Understanding the Sport for Development Sector in South and South East Asia

November 2020



FICCI | psd Pro Sport Development | PRIA

Understanding the Sport for Development Sector in South and South East Asia

A Report by

Published: *30th November 2020*

© Front cover image courtesy of Childreach Nepal

For more information, please write to us at info@prosportdev.in

Established in 1927, The Federation of Indian Chambers of Commerce & Industry (FICCI) is the largest and oldest apex business organization in India. Its history is closely interwoven with India's struggle for independence, its industrialization, and its emergence as one of the most rapidly growing global economies. A non-government, not-for-profit organization, FICCI is the voice of India's business and industry. From influencing policy to encouraging debate, engaging with policy makers and civil society, FICCI articulates the views and concerns of industry. It serves its members from the Indian private and public corporate sectors and multinational companies, reaching out to over 2,50,000 companies.

Pro Sport Development (PSD) is an award-winning social enterprise dedicated to utilizing sport to aid in the holistic development of children and youth. PSD has extensive experience in designing, evaluating and implementing different sports-based development programs. PSD works with directly with youth, as well as trainers and institutions to facilitate and advocate for sport for development programs.

Participatory Research in Asia (PRIA) is a global centre for participatory research and training which focuses on building the capacities of citizens, communities and institutions, to enable vibrant and gender-equal societies. PRIA's work is focused on empowerment of the excluded through capacity building, knowledge building and policy advocacy. PRIA has linkages with nearly 3,000 NGOs to deliver its programs on the ground.

Authors: Kabeer Arjun**;** Prashant Tayde

Editors: Suheil F. Tandon**;** Tariqa F. Tandon

Reviewers: Shabnam Panjwani and FICCI team; Edith Read; Matthew Hobson

List of Abbreviations

COVID-19: Novel Coronavirus 2019

FGDs: Focus Group Discussions

FICCI: The Federation of Indian Chambers of Commerce & Industry

KIIs: Key Informant Interviews

NGOs: Non-Governmental Organizations

PRIA: Society for Participatory Research in Asia

PSD: Pro Sport Development

SDGs: Sustainable Development Goals

S & SE Asia: South and South East Asia

S4D: Sport for Development

UN: United Nations

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations Children's Fund

Table of Contents

Foreward **1**

Message from Co-Chairperson **2**

Context & Rationale **3**

Executive Summary **5**

Methodology **8**

Desk Research ***8***

Focus Countries ***9***

Surveys ***10***

Key Informant Interviews ***11***

Focus Group Discussions ***11***

Data Analysis ***12***

Challenges ***13***

Key Findings **15**

Country in Focus: Nepal ***38***

Country in Focus: Bangladesh ***40***

Region in Focus: South East Asia ***42***

Summary of Overall Key Findings ***44***

Future Recommendations **46**

Appendices **51**

Appendix A: Survey Questionnaires ***51***

Appendix B: Interview Guides ***62***

Appendix C: Information Sheet and Consent Form ***64***

Appendix D: Nvivo Coding Themes ***66***

References **68**

Foreward



Mr. Dilip Chenoy

Secretary General, FICCI

Sport has been recognized by the United Nations (UN), along with national governments, development organizations, sport governing bodies and global actors including the Commonwealth, as an important tool to aid in the socio-economic development of individuals and communities. The UN has recognized the importance of sport for development (S4D), the practice of deliberately using sport to achieve social developmental goals, as an enabler of the Sustainable Development Goals (SDGs) part of the 2030 Agenda for Sustainable Development. This Agenda is a universal plan to achieve a better and more sustainable future for all, and the SDGs ensure that development must balance economic, environmental and social outcomes.

In the past two decades, sport has proven to be an attractive, cost-effective and flexible tool in promoting peace and development goals. For this reason, a variety of organizations and institutions have utilized sport as an inclusive and engaging means of aiding individuals and communities to improve their health and well-being, attain educational outcomes, develop social and leadership capacity and imbibe crucial life skills and values. Today, the practice of S4D is being recognized as a sector in itself by various industries, including those of sports and social development.

The Federation of Indian Chambers of Commerce & Industry (FICCI), in collaboration with Pro Sport Development (PSD) and Participatory Research in Asia (PRIA), is pleased to present this scoping study highlighting the key aspects of the S4D sector, including showcasing prevalent practices and impact, in countries across South and South East Asia, while also identifying key gaps and challenges that S4D programs and organizations face in the regions.

Through policy guidance, capacity building and direct technical assistance from partner organizations, FICCI intends to support the government and stakeholders in the S4D sector by strengthening policy frameworks as well as instituting mechanisms and strategies to maximize the contribution of sport-based approaches on India’s sport and development priorities.

Message from Co-Chairperson, Sport & Youth Affairs Committee, FICCI



Ms. Shabnam Panjwani

Head Marketing & Communications, Edelweiss Group

The power of sport to transform and develop the lives of children and youth is unique, especially of those from marginalized and disadvantaged backgrounds vying for equal rights and opportunities. Sport for development (S4D) initiatives have far reaching positive implications on communities and have proven to be effective in enhancing the quality of life of individuals as well as contributing towards their overall well-being.

While India's potential to integrate sport as an effective tool for development remains significant, extensive and collaborative research in the field of S4D is required. Locally-led and contextually relevant research in the S4D field in India will ensure that evidence from the ground is documented in order to change attitudes of various stakeholders towards sport in the country.

Success stories and stories of change of individuals and communities through sport interventions have complemented the impact of S4D initiatives. However, rigorous research and scientifically proven methodologies ascertaining the impact of sports would be pivotal in enabling effective S4D programming at scale within the country.

This scoping study is an effort by FICCI and its partners to understand the scope of S4D as part of the development agenda in different countries across South and South East Asia. The objectives of the scoping study were to learn in greater depth about the current S4D initiatives in the regions, including their impact, key gaps and challenges, as well as provide a set of recommendations to guide future strategies in the S4D sector.

I would like to take this opportunity to extend my appreciation to the Pro Sport Development (PSD), Participatory Research in Asia (PRIA) and FICCI team who worked in developing this document. I hope this would pave the way for future discussions with all stakeholders in the sector.

Context & Rationale



Mr. Suheil F. Tandon

Director-Founder, Pro Sport Development

Sport has been recognized by the United Nations (UN) as an important tool to aid in the health and well-being as well as social and economic development of individuals, families, communities and society at large (UNESCO, 2015). The UN has recognized the importance of designing specific sports-based programs, which are aimed at promoting the holistic development of individuals and supporting inclusion in society.

Sport by itself, along with programs designed with the purpose of using sport to achieve specific development objectives, have proven to be enablers of various UN sustainable development goals (SDGs). In particular, sports-based programs have contributed to Goal 3: Ensuring healthy lives and promoting well-being for all at all ages; Goal 4: Ensuring inclusive and equitable quality education; Goal 5: Achieving gender equality and empowering all women and girls and Goal 16: Promoting peaceful and inclusive societies for sustainable development.

Sport for Development (S4D), the practice of deliberately using sport to achieve social developmental goals, has been a fast-growing phenomenon within the development sector as well as the sports industry, with various stakeholders such as governments, development organizations, UN agencies, private entities, sport governing bodies and several other institutions becoming cognizant of the impact sport can have on a variety of societal and developmental issues. In fact, many practitioners and individuals believe S4D to be more than just a practice within the larger developmental agenda; 38% of respondents to a 2019 survey by sportanddev said that they believed S4D is a movement in itself.

The regions of South and South East Asia[1](S & SE Asia) have seen a growth in S4D programming over the last decade. According to UNICEF's report titled 'Getting in the Game', a few more than 10% of the world's S4D programs and projects are based in South Asia and almost 15% are based in East Asia and the Pacific region (2019).

S4D programs cannot be generalized, however, and local context is key when planning and implementing effective programs. What works in South America or Europe may not be applicable to countries or regions in S & SE Asia, at least not without significant alterations

[1] Bangladesh, Brunei, Bhutan, Cambodia, India, Indonesia, Laos, Maldives, Malaysia, Myanmar, Nepal, Pakistan, Sri Lanka, Singapore, Timor-Leste, Thailand, Vietnam

and adaptations. There are many aspects to consider, ranging from the sport utilized, the accessibility to adequate space, to the social issues relevant to the community.

Hence, research is vital in the planning of any program to better inform activities and adapt them to be effective, sustainable and impactful within the local context. Additionally, research is key for garnering evidence of the impact of S4D as a sector, along with identifying relevant challenges and learnings, in order to inform future strategies and decision-making, influence policy as well as enhance advocacy efforts. Like any relatively new practice, S4D has its skeptics, with many key stakeholders at the programmatic and policy levels unable to identify the long-term impact that sport-based programs can have on individual and community development objectives. Thus, it is highly important that evidence and proof of concept, keeping the local context in mind, is gathered and highlighted. In S & SE Asia in particular, research into the scope or impact of S4D programs is few and far between. There is some existing literature in the form of project reports and independent impact studies, however, there are none (outside India) that highlight the scope, challenges and impact of S4D in the broader perspective of a country in the region or the region itself.

With this in mind, Pro Sport Development (PSD) in collaboration with The Federation of Indian Chambers of Commerce & Industry (FICCI) and Participatory Research in Asia (PRIA), initiated this study to understand the scope of S4D programming as part of the development agenda in different countries across S & SE Asia. The scoping study was commissioned to learn more about the current S4D initiatives in different countries across these regions, the impact that these initiatives have had, as well as key gaps and challenges faced by these initiatives.

This report seeks to bring together data from a variety of sources in the region; in particular, it emphasizes the voice of key local stakeholders. The findings in this report aim to present a clear picture of the S4D landscape in S & SE Asia, in order to provide practical recommendations to a wider audience, including S4D organizations, development practitioners, funders, sports authorities and policy makers on the potential future of S4D interventions in the regions, taking into consideration the local contexts.

It is important to note that India is not a part of this study. We recognize that India is a key player in the S4D sector in the region, with arguably the largest number of stakeholders. However, as there have been various studies (Dasra, 2014; Magic Bus, 2017; Sportseed, 2018) in relation to the S4D sector in India in the recent past, coupled with the fact that PSD has built a good understanding of the S4D sector in India through its experience of working in the field the past seven years, it was felt that the study should focus on other countries in S & SE Asia, where there is a paucity of macro-studies into the S4D sector.

Executive Summary

The Federation of Indian Chambers of Commerce & Industry (FICCI), in collaboration with Pro Sport Development (PSD) and Participatory Research in Asia (PRIA), initiated a scoping study in February 2020 to understand the scope of sport for development (S4D) as part of the development agenda in different countries across South and South East Asia (S & SE Asia). The objectives of the scoping study were to:

- Learn in greater depth about the current S4D initiatives in different countries across the regions and gauge their impact
- Identify key gaps and challenges that S4D programs and organizations face in the regions
- Provide a set of recommendations to stakeholders in the S4D sector in the regions to guide future strategies, including S4D organizations, development practitioners, funders, sports authorities and policy makers

The scoping study gathered primary data from a variety of sources in the regions, amplifying the voice of key local stakeholders. The study mapped a total of 138 stakeholders across 17 countries in S & SE Asia, before focusing in-depth on 105 of these stakeholders from seven countries in the regions. In order to gain the perspective of these stakeholders via the primary data collected, various data collection tools were developed. These included organizational surveys as well as interview guides for key informant interviews and focus group discussions.

The key findings that emerged from the study outlined a number of important aspects of S4D programming in S & SE Asia.

- Focus Areas
  The findings revealed that the prominent themes for S4D programming are:
  - Gender equality
  - Youth development
  - Improving educational outcomes
  - Social inclusion
  - Good health & well-being

- Impact
  Youth development is an important theme for the majority of the S4D programs in the region, and many of the key impacts observed by stakeholders in S & SE Asia were youth centric. These include:
  - Imparting life skills and sporting values
  - Enabling cognitive development
  - Promoting gender equality

- Popular Sports
  - Football is the most popular sport for S4D organizations to utilize as part of their programs
  - Close to one-third of organizations also utilize multi-sport activities as part of their programs

- Major Gaps & Challenges
  There were a number of gaps and challenges that S4D organizations identified, which limit their growth and impact:
  - Scarcity of funds
  - Lack of qualified trainers
  - Lack of space in urban areas
  - Inability to engage participants on a long-term basis

- Successful Strategies
  Some of the key strategies utilized by S4D organizations in the regions to ensure successful programs include:
  - Engaging schools in order to work with the local community.
  - Collaborating with the local sports authorities in order to engage qualified personnel in S4D programming
  - Creating leadership pathways for youth within the programs, allowing them to take up coaching/trainer roles

- Funding
  The majority of funds received by S4D organizations in S & SE Asia are sourced internationally, with the bulk of funding in the sector being provided by institutional and private sector grants as well as individual donations.

- Impact of COVID-19
  The pandemic has meant that several organizations have had to completely rethink their program design and strategy. Many organizations have had to shift focus to the immediate public health crisis and find innovative ways to engage with their beneficiaries in the short, medium and long term.

Based on these findings, we have provided a set of practical recommendations and measures for future engagement and growth of the S4D sector in S & SE Asia for stakeholders currently involved or interested in entering the S4D space in these regions. In particular, these recommendations are aimed at S4D organizations, both local and international, development organizations (who could potentially utilize sport as a tool for development), funders, sports authorities and relevant governments and policymakers.

These recommendations and practical measures revolve around the following themes:

- Advocacy
  - Advocating for S4D at all levels (local, national and international) and furthering the agenda of utilizing sport for social development within communities, as well as among funders and policy makers.

- Funding
  - Accessing better funding avenues by repackaging S4D programs to focus on the desired development objectives rather than solely focusing on the use of sport.
  - Collaborating with a variety of partners for accessing greater pools of funding.
  - Creating alternative revenue streams to sustain and grow programs by exploring options such as the social enterprise model.

- Versatility & Sustainability
    - Utilizing effective monitoring and evaluation tools that take into consideration regular feedback from the participants and key stakeholders, allowing the program to be altered to better address their needs.
    - Documenting and showcasing short-term and immediate impact of S4D programs effectively, in order to garner support for the long-term from the community as well as funders.

- Collaborations
    - Collaborating with a variety of partners to share knowledge as well as access larger pools of funding (instead of competing for limited amounts). Moreover, collaborating with relevant stakeholders to share resources such as infrastructure and human resources to solve existing issues of space and qualified personnel.

- Training of Trainers
    - Designing programs with in-built leadership pathways for youth to take up coaching/trainer/mentoring roles.
    - Developing an accreditation system for S4D trainers that provides individuals with the dual skills to become sports coaches as well as social workers with an in depth understanding of social issues and child protection.

- Navigating COVID-19
    - Taking programs online can be challenging, but it's important to pilot and test online programming to see its impact and reach, while comparing it to previous on ground methodology and results. Moreover, organizations can save resources and time by collaborating with others who have already developed online programming and content.
    - Catering to the immediate needs of communities by adapting and aligning objectives to the outcomes of health and well-being and public awareness.

Methodology

Given the vast region and the large number of diverse stakeholders the study aimed to cover, we utilized various tools to collect and analyze data. Desk research was used to develop a list of stakeholders and narrow down the regions to include specific focus countries, along with learning about S4D programs in these countries from existing project reports, annual reports and impact reports. Furthermore, we used surveys, key informant interviews and focus group discussions to collect primary data as part of the study.

The objectives of this scoping study were as follows:

- Mapping out a list of key stakeholders in S & SE Asia, including active S4D organizations[2] and related institutional stakeholders.

- Understanding the current local context of the S4D sector and learning about S4D programming in the region, including learning about the focus areas of current initiatives, their operational models, the type of sport utilized and key impacts.

- Learning about the main challenges faced by key stakeholders in the S4D sector in S & SE Asia and identifying gaps in S4D programming in the regions, which could be addressed in the future.

- Gaining a clear understanding of the future of the S4D sector in S & SE Asia and what interventions/strategies could provide tangible and transformative change for the sector going forward.

Desk Research

Desk research was carried out to build an initial understanding of the S4D landscape in S & SE Asia. The process was a deep dive into mapping the current S4D organizations and programs operating in the region as well as collecting a host of secondary data and information through existing project reports, annual reports and impact reports on the themes of work, popular sports used within S4D programming and key funders of S4D programs in the region.

The desk research also identified various organizations and institutions within the sports industry and development sector who could play a key role in the S4D sector going forward. Though most of these stakeholders had not yet been involved directly in S4D, this information gave the scoping study a wider view of the development agenda and landscape within the region, shedding light on what work is already being done and where the potential gaps may exist. For the purpose of this study, we will refer to these stakeholders as ‘institutional stakeholders’.

Through this comprehensive desk research exercise, we were able to develop a far-reaching and diverse stakeholder list of 138 S4D organizations and institutional stakeholders from 17 countries in S & SE Asia.

[2] An organization which utilizes sport as a tool for development. These include organizations that solely utilize S4D programs as well as others who operate a variety of programs, S4D being one of them.

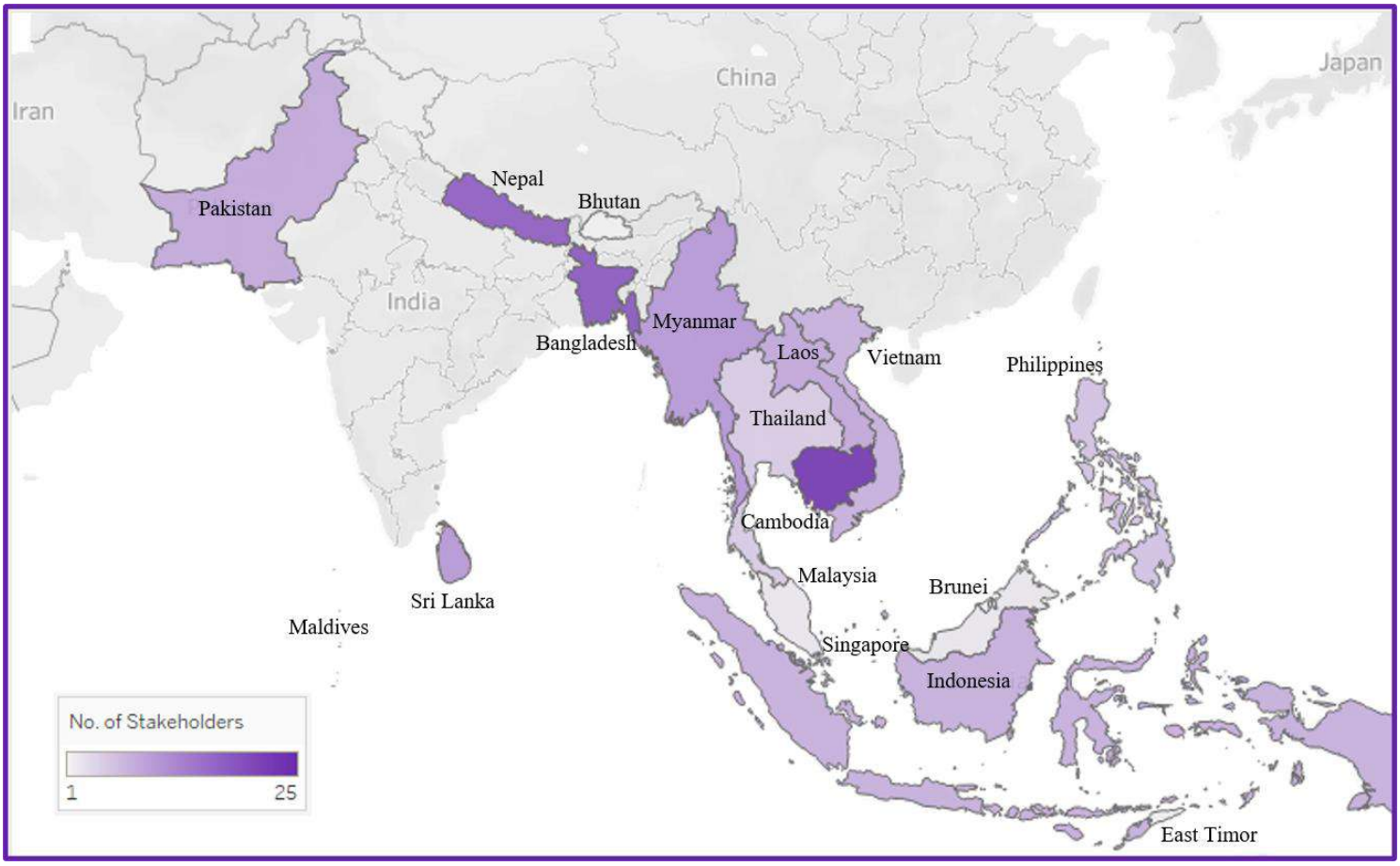


Figure 1: Country-wise breakdown of all stakeholders identified during desk research (S4D & Institutional)

Focus Countries

To ensure that the scoping study remained focused in learning about the S4D sector in S & SE Asia in-depth and did not stretch its limited resources too far, seven of the 17 countries considered were chosen as focus countries for the study. These countries were selected on the basis of the number and depth of current S4D initiatives, as well as the feasibility of meaningful engagement in the future. The study does recognize that this selection process favored the larger countries, as they could have a higher number of S4D initiatives; however, this was also deemed to partly increase the feasibility of future engagement in these countries. The focus countries that were chosen for the study were Bangladesh, Cambodia, Indonesia, Myanmar, Nepal, Sri Lanka and Vietnam. Only stakeholders from these focus countries were included in the primary data collection process.

