DESIGNING GOOD PRACTICES OF SPORT FOR DEVELOPMENT PROGRAMMES FOR THE YOUTH OF AFRICA

-ADAPTING INTERNATIONAL STRATEGIES BASED ON THE UN-WIDE PROGRAMMING FRAMEWORK-

By

HONG, Sung Hae

THESIS

Submitted to

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ABSTRACT

Africa is a continent where young populations are most prevalent in the world. Although they bring much potential to the continent, the youth of Africa face different social, political and economic challenges. As part of a way to solve such challenges, a movement has surfaced in the international community using sport as a tool, which also can be seen in the youth of Africa. Subsequently, sports-related international strategies were created and advocated by multinational organizations around the world. The current study begins with questioning whether these strategies are well reflected in sports programmes targeting African youth. To address this question, the study analyses African youth sports programmes currently being conducted by governmental agencies and organizations. As a research tool for the case study, an existing evaluation framework to assess sport for youth development programmes was used, which was modified by adding vital factors and issues emphasized in relevant strategies. As a result, it was found that most of the programmes take into consideration the underlined challenges stipulated in the international strategies especially by striving to achieve the United Nations' Sustainable Development Goals adopted in 2015. However, technical dimensions such as pedagogies, evaluation frameworks, policies to realize purposed goals of programmes were deficient. Also, sustainability of the programmes differed depending on the policy contexts of each country. Therefore, one limitation that calls for careful attention is that most of the outcome and output of the programmes were hard to be analyzed due to the lack of detailed monitoring and evaluation systems of the government organization. In conclusion, as the case studies show, the Sport for Development programmes should focus on solving the real challenges faced with youth of Africa by in-depth and long-term research rather than by following the international strategies on surface.

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LIST OF ACRONYMS

AIDS	Acquired immunodeficiency syndrome
HIV	Human immunodeficiency virus
KAP	Kazan Action Plan
RBM	Results Based Management
TVET	Technical Vocational Education and Training
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
WHO	World Health Organisation

I. INTRODUCTION

Since the early 1990s, sport has gained recognition as a tool for development (UNESCO &UNESCO-ICM, 2019). In the previous eras, sports activity was the objective itself while, nowadays, sports is being used as a tool to achieve non-sports social development objectives. In this context, it is easy to find the words of 'Sport for Development(S4D)' or 'Sport for Development and Peace' used in many international organisations, academia or UN agencies referring to the usage of sport for the purpose of personal, community, national and international development (The Commonwealth, n.d.). The words differ from the 'Sport Development' which aims for the increase in sport participation, practice or administrations(UNESCO & UNESCO-ICM, 2019). Furthermore, recent global agendas led by international organisations (e.g. UNESCO's Kazan Action Plan 2017 ; WHO's Global Action Plan on Physical Activity 2018-2030 etc.) emphasize the importance of sport and physical activities for significant personal and social development. Acknowledging the fact that sports activities have positive effects ranging from personal to national development, for example, bringing about the sense of community and values such as leadership and, teamwork as well as a cost-effective method, many countries are currently harnessing sport in order to eradicate poverty and educate children especially in developing countries. In fact, physical education programmes in those countries are known to encourage personal and social development for youths and children. To be specific, physical education attempts to promote children's mental and, physical health and to help preventing infectious diseases. It can also prevent youth delinquency and crime as evidence suggests that youths participating in sports activities are less likely to engage in delinquent illegal, or anti-social behaviours. Other studies also have shown that school-based physical education increases students' enrollment, retention

and access to education. In developing countries where, high rates of out-of-school students continues to be a challenge, building physical education school curricula can be an effective measure to boost the attendance of students (Wells et al., 2008). Considering the positive effects of sport as an educational tool in developing countries, such programmes can help African countries achieve the development of youths that account for 20% of the total population of the continent. Africa is a continent where many countries suffer from extreme poverty. However, it is also a continent where unprecedented growth causes new socioeconomical problems such as population growth, inequality, social exclusion and so on. This remains as a crucial challenge as more than 75% of the population in the continent is under 35: based on 2015 statistics, this indicates that younger generations perform as thre main drivers to operate and transform societies (African Union Commission and Population Reference Bureau, 2019). What this suggest is that promoting and providing well-structured sports programmes are imperative for the social and economic development of African youths. Indeed, many governmental-level institutions have expressed their advocacy towards the necessity of sport programmes for youth of Africa by setting international strategies, goals, action plans based on the extant evidence of the positive effect. Yet, there exist no specific international strategies that soley target the promotion of spor for African youths. This requires a thorough evaluation on whether the challenges emphasized in relevant internatioanl strategies and goals are accurately addressed in sports programmes for African youths in the real world. In this regard, the current study aims to raise the following research questions;

1. In regard to the recent international movements (at government levels) in the fields of sport and African youths, what are the emphasized challenges that could be addressed by sport for development programmes targeting youths in Africa?

2. How should we establish Sport for Development programmes for youths in Africa in order to tackle challenges emphasized in the relevant international strategies?

3. Do governmental agencies actually implement Sport for Development programmes for youths in Africa in accordance with the international strategies, goals and action plans?

To answer the above-mentioned questions, this study suggests and analyzes international strategies on sport and African youths. Afterwards, based on the analysis, the study aims to single out challenging areas that African youths encounter as well as areas that could be addressed with sports development programmes. In addition to that, this study conducts case studies using a research tool with an existing evaluation framework, modified in reference to the appropriate international strategies.

II. INTERNATIONAL MOVEMENTS OF SPORT FOR DEVELOPMENT AND THE YOUTH OF AFRICA

Since the 1990s, sport has been considered pivotal to personal and social development (*UNESCO &UNESCO-ICM, 2019*). Specifically, sport has gained much recognition as a measure to achieve the 17 goals of the United Nation's Sustainable Development Goals (*UNOSDP, n.d.).* Similar to this, other international strategies, agendas, and charters relevant to the African youth also point out the importance of fulfilling the SDGs by calling for actions to the challenges faced with youth in the African region. This stipulates that a considerable number of international strategies, action plans, charters etc. In the fields of Africa, youth and sport are taking its base on SDGs. In this regards, through a following analysis (on the international movements on sport and African youth), this study aims to sort out selective areas of the SDGs to tackle challenges faced with African youths engaging in

sports activities. Moreover, this study intends to points out the necessity of Sport for Development programmes for the youth of African countries by suggesting these movements.

2.1 INTERNATIONAL MOVEMENTS OF SPORT FOR DEVELOPMENT

2.1.1 DEFINITION

Sport has been instrumental to achieve various worldwide challenges. Rather than setting physical improvements as a goal itself, many in the international community have attempted to use sport as a tool to achieve social development objectives. Consequently, “Sport for Development” was built on such context of global movements, and it uses a rather different approach compared to the previous recognition, which was pervasive among people in sport and physical education. According to the Kazan Action Plan concluded in the Minister’s meeting at the Sixth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS VI), which was held in 2017, sport is “a generic term comprising sport for all, physical play, recreating, dance, organized, casual, competitive, traditional and indigenous sports and games in their diverse forms.” Also, the word “Sport for Development”, refers to the usage that brings any planned, systematic or positive changes in the lives of citizens, communities, or nations through sport. In this sense, Sport for Development attempts to improve existing personal and community strengths, close the gaps in knowledge and skills, and bringing about positive behavior and attitudes (UNESCO &UNESCO-ICM, 2019). In short, Sport for Development refers to the usage of sport in achieving certain social and personal development objectives. Within the definition of Sport for Development, this study addresses certain sports activities that are used for the purpose of youth education.

2.1.2 THE UNITED NATIONS (UN)

In 2000, member states of the United Nations unanimously adopted the Millennium Development Goals at General Assembly, which had a total of eight goals aimed at solving global challenges, ranging from halving global poverty rates by 2015 to preventing the spread of diseases such as HIV/AID and providing universal primary education for all (United Nations Millennium Development Goals, n.d.). With the adoption of the MDGs, international attention got intensified as to using sport as a tool to address these global issues. For instance, in 2001, the United Nations Office on Sport for Development and Peace (UNOSDP), the UN's exclusive agency, was created by Mr. Kofi Annan, the then UN Secretary General. UNOSDP operated with the aim of contributing to the development of sport and the achievement of peace. In addition, the United Nations designated April 6 as the International Day of Sport for Development and Peace, providing a direction for sports to serve as tools for development and peace. Carrying out the momentum of the MDGs, after 2015, the United Nations' member states adopted the Sustainable Development Goals (SDGs) consisting of 17 challenging goals worldwide. With the advent of the SDGs, Sport for Development has gained more advocacy from the international community for its cost-effectiveness and widespread developmental outcomes. According to an UN General Assembly report held on 25 September 2015, in which the post-2015 development agenda was adopted, the member states acknowledged sport as a crucial enabler to achieve sustainable development goals: "*Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives."* (Rosa, 2017, p.10).

