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BRIDGING THE DIVIDE BETWEEN POLICY AND PRACTICE IN SPORT AND DEVELOPMENT

Findings and Insights from a Global Survey

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Executive summary

This report summarises the findings from a survey conducted by the Japan Sport Council and the International Platform on Sport and Development (sportanddev) in the second half of 2019. The survey was delivered to individuals and organisations within the overall sport sector, including, but not limited to, sport for development and peace (SDP) actors, and individuals and organisations in the broader development sector.

The survey sought to identify challenges and opportunities faced by individuals and/or organisations when managing policies, programmes or projects that use sport for development. This is part of a larger project entitled: *Bridging the Divide: A Guide for Translating Policy into Practice and Managing Projects to Maximise the use of Sport for Sustainable Development.* This project aims to increase the capacity of those in the sport sector and beyond, by developing a comprehensive and practical guidebook/toolkit on how to apply sport as a development tool. The inputs from the survey will influence the content and focus of this guidebook, which will offer resources and support on how to design, deliver and evaluate such policies, programmes or projects.

The survey was distributed widely through online and offline platforms, with support from key partners. In total, 681 respondents (458 male; 207 female; 16 identified as other) completed the survey, with representation from all six continents. Respondents were diverse, and came from the public sector, private sector, academia, sport sector, SDP sector, and broader development sector.

74% of the respondents are involved with policies and/or projects that are using sport to promote development, reflecting the intended target audience for the survey. The major thematic areas of development that respondents were using sport towards included: education and learning (67%); health and well-being (63%); gender equality and female empowerment (46%); social inclusion and/or integration (55%); and child or youth development (61%).

88% of respondents reported to addressing sporting issues in their work, including: development of sport and mass participation (65% and 64%, respectively); inclusive access to sport (51%); female engagement in sport (52%); and the participation of persons with disabilities (44%). In addition, good governance featured prominently (31%), along with capacity building of sports organisations (43%), safeguarding/child protection (32%), and preventing match fixing/doping (13%).

Respondents exhibited limited awareness of key international sporting policies and plans, with 29% of all respondents unaware of **all** the following: the Sustainable Development Goals (SDGs) and/or the 2030 Agenda for Sustainable Development; the Kazan Action Plan; the World Health Organisation (WHO) Global Action Plan for Physical Activity (GAPPA); and the UN Action Plan on Sport for Development and Peace 2018-2020. Unsurprisingly, given this lack of awareness, the majority of respondents reflected that these plans or policies do not majorly influence their work. While a greater proportion of respondents were male (431) versus female (181), further analysis showed that females exhibited greater awareness of the listed international policies and plans.

The survey investigated challenges facing individuals and/or organisations. Respondents identified the following as key challenges to implementing policies/projects that use sport for development:

- 74% strongly or mostly agreed that ‘increasing sport participation is prioritised in sport policy’
- 71% strongly or mostly agreed they ‘do not have budget and/or resources for such projects’
- 67% strongly or mostly agreed that ‘improving sport performance/excellence is prioritised in sport policy’

- 57% strongly or mostly agreed that 'it is hard to cooperate with other sectors outside sport'
- 55% strongly or mostly agreed that they 'do not know how to measure such projects'
- 54% strongly or mostly agreed that they 'do not have qualified personnel for such projects'

There is clearly a need to build capacity in this area, with 78% of respondents indicating that further support, tools and resources are required to better manage projects using sport for development. Respondents were asked to rate the need for certain knowledge, skills, support and/or resources.

Most of the skills and knowledge listed were rated as 'most needed' or 'needed a lot' by the majority of respondents, illustrating the need to build capacity. A few notable findings include the following:

- 83% of respondents rated 'How to raise funds & resources' as 'most needed' or 'needed a lot'
- 79% of respondents rated 'How to ensure sustainability' as 'most needed' or 'needed a lot'
- 74% of respondents rated 'How to draft a project plan' as 'most needed' or 'needed a lot'

In addition, respondents were asked to rate the following support and/or resources:

- 74% of respondents felt education and training modules were 'most needed' or 'needed a lot'
- 63% of respondents felt a website or online platform were 'most needed' or 'needed a lot'
- 61% of respondents felt that a guidebook or toolkit were 'most needed' or 'needed a lot'

Respondents were asked to comment on the availability of current guidebooks/toolkits from the perspectives of applying the attributes of sport; planning, delivering and measuring a project/programme that uses sport as a tool; and bridging the gap between policy and practice. In each scenario, less than 50% of respondents felt there were existing resources that met their needs.

Deeper analyses revealed that the self-reported capacity differed among different groups. The majority of Asian respondents (excluding the Middle East) reported that they are not familiar with and/or do not know how to manage projects using sport for development. In contrast, 77% of respondents from North America and 72% of respondents from Europe indicated that they do have such capacity. The same analysis was conducted by sector. The public sector reported the least capacity, with 64% of public sector respondents strongly agreeing that they are not familiar with and/or do not know how to manage projects using sport for development. This validates the need for this guidebook to target sport officers working in the public sector as a primary target audience.

In addition, respondents provided open-ended feedback on the nature of a guidebook. Feedback included the need for a guidebook to be accompanied by online tools/resources, as well as capacity building (e.g. training/workshops) related to all the phases of the project cycle, from planning and theories of change to implementation, monitoring and evaluation (M&E) and continuous adjustment.

The need to ensure that any guidebook can be adapted to relevant contexts, languages and groups was also highlighted, including the importance of being open access and freely available. Guidance on resource mobilisation was emphasised, along with the need to highlight best practices and case studies. The need to align sport policies/programmes to the SDGs, including measurement approaches, was made repeatedly, including the need for a guidebook to bridge policy and practice.

The findings from the survey will be complemented by a literature review and expert interviews in order to produce a guidebook that builds capacity for those tasked with implementing policy and managing projects which use sport to contribute to development.

Introduction

This report summarises the results and provides analyses of the online and off-line survey conducted in late 2019, to provide input into a guidebook for actors using sport as a means of development.

Background

The Japan Sport Council and sportanddev are partnering together to develop a guidebook for those tasked with implementing policy and providing strategic management of projects which use sport to contribute to development goals. The purpose of the guidebook will be to build the capacity of policy makers and practitioners to better develop and manage such policies and projects, and to raise the profile of sport as an enabler of development, aligned to the SDGs and Kazan Action Plan.

The project includes a detailed review process of existing initiatives and aligned projects, as well as extensive consultation with a broad range of actors to receive feedback and share best practices.

More information on the guidebook project can be found on the Japan Sport Council website.

As part of this process, a survey was conducted to identify challenges and opportunities faced by individuals and/or organisations when managing policies, programmes or projects that use sport for development. The inputs will influence the content and focus of the guidebook designed to offer resources and support on how to design, deliver and evaluate such policies, programmes or projects.

The project has been certified as a **Tokyo 2020 Support Programme**, part of the legacy of the Olympic and Paralympic Games Tokyo 2020. The guidebook will be launched around Tokyo 2020, and will be open access, seeking to build capacity of organisations, individuals and networks. It will be available in English, Japanese and ideally all the official languages of the United Nations (Arabic, Chinese, French, Spanish and Russian), dependent on resources.

Target audience

The survey targeted individuals within the sport sector (including but not limited to those using sport for development and peace) and those beyond the sport sector (e.g. actors in international development and cooperation) that may benefit from using sport to achieve their objectives.

Methodology

The survey was developed collaboratively by sportanddev and the Japan Sport Council, including a review of existing tools. An Advisory Committee gave feedback on the survey design and content. The Advisory Committee has representatives from key actors in sport and development, including:

- The United Nations Educational, Scientific and Cultural Organization (UNESCO)
- The International Olympic Committee (IOC)
- Agitos Foundation (development arm of the International Paralympic Committee)
- The Laureus Sport for Good Foundation
- The Commonwealth Secretariat (observer)

Language and distribution

The survey was available in English or Japanese and was conducted in the second half of 2019.

The survey was distributed via Advisory Committee members to their respective networks, via the Japan Sport Council to all prefectures and municipalities throughout Japan, and via sportanddev to its online network of over 10,000 registered individuals and 1,000 organisations.

Findings

The following section summarises the findings from the survey. This includes a breakdown of the respondents by age, gender, geography (region), sector and level of involvement in policies and projects that use sport to contribute to development. For those involved in such policies and/or projects, the survey explores the intended development outcomes (e.g. health, education) of their work, as well as any intended sporting outcomes (e.g. mass participation, performance). Findings detail levels of awareness (if any) of international policies and commitments that are relevant to sport (e.g. SDGs, Kazan Action Plan) and how these policies and plans influence their work (if at all). The survey also sought to identify the key challenges to implementing policies and/or projects that use sport for development, as well as the skills, tools and resources required. This will provide an indication of what types of capacity are needed to better plan, deliver, monitor and measure policies and/or projects using sport for development. Finally, the survey allowed respondents to provide open-ended feedback into what elements are required or desired in a guidebook that seeks to build capacity for the use of sport for development.

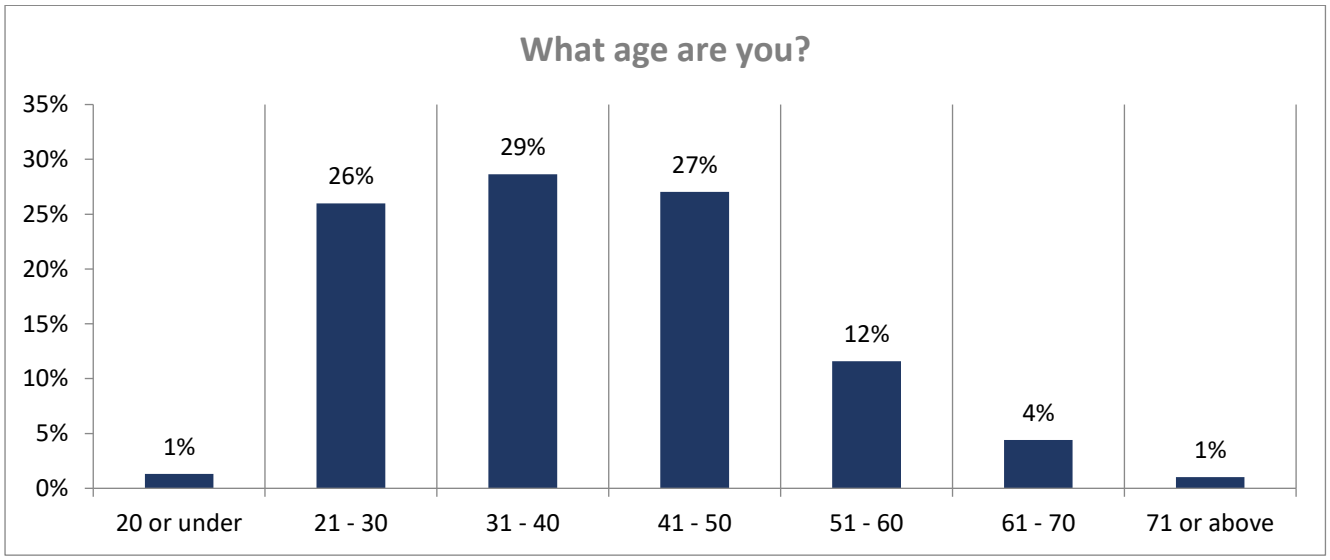
The survey tool used is listed as Appendix I.

