Larissa Davies, Peter Wells, Jan Gilbertson and William Tayleur, "A Review of the Social Impacts of Sport and Art", CASE: the culture and sport evidence programme, 2015

## 2. An overview of key indicators from field projects

Our work to identify indicators focused on six areas we considered essential, given their prevalence and importance in the field of international development: social cohesion, gender equality, beneficiary participation, education, urban development and health. For each of these areas, we provided a precise definition and/or outlined the academic debates on the impacts of sport for the communities and regions involved. On the basis of these academic discussions, we suggested relevant indicators to measure the potential added value of sport in each area. This list of indicators is not meant to be imposed on stakeholders, nor is it intended to replace efforts to develop logical and evaluation frameworks that are specific to each project.

In other words, while the indicators listed below are often key indicators in international development due to their prevalence and robustness, they are not necessarily the right indicators for every type of project. Moreover, they vary in terms of ease of implementation. In the tables below, we therefore indicate whether there are academic or international references for the topic, and specify the feasibility of data collection: level 1 indicates that project or program leaders may collect the data themselves, while level 2 indicates that they will need to call on an external provider. That being said, we believe that this section of the report can provide a benchmark and a set of useful indicators for project or program leaders and international donors.

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### 2.1 Social cohesion

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Sport-for-development initiatives can be particularly useful for encouraging different communities to live harmoniously together, and for building social ties between different groups in the most socially vulnerable communities. Social cohesion is a broad, multifaceted concept that can be defined in various ways depending on the chosen focus.<sup>16</sup>

Social cohesion is often associated with issues relating to social connection. While some international organizations, such as the OECD,<sup>17</sup> address social connection as an indicator of well-being and "quality of life" (distinct from material living conditions), social connection in the sense of social capital can also be understood as individuals' progress in a number of social relationship skills and challenges (self-confidence, self-reliance, cooperation and reciprocity, a sense of belonging) and as individuals' **level of participation, willingness to volunteer and civic engagement** in sports events or activities.<sup>18</sup> At the community level, an analysis of social connection, and of social cohesion, focuses more on the

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<sup>16</sup> Peter Taylor, Larissa Davies, Peter Wells, Jan Gilbertson and William Tayleur, "A Review of the Social Impacts of Sport and Art", CASE: the culture and sport evidence programme, 2015, Pp.47-48

<sup>17</sup> The OECD suggests measuring social connection through two indicators: the time people report spending socializing with friends or relatives over various periods (per week, per month), and the percentage of people who report having someone whom they can count on to help them, OECD, Compendium on OECD Well-Being Indicators, 2011, p.26.

<sup>18</sup> Peter Taylor, Larissa Davies, Peter Wells, Jan Gilbertson and William Tayleur, "A Review of the Social Impacts of Sport and Art", CASE: the culture and sport evidence programme, 2015, Pp.47-48

social inclusion of individuals, in particular disabled individuals, or interethnic dialog and conflict prevention.

Our analysis of sport-for-development projects shows that issues and areas of action can naturally be understood on several levels. Some projects focus on building individual social capital through sports activities designed to promote empowerment and emancipation.<sup>19</sup> Several projects identified helped participants, particularly young people, build individual skills – whether personal (i.e. self-confidence, resilience, patience) or interpersonal (i.e. listening, communication and cooperation skills) – and improve their cognitive skills (i.e. problem-solving, critical thinking).

At the community level, sport-for-development projects structure and support social diversity within and across communities through participation in sports and the organization of sporting events to help solve or prevent conflicts. This is the case, for example, of the Football for Peace project developed in Colombia by a consortium of civil society organizations seeking to increase commitment to shared values among opposing social groups (former guerillas, families of victims, community leaders).

The Fútbol Más projects in Chile, Haiti and Kenya also illustrate the added value of sport in addressing these issues. The organization's activities often include renovating public sports facilities and hosting activities there. Families work alongside neighborhood coordination teams to organize local activities based on a mentoring system. Fútbol Más also connects community leaders and local authorities.

The Future of Peace initiative in Sri Lanka was the subject of a study by researchers Nikko Shulenkorf and Deborah Edwards.<sup>20</sup> Their analysis highlights the potential for increasing interactions between different ethnic groups by organizing training programs and sports events. This is similar to the PLAY International initiative to foster social ties between different communities in Kosovo (Sport4Youth), a project analyzed by researchers Richard Giulianotti, Holly Collison, Simon Darnell and David Howe.<sup>21</sup> The impact of sport on issues related to social cohesion can also be examined from the perspective of individual engagement, interactions within and across communities, and changes in their perceptions or behavior.

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<sup>19</sup> The notion of empowerment refers to increasing people's resources, while emancipation is a more political term referring to people's ability to liberate themselves from authority and control (social, gender etc.).

<sup>20</sup> Nikko Shulenkorf and Deborah Edwards, Maximizing Positive Social Impacts: Strategies for Sustaining and Leveraging the Benefits of Intercommunity Sport Events in Divided Societies, *Journal of Sport Management*, 2012.

<sup>21</sup> Richard Giulianotti, Holly Collison, Simon Darnell and David Howe, Contested States and the Politics of Sport: the Case of Kosovo, *Division, Development and Recognition, Journal of Sport Policy*, 2016.



**Table 1. Examples of indicators of Social Cohesion**

EXAMPLE OUTPUT	OUTPUT INDICATOR	OUTCOME INDICATOR	ACADEMIC REFERENCE	INTERNATIONAL REFERENCE	CONTRIBUTION TO SDG	FEASIBILITY LEVEL <sup>22</sup>
<i>Training volunteers from different social groups/communities to organize inter-community events</i>	Number of training sessions offered to residents	Individual level of commitment to social values (confidence, teamwork)	Yes	No	5.1 10.2	Level 2
		Percentage of residents who improved their perceptions of the other social group/community	Yes	No	5.1 10.2	Level 1
	Number of villages/communities involved	Percentage of residents who developed a sense of belonging to a common group	Yes	No	5.1 10.2	Level 2
	Number of local or national volunteers involved in leading activities	Reduction in number of acts of physical violence between residents belonging to different communities	Yes	No	16.1	Level 2
	Number of events organized by and between communities					

<sup>22</sup> See definition in introduction p.22

While the above indicators provide insights into the benefits of sport for civic engagement and for bringing together different social or ethnic communities, several studies have identified additional factors that may contribute to these impacts.<sup>23</sup> First, indicators on participation in sport events and volunteer engagement are often very robust, since sport activities can improve trust and reciprocity between participants when activities are organized with this intention. Second, sport can help strengthen social ties between people and help them develop a sense of belonging, although this is more likely to occur in groups that are already relatively homogeneous from a social, economic or ethnic point of view. It should be noted that these studies have also identified ways in which sport can encourage negative outcomes, such as reinforcing nationalism, to the detriment of minorities.

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## 2.2 Gender equality

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Reducing gender inequality and supporting the education and empowerment of girls and women is a central focus of many international development strategies. Sport-for-development initiatives can make a significant contribution to SDG 5.

One fundamental issue is securing access to sport for girls and women, and access to certain sports in particular. Sociologists Norbert Elias and Eric Dunning emphasize how modern sport has been built on the exclusion of girls and women since the 19th century.<sup>24</sup> Sport was initially developed by and for men. Women are still excluded from some physical activities and sports, sometimes explicitly so. Women have fought to gain access to sport for over a century, and continue to do so today.<sup>25</sup> Although data is lacking, especially for Africa, gender inequality in sports is a significant issue.<sup>26</sup> A study based on data from 1.6 million students between the ages of 11 and 17 published in *The Lancet Child & Adolescent Health* showed that overall, girls participate in sports less than boys do. Regina Guthold, one of the authors of the WHO study on this topic, asserts: "Urgent policy action to increase physical activity is needed now, particularly to promote and retain girls' participation in physical activity".<sup>27</sup>

Our analysis of sport-for-development projects shows that they promote sports activities for girls and young women in two ways: by creating or strengthening clubs or associations for women, and by promoting gender diversity in existing clubs and associations. However, our review shows that while projects focus on young women's access to sports referred to as "gendered" sports historically associated with boys (football and rugby, for example), they never focus on young men's access to "gendered" sports associated with girls (dance, for example). In other words, these projects and programs regard gender diversity as a matter of leveling the playing field for girls and women – who are indeed removed from the world of sport – and more rarely as a matter of boys being more open to sports typically associated with girls. This is an important observation, since transforming gender inequalities in the sports sector through sports participation relies on addressing the motivations and practices of both girls and boys.

