



THE GUIDE TO GOOD PRACTICES

FOR HIGH QUALITY, HIGH IMPACT EDUCATIONAL PRACTICE.

Health, education, social cohesion, inclusion and the fight against vulnerabilities, in all these fields sport offers an adaptable material with infinite potential in terms of human development.

But like any practice, and like any instrument, sport for development raises questions of methodology.

In Paris on 24 February 2022, La Guilde brought together leaders of projects in France, Burkina Faso, Togo and Madagascar. The discussions led to a guide to good practices (among other things).



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N°1

Watch for the skills

IT IS DIFFICULT TO FIND
FIND WELL-TRAINED EDUCATORS

All too often, qualified educators lack the necessary skills, and have only theoretical and limited knowledge of the basics of the physical activity.

In schools, teachers provide sports education in the same way as other disciplines, but without specific training, only the physical performance aspects are valued.

It is difficult to teach a sport in countries where it is not practiced, or where there is no federation.

To use sport for inclusion, it is **necessary to master methodological tools**. For example, a sports educator cannot adapt to women's sport when it does not exist.

TRAINING IS ESSENTIAL FOR
A SPORT PRACTICE THAT BRINGS
ABOUT CHANGE

Training and coaching are the pillars of success. Sports educators must know how to develop all the skills and attitudes, technical moves and values.

The training of quality sports educators must be at the heart of the projects if sports practice is to bring about change.

WHAT THE ACTORS SAY

- In our projects we offer a complete training course: Educator - Lead educator - Site manager - Assistant trainer - Trainer.
- Former beneficiaries mentor the younger ones. Managers and trainers are recruited from among former beneficiaries.
- We are working with institutions to develop curricula and to have the diplomas obtained by young beneficiaries recognised and protected.



© Horizon Sport pour Terres en Mèlées



© Association Pour le Sourire d'un Enfant



© Laurent Weyl Collectif Agos pour Denro

THE IMPACTS ARE THERE, WE SEE THEM, WE KNOW THEM

Changing roles to change perspectives: the problem child becomes a mediator, the prison officer is no longer just a guard, the abused woman regains power over her body, the bad student is also a successful athlete...

Effects on education: in class, children are more concentrated, they have a better memory, they develop useful motor skills, especially for writing, and they develop their sense of observation.

Effects on social life: practising sport develops the ability to do things together, those who practise sport know how to work in a team.

Cascading effects: beneficiaries share their experience, the benefits are visible and inspire others. Sport may appear more innocuous and casual than education. More acceptable as less risky in terms of emancipation.

WORDS OF THE BENEFICIARIES

- I didn't think my son would be able to do that!
- I am delighted that my daughter is doing sport, I would have liked to do it so much...
- In the prison, the young people who practice fencing have inspired the women
- Family life is different now that this young person is involved in sport

Identify changes to convince by example



SOME RECOGNISED METHODOLOGICAL EXAMPLES

PLAYDAGOGY FROM **PLAY INTERNATIONAL**
➤ **DISCOVER**

FOOTBALL 3 FROM **STREETFOOTBALLWORLD**
➤ **DISCOVER**

BUT IT IS DIFFICULT TO COMMUNICATE TO SHARE THESE WIDELY

It is important to be convincing: in order to counter resistance (from parents, from men who do not want to be led by women etc) and to obtain funds from donors and potential partners.

Use testimonials and examples. Video is a useful means of communication (examples with these short presentation videos for **Terres en Mêlées, Surf Ghana, Play Soccer Ghana**).

Tournaments and competitions give visibility. These are great opportunities to promote the participants and the actions of the association.

NUMERICAL INDICATORS SAY LITTLE

There is a need to reflect together on the social and educational impacts of the projects. This involves conducting field surveys, having analytical tools and taking the time to do this work over the long term.

Working on these issues with academics is an interesting avenue. Terres en Mêlées works with the universities of Lomé and Paris Nanterre. As for the Association Pour Le Sourire d'un Enfant, the founder, herself a researcher, has developed an ad-hoc method.

The pooling of resources is an avenue to be explored for microproject leaders who have few resources.

Sports and educational methodology: when the association does not have the resources in-house to develop its methodology, it can also rely on the resources of recognised methodologies.



© Laurent Weyl Collectif Agos pour Denro

N°3

Always adapt to the local context

ACCEPT A CERTAIN DEGREE OF DISORGANISATION

We cannot impose too rigid frameworks, we must take into account precarious situations, family and/or economic constraints.

We need to accept a certain degree of flexibility and 'disorganisation' from our usual patterns to adapt to the contexts and reach the most vulnerable.

Projects, objectives and milestones must be designed with local stakeholders.