Overview of respondents

A total of 681 surveys were completed. The majority of surveys were completed online, via Survey Monkey. Certain individuals and organisations were unable to use Survey Monkey, often due to security restrictions or lack of access to internet. In these cases, the surveys were completed in paper form and then entered digitally by the survey team at the Japan Sport Council.

Demographics

458 respondents identified as male (67%), and 207 identified as female (30%). 16 identified as other. In terms of age, the majority of respondents were between 21 and 50 years old (82%), with a broad spread across the different age groups, as illustrated below.

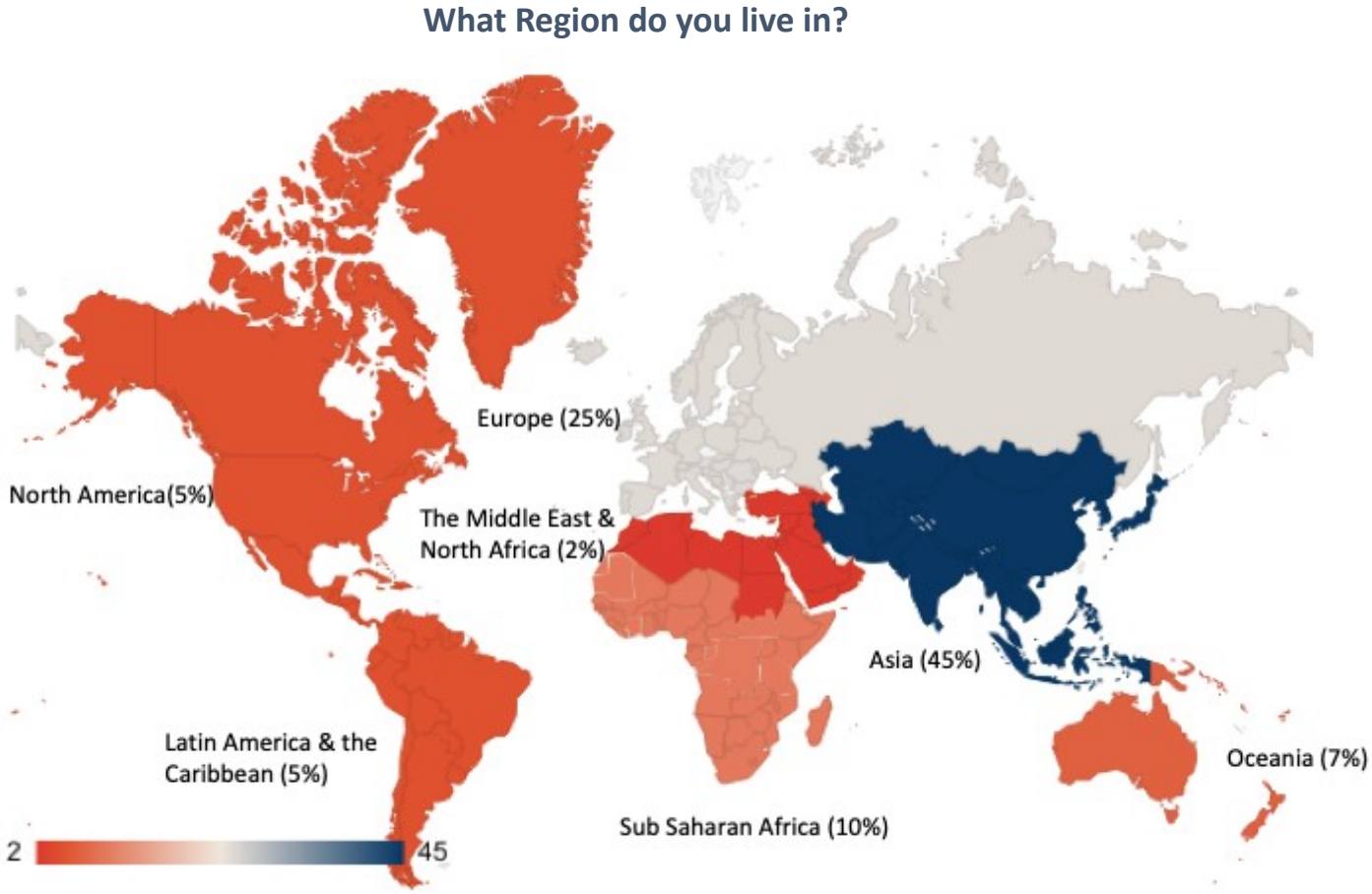


(Figure 1. Respondents by age, N=681)

Region

Asia (excluding the Middle East) accounted for the highest proportion of responses (45%). This is explained by the high number of responses from Japan alone (230 surveys were completed in Japanese, with 451 surveys completed in English). A quarter of surveys were completed in Europe (25%), and 10% in sub-Saharan Africa. Oceania (including Australia and New Zealand, Melanesia, Micronesia and Polynesia), North America, Latin America and the Caribbean, and the Middle East and North Africa each accounted for under 10% of survey respondents.

While the Asian voices account for the largest proportion of responses (308 responses, 45%), the region is not over-represented, considering Asia makes up 56% of the world population, according to the United Nation's World Population Prospects 2019[1]. By contrast the proportion of responses from Europe (168 persons, 25%) is overrepresented compared to the actual proportion of the world population (9.7%). It is important to consider this weighted data in relation to the findings.



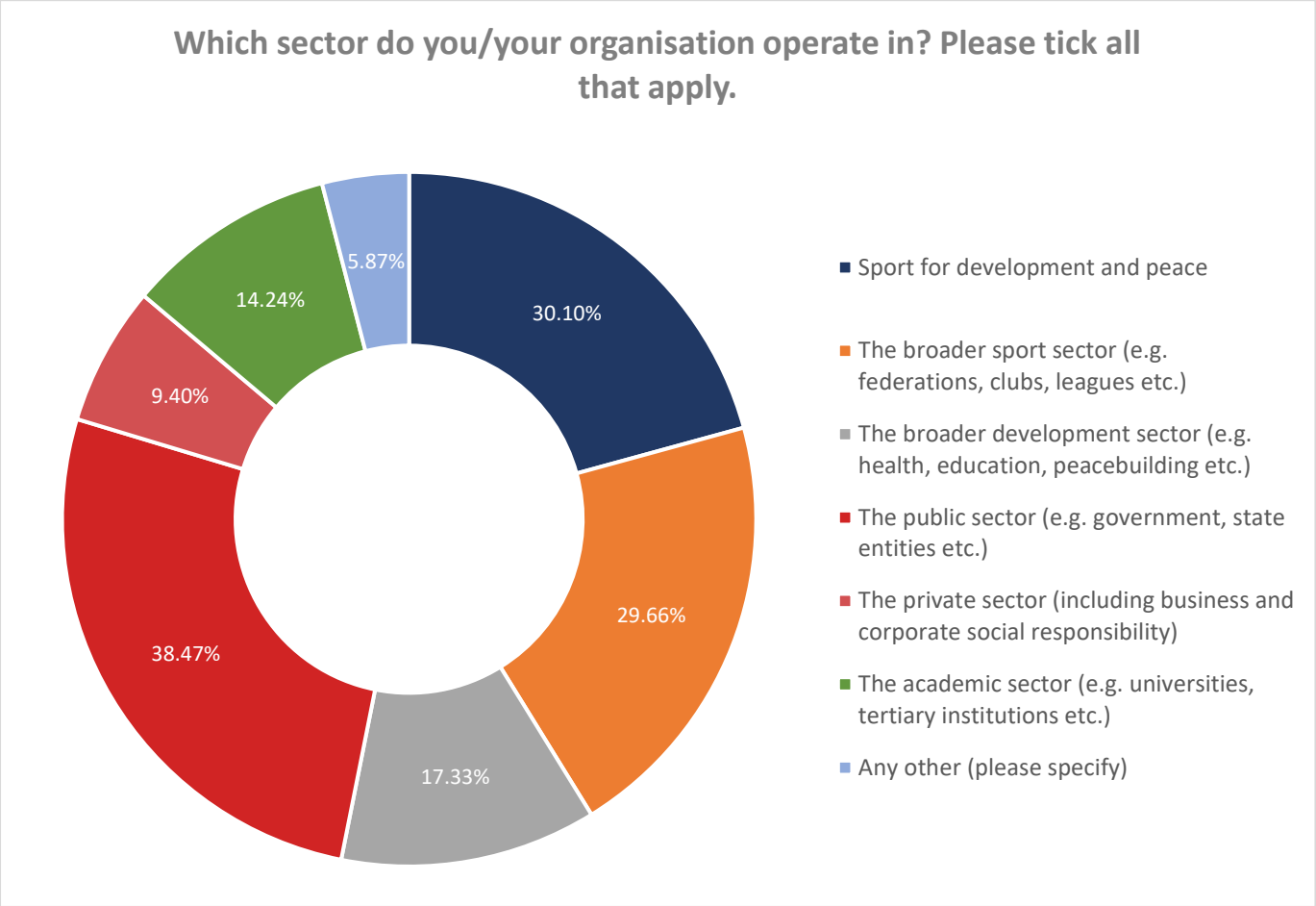
(Figure 2. Respondents by region, N=681)

Respondents by sector

Respondents were asked which sector they belonged to, either as an invidual or as an organisation. Respondents were allowed to select more than one sector, as there may be overlap between them

[1] Department of Economic and Social Affairs, United Nations. *World Population Prospects 2019*

(e.g. an individual working at a university may be conducting research on sport and development, thus they would be linked to both the academic sector and the SDP sector).

