

UNIVERSITÉ DU QUÉBEC À MONTRÉAL

EFFETS DES ACTIVITÉS EXTRASCOLAIRES SUR LE DÉVELOPPEMENT DES JEUNES EN CONTEXTE
EXTRÊME À MADAGASCAR

THÈSE

PRÉSENTÉE

COMME EXIGENCE PARTIELLE

DU DOCTORAT EN PSYCHOLOGIE

PAR

LAURIE DÉCARPENTRIE

JANVIER 2025

UNIVERSITÉ DU QUÉBEC À MONTRÉAL
Service des bibliothèques

Avertissement

La diffusion de cette thèse se fait dans le respect des droits de son auteur, qui a signé le formulaire *Autorisation de reproduire et de diffuser un travail de recherche de cycles supérieurs* (SDU-522 – Rév.12-2023). Cette autorisation stipule que «conformément à l'article 11 du Règlement no 8 des études de cycles supérieurs, [l'auteur] concède à l'Université du Québec à Montréal une licence non exclusive d'utilisation et de publication de la totalité ou d'une partie importante de [son] travail de recherche pour des fins pédagogiques et non commerciales. Plus précisément, [l'auteur] autorise l'Université du Québec à Montréal à reproduire, diffuser, prêter, distribuer ou vendre des copies de [son] travail de recherche à des fins non commerciales sur quelque support que ce soit, y compris l'Internet. Cette licence et cette autorisation n'entraînent pas une renonciation de [la] part [de l'auteur] à [ses] droits moraux ni à [ses] droits de propriété intellectuelle. Sauf entente contraire, [l'auteur] conserve la liberté de diffuser et de commercialiser ou non ce travail dont [il] possède un exemplaire.»

REMERCIEMENTS

La réalisation de cette thèse a été possible grâce au soutien indéfectible de plusieurs personnes.

Je souhaite tout d'abord remercier toutes les personnes qui ont contribué à cette thèse incluant tous les participants à l'étude ainsi que toute l'équipe de l'ONG Bel Avenir. Votre contribution à ce projet est très importante. Je vous en remercie grandement.

Je tiens à remercier chaleureusement mes directeurs de thèse, le professeur Claude Bélanger et le professeur Tegwen Gadais, de m'avoir donné la chance de poursuivre ce magnifique voyage qu'est le doctorat. Merci pour leur soutien, leurs conseils, leur bienveillance, leur confiance et d'avoir cru en moi durant les six dernières années.

Je tiens à remercier Dr Olivier Rakotomalala, Alice Randrianarisoa, Sitraka Rakotondrasoa, Miranto Ramarokoto Ny Aina et Bryan Rakotondramanana pour leur précieuse collaboration et leur générosité dans le partage culturel tout au long de ce projet.

Je tiens également à remercier mon conjoint, ma famille et mes amis, qui par leur amour, leurs encouragements, leur patience et leur capacité à me changer les idées ont pu m'apporter un soutien moral au travers de ce parcours. Vous m'avez permis de garder un équilibre au cours de la réalisation de ce doctorat et je vous en remercie sincèrement.

Je tiens également à remercier Hugues Leduc pour son soutien statistique et moral, sa disponibilité et ses compétences tout au long de mes études doctorales.

DÉDICACE

Pour toi, Aileen.

Parce que chaque enfant devrait pouvoir grandir, rêver et
sourire dans un monde où la bienveillance et l'égalité
prévalent.

Dans l'espoir que chaque génération œuvre sans relâche
pour bâtir un avenir plus humain, plus juste et plus beau
pour vous, nos précieux enfants.

AVANT-PROPOS

« Il n'y a pas de hasard, il n'y a que des rendez-vous. » Paul Éluard

C'est par le biais de belles rencontres que mon chemin m'a menée à Madagascar. Lorsque j'ai posé mes valises au Québec, je me suis lancée à la recherche d'opportunités professionnelles. Par le biais de contacts, j'ai eu le privilège de rencontrer le Professeur Tegwen Gadais, grâce à ma directrice de maîtrise qui entretient une amitié avec une professeure collaborant avec lui au département des sciences de l'activité physique de l'UQÀM. À ce moment-là, Tegwen était en quête d'une personne étudiante pour encadrer au doctorat, car il avait établi un partenariat avec l'ONG Bel Avenir et souhaitait démarrer un projet de recherche. Animée par ma passion de longue date pour le développement international et nourrie par mes expériences professionnelles, notamment en République Démocratique du Congo, j'ai saisi avec enthousiasme cette opportunité. Déterminée à poursuivre mon chemin en psychologie, j'ai entrepris de trouver une co-direction au département de psychologie de l'UQÀM. Mes recherches m'ont rapidement conduite au Professeur Claude Bélanger, qui collaborait depuis plusieurs années avec l'Université Catholique de Madagascar. Après un entretien par visioconférence fructueux, il m'a encouragée à déposer ma candidature pour le doctorat en recherche en psychologie sous sa direction, avec Tegwen Gadais en codirection. Lorsque j'ai été acceptée au programme, a débuté un voyage extraordinaire : mon parcours doctoral. Auparavant, Madagascar était pour moi une terre lointaine et peu connue, mais cette aventure s'est avérée être une découverte des plus enrichissantes. Elle m'a offert l'opportunité de rencontrer des mentors d'exception, qui m'ont guidée à travers les hauts et les bas du marathon qu'est le doctorat. J'ai eu le privilège de nouer des liens avec des chercheurs, des futurs chercheurs et des praticiens malgaches, des humains passionnés et engagés dans le développement de leur pays et de sa jeunesse. Leur générosité a enrichi mon expérience et nourri des collaborations fructueuses, ainsi que des amitiés durables. Ce projet de recherche m'a offert l'opportunité de rencontrer des jeunes dynamiques, riches en expériences, qui se sont montrés assez généreux pour partager leur vécu avec nous et avec vous. Je suis profondément reconnaissante pour ces rencontres qui ont laissé une empreinte indélébile sur mon parcours.

