



THE POWER OF SPORTS

Right To Play's Approach to Sport-based Programming



RIGHT TO PLAY

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ACKNOWLEDGEMENT

This brief was produced in collaboration with colleagues across Right To Play with special thanks to members of the writing group including Ali Khayam, Domenico Di Nuzzo, Ellen Fesseha, Fadi Al-Yamani, Gilbert Nzosaba, Janine Chehade, Rachel Pell and Sami El-Sibaey. External reviews by Anna Fareello, Ball State University and the Youth Advisory Committee at MLSE Launchpad, including Wajeeha Rasul, were instrumental in informing the final document.



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.

INTRODUCTION

Sports and Sport for Development¹ (S4D) programs can create powerful pathways for children and young people to learn, develop and thrive. The power of sports is reflected in Right To Play's origins and remains integral to our approach today. As Right To Play has expanded how play is understood and used in purposeful ways within our different programmatic areas², so too have we deepened our understanding of the role and value of our sport-based programming.

This brief outlines the what, why and how of sport-based programming at Right To Play, including examples of past and current projects and reflections on learnings and future directions. The brief serves as a common entry point for all Right To Play staff and partners to understand Right To Play's approach to sport-based programming and how it is used to advance learning and well-being outcomes for children, adolescents and youth – referred to as “players” throughout.

“We knew that play could strengthen a person's physique, [...] But that it could enhance development and intellectual capacity, or that play could reduce stress? It is through Right To Play's training that we have discovered this.”

– HAMADOUN, RIGHT TO PLAY TRAINED COACH, MALI



¹ Sport for Development (S4D) refers to the intentional use of sports, physical activity and play to address societal inequalities and promote social change.

² Right To Play's four core programmatic areas include: Early Childhood Care and Education, Primary Education, Gender Equality and Girls' Well-being and Child Protection and Psychosocial Support. RTP programs are evidence based and meet minimum standards on gender responsiveness, climate awareness, inclusivity and accountability.

HOW DO WE DEFINE SPORTS?

Formal definitions of sports vary from across the worlds of elite sports, grassroots sports and S4D. UNICEF (2021) defines sport as any physical activity – participative or individual, organized or casual, competitive or not, and either rule bound or unstructured – that represents a form of active play, active recreation, or a game.

At Right To Play, sport is one of the many forms of play used to support children’s learning, development and well-being. Play is both universal and context specific and we equally recognise that **any definition of sports must be informed by the social and cultural context where it is practiced**. Within our global programming approaches, **Right To Play distinguishes sport from other forms of play and physical activity, such as outdoor free play, to focus on rule-bound/structured or semi-structured physical activity that is played individually or in teams**. These parameters do not exclude opportunities for creative, inclusive and adaptable sport-based programming. Rather, they provide a framework for the key characteristics for how sports based programming can deliver learning and well-being outcomes for children. The parameters are also grounded in an understanding that defining sports within our programming approaches is first and foremost guided by the way sports are understood and practiced by the communities and partners we work with.



“Sports is about engaging in an active discipline to stay fit, thrive, compete [...] Sports should not be limited by country, race, ethnicity, or gender. It’s for everyone”

– SIRA, NEW FRONTIERS PROJECT YOUTH PARTICIPANT, SENEGAL

Sports for what? Some helpful terms.

Sports+ refers to organisations where sports is the primary mandate. Developing interest and skills in sports are core activities with developmental outcomes as a by-product, or indirect consequence of those activities.

+Sports refers to organisations where sports are intentionally used as a means to engage people and address social issues. The social development outcome is the primary focus.

Sports for Protection (S4P) is used to refer to programming that builds on the ability of sport to achieve select protection outcomes, such as social inclusion, social cohesion and psychosocial outcomes.

Sports for Development (S4D) refers to the intentional use of sports, physical activity and play to address societal inequalities and promote social change.

Right To Play applies a **+Sports** approach, where sports are leveraged to attract participants to programming and accelerate the achievement of learning and well-being outcomes.

Right To Play uses the broader term **sport-based programming** rather than **S4D** or **S4P** to situate the role of sport within our broader suite of play-based approaches. Our methodology draws on robust evidence and programmatic learnings to leverage the power of sport to achieve a range of interconnected learning, well-being and development outcomes for children.

WHY DO WE USE SPORTS IN OUR PROGRAMMING?