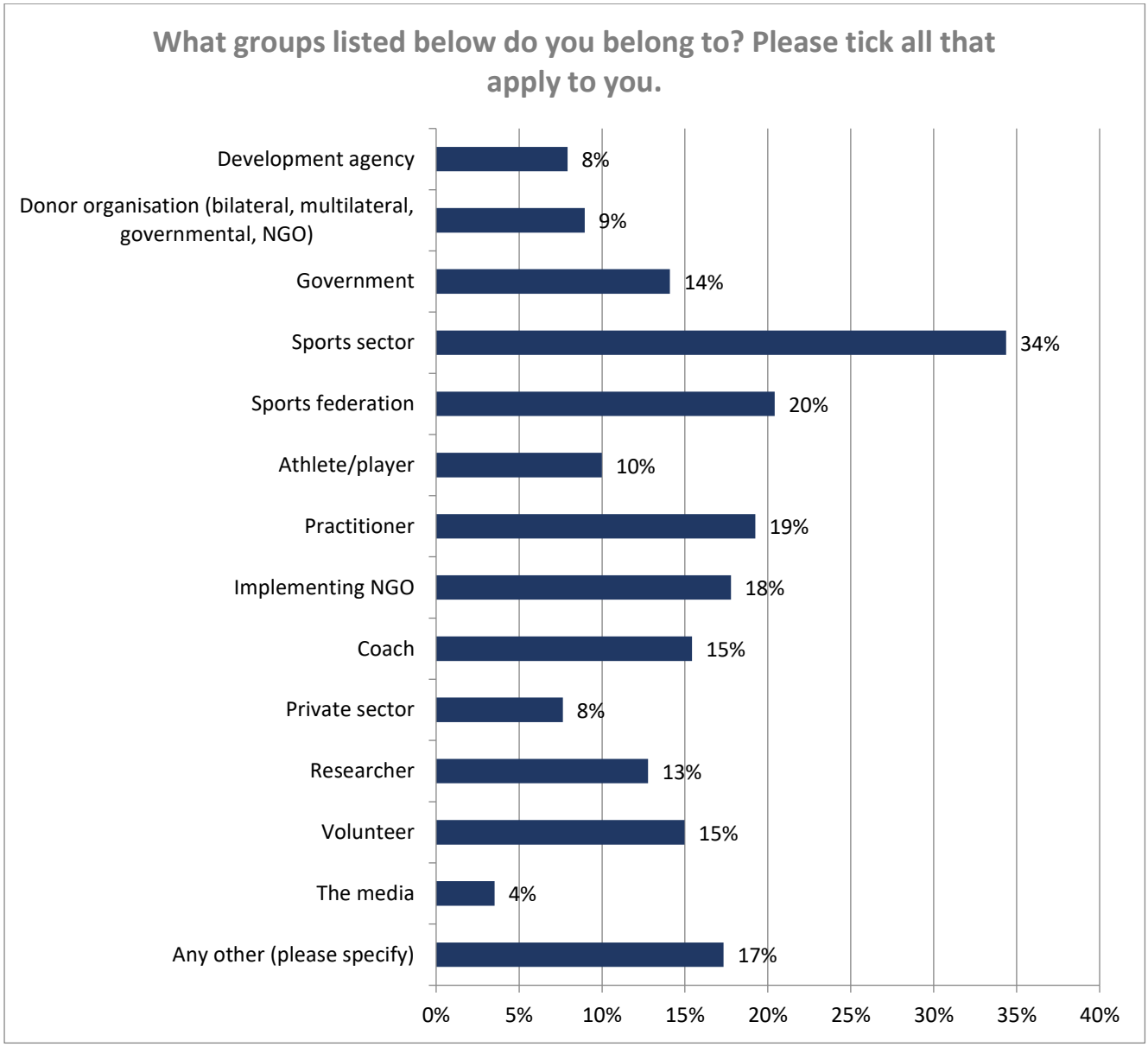


(Figure 3. Respondents by sector, N=681)

As the survey was not only aimed at those working in SDP, it was encouraging to see broad representation from other sectors. This included 30% of respondents from the broader sport sector (federations, clubs, sporting bodies, etc.), which is vital, given that mainstream and traditional sport structures have an important role to play in development. 38% of respondents were from the public sector (government departments/ministries, public entitites, etc.). This is again crucial, given that public sector officials are often mandated to use sport for development purposes. 17% of respondents came from the broader development sector (e.g. in other areas like health/education), and it is encouraging that sport is increasingly being viewed as a tool for outcomes in broader areas. 14% of respondents were from the academic sector (universities, tertiary institutions, etc.). The private sector could have been better represented, with only around 9% of total responses coming from this sector.

Respondents by group

Respondents were asked to further identify which group(s) they belonged to, with the option of selecting more than one group. Unsurprisingly the majority of respondents were from the sport sector (34%), with 20% from sport federations. One in five identified as a practitioner (19%), with 18% affiliated to an implementing NGO, and slightly fewer identifying as a coach or volunteer (15% each). One in 10 were an athlete/player, while 13% identified as researchers.



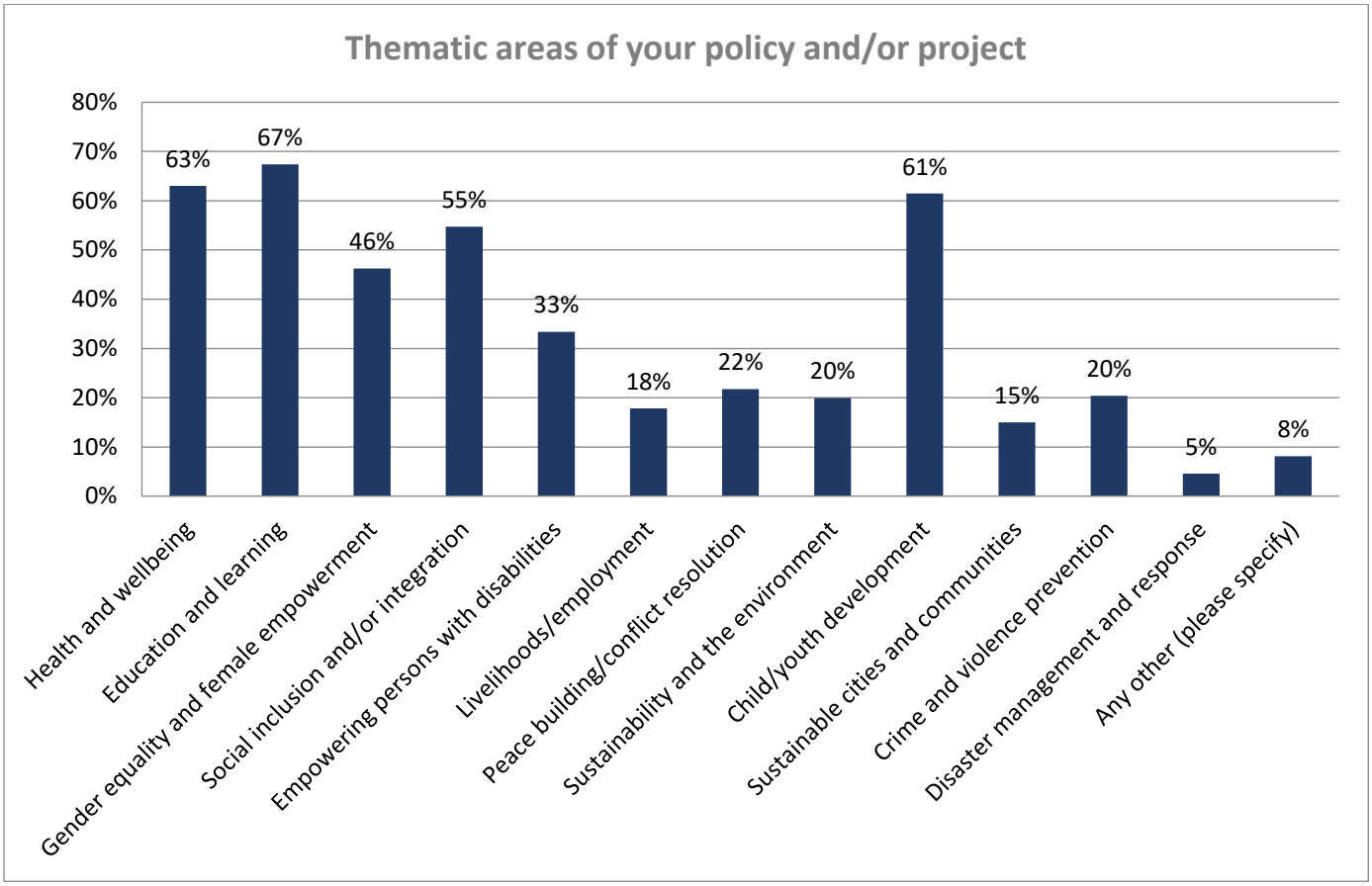
(Figure 4. Respondents by group, N=681)

Level of involvement in sport and development

The majority of respondents (74%) reported to be involved with policies and/or projects that use sport to promote development. This is the primary target audience of the planned guidebook. 19% of respondents indicated they are not involved in sport and development, while 7% responded as 'not sure'. It is worth noting that a guidebook may help build capacity for those already involved in policies and/or projects that use sport to promote development, as well as those who may be involved in the future.

Intended development outcomes

Respondents that indicated they were involved in sport and development were then asked to identify the intended outcome or thematic area of their work, either at a policy or project level. Respondents could choose more than one thematic area, as there may be considerable overlap.



(Figure 5. Thematic areas the policy and/or project address, N=509)

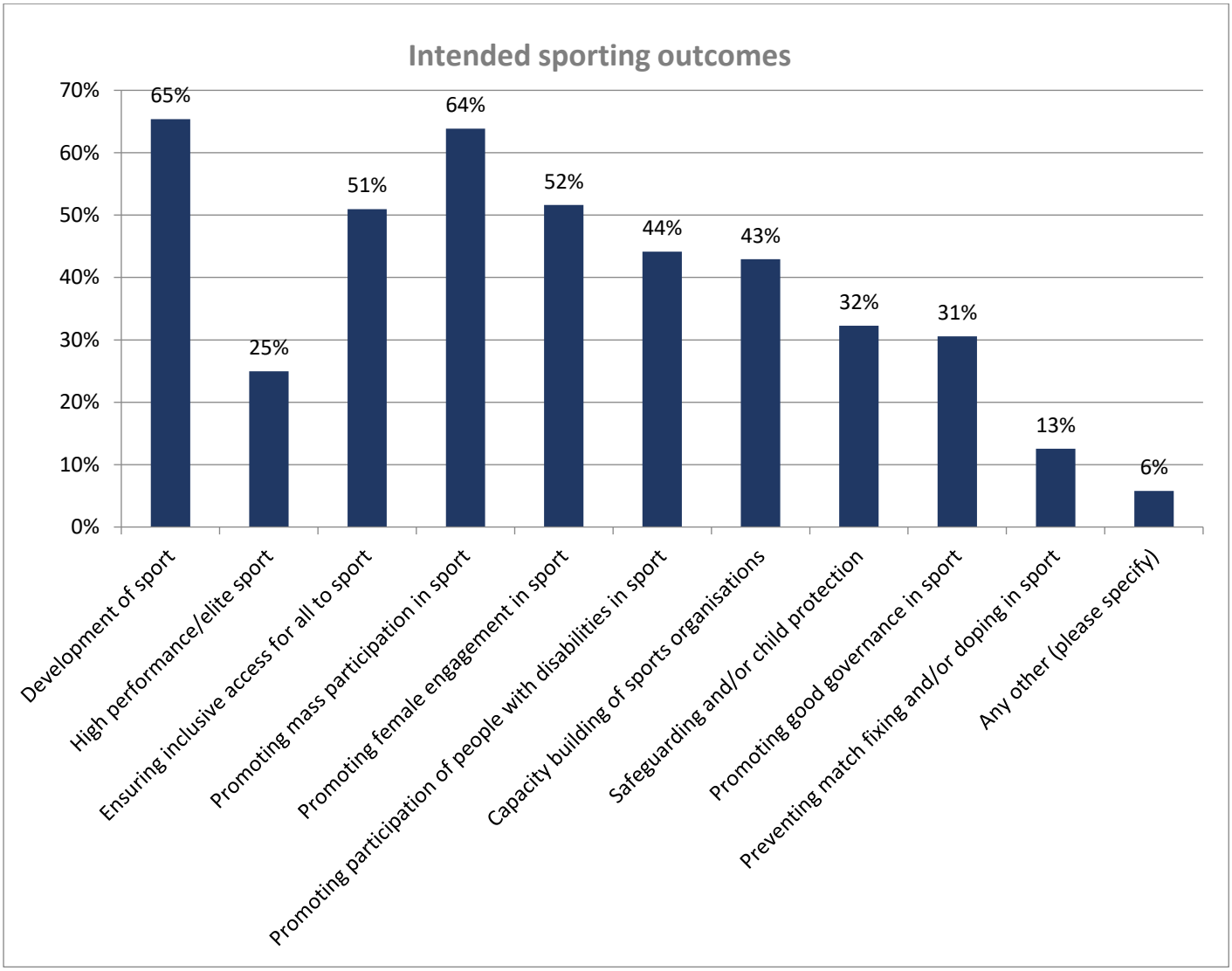
The major thematic areas that individuals/organisations were using sport to address included:

- Health and well-being (63%), directly linked to SDG3
- Education and learning (67%), directly linked to SDG4
- Gender equality and female empowerment (46%), directly linked to SDG5
- Social inclusion and/or integration (55%), a crosscutting theme across the SDGs
- Child or youth development (61%), a crosscutting theme across the SDGs

Intended sporting outcomes

In addition to development outcomes, respondents were also asked whether their policy/project addresses issues related directly to sport itself (e.g. integrity, participation, performance). The vast majority of respondents (88%) indicated that they do address sporting issues, with 8% indicating 'no' and under 4% indicating 'not sure'. Respondents were asked to identify which sporting outcome they were addressing, and could choose more than one thematic area, as there may be considerable overlap.