TABLE DES MATIÈRES

REMERCIEMENTS.....	ii
DÉDICACE.....	iii
AVANT-PROPOS.....	iv
LISTE DES FIGURES.....	xi
LISTE DES TABLEAUX.....	xii
LISTE DES ABRÉVIATIONS, DES SIGLES ET DES ACRONYMES	xiii
RÉSUMÉ	xiv
ABSTRACT	xvi
INTRODUCTION	1
CHAPITRE 1 PROBLÉMATIQUE.....	2
CHAPITRE 2 RECENSION DES ÉCRITS.....	5
2.1 Bien-être psychologique et santé mentale.....	5
2.1.1 Théorie de l'autodétermination : trois besoins psychologiques fondamentaux.....	7
2.1.1.1 Universalité des besoins psychologiques fondamentaux	8
2.1.1.2 Environnement, satisfaction et frustration des besoins	9
2.2 Contexte extrême de développement	10
2.2.1 Traumatismes.....	12
2.2.2 Un contexte extrême de développement : Madagascar.....	13
2.3 Activités extrascolaires.....	16
2.3.1 Effets des activités extrascolaires	18
2.3.2 Distinction entre activités extrascolaires et loisirs.....	20
2.3.3 Contexte de l'étude.....	21
2.4 Objectifs et hypothèses.....	21
CHAPITRE 3 MÉTHODOLOGIE	24
3.1 Partie quantitative – étude 1.....	24
3.1.1 Participants et procédures	24
3.1.2 Outils de collecte de données	26
3.1.2.1 Mesure de la satisfaction et de la frustration des besoins psychologiques fondamentaux ...	26
3.1.2.2 Mesure du bien-être	27
3.1.3 Analyse des données.....	28
3.2 Partie qualitative	29

3.2.1 Nouveaux bénéficiaires – étude 2	29
3.2.1.1 Participants et outils de collecte de données	29
3.2.1.2 Analyse des données.....	30
3.2.2 Anciens bénéficiaires – étude 3	31
3.2.2.1 Participants et outils de collecte de données	31
3.2.2.2 Analyse des données.....	32
CHAPITRE 4 CHAPITRE DE LIVRE : <i>SOUTH-NORTH RESEARCH COLLABORATION TO SUPPORT MALAGASY NGO WORK</i>	33
4.1 Abstract	34
4.2 Drawing the context	34
4.3 Realistic, effective, and respectful research.....	35
4.4 Building a collaboration.....	36
4.4.1 First stage: cosituation	37
4.4.1.1 Getting in contact and understanding the partner organization	37
4.4.1.2 Understanding the partner organization’s needs	38
4.4.2 Second stage : cooperation.....	39
4.4.2.1 South and North university collaboration.....	39
4.4.2.2 Expertise and collaborative research project development	40
4.4.2.3 Research design	41
4.4.2.3.1 Current participants of BA’s extracurricular activities : quantitative data collection with questionnaires.....	43
4.4.2.3.2 Qualitative data collection with interviews	47
4.4.2.3.3 Improving psychological follow-up	49
4.4.3 Third stage : coproduction	50
4.5 Lessons learned from this collaborative research	51
CHAPITRE 5 PREMIER ARTICLE : <i>EXTRACURRICULAR ACTIVITIES AS A WAY TO FOSTER DEVELOPMENT FOR YOUTH LIVING IN AN EXTREME CONTEXT: A BASIC PSYCHOLOGICAL NEEDS PERSPECTIVE IN MADAGASCAR</i>	55
5.1 Résumé.....	56
5.2 Abstract	56
5.3 Introduction.....	57
5.3.1 Extreme context of development: Madagascar	58
5.3.2 Well-being and basic psychological needs (BPN)	60
5.3.3 Extracurricular activities and well-being	62
5.4 Objective and hypotheses	64
5.5 Methods	65
5.5.1 Study design/research approach.....	65
5.5.2 Sample and procedure	65
5.5.3 Measures.....	66
5.5.3.1 Satisfaction and frustration of the needs of autonomy, competence, and relatedness.....	67
5.5.3.2 Well-being index	68

5.5.3.3	Socio-economic status	69
5.5.4	Data analysis	70
5.5.5	Ethic.....	71
5.6	Results	71
5.6.1	Applicability of the BPN mini-theory in a Malagasy population.....	71
5.6.2	Effect of participation over time	73
5.7	Discussion.....	76
5.7.1	BPN and well-being association	76
5.7.2	Evolution of the satisfaction and frustration of BPN.....	77
5.7.3	Well-being stagnation	80
5.7.4	Practical implications and future perspectives	80
5.8	Limitations.....	81
5.9	Conclusion	83
5.10	Supplementary Information	84
5.11	Acknowledgements	84
5.12	Authors contribution	84
5.13	Funding.....	84
5.14	Data availability	84
5.15	Declaration	84
5.16	Conflict of interest.....	85
CHAPITRE 6 DEUXIÈME ARTICLE : ART, MUSIC, AND SPORT : CATALYSTS OF GROWTH FOR ADOLESCENTS IN EXTREME CONTEXTS – A QUALITATIVE INQUIRY		86
6.1	Abstract	87
6.2	Introduction.....	87
6.2.1	The extreme context of Madagascar	88
6.2.2	Contribution of extracurricular activities for youth	89
6.3	Objectives of the study.....	91
6.4	Methods	91
6.4.1	Participants and tools.....	91
6.4.2	Analysis.....	92
6.5	Results	92
6.5.1	Context description	93
6.5.2	Activities description	95
6.5.3	Youth experience of the activities.....	96
6.5.3.1	Relationships.....	96
6.5.3.2	Personal development/growth	99
6.5.3.3	Protection.....	102
6.5.3.4	Health.....	103
6.5.3.5	Occupational function (keeping busy)	104