Sports are widely known, accessible and attractive to many, and fun and playful at their core. When used as a tool for programming, sports draw on these positive associations to bring stakeholders together and deepen engagement. Well-designed sport-based programming leverages sports' assets to intentionally achieve learning and well-being outcomes while mitigating risks associated with unhealthy competition, exclusion and safeguarding. Evidence indicates that participation in well-designed sport-based programming can contribute to a range of positive outcomes. It can:



Create safe spaces: Sport-based programs offer a safe space for individuals to express themselves physically and emotionally. This can be especially beneficial for those who have experienced trauma, as it provides an outlet for processing emotions in a constructive way (Holt et al., 2008).



Build positive identity: Sports participation can contribute to improving how members of marginalised groups, including girls and children with disabilities, view themselves as well as others' perceptions of marginalised groups (UNICEF, 2021). Participating in sports can also serve as a way to connect with community and culture, including through the practice of traditional sports.



Build positive relationships: Sport creates opportunities for children and young people to interact, form friendships, and build supportive networks with peers and trusted adults. Coaches play an important role as mentors and role models. This social support is crucial in reducing feelings of isolation and promoting a sense of community (Holt et al., 2008).



Encourage inclusivity and social cohesion: Sport-based programs can bring together individuals from diverse backgrounds, fostering inclusivity and mutual understanding. This can reduce prejudices and build more cohesive communities (Bailey et al, 2013).



Address barriers to education: Sports can contribute to educational outcomes by addressing learning barriers such as student engagement, attendance, enjoyment and motivation at school and improved behaviour and relationships with teachers and peers. There is limited evidence that sports directly contribute to formal learning outcomes (literacy, numeracy) (UNICEF 2021).



Encourage physical health as a foundation for mental health: Regular physical activity through sport-based programs improves physical health, which is closely linked to mental health and overall well-being. Physical activity can increase attention span, sharpen decision-making skills and reduce stress (WHO, 2010).



Promote mental health and psychosocial well-being: Studies indicate that participation in sports is associated with better mental health outcomes, including enhanced psychological well-being, reduced psychological distress, and improved social functioning (Eather et al., 2023). The World Health Organisation (2025) explicitly recognises that integrating mental health components, such as mental health literacy and social and emotional learning, into sport-based programming can promote mental health and well-being among children.



Strengthen social and emotional learning: Evidence shows a positive association between participation in sports and social and emotional skills such as confidence, self-efficacy, agency, self-esteem, self-discipline, among others. Team sports can support children and young people to strengthen teamwork skills, leadership and decision-making skills (UNICEF, 2021). Social emotional skills are found to significantly mediate the relationships between sports participation and mental well-being (Qian et al, 2025).

Addressing risks

Intentionally designed sport-based programming must consider potential risks and limitations, including:

- Reinforcing inequities through stereotypes, harmful coach or peer behaviours, community backlash, or access barriers.
- Compromising safety and well-being through unhealthy competition, violence, unequal power dynamics, or inadequate safeguarding.
- Reinforcing participating barriers through inaccessible, unsafe or insufficient play spaces, equipment and materials.
- Insufficient coach preparation beyond sport skills, including the knowledge and skills needed to support safe, inclusive programming and desired social outcomes.

Risk assessments, informed by context studies and intersectional gender-based analysis, appropriately trained and supported coaches, robust safeguarding systems and player-feedback loops are all important to support the design and delivery of safe and inclusive sport-based programming.

HOW DOES SPORT-BASED PROGRAMMING ACHIEVE OUTCOMES FOR CHILDREN?

Sport-based programs that are intentionally designed and structured are a powerful tool for individual and social development. Many organisations around the world have worked to design sport-based programming as healing-centred experiences for all players, especially those who have experienced trauma, overwhelming or chronic stress, or who live in fragile or unstable contexts. This can happen by creating safe and accessible spaces for participants that afford opportunities for learning, regulation, and connection that may not be available otherwise. For example, one Right To Play partner, the Centre for Healing and Justice Through Sport (2025), unpacks the ways that sport can support learning and development by focusing on four key qualities of sport:

- **Patterned, repetitive movement** that helps regulate the nervous system.
- **Safe, consistent relationships** with coaches and teammates, which build trust.
- **Manageable challenges** that build resilience and self-efficacy.
- **An environment where players feel safe**, seen, proud, and present.