The desk research helped map the stakeholders from the seven focus countries according to their relative influence and importance to the S4D sector in their country. Though all the identified stakeholders from within the seven countries were contacted for the primary data collection process, the stakeholder mapping was developed for internal purposes, in order to identify which stakeholders were priorities for survey responses and interviews.

Surveys

As part of the primary data collection process, two different surveys[3] were developed, one specifically for active S4D organizations and the other for institutional stakeholders relevant to the S4D sector (but not directly involved in implementing S4D programming), such as development organizations, private institutions, government departments and sports associations and federations.

The survey questionnaire for the S4D organizations sought to learn about S4D programs in terms of their outreach, objectives, impact, funding and challenges. Moreover, the questionnaire gathered responses on potential interventions that could provide solutions to existing challenges and the impact of COVID-19 on the S4D sector in the local context.

The survey questionnaire for institutional stakeholders (not directly involved in implementing S4D programs) sought to understand their perspective on the S4D sector, gathering their opinions on the viability of S4D approaches in relation to development objectives in the local context as well as future willingness to further engage with the sector.

The two surveys developed were sent to all the identified stakeholders in the seven focus countries, in order to initiate contact with them and learn more about their work. In total, we received a response rate of 26%, receiving 27 survey responses, which included 21 S4D organizations and 6 institutional stakeholders. The four-and-a-half month process of sending out surveys to the various stakeholders was continuous, as several leads and contacts were given to us through local stakeholders at different stages when we connected with them for the scoping study.

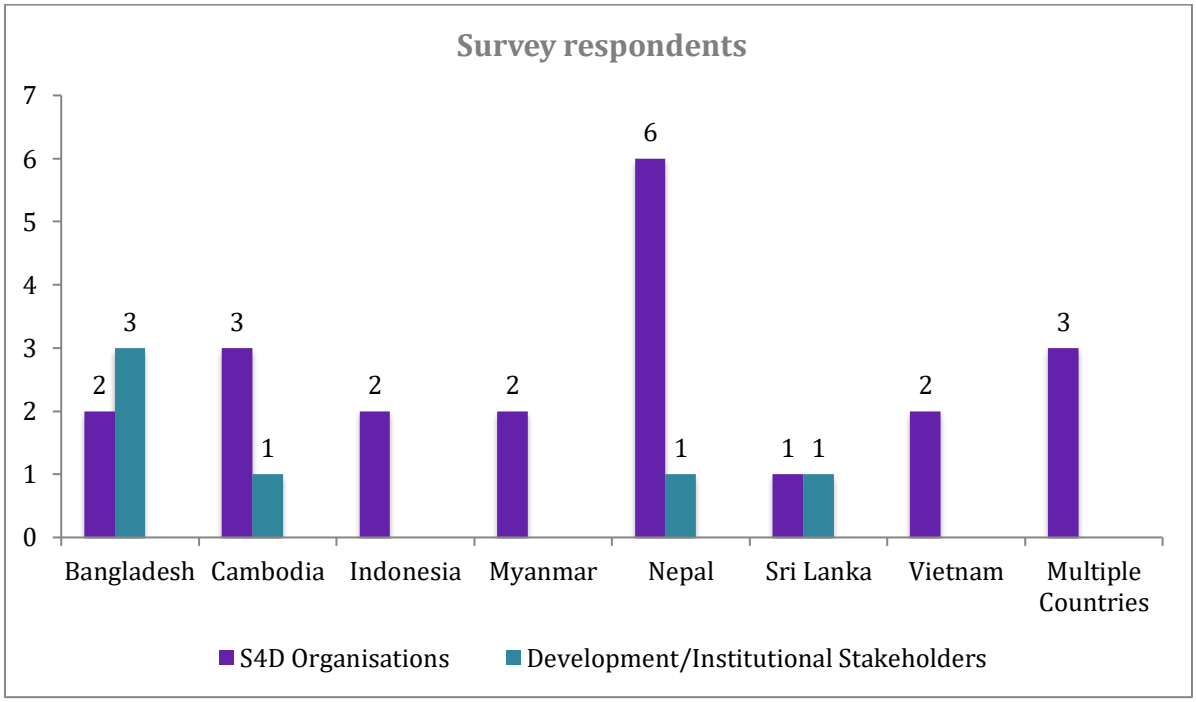


Figure 2: Country wise breakdown of survey respondents
**'Multiple countries' represent organizations that work in more than one of the focus countries identified.*

[3] Please find the survey questionnaires in Appendix A.

Key Informant Interviews

In addition to the surveys, interview guides[4] for interviews with key informants from S4D organizations and institutional stakeholders were also developed. These interviews were a follow-up to the surveys, allowing for respondents to elaborate on their answers, and have an in-depth, detailed conversation about their work and the S4D landscape in their country and or/region.

All respondents of the survey were invited to take part in an in-depth interview in order for us to learn more about their work and the local S4D context in their countries and/or region. Interviews were conducted with 14 of the 27 survey respondents. On average, the in-depth interviews were over 30 minutes long.



Figure 3: Country-wise breakdown of key informant interviews
**Several stakeholders who did not participate in individual interviews did take part in the focus group discussions outlined below.*

Interviews were conducted only with survey respondents who agreed to participate in the interviews in their survey answers. All participants signed consent forms[5] before taking part in the interviews. Further, with the consent of the participants, the interviews were recorded, for transcription purposes only. Recording the interviews allowed the research team to focus on the discussions with the interviewees and create a conversational environment. The interviews were all transcribed in order to utilize them for qualitative data analysis purposes, as well as for providing evidence in the final report.

Focus Group Discussions

After the key informant interviews (KIIs), we organized virtual focus group discussions (FGDs) for stakeholders from select countries, initiating a discussion on specific themes that emerged from the earlier phases of the research, allowing us to extract pertinent information and draw further inferences about the local S4D landscape. These FGDs were also mutually beneficial for everyone involved, as they brought together different S4D stakeholders from within a country and/or region, providing them with an opportunity to network and connect.

[4] Please find the interview guides in Appendix B.
[5] Please find the consent form format in Appendix C.

The FGDs were conducted after the KIIs, and this allowed the interviewees to be more comfortable during the FGD, due to their previous interaction with the researchers. During the FGDs, there were also some new participants who had not participated in the scoping study previously, as they were invited by other participants and/or were more willing to join a group discussion. This allowed for different perspectives that had not been previously recorded in the surveys or KIIs to be included in the study. All participants of the FGDs were verbally informed that the session would be recorded and the data would be utilized for the purposes of this research study only.

A total of three FGDs were conducted, one each for the countries of Nepal and Bangladesh, and one for the region of South East Asia. Nepal and Bangladesh were chosen due to the high volume of survey respondents from the two countries. While the study would have liked to have conducted FGDs in specific countries in South East Asia, there was no single country which had a large volume of respondents; hence it was decided that a region-focused FGD should be conducted.

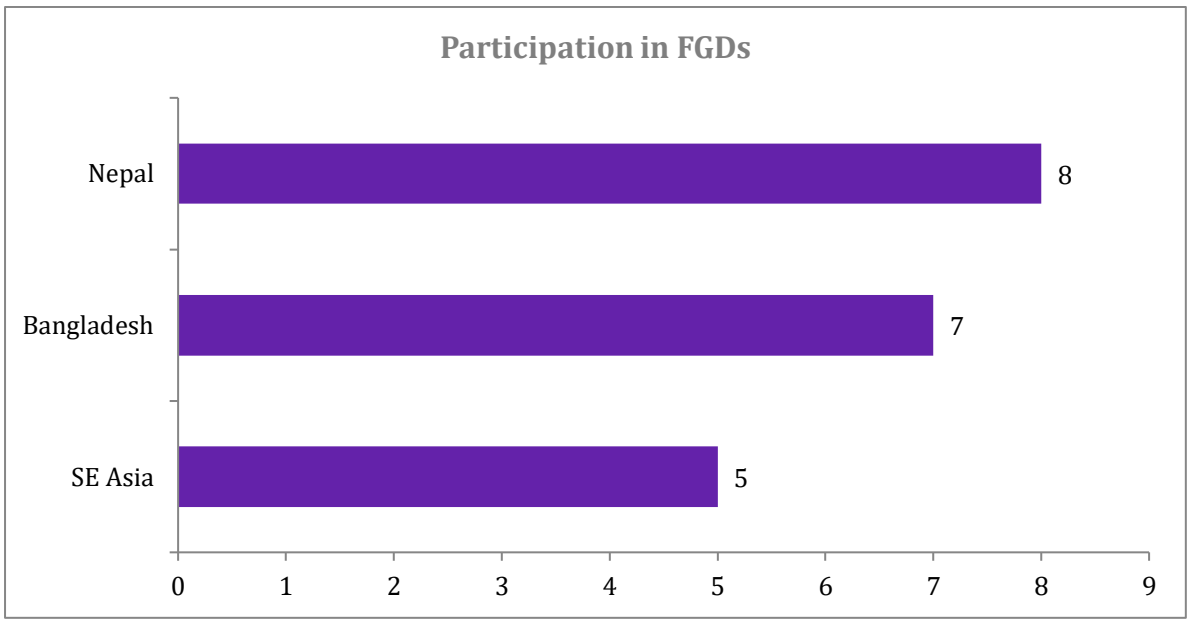


Figure 4: Attendees of focus group discussions

Data Analysis

All the KIIs and FGDs were transcribed for further analysis. The transcriptions were then coded thematically, using the NVivo software. The data collected from the S4D stakeholders was coded[6] to the below mentioned broader themes:

- Program focus areas/ target SDGs
- Operational models
- Choice of sport
- Core values of program
- Monitoring and evaluation systems
- Sources of funding for programs
- Key impact of programs
- Challenges faced by programs

[6] Please find the codes for various themes in Appendix D.

- Impact of COVID-19 on programs

The data collected from interviews of institutional stakeholders was coded separately, focusing on the following themes:

- Opportunities represented by S4D
- Constraints of S4D programs
- Future of S4D in their country/ region
- Future of S4D post COVID-19

Additionally, the data was also segregated and analyzed geographically. For example, data collected from Nepal, Bangladesh and select countries in South East Asia were coded separately. The scoping study aimed to find insights into the S4D landscape in S & SE Asia at a local level and hence it was important to segregate the data, where possible, and look for findings unique to the local context. As the three FGDs conducted were for stakeholders in Nepal, Bangladesh and South East Asia, the geographically segregated data analysis also focused on these three countries and /or regions.

Challenges

We faced a number of challenges during the data collection process. The onset of the COVID-19 pandemic coincided with the start of the scoping study. This meant that getting survey responses from organizations and individuals was extremely challenging and, in most cases, a very slow process. On many occasions, though organizations had filled out the initial survey, they were unwilling to participate in a follow-up interview, or had a reduced capacity to do so. This meant that the data collection process was more time consuming than previously anticipated and required a lot of follow-up from the research team.

Further, in the original methodology for the study, the final phase of data collection involved country visits to meet and interact with local stakeholders in order to further understand the local context and ground reality. However, keeping in mind the travel restrictions around the world due to the COVID-19 pandemic, it was decided that the originally planned country visits and their related activities would be replaced with country and/or region specific focus group discussions that would be held virtually. This did, however, help speed up the data collection process, as organizing webinars with stakeholders who had already been in touch via surveys and interviews was a relatively quick process.

The low survey response rate (26%) was an issue for this study. In particular, getting responses from non-S4D organizations and institutional stakeholders proved to be a major challenge, and we received only six in total. This may be attributed to a lack of awareness about the S4D approach in the development sector across the regions. It could also be attributed to the fact that many development organizations and international donor agencies would have been busy organizing COVID-19 relief efforts, and may not have had the time or inclination to take part in a study involving S4D. There were a few instances where some development organizations actually responded to say they would not complete the survey as they did not see the relevance to their work.

While the data shows that the scoping study suffered a low response rate, this was not a major concern to the eventual findings, as the scoping study was exploratory in nature and the data accumulated through all the surveys, KIIs and FGDs was rich and detailed.

Finally, the language barrier was also an issue during some of the interviews. The low response rate to the surveys could also be attributed to the fact that the surveys were only available in English, and had not been translated into local languages. This language barrier meant that the data collected through some interviews and discussions were not as rich as they potentially could have been. Going forward, it would be relevant to develop surveys and conduct interviews in multiple languages, which would allow a greater reach to local stakeholders, especially those working at the grassroots.

Key Findings

The following section describes the key findings that have emerged from this scoping study. These findings are laid out according to several themes, which align with the overall objectives of the study. Please note that the key findings section portrays the results of the cumulative research for the seven focus countries in S & SE Asia. The following sub-sections then take an in depth look into the findings from the countries of Nepal and Bangladesh, as well as the region of South East Asia.

Background of Respondents

In total, there were 27 respondents to the surveys (26% response rate). Out of this total number, 21 respondents were S4D organizations while six were institutional stakeholders. More than half of the respondents to the two surveys operate at a national level (52%), with 33% operating at an international level. Only four organizations (15%), all of which were S4D survey respondents, said they operate at a sub-national level.

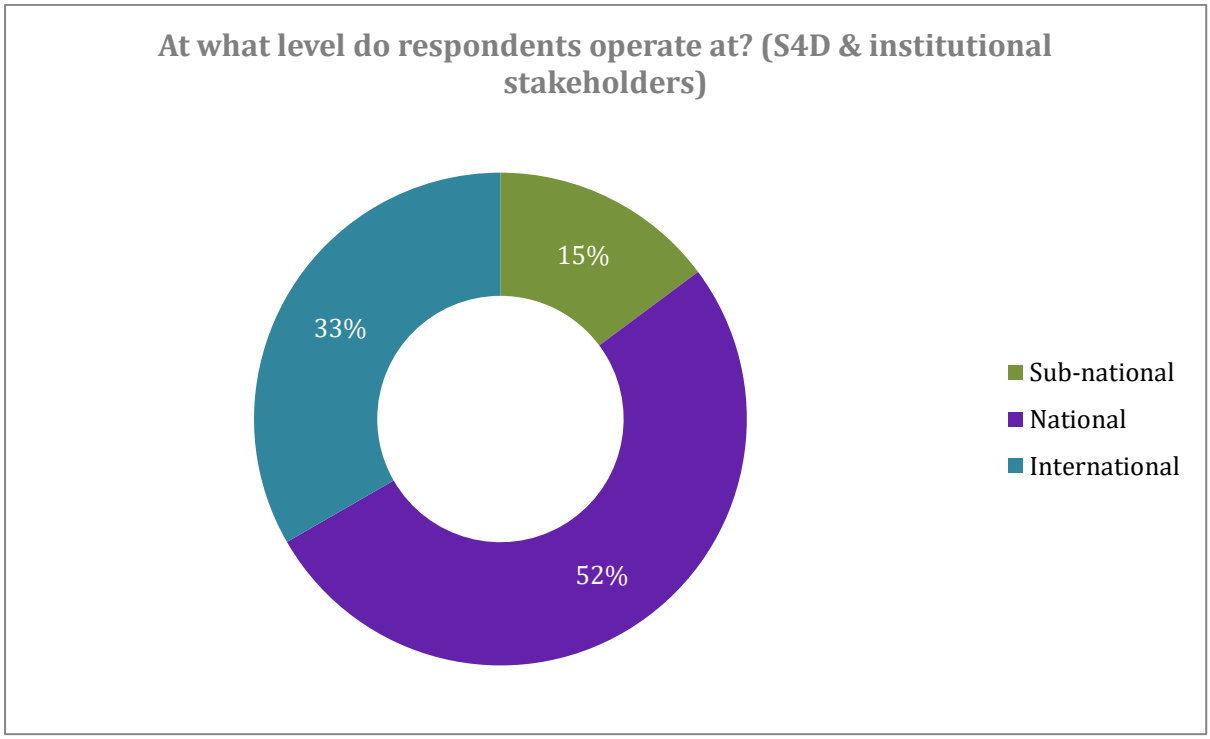


Figure 5: Where respondent organizations work (both S4D and institutional stakeholders) (N=27)

Respondents to the survey for S4D organizations were also asked how long they have been operating in their specific country and/or region, and for how many years they have been implementing S4D programs. As seen in figure 6**,** 52% of the S4D respondents have been operational in one of the focus countries for over 10 years. Moreover, 38% of S4D organizations have been working in the region for between 5-10 years.

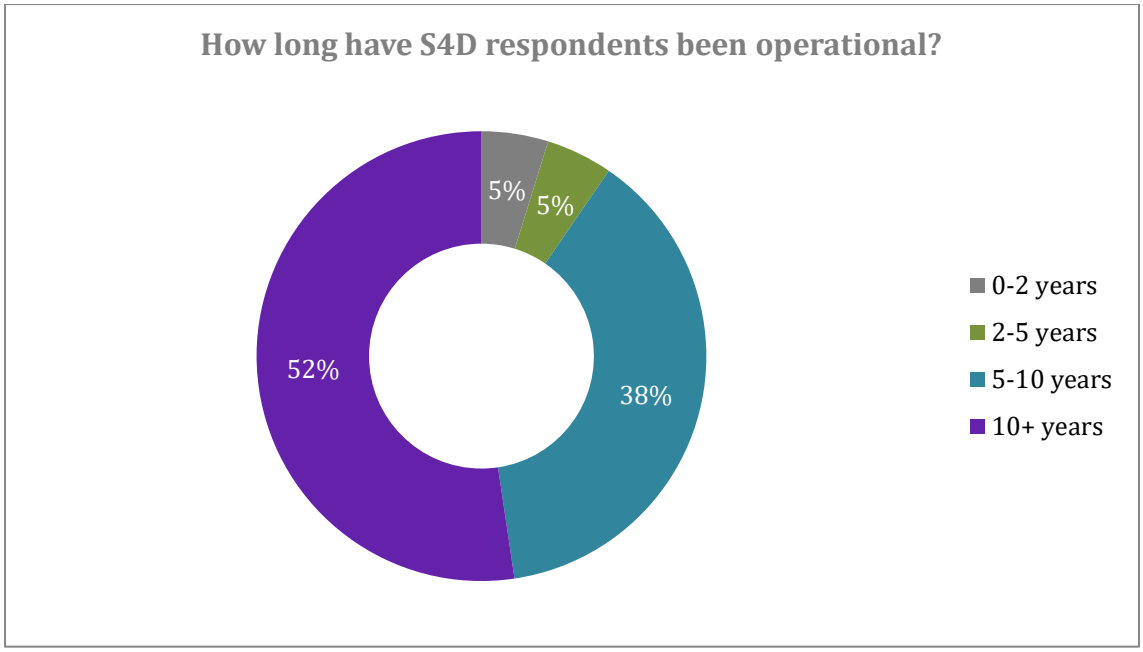


Figure 6: Length of time respondent S4D organizations have been operational in S & SE Asia (N=21)

Furthermore, 72% of S4D organizations stated that they have utilized sport as a tool for development in their programs for over 5 years. This points to the fact that the respondents are experienced entities within the S4D sector.