6.6	Discussion.....	105
6.6.1	Feeling of protection.....	105
6.6.2	Building meaningful connections.....	106
6.6.3	Personal development.....	106
6.6.4	Bridge the gap in basic resources.....	107
6.6.5	Supports psychological well-being.....	107
6.7	Limitations.....	108
6.8	Conclusion.....	109
6.9	Credits.....	111
6.10	Acknowledgements.....	111
6.11	Funding.....	111
6.12	Declaration of interest.....	111
6.13	Compliance with ethical standards.....	111
6.14	Data availability.....	112
CHAPITRE 7 TROISIÈME ARTICLE : <i>LONG-TERM PERSPECTIVES OF PARTICIPATING IN EXTRACURRICULAR ACTIVITIES IN A EXTREME CONTEXT IN MADAGASCAR</i>		113
7.1	Abstract.....	114
7.2	Introduction.....	115
7.2.1	Activities.....	115
7.2.2	Context.....	117
7.2.3	Basic psychological needs.....	119
7.2.4	Objectives of the study.....	120
7.3	Methods.....	120
7.3.1	Participants and data collection.....	121
7.3.2	Analysis.....	122
7.4	Results.....	123
7.4.1	Extreme context.....	124
7.4.2	Activity context.....	126
7.4.3	Experience of the activity.....	127
7.4.3.1	Relationships.....	127
7.4.3.2	Learnings.....	129
7.4.3.3	Responsibilities.....	131
7.4.3.4	Perspective for their future.....	132
7.4.3.5	Sense of purpose.....	132
7.4.3.6	Prioritizing education.....	133
7.4.3.7	Physical health.....	134
7.4.3.8	Structure and material.....	134
7.4.4	Recommendation for improvements.....	135
7.5	Discussion.....	135
7.5.1	Fulfilling basic psychological needs.....	136

7.5.2	Influences at the time of participation.....	137
7.5.3	Long lasting impacts of the participation	138
7.5.4	Valuing participants' insights	139
7.5.5	Limitations.....	140
7.6	Conclusion	141
7.7	Supplementary Information	143
7.8	Acknowledgements	143
7.9	Credits author statement	143
7.10	Funding.....	144
7.11	Data availability	144
7.12	Declarations.....	144
CHAPITRE 8 DISCUSSION GÉNÉRALE.....		145
8.1	Interprétation des principaux résultats de la thèse	146
8.1.1	Perspective quantitative	146
8.1.2	Perspective qualitative.....	149
8.1.3	Complémentarité des perspectives quantitative et qualitative	154
8.2	Retour sur la méthodologie employée.....	156
8.2.1	Forces et originalité de la méthodologie.....	156
8.2.2	Défis de la collaboration.....	159
8.2.3	Leçons tirées de ce projet de recherche	160
8.3	Retombées supplémentaires de la recherche collaborative	161
8.3.1	Bénéfices du projet de recherche pour l'ONG	162
8.3.2	Bénéfices du projet de recherche pour l'UCM.....	162
8.3.3	Bénéfices du projet de recherche pour l'UQÀM	163
8.4	Recommandations et perspectives de recherche	164
8.5	Limites de la recherche	166
CONCLUSION		169
ANNEXE A - OUTILS.....		172
ANNEXE B QUESTIONNAIRE – Bel Avenir		176
ANNEXE C QUESTIONNAIRE – École Toliara		182
ANNEXE D GRILLE D'ENTRETIEN – Nouveaux bénéficiaires.....		188
ANNEXE E GRILLE D'ENTRETIEN – Anciens bénéficiaires.....		191
ANNEXE F FORMULAIRE D'APPROBATION ÉTHIQUE.....		194
ANNEXE G ENTENTE BEL AVENIR – UQÀM		196

ANNEXE H PRÉSENTATION DE L'ONG PARTENAIRE.....	205
APPENDICE A PREMIER ARTICLE : matériel supplémentaire – Fit indices for each variable of interest at each time of measurement	206
APPENDICE B TROISIÈME ARTICLE : matériel supplémentaire – Methodological precisions.....	207
APPENDICE C TROISIÈME ARTICLE : matériel supplémentaire – Supplementary interview quotations.....	209
RÉFÉRENCES.....	215

LISTE DES FIGURES

Figure 2.1 Objectifs du Développement Durable	6
Figure 2.2 Carte de Madagascar	13
Figure 4.1 Collaboration steps	40
Figure 4.2 Collaboration timeline	47
Figure 5.1. Autonomy satisfaction through time	75
Figure 5.2. Needs' frustration through time	75
Figure 5.3. Needs' satisfaction through time	76
Figure 6.1. Findings visualisation	93
Figure 7.1. Study findings diagram	124

LISTE DES TABLEAUX

Tableau 3.1 Processus d'analyse thématique suggéré sur Braun et Clarke (2020)	31
Tableau 4.1 Tips for conducting a collaborative SDP research project	53
Tableau 5.1 Pearson correlation coefficients, means (M) and standard deviations (SD).....	72
Tableau 5.2. Descriptive statistics	74
Tableau 6.1. Sample description	92
Tableau 7.1. Participants descriptive data.....	122
Tableau 7.2. Thematic analysis process based on Braun and Clarke (2020)	123

LISTE DES ABRÉVIATIONS, DES SIGLES ET DES ACRONYMES

BA	Bel Avenir
BPN	Basic psychological needs
BPNSF	Basic Psychological Needs Satisfaction and Frustration Scale
BPF	Besoins psychologiques fondamentaux
CES-D	Center for Epidemiologic Studies Depression Scale
NGO	Non-governmental organization
ODD	Objectif de développement durable
OMS	Organisation mondiale de la santé
ONG	Organisation non gouvernementale
ONU	Organisation des Nations Unies
SES	Socio-economic status
SDG	Sustainable Development Goal
SDP	Sport au service du développement et de la paix/Sport for Development and Peace
SDT	Self-determination theory
TAD	Théorie de l'autodétermination
UCM	Université catholique de Madagascar
UN	United Nations
UNDP	United Nations Development Program
UQÀM	Université du Québec à Montréal