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<sup>23</sup> Peter Taylor, Larissa Davies, Peter Wells, Jan Gilbertson and William Tayleur, "A Review of the Social Impacts of Sport and Art", CASE: the culture and sport evidence programme, 2015, Pp.47- 48

<sup>24</sup> Norbert Elias, Eric Dunning, *Sport et civilisation, la violence maîtrisée (Quest for Excitement: Sport and Leisure in the Civilizing Process)*, Fayard, 1986

<sup>25</sup> Michaël Attali, Jean-Saint Martin, *Dictionnaire culturel du sport*, Armand Colin, 2019

<sup>26</sup> PWC, *Study on gender and development in Africa*, 2021

<sup>27</sup> <https://www.who.int/news/item/22-11-2019-new-who-led-study-says-majority-of-adolescents-worldwide-are-not-sufficiently-physically-active-putting-their-current-and-future-health-at-risk>

For some sport-for-development projects, removing the socio-cultural, economic and institutional barriers to sport is a goal in its own right. Sport can also be a means for combating violence, stereotypes and bias against girls and women. Sport and physical activity can therefore be used to empower girls and women, at both the individual and social group level. In a project led by the *School of Hard Knocks*, for example, 67% of male program participants revised their initial perceptions of gender, ultimately agreeing that women should be treated as equal to men, and given access to sports, including those previously considered "masculine" sports.<sup>28</sup> This initiative is not an isolated example. A growing number of projects seek to address such gendered social norms, as evidenced by the increasing amount of scientific literature on the topic that has been published in recent years.<sup>29</sup>

For example, the Monrovia Football Academy project assesses changes in students' level of bias towards young women by asking them to complete a survey expressing their views on several topics (such as the opinion that young women can work outside the home, or that girls are as intelligent and physically strong as boys). It should be noted that these projects not only focus on young girls and boys: they generally also seek to engage, train and support facilitators, coaches, teachers and local authorities to understand and address gender bias. One such example is the "Champions" program.

#### **Box 1. The "Champions" program**

The "Champions" program, founded jointly by PLAN International, AFD and FIFA (International Association Football Federation), seeks to promote the empowerment of girls and young women in Benin, Togo and Guinea through football. It aims to promote gender equality by developing the skills and abilities of local communities, parents and families.

"Civil society organizations and local community leaders are in charge of implementing the project on the ground, under the supervision of Plan International's field offices. Several governmental organizations including key ministries such as the Ministries of Sports, Social Affairs, and Secondary, Technical and Vocational Education are also involved."

Moubarakou Salami, Head of the Champions program

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<sup>28</sup> School of Hard Knocks, Cold Play, Changing perceptions of gender using the power of sport for good, 2020

<sup>29</sup> Instituto Promundo (2012), Kaufman (2014), Das et al (2015)

**Table 2. Examples of indicators of Gender Equality**

EXAMPLE OUTPUT	OUTPUT INDICATOR	OUTCOME INDICATOR	ACADEMIC REFERENCE	INTERNATIONAL REFERENCE	CONTRIBUTION TO SDG	FEASIBILITY LEVEL
<i>Awareness - raising activities for women and men about women's rights, combating gender bias and promoting sport for women</i>	Number of awareness-raising initiatives organized around sports activities	Level of knowledge of women's rights and gender issues	Yes	Yes	5.1; 5.3; 5.5	Level 1
	....	Level of self-esteem in young girls and women	Yes	Yes	5.1; 5.3; 5.5	Level 1
	Number of people informed/trained about respecting women's rights and gender issues <sup>30</sup>	Level of bias against young girls and women in sport and daily life	Yes	No	5.1; 5.5	Level 2
	....	Reduction in violence against women	Yes	No	5.1; 5.5	Level 2
	Number of young girls and women who participate in sports activities					

<sup>30</sup> The projects studied address the following issues: protection against forced pregnancy and marriage, gender equality, gender-based violence (GBV).

Sport may therefore contribute to increasing gender diversity in activities involving young girls and boys. It may also increase people's knowledge of women's rights and gender equality in the medium or long term, improve young girls' self-esteem, sense of safety or leadership abilities, and reduce levels of bias or stereotypes against women at the social group level.

Other types of indicators identified through our study are relevant and robust, but were not selected for several reasons. One reason is that data collection might be especially difficult for project leaders. A project led by the School of Hard Knocks uses an indicator to measure a decrease in acts of violence against young women. These data are largely qualitative, and require setting up sophisticated survey protocols. Another reason is that while projects often seek to inform different stakeholders (young people, residents, civil society organizations focusing on women's rights, gender equality or gender-based violence), no attempt is made to assess their impact on reducing forced marriage or unwanted pregnancy, since these outcomes are not always directly related to the activities and/or may be related to other social and economic factors. Academic research<sup>31</sup> has concluded that although sports projects offer increased opportunities for women, they are not in themselves sufficient to promote the social inclusion of young girls and women: other resources are needed, especially in the area of education.

Lastly, we did not select indicators related to leadership skills in women, since this category encompasses very different situations, depending on the context and type of sport-for-development projects studied. The notion of leadership covers a broad range of skills that have been comprehensively researched in the context of organizational management but, in our view, have not yet been widely tested in the field of sport.<sup>32</sup> However, it would be useful to monitor the proportion of girls and women who take on responsibility in sports projects or associations.

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## 2.3 Education

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The interaction between sport and education raises two main challenges. The first is access to physical and sports education. This is the basis of UNESCO's commitment to sport, set out in the International Charter on Physical Education, Physical Activity and Sport and included in the Kazan action plan: "Physical literacy provides the basis for lifelong participation in physical activity and the associated health benefits, making it essential for young people's development and an important learning outcome across educational settings".<sup>33</sup>

This is also the goal of actions carried out by other organizations, such as the International School Sport Federation, founded in 1972 by twenty-five States with the aim of organizing sports events to promote sports education. From UNICEF's perspective, access to physical and sports education is also a fundamental right that must be upheld, especially for children who are most removed from sports participation, including girls, disabled children and those from ethnic minorities.

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<sup>31</sup> Waring, A. and Mason, C. (2010). Opening doors: promoting social inclusion through increased sports opportunities. *Sport in Society: Cultures, Commerce, Media, Politics*, Volume 13, Issue 3, Pages 517–529.

<sup>32</sup> The Monrovia Football Academy project therefore alludes to the research and six dimensions of leadership proposed by Alan Murray, *The Wall Street journal essential guide to management: lasting lessons from the best leadership minds of our time*, 2010.

<sup>33</sup> Kazan Action Plan, 2017 II.3

It is therefore important to understand what sports education projects and programs can be created to enable sports professionals to conduct activities in schools, or to teach staff to teach sport, so that both categories of professionals can offer more sports activities to children. It is also important to understand whether and how certain schools could be provided with sports facilities. This type of output indicator, where relevant to the aims and characteristics of sport-for-development projects and programs, provides a broader view of the scope of activity and a better understanding of the level and changes in the number of students – in particular young women – who are practicing a sport for the first time and/or daily.