Moreover, in 2018, at the 73rd Session of the United Nations General Assembly, the agenda on 'Sport as an Enabler of Sustainable Development' was adopted (UNESCO, 2018). According to the final report of the 73rd Session of the UN General Assembly, entitled 'strengthening the global framework for leveraging Sport for Development and Peace.' it specifies the current efforts of international communities establishing global frameworks for Sport for Development, which contribute to personal and interpersonal social development, health promotion, conflict resolution, intercultural dialogue, social inclusion, and economic development (UN General Assembly, 2018).

2.1.3 THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION (UNESCO)

The United Nations Education Science Cultural Organization (UNESCO), the United Nations' lead agency for physical education and sport, has also endeavored in the field of Sport for Development by using sport as an educational tool for children and youth. They have been encouraging the member states to strengthen their systems and policies on physical education and sport. The UNESCO has also provided expertise in the fields of its' role in promoting educational, cultural, and social dimensions of sport and physical education in line with the 2030 agendas (UNESCO, 2018). In 1976, UNESCO created the International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS). The forum was made to foster intellectual and technical interactions among the member states in the fields of physical education and sport. It functions as an institutional mechanism for a consistent international strategy as well as a global platform gathering relevant governments, intergovernmental organizations, sports movements, academia, and specialized NGOs altogether (UNESCO, 2019). Since then, MINEPS has continued strengthening the educational,

cultural, and social dimensions of physical education and sport as well as giving directions in implementing effective policies and practices around the world. There has been a total of 6 conferences since the first MINEPS in 1976 in Paris, France. MINEPS played an important role in developing the International Charter of Physical Education and Sport (1978) in which physical education and sport are stipulated as fundamental human rights for all. Also, it helped creating the Intergovernmental Committee for Physical Education and Sport (CIGEPS) in UNESCO and International Convention against Doping in Sport. The most recent outcome of MINEPS is the Kazan Action Plan that was adopted at the 6th MINEPS held in Kazan, Russia by over a hundred member states. The Kazan Action Plan (KAP) addresses 3 main themes with 20 specific policies. KAP is meaningful in that it marks commitment to align sports policies with the 2030 agenda by providing its follow-up framework with the priority to 10 SDGs and 36 associated targets. It also stipulates 5 actions to stimulate the implementation of policy intent by gathering multi-stakeholders at the international and national levels.

2.1.4 THE WORLD HEALTH ORGANIZATION (WHO)

In 2018, the 'Global Action Plan on Physical Activity 2018-2030: More Active People for A Healthier World (GAPPA)' was adopted by the World Health Assembly stressing the global needs of physical activity to prevent diseases especially non communicable diseases such as heart disease, stroke, diabetes, and cancer, which are dominant in contemporary societies and to improve mental health, quality of life and well-being of people. While physical activity has a comprehensive meaning from sport to even all forms of physical movements at home or work, the Action Plan suggests more specific directions on certain physical activity policy actions to accomplish 13 SDGs which correspond to the global movement of Sport for Development.

2.2 INTERNATIONAL MOVEMENTS OF THE YOUTH OF AFRICA

Over the past decades, international societies including multidimensional organizations have put their efforts to address and tackle challenges faced with the African continent such as extreme poverty, civil conflicts, diseases, and inequalities. Since Africa is the youngest continent in the world where 75% of the populations is under age 35(African Union Commission and Population Reference Bureau, 2019), most international strategies or charters highlight youth as an important driver for social, economic, and political development of Africa. Those strategies set their objectives in line with the Sustainable Development Goals like other sports-related international strategies do. In particular, the African Union's African Youth Charter and Sport Policy Framework for Africa (2008-2018) underlines the importance and the role of sport for youth development.

2.2.1 DEFINITION

The United Nations, defined youth as a person aged 15 to 24 at its' General Assembly held in 1981(The United Nations, n.d) but the African Union depicts a rather different aspect; in the African Youth Chart confirmed by the African Union, youth in Africa is defined as a person aged between 15 to 35(African Union, 2006). Additionally, studies show that the range of the youth age in Africa varies depending on the countries in the continent. According to Youth 2030: Working with and for Young People, adopted by the UN General Assembly on 24 September 2018, youth are recognized as an active member of the international community rather than an object of survival, protection and development (Korean National Commission for UNESCO, 2020). In this regard, this study recognizes the age range of "youths" in each African country and defines those who can actively participate in the social and personal issues surrounding them.

Country	Youth age	Majority age	Voting age
Botswana	12-29	19	21
Ghana	15-35	18	18
Malawi	14-25	18	18
Namibia	15-30	21	18
Seychelles	15-30	18	18
Sierra Leone	15-30	18	18
Tanzania	15-35	18	18
Zambia	15-25	21	18
Uganda	18-30	18	18
South Africa	15-35	21	18
Lesotho	12-35	21	18
Zimbabwe	15-30	18	18
Nigeria	12-30	21	18
Swaziland	12-30	21	18
The Gambia	15-35	18	18
Kenya	15-35	18	18
Mozambique	18-35	18	18
Mauritania	14-25	18	18

[Table 1] Definition of youths based on age, majority and voting rights across commonwealth countries in Africa.

Source: Omotosho, 2020

2.2.2 THE AFRICAN UNION'S AGENDA 2063

At the African Union's 50th Anniversary Solemn Declaration in 2013, the heads of states and governments of the African Union consist of the 55 member states of the countries in Africa Continent, confirmed the vision for the Africa that they want to see in the next 50 years and those vision turned into the Agenda 2063: The Africa We Want Later On. Agenda 2063, aims for a prosperous, peaceful, and integrated African continent. The member states of the United Nations also emphasized the importance of Agenda 2063, in adoption of the post 2015 agenda at its' Seventieth Session of the General Assembly;

"[…] reaffirm the importance of supporting the African Union's Agenda 2063 and the progr amme of the New Partnership for Africa's Development(NEPAD), all of which are integral to the new Agenda." (Rosa, 2017, p.11). Agenda 2063 consists of 7 aspirations and 20 goals, and for each goal, there are priority areas that exist to specify and facilitate the implementation of the agenda objectives.

In order to boost Africa's economic growth and rapid changes, the union established flagship programmes and made clear of key activities to be undertaken by setting the 10 Year Implementation Plans (African Union, 2013). The African Union also specifies the linkages between Agenda 2063 and the SDGs after its adoption in 2015. Agenda 2063 underlines the

youth as a drive for the prosperity of Africa and urges that youth shall be socially, politically, and economically empowered (African Union, 2013). Overall, the agenda recognize the importance of social engagement and development of African youth in order to reach its' full potential for the prosperity of the continent.

2.2.3 THE AFRICAN UNION'S AFRICAN YOUTH CHARTER

In 2006, the African Youth Charter was adopted by the African Union. Acknowledging the fact that 40% of the population of Africa is youth and therefore member states' efforts on youth are crucial, the charter aims to eliminate discrimination on youth and advocate the freedom of movement, speech, association, religion, and other human rights while promoting the social engagement of youth. The charter deals with almost all issues that are negatively affecting youth in recent African countries. To be specific, through Article 13 (Education and Skills Development), Article 22 (Leisure, Recreation, Sportive and Cultural Activities) and Article 24 (Mentally and physically challenges youth), the charter underlines physical activities and sport including other cultural activities as an effective tool for youths in developing holistic skills and maintaining a healthy lifestyle. It also encourages to provide an adequate environment and equal access to the activities for both young men and women (Dakar & Saly, 2007).

Overall, the charter indicates the hardships of African youths due to the diverse challenges faced in the region and calls for action of the member states based on the aspects of human rights. In the name of providing a framework for multi-stakeholders in achieving the goals and objectives of the African Youth Charter, the 2009-2018 Plan of Action (DPoA) was organized.

2.2.4 THE AFRICAN UNION'S AFRICAN UNION SPORT POLICY FRAMEWORK FOR

AFRICA (2008-2018)

In 2008, at the 2nd Session of the African Union Conference of Ministers of Sport held in Accra, Ghana, the member states adopted the "Policy Framework for the Sustainable Development of Sport in Africa (2008-2018)" (African Union, 2008). This policy framework was made to promote sport for both athletes and all African people including women, persons with disabilities, youth, etc. The policy acknowledges the positive role of sport in making the African continent more integrated, peaceful, and prosperous. In part 3 of the framework, it suggests youth as one of the key issue areas and recommends strategies to promote sport and physical education for the African youth. It then insists that sport is an essential educational tool in that it teaches youth values such as fair play and, a sense of belonging, fosters gender equality, and alleviates discrimination on ethnicity and social background. In this regard, member states are encouraged to create opportunities for youths to participate in physical education programmes and, leisure-time services to nurture necessary capacities and attitudes.