RÉSUMÉ

La population mondiale comporte environ 1,8 milliard de jeunes âgés de 10 à 24 ans. Environ 90 % de cette jeune génération vit dans le Sud global, où les conditions de vie sont susceptibles d'être « extrêmes ». En effet, de nombreux enfants grandissent dans des contextes extrêmes de développement : enfants vivant dans l'extrême pauvreté; enfants soldats; enfants vivant dans la rue, dans des camps de réfugiés, dans des zones de conflit; enfants travaillant dans des mines, dans des décharges, comme domestiques; enfants victimes d'exploitation sexuelle; enfants vivant dans des zones affectées par les changements climatiques. De telles conditions compromettent leur développement et leur bien-être en leur imposant des défis supplémentaires.

Pour favoriser le développement optimal des jeunes dans ces environnements difficiles, l'Organisation des Nations Unies (ONU) (2010) considère que les activités extrascolaires sont une avenue prometteuse. D'ailleurs, de nombreuses études ont montré des effets positifs de la participation à des activités extrascolaires, notamment sur la réussite académique, le renforcement des compétences psychosociales, le bien-être, les relations interpersonnelles, la santé mentale et physique, ainsi que la réduction des comportements à risque tels que la consommation de substances, la délinquance ou les relations sexuelles non protégées (Berger *et al.*, 2020; Boelens *et al.*, 2022; Bohnert *et al.*, 2010; Farb et Matjasko, 2012; O'Flaherty *et al.*, 2022; Shulruf, 2010). Toutefois, la majorité des études sur les effets positifs des activités extrascolaires ont été menées dans les pays du Nord global. Ainsi, on n'en sait que peu sur ces effets dans des contextes extrêmes de développement – caractérisés par des défis tels que la malnutrition, l'insécurité, l'accès limité aux soins de santé et à l'éducation, ainsi que l'exploitation, notamment sexuelle –, qui sont très largement sous-représentés dans la littérature scientifique.

Partant de ce manque de connaissances empiriques pour un contexte extrême de développement en particulier, celui de Madagascar, et se référant à la théorie de l'autodétermination pour conceptualiser le bien-être, la présente recherche vise quatre objectifs. Ainsi, elle vise à 1) vérifier l'applicabilité du cadre théorique des besoins psychologiques fondamentaux dans le contexte malgache chez une population d'adolescents (article 1); 2) mesurer l'évolution du bien-être ainsi que la satisfaction et la frustration des besoins psychologiques fondamentaux de jeunes participant à des activités extrascolaires dans un contexte extrême de développement (article 1); 3) explorer et mieux comprendre l'expérience des jeunes évoluant dans un contexte extrême lors de leur participation à des activités extrascolaires (article 2); ainsi qu'à 4) approfondir la compréhension de cette expérience dans une perspective à plus long terme, pour mettre en lumière les effets durables des activités extrascolaires dans un contexte extrême (article 3).

Dans une approche collaborative, l'atteinte de ces objectifs repose sur une méthodologie mixte, divisée en trois études distinctes. Pour la première étude, un total de 96 jeunes (14 à 18 ans), dont 46 constituaient le groupe contrôle, ont répondu à des questionnaires à quatre reprises entre février 2020 (où ils étaient novices dans leur activité extrascolaire) et juin 2021. Des analyses de variance factorielle mixte ont été utilisées pour analyser les données obtenues. Dans la deuxième étude, des données qualitatives ont été obtenues à partir d'entretiens semi-dirigés avec 14 jeunes de l'échantillon initial. La troisième étude a exploré les expériences en lien avec les activités extrascolaires à plus long terme, à travers des entretiens semi-dirigés avec huit adultes de 19 à 27 ans ayant participé à de telles activités à l'adolescence. Des analyses thématiques (Braun et Clarke, 2020) ont été menées pour traiter ces données qualitatives.

Les résultats de cette thèse montrent l'intérêt de la participation à des activités extrascolaires pour les jeunes en contexte extrême de développement, celles-ci favorisant leur développement positif malgré les nombreux défis auxquels ils font face quotidiennement. Les besoins psychologiques fondamentaux, le bien-être psychologique, le sentiment d'insécurité, l'adoption de comportements à risque, le choix des fréquentations, l'occupation du temps, la façon dont la personne est perçue par les autres, la santé physique et mentale ainsi que l'accès à certaines ressources de base et à l'éducation formelle sont influencés de façon positive par la participation aux activités extrascolaires pour les jeunes participants, et ce, tant au moment de leur engagement qu'à plus long terme.

Mots clés : Bien-être psychologique, besoins psychologiques de base, contexte extrême de développement, jeunes malgaches, activités extrascolaires , effets durables.

ABSTRACT

There are approximately 1.8 billion individuals aged 10 to 24 worldwide. The majority of this demographic, around 90%, resides in the Global South, where living conditions are often challenging. Many children grow up in extreme contexts of development, such as extreme poverty, being child soldiers, living on the streets, in refugee camps, in conflict zones, working in mines, in rubbish dumps, as domestic servants, being victims of sexual exploitation, or living in areas affected by climate change. These conditions compromise their development and well-being by imposing additional challenges.