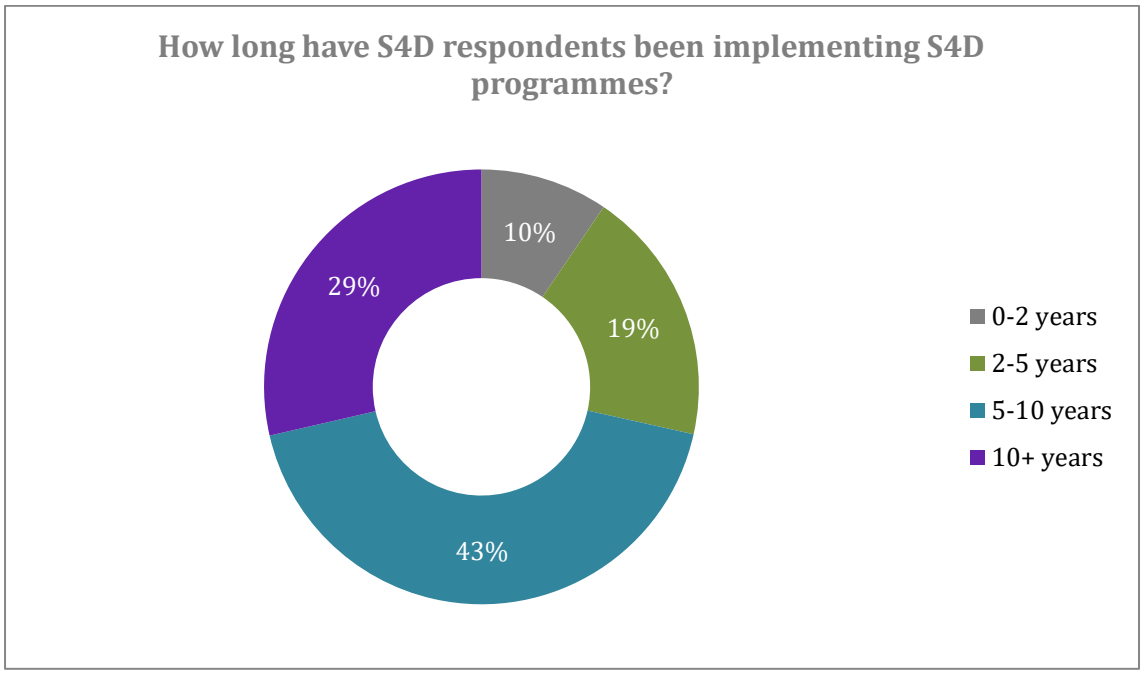


Figure 7: Length of time respondent S4D organizations have implemented S4D programs in S & SE Asia (N=21)

Within the countries and/or regions that the 21 S4D respondents work in, 65% of the organizations responded that they work in urban, semi-urban as well as rural locations, whereas 20% of S4D organizations work only in urban spaces and 10% work only in rural areas.

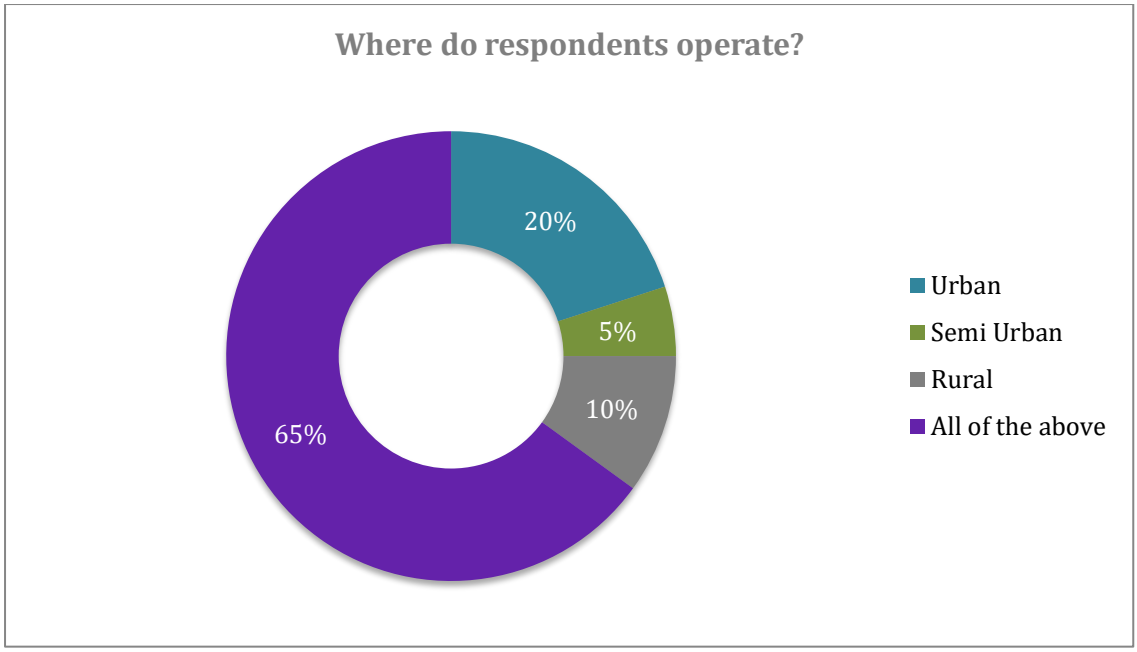


Figure 8: Where S4D organizations operate within a country/ region (N=21)

Focus Areas of S4D Programs

From the results of the survey completed by S4D organizations in S & SE Asia, there were five focus areas of S4D projects and programs that predominantly stood out. These are highlighted in figures 9 and 10 below:

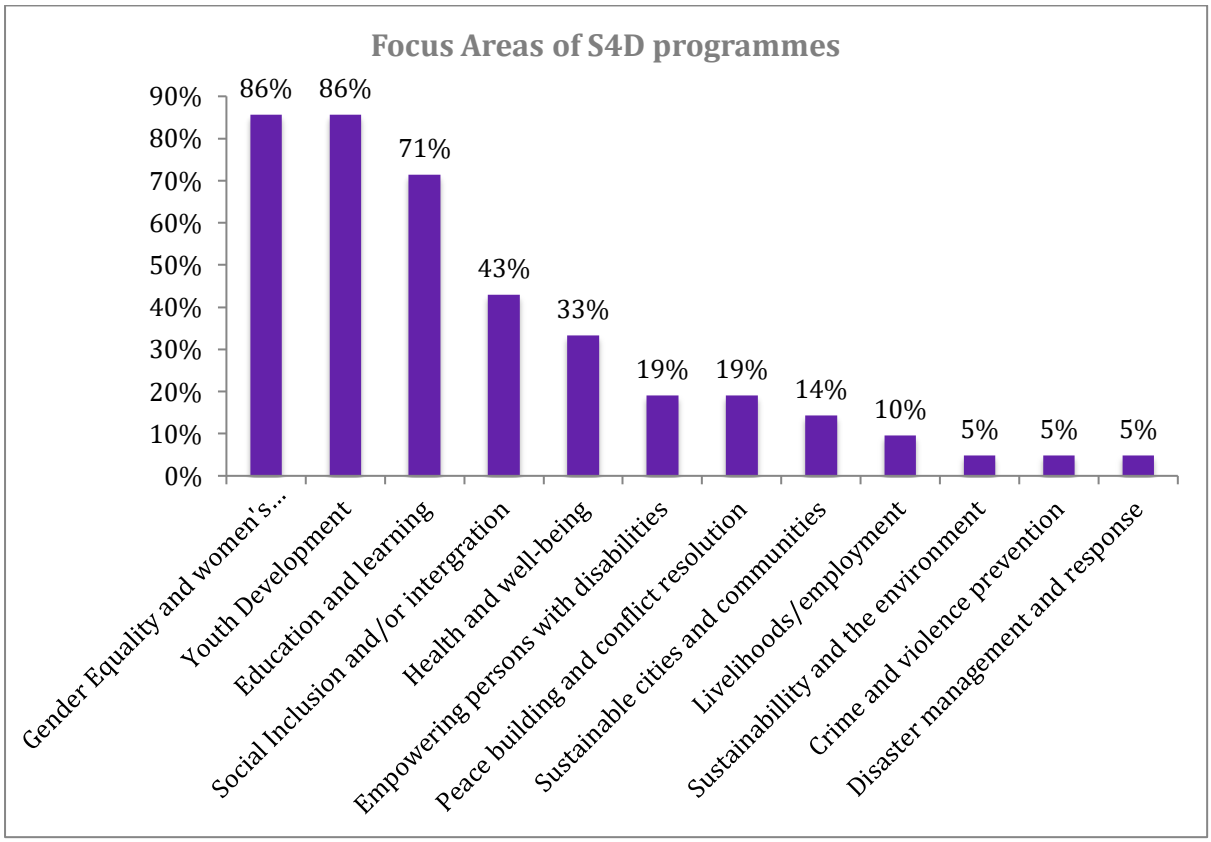


Figure 9: Areas of focus of S4D respondent organizations (N=21)

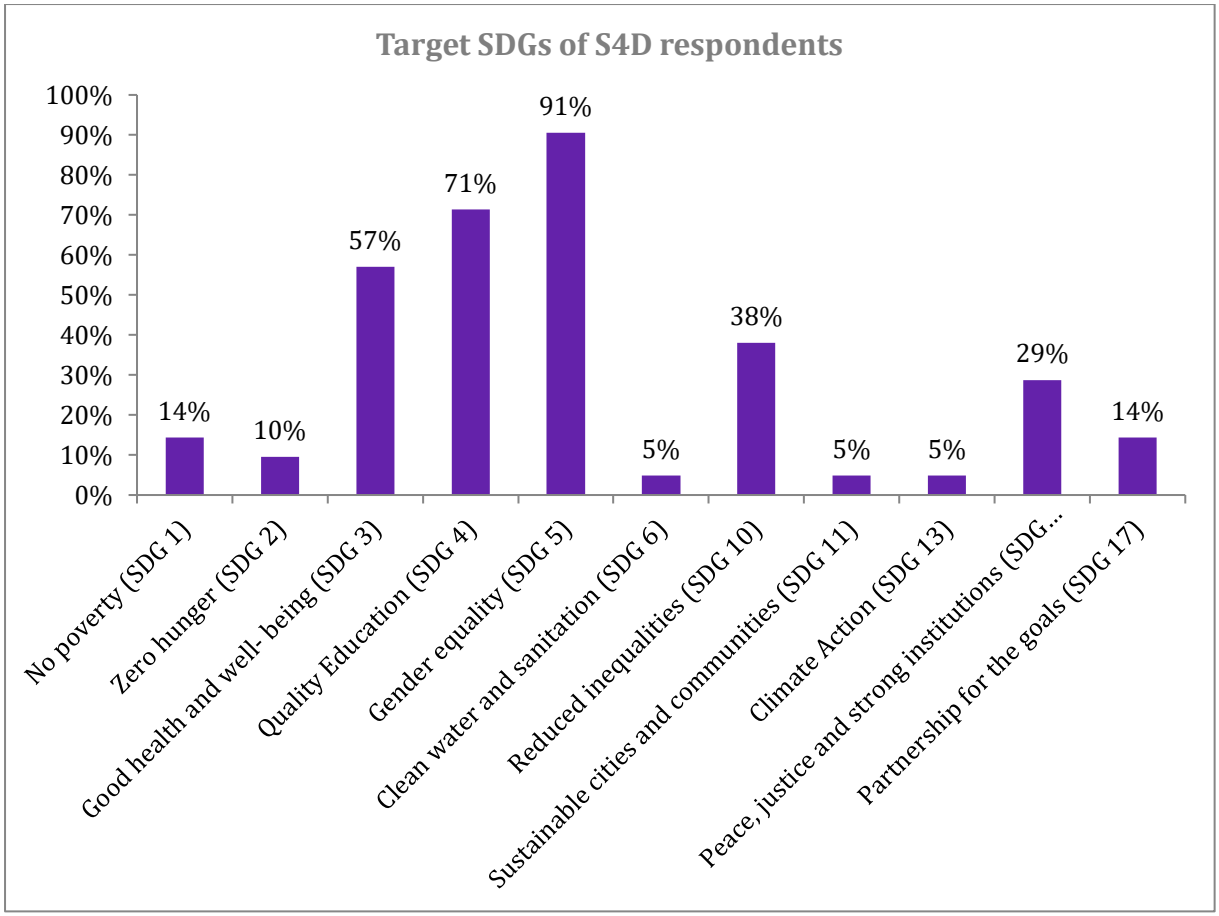


Figure 10: Target SDGs that S4D respondent organizations are working towards (N=21)

From the figures above, 86% of the respondents said that one of the key areas of focus for their programs was gender equality and women's empowerment. This closely aligns to the UN's SDG 5: Gender equality, and this data was validated by responses to question 11 from the survey for S4D stakeholders, in which 91% of S4D organizations said that they were working actively through their S4D programs to enable Goal 5. Additionally, 83% of institutional stakeholders claimed that they believe sport is an effective tool in advancing this goal.

86% of S4D organizations said that their S4D programs focus on child and youth development, aligning with SDG 3: Good health and well-being and SDG 4: Quality education. 100% of institutional stakeholders also responded by saying that sport was 'very effective' when used as a tool for child and youth development.

71% of S4D organizations claimed that one of their key focus areas is education and learning and that SDG 4: Quality education, was an important outcome of their programs. Again, 100% of respondents in the survey for institutional stakeholders said that they felt education and learning was an area of development where sports can be used as an effective tool.

43% of S4D organizations surveyed focus on the theme of social inclusion and/or integration. This aligns with SDG 10: Reduced Inequalities, and 38% of S4D respondents acknowledged this was a target goal for them. Furthermore, 83% of institutional stakeholders felt that sport is a 'very effective' tool when working on the theme of social inclusion.

The final prominent focus area for the S4D organizations surveyed was working towards health and well-being, including public health. This is a natural benefit of regular participation in sport and physical activity, and has become even more important due to the onset of COVID-19. 33% of respondents said that this was a key focus area for them, aligning with SDG 3: Health and well-being, which was a target SDG for 57% of respondents.

An Effective Tool for Development of Children & Youth

As observed in the previous section, a majority of the programs in S & SE Asia focus on working with children and youth. One of the key findings that emerged from the study was that several respondents believed that sport is an effective medium to engage children, especially when teaching them life skills, as well as educating them on various personal development issues.

One organization explained that the simplicity and versatility of sport made it an effective tool to engage with young people in achieving different development objectives:

> It is sports in simple terms, it has nothing political, it has nothing religious, it is just sports. You could just play with one ball and then you can talk a lot about it after playing. That is the reason why we chose sports as a tool for development and we feel that it is very versatile. We are trying to imbibe all these projects together [child protection, education] to come up with new project designs that [have] elements of sports because it is easy for us to communicate with our beneficiaries and stakeholders.

Another organization reinforced this sentiment, emphasizing the simplicity of the S4D approach, and how certain values are inherent in sports and can be imparted to participants without talking about them directly:

> I think sports has a power to bring people together and learning becomes fun at the same time. It just helps them open up and become more confident. It teaches them a lot of different values like being honest, being committed. It teaches them things that you do not even have to speak about. It is a very powerful tool to use, especially with the youth.

According to another organization that implements S4D programs, sport is an excellent medium to collectivize youth, especially those who take a keen interest in it:

> Why sports? You know that sports can build the confidence for young children and enhance their learning outcomes. Also, young people love to participate in sports programs, this is also another reason.

This point was reiterated by several organizations, with another S4D organization stating:

> Sports are such a powerful tool for development because every part of your character manages to ooze out while you are playing. This brings opportunity for growth and maturity. And of course, the obvious fact that you can drop a ball onto a field and a hoard of youth will gather to play. It's a great foundation to gather a target group.

Key Impacts

One of the key impacts of S4D programs in S & SE Asia as informed by respondents is that they provide greater access for participants, especially children and youth, to take part in extra curricular activities, including sports and physical activities. This in turn provides them with several benefits that many children in the region, especially girls, usually miss out on.

Greater opportunities to access sport and physical activity outside their regular lives at home and at school gives children the chance to express themselves and have fun. This is one important point highlighted by an S4D organization in South East Asia:

> [Because] the children we work with come from very poor backgrounds, so the opportunity to be part of sport, to play, to be children is not easy over here, so the first [benefit of sport] is to give them the opportunity to have fun, to be children.

By providing children with greater access to sport and physical activity, they are able to have fun while building a social network outside their families or more conventional relationships, which was pointed out by another stakeholder who engages in S4D programs:

> Mostly we see a huge change just in girls accessing sports, having fun, building a social network.

Additionally, S4D programs taking place in schools and communities have encouraged key stakeholders, such as teachers, to take an interest in implementing sports and extra curricular activities. An S4D organization from Nepal explained the change they have seen since their programs began:

> What we have seen is schools are engaging more [in] extra curricular activities, they are engaging more [in] inter-school sporting activities and the rural communities are also engaging more with the schools and the teachers to bring in more sporting activities within the community that we are working in.

Many S4D programs across the regions are teaching various life skills like communication and leadership, along with values such as fairplay, inclusion and respect. One of the S4D organizations said that the education they provided children through their S4D programs gave them the tools to be successful in the future:

> The education that we provide to them, including social issues, that is something that they can use in their lives in the future. Also, the life skills education that we support them with, that is something that they can use in their working environment in the future.

Another respondent spoke about how their S4D program had an impact on the communication skills and decision-making of children, helping them build stronger relationships:

> The children's decision making is better. They have more confidence. Their social acceptance is higher. They can communicate better with others and work in groups rather than in isolation, which is very important [as] humans and also [for] interaction, learning through others and building close links.

Building confidence in individuals, along with the teaching of values such as fairplay, were also key impacts. One of the respondents mentioned how football and sports-based fun games helped several participants come out of their shells:

> Before starting the program, they did not talk with each other much and they were shy, they hesitated to touch the ball thinking that they cannot hit [it] hard. I helped them feel comfortable by asking [them] different questions, starting [with] fun games or team-building games. After two, three sessions, they [were] so confident that they [were] asking [me] questions, they [were] answering [my] questions and they [were] talking with each other.

Another respondent explained the value of fairplay in their S4D program, with children learning to respect their opponents and peers through participation in sport:

> Some of the curriculums in fairplay and leveling the field are something that children have learned very fast. In the community, [earlier] if the boys [were] playing football, [they would be] kicking each other, [there would be] foul play, nobody cared. Now, it is more about being respectful in the field, […], the spirit of sportsmanship, the spirit of being helpful, the spirit of humanity.

As observed previously, gender equality and women's empowerment was outlined as a major focus of 90% of S4D organizations surveyed in the regions. In particular, the scoping study found that S4D programming in the regions is perceived by organizations to have a profound impact on breaking down existing gender norms, changing mindsets of stakeholders in relation to gender stereotyping and empowering women and girls to take leadership roles within their communities.

One internationally renowned S4D organization, which operates in a number of countries in S & SE Asia, explained the wide-ranging impact sport has on the empowerment of women and girls:

> We do see that reductions in some of the key, critical violations that girls face such as violence, an increase in knowing how to prevent early pregnancy, rights around the home, gender equality; so the program not only creates a space for girls to play sports but […] the life skill education piece is critical as well, especially for girls and young women and some of the communities where our partners work.

A respondent from Bangladesh described how sport can have a significant impact on increasing the mobility of girls:

> [The] mobility of the girls, it increased a lot because usually in Bangladesh the girls stay around their homes and just go to their school, it is not [a] very practical thing to just go [out] like boys to the market or other places, so when they [were] involved with sports their mobility increased.

Another organization pointed out how participation in sport had impacted the mindsets of girls and boys towards existing gender norms in their communities. Mixed gender participation has helped level the playing field, and has seen the relationship between girls and boys transform, breaking gender barriers along the way:

> We have seen a profound change in the behavior of girls and boys towards sports and how sports is not just gender specific. Now these boys are playing alongside girls. In the earlier

> days, it was just girls playing amongst themselves in one corner of the field. Now it is more like boys including girls into the game and they also actively participating.

Moreover, S4D programs not only impact the mindsets of participants but also stimulate transformative thinking of key stakeholders in the wider community, such as parents:

> The perception [held by] the mothers in the community has changed towards them [their daughters/program participants], initially it was like - boys you go and play, [do] whatever you want to do. Girls, you need to stay home, you could get hurt, it is not good for you, that is a boy's game. When they see their daughters play football in the same way the boys are playing - scoring goals, falling down, getting hurt, […] it gives them a sense of confidence that even girls can play. Then they have this confidence in terms of okay my daughter can do things more than I [had] expected. There is this slight behavioral change in terms of how the community has perceived girls and sports or gender for that matter."

Popular Sports Utilized for S4D Programming

From the S4D organizations surveyed in the focus countries, it is clear that football is the most popular sport utilized within S4D programs in the regions (76%), with multi-sports (29%), cricket (24%) and volleyball (24%) being some of the other popular disciplines.