WHAT THE ACTORS SAY

- Punctuality and regularity are essential and part of the rules of sport, however, it should be remembered that some people (especially those we are most concerned to reach) may not be able to meet certain requirements if they are not also thought of in terms of their own organisation and constraints.

OUR PARTNERS ARE NOT JUST IMPLEMENTERS

Take into account the local context and resources: all environments are different and religious, cultural, political, etc. references should not be ignored. You can get trapped by the actions of players who are misunderstood and thus miss out on certain categories of people.

How to reach the talibé children? How can unschooled girls be identified and brought out? How to mobilise people with disabilities?

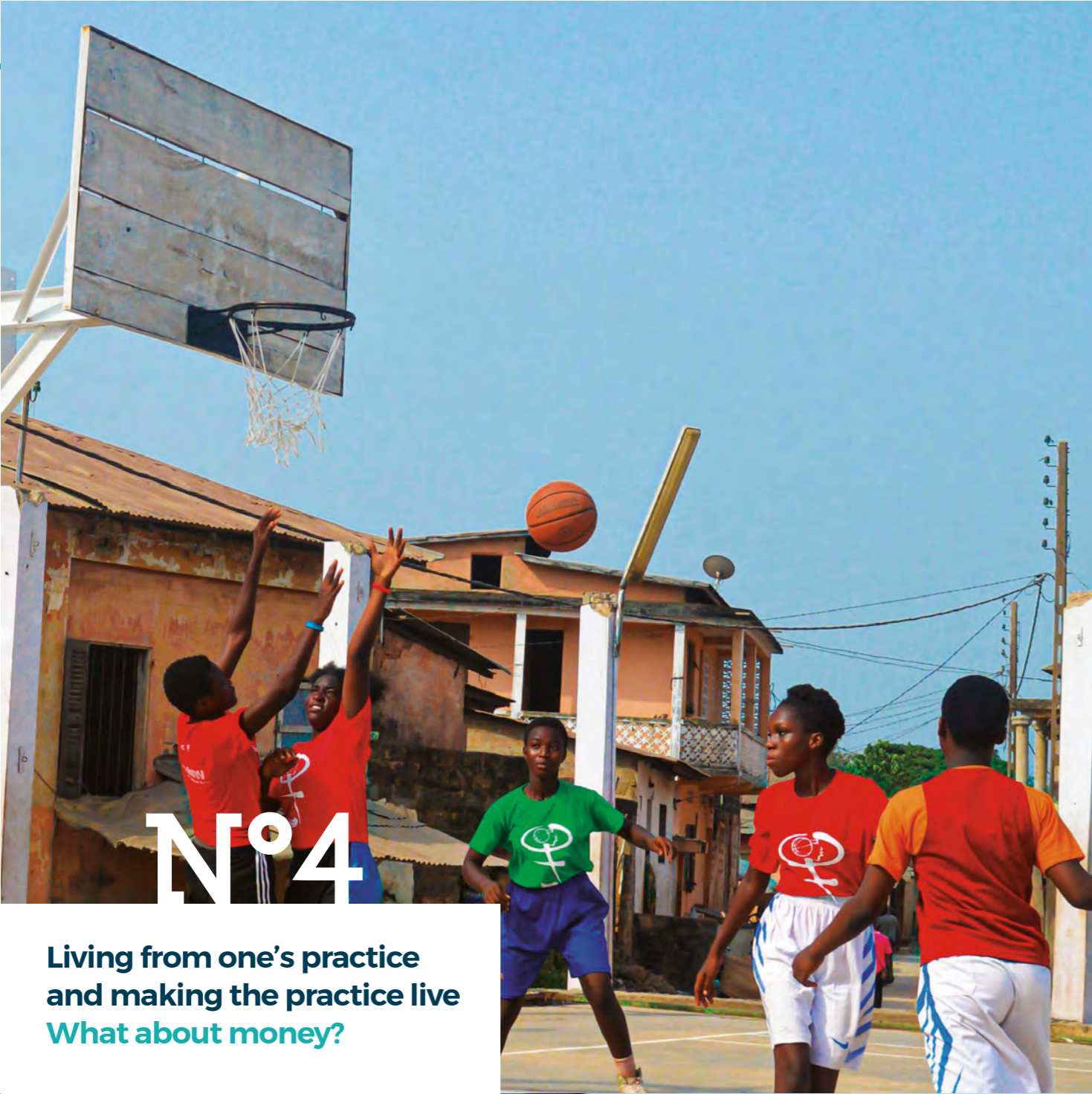
It is essential to establish a dialogue with those in authority, those who have the information.