Almost two-thirds of respondents indicated that development of sport (65%) and mass participation (64%) were intended priorities of their policy/project. Inclusion was reflected as a key theme, aligned to a key thematic area of the Kazan Action Plan (Inclusive Access for All to Sport, PE & Physical Activity), with 51% choosing ensuring inclusive access to sport, 52% promoting female engagement in sport and 44% promoting the participation of persons with disabilities. Good governance featured prominently (31%), along with capacity building of sports organisations (43%), safeguarding/child protection (32%), and preventing match fixing/doping (13%).



(Figure 6. Sporting priorities addressed by the policy and/or project, N=589)

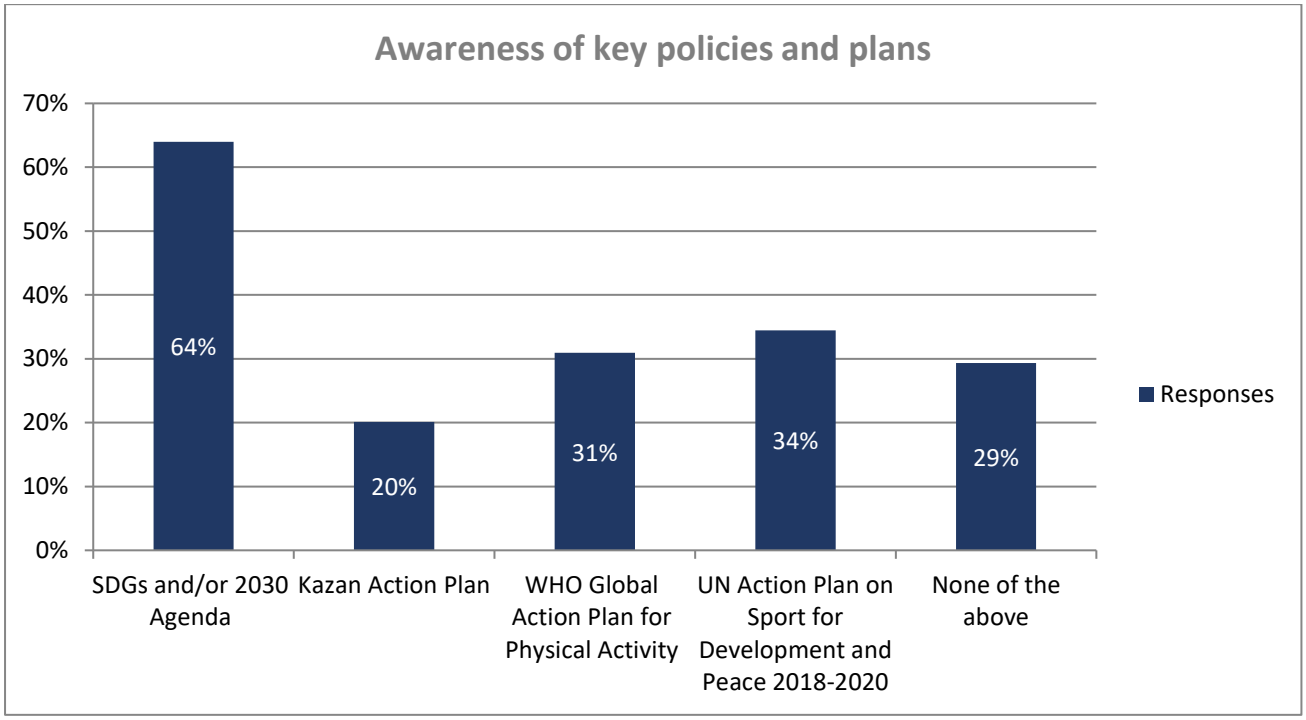
International policies and commitments

Several key international policies and plans are vital to those involved in the sport and broader development sectors. The majority of respondents were aware of the SDGs and/or 2030 Agenda for Sustainable Development (2030 Agenda) (64%), but only one in five (20%) were aware of the Kazan Action Plan, the global policy framework for the sport sector. About one in three respondents (31%) were aware of the WHO GAPPA and the UN Action Plan on Sport for Development and Peace 2018-2020 (34%). However, 29% of respondents were unaware of **all** the listed policies and plans, reflecting the fact that international policies and commitments often do not filter down to national or local levels.

Awareness of the 2030 Agenda was lower among the respondents of this survey than one conducted for the World Economic Forum by Ipsos Group in 2019[2], which surveyed 19,517 people aged between

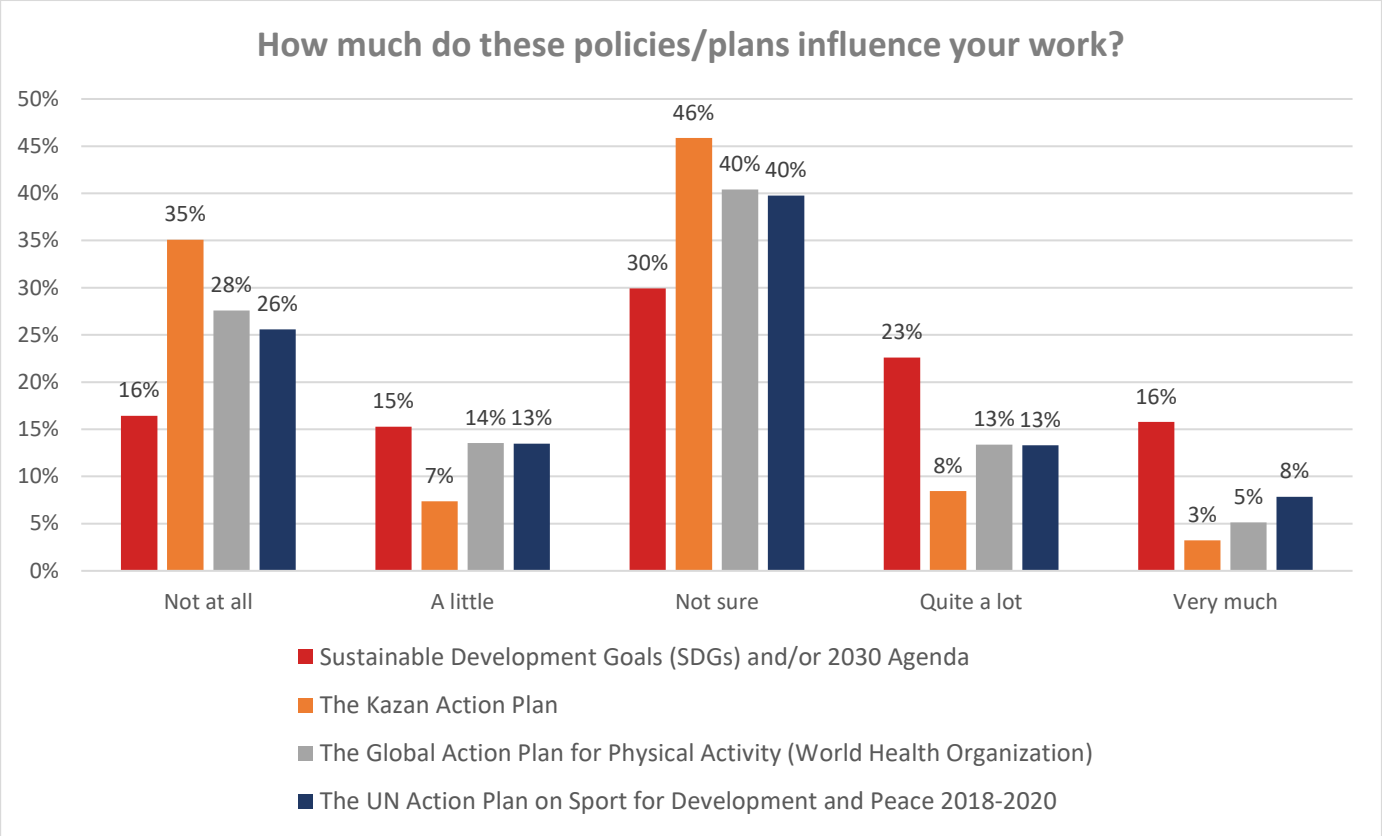
[2] Ipsos. (2019) *"United Nations Sustainable Development Goals, Global attitudes towards its use and regulation"*, Ipsos Survey for the World Economic Forum. Retrieved from: https://www.ipsos.com/sites/default/files/ct/news/documents/2019-09/global_advisor-un_sdgs-report_-2019-09-06_0.pdf

16 and 74 from 28 countries. In the Ipsos survey, three out of four adults (74%) have at least some awareness of the SDGs, while 64% of respondents to our survey had some level of awareness.



(Figure 7. Awareness of international policies, plans and frameworks, N=627)

As almost a third of respondents were unaware of all the above policies/plans, and only the SDGs and/or 2030 Agenda were known by the majority of respondents, it is unsurprising that many felt that these policies/plans do not influence their work significantly. 38% of respondents indicated that the SDGs and/or 2030 Agenda influence their work 'quite a lot' or 'very much,' but these figures were much lower for the other policies/plans. The most common option selected was 'not sure,' which may reflect a lack of awareness of the plans and their influence, especially at the local or national level.



(Figure 8. Influence level of international policies, plans and frameworks,
(N= 615 - SDGs; 556 – Kazan Action Plan; 584 – WHO GAPPA; 586 – UN Action Plan)

55% of respondents were aware that sport is mentioned as an 'enabler' of the SDGs, with 30% either unaware or not sure, and a further 15% unaware of the SDGs themselves (N=627). At a national level, around two-thirds of respondents (65%) responded that their government has a policy that seeks to use sport for development, with 13% responding 'no' and 22% 'not sure' (N=627).

Challenges and capacity

This section describes the challenges faced in implementing sport and development projects or policies, and the resources, skills and tools that can address these challenges and build capacity.

