



ECUADOR 2023-2025

EVALUATION REPORT



Report date: January 2026

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FOREWORD

Dear reader,

In November 2025, we returned to Ecuador for a Follow-up Education, bringing together 21 of the 39 Young Coaches trained in 2023/24, as well as 12 of the Peer Young Coaches they have since trained.

It's important to acknowledge the wider context in which this Follow-up Education took place: Funding cuts have had a clear impact on local activities, and a large number of Young Coaches from the 2023/24 education are not currently coaching. In several cases, projects have been scaled back or discontinued due to reduced funding and, in some areas, increased insecurity.

For this reason, it was key to return and reconnect with those Young Coaches and their Peer Young Coaches who are still active and to learn more about their activities and challenges they face. While the challenges are plenty, it was really encouraging to hear that many still apply learnings from the 2023/24 education. They had learnt to better incorporate educational messages into their activities, plan their sessions in a more structured manner, and include children with disabilities.

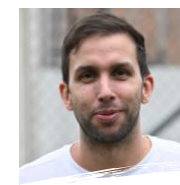
Gathering their experiences and challenges prior to the Follow-up Education, allowed us to better shape the content of the programme. As a result, the education built on earlier learning while responding directly to challenges raised by the coaches. These

included adapting activities to limited resources and different abilities of children, through to creating new educational games, and addressing the topic of mental health.

As you will read in the pages that follow, the Follow-up Education was well received. Coaches particularly valued the chance to refresh key content, learn new ideas, and reconnect with peers facing similar realities.

In these challenging times, the support of our project partners has been incredibly important, and we are grateful to all who supported the 2023/24 Young Coach Education and the Follow-up Education in 2025. Together, we have helped create spaces to learn, reflect, and improve – contributing to safer and more inclusive environments for vulnerable children.

We hope that you enjoy reading this report.



Tom Vahid
Impact & Grants Manager
Scort Foundation

EXECUTIVE SUMMARY 2023/24 & 2025

39 YOUNG COACHES



were trained to use sport to teach educational messages and help foster social cohesion in Ecuador in 2023/2024.



75



PEER YOUNG COACHES

have been trained by Young Coaches since 2023.



>3,200 CHILDREN & YOUTH



participated in sport-based activities led by Young Coaches and their peers since 2023.



BACKGROUND

Project description: Ecuador is experiencing unprecedented levels of crime and violence, which have resulted in insecurity and increased internal displacement. At the same time, the country hosts over 500,000 refugees and migrants from across the region.

Many children from refugee and host communities are affected by the insecurity and a lack of positive role models. In 2023/24, 39 Young Coaches (YCs) were trained to deliver structured sport and educational activities that provide safe spaces for children. In 2025, a Follow-up Education strengthened the coaching and leadership skills of 21 Young Coaches and 12 Peer Young Coaches and enabled an assessment of the project's longer-term outcomes.

Timeline: November 2023 to March 2024 & November 2025

Partners: Scort, Football Club Social Alliance, FUDELA, UNHCR Ecuador, Fondation Botnar, UEFA Foundation for Children

KEY OUTCOMES

Young Coach Education in 2023/24

- ❖ Improved knowledge about inclusion of educational aspects into sport & play-based activities.
- ❖ Improved communication with children, leading to better understanding of needs and emotions as well as planning of activities.

Follow-up Education in 2025

- ❖ 85% of coaches improved their ability to adapt activities using the STEPS methodology, indicating increased capacity to adapt activities to resources, space, and abilities of different children.
- ❖ 97% of coaches feel more confident in their ability to support girls through their activities, helping to address gender-barriers.

Young Coaches' current activities...

100%



of the certified Young Coaches have **trained Peer Young Coaches** to support them or to deliver their own activities.

87%



of the active Young Coaches deliver activities that include **educational messages**, e.g. values and life skills.*

96%



of the active Young Coaches work with **boys as well as girls**.*

43%



of the active Young Coaches include **children with disabilities**.*

70%



of the active Young Coaches include **refugee, migrant AND host community children**.*

*Information was gathered from 37 Young Coaches (YCs), of which 23 are still active. The above data is reflective of the 23 active YCs.

PROJECT OVERVIEW

PROJECT BACKGROUND

Ecuador is a country in the midst of escalating crime and violence, internally displacing an estimated [80,000](#) people. In addition to the high levels of violence and insecurity, the country currently hosts over [500,000](#) refugees and migrants, primarily from Colombia and Venezuela.

In this challenging context, many children from refugee and host communities are directly affected by the insecurity and often lack healthy alternatives away from organised crime and violence. Therefore, safe spaces where they can learn, play, and interact in a peaceful way with peers are critical for their overall well-being and development.