Institutions are key players in terms of sustainability and impact.

Working with them is necessary to access public sports facilities and to develop training, etc.

WHAT THE ACTORS SAY

- It is unfortunate that we have to play a sport on makeshift pitches when there are very good facilities. Similarly, it is regrettable that we cannot rely on official educators.
- The traditional mediators in Senegal know everything that happens in the concessions. They are the ones who allow us to identify otherwise invisible girl domestic workers.
- The partners are involved in the projects from start to finish: we have become more efficient since we adopted a mode of governance in the form of a coalition. Local actors know the customs, constraints and actors better than we do; they are the key to successful projects, i.e. projects that generate effects and projects that last over time. Our partners are not just the implementers!



Living from one's practice
and making the practice live
What about money?



© Boxgirls Kenya



THE PRICE OF SUSTAINABILITY

In the beginning, 100% voluntary projects are often necessary and feasible, but in the long run, for this to be sustainable, **ownership (at least by the project leader) becomes essential.**

Support functions are also extremely important. The administrative side of projects cannot be neglected.

Beware of per diems! People are motivated for the wrong reasons. It is important that people are fully involved, that they are actors in the projects. Young people can be involved by offering them a training pathway. The per diem can be used but only after a certain period of time, once the commitment has been verified.

360° APPROACHES TO REACH THE MOST VULNERABLE

Combining educational and rebuilding provision through sport with an income-generating activity (IGA) can be a good way to break free from family pressure.

In order to reach the most vulnerable, specific support is often needed: **help with housing, health, food support, school support, etc.** A holistic, 360° approach is needed. Material compensation can be useful.



WHAT THE ACTORS SAY

- Education and training remain at the heart of our approach, but to achieve this we need real skills in support functions, across the board.
- We organised football matches on a large field with the little talibés, so that we could see which of them were the most badly treated. We have negotiated: you let the children practice a few hours of sport per week and we help you improve the sanitary conditions in the daaras*.

*daaras : koranic schools in Senegal





N°5

Learn to take care of your body

WELL-TREATED BODIES FOR A SAFE AND SUSTAINABLE PRACTICE

Safety is paramount. We need to work to encourage physical preparation, **training, warm-up and cool-down practices** which are an integral part of sports practice and training.

Nutrition is another facet of physical preparation that can often be a problem for the population we work with. We have to be careful about this, especially with children.

A healthy environment is essential for quality sport. Thus, raising the environmental awareness of stakeholders and beneficiaries should logically be included in the programmes.

WELL MAINTAINED EQUIPMENT

The maintenance of equipment is also part of the education offered by sport.



WHAT THE ACTORS SAY

- We work with people who are in very precarious situations, who live hard, and who push their bodies without preparing them, at the risk of injuring themselves.



N°6

Innovating and experimenting through microprojects



WHAT THE ACTORS SAY

Society is evolving, the issues are changing and we need to innovate, otherwise we are always repeating the same thing. The microproject gives this freedom.

It is also particularly relevant to the sport we are still experimenting with, which is quite new.



MICROPROJECTS ARE CONCRETE

On the ground, microprojects allow for concrete action. They show the changes of destiny.

The microproject is the right level to work with the less formal local partners (e.g. neighbourhood associations).



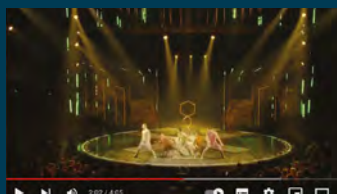
video
links

ZIP ZAP

**Zip Zap, circus arts in solidarity
in South Africa**



**Phare Circus
in Cambodia**



ASSOCIATION POUR LE SOURIRE D'UN ENFANT AU SENEGAL

FENCING AND RESTORATIVE JUSTICE

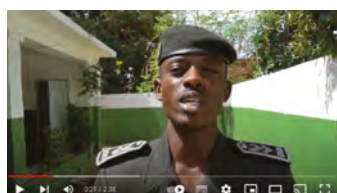
**« Freedom as a bonus »
by Nils Tavernier**



**Minister of Justice
du Senegal**



**Director of the MAC
of Thiès**



**Jacques, educator of Association
Pour le Sourire d'un Enfant**



TERRES EN MÊLÉES IN MADAGASCAR



The second chance prison



NAMES OF ASSOCIATIONS AND PARTICIPANTS

Association Denro : Denise Fernandez • **Association Pour le Sourire d'un Enfant** : Nelly Robin • **Enfants du Bénin Debout** : Ahmed Taoufik
Terres en Mêlées : Pierre Gony, Ouro Koumoni, Yacouba Konate • **Zip Zap Circus** : Xavier Gobin

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