2.2.5 UNESCO'S OPERATIONAL STRATEGY FOR PRIORITY AFRICA (2014-2021)

Since 1984, UNESCO has specified Africa as a priority in the implementation of its mandate. In its 37C/4 Medium Term Strategy (2014-2021), UNESCO rendered Africa as one of its two global priorities to be mainstreamed across the organization's programmatic activities (UN Jobs and internships at UNESCO, n.d.).

The strategy suggests four main challenges in Africa, which are population growth, sustain able development and economic growth, social transformation, and democratic governance. Also, it details six flagship programmes to take action against the challenges in Africa. Due to the rapid growth of population and because the youth population accounts for 60% of the African population, the strategy requires urgent needs of matching education/training to empl

oyment. In addition, it encourages social cohesion and integrated society where the density of population would grow due to the population growth in Africa. Therefore, it emphasizes promotion of a culture of science, of technological skills for young people, and of setting relevant policies for youth empowerment and employability. When it comes to social transfor mations that Africa is currently going through, different forms of rapid transformation can be seen, such as rampant urbanization, rural exodus insecure employment, street children insecurity, and mass youth emigration.

Africa is also suffering from social issues that came from numerous conflicts and wars, suc h as mass displacement of the entire population, deterioration of humanitarian situations, and destruction of social and cultural Particularly, education systems, cultural heritages, scientific infrastructure. and cultural infrastructure, and biodiversity have been affected indirectly by the wars and conflicts. This unfortunately left additional issues such as privacy, drug trafficking, environmental depredation calling for the promotion of a culture of peace and education for sustainable development. Regarding the challenges of democratic governance in Africa, many states lack proper governance systems that require rule of law and respect for freedoms. It is often the case that such states do not respect fundamental rights and freedoms of people. To ensure young people and women to get civic participation, education, training, or awareness-raising activities should be followed.

In accordance with the above-mentioned strategies, the overarching areas for the African youth can be presented as the following:

1. Strengthening education systems for African young men and women
2. Achieving gender parity

3. Encouraging the civic engagement of youth

4. Building a culture of peace and non-violence

2.3 SPORT FOR YOUTH DEVELOPMENT IN AFRICA

Through the global agendas and strategies on sport, youth, and the African region, it is no doubt that sport programmes can play a crucial role in tackling challenges faced with African youth. In accordance with the Declaration of Berlin 2013, adopted in UNESCO's 5th World Sports Ministers Conference (MINEPS V), it is stipulated that "physical education is the most effective means of providing all children and youth with the skills, attitudes, values, knowledge and understanding for lifelong participation in society." By encouraging youth to gain skills, attitudes, values, and knowledge through well-structured sport programmes, one can anticipate possible solutions to the hardships that African youth are undergoing today. To this end, as international societies have already acknowledged the effectiveness of Sport for Development programmes for the youth of Africa, more research and development on its impact, and efficacy are needed.

Ⅲ. POSITIVE EFFECTS OF SPORT PROGRAMMES FOR THE YOUTH OF AFRICA

Based on the important youth challenges emphasized in the above-mentioned strategies on African youth as well as the existing cases of Sport for Development programmes addressing social issues faced with African youth, this study has sorted out the following four challenging areas of African Youth where sport programmes can bring solutions to.

3.1 EDUCATION AND EMPLOYMENT (SDG 4 & SDG 8)

It is reported that due to the worldwide efforts in achieving MDGs, the primary school enrolment in developing regions reached 91% in 2015, which was an upstream compared to

the 83% ranked in 2000 (United Nations Millennium Development Goals, 2015). This change indeed depicts great development, yet there still are a number of children who cannot receive secondary or tertiary education in Africa. Because of the large inefficiencies in the entire educational system, most students have a hard time obtaining basic skills and knowledge. These problems can be attributed to teachers' ability and lack of skills, lack of proper curricula, and class curricula that are not linked to jobs, especially preventing African youth from growing up as adults needed for society. According to a report released by the African Union, which analyzed the African Youth and the Data, it is said that in 2013, 37% of the youth in Africa accounted for the working-age population. However, more than 60% of them were in the status of unemployment due to the lack of social infrastructure that is supposed to secure them to engage in society as a worker. Another issue includes the limited number of jobs in the region, which results in fewer chances for young generations to cultivate market-desired techniques or, working experiences. Concerning this, the report specifically highlights the provision of technical and vocational education and training (TVET), which would help not only a person's life but also societies to develop economically. The report further provides scientific data garnered from African regions except for the North African region. According to the data released in 2014, compared to the global average rate of economic returns on additional years of education, which is 9.7%, the Africa region ranks 12.4%, showing a 2.7% gap (African Union Commission and Population Reference Bureau, 2019). This supports that the provision of education in African regions is more important than other continents, which would directly link to social and economic development.

Considering the current situation in Africa (low school enrollment rate in secondary and tertiary education, lack of education linkages to the future labor market, less opportunities of

education for girls etc.), well-structured physical and, sports education can address and tackle those challenges. Sports and physical activities can be alternative to conventional education that provides educational opportunities for all youth in different situations and trigger youth's engagement in school and social communities. Using physical or sports activities as an educational method to gather classmates and bring back students, who are on the verge of out-of-school, is now very common in the educational field. Also, for those who are not able to get education, sports programmes provided by NGOs or governments are used to help them grow up as decent adults. For example, looking into a youth sport programme implemented in Kampala, Republic of Uganda, implemented by an NGO named Sharing Youth Centre, the programme not only focus on the practice of Taekwondo and Capoeira of youth but they also, provided other courses, such as technical and vocational skills, information and computer technology, and other important skills for the preparation of their future jobs. The clear objective of the institution is that they are committed to providing holistic education for the underprivileged youth in the region. Most of the students participating in the programme were youth who left school early and dropped out of school. Such evidence shows that in order to promote education in Africa and furthermore, to link those learnings with their future jobs, sports programmes providing quality education and TVET to youth living in African regions are crucial. This will motivate more youth to participate in education and so to learn necessary skills for their bright futures.

3.2 HEALTH AND WELL-BEING BY PREVENTING DISEASES AND RISK (SDG 3)

Sport has been known as an imperative tool to achieve Sustainable Development Goal 3: Good health and well-being. In its prime intents, sports and physical activities are expected to help preventing diseases and resolving holistic health concerns of people around the world. Considering the current global situations, where inequality gaps in people's health between

poor and rich countries are huge, and the rates of people's premature death caused by non-communicable disease in low and middle-income countries are increasing (Commonwealth, 2015), preventing diseases and well-being of people especially posit a great importance for African youth. During one's adolescent period, he/she forms their behaviours and characters, and this has a further impact on their habits in dealing with lifelong health issues. Well-formed and educated knowledge and habits on health issues of youth therefore can prevent them from engaging in high-risk sexual intercourse or abusing drugs and alcohol. Engaging in high-risk sexual intercourse can easily lead to the infection of HIV/AIDS or other sexual diseases. In particular, AIDS remain as the leading cause of death especially for young people aged 10 to 24 in Africa (Young People, HIV and AIDS, 2015). The very effective method to prevent HIV transmission for young people that is not passed on from their mother at birth or unprecedented sexual violence is *education*. Teaching young people how to prevent HIV/AIDS and providing right knowledge and behaviour on HIV/AIDS can be effective in preventing and curing disease in an earlier phase (Young People, HIV and AIDS, 2015). Many sports programmes addressing HIV/AIDS have been implemented in African regions to raise awareness on HIV/AIDS and preventing measures. In addition, evidence shows that sports and physical activities can reduce the speed of disease for HIV-positive individuals (S*portanddev, n.d.*). Even though sport may not directly treat HIV/AIDS and other dominant, communicable sexual diseases in African regions, it can be exploited as effective preventive measures on diseases through raising awareness on the risks and drawing forefront on the social issues that are mostly treated as taboos in the society. Sport can also prevent or slow down the causes of non-communicable diseases (NCDs), which account for almost 70% of all deaths worldwide and almost three quarters of those who died before the age 70 occurred in low- and middle- income countries (Noncommunicable Diseases, n.d.). In 2011, the risks and threats of NCDs upon international