As a result, in 2023/24, Scort and the Football Club Social Alliance (FCSA), in partnership with Fundación de las Americas para el Desarrollo (FUDELA), the UN Refugee Agency (UNHCR) in Ecuador, Fondation Botnar, and the UEFA Foundation for Children, trained 39 Young

Coaches (YCs) to deliver safe and structured sport and educational-based activities for vulnerable children.

In 2025, a Follow-up Education was delivered for 33 coaches (21 YCs and 12 Peer Young Coaches; 45% female). The project aimed to build on the previous education, helping coaches reflect on experiences, address current challenges, and expand coaching skills through practical and theoretical workshops.

Highlighting the long-term outcomes of the project in Ecuador, this report will help answer the following:

- How the YCs' benefitted from the initial education in 2023/24?
- What was the added value of the Follow-up Education in 2025?

The Follow-up Education was funded by Scort, the FCSA, FC Basel 1893, Fondation Botnar, and FUDELA.

Figure 1: Scort and FCSA* timeline of project activities in Ecuador in 2023-2025



*The FCSA is a network of 6 professional European football clubs (FC Basel 1893, SV Werder Bremen, Bayer 04 Leverkusen, FK Austria Wien, FC Schalke 04, 1. FSV Mainz 05) that team up for social change.





YOUNG COACHES' ACTIVITIES

ARE YOUNG COACHES CURRENTLY DELIVERING ACTIVITIES?

Out of the 37 Young Coaches (YCs) reached, 62% are currently delivering activities with children.

Among the 38% of YCs who are no longer coaching, many cited reductions in project funding and a deteriorating security situation as reasons for stopping, though several expressed a desire to resume coaching in the future. These findings suggest that changes in coaching activity are largely driven by external constraints rather than solely reduced motivation or capacity.

WHAT KEY LEARNINGS WERE APPLIED FROM THE 2023/24 EDUCATION?

In 2025, 23 active YCs reflected on how they are currently applying learnings from the 2023/24 education in their activities. Key responses are summarised below:

Strengthened educational aspect: Many YCs reported a greater ability to integrate educational messaging and values into their sport-based activities, including topics such as respect, co-operation, gender equality, communication, empathy and resilience.

Reflecting this key learning, there was a significant increase in the number of active YCs now including educational topics in their sessions (up by 39% since project start in 2023). These changes suggest that children are experiencing more intentional learning.

Improved planning: The education also strengthened YCs' capacity to plan and structure sessions with clear objectives. Some YCs reported being more attentive to the needs of the children they work with and placing greater value in children's feedback when designing and delivering activities.


Increased disability inclusion: Learnings about how to include persons with disabilities in their activities were also viewed as particularly useful. In 2025, 43% of active YCs reported including children with disabilities in their activities (up by 17% since 2023), mainly through adapted games and openness to inclusion.


WHO ATTENDS THEIR ACTIVITIES?


A key objective of the 2023/24 education was to promote safe spaces where children from refugee, migrant, and host communities could interact. In 2025, 70% of active YCs reported delivering activities that support such interaction (up by 13% since 2023).

Furthermore, the proportion of active YCs delivering activities for boys and girls has remained high, with 96% providing mixed sessions. While most deliver mixed sessions, the absence of systematic attendance data across all activities limits conclusions about equal participation.

Young Coaches' current activities*

96% 
of the active Young Coaches work with **boys as well as girls.***

70% 
of the active Young Coaches include **refugee, migrant AND host community members.***

87% 
of the active Young Coaches deliver activities that include **educational messages,** e.g. values and life skills.*

**Data is reflective of 23 active YCs (14 YCs are not currently delivering activities with children)*

TESTIMONIALS

ABOUT THE 2023/24 EDUCATION



TEACHING VALUES

"I have learnt to plan sessions that not only work on physical skills, but also values such as empathy, respect, communication and co-operation. This has made training sessions more inclusive and participatory and has made children and young people feel more motivated and connected to each other."

– Jhosua, Young Coach

INCREASED INCLUSION

"The most useful aspect of the Young Coaches 2023/24 project has been its community focus and promotion of equality. The mentoring I received helped me to apply more inclusive methodologies, creating spaces where all children feel valued, regardless of their nationality, gender or origin. These lessons have strengthened my ability to work with diverse groups."

– Dario, Young Coach



IMPROVED COMMUNICATION



"One of my most important changes has been the way I communicate with the children. Now, I try not only to give instructions, but also to listen to them, understand how they feel and make them reflect on their behaviour both on and off the pitch."

– Sanyi, Young Coach

INCREASED CONFIDENCE

"The focus on communication and leadership has given me more confidence in guiding groups and adapting to different situations, which has improved both my role as a coach and the children's experience."