The second issue relates to how sport can be a learning resource for educational objectives that go beyond the scope of the sports activity itself. For example, UNICEF teamed up with the FC Barcelona Foundation for a research project to collect scientific evidence on the educational impact of sport, physical activity and play, in order to identify areas where more research is needed.<sup>34</sup> The study showed how a number of sport and development initiatives result in greater student engagement in their education and the development of life skills. According to this analysis, initiatives like these have the potential to "address the challenges education systems face by contributing to positive educational outcomes, such as student engagement, attendance, their overall enjoyment in school, and improved behavior and relationships with teachers and peers, which is key to a positive teaching and learning environment".<sup>35</sup>

Education is also a tool for social inclusion, and that applies to education by or through sport, which can promote the acquisition of certain skills that help people develop social ties. One example is the Ejo project led by PLAY International, which uses the "playdagogy" and "socio-sport" methods – two +sport approaches – to promote the development of the ten life skills defined by the World Health Organization (WHO) as: "the ability of an individual to deal effectively with the demands and challenges of everyday life. They enable individuals to maintain a state of mental well-being and positively adapt to the situations encountered, while interacting with others and his/her culture and environment in a constructive way".<sup>36</sup>

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<sup>34</sup> Unicef and FC Barcelona Foundation, Getting into the Game, 2017 2017 <https://www.unicef.org/media/51556/file/%20Getting-into-the-game-summary-2019.pdf%20.pdf>

<sup>35</sup> Getting into the Game, op. cit.

<sup>36</sup> [https://solidarites-sante.gouv.fr/IMG/pdf/dgos\\_developpement\\_competences\\_psychosociales.pdf](https://solidarites-sante.gouv.fr/IMG/pdf/dgos_developpement_competences_psychosociales.pdf)

**Table 3: Examples of indicators of Education**

EXAMPLE OUTPUT	OUTPUT INDICATOR	OUTCOME INDICATOR	ACADEMIC REFERENCE	INTERNATIONAL REFERENCE	CONTRIBUTION TO SDG	FEASIBILITY LEVEL	
Training for education professionals (teachers and others) on organizing sports activities and on women's/girls' rights	Number of training sessions on sports pedagogy organized for professionals	Percentage of professionals who improved their teaching skills	Yes	Yes	4.4 ; 4.7	Level 2	
	Number of education professionals trained in teaching/playing sports at school	Percentage of children who had dropped out of school (particularly girls) who re-enroll	Yes	Yes	4.4 ; 4.7 ; 8.6	Level 1	
	Number of activities offered to students	Reduction in drop-out rate	Yes	Yes	4.4 ; 4.7	Level 1	
	...	Total number of students / percentage of girls who participated in sports activities at school					
	...	Number of young people who participated in activities to raise awareness about women's rights	Percentage of participants who improved their life skills <sup>37</sup>	Yes	Yes	4.4 ; 4.7 8.6 10.2	Level 2
	....	Extent to which sport features in school curricula and/or teacher training programs					

<sup>37</sup> Life skills are defined by the UNICEF, *Comprehensive Life Skills Framework. Right based and life cycle approach to building skills for empowerment*, 2017, and UNICEF MENA, *Reimagining Life Skills and Citizenship Education in the Middle East and North Africa. A Four-Dimensional Approach to 21<sup>st</sup> Century Skills*, 2015.

It should be noted that few of the projects reviewed in this study directly sought to improve academic or learning skills (such as concentration) or academic performance. Research in this area has shown that it is important to distinguish between intermediate and final outcomes of the impact of sport on education. Since physical activities can help lower pupils' stress at school<sup>38</sup> and increase their motivation, concentration, and even their engagement in homework,<sup>39</sup> in some cases sport can contribute to a decrease in absenteeism or school dropout rates.<sup>40</sup> To date, however, the relationship between sport and improved educational outcomes has not been sufficiently proven. Although regular sports participation can help some students improve their grades, most research has shown that there is no robust evidence of a direct relationship between the two phenomenon. These indicators cannot therefore be selected for social impact bonds (see below).<sup>41</sup> Where positive effects are observed, they are not due solely to participation in sport, but to a combination of factors (and in particular the types of teaching methods used).

### **Box 2. The "Ejo" program**

"One of the Ejo project's goals is to foster the development of skills related to self-esteem and interpersonal skills. For example, children learn how to interact effectively with others, how to cope with stress and emotions, and how to make decisions. It's an inclusive education program since, in addition to the learning content, it seeks to provide safe spaces for marginalized groups to come together, interact and take part in social life."

Julie Delaire, Operations Manager, PLAY International.

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## **2.4 Beneficiary participation in the governance of sports projects**

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Governance has become a major concern in the field of international development as stakeholders increasingly recognize its importance.<sup>42</sup> It encompasses the issues of participation, ownership, accountability and inclusion. Although these issues were absent from the Millennium Development Goals, they were included in the Sustainable Development Goals following intense negotiations.<sup>43</sup> One of the issues addressed in SDG 16 is improving public participation in decision-making to make institutions more accountable to citizens.

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<sup>38</sup> PISA, "How is Participation in Sports Related to Students' Performance and Well-Being?", 2015.

<sup>39</sup> Broh, B.A. (2002). Linking Extracurricular Programming to Academic Achievement: Who Benefits and Why? *Sociology of Education*, Volume 75, Issue 1, Pages 69-95

<sup>40</sup> Marvul, J.N. (2012). If You Build It, They Will Come A Successful Truancy Intervention Program in a Small High School. *Urban Education*, Volume 47, Issue 1, Pages 144-169.

<sup>41</sup> Rees, D.I. and Sabia, J.J. (2010). Sports Participation and Academic Performance: Evidence from the National Longitudinal Study of Adolescent Health. *Economics of Education Review*, Volume 29, Issue 5, pp.751-759.

<sup>42</sup> Jean-Pierre Cling, Mireille Razafindrakoto, François Roubaud, SDG 16 sur la gouvernance et sa mesure, *l'Afrique en tête (SDG 16 on Governance and its Measurement, Africa in the Lead)*, *Afrique Contemporaine*, 201

<sup>43</sup> Jean-Pierre Cling, Mireille Razafindrakoto, François Roubaud, op. cit.



Determining the extent to which residents are involved in developing activities and projects remains challenging from a human and methodological standpoint. Indeed, community involvement is now seen as a driving force for creating fairer and more inclusive societies.<sup>44</sup> Civic participation is increasingly seen as a way to create social and economic value for projects on three levels:<sup>45</sup>

- instrumental benefits: participation increases the effectiveness of decisions since the parties involved are more willing to apply or comply with them
- substantial (or cognitive) benefits: the participation of ordinary people (non-experts) provides information and insights that can enhance the knowledge base
- normative benefits: participation is its own justification as it satisfies democratic ideals, regardless of its impact on implementing decisions

Participation may take many forms (information, consultation, co-creation of activities with stakeholders, participatory governance). It is a robust and realistic indicator because project leaders can easily indicate the number of people actually involved in developing activities or in building or renovating facilities. It is also an indicator that is easy for other international partners and the general public to understand. Taking community participation into account allows us to measure the contribution to SDG 16, Peace, Justice and Strong Institutions, more effectively.

We therefore recommend selecting the "Level of public participation in building equipment and developing project activities" indicator as a specific output indicator. It can help to clarify how development stakeholders can support community involvement in receiving, understanding and designing sports and development projects. The decision as to whether or not to choose this specific indicator must nevertheless be left to project leaders' discretion, so as to avoid imposing an unrealistic and unworkable demand, if they do not have the means to promote meaningful participation by local communities. The important thing for stakeholders is to define exactly what participation means, since it can take various forms (information, consultation, co-creation of activities with the community, participatory governance).

Furthermore, sport's potential to promote better project governance is a tangible reality at the community level. MYSA (described below), for instance, is unique in that it involves young people directly in the governance of the organization. As this initiative shows, involving young people in developing activities and project governance can help them develop social capital (i.e. by increasing young people's sense of responsibility) as well as fostering young people's engagement over the long term by building collective capital (training young people to develop and lead activities). This youth engagement in governance can also help young people better understand how institutions work, and increase their trust in institutions. It can also reduce forms of violence and the mortality rate.