“While I had dreams, I lacked direction until Right To Play came into my life. Cricket alone did not provide me with the strength that Right To Play did”

– AMNA, GOAL PROGRAM PARTICIPANT, PAKISTAN

Patterned, Repetitive Movement

Programs that emphasize repetitive, patterned movements, like activities that require coordination, balancing, and running, help improve motor skills and overall physical health, reduce dangerous risk-taking behaviors, and support learning readiness (Bengtsson et al, 2025; Warner et al, 2020). Research demonstrates that opportunities for coordination and movement supports children’s recovery from adverse events and enables access to the thinking brain, or cortex level of the brain, that supports learning and development (Right To Play International, 2023). Engaging in activities that include repetitive movements also can influence how players, especially those facing significant barriers to their development, see their own physical competence (Bengtsson et al, 2025; Robledo et al, 2022; Warner et al, 2020). Participation in sports and repetitive movement-based exercises and activities has been shown to improve brain functioning (e.g. autonomic nervous system and self-regulation) in youth. For example, school-based yoga programs have been shown to lead to enhanced activity in the parasympathetic nervous system, the “rest and digest” part of the brain that helps with maintaining calm, heart rate, breathing and digestion, and better stress management (Frank et al, 2020). Studies on repetitive movement in sports have also suggested these types of movements benefit motor control and proprioception, the body’s sense of its own movements, helping with coordination and balance (Chmiel & Nadobnik, 2025; Sanders & Levitin, 2020).

Safe, Consistent Relationships

Research has shown that when players feel that they are supported by their coaches, resilience and collective efficacy are fostered, while vulnerability is reduced, especially when under increased pressure (Adilogullari et al, 2025; Bengtsson et al, 2023). Player-coach relationships that are built on trust, openness, and emotional and psychological safety, can lead to increased well-being, dedication and engagement, and cooperation (Bengtsson et al, 2023; Fransen, McEwan, & Sarkar, 2020; Jowett et al, 2022). Relationships with reliable and trusted mentors can also increase empathy and social connections (Hermens et al, 2017; McDonough & Knight, 2024). Positive team dynamics, including friendships and motivation from peers and positive coaching relationships are two key determinants of children's perception of sports as fun and supports motivation and retention (Visek et al, 2014). In humanitarian settings, relationships with coaches who prioritize empathy and connection help to foster environments where players feel safe and valued (Gosai, Jowett, & Nascimento-Júnior, 2021; Liu et al, 2024; Nemoto, Mizuno, & Hochi, 2025; McGuire, Caron, & Martin, 2024; Papich, Bloom, & Dohme, 2024; Reverdito, De Carvalho, & De Barros Gonçalves, 2016).

Manageable Challenges

The structured nature of sports and repetitive activities offers opportunities for players to face and overcome challenges in safe and scaffolded environments. Testing oneself, developing new skills and seeing progress over time helps build players' resilience, self-efficacy, and different life skills, like initiative, effort, and persistence (Malete et al, 2022; Patel et al, 2024; White & Bennie, 2015). Facing manageable challenges is also a key determinant of whether players experience sports as fun, a key play characteristic (Visek et al, 2014; Right To Play International, 2024). Research has demonstrated how S4D programs, especially ones designed to support players facing social vulnerability, support gains in self-esteem, stress management, and coping with adversity (Hermens et al, 2017; Patel et al, 2024; White & Bennie, 2015). Skills related to coping with adversity in the form of success and failure are the same skills that players then use when experiencing challenges in other areas of life (Malete et al, 2022; Palheta et al, 2022; White & Bennie, 2015). When these challenges are faced with supportive coaches, adults, and peers at players' sides, the development of coping and management skills is especially salient (Fransen, McEwan, & Sarkar, 2020; Hermens et al, 2017; Jowett et al, 2022).

Safe, Supportive Environments

Environments, including sports-related ones, where players can ask for help, are free to express themselves, be creative, take risks, and feel safe, emotionally and psychologically, are important for many developmental outcomes. When environments are intentionally created with a focus on safety, support, and inclusion, programs are more likely to achieve positive outcomes, especially in marginalized or at-risk settings (Fraser-Thomas, Côté, & Deakin, 2005; Hermens et al, 2017; Sheadler, Bates, & Anderson-Butcher, 2025; Warner et al, 2020). Studies have shown that high-quality player-coach relationships are important for creating intentional environments that effectively promote engagement and thriving in sport (Gosai, Jowett, & Nascimento-Júnior, 2021; Jowett et al, 2022; Nemoto, Mizuno, & Hochi, 2025; Papich, Bloom, & Dohme, 2024). In team sport settings, feelings of psychological safety positively influence leadership of team functioning and collective values, as well as individual player health (Fransen, McEwan, & Sarkar, 2020; Jowett et al, 2022).