The United Nations (United Nations, 2010) considers extracurricular activities as a valuable means of promoting the optimal development of young people in challenging environments. Numerous studies have shown that participation in extracurricular activities has positive effects on academic success, psychosocial skills, well-being, interpersonal relationships, mental and physical health, as well as the reduction of risk behaviors such as substance use, delinquency, or unprotected sex (Berger *et al.*, 2020; Boelens *et al.*, 2022; Bohnert *et al.*, 2010; Farb et Matjasko, 2012; O'Flaherty *et al.*, 2022; Shulruf, 2010). However, most studies on the positive effects of extracurricular activities have been conducted in countries of the Global North. Therefore, little is known about these effects in extreme contexts of development, which are characterized by challenges such as malnutrition, insecurity, limited access to healthcare and education, as well as exploitation, including sexual exploitation. These contexts are vastly underrepresented in the scientific literature.

With regards to the extreme context of development in Madagascar, this research aims to address the lack of empirical knowledge and conceptualize well-being using the theory of self-determination. The research has four objectives. Thus, the aim of this study is to verify the applicability of the theoretical framework of basic psychological needs in a Malagasy context with a population of adolescents (article 1) and to measure the evolution of well-being, as well as the satisfaction and frustration of basic psychological needs of young people participating in extracurricular activities in a context of extreme development (article 1). The objectives of this study are to explore and gain a better understanding of the experiences of young people in extreme contexts when participating in extracurricular activities (article 2) and to deepen this understanding from a longer-term perspective (article 3).

A mixed methodology was used to achieve the objectives collaboratively, which were divided into three distinct studies. These studies are the subject of three articles. For the first study, 96 young people aged 14 to 18 participated, with 46 in the control group. They completed questionnaires on four occasions between February 2020 (when they were new to their extracurricular activity) and June 2021. The data obtained was analyzed using mixed factorial analyses of variance. The second study obtained qualitative data from semi-structured interviews with 14 young people from the initial sample. The third study investigated the longer-term experiences of extracurricular activities through semi-structured interviews with eight adults aged 19 to 27 who had participated in such activities during adolescence. Thematic analyses (Braun and Clarke, 2020) were conducted to process the qualitative data.

The results indicate that participation in extracurricular activities is valuable for young people in extreme developmental contexts, as it promotes their development despite the many challenges they face on a

daily basis. Participation in extracurricular activities positively influences various aspects of young participants' lives, including their basic psychological needs, psychological well-being, feelings of insecurity, adoption of risky behaviors, choice of associates, occupation of time, how they are perceived by others, physical and mental health, as well as access to certain basic resources and formal education. This influence is observed both during their involvement and in the longer term.

Keywords : Well-being, basic psychological needs, extreme context of development, Malagasy youth, extracurricular activities, sustainable effects.

INTRODUCTION

Cette thèse a pour objectif principal d'étudier les effets de la participation de jeunes à des activités extrascolaires dans un contexte extrême de développement, dans la région de Toliara à Madagascar.

Le premier chapitre expose la problématique qui soutient la pertinence de cette recherche. Le deuxième chapitre propose une recension des écrits qui nous permettra de circonscrire l'objet d'étude de cette thèse ainsi que les objectifs spécifiques et les hypothèses. Le troisième chapitre présente la méthodologie employée tout au long de ce travail.

Les quatrième, cinquième, sixième et septième chapitres, dans l'esprit d'une thèse par articles, présentent différentes publications. Le quatrième chapitre, sous forme d'un chapitre de livre, décrit précisément l'approche collaborative, mixte et longitudinale employée dans cette recherche, dans un contexte de collaboration entre le Nord et le Sud. Les cinquième, sixième et septième chapitres présentent des articles scientifiques décrivant les trois études effectuées dans le cadre de cette recherche doctorale.

Le huitième chapitre consiste en une discussion générale de ce travail de recherche, suivie d'une conclusion.

CHAPITRE 1

PROBLÉMATIQUE

La population mondiale est composée d'environ 1,8 milliard de jeunes âgés de 10 à 24 ans, et environ 90 % d'entre eux vivent dans les pays du Sud global¹ (UN, 2018). Le développement de cette génération dépend notamment des ressources en accompagnement, en éducation, en santé et des moyens mis en œuvre pour le soutenir. Pourtant, le déséquilibre de ces ressources est clairement observable à travers le monde et selon leur lieu de naissance, les jeunes ne semblent pas tous avoir les mêmes chances de développer leur plein potentiel et de s'épanouir en tant qu'adultes fonctionnels.

En 2015, l'Organisation des Nations Unies (ONU) a choisi de poursuivre son engagement pour le développement dans le monde jusqu'en 2030 en proposant 17 objectifs de développement durable (ODD) comme directives internationales pour ses États membres. Ces objectifs visent des domaines variés tels que l'éducation, l'égalité des sexes, l'environnement et la santé. Ce dernier domaine est plus spécifiquement ciblé par l'ODD 3, « bonne santé et bien-être ». Ce troisième ODD vise à « permettre à tous de vivre en bonne santé et promouvoir le bien-être de tous à tout âge » (ONU, 2016a). En parallèle, depuis 1946, l'Organisation mondiale de la santé (OMS) statue que la bonne santé n'est pas seulement un état complet de bien-être physique, mais également de bien-être mental (OMS, 1946). Le bien-être mental, ou bien-être psychologique, a été conceptualisé selon la théorie de l'autodétermination (TAD) (Ryan et Deci, 2000). Celle-ci suppose que le bien-être psychologique varie en fonction de la satisfaction ou de la frustration de trois besoins psychologiques fondamentaux (BPF) – l'autonomie, la compétence et l'appartenance sociale –, ce qui met en évidence le rôle important joué par l'environnement dans ce processus.