– Edwin, Young Coach





COACHING & COMMUNITY CHALLENGES

WHAT CHALLENGES DID YOUNG COACHES FACE IN THEIR ACTIVITIES?

The Young Coaches (YCs) reflected on several challenges they faced when applying the knowledge they gained from the 2023/24 education. The following highlights the most common responses collected prior to the Follow-up Education, which then helped shape programme content:

Lack of equipment or infrastructure: The most common challenge was related to a lack of access to suitable equipment and spaces to deliver their activities. This required the YCs to be creative and adapt to what they had available. One coach described using recycled material, such as bottles and improvised balls, to overcome the equipment shortages.

Adapting to children's needs: Working with children with different abilities, as well as those affected by violence and instability, tested the YCs' ability to adapt activities and ensure that everyone was still included. There were also fluctuations in attendance, sometimes linked to crime and insecurity that discouraged parents from allowing children to attend, which made continuity and planning challenging.

Delivering educational messages: Although many YCs reported improved confidence in integrating educational messages into their activities, some still found it challenging to ensure all children remained engaged and clearly understood the intended messages.

WHAT ARE THE MAIN ISSUES CHILDREN AND YOUNG PEOPLE FACE?

YCs identified a range of challenges affecting children and young people in their communities. The following provides an insight into two of the most frequently cited challenges:

Crime, violence, and insecurity: The most frequently cited challenge was related to children's exposure to violence, gangs or criminal activity. In several communities, YCs highlighted the risk of recruitment into criminal gangs as a real and present danger as well as the ease of access to drugs and alcohol at a young age. Growing up in such environments was reported to negatively affect children's behaviour and attendance both in school and at the YCs activities.

Inequality: Many YCs work with children from low socio-economic backgrounds. They described how poverty limits access to basic needs such as food and education and often leaves parents working long-hours. This can increase vulnerabilities as some children are left unsupervised and may search for negative coping mechanisms or alternative forms of belonging. Some also reported how children drop out of school due to a need to support their family.

FOLLOW-UP EDUCATION 2025

WHAT IS THE PURPOSE OF A FOLLOW-UP EDUCATION?

The Follow-up Education took place just under two years after the initial education. This period allowed Young Coaches (YCs) time to implement learnings from the initial education with children, encounter new challenges, and pass on their coaching knowledge to Peer Young Coaches (PYCs) in their communities.

The Follow-up Education aimed to build on the previous learnings and respond directly to challenges identified by YCs and PYCs during their activities. These included adapting activities with limited resources and to the different abilities of children, developing educational games that address locally relevant social issues, and strengthening mental health and psychosocial support competencies. Emphasis was placed on supporting both coaches' own well-being and their capacity to respond appropriately to

children who have been exposed to violence, displacement or poverty. See Fig. 2 for an overview of content, and how it fits into the three coaching pillars related to coaching, leadership and life & soft skills.

WAS THE FOLLOW-UP EDUCATION OF ADDED VALUE?

All coaches (YCs and PYCs) reported that the education had met their expectations, with 67% stating that it had exceeded expectations. Many highlighted the opportunity to refresh previous content, learn new ideas, and reconnect with peers as key contributing factors.

Having both YCs and PYCs attend the education was highly valued, with 97% of the coaches appreciating the inclusive training approach. In addition, all coaches emphasised that the practical exercises had helped them improve their skills as coaches.

Figure 2: Content overview (nb. Not every workshop is shown)

1st Pillar COACHING SKILLS	2nd Pillar LEADERSHIP SKILLS	3rd Pillar LIFE & SOFT SKILLS
<ul style="list-style-type: none">• Icebreakers• Football Techniques• Small-Sided Games• Structuring activities (incl. trainings & events)• How to adapt activities	<ul style="list-style-type: none">• Goal Setting• Mentoring• Impact of a Coach (incl. a specific gender focus)• Sharing learnings with peers	<ul style="list-style-type: none">• Educational Games• Mental Health & Psychosocial Support
FOOTBALL DEVELOPMENT	DEVELOPMENT THROUGH FOOTBALL	





Coaches’ key learnings from the Follow-up Education*

97% ♀
 feel more confident that **they can support girls** in their communities.*

85% ⚙️
 identified **adapting activities** using STEPS as their key learning from the education.

97% 👧
 agreed that the **Follow-up would be useful** for their work with children.*

**Data is reflective of 33 coaches (21 Young Coaches & 12 Peer Young Coaches) attending the Follow-up Education in 2025*

KEY LEARNINGS

WHAT WERE THE KEY TAKE-AWAYS FROM THE FOLLOW-UP EDUCATION?