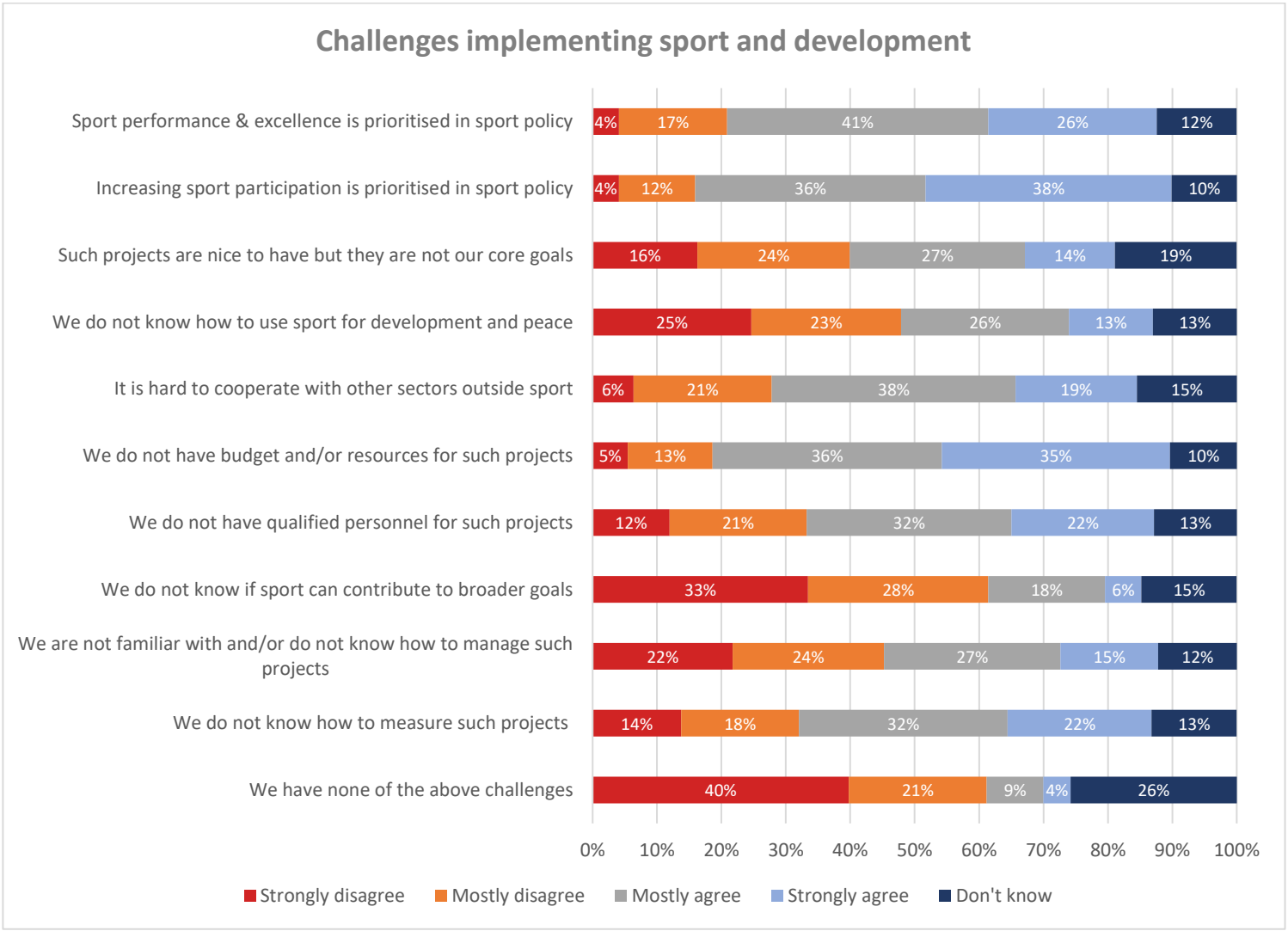
Challenges

Respondents identified the following as key challenges to implementing policies/projects that use sport for development:

- 74% strongly or mostly agreed that 'increasing sport participation is prioritised in sport policy'
- 71% strongly or mostly agreed that they 'do not have budget and/or resources for such projects'
- 67% strongly or mostly agreed that 'improving sport performance and excellence is prioritised in sport policy'
- 57% strongly or mostly agreed that 'it is hard to cooperate with other sectors outside sport'
- 54% strongly or mostly agreed that they 'do not have qualified personnel for such projects'
- 55% strongly or mostly agreed that they 'do not know how to measure such projects'

In addition, around 40% of respondents strongly or mostly agreed that: a) they do not know how to use sport for development and peace; b) they do not know how to manage such projects; and c) such projects are nice to have, but are not part of their core goals.

Only 24% of respondents were unsure if sport can contribute to broader goals, reflecting that there is widespread agreement that sport can promote development and peace, but that there are key challenges and capacity gaps. Related to this, only 13% of respondents indicated that they do not experience any of the listed challenges.

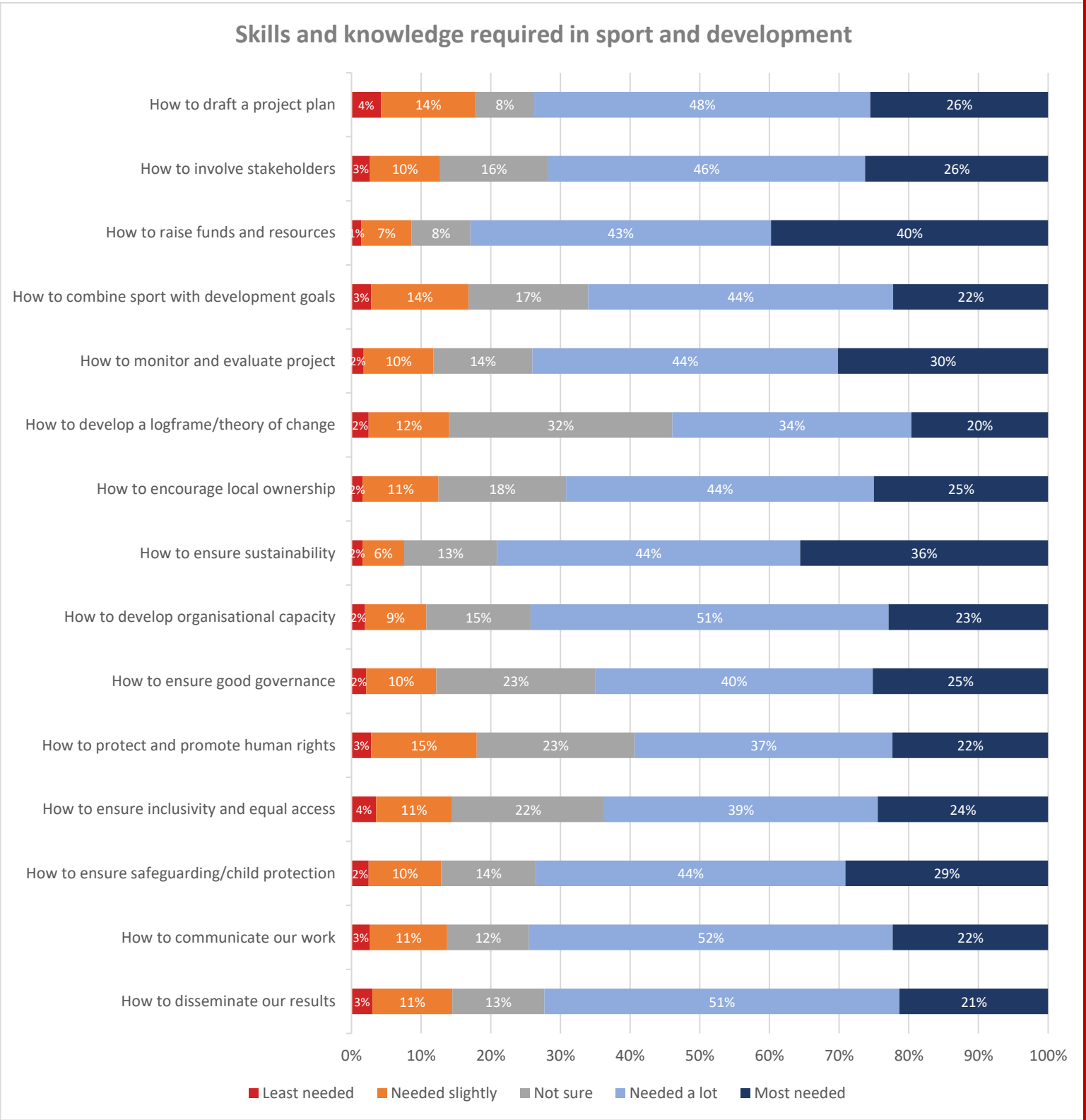


(Figure 9. Challenges to implementing projects that use sport for development, N=573)

Capacity

Overall, respondents indicated that there is a need to build capacity to manage policies/projects using sport for development. In terms of skills and knowledge needed, the majority of respondents (over 50%) indicated that each of the listed skills/knowledge is 'needed a lot' or 'most needed'. As the graph below illustrates, there is clearly a need to build capacity in each identified area. 'How to raise funds and resources' was rated as 'most needed' or 'needed a lot' by 83% of respondents and 'How to ensure sustainability' by 79%. 'How to develop a log frame and/or theory of change' was seen as 'most needed' or 'needed a lot' by just under 55% of respondents. However, it should be noted that