The Sports Protects: Kukivi project (2024-2026) uses sport-based programming as a structured approach to improve the psychosocial well-being, socio emotional skills, and social cohesion of 16,000 young people aged 15–20. Football and volleyball games and related skill development serves as a method to support young people to build social and emotional skills, particularly leadership, self-esteem, respect for similarities and differences and a sense of belonging.

The qualities of sport-based programming are embedded in the project approach as illustrated below.

Quality	Benefit/Outcome	In Practice: Kukivi
Patterned, Repetitive Movement	- Improved brain function, motor skills, overall physical health. - Supports learning readiness. - Reduced risky behaviours.	Practicing volleyball or football skills such as a serve or pass during skill drills, practice games and matches provided opportunities to engage in a set of actions (hand position, body movement), repeatedly.
Safe, Consistent Relationships	- Enhanced resilience, trust, cooperation, and well-being. - Healthy relationship building and feeling valued by others. - Reduced vulnerability.	- Football and volleyball activities are held consistently, with the same players and coaches following a regular schedule. - Playing sports as a team can bring a sense of belonging and help overcome labels among diverse youth groups (such as refugees, internally displaced and host community youth). - Cooperative play in sports builds trust between players and coaches.

Table 1 Sport-based Programming Qualities in Practice: Examples from The Sports Protects: Kukivi project

Quality	Benefit/Outcome	In Practice: Kukivi
Manageable Challenges	• Increased resilience, self-efficacy, initiative, cooperation. • Developed coping and stress management skills	• Building sport specific skills and engaging in friendly matches gives players and teams the opportunity to challenge themselves and overcome obstacles, both individually and collectively.
Safe, Supportive Environments	• Psychological safety, engagement, and overall positive development. • Team building and leadership.	• Volleyball and football were identified as fun, appealing and joyful activities for the young people participating in the project – all characteristics of a safe and supportive environment. • Through sports, players build relationships with peers and coaches, creating space express emotions without stigma and build a sense of self-worth. • Supporting girls' participation in sports provides a safe public space for girls to build confidence and leadership skills, and challenge gender stereotypes that limit their opportunities. • Coaches play a key role connecting players with other support services.

Table 1 Sport-based Programming Qualities in Practice: Examples from The Sports Protects: Kukivi project

WHAT IS THE CONNECTION BETWEEN PLAY, SPORTS AND PLAY-BASED LEARNING?

Right To Play's play-based methodology includes a range of approaches including sports and play-based learning (PBL). As a pedagogy, or teaching practice, PBL offers the benefit of being a developmentally appropriate and child-centred approach to learning which considers the role of both children and adults in creating engaging, meaningful, and effective learning environments and experiences (Right To Play International, 2024). Right To Play's sport-based and PBL approaches share the following features:

- Reflect the characteristics of play: actively engaging, fun/enjoyable, meaningful, promoting imagination and agency.³
- Identify clear and intentional outcome goals.
- Prioritise effort, learning, and relationship-building over competition.
- Foster trusting relationships between children and adults.
- Create safe environments for learning and development and support children's agency.
- Embed culturally responsive, equitable and inclusive approaches.
- Facilitators apply support strategies such as scaffolding, modelling and extending.

“I began to realize that sports are not about winning or losing; it's about teaching children life skills. I realized I should be teaching my students to do their best, to focus on the team spirit and to respect the match regardless of the result”

– HAITHAM, PHYSICAL EDUCATION TEACHER AND TOGETHER PROJECT PARTICIPANT, WEST BANK



³ See Play-Based Learning at Right To Play: A Guide to Using Play for Learning and Well-being for a full description of the characteristics of play. Available here: [Right To Play Play-Based Learning Guide EN.pdf](#)

Right To Play's sport-based programmes generally follow one of two approaches:



Sports are leveraged as a platform to draw in participants, create a safe, inclusive and fun learning space, and deliver other learning and development programming. The inherent appeal, convening power and cultural value of sports is used to attract the interest and engagement of children and young people. Sports activities are paired with PBL activities that together drive the desired outcome changes. For example, the RECAF Jeu project⁴ in Senegal supported girls' participation in sports, addressing barriers, including restrictive gender norms, that normally prevent their engagement. Alongside training and competitions that build confidence, self-esteem and leadership skills, PBL activities further support girls to build social and emotional skills and learn about their rights, including sexual and reproductive health and rights. Enabling girls' participation in sports challenges restrictive gender norms and stereotypes while at the same time providing a platform for girls to develop other key life skills.