Strengthening local authorities is regarded as an important factor for the success of sport projects. This dimension can be found in certain educational projects, such as those developed by PLAN

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<sup>44</sup> AFD, "Participation citoyenne et politique. Un levier d'action essentiel pour l'émergence de sociétés plus justes et plus inclusives", Collection Droits Humains et Développement, June 2021, pp.1-12.

<sup>45</sup> Wesselink A, Paavola J, Fritsch O, Renn O. "Rationales for Public Participation in Environmental Policy and Governance: Practitioners' Perspectives". *Environment and Planning A: Economy and Space*. 2011;43(11), pp.2688-2704. <https://doi.org/10.1068/a44161>

International, which brings together national sports federations and local authorities to create a better environment for women, and in initiatives dedicated to social cohesion (see the Fútbol Más project mentioned above). In general, involving beneficiaries in project implementation is often a key way to ensure a project's sustainability and impact.

**Box 3. The Mathare Youth Sports Association (MYSA)**

MYSA is a civil society organization founded in 1987 by Bob Munro, a Canadian who worked in the United Nations Environment Program (UNEP). Mathare is the name of one of the poorest slums in East Africa. Located northwest of Nairobi, it is home to 500,000 inhabitants in an area measuring 2 kilometers long and 300 meters wide. The project initially sought to address two issues: access to football and youth involvement in environmental protection.

The organization aims to build young people's social capital and civic awareness on several levels, primarily through a sport+ approach. At the individual level, young people learn to develop self-confidence and foster trust-based relationships, with both their peers and with adults. At the group level, the initiative aims to cultivate a sense of belonging and responsibility towards the future of the community, and to reduce violence in all its forms.

MYSA has become the largest sports organization in Africa, with over 1,000 teams and 20,000 members. Sports activities are organized in the form of a league (U10 to U18) in 16 different zones. The organization has also created two semi-professional men's teams (Mathare United A and B).

Football is also a way to engage participants in a meaningful way. MYSA has created an effective system for enhancing participant engagement. Its governance and operations rely on the involvement of young people, especially girls. Their involvement in the organization extends to developing relationships with local authorities.

**Table 4: Examples of indicators of Participation**

EXAMPLE OUTPUT	OUTPUT INDICATOR	OUTCOME INDICATOR	ACADEMIC REFERENCE	INTERNATIONAL REFERENCE	CONTRIBUTION TO ODD	FEASIBILITY LEVEL
Setting up and leading/co-leading residents' committees to choose activities for the sport and development project or program	Number of people trained to lead various groups	Vulnerable groups' ability to speak up	No	Yes	10.2 16.3	Level 1
	....					
	Number of residents consulted about the suitability of the activities proposed	Level of trust between the social groups involved	Yes	Yes	10.2 16.1	Level 1
	....					
	Number of residents involved in co-creating activities	Level of trust in public authorities among the social groups involved	Yes	Yes <sup>47</sup>	10.2 16.1	Level 2
....						
Number of learning materials developed with residents	Number of people who get involved in other CSOs during/after the project		Yes	Yes	5.5 16.1	Level 2
....						
	Level of diversity in governance activities/bodies <sup>46</sup>					

Academic research on civic participation and sport governance shows that sport is not the only factor that fosters community participation and improved relationships with public authorities. The interactions that take place before, during and after sports activities between young people, parents, instructors, coaches and institutional stakeholders (officials, elected representatives)<sup>48</sup> also have a significant effect. These officials bring information, resources and recognition to communities, thereby strengthening their acceptance of institutional concerns and rules.<sup>49</sup>

<sup>46</sup> Depending on age, gender or socio-ethnic characteristics.

<sup>47</sup> See the World Bank's Trust in Government indicator: <https://govdata360.worldbank.org/subtopics/h21acc114?country=BRA>

<sup>48</sup> Holt, N. L., Tamminen, K. A., Tink, L. N. and Black, D. E., An interpretive analysis of life skills associated with sport participation. *Qualitative Research in Sport and Exercise*, Volume 1, Issue 2, 2009, pp. 160-175.

<sup>49</sup> Spaaij, R. (2012b). Beyond the playing field: experiences of sport, social capital, and integration among Somalis in Australia. *Ethnic and Racial Studies*, Volume 35, Issue 9, pp. 1519-1538.

Some studies even found that increased sports participation and higher social capital was linked to higher voter turnout. This was proven by research conducted on the basis of a longitudinal study on voting behavior, comparing the level of sports participation with voter turnout in minority communities in the United Kingdom.<sup>50</sup> However, since there is little literature on this topic, we did not select an indicator to measure the impact of sport on voting.

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## 2.5 Urban development and social inclusion

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Improving the often inadequate sports infrastructure in developing countries is an economic development issue. Given the low percentage of gross domestic product dedicated to sport in developing countries, especially Africa (0.5% of GDP), compared to the global average (2% of GDP), hosting major international sporting events such as the Africa Cup of Nations (AFCON) in Côte d'Ivoire (in 2024) or the Youth Olympic Games in Dakar (in 2026) provides an opportunity to build or improve infrastructure in these host countries. The creation of professional leagues like the Basketball Africa League (BAL) addresses the same issues (creating jobs, boosting tourism) while contributing to the development of an elite sport system.

Studies have noted that building or renovating sports infrastructure/facilities can help to organize cities and bring new mobility solutions to crowded, densely populated urban settings.<sup>51</sup> These studies often talk about the impact of these renovation and construction projects, both positive and negative, but they rarely mention the issues of management and maintenance, which are vitally important for the longevity of these facilities.

At first sight, the use of an indicator related to the budget for operating and maintaining facilities might appear to be an appropriate way to evaluate the sustainability of urban sports projects. However, it could be deceptive, for two reasons. First, local settings vary greatly, and operation and maintenance budgets might depend on a wide range of (public or private) stakeholders. Second, project initiators and their partners could declare operating budgets that are not implemented. In practice, verifying the nature and amounts of these budgets could prove to be difficult. .

Nevertheless, we believe that requesting such data would have a genuine performative value. Such an indicator of earmarked funds would be relevant in terms of understandability and international reach, for the following additional reasons:

- First, it may prompt donors to ask project initiators about the issue, or in other words, get it on their radar
- Second, it aligns with a philosophy of transparency and responsibility, because it directly raises the issue of proper use of resources
- Third, such an indicator could show how major international sports events<sup>52</sup> contribute to legacy issues, which are part of an emerging new paradigm for investment in sports infrastructure projects.<sup>53</sup>

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<sup>50</sup> Braddock, J.H., Hua, L. and Dawkins, M.P. (2007). Effects of Participation in High School Sports and Nonsport Extracurricular Activities on Political Engagement among Black Young Adults. *Negro Educational Review*, Volume 58, Issue 3, pp. 201–216.

<sup>51</sup> Friedman, T. and Bustad, J. "Sport and Urbanization", in Edelman, R. and Wilson, W. *The Oxford Handbook*.

<sup>52</sup> Michaël Attali, *Héritage social d'un événement sportif, enjeux contemporains et analyses scientifiques*, PU, 2021

<sup>53</sup> See in particular the way Paris 2024 and the IOC discuss and focus on this subject in the organization of the upcoming Olympic Games. IOC, *Legacy Strategic Approach. Moving Forward* December 2017.

The approach to sport and development taken by GIZ, which was started in 2007 as part of the "pro sport" project in Ethiopia, Kenya, Namibia and Togo, offers another option. Output indicators for the initiative include the number of sites built and the number of multi-stakeholder committees responsible for the management, maintenance and operation of the sports facilities, which are closely correlated with many other impacts (level of sports participation among people in the countries, potential for organizing sports events within or across communities).

For these and other reasons, it's a good idea for urban development projects and programs to have output indicators focusing on infrastructure and facilities management and maintenance, as well as the availability of training for professionals to manage these facilities. These are often key issues in ensuring that young people or individuals facing barriers to access (whether social barriers or related to gender and disability) are able to use the facilities properly. In other words, using these indicators makes it possible to better understand whether these projects and programs are bringing conclusive results.