goals were addressed at the United Nations' high-level meeting, highlighting the prevention and control of NCDs (United Nations, 2011). For most of the countries located in North Africa in 2012, the NCD deaths accounted for the three-quarters of the population. In sub-Saharan Africa, even though communicable diseases are more prevalent today, the NCDs are predicted to rank the first cause of death by 2030 (Naik & Kaneda, n.d.). People, especially youth in Africa are more vulnerable to NCDs due to weak health systems, policies, and other social changes such as urbanizations. For example, African youth can easily approach to tobacco and alcohol which are the main causes of the NCDs, such as respiratory disease, lung cancer, heart disease, etc. Approximately 10% of adolescents in Africa smoke, and another 10%, mostly girls, use tobacco products such as snuff, pipes, or chewing tobacco (Naik & Kaneda, 2015). Young people have easy access to it and are drawn to alcohol since alcohol companies target adolescents, symbolizing their products as courage and, heroism in Africa (Naik & Kaneda, 2015). Physical inactivity is the fourth leading factor of NCD mortality worldwide. There are many studies that have proved that engaging in physical activities or sport can prevent diabetes, heart disease and cancers (Commonwealth, 2015). Even though the physical movement level in Africa is relatively high compared to other countries, due to urbanization and changes in transportation people in the continent are becoming more used to sedentary lifestyle. In addition to the changes in physical movements, people's eating habits and diet also changed resulting in the increase in overweight or obese cases (Naik & Kaneda, 2015). Although youth NCD mortality rates have dropped in overall African regions from 2013 to 2017, it is known that the data on NCD risk behaviours of youth remains limited (Africa Union, 2019). This means that collected data cannot clearly suggest modifiable causes of NCDs. Considering the nature of NCDs, which generates a slowdown in one's life-long era, more preventive measures are needed for the quality of youth. Encouraging physical activities through sports programmes

for African youth can reform children's negligent and sedentary life habits, preventing youth from NCDs caused by physical inactivity. At the same time, using sports programmes as a tool to educate children and raise awareness on the risk factors of NCDs can help them nurture healthy life habits and avoid harmful products such as tobacco and alcohol.

3.3 EMPOWERING WOMEN IN AFRICA (SDG 5)

Gender inequality is one of the most challenging issue in Africa. Agenda 2063 adopted at the 24th Summit of the African Union in 2015 also states the importance of full gender equality and empowerment of women across the Africa continent by 2063. According to a research conducted at the McKinsey Global Institute, it has been projected that progress on gender parity in Africa can boost the economies by 10% of collective GDP by 2025. Africa's gender inequality can be seen from the higher maternal mortality rate, which is four times higher than the global average. Such inequality persists in women's education and financial and digital inclusion, which rank below the world average. In addition, gender-based violence against women is a challenging issue and at high risk compared to other continents (The Power of Parity: Advancing Women's Equality in Africa, 2019). Even though the topic of gender inequality varies depending on the context of each country, overall gender inequality harms social and economic development in Africa. Considering issues on African young women, such as child marriage, out-of-school, etc, preventing young women from gender-based violence and forming the right gender knowledge from young ages remain important that should be also addressed in sports programmes. Experts argue that well-organized sports programmes can be effective to address gender-based issues by providing safe space to discuss, learn gender-related issues, female leadership, and knowledge on sexual and reproductive health (Commonwealth, 2015).

The Girls Money Savvy Project made by the Sport Aid Development Trust, a non-governmental organization located in Zambia, is a good example that used sport as an educational tool for women's empowerment. The project focused on nurturing girls' financial literacy and entrepreneurship through sports programmes (SmileyMovement, n.d.). The programme was based on the value of sport in which sport activities are believed to bring girls in one place and build positive self-images and confidence. By using a peer-to-peer communication method, selected peer leaders mainly delivered financial literacy and life-skills to the participants during the sessions. Throughout the project, girls had opportunities to participate in activities where they could nurture capacities in financial fields, such as saving, planning budgets, etc. This particular learning method aims to facilitate marginalized girls to acquire knowledge of their real earnings, i.e., earning from founding a small business and saving money. Ultimately, this can encourage girls to maintain their education at school by paying their own tuition or sanitary pads (Girls Money Savvy Through Sport Sport Aid Development Trust - YouTube, n.d.).

3.4 PROMOTING PEACEFUL AND INCLUSIVE SOCIETIES (SDG 16)

African youth are susceptible to crime, violence, and conflicts. More and more young people are becoming soldiers at an early age either by the compulsory force from extremism groups or their own choice to join the groups. The biggest reason why youth themselves join such extremist armed group comes from their lack of sense of belonging, self-efficiency, and inability to find meaning (Peacebuilding through Education - Africa Educational Trust, 2010-2014).

In particular, armed forces and wars that have occurred frequently for the last decades in Somalia, South Sudan, and northern Uganda gave rise to violent and unstable societies. These can specifically affect and harm underprivileged people, young girls and women in the societies.

In this sense sports programmes for youth can protect them from those unstable situations by fostering social inclusion, social cohesion and psychosocial well-being (UNHCR, 2018). Additionally, sports programmes can provide young people with a sense of cooperation, self-efficiency as well as a platform for peace education (Commonwealth, 2015). The "Line Up and Live Up Programme" in South Africa organized by the United Nations Office on Drugs and Crime (UNODC) used sport as a tool for peaceful communities in order to prevent youth from crime, alcohol, drugs, violence, early-leave on education, etc. The programme consisted of 10 highly interactive sessions targeting different sets of skills and knowledge areas. Beneficiaries were mixed gender groups from sport centres, schools and other communities. The sessions and programmes were made through the involvement of experts around the world and the programmes for youth aimed to prevent crime by imparting life skills trainings to young people through sport activities. It is said that sports activities that attract the interest of young people and foster their engagement can create more chance of learning (Line Up Live Up in South Africa - YouTube, 2018).

SDGs	Role of sport programme for African Youth	Relevant international development agendas/strategies on Africa (other than SDGs)
	- Promote physical, mental, reproductive health and well-beings - Prevent Non-communicable disease	- African Union Agenda 2063 - African Youth Charter - UNESCO Operational Strategy for Priority Africa
	- Expose more youth to services relevant to employment - Teach skills necessary in labour markets - Bring youth to school and educational environment	- African Union Agenda 2063 - African Youth Charter - UNESCO Operational Strategy for Priority Africa
	- Provide opportunities/places for young women to learn gender-related issues, nurture female leadership, gain knowledges on sexual and reproductive health.	- African Union Agenda 2063 - African Youth Charter - UNESCO Operational Strategy for Priority Africa
	- Prevent crime and exposure to social risks	- African Union Agenda 2063 - African Youth Charter - UNESCO Operational Strategy for Priority Africa

[Table 2] SDGs that can be addressed by the African youth Sport for Development programmes

Ⅳ. DESIGNING AN EVALUATION FRAMEWORK FOR SPORT FOR DEVELOPMENT PROGRAMMES IN AFRICA

4.1 NECESSITIES OF A PROGRAMME EVALUATION FRAMEWORK

Through the above international strategies on sports/physical education, youth and Africa, it is no doubt that sports programmes for African youth can play a pivotal role in their personal development as well as economic/social improvements of their communities. However, only well-organized sport programmes can achieve its original objectives and effectively impact youth and societies. This calls for an evaluation framework on sport programmes targeting African youth since it could help achieving the objectives more systematically and using resources wisely. This study forms an evaluation framework for sports programmes targeting African youth based on existing evaluation frameworks that have been used by (inter)governmental organizations for the sake of international cooperation or official development aids. In addition, based on this evaluation framework, this study analyzes youth sports programmes currently being implemented in African countries especially by (inter)governmental organizations. The United Nations Evaluation Group (UNEG) defines evaluation as “an assessment, as systematic and impartial as possible, of an activity, project, programme, strategy, policy, topic, theme, sector, operational area or institutional performance.” (United Nations, 2019, p2). In more detailed aspects addressing evaluation of program or project, the OECD DAC defines the evaluation as “the systematic and objective assessment of an on-going or completed project or programme, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact and sustainability.” (Austrian Development Cooperation, 2004, p10).

In this respect, a programme evaluation is conducted mainly for the following reasons (Austrian Development Cooperation, 2004);

1. To learn from results: By interpreting the successes and failures, the programme can be developed
2. To maintain the transparency of the programme: Result or process can be shared by all stakeholders of the programme
3. To deepen the understanding of relevant knowledge
4. To foster communication and understanding of stakeholders

Therefore, a programme evaluation is necessary and mandatory to enhance the quality of programmes and assess whether it has achieved the objectives. Especially, setting an evaluation framework can function as a standard in designing further programmes by suggesting and considering factors to achieve programme goals.

4.2 EXISTING EVALUATION FRAMEWORK

The existing evaluation framework for youth sports programmes provides a basic framework and necessary factors to consider in evaluating sports programmes for African youth. The "Youth Development through Martial Arts," a two-volume edition publication published by UNESCO and UNESCO-ICM in 2019 suggests an evaluation framework linking result-based management and a youth and sports evaluation framework.