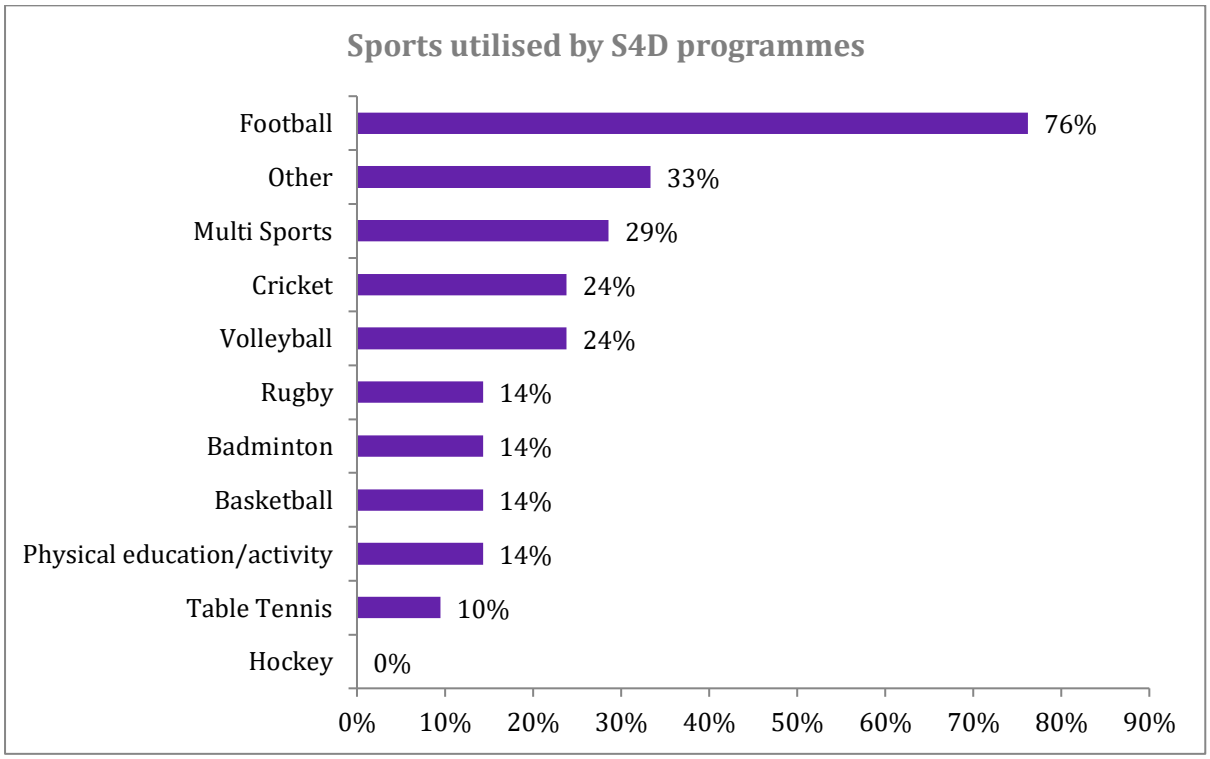


Figure 11: Sports utilized by S4D organizations in S & SE Asia (N=21)

One of the respondents, who exclusively uses football for their S4D programs, said that a key reason behind this was because it is a team sport:

> In other games, normally there are only one, two or a few people [playing], but in football we can have more people as a team. Football itself is a message that we need to be a team. In that team we will have different players from different backgrounds, ethnic groups, age groups,

> social status and castes. All sort of differences come together to achieve a goal, that is why I use football as a tool to empower youth in our community.

Another reason cited by a respondent for choosing football was its immense popularity in the local community, which made the program easy to introduce:

> Yeah, we have chosen football as a particular sports or as a tool because football is a very popular game altogether.

Lastly, one organization said they decided to use football because it was a game that could easily engage a large number of participants, with minimal equipment, hence being affordable:

> Football is a game that we can engage with a lot of people. One ball can be played with 20 people or any number of teams. In football training, [you can have] more than 20 kids, 30 kids, attending weekly coaching sessions. So one ball could reach a lot of people. Different sports would be more expensive.

About one-third of the S4D organizations in the regions utilize multi-sport and physical activity in their programming, using a number of different sports and sports-based activities that are integrated within a wider curriculum.

> Actually our definition of sports is quite broad, because it includes play and physical movement, physical activity so it is really up to the local partners and the girls themselves. Across these countries in particular, […] there is karate, there is football, there is volleyball."

The other popular sports, according to the respondents, are cricket (24%), volleyball (24%), rugby (14%), badminton (14%) and basketball (14%). Interestingly, one-third of the respondents said that they use other sports, and some of these included hiking, skateboarding, netball and karate.

One respondent noted that though they are primarily utilizing football for their programs currently, they are working to include a number of other sports as well:

> What we realized was [that] even if we use football for now, we are trying to change the modality and trying to imbibe other sports also like volleyball or basketball or things that are easily available for any rural community to take up.

While the trend, and understandably so, is about building S4D programs around sports that are already popular within the community, one respondent did interestingly point out the potential benefits of introducing a new sport.

> The interesting thing there about the sport that they chose was that there was no association with rugby [in the country]. Like whether it was a male sport or a female sport, so they brought in a sport that was quite like nobody really had an attachment of gender to it.

Operational Models

As noted earlier, a majority of the S4D organizations involved in this scoping study work with children and youth through sport. Hence, an important question that came up with regards to their operational models was whether programs engaged children through schools or directly within communities. Many respondents preferred schools as entry points to work

with children, due to easier access. However, many programs were developed to engage and impact the wider community from which the children belonged. One of the S4D organizations stated:

> We are using schools as centres for community development; so what we believe is if we work directly with the schools we are in turn working towards the development of the community. So, for us, the direct beneficiaries, the direct people that we work with [are] the children [...] at the same time we work alongside the parents by giving them awareness on various issues and engaging them in sports activities.

Another organization described a similar approach, talking about how they used schools as an entry point for their programs:

> We go to a school in the community. That is where we approach because there are lots of girls in the school. […] Because [of] word of mouth, more girls [from] around the village started coming. [The] school has given us classrooms to [conduct] our classes, do our workshops and then there is a football ground nearby and we go there and practice. Everyday in the morning in the school we do our educational classes and after school we do our football session.

Another organization explained how they were more flexible in their approach, not only working with schools but also partnering with other charities and working in communities where these charities directly implement their programs, thus increasing their reach:

> We work with schools, we work with charity organizations. We go to their school, organization or community to do coaching. We have our own coach travelling to coach in the different areas.

Several organizations choose to partner with sports federations to bring in quality coaches and trainers. However, these trainers must also go through training on how to facilitate sessions on the social goals of the programs and understand that sport is simply a means to an end, and not the end itself. A program lead from an S4D initiative described this process:

> Through this project we engage the [national] soccer federation and then we recruit some licensed coaches [from the federation]. After the recruitment, we train the local coach on the modules of resilience session which we deliver in the child friendly centre.

Another organization said that they worked with national level coaches from football and cricket associations to develop a curriculum, which they then utilized to train local level instructors who implemented the program:

> We brought about like 25 coaches for a 3-day workshop and [in] that workshop actually we developed a module for sports and for football and cricket and it was like a learning for us as well as the coaches also. We developed a master trainer group who could then teach our adolescent girls.

Taking a different approach, one organization said that they work with Physical Education (PE) trainers that are part of the schools, training them to implement their program. Another organization said that they used dedicated sports coaches for sports sessions and social workers for life skills lessons:

> We have a fulltime netball coach and a karate coach. They do the sports part. Building character, awareness is done by social workers, so we are a social work based organization so we use them as well. That is how we work.

Finally, the approach taken by another organization is to train youth leaders and mentors, who are then responsible for delivering the program in their communities:

> On the operation bit of it, we have the program coordinator who is a project officer, and these guys are responsible for the training of our youth leaders or youth mentors. After they train the youth mentors, these youth mentors go into the community and run the sports sessions within the community.

Successful Strategies & Good Practices

One practice that the majority of respondents highlighted in order to have success was that of 'community buy-in'. Many believed this to be the integral aspect of any S4D program, and that it was vital to gain the confidence of the community and key stakeholders within it.

One organization noted the importance of approaching the community beforehand and developing a strong rapport with them:

> Yes, I think what we have done is approaching the community, that is very crucial to start any kind of program, having a good connect with the community. Be there and making them believe that you are doing some work.

Another organization expanded on this, explaining that it was vital to earn the trust of the community. According to them, several communities are weary of NGOs, since many organizations work with them for only a short period of time and without creating any real change. Hence, there is strong value in earning the trust of the community, and this can only be done through genuine, hard work:

> So people have lost their trust in organizations because they just come, hold some programs for few months and then they go away and there is no impact. People do not believe that this kind of program will be impactful. When they see you working day in and day out, indulging in the community, trying to find solutions to problems and approaching the community and engaging with the community, I think that makes a huge difference where the community also comes forward. They also want the children to come and attend the program and they see the progress in their own children, they show interest in their own children, I think that is what works best, that is what has worked for us.

A stakeholder from Bangladesh also explained how one could approach the community in a practical manner through workshops and meetings, and pointed out the importance of involving key stakeholders, such as parents and local leaders:

> [To] involve the parents and the local people, it is very important to start, before [going] to any program. We organized […] small group discussions and big meetings and workshops with the community people, community leaders and let them understand what we are going to do and why. When they were convinced, [only] then we started the program over there so after that they took also some ownership and they also supported financially. It is very important to involve the community people, parents and the local leaders and others.

One respondent stated that it was best to work in communities that one has been a part of or has been working with for a long time.

> Start work in the places that you are already in and you are strong. Start with things that they like and that they can do and then move to new activities that will bring more effective, efficient results and outcomes. Also, winning the people should be done through actions, so deliver what you promise and promise what you can deliver.

Another successful practice was the focus on creating a development pathway for youth to take leadership within the program and organization. Many programs emphasize on leadership as a learning outcome for participants, and this usually results in certain participants emerging from the program as youth leaders, taking up coaching positions and acting as role models for others in the program and within the community. This strategy allows for programs to develop homegrown trainers and coaches, who have a strong understanding of the not only the program and its objectives, but also of the local context. This also ensures future sustainability and local ownership of programs. As one organization pointed out:

> Yeah, we have few [participants] who have joined our staff and [are] doing the program. And also with regards to netball and karate, the students from the past years have been taken in to coach and support our programs with the coaches.

One respondent highlighted how developing this pathway for youth leadership can create opportunities for girls and women, providing an internal solution to the scarcity of female coaches and trainers in the S4D space.

> I think for us it is really the leadership pathways piece I suppose. We have seen over the years in order for girls and young women to be retained and to feel safe in programming, having a female role model and a female coach is incredibly important. So I think ensuring that leadership pipelines and pathways are designed [within] programs is really important. And whether they are just small informal opportunities that girls get, just anyway that they are practicing their leadership so that they can move up and that way they are the ones that we are supporting in the future too, with stipends and economic opportunities to run these types of programs in the communities themselves.

Another successful strategy was that of implementing S4D programs through partnerships and collaborations. Many of the long-term projects that have been a success in S & SE Asia have been delivered collaboratively with local, community-based organizations partnering with larger, international S4D organizations, hence combining expertise from an international context with a community lens. While local partners can provide the local expertise and ability to implement programs on ground, international partners can provide support in terms of funds, training and best practices relating to monitoring and evaluation systems.

Challenges Faced by S4D Organizations

The top three challenges highlighted by S4D respondent organizations operating in S & SE Asia included funding and budgetary restrictions, lack of collaboration/ assistance from other sectors (including corporates), as well as lack of advocacy and research. The issues of inaction from governments and relevant policies, and the lack of qualified professionals in the S4D sector were also flagged as challenges by the S4D respondents.

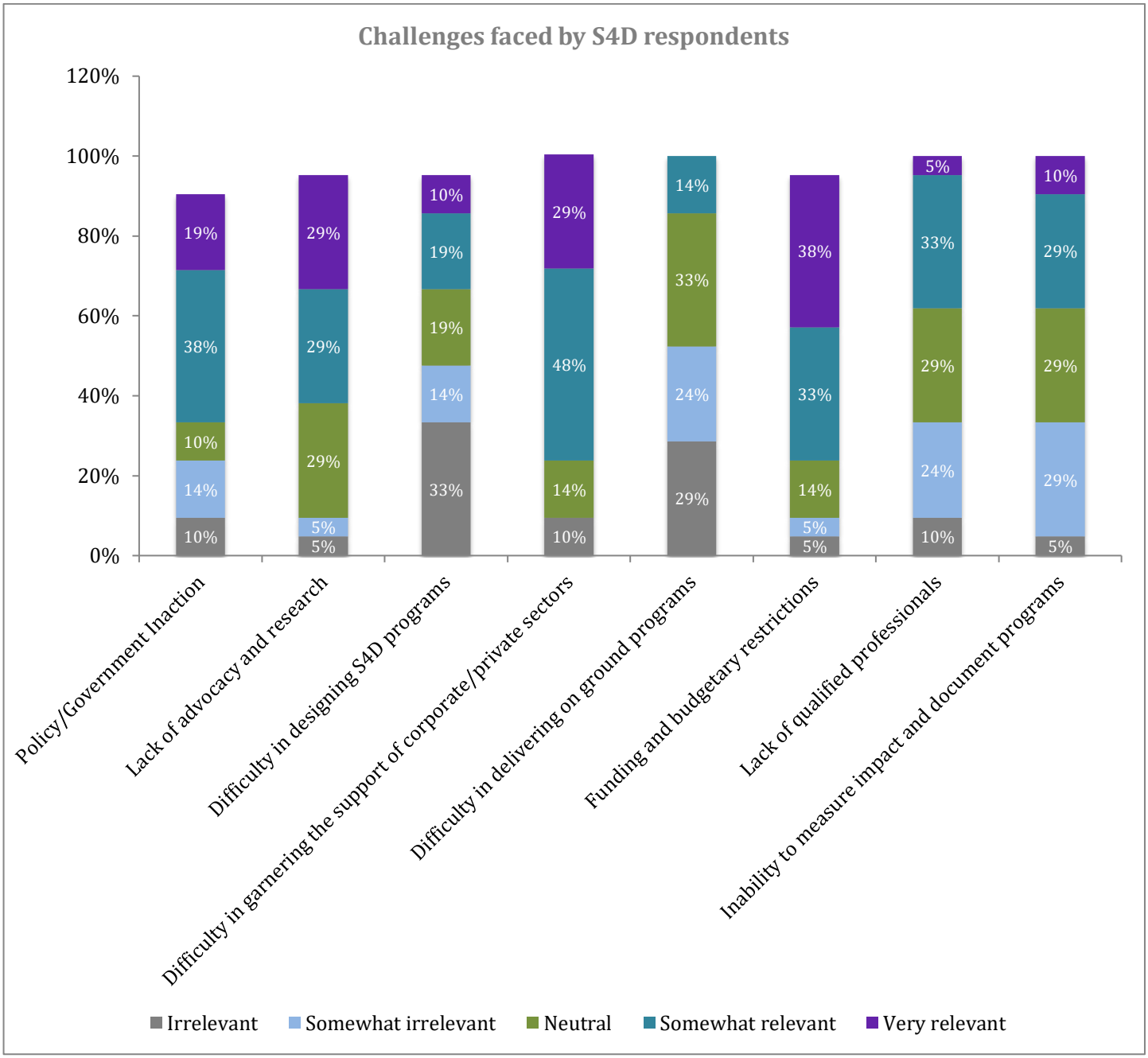


Figure 12: Challenges faced by S4D organizations (%)
(N=21)

Funding & Budgetary Restrictions

Funding and budgetary restrictions are a major issue for S4D initiatives in the regions. 71% of all respondents said this was a relevant challenge, and 38% of all respondents said it was an extremely relevant challenge. Many programs find it difficult to access funding required to develop and implement effective, long-term programs, with most of the funding being given for too short a period of time to create any tangible or sustainable impact.

Some related challenges include the lack of research and advocacy in the S4D sector in the regions, as well as the lack of collaborations with other sectors, in particular the private and corporate sectors. 58% of S4D survey respondents agreed that the lack of research and

advocacy in the S4D sector was a major challenge for them. A lack of evidence of the impact of S4D programs in turn means that it becomes difficult to garner the support of other stakeholders, such as the corporate and private sectors. 77% of S4D respondents found this to be a relevant issue.

One of the respondents noted that many heads of social responsibility at corporates come from a marketing background, and do not see the value in supporting an S4D program:

> I have had a couple of meetings with a lot of marketing heads who are the company's CSR person and they have said 'what is in it for the company?' That is the question I keep getting, and for us to just talk about [that] we are going to reach about 300 children through sports is not marketable for them.

An S4D stakeholder from Nepal mentioned that though the money is out there, funders are unable to understand the correlation between sports and social issues:

> They still cannot grasp the idea of an organization taking football and trying to teach children about social issues […]. This has to be probably slowly broken down in terms of what we intend to do. There is opportunity, no doubt. The government of Nepal has finally set aside 1% or 2 % of the total profit of any [corporate] companies to be set […] aside as a CSR activity."

Building on this point, another respondent added that often, when it comes to sport, funders are likely to invest in sponsoring tournaments and leagues:

> In terms of local fundraising or corporate CSR activities, sports are considered as CSR activity as a whole. This falls under the development of sports so what these big CSR companies do is they sponsor a sporting event directly and that is considered CSR for them. For grassroots organizations like us, trying to bring in development through sports, it is overlooked.

<u>Lack of Qualified Trainers</u>

Another challenge highlighted by S4D respondents was a lack of qualified professionals in the S4D sector. 38% of S4D organizations found this to be relevant to their work. This was re-emphasized during the key informant interviews and focus group discussions. Moreover, 83% of institutional stakeholders (n=6) agreed that it was difficult to find qualified personnel to lead S4D projects. A lack of female trainers and coaches was also a prevalent issue, especially considering that 90% of all the respondent organizations work on issues of gender inequality.

Speaking on the issue, a Nepali S4D initiative informed how they did not have enough coaches to expand their program any further:

> I honestly feel we lack a lot of sport for development coaches in Nepal and that is the struggle right now. We have five male coaches and we have about six female coaches at the moment. That is not enough for us to reach out further into the communities.

The respondent further went on to speak about the fact that though there are several sports coaches in Nepal, S4D coaches have to be different and need to have a strong understanding of how to address relevant social issues:

> We need to legitimately create a situation where we can say yes these guys are sport for development coaches, these guys are eligible to go out there and deal with the children because we deal with many issues. We might be dealing with differently abled people, we might be dealing with children with abuse, we might be dealing with women who have come from domestic violence. Dealing with these people needs a different mindset altogether. You cannot come there and be a coach shouting at the person for not performing well.

Although, as part of the survey responses, most S4D organizations did not feel that designing and implementing S4D programs was a challenge, during the key informant interviews as well as the focus group discussions, a number of challenges were highlighted by the respondents that directly relate to aspects of program design and delivery.

Program Delivery

One major challenge relating to program delivery was the lack of space, especially highlighted by S4D organizations implementing programs in urban areas. Drawing on the fact that a number of organizations choose to utilize outdoor team sports such as football, cricket and rugby, the need for space is all the more important.

One organization in Nepal mentioned the lack of space for S4D programming in their capital city:

> The main challenge is that we did not have enough playing space in Kathmandu.

Another organization described that many schools in their country were not built to support sport and physical activity:

> The other challenge that we faced also was with space. Some of the schools, they just have enough space to have the school building. There is hardly any play space for children.

An S4D stakeholder from Bangladesh also compared rural spaces to urban spaces in the country, describing how it was much easier to find space in rural regions. This was a view shared by other stakeholders from the country as well:

> It is very difficult to get space for the girls for training as well as for practicing their sports activities in the urban area, especially in Dhaka. Outside Dhaka, it was not very difficult to get the spaces, but in Dhaka, we faced lots of problems to get spaces so we had to take [participants] outside Dhaka for sports.

Another challenge for organizations relating to program delivery was ensuring the continued and long-term participation of children. This challenge correlates to the issue of the existing culture and attitudes surrounding sports. In many countries, sports only relates to performance in the minds of individuals, communities, policymakers and governments. The individual and social benefits to individuals and communities that have been proven by sports are overlooked. As part of the survey, 57% of S4D organizations claimed that the culture of sports performance and related inaction of governments and policies in this regard was a major hindrance to S4D programs.

This culture contributes to the issue of participation, as several key stakeholders such as parents, teachers and coaches do not see the value of participation in sport (especially for development), and would rather that children focus on academics. This is also seen from

responses received for the survey from institutional stakeholders (n=6), where 50% agreed that they found it hard to understand how to align sport-based tools with developmental goals.