Sports are a tool for learning where the sports activities themselves create the context for social and emotional learning and developing other positive attitudes and behaviours. Specific learning goals are identified and inform the design of game rules, skill drills or the inclusion of moments of reflection during sport play. For example, Game Connect⁵ embeds activities that develop social and emotional skills related to psychosocial well-being within the practice of sports. Intentionally integrating reflection and discussion questions at the start and end of play and identifying teachable moments contributes to learning goals. Asking players to reflect on 'unsafe choices we should avoid during the game' supports a learning goal focused on building effective decision making skills. Playing a football game where teammates try to score in as many creative and different ways possible supports the learning goal of 'respect for similarities and differences'.

⁴ Read more about Recaf Jeu here: [RECAF JEU - Midline Impact Summary.pdf](#)

⁵ Read more about Game Connect here: [Game Connect - Endline Impact Summary 2025](#)

LEARNING FROM RIGHT TO PLAY'S SPORT- BASED PROGRAMMING EXPERIENCE

CASE STUDY

Sport-based Psychosocial Support Programming in Lebanon

In 2024–2025, Lebanon faced escalating conflict, mass displacement, and growing psychosocial distress among children. Families were being displaced and there was increasing fear, insecurity and trauma exposure among children. Through sport-based psychosocial support projects implemented across Tripoli and other high-risk areas, trained coaches delivered structured sports for psychosocial support sessions designed to build children's emotional resilience, improve well-being, and strengthen social cohesion. Sessions focused on social-emotional learning, positive coping mechanisms, peer support, fostering safety and gender equality.

At the start of the project, children exhibited high levels of aggression, withdrawal stress and limited emotional regulation. Girls faced restricted access to sports with safety concerns and inequitable gender norms limiting their participation. Following participation in the program, children demonstrated signs of being calmer, more confident and showed stronger communication skills. Endline results showed a number of positive outcomes, including an increase in children's knowledge of positive coping mechanisms and children reporting access to peer support. Qualitative findings emphasised the importance of coaches as trusted adults, with children feeling safe enough to disclose serious concerns such as violence and neglect. Mixed-gender activities helped break gender norms, with community attitudes shifting over time as girls gained confidence and boys accepted female coaches. Coaches, many from underserved communities, also reported personal and professional transformation. Many went on to open their own sport academies or achieve advance certifications.



Learning

The program demonstrated that intentionally designed sport-based programs offer a viable model for community-based mental health and psychosocial support, particularly when specialized services are limited, overstretched, or disrupted. Coaches that were able to embrace a mindset of sports as a vehicle for psychosocial support rather than a purely athletic activity focusing on performance, were noticeably more effective in fostering safe, supportive, and social and emotional learning-rich environments.



CASE STUDY

Advancing Gender Equality through Sports among First Nations, Inuit and Métis Communities in Canada

In 2024, Right To Play's Indigenous Programs and four partnering Indigenous communities implemented the Gender Equity in Sport project through funding from the Canadian Heritage Sport Support Program. The project was designed to respond to a challenge identified by Indigenous community partners, with Right To Play collaborating closely with them to design the initiative. The project involved implementing a play-based gender equity curriculum with Community Mentors (local youth workers) to normalize conversations about gender equity and create safe spaces for Indigenous girls and young women⁶ to participate in sports.

Through the project, Community Mentors received both in-person and online training and coaching to develop the skills to create safe, inclusive, accessible and developmentally appropriate sports programming in their communities. Modules were designed to be adaptable for any sport with opportunities for Community Mentors to shape program delivery. Each module followed the same general structure with a stated learning outcome focused on a key skill such as leadership or positive self-talk, a play-based activity, the chosen sport to play, and a guide to reflective discussion following the session. The project also addressed barriers to sports participation with a focus on access to facilities and equipment.

By the end of the project, the percentage of girls participating in the program who felt good about trying new sports increased from 22.5% to 61%. Female participants also indicated that they felt more included when playing sports and qualitative findings highlighted that girls were taking up more leadership roles during activities. The project also found that male allyship increased, with male participants reporting a greater understanding of barriers girls face to participating in sports (from 24% to 65% of male participants) and Community Mentors observing youth being more intentional about creating space for everyone to participate in activities.