4.2.1 RESULT- BASED MANAGEMENT

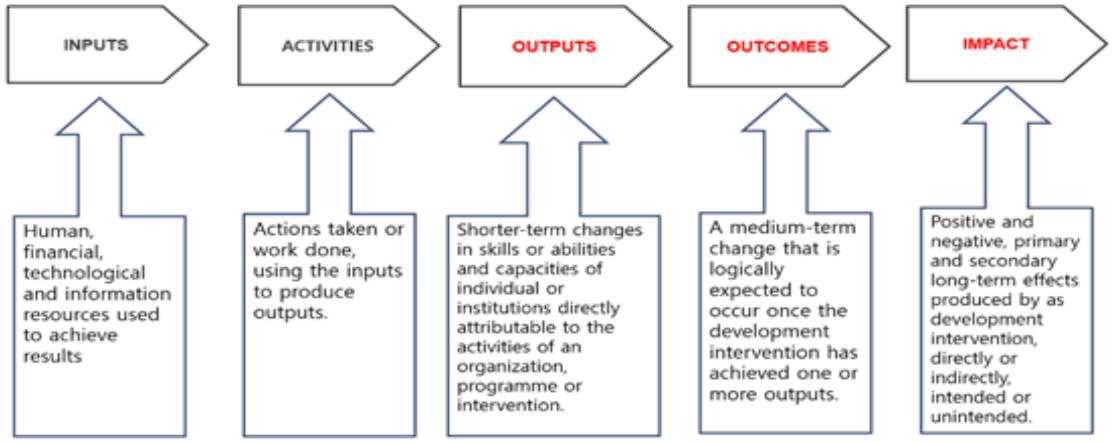
In national governments, public institutions and private sectors including intergovernmental organizations, result-based management (RBM) has been pervasively used

as a managing strategy to live up to stakeholders' demand for accountability and explanation on results (UNICEF, 2017). In the United Nations, RBM is defined as "a management strategy by which all actors, contributing directly or indirectly to achieving a set of results, ensure that their processes, products and services contribute to the achievement of desired results… the actor in turn use information and evidence on actual results to inform decision making on the design, resourcing and delivery of programmes and activities as well as for accountability and reporting." (United Nations Development Group, 2011, p.2). RBM has not only been used in managing country/organization level systems but has also been applied at programme/project levels of organizations in planning and setting the right directions for processes in order to make sure that objectives are properly added up. The United Nations adopted the RBM systems in the late 1990s to develop the organization's transparency and effectiveness. RBM can be broadly applied to different organizations to improve their delivery, enhance the efficiency, accountability and effectiveness of the management (UNESCO, 2007). The 5 key principles of RBM include:

1. All procedures of development focus on results
2. Linking programming, policy, and M&E with results
3. Simplifying measurement and reporting
4. Managing for result, not by result
5. Learning and decision-making based on results (Commonwealth, 2019)

These point out the significance of result in RBM. The dictionary definition of the result is "something that happens or exists because something else has happened"(The Cambridge English Dictionary, n.d.). In this sense, results, in RBM can be defined as a describable or measurable change that comes from a cause-and-effect connection (UNESCO, 2007). The UN suggests three steps to logically set result in line with the cause-and-effect relationship

(UNICEF, 2017). Outputs, outcomes, and impact are results which are differences made by programmes. The impact can be answered by questioning why one plans to operate a programme, and outputs and outcomes are what one wants to change through the programme (UNICEF,2017).



[Figure 1] The result chain and definition

Source: UNESCO, 2012 & UNICEF, 2017

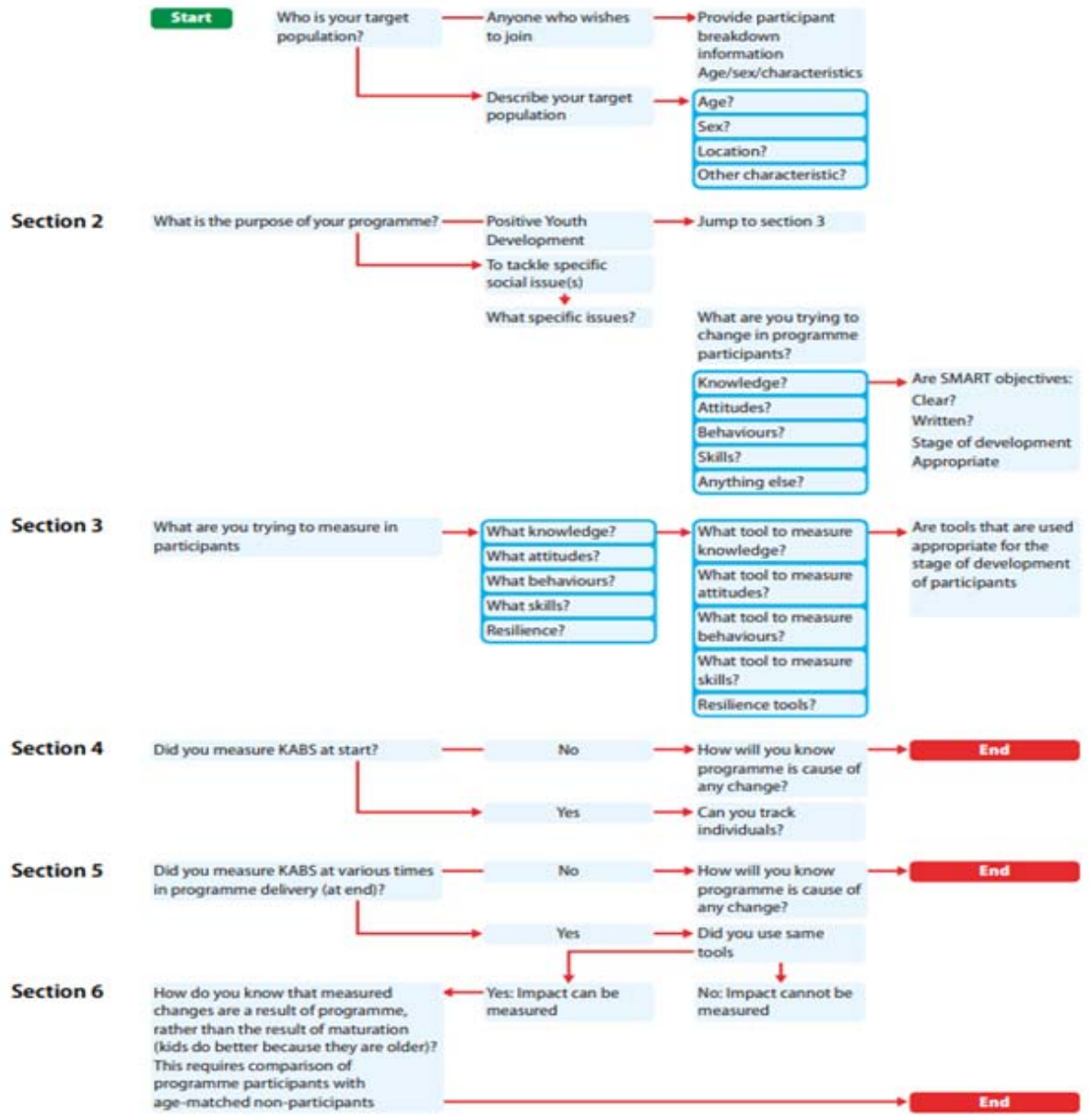
Also, well-structured result should be specific, measurable, achievable, relevant, and time-bound, which is known as SMART.

4.2.2 EXISTING EVALUATION FRAMEWORK THAT UTILIZES RESULT-BASED MANAGEMENT

Linking the above-mentioned RBM system with the youth and sport evaluation framework, the publication “Youth for Development Through Martial Arts” provides an evaluation tool to assess youth Sport for Development programmes. The publication mainly underlines the following areas in forming an evaluation framework for youth sports programmes. Through the framework, it is possible to figure out the overall imperative factors to consider in operating Sport for Development programmes targeting youth. First it emphasizes that sports programmes should be adjusted according to the speed or stage of the

physical development of children or adolescents. It is also said that programmes should be designed in consideration of the physical, cognitive, psychological, moral, and emotional stages of adolescents who differ by gender, region, and individual characteristics. Especially, considering that the definition of the youth age varies from country to country, generally ranging from teens to 40s, one size of programming is not suitable for all participants.

Secondly, resilience is suggested as a major advantage for youth in participating Sport for Development programmes. According to the publication, youth can gain factors that compose resilience through sports programmes, such as competence, confidence, bond, character, contribution, coping, and control. These factors can lead to the improvement of their physical and mental health. However, another suggestion denotes that some factors (contributions, personalities, and bonds) are formed through well-structured sports programmes with appropriate pedagogies. Thirdly, pedagogies, commonly used in youth-oriented sports programmes are emphasized. This points out the need for the well planning of programme phases, such as designing, planning, implementing, and evaluation. Based on these key considerations, the following question framework is presented in this paper, adding to the above-mentioned considerations and the result-based management system. Following the framework could be useful for programme managers to evaluate the impact of their programme.