One organization noted that people were not able to see the correlation between sports and developmental goals:

> More people look at it as a competitive thing sports all together, but they have never looked at sports as a developmental thing that can actually help in the behavioral change specifically of the children and give the community a different outlook altogether.

Another organization suggested that while this was true, it was perhaps partly their own fault, as they were not able to advocate the impact of sport to the community:

> Yeah, definitely we have had a couple of challenges in terms of people not understanding what we are trying to do in the first place. Partly, we are to be blamed for this because the orientation bit of it, I feel, was not properly transmitted into the beneficiaries or stakeholders. It is just in the initial phase because the parents are thinking - why are you doing sports, my children need to study. They did not realize it is hand in hand.

One stakeholder highlighted that extra curricular activities, including sports, were generally seen as second to academics:

> The main challenge is our examination and school setup is so competitive, children are more oriented towards exams. So to make them understand the importance of co-curricular, extra curricular activities is a challenge.

According to some respondents, the issue of participation impacts girls harshly – many parents believe that girls should not play sports after a certain age, and many girls drop out of the program soon after they hit puberty. They are then made responsible for the housework or, in some cases, are married off.

One respondent from Nepal mentioned that the social responsibilities thrust upon girls, especially in rural Nepal, was a major hindrance to their continued participation in S4D programs:

> Sport is like you play as a kid, when you grow up it is not something you do, so you stop and start focusing on your life or maybe on your education or for the girls in rural Nepal focus on getting married and learning how to be a good housewife.

This respondent went on to say that certain practices are deeply ingrained within society, and even some participants and their parents who have been involved in the program for a long period of time are not able to fight against these practices:

> There were girls who were part of the project for a very long time. They took part in different tournaments, they also took part in every possible aspect of the organization, every program; but eventually, despite being a part of the program for almost 5-6 years, when it came to getting married they were not able to see a long-term future for themselves as individuals. At a certain age there is a lot of pressure from the parents, where they are forced to get married.

An S4D organization from Cambodia described how societal taboos and beliefs also led to girls dropping out from their program:

> For girls, it is the parent and also when they get older, they decide to stop themselves that they want to play because in Cambodia they like to have white skin. I am not sure in your country. In Cambodia women like to have white skin, so when they get older they tend to stay indoor, like stay in the shade. So football is not the best sport for them when they get a little older and also the marriage situation and things like that, that girl play football maybe they might not have kids later now. That's what they believe.

Sources of Funding for S4D

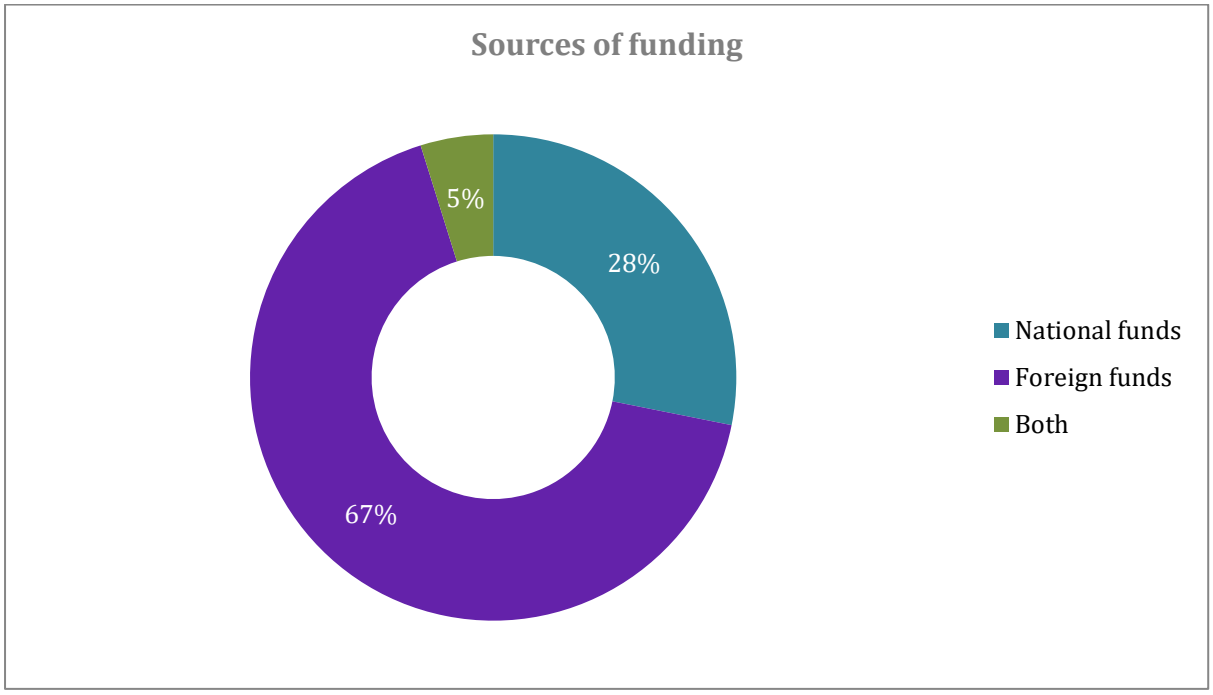


Figure 13: Sources of funding for S4D organizations in S & SE Asia (N=21)

Two-thirds of the funds received by S4D organizations operating in S & SE Asia are from foreign sources. This confirms a trend that was noticed throughout the key informant interviews, where a number of the larger, more long-term programs were ones developed in partnership with larger international S4D organizations and funders. This again highlights the importance of partnerships and collaborations in the S4D sector, as, currently, it is very difficult for smaller organizations to mobilize funds locally.

As illustrated in figure 14, S4D organizations highlighted institutional grants (75%) as being the largest type of funding they receive. 65% of respondents said that they receive funds from the private sector, including corporate social responsibility funds.

Surprisingly, 50% of organizations said that individual donations are in the top three sources of funding for their S4D initiatives, while only 30% said they received funds from the government. Finally, 20% of organizations said they fund themselves and 20% said that they have received funds through online crowdfunding campaigns.

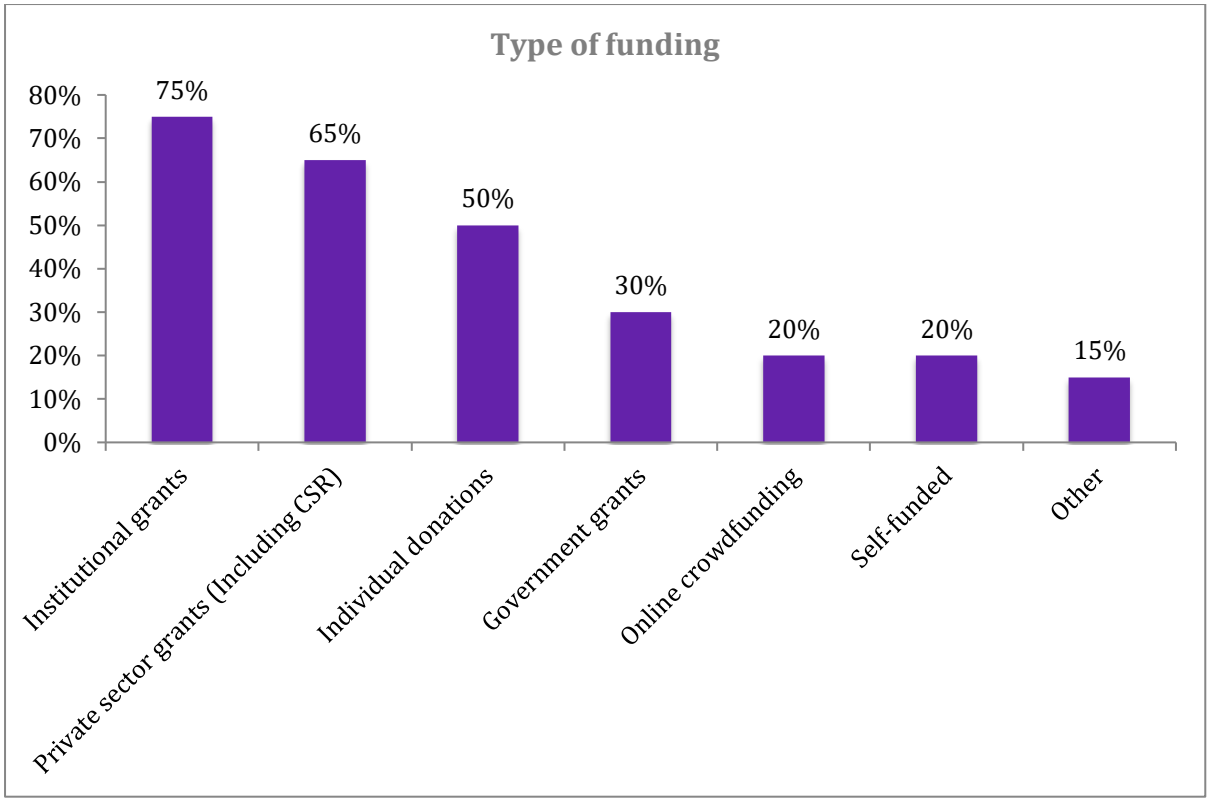


Figure 14: Type of funding for S4D organizations in S & SE Asia (N=21)

Impact of COVID-19 on S4D

The COVID-19 pandemic has swept through the world since late January 2020, with many nations imposing lockdown measures at some point during the period since. This public health crisis has meant that S4D programs have taken a back seat, with on ground implementation nearly impossible during this time.

COVID-19 has impacted this study as well, and the long-term changes that it has and will continue to bring to the S4D sector in South and South Asia became an important aspect of the research.

Overall, there was a sense of uncertainty from the S4D organizations, with regards to the impact of COVID-19 on their programming. One stakeholder felt that indoor games with limited contact with others could be the way forward:

> It is very difficult to actually assess what the future will be, but I feel like giving importance to indoor games where very little human contact is involved, I feel that will have more prominence now.

Another organization felt that, at this time, there were more questions than answers, in terms of how programs could restart, keeping safety guidelines in mind:

> Honestly, we are in deep waters and we are just like heading to keep afloat basically. Because we have no idea what is happening, we do not know what is going to change, we do not know how we can restart our program safely. We will restart, but how are we going to effectively do that, what is the program going to look like, because now we can no longer have 25-30 children in the same classroom, we cannot have 50 children on the field together. So how it is

going to change? What are the new kinds of resources we are going to need? What are sanitation procedures going to look like?

As part of the surveys, 63% of organizations (both S4D and institutional stakeholders) answered with a '4' or '5' when asked about the scale of impact of COVID-19 on the S4D sector in the region, with '5' meaning a complete overhaul of current programs.

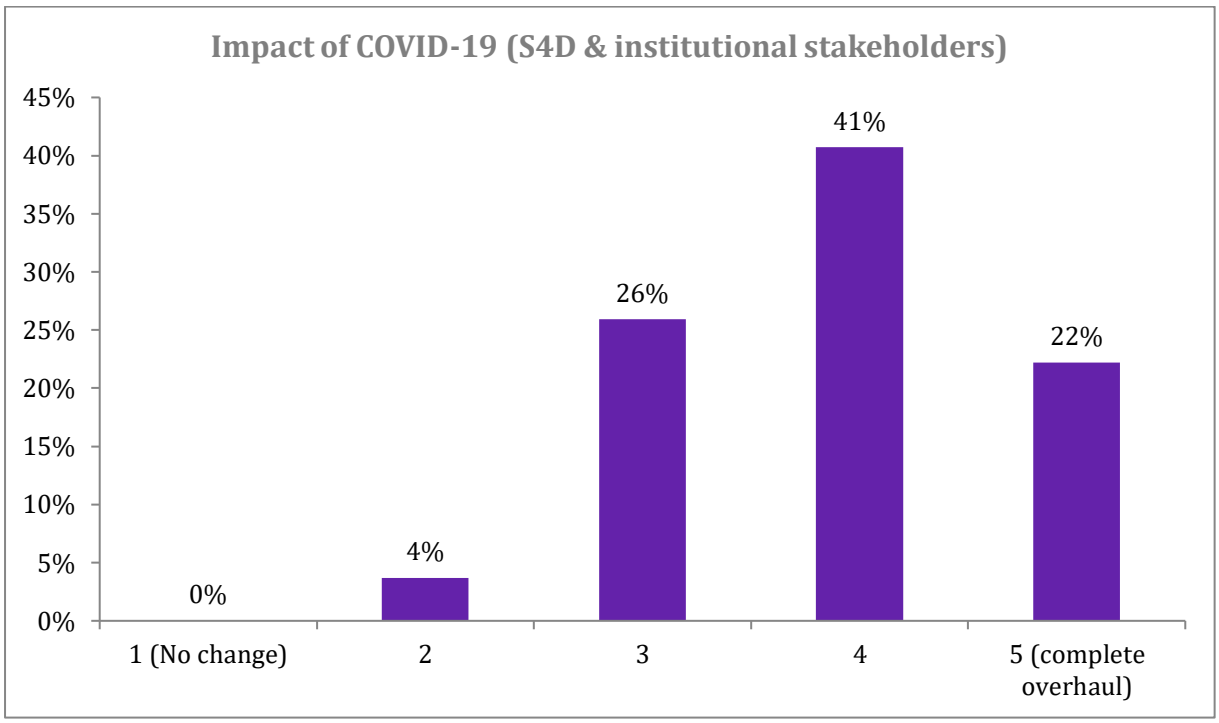


Figure 15: Impact of COVID-19 on S4D sector in S & SE Asia (N=27)

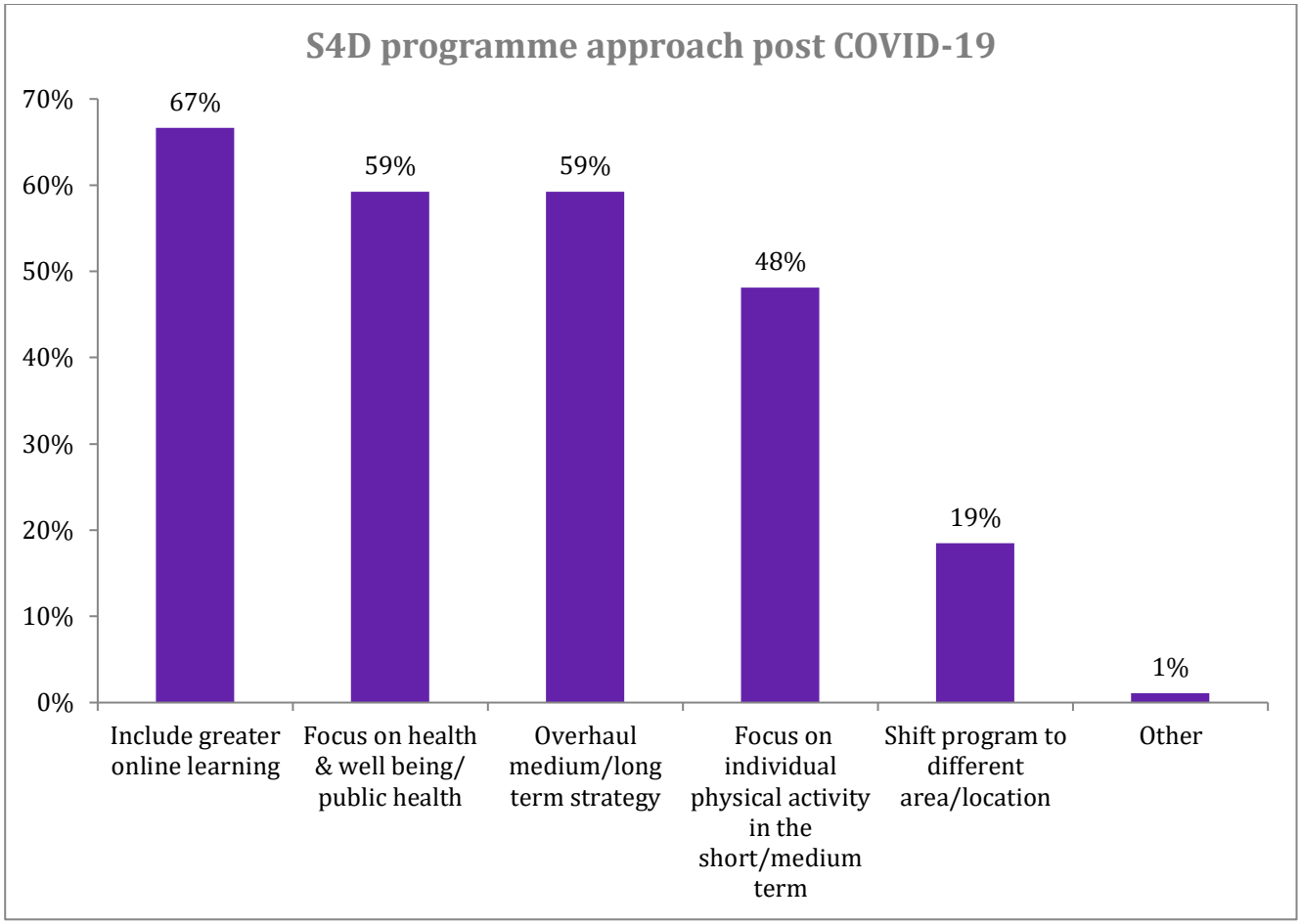


Figure 16: Change of approach post COVID-19 for S4D programming in S & SE Asia (N=27)

For a majority of the participants, this overhaul would imply a higher reliance on technology - 67% of organizations believe that programs need to shift and adapt to include greater online learning modules. However, several organizations highlighted the difficulties in doing this, with many of their participants unable to access technology.

One organization was completely against this, as they felt it would create more inequality within children, given the digital divide that exists in the community:

> I think it is going to be really very difficult for us. At the same time, we are trying to see what is possible, but going online is not possible, it is just bringing in more disparity, bringing in more inequality among the children in the community.

Another organization mentioned that they are using the lockdown period to assess the situation and the feasibility of going online, with the knowledge that several participants do not have the facilities needed:

> We still do not know, no one really knows, when sport can be back on track and that surely won't be anytime soon. We can't be even sure, but our coaches are trying to do what many others are doing with more stuff online, but again we are assessing the implication, the feasibility and the viability because many of our friends and players have limited, if any, internet connections.

They further explained that they would be testing programs to ascertain the feasibility and impact of conducting online sessions with participants:

> We are going to soon start a small pilot, which is basically an initiative of our coaches that they wanted to get engaged in even during the lockdown. We are not sure when this crisis is going to end so we are going to try this pilot, which is about online conditioning. We will host speaker corners where there will be several speakers coming online to speak from overseas but also some Nepali. There will also be […] a sign language class by the players where they will try to give some basic online training on sign language. There will be zumba classes and yoga sessions. We are going to try this and it is a big gamble, because many of our beneficiaries have no connectivity or […] very little connectivity but we are going to try.

In the short- to medium-term, 56% of organizations said that S4D programs will need to be revised to focus on individual physical activities, while team sports will be difficult to implement, given the safety concerns and government and health guidelines. This does put a hold on the work of a lot of organizations. This problem requires major rethinking, because, as mentioned earlier, 76% of the S4D organizations surveyed were involved in football programs, with several others were involved in outdoor team sports such as cricket and rugby.

As one organization noted, individual play or small groups will be the way forward when on-ground activities are able to resume:

> It will definitely change. For at least six months to a year, until this COVID-19 pandemic [is over], then we find some solution to deal with it, because even the parents will be scared to send the children to play, do anything in groups, unless there is proper policy here. We would have to focus on individual learning of the sports or in small groups where we can actually manage the groups, be able to maintain social distance and monitor number of groups and maybe do it on a longer hour basis like one hour one group, another hour another group.

Upon reflecting on individual/ small group training, one organization believed that certain positives could actually emerge from this situation, as they would be able to give more time and attention to individual participants:

> I think it will be more of individual learning and even if it is in groups, it will be small groups. It will also have a good impact as well at the same time, having a small group will also allow us to monitor each girl very closely.

Though there was consensus in most interviews about having smaller groups, one organization did raise the concern about the number of staff needed to reach out to participants in smaller groups:

> I think we have always followed the government instructions and we keep in line with all their regulations. Earlier, we used to have bigger numbers; like, for example, for one day [in a] Goal event we used to get 200, 300, 400 children at once in a large playground. […] Now we have gone to taking five children in a group and doing the same thing, one person working with five children instead of 10 people working with 500 children.