Pour favoriser l'atteinte des ODD, l'ONU propose l'organisation d'activités extrascolaires. Dans son *Programme d'action mondiale pour la jeunesse* (ONU, 2010), l'ONU insiste sur l'aspect universel de la pratique des loisirs pour favoriser le développement des jeunes : « toutes les sociétés reconnaissent l'importance des loisirs pour le développement des capacités psychologiques, cognitives et physiques des jeunes » (ONU, 2010, p. 44). Dans le même document, l'ONU met l'accent sur l'utilité des programmes

¹ Tout en ayant conscience de la nature contestée de ces concepts, nous choisissons néanmoins d'utiliser ici les concepts de Nord et de Sud global comme des termes généraux pour distinguer les régions du monde plus ou moins stables économiquement.

extrascolaires pour lutter contre les problèmes sociaux et les comportements déviants des jeunes. Cette recommandation est soutenue par plusieurs études qui mettent de l'avant les liens positifs entre la pratique d'activités extrascolaires et le développement psychologique, cognitif, social et physique ainsi que le bien-être psychologique des jeunes (Berger *et al.*, 2020; Boelens *et al.*, 2022; Bohnert *et al.*, 2010; Eccles *et al.*, 2003; Farb et Matjasko, 2012; Fredricks et Eccles, 2006; Kindelberger *et al.*, 2007; Mahoney *et al.*, 2005; O'Flaherty *et al.*, 2022; Pelletier *et al.*, 1995; Shulruf, 2010).

Les études portant sur les liens positifs entre la pratique d'activités extrascolaires et le développement psychologique des jeunes ont principalement été réalisées dans certaines régions du globe économiquement stables (par exemple Canada, Europe du Nord, États-Unis, Australie) (Eccles *et al.*, 2003; Fredricks et Eccles, 2006; Kindelberger *et al.*, 2007; Mahoney *et al.*, 2005; O'Flaherty *et al.*, 2022; Pelletier *et al.*, 1995). Ces travaux ne représentent donc qu'une partie des contextes dans lesquels évoluent les jeunes à travers le monde. En effet, les études à ce sujet conduites dans les contextes de développement qualifiés d'extrêmes sont rares dans la littérature scientifique (Jalloh, 2013). Pourtant, le développement d'un jeune n'implique pas les mêmes défis selon le lieu où il est appelé à se développer. Les jeunes vivant dans des pays du Sud global, dont fait partie Madagascar, sont en effet confrontés à des difficultés particulières telles que la malnutrition, l'insécurité, la précarité d'accès aux soins de santé et à l'éducation, ou encore le manque de ressources de base (Sachs *et al.*, 2023).

Bon nombre de programmes d'activités extrascolaires, notamment ceux qui utilisent le sport comme outil de développement, ont été mis en place par des organisations locales dans ces pays du Sud global à la suite des recommandations générales d'organisations internationales (Svensson et Woods, 2017). Pour obtenir du financement leur permettant de poursuivre leurs activités, ces organisations locales doivent s'inscrire dans les axes proposés par l'ONU et les organismes internationaux qui les soutiennent (Lynch, M. et Yerashotis, 2017). Des données sur les effets de ces activités sur les populations visées seraient utiles aux organisations internationales et locales, ainsi qu'à celles qui financent ces dernières, afin de soutenir les prises de décisions, le développement des programmes et leur financement. Pourtant, on constate des lacunes dans la littérature et un manque de connaissances empiriques sur les effets des programmes d'activités extrascolaires sur les jeunes qui se développent en contexte extrême.

Cette recherche doctorale vise donc à combler ce manque de connaissances scientifiques et à examiner l'effet de la participation à des activités extrascolaires sur le bien-être psychologique de jeunes se développant dans un contexte extrême, plus spécifiquement à Madagascar.

CHAPITRE 2

RECENSION DES ÉCRITS

Ce chapitre aborde les principaux concepts en lien avec la problématique de recherche présentée : la notion de bien-être psychologique, le contexte extrême de développement et les activités extrascolaires.

2.1 Bien-être psychologique et santé mentale

Selon l'Organisation des Nations Unies (ONU), la santé mentale est l'un des défis sanitaires mondiaux les plus sous-estimés, malgré son rôle essentiel dans la concrétisation des objectifs de développement durable (ODD) (figure 2.1²) ratifiés par 193 États membres des Nations Unies (ONU, 2018). L'ODD 3, « bonne santé et bien-être », cherche à inciter les pays membres des Nations Unies à mettre en place des politiques pour « permettre à tous de vivre en bonne santé et promouvoir le bien-être de tous à tout âge » (ONU, 2016b). Les termes « bonne santé » et « bien-être » étaient déjà énoncés dans la définition de la santé de 1946 de l'Organisation mondiale de la santé (OMS) : « La santé est un état de complet bien-être physique, mental et social, et ne consiste pas seulement en une absence de maladie ou d'infirmité » (OMS, 1946). Cette définition implique qu'une bonne santé ne signifie pas seulement une absence de maladie ou d'infirmité, et souligne plutôt la notion de bien-être. L'OMS décline le bien-être en trois volets : physique, mental et social. Dans le cadre de cette recherche, l'attention sera portée principalement sur le bien-être mental, même si ces trois volets du bien-être sont interdépendants : par exemple, un mal-être physique aura des effets négatifs sur le bien-être psychologique et la vie sociale d'une personne, et vice-versa.

² Le contenu de cette publication n'a pas été approuvé par les Nations Unies et ne reflète pas les opinions des Nations Unies, de ses fonctionnaires ou de ses États membres

OBJECTIFS DE DÉVELOPPEMENT DURABLE



Figure 2.1 Objectifs du Développement Durable

Dans son plan d'action sur la santé mentale pour 2013-2020, l'OMS définit la santé mentale comme « un état de bien-être dans lequel une personne peut se réaliser, faire face au stress normal de la vie, accomplir un travail productif et contribuer à la vie de sa communauté » (OMS, 2013, p. 5). Ainsi, si la santé ne peut être réduite à l'absence de maladie, la santé mentale ne se limite pas non plus à l'absence de maladie mentale. La santé mentale et la maladie mentale ne sont pas les deux extrémités d'un même continuum. Le continuum de la santé mentale implique plutôt la présence et l'absence de symptômes à la fois de santé mentale et de maladie mentale (Keyes, 2002). Selon Keyes (2002), la santé mentale peut être définie comme un ensemble de symptômes du bien-être subjectif d'un individu.