[Figure 2] Framework to evaluate the impact of specific Sport for Development programmes

Source: UNESCO&UNESCO-ICM, 2017

4.3 DESIGNING AN EVALUATION FRAMEWORK FOR AFRICAN YOUTH SPORT PROGRAMMES

In addition to the above-mentioned youth sport programme evaluation framework suggested in the report "YOUTH DEVELOPMENT THROUGH MARTIAL ARTS: EVALUATION

FRAMEWORK FOR YOUTH ACTIVITIES" published in 2019 by UNESCO, UNESCO office in Bangkok and UNESCO-ICM, the following Sport for Development programme evaluation framework targeting youth of Africa contains the important factors stressed on previously mentioned international strategies, goals and action plans. The framework has been modified by adding stressed factors suggested in the strategies based on the Figure 3, the existing evaluation framework of Sport for Development Programmes. The evaluation framework of Figure 3 was made to answer the following three questions. And by answering the questions, this study attempts to confirm whether the existing Sport for Development programmes conducted in Africa for youth contain stressed challenges or resolutions stipulated in the international strategies. These questions form the core of the evaluation framework targeting youth of Africa.

1. Does the programme comply with the SDGs especially goal 3,4,5,8 and 16 that concern African youth? Particularly, checking whether the programme focuses on solving practical issues faced with the African youth such as unemployment rate should be taken into consideration. (Contents are relevant to the Kazan Action Plan, UNESCO's Operational Strategy for Priority Africa 2014-2021, Africa Union's Agenda 2063, African Youth Charter, African Union Sport Policy Framework for Africa 2008-2018, etc.)

2. Are the subjects of gender equality and youth's active participation are considered and addressed in the programme? (Contents are relevant to the UNESCO operational strategy on youth 2014-2021, UNESCO's Operational Strategy for Priority Africa 2014-2021, African Youth Charter, African Union Sport Policy Framework for Africa 2008-2018, etc.)

3. Are there highly qualified teachers and trainers who can guide youth in achieving the purpose of the programme as well as a suitable pedagogy for the development? (Contents are relevant to the UNESCO operational strategy on youth 2014-2021, African Youth Charter, African Union Sport Policy Framework for Africa 2008-2018 etc.)

4.3.1 PLANNING

In the planning stage, the framework aims to assess whether the programme has set specific goals or expected results which affect the overall evaluation stages of the programme based on the result-based management system. When it comes to the expected results, as Table 2 shows, the evaluation framework mainly aims to assess whether the programme complies with the selective five goals among 17 Sustainable Development Goals where sports programmes are highlighted. In addition, the framework checks whether the programme practically leads to youth's employment and economic improvement as challenges of African youth have been constantly stressed in the relevant strategies. Regarding the target groups of the programme, as the publication "Youth Development through Martial Arts" suggests, it aims to evaluate whether the target groups are well organized considering their age and physical development level. The publication also recommends several changes in framework questions through the programmes among knowledge, activities, behavior and skills.

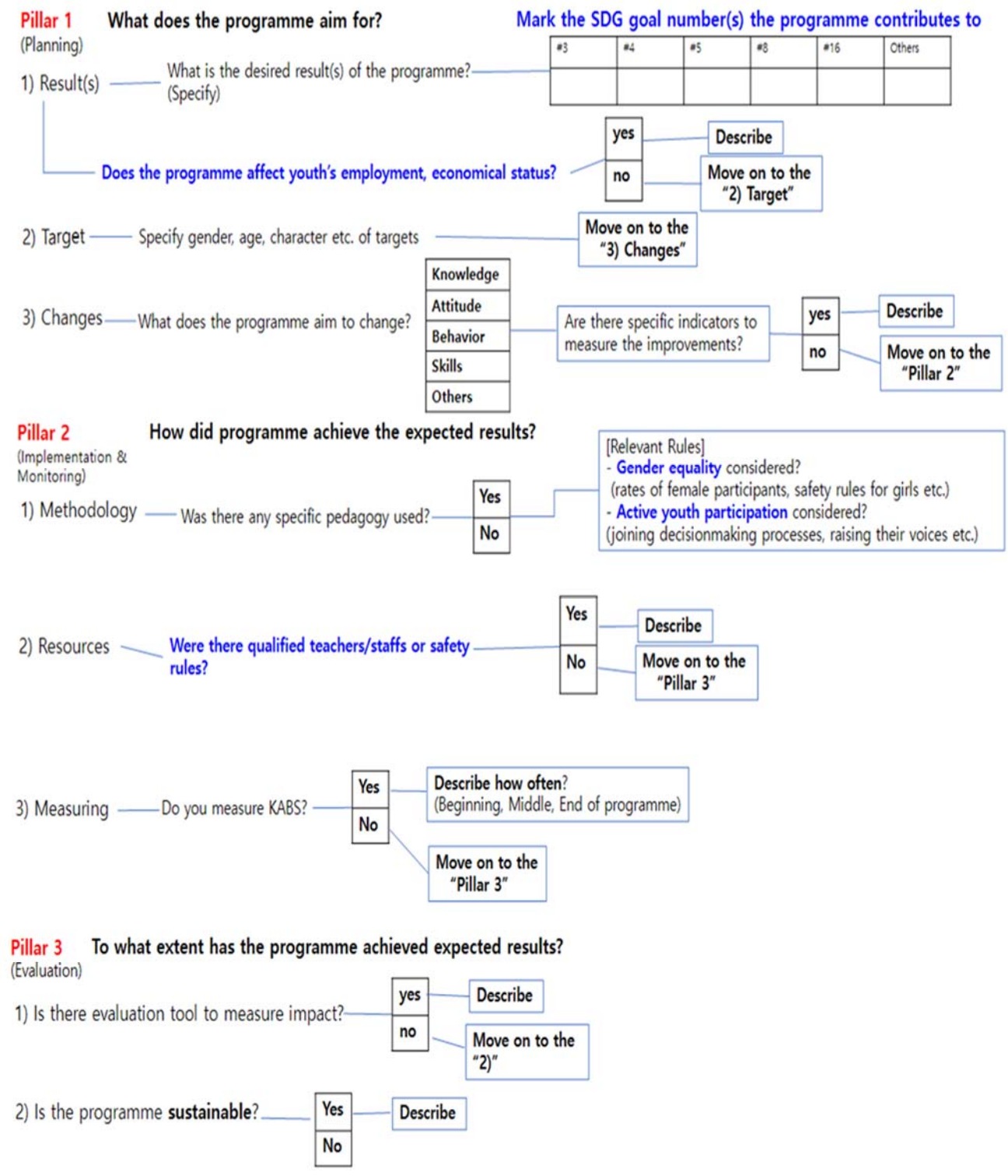
4.3.2 IMPLEMENTATION AND MONITORING

Implementation and monitoring are the process of managing the elements involved in tprogramme activities to obtain the expected results and check the implementation progress of the activities (UNICEF, 2017). As previously emphasized, it is important to ensure that an appropriate pedagogy is used in programmes, especially those targeting

African youth, and, to review whether gender equality and youth participation in the overall stages of the programmes are well reflected. In addition, a thorough analysis on whether qualified instructors or sport facilities are provided remains an imperative question with a special emphasis on quality education in relevant strategies.

4.3.3 EVALUATION

Evaluation is the core stage of the RBM system and determines to what extent the programme has achieved the expected results (UNICEF,2017). The OECD/DAC suggests evaluation criteria in development: relevance, effectiveness, efficiency, impact, and sustainability. Evaluation that considers each of the criteria could also lead to better learning and reporting for further programme development.



[Figure 3] Modified evaluation framework for Sport for Development Programme for youth of Africa.

Ⅴ. CASE STUDIES USING THE EVALUATION FRAMEWORK

Based on the evaluation framework above, this section analyzes the existing youth sport programmes in African countries. Through the case studies, this research attempts to evaluate whether the international strategies or goals on sport and African youth are well applied to the field programmes targeting African youth. The preconditions of the programmes covered in this study are as follows:

· Programme reports written in English or Korean

· Programmes operated in African countries targeting youth

· Programmes funded by governments (directly or indirectly)

· Programmes implemented after or still continued since the year 2015 when SDGs adopted

5.1 SPORT FOR DEVELOPMENT IN AFRICA (S4D) / THE CASE OF ETHIOPIA[1]

5.1.1 PROGRAMME IN BRIEF

This project has been operated by the **German Federal Ministry for Economic Cooperation and Development (BMZ)**. BMZ started Sport for Development in Africa (S4D) and 1,000 Chance for Africa, targeting some African countries from 2014 to contribute to social and personal development in Africa using sport as a development tool. In Ethiopia, S4D was implemented focusing on young people's vocational education and the promotion of economic growth considering the challenges faced in the country where 30% of the population live below

[1] (Deutsche Gesellschaft für Internationale Zusammenarbeit [GIZ], 2017), (Country Collection - Sport for Development, n.d.)

the poverty line. Based on the success of the project, the 'Sport2Work'methodology was developed to train coaches/instructors for vocational education through sport.