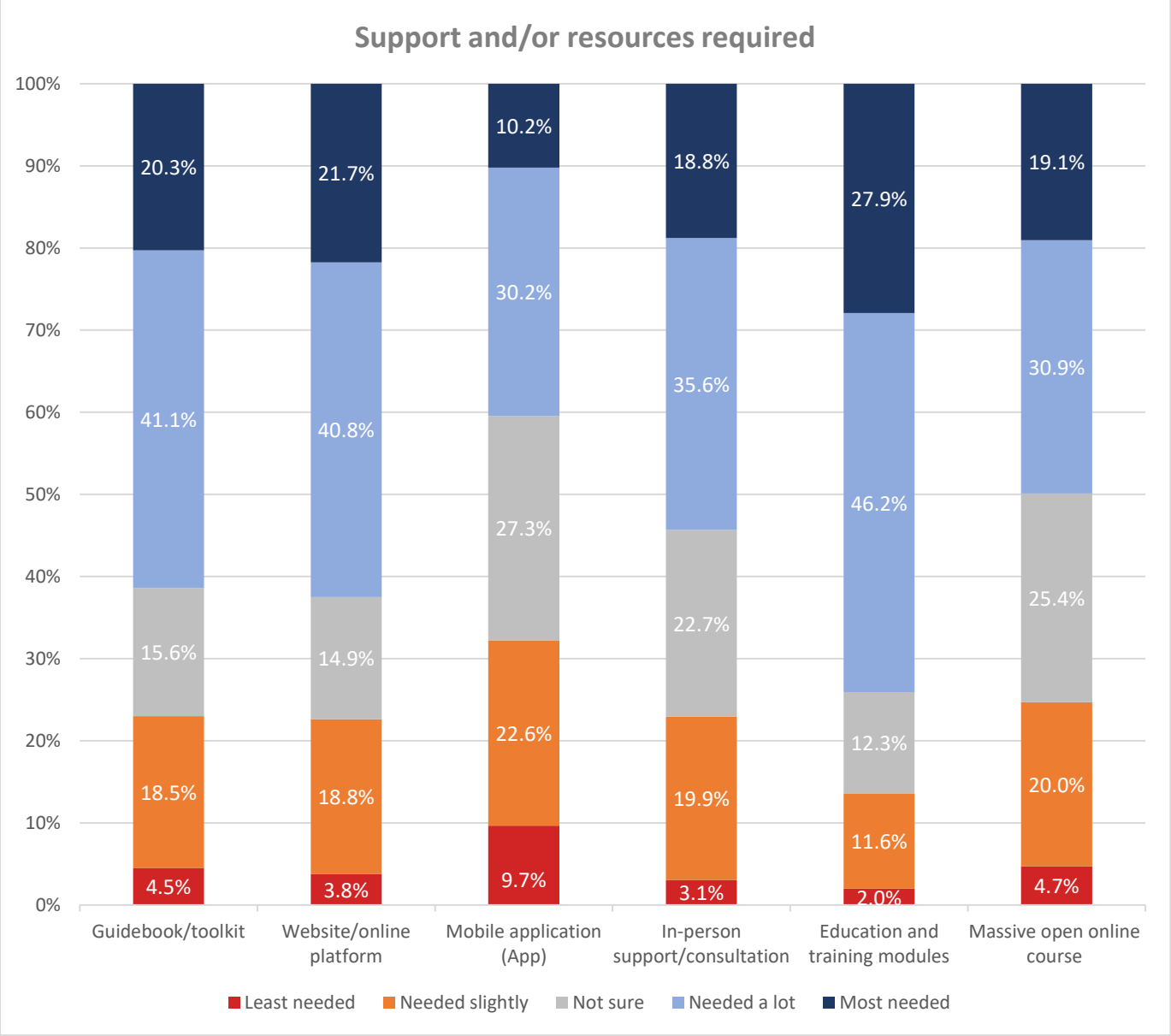
32% of respondents indicated 'not sure' for the same, so there may be a lack of understanding of what a log frame or theory of change is. This indicates the need for capacity building in this area, a sentiment echoed in the qualitative feedback.



(Figure 10. Skills and knowledge needed to better manage projects using sport for development, N=573)

Only 6% of respondents indicated that they do not need further support and/or resources to better manage projects using sport for development. 78% indicated that further support and/or resources are required, with 16% of respondents 'not sure' (N=573).

Respondents rated the following types of support and resources required, as illustrated below:



(Figure 11. Type of support and/or resources most useful or needed, N=562)

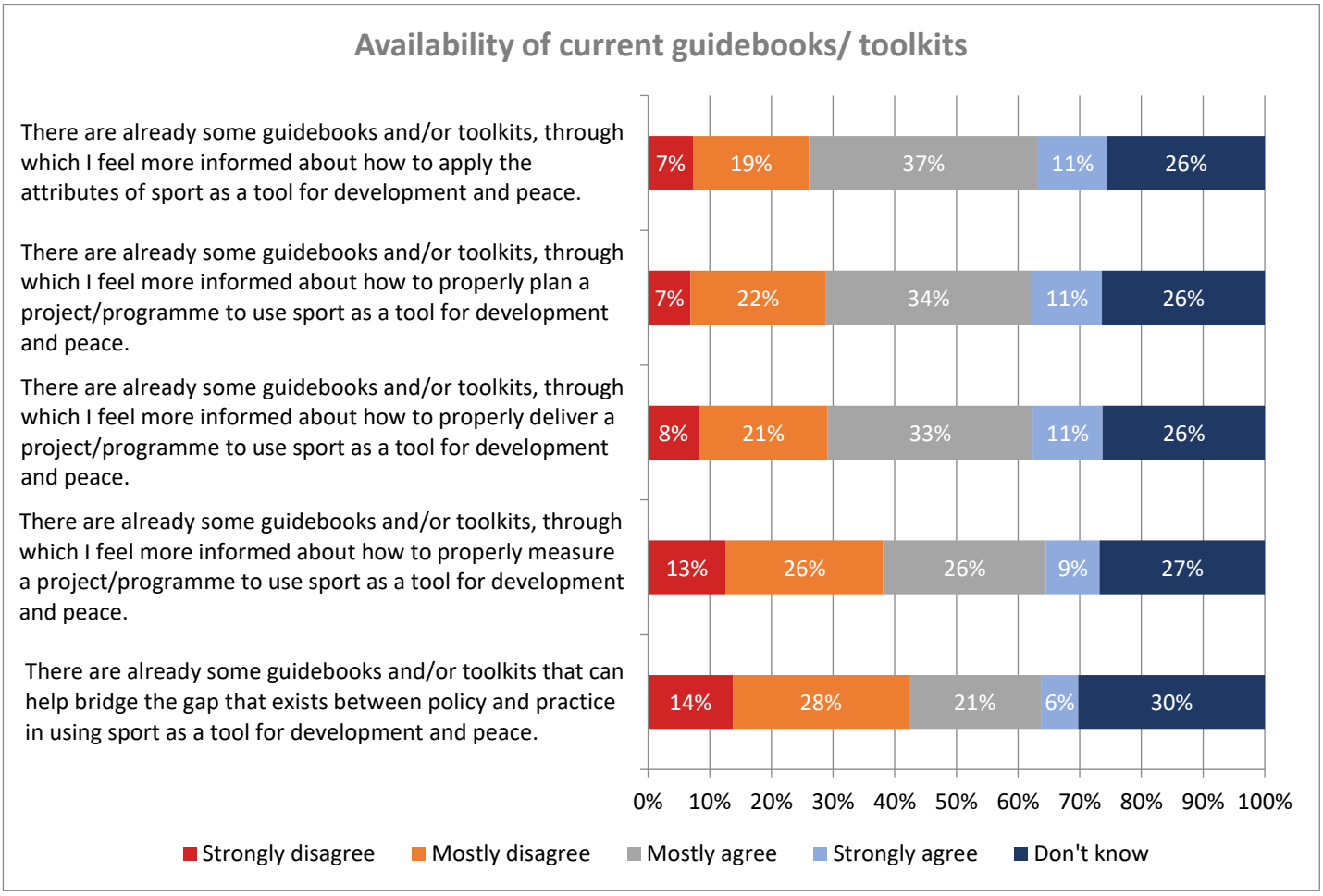
The following trends were observed:

- 74% of respondents felt education and training modules were 'most needed' or 'needed a lot'
- 63% of respondents felt a website or online platform were 'most needed' or 'needed a lot'
- 61% of respondents felt that a guidebook or toolkit were 'most needed' or 'needed a lot'
- 54% of respondents felt in-person support/consultation were 'most needed' or 'needed a lot'
- 50% of respondents felt a massive open online course (MOOC) was 'most needed' or 'needed a lot'

- 40% of respondents felt that a mobile application was 'most needed' or 'needed a lot'

Existing resources

Respondents were asked to comment on the availability of current guidebooks/toolkits. In each scenario, less than 50% of respondents felt there were existing resources that met their needs.



(Figure 12. Availability of current guidebooks and/or toolkits, N=564)

- 48% of respondents mostly or strongly agreed there are already some guidebooks and/or toolkits, through which they feel more informed about **how to apply the attributes of sport as a tool for development and peace**.

- 45% of respondents mostly or strongly agreed there are already some guidebooks and/or toolkits, through which they feel more informed about **how to properly plan a project/programme to use sport as a tool for development and peace**.

- 45% of respondents mostly or strongly agreed there are already some guidebooks and/or toolkits, through which they feel more informed about **how to properly deliver a project/programme to use sport as a tool for development and peace**.

- 35% of respondents mostly or strongly agreed there are already some guidebooks and/or toolkits, through which they feel more informed about **how to properly measure a project/programme to use sport as a tool for development and peace**.

- 28% of respondents mostly or strongly agreed that there are already some guidebooks and/or toolkits that can help **bridge the gap that exists between policy and practice in using sport as a tool for development and peace**

This clearly seems to illustrate that there is a need for guidebook and/or toolkit which meets the needs of those working to use sport for development and peace in their policies and/or projects.

What should be in a proposed guidebook?

Respondents were asked to provide open-ended feedback in terms of what is required or desired for a sport and development guidebook, as proposed by sportanddev and the Japan Sport Council.

Feedback included the need for a guidebook to be accompanied by online tools/resources, as well as capacity building (e.g. training/workshops). This could be strengthened with an interactive approach, with a view to improved partnerships and networking. The importance of developing capacity in monitoring and evaluation (M&E) was stressed, along with programme planning and theories of change. This was reinforced by feedback encouraging guidance related to all the phases of the project cycle, from planning and design to implementation, M&E and continuous adjustment.

Further feedback included the following:

- The need to provide guidance around the challenges facing sport such as governance, safeguarding and protecting the integrity of sport as outlined in the Kazan Action Plan.
- The need to ensure that any guidebook can be adapted to relevant contexts (and languages)
- The need to ensure that a guidebook is accessible and can cater to different groups, from the public sector to NGOs and practitioners in the field, as well as for those at different stages of evolution in sport and development (e.g. beginner-intermediate-advanced)
- The need for the guidebook to be open access and freely available

Guidance on funding and resource mobilisation was emphasised, given the constraints facing actors. The importance of highlighting best practices and signposting to relevant policies, programmes and organisations (e.g. case studies) was also made, stressing the need for guidance to be practical.

The need to align sport policies/programs to the SDGs, including measurement approaches, was made repeatedly. Related to this, the need for any guidebook to link policy and practice was emphasised, responding to the rationale of this guidebook (i.e. Bridging the Divide). The word cloud below shows the key themes emerging from the open-ended feedback provided by respondents.