People's access to facilities is also an important urban development issue. The inclusion of young women and people with disabilities is a central focus of many projects such as the "Champions" project mentioned above. The number of playing areas and locker rooms for practices held by sports clubs is an output criterion for this project. Planning separate locker rooms for young women and men, for example, gives young women privacy to change and get ready, facilitating their access to sport.

Against this backdrop, sport can also be considered as a means of reaching out to young people or individuals who engage in vandalism or delinquent behavior in certain neighborhoods, as demonstrated by UNODC's "Global Youth Prevention" initiative. This initiative seeks to promote skills, in particular through a sports training program (Line Up Live Up) tested in Brazil in 2017.<sup>54</sup> The aim of this type of initiative is to reduce drug use and dangerous behavior.

The link between the use of sport to engage marginalized youth and improved urban security has been repeatedly studied and proven.<sup>55</sup> Studies have shown that urban projects and programs can contribute to a decline in antisocial behavior and even criminal conduct, provided that a large number of stakeholders are involved (non-profit organizations, local authorities, etc.). They can also foster peer relationships between young people.<sup>56</sup> The findings focus on several aspects of young people's lives. Sports participation among young people who live in violent environments can have a positive impact on their self-confidence and on the level and quality of their relationships with others. Those who participate in sports increase the frequency of their interactions with other social groups<sup>57</sup> and with local authority representatives.<sup>58</sup>

The "fencing and restorative justice" project, while not directly related to urban development projects or programs, illustrates the strong relationship between sport, the reintegration of young people and reduced recidivism. The "fencing and restorative justice" method designed and led by the "Pour le Sourire d'un Enfant" non-profit organization shows, for example, that sports participation among

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<sup>54</sup> <https://www.unodc.org/dohadeclaration/fr/topics/crime-prevention-through-sports.html>

<sup>55</sup> Butler, W., Leatham, K., "A Social Return on Investment Evaluation of Three 'Sport for Social Change Network' Programs in London, Active Communities Network, 2014.

<sup>56</sup> Butler, W., Leatham, K., "A Social Return on Investment Evaluation of Three 'Sport for Social Change Network' Programs in London, Active Communities Network, 2014.

<sup>57</sup> Peter Taylor, Larissa Davies, Peter Wells, Jan Gilbertson and William Tayleur, "A Review of the Social Impacts of Sport and Art", CASE: the culture and sport evidence programme, 2015

<sup>58</sup> Butler, W., Leatham, K., op.cit.

young people at risk of reoffending can lead to a number of outcomes: in the short term, it promotes a greater understanding of the rules and principles of sports activities (trust, reciprocity, teamwork), and in the long term, it helps prevent recidivism in young people. This project also seeks to help change penitentiary employees' views and practices with regard to young people, to move from a security-focused approach to a more educational approach.

**Table 5: Examples of indicators of Urban Development and Social Inclusion**

EXAMPLE OUTPUT	OUTPUT INDICATOR	OUTCOME INDICATOR	ACADEMIC REFERENCE	INTERNATIONAL REFERENCE	CONTRIBUTION TO SDG	FEASIBILITY LEVEL
<i>Activities related to renovating sports infrastructure/facilities and organizing sports events by and for groups who have been found guilty of at least one offence, in order to break the cycle of recidivism</i>	Number of infrastructures and/or facilities renovated that are inclusive of/adapted for women/people with disabilities	Number of participants taking part in a sport for the first time (who had not taken part in the sport before the project) <sup>59</sup>	No	Yes	4.11 11.17	Level 1
	... Implementation of measures to guarantee infrastructure or facility management and maintenance ... Number of clubs and non-profit groups with access to the renovated/built infrastructure and/or facilities	Number of people taking part in a sport through a club or association <sup>60</sup>	No	Yes	4.11 11.17	Level 2

<sup>59</sup> Depending on gender, disability, social situation (individual being reintegrated into society during/after serving a prison term).  
<sup>60</sup> Depending on gender, disability, social situation (individual being reintegrated into society during/after serving a prison term).

Overall, while research has shown that sports facilities can contribute to better urban balance, sport and development projects rarely have specific indicators related to urban outcomes. The indicators seek primarily to evaluate whether and how facilities and equipment are provided for groups excluded from sports, and whether participation among these groups increases. This study shows that the issues of gender (adapting equipment to women's needs), environmental responsibility and long-term management of the facilities are nevertheless key factors for enhancing the social impact of investments.

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## 2.6 Health

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Enabling everyone to lead healthy lives and promoting well-being at all ages is not possible without addressing the issue of physical inactivity and a sedentary lifestyle, the fourth leading cause of death worldwide. The WHO regularly sounds the alarm by underscoring the severity of the situation: only 11% of girls and 25% of boys aged 11 to 17 complete the recommended 60 minutes of daily physical activity.<sup>61</sup> Researchers surveyed 1.6 million teenagers in 146 countries and found that 80% do not follow these recommendations.<sup>62</sup> Physical inactivity and a sedentary lifestyle have negative impacts on bone, metabolic and cardiovascular health, increasing all causes of mortality in adulthood and contributing to cardiovascular disease, diabetes, stroke, cancer, and cognitive and psychological disorders.<sup>63</sup>

This is not just an issue for rich countries: a study published in 2019 showed that the prevalence of insufficient physical activity is as high as 85% in low-income countries.<sup>64</sup> Sub-Saharan Africa is one of the regions where the rate of sedentariness is the highest in boys. Although 24% of the population is undernourished, 12% of adults in the region are obese.

Regular and sufficient physical activity therefore contribute significantly to preventing and managing non-communicable diseases. It also helps reduce symptoms of depression, anxiety and other emotional disorders. Up to 5 million deaths a year could be prevented if the global population were more active.<sup>65</sup>

These observations highlight what may appear to be a paradox of sport for development: although combating physical inactivity and sedentary lifestyles is an important goal for certain international organizations (UNESCO, WHO), it is rarely mentioned as a goal in its own right. It is rare for CSOs to use indicators related to access to (and maintenance of) physical activity, or raising awareness about the importance of an active lifestyle. This does not mean that initiatives led by national governments or CSOs do not have an impact, but more attention should be paid to setting goals, and monitoring and evaluating these actions.

Moreover, even less attention is given to issues of mental health or preventing risky behavior. The initiative of Football4Wash, however, shows that it is possible to combine a sport+ and +sport approach on such matter (see box below).

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<sup>61</sup><https://www.who.int/fr/news/item/22-11-2019-new-who-led-study-says-majority-of-adolescents-worldwide-are-not-sufficiently-physically-active-putting-their-current-and-future-health-at-risk>

<sup>62</sup> Pascale Santi and Pascaline Minet, "Le manque d'activité physique, un mal chez les adolescents", *Le Monde*, 22 November 2019

<sup>63</sup> Martine Duclos in "Un regard scientifique sur l'impact du kit Playdagogie École Active", Play International, 26 November 2018; [www.youtube.com/watch?v=s\\_KmhIfrHTc](http://www.youtube.com/watch?v=s_KmhIfrHTc)

<sup>64</sup> [www.thelancet.com/journals/lanchi/article/PIIS2352-4642\(19\)30323-2/fulltext](http://www.thelancet.com/journals/lanchi/article/PIIS2352-4642(19)30323-2/fulltext)

<sup>65</sup> Source OMS, <https://www.who.int/fr/news-room/fact-sheets/detail/physical-activity>

#### **Box 4. The Football 4 Wash project**

Watoto Wasoka is a Ugandan association created in 2009 by young people who wanted to contribute to the social and educational development of their country. Football is used to help children living in slums. The Football 4 Wash (F4W) project strives to improve knowledge of hygiene among nearly 3,000 young people in Kampala. Teachers and coaches receive training in F4W methods, and regular activities and community events are organized, providing opportunities to increase families' awareness of good hygiene practices. These tournaments are also an opportunity to reward schools by providing them with equipment including sanitation facilities, water tanks, handwashing kits and water filters.