Le bien-être subjectif fait référence à l'évaluation, positive et négative, que font les individus de leur propre vie (Keyes, 2002). Cette évaluation générale se décline en une évaluation cognitive réfléchie de la satisfaction envers sa vie, son travail, ses intérêts ou engagements, et une évaluation affective de ses réactions aux événements de la vie, telles que la joie ou la tristesse (Diener, 2000; Glatzer *et al.*, 2015).

Selon Diener (2000), l'individu expérimente un grand bien-être subjectif lorsqu'il ressent plus d'affects positifs que négatifs, qu'il est engagé dans des activités intéressantes, qu'il vit plus de situations de plaisir que de peines et qu'il est satisfait de sa vie. Ce type de bien-être est aussi appelé le « bien-être hédonique ». Plusieurs critiques ont été émises à l'égard de cette définition du bien-être, qui négligerait des aspects importants du fonctionnement psychologique positif des individus (Ryff, 1989) tels que l'épanouissement personnel, la satisfaction des besoins fondamentaux et la réalisation du potentiel de chacun (Martela et Sheldon, 2019). Lorsqu'on inclut ces aspects, il est alors question de bien-être « eudémonique », tiré du concept d'Eudaimonia, qui est dérivé à l'origine de la Grèce antique. Dans son sens premier, proposé par Aristote (2004), il se référait à une vie bien vécue et se concentrait davantage sur la manière de vivre et de se comporter que sur le ressenti. L'idée, dans la perspective du bien-être eudémonique, est donc de ne pas seulement examiner si les gens se sentent bien, mais aussi s'ils sont pleinement fonctionnels (Ryan et Deci, 2001).

D'autres concepts ont aussi été avancés comme marqueurs du bien-être et de la santé mentale. C'est notamment le cas de la vitalité subjective. Dans les cultures asiatiques, des concepts proches de la notion de vitalité, tel que le *Chi* en Chine et *Ki* au Japon, tiennent une place centrale dans le concept de bien-être (Ryan et Frederick, 1997). La vitalité subjective a été associée à plusieurs indicateurs de bien-être, tels que la réalisation de soi, l'autodétermination et l'estime de soi (Ryan et Frederick, 1997). L'estime de soi est en effet un indicateur du bien-être largement connu. Une bonne estime de soi est associée à plus d'affects positifs et à moins d'émotions négatives (Schimmack et Diener, 2003). Une faible estime de soi est associée à une moins bonne santé physique (Trzesniewski *et al.*, 2006) et à une moins bonne santé mentale : elle a en effet été liée à la dépression et à l'anxiété (Sowislo et Orth, 2013).

Parmi les différentes conceptualisations du bien-être, la théorie de l'autodétermination (TAD), élaborée par Ryan et Deci (2000), se distingue en mettant l'accent sur la satisfaction des besoins psychologiques fondamentaux (BPF). La TAD, et plus précisément la mini-théorie sur les BPF (Ryan et Deci, 2017b), servira ainsi de cadre théorique pour la présente recherche.

2.1.1 Théorie de l'autodétermination : trois besoins psychologiques fondamentaux

La théorie de l'autodétermination (Ryan et Deci, 2000) postule qu'il existe trois BPF, qui sont innés : l'autonomie, la compétence et l'appartenance sociale. Selon cette théorie, la satisfaction de ces trois besoins est essentielle à la croissance, à l'intégrité et au bien-être de chaque être humain (Ryan et Deci,

2017a). Le besoin, dans la TAD, est défini comme « un nutriment psychologique essentiel à l'adaptation, à l'intégrité et à la croissance des individus » (Ryan, 1995). Autant la satisfaction de ces besoins peut mener au bien-être de l'individu, autant la frustration de ceux-ci peut le conduire à rencontrer des difficultés tant sur le plan comportemental que sur celui de la santé mentale en général (Ryan et Deci, 2017b). Il est important de noter que la frustration des besoins représente une expérience plus forte et plus menaçante que la simple absence de satisfaction (Vansteenkiste et Ryan, 2013).

L'autonomie est le besoin de l'individu de décider volontairement et pour lui-même de ses expériences et de ses actions (Reeve, 2015). L'autonomie suppose une appropriation de ses comportements par l'individu. Les actions engagées par lui sont assumées, associées à un sentiment de volonté et sont en congruence avec son « soi », ses intérêts et valeurs (Ryan et Deci, 2017b).

La compétence est le besoin fondamental d'un individu d'exercer ses capacités, de se sentir efficace dans ses interactions avec l'environnement et de relever des défis appropriés pour son niveau de compétence (Reeve, 2015). Le besoin de compétence se manifeste dès le plus jeune âge, à travers les expressions de curiosité des enfants et le besoin de manipuler les objets qui les entourent (Ryan et Deci, 2017b).

L'appartenance sociale est le besoin de l'individu de se sentir connecté socialement et de manière significative. Un individu se sentira plus connecté aux autres si ceux-ci se soucient de lui et de son bien-être et s'il se sent à sa place et significatif au sein de son groupe. Le sentiment d'appartenance peut également se manifester à travers les soins offerts par un individu à d'autres ou sa contribution au bien-être des autres (Ryan et Deci, 2017b).

2.1.1.1 Universalité des besoins psychologiques fondamentaux

La théorie de l'autodétermination postule que ces besoins psychologiques essentiels au fonctionnement optimal de l'humain sont universels et indépendants du niveau développemental ou du cadre culturel (Ryan et Deci, 2017b). Cependant, la manière d'exprimer et de satisfaire ces besoins peut varier d'une culture à une autre (Deci et Ryan, 2008).