Adapting programs and sessions to smaller groups that meet safety guidelines and regulations is not straightforward, and requires some major rethinking, according to one respondent:

> A lot of activities have been on pause, and we are trying to train coaches on life skills online. But with football, it is very hard to coach people online; so we have to use videos and we have told some of the youth that we will train them face-to-face, but we have not done that yet. The face-to-face trainings we do, with COVID-19 we have to think about how [with] only 14 people we can gather legally. We are used to running 50 people programs, 80 people programs; so we have to rethink about how we are going to deliver this.

59% of S4D organizations also said that the focus of programs will need to shift to health and well-being, including public health awareness. One S4D organization mentioned that they were looking to incorporate awareness about this into their programs:

> Focusing on how we can keep [participants] healthy and hygienic and even sanitize, like getting soaps, getting all those sanitizing equipment, having sanitizing equipment with us at the same time, maybe that would be a cost for us but I think that would be the way to go, to be safe and not let anything hazardous happen because of our program.

Another interviewee also highlighted that it was vital that S4D initiatives refocus to issues of health and well-being and advocate for the same, as funding may become scarce in the near future for the S4D sector:

> We are worried about funding. In case funders do not prioritize sport for development or sport as a tool because they see more investment needed in health and education and other things. So I think it is how the sector positions themselves […] [such as] sport for mental health.

Moreover, 59% of organizations agreed that program strategies required overhaul in the medium- and long-term, as the effects of this pandemic are likely to stay with us for much longer. Additionally, they mentioned that any previous impact or progress made with participants is likely to take a hit, in many cases. An S4D stakeholder, who primarily works with people with disabilities, also noted that the true impact of the pandemic is still to be seen:

> This is in the short term, we are going little bit, day by day. We are ensuring that our coaches are in touch with their teams because vulnerable groups are quite badly affected by the consequences of the lockdown. Many of them have left the valley, they went back to their districts, areas and we do not know if they will come back or when, because almost all the industries are shut down and people with disabilities already have limited employment opportunities.

An organization that works to use sport as a tool for the empowerment of women and girls expressed their concern about the lost progress of participants during the lockdown:

> We see it post-pandemic, like whether it is pregnancy or it is early marriage or it is just the economic constraints around girls getting back in to school where partners just won't be able to access them. So for us it is a little bit around the rights-based barriers, because that is huge for us obviously or for girls and young women to even get their first step into a sport program. So I think that we will have to work extra, extra hard in order to reach the really marginalized girls now who have been affected by COVID-19.

An eminent leader in the S4D sector in S & SE Asia mentioned that one of their biggest concerns was that it was difficult to ascertain where to stop and where to change during these uncertain times:

> The difference when it comes to sport for development is that we talk about playing together, to build that resilience and we lean on the interpersonal (relationships). So we learn together, your learning is affected by my learning and this bit is so difficult while we have to do physical distancing and not allowed to be playing side-by-side. So this is one huge constraint and a big challenge for all of us. […] So the two words that [have] been important for everyone, myself and my board, is what do we pause and what do we pivot, and we have to change directions.

Future Strategies for Success

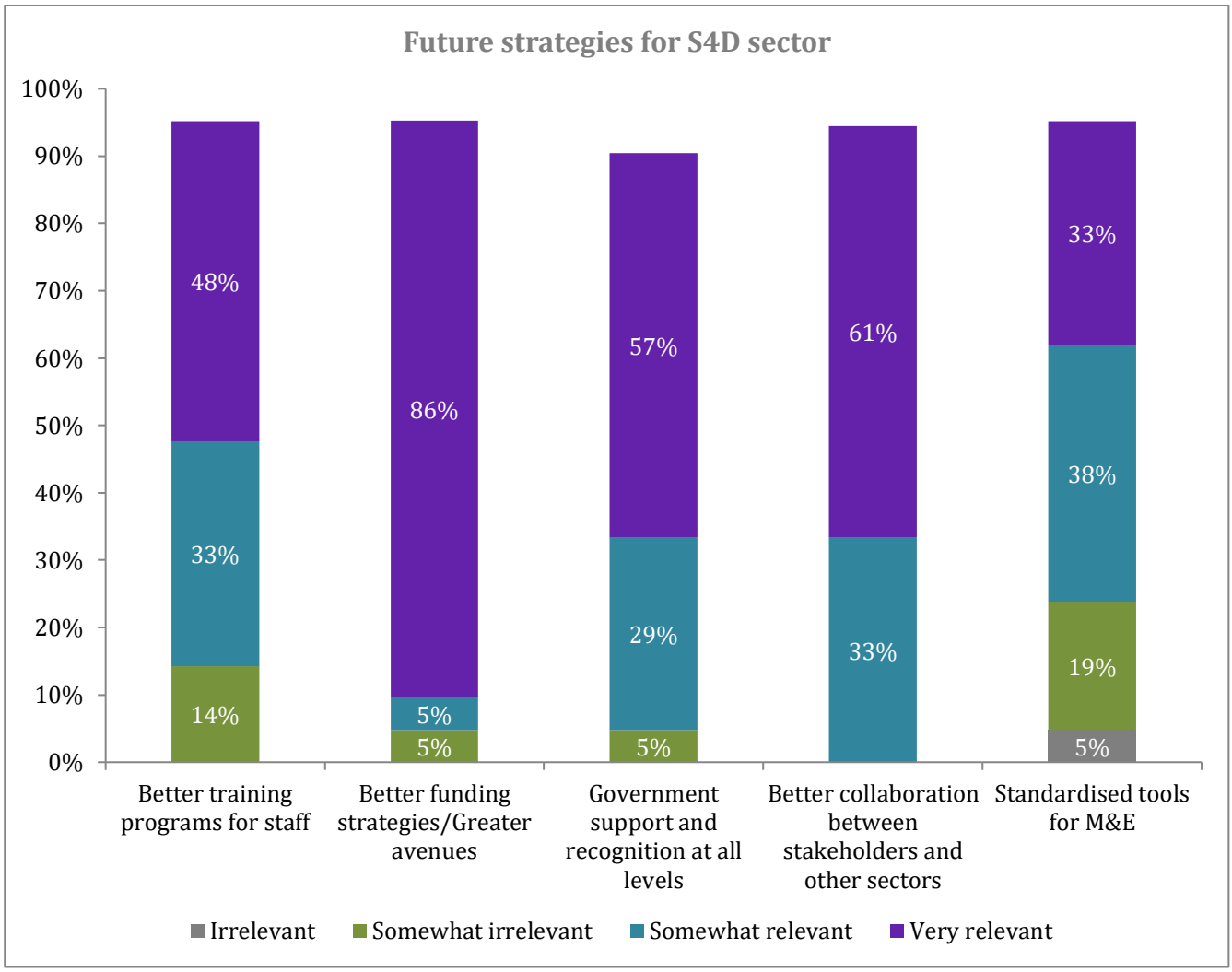


Figure 17: Future strategies for success in the S4D sector in S & SE Asia (N=21)

As seen in figure 17, there is a strong agreement from a number of S4D respondent organizations regarding the future strategies for success in the S4D sector in S & SE Asia. The topmost concern was regarding developing better funding strategies and creating greater avenues for funding – 86% of respondents believe this to be very relevant for future success. This only reiterates the sentiment in the previous section that this is an essential requirement for the growth of the S4D sector in the regions.

This ties into the next factor of partnerships, where 61% of organizations believe that future success will depend on better collaboration within the S4D sector itself, as well as with other key sectors and stakeholders, such as NGOs, corporates and sports associations.

Moreover, 57% of respondents said that it was 'very relevant' that they receive government support and recognition at local and national level to ensure a bright future for the S4D sector.

Lastly, several respondents felt that better training programs for facilitators and staff would be a relevant strategy to their success going forward, with 48% saying they felt it was 'very relevant.'

Country in Focus: Nepal

As seen in figures 2 and 3, the scoping study received a very strong and positive response from Nepal. This strong interest from stakeholders in Nepal, coupled with their in-depth knowledge of S4D, merited a focus on Nepal's S4D sector.

S4D programs in Nepal have had an impact on issues of inclusion and disability, gender equality and women's empowerment. When talking about using sport to promote equality and inclusion among children, one respondent said the following:

> [Through S4D] we talk about equality, we talk about equity, we talk about respecting each other, we talk about differences, we talk about a lot of social issues that are prevalent through sports and I think, as organizations working in S4D, [we] have that opportunity to bring out that message to these children. So, from sports being a very competitive thing, it now all of a sudden is something that is enjoyed by everybody. So, when we conduct our sports festivals, we make sure that everybody is a winner, everybody wins. How do we do that? We make sure everybody gets a medal, make sure everybody gets something to take back home.

There was also a strong emphasis in Nepal on using sport to work with youth with disabilities, using games such as wheelchair basketball to engage youth and raise awareness on social inclusion and disability.

Gender equality was another major focus of S4D initiatives in Nepal, with organizations looking to use sport as a tool to provide girls and women the opportunity to participate in S4D programs that teach them life skills and have a positive impact on their education. As one organization stated:

> Initially when we visited the community, girls could hardly speak, they were not even speaking at all. They were very shy. They were not making any eye contact. I think that has changed a lot over the three months that we have spent in the community. The girls have become very open. They question, they are not shy to ask questions, […] they talk to us eye to eye. They are not shy anymore, they have learned English, they have picked up English quite a lot.

The lack of qualified trainers as well as female trainers are issues that persist in Nepal, with several organizations finding it difficult to hire coaches with the ability and capacity to deliver S4D sessions. As it was pointed out:

> It is very difficult for us to make people understand in terms of what mentoring or coaching or leading under sport for development is all together; so if we are able to strike the difference between sports for performance and sports for development, I feel we will be definitely be able to create more coaches specifically when it comes down to S4D. In S4D, the respect has to be there, the way you treat your beneficiaries, the way you coach your beneficiaries, all that is totally different as opposed to the normal coaches. We see in the normal sporting events how coaches react with the players but that is not the case in S4D coaches, they are more respectful, more grounded, more empathetic.

One respondent also talked about the importance of having female coaches and facilitators to deliver sessions, especially when working with girls:

> I think it is really important for our participants to be able to see girls in a leading role and taking the lead basically. Working with the girls over the past few months, I have noticed that when they see us physically doing things is when they realize 'Okay, fine. I can do it too.' So, I think it is really important to have female coaches.

Another respondent raised the issue of accreditation for coaches. In regular sports training there are licenses, thus is it time for something similar to be created for S4D coaching?

> […] we also struggle with accreditation, which accreditation is credible for us to fully proclaim that yes, we are qualified S4D coaches. Right now, guys have been trained through various other organizations like Coaches Across Continents, Street Football World and Women Win who come and coach us, but the point is that there has to be a sort of an overarching organization to actually say yes, these guys are qualified, these guys are eligible to work with children, these guys are eligible to work with people with disability.

Another challenge that emerged from Nepal was the lack of awareness about S4D among key stakeholders, not at an organizational level, but more so at the bottom and the top of the pyramid. On one side, stakeholders within the community were not able to make the connect between sport and its impact on the development of children and youth, resulting in them not allowing their children to continue in programs for extended periods of time. On the other hand, key stakeholders in the government and the private sector have not yet fully understood the concept of S4D, and value sports performance over other aspects of sport. This means that funding specifically for S4D is hard to come by, especially long-term funding, with most current funding coming primarily from foreign sources.

Despite all the challenges, there is a lot of potential in the S4D sector in Nepal. There are already a number of S4D initiatives operating in the country, and what makes them unique is that many of them have come together to form an S4D consortium:

> We have formed a consortium, like five sport for development organizations in Nepal, so that we can approach corporates and CSRs to fund us. We just have five because that was the number of sport for development organizations we could find in the whole of Nepal, so we have formed one consortium. We are looking forward to [taking proposals] to CSRs, corporates, and businesses where they might fund us in the future.

One of the members of the consortium described how important it could be to the growth of the S4D sector in Nepal:

> In terms of collaboration as a consortium, it is very important, at the moment, for us to stay afloat in the midst of a lot of other development organizations. The USP for us is bringing in

> sports and putting development into it. It is something that most of the people cannot put their head together on. How can you teach the curriculum through football or how can you teach math through volleyball? It is something that is very alternative to Nepal in terms of this particular use of sports. We just started off with a network; now we need to pull in Nepal Sports Council, we need to pull in a lot of other associations associated with sports.

This approach has seen a number of like-minded grassroots organizations come together to advocate for S4D and raise funds for programs together, which will hopefully make the process more effective. S4D networks are missing in other parts of the world as well, and the consortium of organizations represents a promising opportunity for the future growth of the S4D sector in Nepal.

Country in Focus: Bangladesh

Bangladesh was another country that the scoping study received a strong response from. Several S4D programs have emerged in Bangladesh over the last decade, and their impact has been focused on youth development and gender equality. Like in other countries in S & SE Asia, many of the programs in Bangladesh are very much focused on teaching life skills to youth through sports, especially to girls and young women. One organization explained:

> Through cricket or through football, we provide them with 10 or 11 life skills like decision making, negotiation, leadership skills, problem solving, etc. All of these things, we connect them with sports.

Similarly, another stakeholder recounted the numerous life skills that their S4D program was able to teach girls through sport:

> From my experience, what I found was that, through sports, girls can learn and are able to practice different life skills such as decision making, problem solving, critical and creative thinking, communication, negotiation, leadership, coping with stress, etc.

One organization primarily worked towards helping children learn and utilize life skills to access school education, avoid early marriage and prepare to earn a livelihood:

> Yeah, there are five life skills that we focus on. They [include] managing oneself, teamwork, communication skills and learning to learn. Our curriculum revolves around this and our outcomes are completion of education, going to secondary school and then ensuring girls do not get married early.

An interesting impact of S4D programs in Bangladesh is the reduction of substance abuse as well as religious extremism amongst youth. Participation in sport has helped several children and youth to choose to live safer and healthier lives, away from drugs and substance abuse. As one organization highlighted:

> […] and another thing is that [sports] keeps them away from drugs, one of the major problems in our country, especially [among] the male youth.

Regular participation in sport means that youth have less time for propaganda and tend to stay away from religious extremism:

> Number one - they keep away from the use of drug, the extremism and the other bad activities ongoing in the society.

Gender equality is another primary focus of S4D programs in Bangladesh, with several programs using sport to empower girls and women and providing them with future opportunities. One respondent described the impact of hosting a match in the community for girls in an S4D program in Bangladesh:

> We arranged a football match for girls, [in a place] where they never played a football match before, and we saw there were around 500 people in the audience. They were all like 'Oh my God, our girls are playing. This is amazing!' If you come up with something that people can see, they also try to accept it. However, introducing that is very challenging, so for that we needed to do one-on-one counseling with the parents and the schoolteachers of the participants

Another respondent talked about how girls who earlier would not even leave their houses, had, through their sports program, not only travelled for local tournaments in Bangladesh, but had managed to represent the country at a national level:

> The girls sometimes joined tournaments and they also went from sub-district to district level, and district level to divisional level, and from there to the central level. So, their level increased a lot and what I can say is that there are some girls from our projects who are now playing in the Bangladesh national team!

A major challenge emphasized by stakeholders in Bangladesh was the lack of understanding and awareness of S4D and its impact at an organizational level. This was in stark difference to the findings in Nepal, where there was clarity and willingness from organizations to pursue S4D, but a lack of understanding among other stakeholders such as funders and those within the local communities.

This study comes at a time when several S4D programs in the Bangladesh are coming to an end, as funding is no longer available. One prominent S4D stakeholder talked about how they felt that keeping the S4D program afloat with enough of a budget within their own organization was a challenge:

> We faced challenges from our colleagues and other departments, we faced challenge from the policy makers.

Another respondent emphasized that the lack of research around the impact of sport in Bangladesh also contributed to the lack of awareness among decision makers within institutions:

> I want to say is that we are talking about S4D but if we see, we do not have any research on this. If you work on anything, you need a baseline, you need a research so that you exactly know what is the ground [reality] right now and what should be done next.

Bangladesh, like Nepal, has a lot of potential for S4D interventions. Though research is scarce, there is some evidence of previous and current programs having success with utilizing S4D. Moreover, it was perceived from various stakeholders that the government is inclined towards providing support to sports-based projects. However, it is clear that key stakeholders need to come together to form a network for advocacy for the S4D sector. Only when this happens, and influential stakeholders are able to put forth the S4D discourse at a policy level,

can there be tangible change at a national level. One of the respondents strongly underlined the importance of this:

> We are currently using sports as a token, not as a powerful tool. As organizations, we have to assess our own perception of sport as a tool for development, and if we are convinced about how we are going to convince the community then we have to focus on the physical ability of the youth and we can utilize that.

Region in Focus: South East Asia

There are a number of exciting S4D initiatives and programs within the region of South East Asia, particularly in the countries of Cambodia, Vietnam, Myanmar and Indonesia. Most programs in this region focus on children and youth.

S4D programs in South East Asia have had a profound impact on the development of children and youth, having provided them with greater opportunities to participate in extra curricular activities such as sport. This, in turn, has allowed them to express themselves, have fun and build positive relationships and social networks.

Moreover, S4D programs have been able to positively impact the confidence level of children and helped them take up leadership roles within their communities. One organization mentioned that girls from the program could be told apart from others because of their confidence:

> Yeah, we know the girls that are in the program, we know them, we see them around the school. They hold themselves differently and they are usually the young women who end up in other leadership positions within the school.

Another organization mentioned the powerful role some of its female youth leaders are able to play within their communities:

> We spend hours and hours investing into, equipping, educating and empowering leadership to these young, amazing women. Then each of these amazing women takes all that they have received and dumps it out into their sphere of influence. Mighty Girl spheres, [they] look like the teams they each coach in their own villages, the 600+ youth they referee […] during our league games, their families and their future jobs.

An unintended impact noticed from several interviews was that many participants coming through S4D programs were also finding their way into national teams and playing sport at a higher level. One stakeholder discussed this outcome of their program:

> In Myanmar, I think [there are girls] who have played at like national [level], like at higher levels basically of the sports, having come out of the program. So, I think that becomes an unintended outcome. […] The great thing about that is if it is linked to economic employment opportunities, [it is] even better.

Several programs also have a strong focus on child protection and creating safe spaces for children. One stakeholder discussed how their program is able to create safer spaces for children by building rapport with them through sport, and learning about any issues they may be facing so that they can take action:

> The key impact is [that] through this program we can address various child protection issues in the community. [...] the report that children give to the coaches and then the local coaches report to us and we follow up on the child protection from here.

Additionally, there is a strong focus on social integration through sports. One stakeholder from Myanmar described the impact sport can have on bringing people together and resolving conflict:

> There are a lot of conflicts that used to be in Myanmar; so currently, in one of the post-conflict zones, we try to gather the youth. We try to have youth from different areas [of the country]. After they are all trained, we have a football festival and our drill is to bring youth from different ethnic groups, different communities together and celebrate, and the goal is to play fairly. So, we have a motto that winning is not important, it is more about working together and having fun.

They further explained:

> [...]Basically the idea of social cohesion is bringing different groups together especially in post-conflict [situations].

One of the major challenges faced by S4D organizations in South East Asia is that of continued participation. Organizations have witnessed children drop out of programs for a variety of reasons, with the biggest issue being the parents. One key stakeholder from Cambodia pointed out that parents do not encourage their children, especially girls, to play:

> But the challenge is that the parents [are] not really encouraging their girls to play, but we are working on that.

Another respondent reiterated this issue, explaining that resistance from families can hinder children's participation in sport:

> The greatest challenges we face are in the oppression that families put upon their children.

Another organisation mentioned that the general mindset of several parents was that girls should not play sports:

> Yeah, sometimes when we are [trying] to engage the [girl] children, some people or their parents tell [them] that football is [a] boys' sport, not for girls.

Additionally, the respondent also noted that in urban slums, several parents find it difficult to arrange travel for their children to come for sessions, which in turn leads to dropouts:

> The challenge, for now, is related to the children's participation. It sometimes becomes a challenge for the children to join the session and then the [travel] between the centre and the children houses sometimes is too far for the children to come.

In terms of future strategies to grow the S4D sector in South East Asia, one key aspect that emerged was the need for more collaboration among different stakeholders and the scope for programs to be adaptable, especially in these uncertain times. One respondent highlighted the importance of collaboration, especially with entities such as the government, and advocating for S4D among policy makers:

> I think also advocating for sport for development, our country is at a time of change, and the government is focusing a lot on youth and youth development and sports, [which] was not highlighted before. But these days there is a lot of change in policies and how we want to go on about youth development.

Moreover, stakeholders mentioned that the period of lockdown should be used to review plans and adapt to change. One organization stated the importance of being able to adapt to change and what their strategy may look like in the near future:

> Cambodia will also change a lot - to do what we do now, we need to adapt to the change. At the moment, we are reviewing our five-year plan. [Since] we want to work more on gender equality, so trying to engage with more female players and also trying to create a pathway for younger players to become football coaches in the future.