Develop
Sport
Need
Project
Use
Practice
Support
Guidebook
Work
Important
More
Plan
Funds
Include
Resource
Active
Make
One
Learn
Guide
Time
Based
Build
Community
Sdg
Goal
Program
Way
Kids
Policy
Help
Understand
Organisation
Access
Design
Evaluate
Believe
Sustainable
Good
Impact
Type
Local
Country
Level
Year
Game
Youth
Step
Luck
Thank
Inform
Exist
Term
Tool
Train
Sector
Change
Benefit
Genere
Value
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Toolkit
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Translator
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Peace
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Mind
Train
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Key
Find
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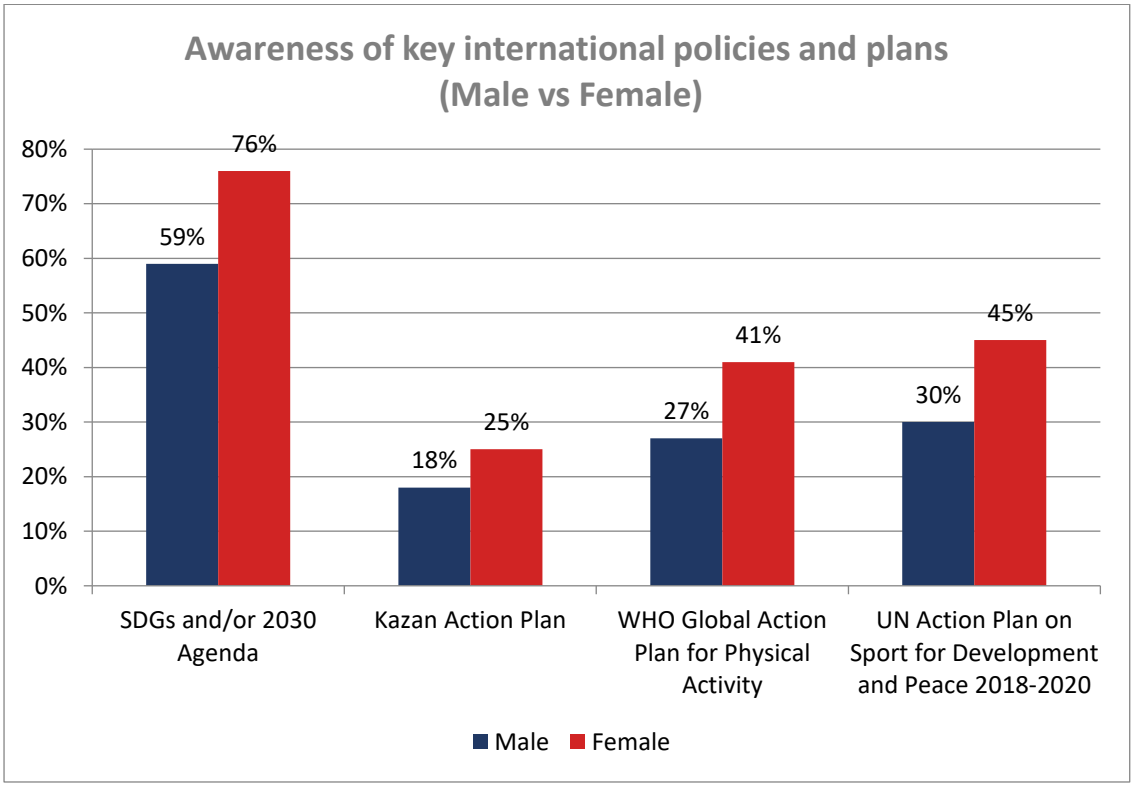
Further analysis

This section explores key trends observed in the survey findings. It is not intended to be exhaustive, as there are many variables that can be analysed, but rather a description of trends from the data.

Gender

It is important to note that a much higher proportion of respondents were male (458) versus female (207), meaning that more than double the number of males responded compared to females. This limits the validity of the comparison in some ways and merits further exploration.

Nonetheless, the findings illustrate a few differences. Females showed greater awareness of the listed international policies and commitments (namely the SDGs and/or 2030 Agenda, the Kazan Action Plan, the WHO GAPPA, and the UN Action Plan on SDP 2018-2020) than males.



(Figure 14. Awareness of key international policies and plans, male vs female, N(Male)=431 and N(Female)=181)

A higher proportion of females also indicated that these policies and plans influence their work. It would appear that there is work to be done in ensuring males, who tend to be more prominent in sporting structures than females (itself an issue of gender equity and one which may explain the large difference in responses), are more aware of, and influenced by, key global policies and plans.

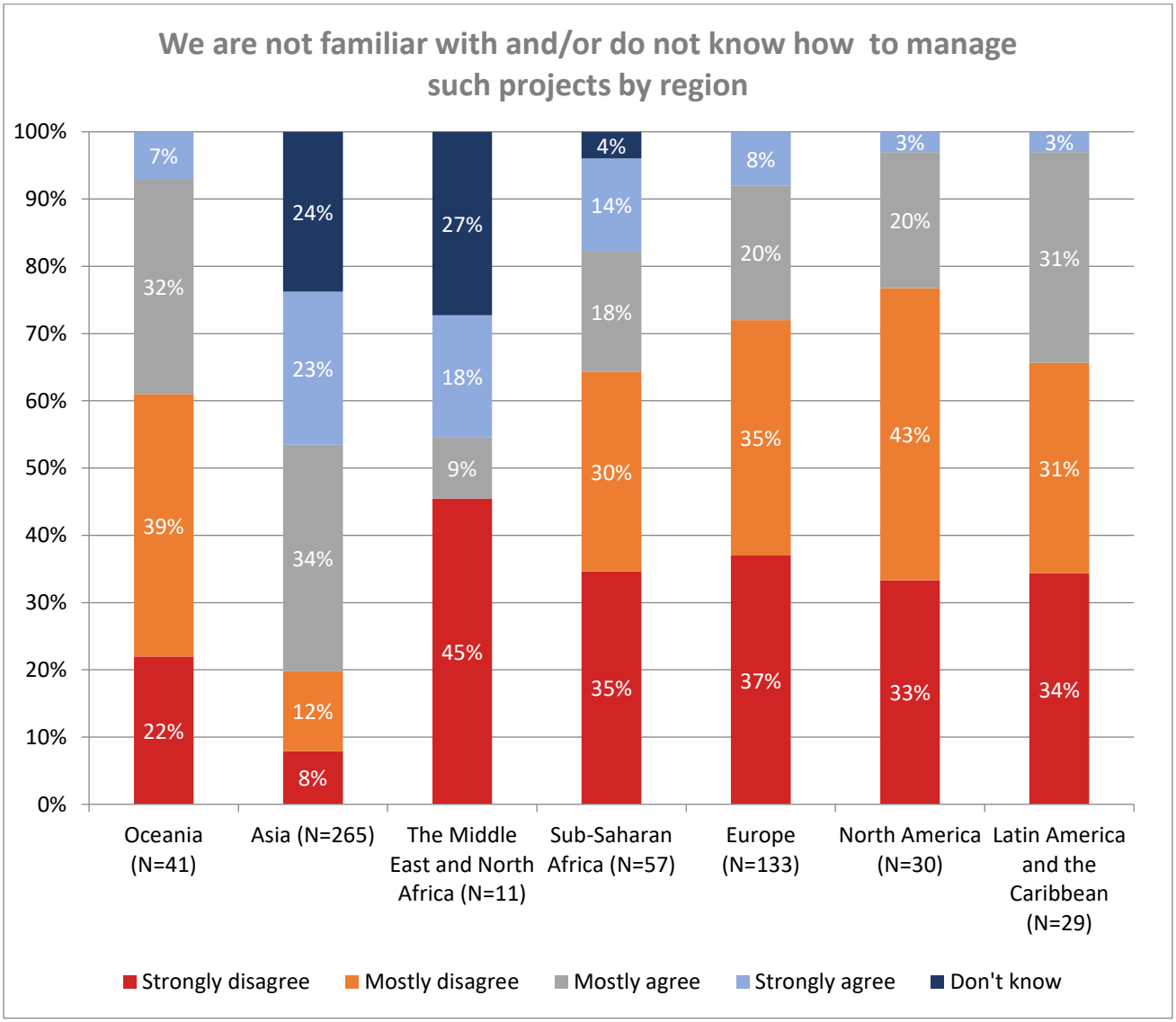
Little difference was observed among males and females in relation to what types of support and/or resources would be most needed, with the exception of the MOOC, which was more widely supported by females (58% viewing it as necessary) versus males (47% viewing it as necessary).

Capacity among different groups

Given that the guidebook seeks to build capacity for those tasked with managing policies or projects that use sport for development, a key area of concern is the current capacity of those responsible for

such work. The findings show that self-reported capacity differed considerably along a number of variables.

The majority of Asian respondents (excluding the Middle East) who answered this question, reported that they are not familiar with and/or do not know how to manage projects using sport for development (57% of respondents from Asia strongly or mostly agree this). In fact, Asia (excluding the Middle East) is the only region where more respondents indicated they lacked the capacity for SDP projects. By contrast, 77% of respondents from North America and 72% of respondents from Europe indicated that they do have such capacity.

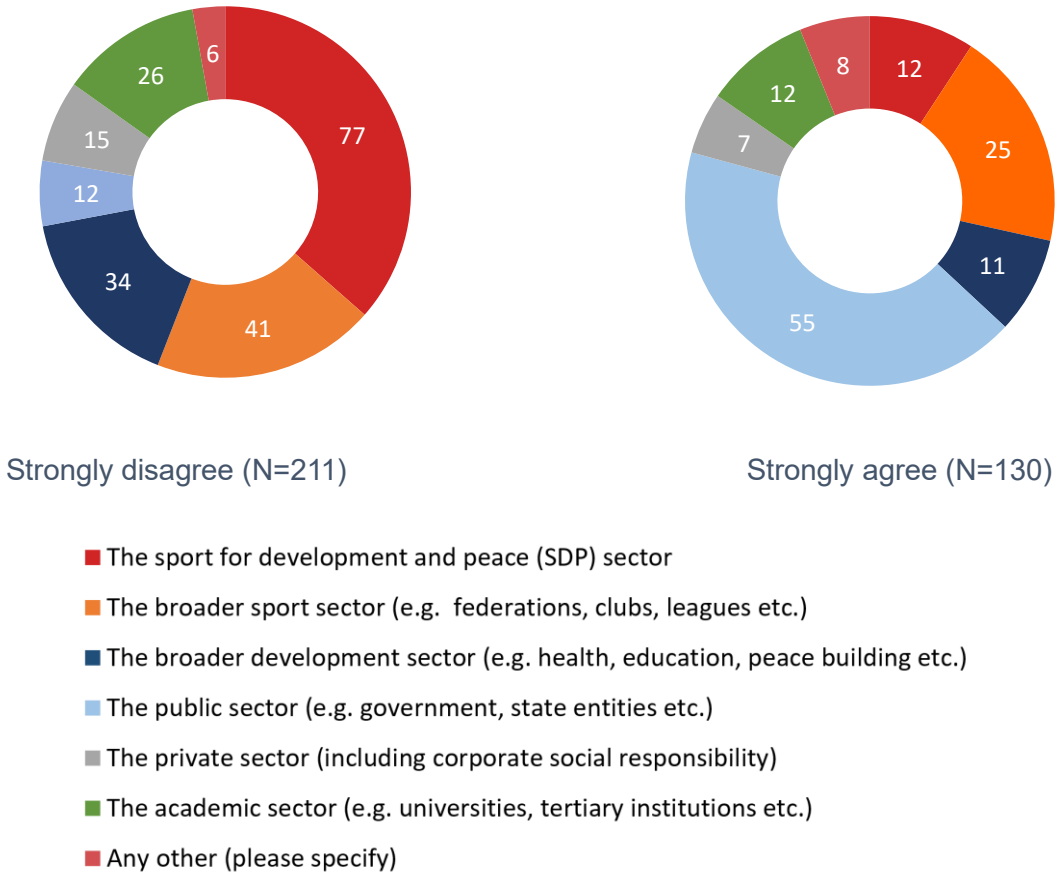


(Figure 15. Level of familiarity with how to manage projects that use sport for development, by region)

The same question was analysed according to sector, broken down into the public sector, private sector, SDP sector, broader sport sector, broader development sector, academia and other. Unsurprisingly, many respondents from the SDP sector tended to strongly disagree with the statement that they are not familiar with and/or do not know how to manage such projects. However, 42% of those who strongly agreed that they are not familiar with and/or do not know how to manage such

projects belong to the public sector, illustrating the need to build capacity therein. This validates the need for this guidebook to target sport officers working in the public sector as a primary audience.