Overall, we distinguish in this study two categories of projects: some of them use sport to improve children's well-being directly, and others use sport to inform people explicitly about health issues. In the first case, the indicators may be either very specific (reduced stress) or generic (children's sense of resilience, improved independent decision-making ability etc.). They also aim to obtain a subjective measurement of people's sense of well-being. In the second case, the indicators focus on the acquisition of knowledge by participants about health issues (particularly among young people) and on reducing risky behavior (use of tobacco, marijuana etc.)<sup>66</sup>.

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<sup>66</sup> See the study led by the WHO through the HBSC project (Health Behaviour in School-aged Children). For a publication that studies data in a French context: Ehlinger V., Spilka S., Richard J.-B., Godeau E. "La santé des collégiens en France/2014". Données françaises de l'enquête internationale Health Behaviour in School-aged Children (HBSC) ». Méthodologie générale. Saint-Maurice : Santé publique France, 2016



**Table 6: Examples of indicators of Health**

EXAMPLE OUTPUT	OUTPUT INDICATOR	OUTCOME INDICATOR	ACADEMIC REFERENCE	INTERNATIONAL REFERENCE	CONTRIBUTION TO SDG	FEASIBILITY LEVEL
<i>Training for teachers</i>  <i>Sports activities and awareness-raising initiatives on the health benefits of sport</i>	Number of organizations involved ... Number of awareness-raising sessions on the health benefits of sport ... Number of instructors trained and/or involved in sports/health ... Number of sports events organized that include a health dimension (awareness-raising, health-related activities, distribution, etc.) ... Number of participants in activities	Number of children who are physically active for at least 30 minutes per day	Yes	Yes	3.4	Level 2
		Percentage of participants who experienced an improved sense of well-being (and/or reduced stress)	Yes	Yes	3.4	Level 2
		Percentage of participants who increased their knowledge of certain diseases or health practices <sup>67</sup>	Yes	Yes	3.3; 3.4	Level 2
		Reduction in behaviors risky to health <sup>68</sup>	Yes	Yes	3.3; 3.4	Level 2

<sup>67</sup> To be specified depending on the nature and logical framework of the project.

<sup>68</sup> To be specified depending on the nature and logical framework of the project.

Research has shown that the relationship between sports and health is particularly difficult to prove, since the effects can be extremely indirect at times. Some studies have nevertheless shown a potential link between sports participation and the prevention of health risks, especially in terms of preventing teen pregnancy.<sup>69</sup> It should also be noted that while researchers have thoroughly examined the impact of increased participation in sports on reducing healthcare costs in the United Kingdom<sup>70</sup> and in the United States,<sup>71</sup> this question has rarely been addressed in low-income countries. Up to now, research and evaluation studies have been more focused on measuring how sports projects have a direct impact on people's well-being by building individual and collective social capital.<sup>72</sup>

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<sup>69</sup> Solomon, N.M. (2002), *Girls' Participation in Sports: An Important Tool in Teen Pregnancy Prevention*. Policy Brief. California Women's Law Center, Los Angeles, 2002.

<sup>70</sup> Cox, S. *Game of Life: How sport and recreation can help make us healthier, happier and richer*. The Sport and Recreation Alliance.

<sup>71</sup> Bowles, B., Lankford, J., Lankford, S., Grybovych, O., Fleming, K., Fuller, K., Lankford, J. and Printz, J., (2011), *Economic & Health Benefits of Bicycling in Iowa*. Sustainable Tourism and Environment Program, University of Northern Iowa.

<sup>72</sup> Downward, P. and Rasciute, S. (2011), *Does sport make you happy? An analysis of the well-being derived from sports participation*. *International Review of Applied Economics*, Volume 25, Issue 3, pp. 331-348

### **3. Social impact bonds: an efficient way to involve public authorities in sport for development?**

The impact of sport and social change is not limited to projects and programs. It is also important to consider the extent to which local and national governments can be involved in sport-for-development initiatives.

The third section of this report therefore opens the door to thinking about conditions for issuing successful social impact bonds, which represent a new way of bringing together governments and donors to shape the impact of sport in a lasting way. Although social impact bonds (SIBs) have been widely used since 2010 as a way to link payments to project or program performance based on impact measurement, development impact bonds (DIBs) are just starting to appear in some countries. It is important to point out how DIBs differ from SIBs in terms of their goals and how they work, before moving on to the question of which indicators could be used for these types of bonds.

This section emphasizes the fact that dialog between stakeholders about the choice of indicators to measure the impact of sport in development projects is necessary if the social and human realities at the local and national levels are to be taken into account. It also underscores the importance of developing indicators that are both robust (meaning that they measure the direct effects of activities) and reliable (meaning that they are realistic). Most importantly, it stresses the need to select indicators that are relevant in academic terms, meaning that they are based on initial assumptions and hypotheses that have been validated by social science research.

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#### **3.1 How social impact bonds work**

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For various reasons, some development needs are not addressed by governments and international donors. Often, such issues are not included in national and local policies because they are seen as politically, culturally or socially sensitive, if not taboo. Furthermore, these issues are not sufficiently supported by public or private funders due to a lack of resources, the risks involved (social, economic) and poor visibility or understandability of the expected outcomes. These issues are often also complex and multidimensional.

In this context, the initial idea of social impact bonds is to address issues in a cross-sector way (rather than in the sector-specific, "siloed" approach often taken) and identify new solutions. SIBs are a tool for gathering public and private stakeholders around the table, fostering social innovation and influencing public policy.

For example, in 2022, AFD signed its first Development Impact Bond in Ethiopia to promote menstrual hygiene. The bond was based on three observations: girls' periods remain taboo, and although it is important to better promote women's empowerment in relation to this issue, little investment is made. *"In 2019, when France launched its international feminist diplomacy, AFD noted that very little*

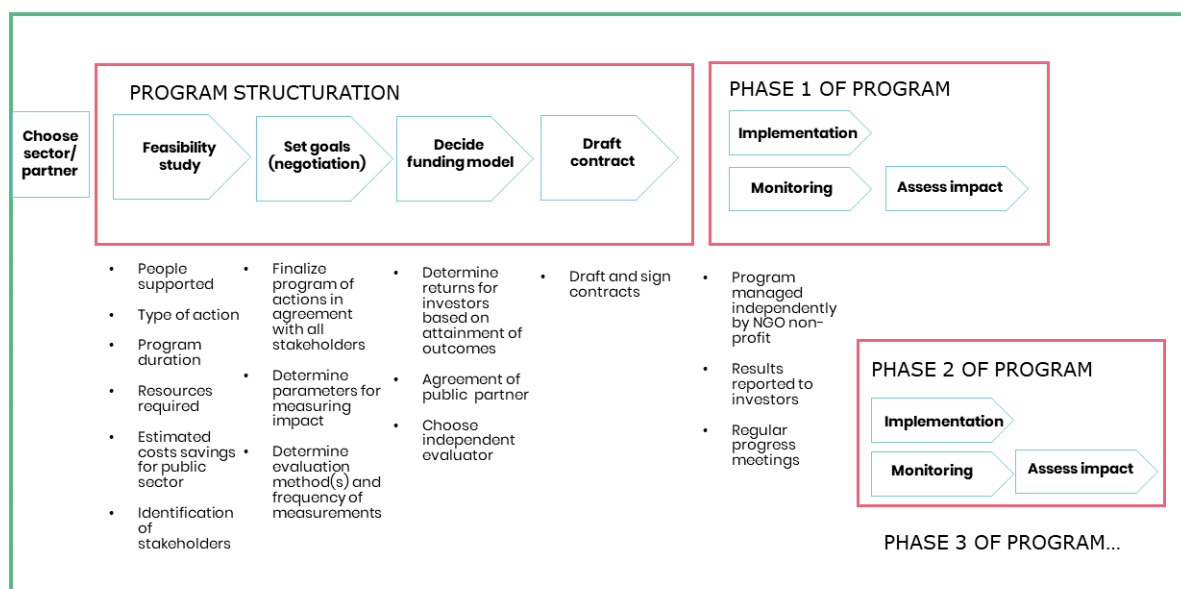
investment targeted menstrual health and hygiene in the countries where we operate," said Katell Rivolet, Project Team Leader in AFD's Water and Sanitation Division.<sup>73</sup> This bond is based on a number of awareness-raising activities for communities providing young girls with menstrual hygiene support, and on a program to renovate sanitation facilities. This bond is based on a partnership between AFD and the CARE France non-profit organization, which will implement the program with a consortium of NGOs and BNP Paribas, which pre-financed the initiative. AFD will be the final funder, with the support of the French Ministry for Europe and Foreign Affairs.