5.1.2 ADAPTING THE EVALUATION FRAMEWORK

[Pillar 1] Planning: What does the programme aim for?

To figure out whether the programme is well planned by setting specific purpose and target group, the following three questions are answered.

(1) Q1. What are the purpose and expected results of the program?

A1. The programme aims to address and deal with youth unemployment using sport which is very urgent social issue in Ethiopia. Through the programme, the participants are required to nurture key skills necessary in the labor markets to provide more opportunities for the employment. As you can see in the chart below, the programme mainly contributes to the 3 areas of Sustainable Development Goals which are Goal 3(Good health and well-being), Goal 4(Quality Education) and Goal 8(Decent work and Economic Growth).

#3	#4	#5	#8	#16	Others
●	●		●		

[SDGs that fall under the programme, SPORT FOR DEVELOPMENT IN AFRICA]

(2) Q2. Who is the target of the programme?

A2. The target group of the programme is children and young people however, there is no specific evidence to prove exact ages of the participants.

(3) Q3. What does the programme aim to change?

A3. It aims to improve knowledge, attitude and skills that are necessary in the workplace such as responsibility, decision making, leadership, teamwork etc.

[Pillar 2] Implementation and Monitoring: How did the programme achieve the expected results?

In order to research whether the programme had been well implemented fulfilling its goal, the following three questions are answered.

(1) Q1. Any specific pedagogies used in the programme?

A1. The methodologies used during the programmes implemented in Ethiopia have been gathered and presented as a "Sport2Work Manual", a tool for instructors. It suggests methodologies and pedagogies to train teachers of Technical Vocational Education and Training (TVET) and local coaches to encourage Ethiopian youth's development through sport activities.

(2) Q2. Were there qualified teachers and safety rules?

A2. The programme was implemented in partnership with the local organization, Addis Ababa Technical and Vocational Training (TVET). The qualified teachers, instructors of the local organization participated in the programme and sports clubs were established.

(3) Q3. Were there methodologies to measure knowledge, attitude, behavior and skill (KABS)?

A3. The Sport2Work manual suggests detailed values one can learn and nurture through sport activities. For example, it specifies that passing the ball in football requires communication skills. Even though there are no special tools to measure the KABS in figure, it is possible to check whether a sport activity links to forming KABS.

[Pillar 3] To what extent did the programme achieve the expected results?

Pillar 3 aims to research the actual impact and outcome of the programme. Also, by appropriately reviewing and examining the programme, it intends to develop and correct the wrong parts of the programme. Therefore the following three questions are answered.

(1) Q1. Was there appropriate monitoring and evaluation process?

A1. The Result-Based Management (RBM) is used on the basis of GIZ standards and needs of partner organisations. And it is said that the German Sports University Cologne and consultants from Germany and overseas supported the entire process of RBM.

(2) Q2. Was the programme sustainable?

A2. The overall period of the initiative "1,000 Chances for Africa" was 4 years (2014-2018). Compared to the other governmental projects, it was sustainable and had sufficient time to research and monitor the impact of the programme. Also, it is predictable that the close partnership with the local TVET Agency might enhanced the sustainability of the programme after 2018.

(3) Q3. What were the impacts of the programmes?

A3. 24 Sport places were reorganized in vocational schools and youth centres in Ethiopia. In addition, over 20,400 young people participated and benefited by the programme. Above all, the Sport2Work manual was published and distributed worldwide providing methodology to train teachers, instructors so that they can organize and implement sport-based vocational programmes to address unemployment issues for Youth in Ethiopia.

5.2 JICA's COOPERATION FOR SPORT AND DEVELOPMENT IN THE AFRICAN REGION[2]

5.2.1 PROGRAMME IN BRIEF

JICA stands for Japan International Cooperation Agency. Since the 1960s, JICA has been engaged in sport cooperation programmes by dispatching volunteers from its country. After the adoption of the Sustainable Development Goals, JICA also set Sport for Development strategies in line with the 10 SDGs. In order to promote sport worldwide until the 2020 Tokyo Olympic, JICA started the SPORT FOR TOMORROW initiative. According to a 2019 Sport for All report published by the organization, 24 countries in Africa have been benefitting from the sport projects conducted by JICA. JICA's Cooperation for Sport and Development in the Africa region consists of the following 3 pillars aligned with the SDGs:

1. Support of physical education (field day, issue-based training: school physical education)
2. Promotion of social inclusion and peace (5-a-side football, National Unity Day Sport Tournament, Women's Athletics Competition)
3. Enhancement of sport performance (Judo, women's softball, women's rugby)

5.2.2 ADAPTING THE EVALUATION FRAMEWORK

[Pillar 1] Planning: What does the programme aim for?

(1) Q1. What are the purpose and expected results of the program?

A1. The overall programmes conducted under the JICA's Cooperation for Sport and Development in Africa Region, aims to promote health, education, sociability and character of the beneficiaries. Including women and children in African region the programmes help building mutual understanding and providing hands to the marginalized people. Not only that,

[2] (Japan International Cooperation Agency [JICA], 2019), (Japan Sports Agency Commissioned Project, 2019)

it also aimed to foster development of sport and enhance performance of top athletes. JICA's Cooperation for Sport and Development in Africa Region project targets total 10 SDGs. Which are Goal 1(No Poverty), Goal 2(Zero Hunger), Goal 3 (Good health and Well-being), Goal 4 (Quality Education), Goal5 (Gender Equality), Goal 8 (Decent Work and Economic Growth), Goal10 (Reduced Inequalities), Goal 11 (Sustainable Cities and Communities), Goal 16 (Peace, Justice and Strong Institutions) and Goal 17 (Partnerships for the Goals)

#3	#4	#5	#8	#16	Others
●	●	●	●	●	●

[SDGs that fall under the programme, JICA's COOPERATION FOR SPORT AND DEVELOPMENT IN THE AFRICAN REGION]

(2) Q2. Who is the target of the programme?

A2. The programme targets broad range of people from disabled persons, children, women to atheletes.

(3) Q3. What does the programme aim to change?

A3. The programme aims to change all four values which are Knowledge, Attitude, Behavior and Skills.

[Pillar 2] Implementation and Monitoring: How did the programme achieve the expected results?

(1) Q1. Any specific pedagogies used in the programme?

A1. There was no evidence of specific pedagogies used. However it is predictable that dispatched volunteer or instructor in chare greatly affect the contents, methodologies of the programmes.

(2) Q2. Were there qualified teachers and safety rules?

A2. JICA dispatched high quality of volunteers who majored in P.E, Judo or possess experience in relevant fields.

(3) Q3. Were there methodologies to measure Knowledge, Attitude, Behavior and Skill (KABS)?

A3. There seemed no evidence of measuring KABS.

[Pillar 3] To what extent did the programmes achieve the expected results?

(1) Q1. Were there appropriate monitoring and evaluation processes?

A1. There seemed no evidence whether specific monitoring and evaluation systems were used.

(2) Q2. Were the programmes sustainable?

A2. Each programme's duration differed from one day to several years. There were no specific evidence found to figure out the duration of the programme in one place, however, mostly the programmes had limited duration in one region/location.

(3) Q3. What were the impacts of the programmes?

A3. As of 2019, JICA was benefiting 23 countries in Africa and dispatching 805 volunteers. A one day-event called Field Day Programme, to promote local physical activity and sport, was being held in 12 countries in Africa.

5.3 MARTIAL ARTS OPEN SCHOOL (ACCRA GIRLS MIDDLE SCHOOL, GHANA)[3]

[3] (*UNESCO-ICM*, 2020)

5.3.1 PROGRAMME IN BRIEF

The Martial Arts Open School programme first started in 2017 with the official launch of the International Centre of Martial Arts for Youth Development and Engagement under the auspices of UNESCO (ICM) located in the Republic of Korea. The ICM is operated with the subsidies received from the Korean Governments. There have been approximately 900 youths as beneficiaries from 9 countries including Kenya and Ghana. The programme mainly aims to provide chances to learn martial arts to youths in developing countries where there are not enough physical education classes provided from the school.

5.3.2 ADAPTING THE EVALUATION FRAMEWORK

[Pillar 1] Planning: What does the programme aim for?