Another organization highlighted that this period must be used to completely reimagine S4D programming in the coming months and possibly years:

> It is an opportunity to rebuild and reimagine [the S4D sector] and especially around girls' access to sports and gender equality in sports. Like, this is maybe a blank slate and a bit of opportunity to reimagine what it should look like and rebuild it in a better way.

Summary of Overall Key Findings

The key findings that have emerged from this report have outlined a number of important aspects of S4D programming in S & SE Asia.

- Many organizations part of the study were experienced stakeholders, with 90% of organizations stating that they have been operational for over five years. Additionally, 78% of S4D organizations said that they have been implementing S4D programs for over five years, with two-thirds saying that they have worked in a variety of settings (urban, semi urban and rural environments).

- The main focus areas of S4D organizations in S & SE Asia included gender equality (86%), youth development (86%), education (71%) and social inclusion and/or integration (43%).

- The most common target SDGs for S4D organizations in the region included SDG 5: Gender equality (91%), followed by SDG 4: Quality education (71%), SDG 3: Good health and well-being (57%) and SDG 10: Reduced inequalities (38%).

- The key impacts of S4D programs by stakeholders across S & SE Asia included the teaching of life skills and values, enhancing educational outcomes as well as promoting gender equality.

- Football was the most popular sport in the region for S4D programs, with 76% of respondent S4D organizations utilizing the same. This was followed by more unconventional sports (33%) and multi-sport/ physical activities (29%).

- Some of the key operational methods and successful strategies utilized by S4D programs in S & SE Asia included:

  - Utilizing schools as entry points to work with youth and engage the wider community.
  - Collaborating with sporting authorities to connect with/ utilize nationally accredited or qualified trainers for programs.
  - Community buy-in was an integral part of the success of most S4D programs, and many stakeholders explained that this required a lot of time, perseverance and persistence.
  - Developing leadership pathways for youth to grow and gain employment by taking up coaching positions within the program or elsewhere.

- Some of the major challenges faced by S4D organizations in the country and/or region they work in were:
  - A scarcity of funds and finances to run and manage S4D programs, especially longer-term ones.
  - Inaction of government and relevant policies towards utilizing sport as a tool for development.
  - A lack of qualified trainers who are adept at sports training but also understand the complexity of development practices and social work.
  - A lack of space to conduct S4D programs, particularly in urban areas.
  - Uncertainty about the long-term participation of participants in their programs, especially that of girls.

- The funding for S4D programs in S & SE Asia is primarily from foreign sources (67%), while the most common type of funds received by organizations were institutional grants (75%), private sector grants (65%) and individual donations (50%).

- The public health crisis caused by the COVID-19 pandemic has brought most S4D programs to a halt since early 2020. Stakeholders believe that the pandemic will mean a severe change in the design and structure of programs going forward, with 59% expecting a complete overhaul of medium/ long term strategy. 67% of survey respondents (both S4D and institutional stakeholders) believed that programs would need to include more online learning modules going forward. Additionally, 59% of stakeholders felt that programs would need to change their focus to public health and overall health and well-being.

- Some of the relevant future strategies for success identified by S4D organizations included:
  - Developing better funding strategies and avenues for funding (86% of respondents believed this to be very relevant).
  - Better collaboration within the S4D sector, as well as with other key sectors and stakeholders, such as NGOs, corporates and sports associations (61% of organizations stated this was very relevant).
  - Receiving government support and recognition at a local and national level (57% of respondents said this was ‘very relevant’).

Future Recommendations

While there is a lot of interesting work happening in the S4D sector in the regions of S & SE Asia, it is clear that there are certain gaps within the sector that are hindering its growth. Additionally, there are also a number of challenges being faced by S4D organizations in the regions, which are already being compounded due to the COVID-19 pandemic.

In order for the S4D sector to ensure future growth in its activities, amplify its impact and become part of policy provisions at local, national and regional levels in S & SE Asia, it is vital for research to be conducted so that the exact gaps can be identified and interventions can be planned accordingly. An analysis such as this, which identifies various challenges but also successful strategies within local contexts, by getting data from local stakeholders, can provide well-informed future interventions and innovations to further grow the S4D sector in these regions.

Based on the key findings, this section outlines a list of recommendations for future engagement and growth of the S4D sector in the regions of S & SE Asia. These recommendations, when taking into account the local context of each country and region, can be taken up as practical measures by current S4D organizations, development organizations/ practitioners with potential to engage in S4D, funders, sports authorities and policy makers, in order to catalyze meaningful growth of the S4D sector in these regions.

1) Advocacy

There is an urgent need for advocacy of S4D at various levels, including effectively communicating the benefits and impact of successful S4D interventions in the past two decades in the regions of S & SE Asia.

- Advocacy at a community level to raise awareness about the benefits of participation in sport.
    - Building trust and rapport with key stakeholders within the local community such as parents, schools/ teachers and eminent leaders who hold influence.
    - Ensuring community buy-in for sports-based interventions to ensure future sustainability.
    - Communicating tangible impacts of S4D interventions to key stakeholders, as well as future opportunities for beneficiaries through sports-based programming.

- Advocacy at national, regional and policy levels, to raise awareness about the concept and importance of S4D among potential donors in the private sector as well as policy makers in the public sector.
    - Collectivization of and collaboration among S4D stakeholders, in order to represent a coherent sector and network to generate legitimate and authentic interest from private and public sectors.
    - Research on the impact of S4D interventions, both to develop better informed programs and to showcase the impact of existing programs.

- Integrating S4D approaches within policy provisions at local, national and regional levels, by collaborating with the public and private sectors.

2) **Funding**

Funding, especially access to long-term resources, is a major challenge for S4D programs in S & SE Asia, with several organizations and programs vying for limited pools of funds. Hence, creating sustainable, long-term and guaranteed streams of revenue will ensure the financial health of the sector moving forward.

- Repackaging S4D programs smartly and presenting them as projects that focus on the desired developmental outcome i.e. education, life skills, health or gender equality, instead of solely focusing on the sports aspect. This will help broaden the funding avenues for S4D organizations and programs.

- Collaborating with other development organizations, private entities and public authorities to access funding for larger programs, where S4D is one of the several components.

- Exploring alternative revenue models, such as the social enterprise model. Social enterprises are non-profits and/or businesses that have specific social objectives, but which raise funds through different means, including traditional methods such as donations and grants, as well as by trading goods and/or offering services in order to fund S4D programming.

3) Collaborations

Stakeholders who took part in this scoping study felt that currently, S4D organizations do not collaborate enough within or beyond the sector. There is a lot of good work happening across the regions; however, much of this work is being done in silos.

A key future recommendation would be for S4D organizations to collaborate within the sector with other like-minded organizations, as well as with relevant stakeholders in the private, public and non-profit sectors.

- Collaboration among S4D stakeholders can provide a basis for sharing of knowledge and best practices within the sector, which can be beneficial for further innovation and better strategic planning. Moreover, instead of competing for an already limited pool of funding, S4D organizations could partner with organizations from within and outside the sector to access larger amounts of funding together, as well as access funding for projects at scale and for longer durations.

- Partnering with a variety of relevant stakeholders can help provide a number of solutions to existing challenges. For example, as seen in the key findings section, one of the main challenges of working in urban areas is a lack of space to implement sports sessions. Here, one could look to partner with local stakeholders such as government departments (education or urban planning) as

well as private educational institutions, which could provide access for the program to run in public parks and playgrounds or in private spaces and training facilities of schools and colleges. The respondents part of the study noted that while several government institutions and private entities are not willing to provide funding to S4D programs, they are willing to support projects in kind. Thus, innovative collaborations such as these can offer solutions to challenges as well as increased options and opportunities for future growth and sustainability.

4) Training of Personnel

The lack of qualified trainers, in particular the paucity of female trainers, is a major gap in S4D programming in S & SE Asia. Better training programs for personnel of S4D organizations as well as greater opportunities for women to join the S4D sector as trainers and in other roles will be vital for the future growth of the sector.

- The training of trainers and facilitators to deliver on-ground S4D sessions must strike a balance between sports training and the facilitation of sessions relating to social developmental goals.

- S4D organizations must develop opportunities and a pathway for promising existing participants, especially girls and women, to take up coaching and leadership positions within the program and organization. This will allow for homegrown talent, with a strong knowledge of the program and its objectives as well as the needs of the community, to become coaches, coordinators and managers within the S4D sector. This strategy can be particularly effective to incentivize and develop female personnel within S4D programming in the regions through structured training and employment opportunities.

- There is a need to create a formalized training and accreditation system for S4D coaches and trainers, who, like professional coaches of any sport around the world, require a special set of skills to be successful in their field. This certification would provide these coaches and trainers with a specialized set of skills to act as sports coaches, but also as facilitators and social workers with an in depth understanding of social issues and child protection. A form of accreditation, such as a license or a certificate, would also be a strong incentive for a number of coaches, trainers and facilitators to join the S4D sector and build a career in it.

5) Program Versatility & Sustainability

Continued participation in S4D programming is one of the major challenges faced by organizations in S & SE Asia. While advocacy and local buy-in from the community can help resolve the issue, developing programs that are versatile and can keep a diverse group of participants interested can be another solution.

- Versatility of activities within a program will not only keep the participants and the community interested, it will also promote inclusion, as it creates the

opportunity for participation from a multitude of participants, especially girls and women, who do not receive nearly the same amount of opportunities as their male counterparts. For example, individuals who are not as good or familiar with a particular sport as their peers may not have the interest or confidence to participate. However, diverse and innovative activities can potentially mitigate this issue and attract the interest of different participants, thus promoting inclusion.

- Utilizing monitoring and evaluation tools on a regular basis is important to ensure the quality of the program and ascertain whether it is achieving its objectives. However, such tools should also incorporate regular feedback from participants and key stakeholders. This can provide organizations with the information to adjust and fine-tune the S4D programming to ensure that it is achieving its short-term outputs as well as working towards creating long-term impact.

- Social change in terms of tangible results is a long-term process. However, it is important to also showcase the short-term, more immediate impact of S4D programming on beneficiaries and key stakeholders, in order to garner more long-term support and interest from them as well as potential funders.

Additionally, the COVID-19 pandemic has shown us exactly why it is very important to have projects and programs that have the ability to adapt to circumstances very quickly, and versatility is going to be key in the short- and medium-term.

6) Navigating the COVID-19 Pandemic

The COVID-19 pandemic has brought with it a number of immediate challenges for the S4D sector in S & SE Asia, halting ongoing programs and restricting the gathering of larger groups. It seems, as of now, that the pandemic is not ending any time soon, and that its effects will be felt much longer into the future.

- Without the possibility of physical contact, including some form of online learning in existing and future programs has become essential in the current context. This is a major challenge for a number of organizations, however, as they work in regions and with communities where many participants simply do not have access to technology and/or the internet. Further, redesigning an existing on-ground program online is very difficult. Some recommendations that organizations can adopt include:
    - Collaborating with other organizations and individuals who have already developed online programming and content. This can save valuable time and resources in an organization’s effort to take their programs online.
    - Piloting and testing the feasibility of taking programs online. These pilots can be used to ascertain the reach of the online intervention, its impact on the participants and whether it is able to meet the objectives of the existing on-ground program.
    - Incorporating innovative forms of online engagement and learning when applying for new projects and funding. This could provide organizations with the funds or support needed to bridge the digital

divide that currently exists for participants who do not have online access.

- Organizations must also align existing and future S4D program objectives towards outcomes in health and well-being, while incorporating public health awareness. This would ensure that programs cater to the current need of the communities during the pandemic, but also meet the interest of funders and donors, many of whom have shifted most their focus to public health due to COVID-19.

Appendices

Appendix A: Survey Questionnaires

1) Survey Questionnaire: S4D Organizations

This survey is part of a research project that seeks to understand the scope of sport for development (S4D) programming as part of the development agenda in different countries across South and South East Asia. This research project will learn in greater detail about the current S4D initiatives in different countries across this region, the impact that these S4D initiatives are having as well as key gaps and challenges faced by the S4D initiatives in these countries. In order to do this, we are reaching out to various institutions and organizations to understand their perspectives on the same.

Our background research has identified your organization as an active part of the S4D sector in South and South East Asia. We would appreciate it if you could take a few minutes to answer this survey to help us understand in greater detail the S4D sector in this region.

Thank you for your time and consideration. If you would like further information on this research project or have any questions, please feel free to contact us on info@prosportdev.in.

1) Do you consent to participate in this survey? *

- Yes
- No

Organization Demographics

Through this section, we aim to understand your organization's history in working in the Sport for Development (S4D) field, specifically in the context of South and South East Asia.

2) What is the name of your organization?

3) What country/countries does your organization primarily work in?

- Bangladesh
- Cambodia
- Indonesia
- Laos
- Myanmar
- Nepal
- Sri Lanka
- Vietnam
- Other

4) At what level does your organization operate within this country/countries?

- Sub-National
- National

- International

5) How many years has your organization worked in this country/these countries for?

- 0-2 years
- 2-5
- 5-10
- 10+

S4D Programs

Through this section we aim to understand the work your organization does within the Sport for Development (S4D) field, especially in the context of South and South East Asia.

6) Name your organization's top 3 S4D programs:

7) How many years have you been running these S4D programs in South and South East Asia?

- 0-2 years
- 2-5
- 5-10
- 10+

8) What sport do you use for your S4D programs?

- Football
- Cricket
- Volleyball
- Rugby
- Hockey
- Badminton
- Basketball
- Table Tennis
- Multi Sports
- Physical education/ Physical Activity
- Other

9) Which areas within a country do your S4D programs operate?

- Urban
- Semi Urban
- Rural
- All of the above

10) What have been the main areas of focus of your S4D programs? (Please select the top 3 areas of focus that apply to your organization)

- Health and well-being (including Public Health)

- Education and learning
- Livelihoods/employment
- Gender equality and women's empowerment
- Child/youth development
- Empowering persons with disabilities
- Social inclusion and/or integration
- Peace building and conflict resolution
- Sustainable cities and communities
- Sustainability and the environment
- Crime and violence prevention
- Disaster management and response
- Other:

11) Which of the following UN Sustainable Development Goals (SDGs), if any, are your S4D programs working towards achieving? (Please select the top 3 SDGs that your organization is focused on)

- No poverty (SDG 1)
- Zero hunger (SDG 2)
- Good health and well-being (SDG 3)
- Quality education (SDG 4)
- Gender equality (SDG 5)
- Clean water and sanitation (SDG 6)
- Affordable and clean energy (SDG 7)
- Decent work and economic growth (SDG 8)
- Industry, innovation and infrastructure (SDG 9)
- Reduced inequalities (SDG 10)
- Sustainable cities and communities (SDG 11)
- Responsible consumption and production (SDG 12)
- Climate action (SDG 13)
- Life below water (SDG 14)
- Life on land (SDG 15)
- Peace, justice and strong institutions (SDG 16)
- Partnership for the goals (SDG 17)

12) What are the main sources of funding for your organization to carry out its S4D Activities?

- National funds
- Foreign funds
- Both

13) What type of funds does your organization receive to carry out its S4D activities? (Please select the top 3 sources of funding for your organization)

- Institutional grants
- Private Sector grants (including funds part of corporate social responsibility)
- Government grants

- Individual donations
- Online crowdfunding
- Self-funded
- Other:

14) What are the key challenges your organization faces when working in the S4D field in South and South East Asia?

Please mark the challenges listed below in terms of their relevance to your S4D programs, keeping in mind the local context of the country/countries you work in.

	Irrelevant	Somewhat irrelevant	Neutral	Somewhat relevant	Very relevant
Policy/government inaction - sport performance is prioritized over participation and inclusion					
Lack of research, advocacy and clarity on sport for development in the public domain					
Difficulty in designing programs that use sport as a tool for developmental goals					
Difficulty in getting corporate and other sectors to help with endeavors and for collaboration					
Difficulty in delivering on-ground sports-based programs					

Funding or budgetary concerns/restrictions					
Lack of qualified professionals					
Inability to measure impact, document and advocate projects (monitoring and evaluation)					

15) Are there any other major challenges your organization faces in implementing S4D programs? If so, please specify:

16) What future strategies will help your organization succeed in the S4D field in South and South East Asia? *Please mark the strategies listed below in terms of their importance to the success of your S4D programs in the future.*

	Irrelevant	Somewhat irrelevant	Neutral	Somewhat relevant	Very relevant
Better training programs for facilitators and staff					
Better funding strategies/greater avenues for funding					
Government support and recognition at local and national levels, including policy provisions					

Better collaboration within the sector with other NGOs, corporates, sports associations and other stakeholders					
Standardized tools for measurement and evaluation of program outcomes and impacts					

17) Given the on-going Covid-19 pandemic, how much of an affect do you believe this is going to have on the S4D and/or development sector in South & South East Asia?

(1 being none & 5 being a complete overhaul)

1 2 3 4 5

18) How do you think S4D organizations will have to change their approach in light of the Covid-19 pandemic? (Please select the top 3 options that might affect your organization)

- Shift program delivery to include greater online learning
- Shift program focus to health & well being and/or awareness on public health
- Revise short/medium term focus to focus on individual physical activity as compared to team sport
- Overhaul medium/long term program strategy in light of evolving sector and/or changes to funding
- Shift program geography to different area/ region within country and/or to different country within the region
- Other

19) Would your organization be willing to participate in a short telephonic/skype interview that would discuss these issues more in depth?

- Yes
- No

20) If yes, please provide contact details of the appropriate personnel:

2) Survey Questionnaire: Institutions and Development Organizations

This survey is part of a research project that seeks to understand the scope of sport for development (S4D) programming as part of the development agenda in different countries across South and South East Asia. This research project will learn in greater detail about the current S4D initiatives in different countries across this region, the impact that these S4D initiatives are having as well as key gaps and challenges faced by the S4D initiatives in these countries. In order to do this, we are reaching out to various institutions and organizations to understand their perspectives on the same.

Our background research has identified your institution as a key stakeholder in the development landscape in this region. We would appreciate it if you could take a few minutes to answer this survey to help us understand in greater detail your thoughts on the S4D sector in your country/ countries of operation in the region.

Thank you for your time and consideration. If you would like further information on this research project or have any questions, please feel free to contact us on info@prosportdev.in.

1) Do you consent to participate in this survey? *

- Yes
- No

Institution Demographics

Through this section, we aim to understand your institution's history and work within the development sector in the context of South and South East Asia.

2) What is the name of your institution?

3) What type of institution is it?

- Government Department or Public Institution
- Private Company
- Non-Profit (NGO, Civil Society Organization or Community-Based Organization)
- Education Institute
- Other:

4) At what level does your organization/institution operate?

- Sub-National
- National
- International

5) What country/countries within South and South East Asia is your work based in?

- Bangladesh
- Cambodia
- Indonesia
- Laos

- Myanmar
- Nepal
- Sri Lanka
- Vietnam
- Other

Perspective on Sport for Development (S4D)

This section will help us understand your institution's perspectives on Sport for Development (S4D), especially within the context of the country/ countries in South and South East Asia that you specifically work in.

6) Has your institution previously worked on or supported programs/projects with partner organizations that have used sport as a developmental tool?

- Yes
- No

7) On a scale ranging from least to most effective, which areas of development do you think sports can be used as an effective tool?

	Very ineffective	Somewhat ineffective	Neither effective nor ineffective	Somewhat effective	Very effective	Do not know
Education & learning						
Gender equality & female empowerment						
Health & well being (public health)						
Social inclusion and/or integration						
Empowering persons with disabilities						
Livelihoods/employment						

Peace building/conflict resolution						
Sustainability and the environment						
Child/youth development						
Sustainable cities and communities						
Crime and violence prevention						
Disaster management and response						

7) What is the scope of S4D in South and South East Asia?

Please rate the following statements according to how much you agree or disagree with them.

	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree	Do not know
Sport for development is a unique and creative process to achieve developmental goals						
There is an increasing interest in bringing sports- based projects into the mandate of our institution's policy, goals and/or objectives						
With an increasing interest in sports, sport for development projects have enough financial or institutional support for it to grow						

Institutions and stakeholders are learning and/or keen to learn how to use sport as a tool for development						
With the growth of the sports sector, it is becoming easier to find qualified persons to lead sport for development projects						

8) What are the limitations to implementing a greater number of S4D programs in the country you work in within South and South East Asia?

Please rate the following statements according to how much you agree or disagree with them.