The majority of coaches agreed that the Follow-up Education was useful for their work with children. The following section provides insights into the key learnings taken from the education:

How to adapt activities: The most frequently cited take-away from the education (by 85% of coaches) was associated with how coaches can use the STEPS methodology to adjust the Space, Task, Equipment, People and Speed within an exercise according to the resources available and the abilities of different children. While this content had been introduced during the initial education for Young Coaches (YCs), it was new for many of the Peer Young Coaches (PYCs), and both benefited from the recap. Importantly, peer-to-peer teaching following input from FCSA instructors helped consolidate learning, creating a safe space where coaches could make mistakes and receive immediate feedback.

Educational Games & Challenges: Over half of the coaches explicitly stated in open questions that the recap of educational games was very beneficial. This gave them the opportunity to learn new ideas and how to create their own educational games with clear social, health, and educational objectives tailored to the needs identified in their communities. Complementing this,

coaches reflected on key challenges facing children in their communities and on how they could contribute to addressing these challenges through their role as coaches.

Within these reflections, specific attention was given to barriers affecting girls’ participation, including discrimination, harmful stereotypes, and violence. Coaches explored practical solutions, such as sensitising parents, creating safe or girl-only spaces, diversifying types of sport, integrating female health topics, and adapting the time and location of sessions. By the end of the education, 94% of coaches reported an improved understanding of the challenges faced by girls, and 97% felt more confident in their ability to support girls through their activities.

Additional take-aways: Several coaches found small-sided games particularly useful, as they often need to adapt their activities to limited spaces and material. Coaches also valued the recap of football techniques, as football often attracts children to sessions and provides a foundation for further learning through educational games.

Finally, the mental health and psychosocial support session led by UNHCR Ecuador helped coaches better reflect on emotions and their ability to connect with children.

TESTIMONIALS

ABOUT THE 2025 FOLLOW-UP EDUCATION



LEARNING FROM MISTAKES

“Most of the activities we had already seen in the previous modules, but I have a much better understanding of the STEPS methodology today. We had two setbacks in the planning and delivery of our sessions; they were mistakes that allowed us to reflect and improve in the activities we were doing.”
– Andrés, Young Coach

PASSING ON KNOWLEDGE

“This Follow-up allows us to refresh our knowledge again so that we can pass this on to the kids in our communities or maybe someone else so that they can also apply this in their community too.”
– Ingry, Young Coach



ADJUSTING ACTIVITES

“What I take with me most personally is the STEPS methodology that the instructors implemented because it was something new... it allows us to work with a small-sided game, but then if we have more kids, maybe enlarge the field, so I can work with all the kids and include them in the activity.”
– Alejandro, Peer Young Coach

INSPIRING GIRLS

“In my community, girls are really excluded and are not part of the sports games, but I will ensure that girls are part of the games and also make them know that they are capable of anything they want and they can play as well as anyone else.”
– Sabina, Peer Young Coach





PROJECT PARTNERS

IN 2023/24 AND 2025

KEY PARTNERS & SUPPORTERS

- [Football Club Social Alliance](#)
- [FUDELA](#)
- [UNHCR Ecuador](#)
- [Fondation Botnar](#)
- [UEFA Foundation for Children](#)
- [FC Basel 1893](#)



“Given the current social context in the country, with numerous challenges related to insecurity, lack of opportunities and mental health problems among children and adolescents, projects like this are becoming even more important. Sport is becoming a powerful instrument of prevention, protection, and holistic development.”
Diana Lascano, FUDELA Project Co-ordinator

“I think it’s incredibly important that girls also have female role models and can see that women can also play football and be coaches. That’s why I thought the mix of participants was nice and I was happy to see how many women were involved in this Follow-up.”
Elias Kohler, FC Basel 1893 Instructor



“We talked more intensively about adaptation methods such as STEPS, as well as techniques, small-sided and educational games. I wish and hope that the Young Coaches will now be able to bring these aspects in even more and thus get even more kids moving.”
Benjamin Seifert, Bayer 04 Leverkusen Instructor



PR & COMMUNICATION

MEDIA COVERAGE

Articles about the Follow-up Education were published on the FCSA website and social media channels.

The project also received coverage on the websites of the FCSA clubs as well as their social media channels.

Website

<https://scort.org/en/project/ecuador-2023-2024/>

Facebook

[Post 1](#) / [Post 2](#) / [Post 3](#)

Instagram

<https://www.instagram.com/football.alliance>

LinkedIn

<https://www.linkedin.com/company/scort-foundation>

Did you know?
You can read stories about several of the Young Coaches on Scort's [website](#)





Date	Publications & reports (updated 02.12.2025)
02/12/2025	FC Basel 1893 – Zurück in Ecuador: FCSA bildet Young Coaches und Peers weiter
24/11/2025	Bayer 04 Leverkusen – FCSA: Weiterbildung von 33 Young und Peer Young Coaches in Ecuador