Issuing an impact bond in the field of international development therefore addresses two concrete concerns: putting issues not often addressed by governments and donors on the agenda, and proving that a project or program can be successfully deployed at scale.

Impact bonds have a variety of distinctive features.<sup>74</sup> First, they are financial instruments that enable governments or government agencies to sign contracts with project leaders and funders/donors to design and deliver social services based on non-financial externalities (social, environmental) and therefore on predetermined outcomes. Simply put, impact measurement is used as a guarantee of the program. This financial instrument was imported from the United Kingdom and has a specific legal framework in France since 2014.<sup>75</sup>

In order to implement an SIB, the various stakeholders must first agree on the problem to be solved, the expected impacts of the program (and possibly an IRR: internal rate of return),<sup>76</sup> and the innovative aspects of the solution implemented.

**Diagram 2. Steps for developing a social impact bond**



Source: BNP Paribas, Methodological Guide to Social Impact Bond Financing, 2020.

<sup>73</sup> AFD, « Journée internationale de l'hygiène menstruelle: briser le tabou des règles », 23 May 2022.

<sup>74</sup> OCDE, Understanding Social Impact Bonds, 2016.

<sup>75</sup> This financial tool was made possible in France by Article 15 of the Law of 31 July 2014 on the social economy.

<sup>76</sup> This important indicator takes into account all flows (sales, income, expenses, taxation etc.) and reports the annual return. This makes it possible to compare projects that have little in common.

In practice, social impact bonds may take a wide variety of forms, particularly with respect to the type of commission, the nature of the third-party payer (public body, philanthropic stakeholder), the nature of the financial mechanism (e.g. cost savings, profitability), the legal structure of the project or the timeframe and methods for choosing indicators and evaluation procedures.

It is important to note that although development impact bonds (DIBs) work the same way as SIBs, they also differ in some ways.<sup>77</sup> First, they are implemented in developing countries, where the political and operational environments are usually riskier. Second, the third-party payer does not always come from the public sector; it may be an international development organization and/or foundation. Lastly, payments to investors do not depend on cost savings generated for the third-party payer, but on the impact in terms of development.

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### 3.2 The benefit of using sport in impact bonds

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To date, social impact bonds in France have been developed for the sectors of employment, housing, expanding economic opportunities and social inclusion.<sup>78</sup>

At the international level, some impact bond projects have been implemented in the sport sector to provide greater opportunities for young people from underprivileged neighborhoods, with the aim of reducing crime and antisocial behavior.<sup>79</sup>

Against this backdrop, using sports projects to address issues related to social cohesion may represent an advantage for the following reasons:

- To attract investment to help achieve SDGs (multiple cross-cutting impacts are possible with little investment)
- To facilitate social innovation by providing an opportunity for stakeholders who do not usually work together to cooperate
- To demonstrate positive impact with a view to scaling up

Due to its cross-cutting nature, sport can be leveraged to address a wide range of multi-sectoral issues simultaneously. As such, it is an innovative solution for creating social ties between individuals and empowering them to interact and engage in different issues.

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<sup>77</sup> BNP Paribas, *Ibid.*

<sup>78</sup> Out of the 8 first SIBs established in France, 4 SIBs focus on professional integration, one on finding foster homes for children, one on education in the agricultural sector, and one on renovating social housing to improve energy efficiency. A number of requests for proposals have since been launched in the social economy sector, focusing on areas such as developing the circular economy (recycling, reducing waste), equality of economic opportunity (fighting against financial exclusion, developing entrepreneurship in priority areas, non-discrimination in hiring practices) and issues related to access to employment.

<sup>79</sup> Sport England: <https://www.connectsport.co.uk/news/social-impact-bond-support-chances-programme>

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### 3.3 Setting goals: a key step

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When developing an impact bond, the dialog between stakeholders must precisely determine the structural constraints addressed, the specific goals of the bond and the expected impacts. It is especially difficult to define in absolute terms which indicators are relevant for developing impact bonds, since they must be part of a dialog between partners and a broader methodological framework.

The nature of the indicators for impact bonds can vary greatly depending on the goals of the funded projects and the national/local context in which they are deployed. Some issues, goals and impacts must be negotiated with local or national public stakeholders, who do not always perceive the nature and urgency of the problem in the same way. The relevance of indicators may also depend on the types of methods used to collect data, and these methods can also vary greatly: administrative data is frequently collected, whereas complex, quasi-experimental or fully-experimental methods are much rarer.<sup>80</sup> This is even more sensitive in low-income countries, where access to more up-to-date national historical data and to data on beneficiaries in the field is often difficult to secure.<sup>81</sup>

Some of the projects reviewed in this study address multidimensional issues and solutions.

The first challenge is to identify social problems that are overlooked or insufficiently addressed by national governments. For example, projects aimed at preparing criminals for reintegration and preventing recidivism,<sup>82</sup> promoting health education,<sup>83</sup> and reducing the number of unwanted pregnancies and forced marriages<sup>84</sup> are especially difficult development issues, given that they relate to subjects that are taboo, or are culturally or politically sensitive.

A second challenge is to ensure that there is an adequate level of support among national and local stakeholders for the issue being addressed. It should preferably have been identified already as a national issue supported by the government (for example, in the case of the DIB led by AFD, Ethiopia had already identified the empowerment of women as a national priority) and there should be a network of project leaders and local intermediaries with expertise in the field.

These various projects must, however, fulfill other criteria to be eligible for an impact bond: size and type of supporting organization, maturity of the solution, determining an impact timeframe on which all the various stakeholders can agree.<sup>85</sup>

It is therefore important to note that the choice of indicators to measure the added value of sport for development and social cohesion should be based on two major prerequisites: a firm belief among stakeholders (governments, practitioners, international donors) that sport, sport+ or +sport is indeed an appropriate response to the identified problem; and these stakeholders' ability to agree on a logical framework based on a number of shared activities and common goals.

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<sup>80</sup> Emily Gustafsson-Wright, Sophie Gardiner, Vidya Putcha (2016), *The Potential and Limitations of Impact Bonds: Lessons from the First Five Years of Experience*, Worldwide Global Economy and Development Program – BROOKINGS, p.20.

<sup>81</sup> Emily Gustafsson-Wright, Izzy Boggild-Jones, Dean Segell (2017), *Impact Bonds in Developing Countries. Early learnings from the field*, Center for Universal Education – BROOKINGS, p.51

<sup>82</sup> See the *Escrime et Justice Réparatrice* project led by *Pour le Sourire d'un Enfant*.

<sup>83</sup> See the *Surf Therapy* project led by *Wave of Change*, or the *Rugby & Life Skills* project led by the *Schools of Hard Knocks & Coolplay*.

<sup>84</sup> See PLAN International's "Impact Elles" project

<sup>85</sup> BNP Paribas, *Guide méthodologique pour un financement par contrat à impact social*, 2020.