	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree	Do not know
It is difficult to understand how to align sport- based tools with developmental goals						
There is limited financial and/or institutional support for sport for development projects to grow						
Sport for development projects often require a larger budget than other developmental projects						
It is often difficult to find qualified personnel to conduct/lead sport for development projects						
It is often difficult to measure the impact of sport for development projects						

9) Would your institution be interested in implementing an S4D program in the future in the South Asia and/or South-East Asia region?

(1 being very unlikely & 5 being very likely)

1 2 3 4 5

10) Given the on-going Covid-19 pandemic, how much of an affect do you believe this is going to have on the S4D and/or development sector in South & South East Asia?

(1 being none & 5 being a complete overhaul)

1 2 3 4 5

11) How do you think S4D organizations will have to change their approach in light of the Covid-19 pandemic? (Please select the top 3 options that might affect your organization)

- Shift program delivery to include greater online learning
- Shift program focus to health & well being and/or awareness on public health
- Revise short/medium term focus to focus on individual physical activity as compared to team sport
- Overhaul medium/long term program strategy in light of evolving sector and/or changes to funding
- Shift program geography to different area/ region within country and/or to different country within the region
- Other

12) Would your institution be willing to participate in a short telephone interview that would discuss these issues more in depth?

- Yes
- No

13) If yes, please provide contact details of the appropriate personnel:

Appendix B: Interview Guides

1) Interview Guide for S4D Organizations

(These will only be undertaken for selected Sport for Development organizations who complete the survey)

**S4D = Sport for Development*

1. Why did your organization decide to start using sport as a tool for development?

2. Do you use any particular sports for your S4D program? If yes, why did your organization choose this particular sport?

3. Does your S4D program target specific developmental goals and issues? Why did your organization choose those in particular?

4. Keeping in mind the local context, why do you believe that sport in particular, is a good tool to tackle these issues?

5. What are your organization's core values that guide your approach to your S4D projects?

6. What has been the operational model that your organization has used in the implementation of your S4D projects?

7. Could you elaborate on some challenges that you have faced in your S4D programs?

8. What have been the specific strategies for success for your organization in the implementation of S4D projects? (What are things that you would insist should be replicated/retained in future S4D programming which are, in your opinion, essential to any project's success?)

9. What are some of your S4D projects' key impacts? How are the key impacts of S4D programs different from other development projects that your institution/organization carries out?

10. What tools has your organization used for the monitoring and evaluation of your S4D projects?

11. What are some things that you would have done differently or should be changed in future S4D programming?

12. How can sport be utilized differently post COVID-19?

2) Interview Guide for Institutional Stakeholders

This institution interview guide needs to be aligned with the responses of the institution in the survey. The questions need to be altered according to the responses provided by the institutions in the survey.

1. Do you think sports can be an effective tool in development projects? Why or why not? What type of development projects (or what areas of development) do you think sports could be a useful tool?

2. Has your institution used sport as a development tool in any of its programs?

   If yes:
   - What prompted you to use a sport for development model in your program?
   - Can you tell us more about this program and your experiences/learnings from this?
   - What are some of your projects' key impacts? How are the key impacts of sports-based programming different from other development projects that your institution/organization carries out?
   - What are some things that you would have done differently or should be changed in future sports-based programming?

   If no:
   - What are the reasons behind your institution not utilizing sport as a tool for development yet?
   - What is the scope within your organization in using sport for development initiatives for its future programming?

3. What about the local context of the country/countries you work in makes S4D viable or not for institutions to use as an effective tool for development initiatives?
   - What are some of the opportunities for S4D in the country/countries you work in?
   - What are some of the constraints to implementing S4D in the country/countries you work in?
   - What, do you think, is the future of S4D in the country/countries you work in?

4. Moving forward, how can your institution support the sport for development sector locally? What roles do you see your institution playing in order to support and grow the sport for development sector?

5. How can sport be utilized differently post COVID-19?

Appendix C: Information Sheet and Consent Form

Information Sheet

Introduction

We would like to invite you to take part in an in depth interview for a research study which is being carried out by Pro Sport Development (PSD), in collaboration with FICCI (The Federation of Indian Chambers of Commerce & Industry) and PRIA (Participatory Research in Asia).

Pro Sport Development (PSD) is an award-winning social enterprise dedicated to using sport for the holistic development of children and youth, through direct implementation of sport-based programs, training of facilitators and capacity building of institutions. PRIA is a global centre for participatory research and training, which looks to build the capacities of citizens, communities and institutions, to enable vibrant and gender-equal societies.

Before you make any decision regarding participation, you need to understand why the research is being undertaken and what it would involve for you. Please take time to read the following information carefully. Alternatively, if you have any further questions, please contact the facilitators.

Purpose of the Study

This research study seeks to understand the scope of sport for development (S4D) programming part of the development agenda in different countries across South and South East Asia. This includes learning more about the current S4D initiatives in different countries across this region, the impact that these S4D initiatives are having as well as key gaps and challenges faced by the S4D initiatives in these countries.

What will happen as a result of the study?

The data collected from you will be aggregated with the data from other participants part of the study and this will be analysed and used to prepare a final report on the scope of S4D in South and South East Asia. We would be happy to share a copy of this final report with you, upon completion.

Consent Form for Interviews

Thank you for reading the information sheet about the interview as part of this research study. If you are happy to participate in the in-depth interview, please complete and sign the form below.

Please tick the boxes below to confirm that you agree with each statement:

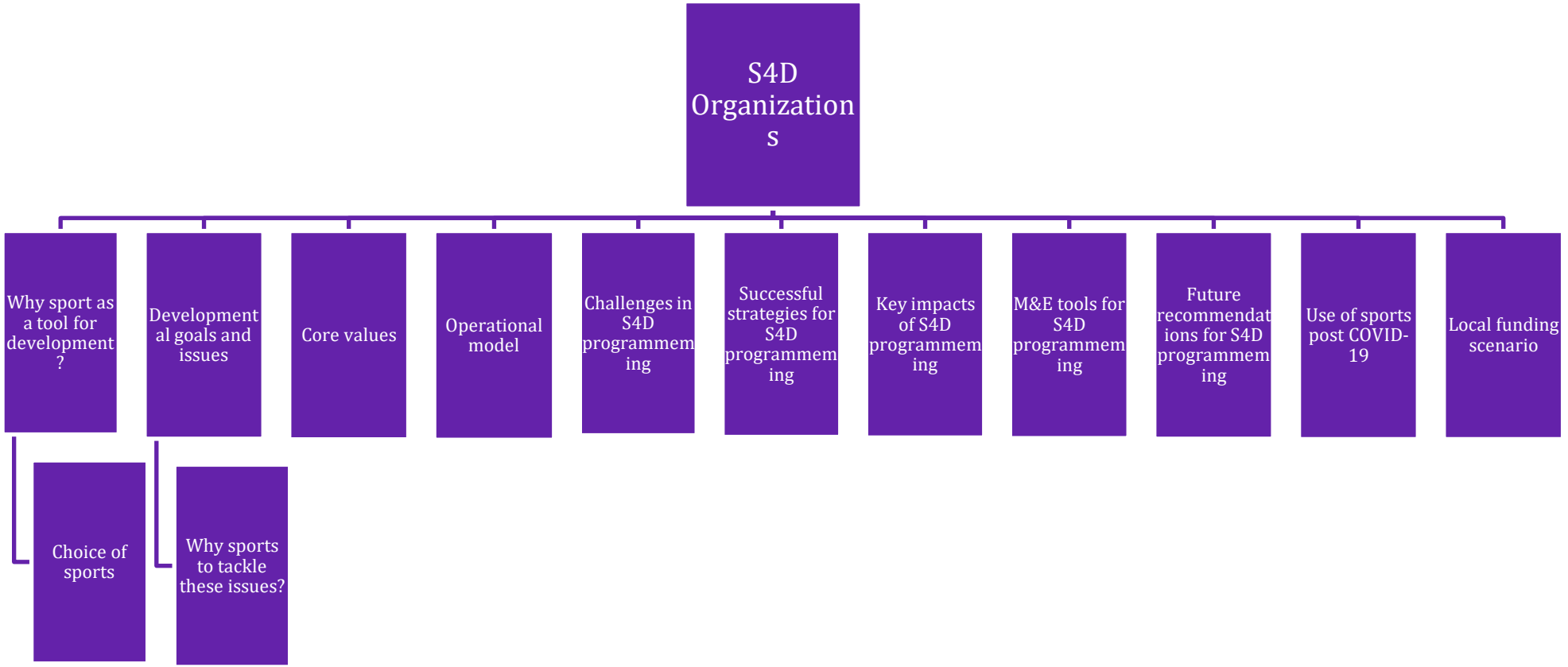
	Please tick box:
I confirm that I have read and understood the information sheet and have had the opportunity to ask questions.	☐
I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline.	☐
I understand that my responses will be kept anonymous. I understand that my name will be linked with the research materials but not be identified or identifiable in the report or reports that result from the research.	☐
I agree for this interview to be audio recorded. I understand that the audio recording made of this interview will be used only for analysis for the final report and that audio extracts from the interview will not be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the audio recording without my written permission, and that no one outside the research team will be allowed access to the original recording.	☐
I agree that my anonymised data will be kept for future research purposes such as publications related to this study after the completion of the study.	☐
I agree to take part in this interview.	☐

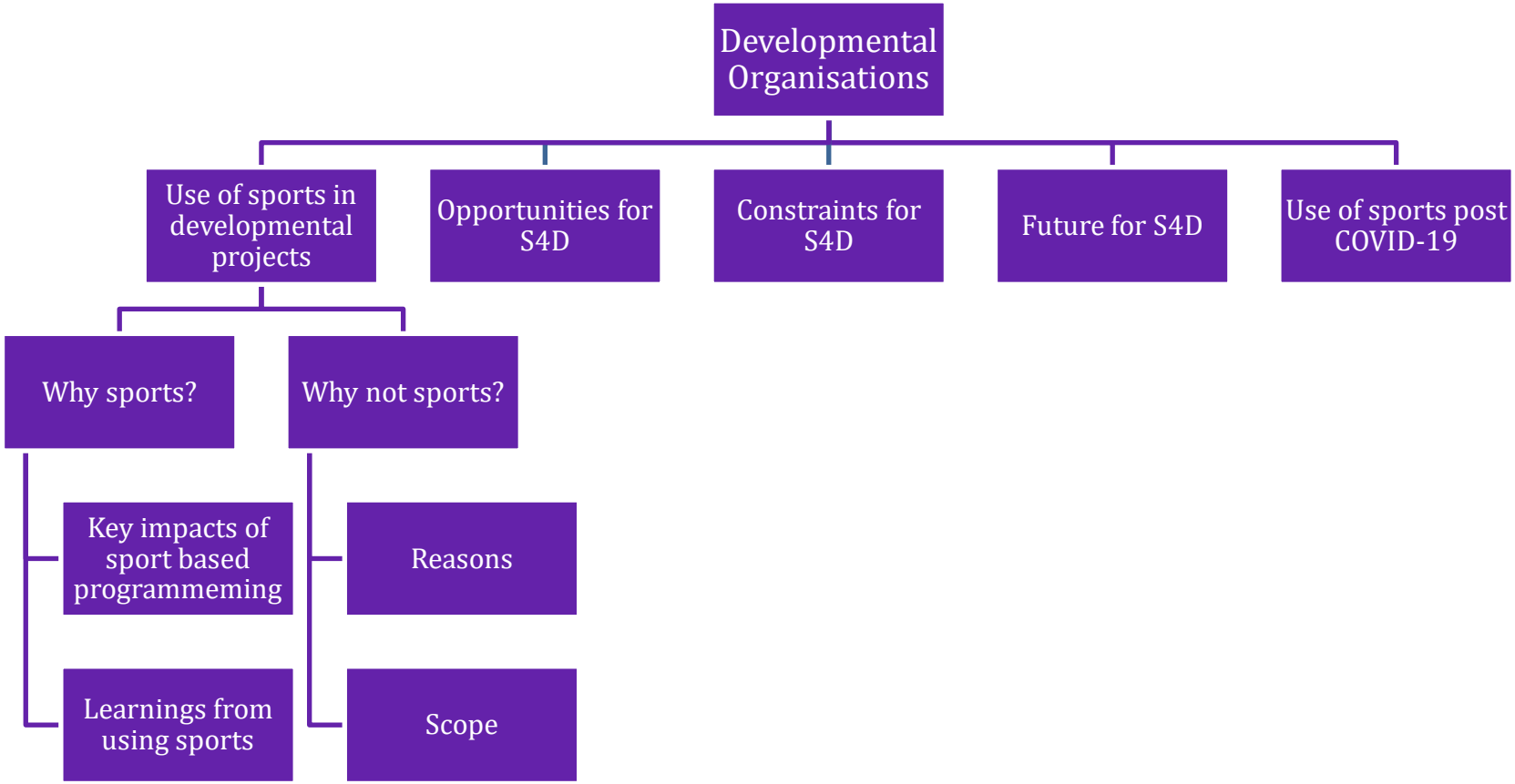
_____	_____	_____
Name of participant	Date	Signature
_____	_____	_____
Principal Investigator	Date	Signature

To be counter-signed and dated electronically for telephone interviews or in the presence of the participant for face to face interviews

Copies: *Once all parties have signed, the participant should receive a copy of the signed and dated participant consent form. A copy of the signed and dated consent form should be placed in the main project file, which must be kept in a secure location.*

Appendix D: Nvivo Coding Themes




Developmental Organisations
Use of sports in developmental projects
Opportunities for S4D
Constraints for S4D
Future for S4D
Use of sports post COVID-19
Why sports?
Why not sports?
Key impacts of sport based programmeming
Learnings from using sports
Reasons
Scope

References

Action Aid Bangladesh. (2019). *Women and Girls Beyond the Fringe. Annual Report 2018.* Retrieved from https://actionaidbd.org/storage/app/media//uploaded-files/2018-Annual-Report.pdf

Agence Francaise De Developpment. (2020, April). *2019 Universal Registration Document.* Retrieved from https://www.afd.fr/en/ressources/2019-universal-registration-document

Blue Dragon Children's Foundation. (n.d). *Annual Report 2018-2019.* Retrieved from https://www.bluedragon.org/wp-content/uploads/2020/02/Annual-Report-2018-2019.pdf

Center for Southeast Asian Studies, NIU. (n.d) *Southeast Asian Countries.* Retrieved from https://www.niu.edu/clas/cseas/resources/countries.shtml

Childfund Pass It Back. (n.d). *Measuring Change: 2017 Impact Assessment and Evaluation.* Retrieved from https://www.childfundpassitback.org/wp-content/uploads/sites/3/2018/08/ChildFund-Pass-It-Back-Measuring-Change-2017.pdf

Childfund Pass It Back. (n.d) *Season Impact Report. Planning for the Future: February 2018- June 2018.* Retrieved from https://www.childfundpassitback.org/wp-content/uploads/sites/3/2019/07/Vietnam-SI-Report.pdf

Childreach Nepal. (2018, May 16). *Sports for Development.* Retrieved from https://www.youtube.com/watch?v=3K2G2fycmmk

Chowdhury, Z. Haque, S. (2017, March 7). *Kicking it like a girl.* BRAC Bangladesh. Retrieved from http://blog.brac.net/kicking-it-like-a-girl/

Dasra. (2014, March). *Power of Play: Sports for Development.* Retrieved from https://www.dasra.org/resource/leveraging-sport-for-development

Educo. (n.d). *2018 Annual Report: You make it possible.* Retrieved from https://www.educo.org/Educo/media/Documentos/somos/annual-report-educo-2018-complete.pdf

ENGAGE. (2020). *Results.* Retrieved from http://www.engage.org.np/page/results

Football United, SPHCM UNSW, Dr. Shwe T A. Dr Bunde-Birouste A. (2018, August 16). *Football United Myanmar, Football for Peace 2017-18 Project Evaluation Report.* Retrieved from https://bit.ly/33wwAS9

Girls Determined. (2020). *Teenage Girls to the Front: Taking the lead and challenging assumptions- Annual Report 2019.* Retrieved from https://static1.squarespace.com/static/59c768fac534a585d416dbd3/t/5f3d1fbc857e757f16d0cd6a/1597841411899/GIDE_AnnualReport2019_04082020_lores.pdf

Global Action Nepal. (2020). *Annual Report 2018- 2019.* Retrieved from https://globalactionnepal.org/images/pdf/annual-report19-with-photos-chris.pdf

Hosen, A. (2019, July 31). *Hunting for Female Footballers in a Challenging Social Context.* Unicef Bangladesh. Retrieved from https://www.unicef.org/bangladesh/en/stories/hunting-female-footballers-challenging-social-context

Indochina Starfish Foundation. (2020). *Impact Report 2019,* Retrieved from https://isfcambodia.org/wp-content/uploads/2020/02/Impact-Report-2019_Web.pdf

ISA- Youth. (2019). *Annual Report 2018: We Got Game.* Retrieved from https://isa-youth.org/wp-content/uploads/2019/09/ISA2018_WEB.pdf

Laureus Sport for Good. (n.d). *Where we work.* Retrieved from https://www.laureus.com/sport-for-good/where-we-work

Magic Bus Foundation. (2019, June 12). *20 Years of Magic: Annual Report 2018-19.* Retrieved from https://www.magicbus.org/transparency

Magic Bus Foundation. (2017, Jan 24). *Maidan Summit 2016 Report.* Retrieved from https://issuu.com/magic-bus/docs/report_-_maidan_summit_2016

Manusher Jonno Foundation. (2018). *Annual Report 2017.* Retrieved from http://www.manusherjonno.org/who-we-are/annual-reports/

Mercy Corps Nepal. (2019, March). *Mercy Corps Nepal Country Strategy: Strategic Vision for 2022.* Retrieved from https://drive.google.com/file/d/1nW9focWmom7Dv9jGjYDCFEEWvlu487ZH/view

Milligan, C. (2019, October 11). *Coaching for Life.* Save the Children and the Arsenal Foundation. Retrieved from https://www.savethechildren.org.uk/blogs/2019/coaching-for-life?_ga=2.156731899.1982960181.1601862325-1850300864.1601862325

Room to Read. (2020). *Education Endures: Annual Report 2019.* Retrieved from https://www.roomtoread.org/media/nj4gww45/room-to-read-2019-annual-report-1.pdf

Sanders, B. (2019, September 10). *2019 survey results: The broader sport and development sector*. sportanddev.org. Retrieved from https://www.sportanddev.org/en/article/news/2019-survey-results-broader-sport-and-development-sector

Skateistan. (2020). *Annual Report 2019.* Retrieved from https://www.skateistan.org/sites/default/files/2020-07/Skateistan%20Annual%20Report%202019.pdf

Sportseed. (2017, August 12). *Empowering Youth Through Sports.* PHD Chamber of Commerce and Industry (PHDCCI). Retrieved from http://www.sportseed.in/wp-content/uploads/2018/04/Sportseed-PHDCC_Position-paper-on-S4D.pdf

UEFA Foundation. (n.d). *Programs worldwide: Asia* Retrieved from https://uefafoundation.org/asia/

UNESCO. (2015, November 17). *International Charter of Physical Education, Physical Activity and Sport.* Retrieved from http://portal.unesco.org/en/ev.php-URL_ID=13150&URL_DO=DO_TOPIC&URL_SECTION=201.html

UNICEF Office of Research Innocenti, Barca Foundation. (2019, March 28). *Getting into the Game: Understanding the Evidence for Child-Focused Sports for Development.* Retrieved from https://www.unicef-irc.org/reportcards/files/Getting-into-the%20Game_Evidence-Child-Sport-for-Development_Report-Summary.pdf

Wave Foundation. (2019). *Annual Report 18-19.* Retrieved from https://wavefoundationbd.org/wp-content/uploads/2020/05/annual-report-2018-19.pdf

Women Win. (n.d). *Programme Partners*. Retrieved from http://www.womenwin.org/partners/programme-partners

World Vision International. (2020, May 19). *Partnership Update 2019.* Retrieved from https://www.wvi.org/sites/default/files/2020-05/World%20Vision%20International%20Partnership%20Update%202019.pdf

Yefremov, Y.K (2020, Sep 1). *South Asia.* Britannica. Retrieved from https://www.britannica.com/place/South-Asia



Contact:

Samikshan Majumdar
Senior Assistant Director,
Sport & Youth Affairs,
FICCI

E: samikshan.majumdar@ficci.com
T: +91-1123487232

Suheil F. Tandon
Director-Founder,
Pro Sport Development

E: suheil.tandon@prosportdev.in
T: +91-8368027564