We are not familiar with and/or do not know how to manage such projects: strongly disagree vs strongly agree



(Figure 16. Level of familiarity with how to manage projects that use sport for development, by sector (multiple choice), strongly disagree vs strongly agree)

Conclusion

The use of a survey to inform the development of a guidebook oriented to provide support for those managing sport and development policies and/or projects has proved valuable. The survey was widely distributed through the Japan Sport Council, sportanddev and key partners in the field. A large number of respondents (total 681) completed the survey, across all continents, though this was not evenly spread throughout. Further, over double the number of males completed the survey when compared to females, likely reflecting broader inequities within the larger sport sector. The survey was only available in English and Japanese, and this limitation is recognised. Nonetheless, the survey garnered responses from a wide variety of sectors, including the SDP sector, the broader sport sector, the public sector, the private sector, academia, and the broader development sector. This is vital and highlights that sport is seen as a crosscutting tool for development and peace.

The majority of respondents reported to be involved with policies and/or projects that use sport to promote development. This is important given that this is the target audience for the proposed guidebook. A high proportion of respondents were from the public sector, a primary audience for the guidebook. This group also indicated the need for capacity building in using sport as a tool for development.

While sport is increasingly viewed as a tool for sustainable development and is recognised in the 2030 Agenda and other global policies and commitments, there was a lack of awareness among respondents with regard to many such policies, including the Kazan Action Plan, WHO GAPPA and UN Action Plan on SDP, with only the SDGs being recognised by the majority of respondents. Linked to this, very few respondents indicated these policies and plans influenced their work significantly.

Overall, there is widespread agreement among the respondents surveyed that sport can play a positive role in development and peace. The most common development outcomes pursued relate to health, education, gender equity, social inclusion and youth development, reflecting the overall composition of actors within the SDP field. However, it is quite clear from the survey findings that there are a number of key challenges facing those seeking to implement policies and/or projects that use sport for development. These include broader environmental challenges such as limited commitment to SDP in national policies, a lack of budget and resources, and the challenges of working with other sectors, as well as organisational challenges such as a lack of capacity and skills. This implies that any guidebook needs to build individual/organisational skills as well as provide a deeper understanding of sport and development and how it fits into broader systems and processes.

Related to the above, the majority of respondents identified the need for certain skills, knowledge, tools and resources to build capacity. Across the project life cycle, respondents indicated the need for capacity building related to project design and planning, implementation and M&E, as well as good governance, partnerships, stakeholder management, networking and fundraising. Linked to this, most respondents articulated the need for a guidebook/toolkit as current versions were viewed as insufficient. Furthermore, respondents provided useful feedback on the key components required, and this input will influence the content and focus of the proposed guidebook within this project.

It is anticipated that by developing a comprehensive and practical guidebook/toolkit on how to apply sport as a development tool, this project will create greater awareness of the viability and value of sport as a tool for sustainable development among policymakers and project managers within and beyond the sport sector. This will ideally contribute to increased capacity, commitment, evidence and investment in policies and projects that seek to mainstream the use of sport in development.

Appendix I

GUIDEBOOK SURVEY implemented by Japan Sport Council and sportanddev.org

1. Introduction

This survey is designed to identify challenges and opportunities encountered by individuals and/or organisations when managing policies, projects or programmes that use sport for development. The input will influence the content and focus of a *guidebook* designed to provide resources and support on how to design, deliver and evaluate sport for development policies, projects or programmes.

Who should complete the survey?

We are seeking feedback from individuals *within the sport sector* (including, but not limited to, those using sport for development and peace) *and those beyond the sport sector* (e.g. international development and cooperation) that may benefit from using sport to achieve their objectives.

What is the end product?

The guidebook will be available in Japanese and English, and ideally all the official languages of the United Nations (Arabic, Chinese, French, Spanish and Russian), dependent on resources. The guidebook will be open access and is scheduled to be launched around the Olympic and Paralympic Games Tokyo 2020. The guidebook has been certified as a *Tokyo 2020 Support Programme*.

For more information on the guidebook project click here.

NB: The survey should take about 10 minutes to complete. Your answers will remain confidential and we will ensure your data is protected. Thanks very much for your time!

2. Demographics

1. **Do you identify as**
    - Male
    - Female
    - Other

2. **What age are you?**
    - 20 or under
    - 21 - 30
    - 31 - 40
    - 41 - 50
    - 51 - 60
    - 61 - 70
    - 71 or above

3. **What region do you live in?**
    - Oceania (Australia and New Zealand, Melanesia, Micronesia, Polynesia)
    - Asia (excluding the Middle East which is listed separately)
    - The Middle East and North Africa
    - Sub-Saharan Africa
    - Europe
    - North America
    - Latin America and the Caribbean

4. **Which sector do you/your organisation operate in? Please tick all that apply.**
    - The sport for development and peace (SDP) sector
    - The broader sport sector (e.g. federations, clubs, leagues, etc.)
    - The broader development sector (e.g. health, education, peace building, etc.)
    - The public sector (e.g. government, state entities, etc.)
    - The private sector (including corporate social responsibility)
    - The academic sector (e.g. universities, tertiary institutions, etc.)
    - Any other (please specify): _____

5. **What groups listed below do you belong to? Please tick all that apply to you.**
    - Development agency
    - Donor organisation (bilateral, multilateral, governmental, NGO)
    - Government
    - Sports sector
    - Sports federation
    - Athlete/player
    - Practitioner
    - Implementing NGO
    - Coach
    - Private sector
    - Researcher
    - Volunteer
    - The media
    - Any other (please specify): _____

3. Individual/Organisation

6. **Are you involved with policies and/or projects that use sport to promote development?**

- Yes
- No
- Not sure

7. **If you answered yes, what thematic areas does your policy and/or project address? Please tick all that apply.**
   - Health and wellbeing
   - Education and learning
   - Gender equality and female empowerment
   - 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

Any other (please specify): _____

8. **Does your organisation/initiative address any topics or issues related to sport itself (e.g. sports integrity, participation in sport, sports governance)?**
   - Yes
   - No
   - Not sure

9. **If you answered yes, what sporting priorities does your policy and/or project address? Please tick all that apply.**
   - Development of sport
   - High performance/elite sport
   - Ensuring inclusive access for all to sport
   - Promoting mass participation in sport
   - Promoting female engagement in sport
   - Promoting participation of people with disabilities in sport
   - Capacity building of sports organisations
   - Safeguarding and/or child protection
   - Promoting good governance in sport
   - Preventing match fixing and/or doping in sport

Any other (please specify): _____

4. Policies and Plans

10. Are you aware of the following policies, plans and frameworks? Please tick all that apply.

- Sustainable Development Goals (SDGs) and/or 2030 Agenda
- The Kazan Action Plan (adopted at the Sixth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport, MINEPS VI)
- The Global Action Plan for Physical Activity (World Health Organization)
- The UN Action Plan on Sport for Development and Peace 2018-2020
- None of the above

11. How much do these policies, plans or frameworks influence your work? Please rate from 1-5, where 1 is 'not at all' and 5 is 'very much'.

	1 – not at all	2 – a little	3 – not sure	4 – quite a lot	5 – very much
Sustainable Development Goals (SDGs) and/or 2030 Agenda					
The Kazan Action Plan					
The Global Action Plan for Physical Activity (World Health Organization)					
The UN Action Plan on Sport for Development and Peace 2018-2020					

12. What country do you live in?

Drop down list of ALL countries (online ver.). Please write down〔 〕

13. Does the government in the country where you reside have a policy that seeks to use sport for development (e.g. using sport to promote wider benefits such as good health or gender equality), as far as you know?

- Yes
- No
- Not sure

14. Are you aware that sport is mentioned as an 'enabler' of development in the 2030 Agenda, where the SDGs are defined?

- Yes
- No
- Not sure
- Don't know about the SDGs

5. Project Management

15. What are the challenges to implementing projects that use sport for development? Rate the following statements according to how much you agree or disagree with them.

	1 – strongly disagree	2 – mostly disagree	3 – mostly agree	4 – strongly agree	5 – don't know
Improving sport performance and excellence is prioritised in sport policy					
Increasing sport participation is prioritised in sport policy					
Such projects are nice to have but they are not in our core policy/goals/objectives					
We do not know how to use sport as a tool for development and peace					
It is hard to cooperate with other sectors that would help us use sport for development					
We do not have budget and/or resources for such projects					
We do not have qualified personnel for such projects					
We do not know if sport can really contribute to these broader goals					
We are not familiar with and/or do not know how to manage such projects					
We do not know how to measure such projects (e.g. monitoring and evaluation)					
We have none of the above challenges					
Any other (please specify): _____					

16. What skills and knowledge do you feel are most needed to better manage projects using sport for development? Please rate from 1-5 where 1 is least needed and 5 most needed.

	1 – least needed	2 – needed slightly	3 – not sure	4 – needed a lot	5 – most needed
How to draft a project plan					
How to identify and involve relevant stakeholders					
How to raise funds and resources					
How to combine sport elements with development and peace goals					
How to monitor and evaluate the activities and overall project					
How to develop a log frame and/or theory of change					
How to encourage local ownership					
How to ensure sustainability					
How to develop organisational capacity					
How to ensure good governance					
How to protect and promote human rights					
How to ensure inclusivity and equal access					
How to ensure safeguarding and child protection					
How to communicate our work					
How to disseminate our results					
Any other (please specify): _____					

17. Do you need further support and/or resources to better manage projects using sport for development?

- Yes
- No
- Not sure

18. What type of support and/or resources would be most useful or needed? Please rate from 1-5 where 1 is least needed and 5 most needed.

(1-least needed; 2-needed slightly; 3 – not sure; 4-needed a lot; 5-most needed)

	1 – least needed	2 – needed slightly	3 – not sure	4 – needed a lot	5 – most needed
Guidebook/toolkit					
Website/online platform					
Mobile application (App)					
In-person support/consultation					
Education and training modules					
Massive open online course (MOOC)					
Any other (please specify): _____					

19. Rank the following statements according to how much you agree or disagree with them
If you choose 4 (strongly agree), please specify which guidebooks/toolkits are referring to.

	1 – strongly disagree	2 – mostly disagree	3 – mostly agree	4 – strongly agree	5 – don't know
There are already some guidebooks and/or toolkits, through which I feel more informed about **how to apply the attributes of sport** as a tool for development and peace.					
There are already some guidebooks and/or toolkits, through which I feel more informed about **how to properly plan a project/programme** to use sport as a tool for development and peace.					
There are already some guidebooks and/or toolkits, through which I feel more informed about **how to properly deliver a project/programme** to use sport as a tool for development and peace.					
There are already some guidebooks and/or toolkits, through which I feel more informed about **how to properly**					

measure a project/programme to use sport as a tool for development and peace.					
There are already some guidebooks and/or toolkits that can help **bridge the gap that exists between policy and practice** in using sport as a tool for development and peace.					

20. **Do you have any additional feedback regarding what is needed for a sport for development guidebook?**

21. **Email address and name (optional - please add an email address if you'd like us to get back to you about something you've suggested in your feedback)**