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### 3.4 The choice of indicators

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Given the strategic and operational challenges involved, it is preferable to adopt a standard impact timeframe (3 to 6 years), and determine indicators for short- and long-term outcomes, in order to understand the "triggering" impacts of change.<sup>86</sup>

Stakeholders must take into account the following specific, complementary criteria:

- Relevance: indicators must be supported by references to academic research proving a robust cause and effect relationship
- Robustness: indicators must reflect effects that can be attributed as directly as possible to the activities themselves
- Feasibility: organizations must have the operational capacity to monitor and measure the indicators (information system, internal procedures, dedicated resources etc.)
- Understandability: as far as possible, the chosen indicators must be easy for public authorities, practitioners and the general public to understand

It is important to consider the scientific relevance of indicators. For example, if a project seeks to understand how sport can limit the negative effects of being out of school, there are many research studies that indicate that sports participation can have an impact on self-confidence, strengthening social ties between young students, and reducing school dropout rates.<sup>87</sup> A "school enrollment rate" indicator for students, combined with indicators of short-term outcomes (e.g. on self-confidence, social ties) would make it possible to collect data at the beginning and end of the program. On the other hand, studies have shown that sport has little demonstrated effect on improving grades:<sup>88</sup> selecting an indicator for this topic could prove to be counter-productive for developing a social impact bond. Studies have, however, shown that sports participation can increase students' motivation, concentration and the quality and frequency of their interactions with others, which are factors that help reduce the risk of dropping out of school.

Analyzing the feasibility of data collection is also an important step in selecting indicators that are robust and realistic. It is important to note, for example, that the issue of cost savings is seldom addressed in impact bonds due to two types of difficulties: collecting accurate data and attributing direct effects to the actions carried out in relation to the savings generated. As underscored in the methodological guide on this topic produced by BNP Paribas, while the costs are estimated at the time of the feasibility study for the bond, they are rarely studied after the intervention.

"For a given population, the cost savings represent the difference between the cost of social services to be borne by the public authority after the intervention, and these same costs without the intervention. To our knowledge, there is no social impact bond that effectively measures the costs

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<sup>86</sup> Rapport Lavenir, Pour un développement du contrat à impact au service des politiques publiques, 2019.

<sup>87</sup> Broh, B.A. (2002). Linking Extracurricular Programming to Academic Achievement: Who Benefits and Why? *Sociology of Education*, Volume 75, Issue 1, Pages 69–95;

<sup>88</sup> Rees, D.I. and Sabia, J.J. (2010). Sports participation and academic performance: Evidence from the National Longitudinal Study of Adolescent Health. *Economics of Education Review*, Volume 29, Issue 5, pp.751–759.

avoided by the program after launching the project. These costs, however, are always estimated before it is launched, during the feasibility study or development of the Social Impact Bond.”<sup>89</sup>

In conclusion, we advise that the choice of indicators must not be disconnected from the nature of the impact bond's goals. All too often, for example, the strategy and logical framework for the projects and programs are developed before any consideration is given to indicators and evaluation methods. Yet, an examination of the success criteria for projects – and therefore of the indicators for these criteria – can help to define and target the strategy. In other words, we recommend that the choice of indicators be seen not only as a step in developing evaluation methods, but as a step to be carried out in parallel with the development of the strategy and goals of the logical framework itself.

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<sup>89</sup> BNP Paribas, *Guide méthodologique pour un financement par contrat à impact social*, 2020, p.34.



## 4. Conclusion

In recent years, the international development and sport ecosystems have sought to examine the added value and impact of sport-for-development projects, particularly with respect to the Sustainable Development Goals (SDGs). This report is therefore based on two beliefs: first, that consulting academic research alongside the practices and evaluation indicators used in the projects can help to ground thinking on the impact of sport in a concrete and rigorous way; and second, that promoting discussion of the choice of indicators is a way to strengthen dialog between stakeholders, including project leaders and international donors. We therefore conclude that producing an academic overview and creating several frameworks of thematic indicators are complementary steps that will strengthen public policy, initiatives within the business world, and the actions of civil society organizations active in the field. As such, this study aims to build bridges between communities and action plans that are all too often sector-based and compartmentalized.

This report also has a methodological aim. It seeks to reiterate the conditions and precautions that must be taken to identify, compare and produce high-quality indicators. While many initiatives (such as the work carried out by the Commonwealth in association with UNESCO) currently aim to show the impact of sport, we emphasize the need to start with the issues, tools (logical frameworks) and practices of project and program leaders themselves, in order to develop indicators that best reflect the realities in the field – and which, by extension, can be disseminated and adopted by project leader communities. This report also recommends selecting indicators based on several quality criteria: their robustness (do they allow us to measure the direct effects of actions?), feasibility (can data be collected to provide information for these indicators?), and understandability (are these indicators understandable or appealing to local communities, the public, and governments?). Finally, this report argues that the scientific relevance of these indicators must be taken into account (are they discussed by the scientific community, have the effects been proven or disproven?). This technical report is therefore complementary to existing initiatives such as that of the Commonwealth, which focus on national quantitative indicators.

Bringing together these various aims, this report outlines the academic debates and indicators for measuring the impact of sport in development projects in six areas: social cohesion, gender equality, beneficiary participation, education, urban development and health. It shows that sport-for-development projects are rarely limited to just one sector, whether in their practices or potential impact: on the contrary, they often combine objectives and indicators from different areas. For example, some projects use sport activities in the education sector to achieve health-related outcomes, while others use urban development and education initiatives to advance gender equality issues. In this respect, this report shows that sport is an especially cross-cutting area of action, since its main impact is to strengthen a sense of social cohesion and commitment to peaceful coexistence, which can also pave the way for advances in other areas, such as civic participation and health.

This report draws on various themes and examples to show how sport can be used as a way to raise awareness and engage communities who are removed from the rights and issues that affect them, and can act as driver of impact. Moreover, this report provides insights into the methods for achieving a tangible social impact, beyond the common beliefs about the virtues of sport in general.<sup>90</sup> For example, having people take part in the co-creation of activities and the governance of sport projects

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<sup>90</sup> Michaël Attali, *Le sport et ses valeurs, la Dispute*, 2004

is an especially promising area for innovation. It can strengthen people's sense of belonging to a community, increase the frequency and quality of interactions between beneficiaries, and between beneficiaries and local authorities. Sport can thus be a way of bringing together and mediating between very different groups of people.

In light of its various aims, this report may be of interest to practitioners, researchers, governments and international donors on several levels. First, our research on identifying indicators and academic debates may strengthen dialog about indicators among project initiators, evaluators, and researchers. It may also encourage evaluators and project initiators to consider research insights. Moreover, this overview does not seek to impose indicators, but rather to propose relevant topics for engaging stakeholders in a dialog about the choice of indicators, the goals to pursue and the design of logical frameworks. It emphasizes that the choice and analysis of sport-for-development indicators are never an end in themselves, but are above all a way to encourage dialog, mutual understanding and consensus-building among stakeholders who may have different organizational cultures, goals, resources, and understandings of the impact of sport.

It would be interesting for future research to build on and supplement this overview by adding to the academic debates and indicators discussed. Most significantly, this report does not discuss survey methods or the types of data collected. Future research could also assess the extent to which certain methods are particularly well-suited to collecting data for specific indicators. In addition, the concept of a common framework should be applied to other themes within the scope of this analysis. The educational and operational models used by field practitioners and sports professionals should also be referenced and analyzed.

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## List of acronyms and abbreviations

AFD	Agence française de développement
CSO	Civil Society Organization
DIBs	Development Impact Bonds
FIFA	International Association Football Federation
GIZ	German Agency for International Cooperation
IRR	Internal rate of return
MYSA	Mathare Youth Sports Association
SDG	Sustainable Development Goals
SIBs	Social Impact Bonds
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations' Children's Fund
UNODOC	United Nations Office on Drugs and Crime
WHO	World Health Organization



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**Publishing Director** Rémy Rioux

**Editor-in-Chief** Thomas Melonio

**Graphic creation** MeMo, Juliegilles, D. Cazeils

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**Legal deposit** 1<sup>st</sup> quarter 2023

**ISSN** 2492-2838

Printed by the AFD reprographics department

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