(1) Q1. What are the purpose and expected results of the programme?

A1. The programme aims to contribute to the physical and psychological development of youth especially those who cannot easily access to the physical education in school and daily lives. The programme has been implemented for 2 months in Accra and mainly targets Goal 4 (Quality Education), Goal5 (Gender Equality).

#3	#4	#5	#8	#16	Others
	●	●			●

[SDGs that fall under the programme, MARTIAL ARTS OPEN SCHOOL]

(2) Q2. Who is the target of the programme?

A2. The programme was targeting young girls aged between 15 to 17 at Girls Senior High School.

(3) Q3. What does the programme aim to change?

A3. The programme aimed to change Attitude by making young girls gain self-esteem,

confidence, respecting others through practicing martial arts and Behavior by encouraging them to participate actively in the programme.

[Pillar 2] Implementation and Monitoring: How did the programme achieve the expected results?

(1) Q1. Any specific pedagogies used in the programme?

A1. There was no evidence of specific pedagogies used. The martial arts, taekwondo was used as a tool for programme and dispatched martial arts instructors from the Republic of Korea mostly invented their own methodology for the class adjusted to students' physical levels.

(2) Q2. Were there qualified teachers and safety rules?

A2. There was no evidence on safety rules. However the instructors had preliminary education from ICM before they were dispatched to Ghana. Also dispatched martial arts instructors were academically trained and majored in Taekwondo department at University in Korea where the Taekwondo originated.

(3) Q3. Were there methodologies to measure Knowledge, Attitude, Behavior and Skill (KABS)?

A3. There seemed no evidence of measuring KABS. However qualitative measures were taken by interviews of beneficiaries and instructors and questionnaire after classes.

[Pillar 3] To what extent did the programmes achieve the expected results?

(1) Q1. Were there appropriate monitoring and evaluation processes?

A1. There seemed no evidence whether specific monitoring and evaluation systems were used. However, there are qualitative reviews from school teachers, operators and young participants.

(2) Q2. Were the programmes sustainable?

A2. Even though the Martial Arts Open School programme is being continuously implemented in ICM but this project in Accra Girls Senior High School in Ghana was held from 24 June to 16 August 2019 (8 weeks).

(3) Q3. What were the impacts of the programmes?

A3. Approximately 70 girls were benefited from the programme. Also a participant in her interview pointed out the positive effects the programme brought to her by saying that *"Martial arts have helped me enhance my abilities as a student beyond just physical and athletic aspects. It has helped me to build my self-esteem and confidence. … We live in an era where a lot of bad things happen to people, especially girls. Things like bullying, rape and harassment, armed robbery, etc. Due to such things I was unable to go to certain places or even go out at night to buy something because I was scared of either getting bullied or hurt, …. now I am confident that I can protect myself in times of trouble."*

VI. CONCLUSION AND CONTRIBUTION

This study was conducted to highlight the need of Sport for Development programmes in dealing with challenges faced with African youth and finding out important factors that are necessary to effectively plan, operate, and evaluate the programmes in alignment with

relevant international strategies, agendas, and goals. The following part summarizes the main findings of the analysis.

Firstly, through the analysis of international strategies on sport and African youth, the major problems faced by African youth were found. This study also distinguished the international community's advocacy toward Sport for Development Programmes as well as the important role of sport as a tool to solve many challenges of the youth of Africa. Secondly, most strategies took its basis from the United Nations' Sustainable Development Goals. Based on the analysis of the relevant international strategies and the real cases of sports programmes for African youth, this study selected 5 goals out of the 17 United Nations Sustainable Development Goals (SDGs), in which the Sport for Development programmes are stressed as the means to the development of African youth. In detail, SDG 4 and SDG 8 refer to the lack of learning opportunities of the African youth and its linkage to employment. SDG 3 focuses on the issue of health and well-being of the youth of Africa as they are regarded more vulnerable to reproductive and non-communicable diseases. SDG 5 aims to alleviate the inequality of women, which are prevalent in most African societies. Lastly, SDG 16 deals with building more peaceful and safe societies for youth preventing them from crime, early engagement in armed forces etc. Now, one can put a question to how Sport for Development programmes for youth of Africa should be organized to challenge 5 goals of SDGs. Additionally, further concerns could include whether programmes implemented by governmental agencies, who play the main role in conducting and advocating international strategies, reflect and follow those emphasized factors of the strategies in the real world. To answer these questions, this study made an evaluation framework to assess sport for development programmes for youth of Africa by modifying the existing evaluation framework of Sport for Development programmes for youth.

Based on the existing evaluation framework, the following three subjects stressed in the international strategies were added. First, as mentioned above, since most strategies follow and take into consideration the SDGs, based on contents of strategies and good practices of Sport for Development programmes conducted in Africa for youth, the study selected five goals from SDGs (Goal 3, 4, 5, 8, 16) and inserted a chart in the evaluation framework to check whether the programme focuses on selected goals. Second, the framework contains questions on gender equality as many strategies stress. Not only checking whether the programme raised awareness and information on gender equality to all male and female participants but the question on gender equality should be raised to assess whether the overall programme considered gender equality from participants composition (female rates) to rules and sport facilities caring for female participants. Also, whether youth participants actively participated in all levels of programmes or whether the programme encouraged youth's social participation were considered in the evaluation framework as stressed in the youth strategies. Lastly, the evaluation framework also raises questions on appropriate resources provided for the programme such as high-quality teachers, trainers who can convey well-organized programmes for youth. Using this evaluation framework, three case studies were covered on the recent programmes implemented by different governmental organization. As per Sport for Development in Africa Programme conducted in Ethiopia by the German Federal Ministry for Economic Cooperation and Development (BMZ), it was a good model of Sport for Development Programme for youth of Africa. The programme's purpose was clear and reflecting urgent need of the local society. In the implementation process, they were in cooperation with the local institute including human resources which facilitated the impact of the programme and affected the sustainability of the programme. Along with the well-designed programme model, they also published manual containing methodologies to teach youth sport-

based vocational programmes which were monitored and researched during the programmes. However, there is no specific evidence whether the programme influenced enhancement of employment rate in Ethiopia or the programmes are still being implemented in local institutions. The second case study was Japanese International Cooperation Agency, JICA's Cooperation for Sport and Development in the African Region. In celebration of 2020 Tokyo Olympic, JICA also stared SPORT FOR TOMMOROW intitative. Many programmes with diverse sport subjects have been implemented in Africa regions. Through the case study, there seemed no unified programme methodology or pedagogy in teaching youth of Africa through sport programmes. The qualified volunteers were dispatched with many years of career and expertise and provided appropriate sport equipment and facilities.

However, the duration of the programmes targeting specific beneficiaries differed from one day to several years. The last case study was Martial Arts Open School, organized by UNESCO-ICM, an institution subsidized by the Government of the Republic of Korea. The Martial Arts Open School programme has been held in many developing countries to provide physical education and opportunity to learn martial arts for youth who cannot easily access to the sport activities. The programme was held in Accra Girls Middle School in Ghana in 2019 targeting 70 girls aged between 15 to 17. The girls were taught Taekwondo for 2 months by qualified Taekwondo instructors who majored in Taekwondo and dispatched from the Republic of Korea through the selective process. Like JICA's case, there seemed no evidence of specific pedagogies used in the programme and the contents of the programme were largely dependent on the instructors. Since the monitoring and evaluation process were conducted through qualitative methods it was possible to figure out the impact of the programme through the interview, questionnaire results. The duration of the programme were 8 weeks due to the limit

of budget allocated to the programme that years and the programme were held in two more countries as well in 2019.

All in all, the programmes set its purpose and goals based on the Sustainable Development Goals and well adapted the important factors emphasized in the relevant strategies. However, this study maintains that more research and studies are required in terms of technical skills to operate Sport for Development programmes in order to find the ultimate answer to practical problems of African youth and achieve SDGs. As shown in the German case, close research and sharing experiences of sports for development programmes would be crucial particularly in governmental agencies to better deal with problems in African regions and keep the sustainability of sprogramme. It is suggested that governments should continuously research and invest on methods to provide well-structured Sport for Development programmes for African youth to tackle diverse challenges of the real world rather than simply following international commitments and strategies on the surface.

This study can contribute to enhancing effectiveness and bringing practical outcomes of the Sport for Development Programme for youth of Africa. Especially through the evaluation framework presented in the Figure 3, which were modified based on the existing Sport for Development evaluation framework, the programmes can take into consideration the important factors stressed in international strategies for Youth of Africa. More specifically, the evaluation framework can provide suggestions of adding or changing input factors of the existing sport programmes implemented in Africa Region and also for programme planners, it can role as a guideline in organizing Sport for Development Programmes especially for Youth of Africa.

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