Learning

A flexible, adaptable curriculum with interchangeable modules and tools was important for enabling partners to adjust their approaches based on different participant groups. Safe and consistent access to sport programming, including consideration of transportation and weather conditions, is also important to ensure that all children can equitably benefit from the program.



⁶ In the context of this project, 'girls and young women' is inclusive of gender diverse individuals who identify as female.

CASE STUDY

Supporting Young People's Mental Health and Well-being in Refugee Communities in Uganda

Uganda hosts over 1.6 million refugees—the largest refugee population in Africa—and more than half of them are children and youth. Game Connect (2020-2023) aimed to engage youth in refugee communities through sport to improve their mental health, psychological well-being, and increase social cohesion between displaced and host communities.

As part of the program, Right To Play in partnership with AVSI Foundation, Youth Sport Uganda, the Ugandan Olympic Committee and UNHCR developed a program resource containing 63 sport-based activities that supported the development of 13 life skills. These activities were led by trained coaches and peer leaders, who engaged youth through sessions that build trust, leadership, supportive relationships and coping skills.

A randomized controlled trial⁷ found that the Game Connect program significantly reduced symptoms of anxiety and depression among displaced and host community youth. The number of displaced youth experiencing depression dropped by 89%, compared to a 23% drop among nonparticipants. Youth participants experienced reduced levels of anxiety by 89% after just 16 weeks. Disaggregation also revealed significantly better outcomes for young people participating in Game Connect compared to the control group across gender, age, refugee status and other inclusion factors. This underscores the effectiveness of Game Connect to address the needs of young people in all their diversity.



Learning



Adaptations to curriculum content and games, such as incorporating youth-suggested games, helped ensure greater relevance and engagement across diverse contexts. Appropriate training and ongoing support to coaches is key to success. Mentoring coaches to build players sport specific skills alongside positive coping skills such as emotional regulation and empathy results psychosocial well-being improvements for both young players and coaches.

⁷ The full randomised control trial published in the Journal of Affective Disorders is available here: [A sport-for-protection program reduces anxiety and depression in youth affected by displacement: A randomized controlled trial of the Game Connect program in Uganda - ScienceDirect](#)

The Game Connect project is now in its second phase of implementation in Uganda (2023-2026) and is being adapted and scaled in Burundi:

CASE STUDY

Sport as a Pathway to Protection and Well-being in Burundi

The Sports Protects: Kukivi project (2024-2026) builds on the Game Connect model, delivering a structured sport-based program aimed at improving psychosocial well-being, socio emotional skills, and social cohesion among young people in Burundi. Sixteen thousand internally displaced, returnee and host community youth, age 15-20, participate in the project. Sport activities focused on football and volleyball, provides opportunities for young people to build social and emotional skills, particularly leadership, self-esteem, respect for similarities and differences and a sense of belonging. Kukivi sessions intentionally mix young people across gender, displacement status and community background to tackle mistrust. Sport creates a shared identity as teammates, replacing labels with cooperation, and becomes a bridge for social cohesion, not just fun. Specific attention is also paid to supporting girls' participation in sports and addressing access barriers, including gender norms that prevent their engagement. Community coaches and youth peer leaders lead activities, promoting safe learning spaces and serving as positive role models.



Learning

While implementation is still ongoing, a key learning to date includes the importance of grounding concepts related to psychosocial well-being within local cultural and linguistic realities. Balancing players' desires to build athletic skills with project objectives to strengthen psychosocial well-being is also an area of ongoing exploration for the project.



WHAT'S NEXT?

Right To Play will continue to deepen its sport-based program offering and generate evidence to advance the power of sports to support children to learn, grow and thrive. Key questions we will explore in current and future work include:

- **What are the key ingredients for designing quality sport-based programmes? What ingredients are core and what changes based on selected priority outcomes (psychosocial well-being, gender equality and inclusion, youth empowerment etc)?**
- **How does culture and context shape the delivery of sport-based programs and the characteristics of play embedded within the approach? How can sport-based programs be designed to enable creativity, inclusivity and culturally adapted approaches?**
- **What are the quality standards for effective coach training and support, including considerations for coaches' well-being?**
- **What does effective, equitable and accountable partnership look like in the context of sport-based programming? When, how and to what extent are players, coaches, responsibility holders and duty bearers engaged in planning, supporting or sustaining activities?**
- **What do leadership pathways for youth engaged in sports-based programming look like and how can they be sustained?**
- **How can sport-based programming contribute to equitable outcomes for all children - across all genders, abilities (including physical and neuro diversities) and other intersectional characteristics?**



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