Ce postulat de l'universalité des BPF va à l'encontre de la théorie du relativisme culturel, selon laquelle le contenu exact et la structure du moi peuvent différer considérablement selon la culture (Markus et Kitayama, 1991). Selon cette dernière théorie, l'autonomie serait un concept appartenant davantage aux

cultures d'Amérique du Nord, d'Europe occidentale ou d'Australie qu'aux cultures asiatiques, sud-américaines, africaines ou autochtones. Cette théorie du relativisme culturel assimile les notions d'autonomie et d'indépendance (Vansteenkiste *et al.*, 2010), alors que dans la TAD, ces deux notions sont différentes : l'autonomie référerait au soi, et l'indépendance référerait au monde extérieur, aux autres, et impliquerait que l'individu ou l'objet ne dépend de rien ou de personne. Un individu pourrait ainsi être à la fois autonome et dépendant, tel un enfant qui dépend d'un parent, mais dont le parent cherche à favoriser l'autonomie en lui proposant des choix, par exemple (Ryan et Lynch, 1989). Même si elle reconnaît que la culture influence grandement et indéniablement les individus, la TAD soutient que tous les êtres humains cherchent à répondre aux mêmes BPF (Deci et Ryan, 2008). Si ces besoins ne sont pas comblés de façon équivalente dans toutes les cultures, leur négligence a des effets négatifs sur le développement, le bien-être et l'intégrité d'un individu, peu importe le contexte culturel (La Guardia et Ryan, 2000). Les BPF ont en effet fait l'objet de nombreuses études examinant leur validité au sein de différentes cultures, notamment en Chine, en Afrique du Sud, en Belgique, aux États-Unis, au Pérou, en Corée du Sud, en Russie, en Turquie et à Taïwan (Chen, Van Assche, *et al.*, 2015; Chen, Vansteenkiste, *et al.*, 2015; Chirkov *et al.*, 2003; Ryan *et al.*, 1999; Ryan *et al.*, 2005; Sheldon *et al.*, 2004). Une étude (Tay et Diener, 2011) réalisée à travers 123 pays conclut notamment que dans toutes les cultures observées, le bien-être des individus dépend de la satisfaction des BPF.

2.1.1.2 Environnement, satisfaction et frustration des besoins

La théorie de l'autodétermination s'intéresse particulièrement à la façon dont les facteurs contextuels et sociaux soutiennent ou entravent le développement des individus à travers la satisfaction ou la frustration de leurs BPF (Ryan et Deci, 2017b). Il existe ainsi une dialectique entre la personne et son environnement, où l'environnement influence la personne et vice-versa (Reeve, 2015). Un environnement qui soutient et nourrit les BPF favorise les émotions positives, une expérience optimale et un développement sain chez l'individu (Reeve, 2015). L'un des postulats de la TAD suppose que, comme cela est observé chez les enfants dès leur plus jeune âge, l'humain est naturellement actif, curieux, motivé et porté à satisfaire ses besoins (Ryan et Deci, 2017b). En grandissant, la curiosité et la motivation innées peuvent être altérées par les environnements sociaux de l'individu, ce qui peut même l'amener vers un état d'aliénation ou de démotivation (Deci et Ryan, 2008). Le développement sain d'un individu serait donc influencé par la manière dont l'environnement soutient ou frustre l'expression de ses BPF (Deci et Ryan, 2008).

En ce qui concerne la satisfaction ou la frustration du besoin d'autonomie, la recherche s'intéresse à la question d'environnement soutenant ou contrôlant. La perception d'autonomie varierait ainsi en fonction de trois facteurs liés à l'environnement : premièrement, la perception que le comportement est initié par une source interne ou par l'environnement; deuxièmement, la perception de se sentir libre ou contraint à s'engager dans une activité; et troisièmement, la perception de pouvoir faire des choix (Reeve, 2015). Ces trois facteurs forment un ensemble complexe de dynamiques qui influent sur la manière dont les individus perçoivent et expérimentent leur autonomie.

L'environnement influence aussi le besoin de compétence par la manière dont il est organisé pour créer les conditions nécessaires pour rendre l'expérience agréable et source de plaisir pour l'individu. Des défis ajustés au niveau de compétence de la personne et une communication claire sur ce qui est attendu d'elle, grâce à des consignes et à des rétroactions, rendent possible une expérience optimale pour la satisfaction de son besoin de compétence (Deci et Ryan, 2008).

En ce qui a trait au besoin d'appartenance sociale, le simple fait d'entrer en relation avec autrui ne suffit pas à la satisfaction de ce besoin. S'il est impossible pour l'individu de créer des liens significatifs, bidirectionnels et de qualité avec autrui et avec son environnement, alors il y aura frustration du besoin d'appartenance sociale (Reeve, 2015).

Comme présenté plus haut, la satisfaction des BPF contribue au bien-être psychologique, et l'environnement a une influence importante sur la satisfaction ou la frustration de ces besoins, tels que définis dans la TAD – autonomie, compétence et appartenance sociale. Ainsi, il est permis de croire que la satisfaction des BPF et, incidemment, le bien-être psychologique sont mis à risque dans des environnements présentant de nombreux défis. Dans la section qui suit, le concept de contexte extrême de développement est défini tout en mettant en lumière comment ce genre d'environnement peut entraver le développement des jeunes. Il sera expliqué ensuite pourquoi Madagascar, et plus précisément la région de Toliara, dans laquelle a été réalisée la présente recherche, est un contexte extrême de développement.

2.2 Contexte extrême de développement

Certains contextes de vie peuvent faire fluctuer drastiquement le niveau de stress chez un individu. Ces contextes sont nommés dans la littérature tantôt « contexte fragile » (Baker *et al.*, 2023), ou encore

« situation extrême » (Bettelheim, 1943). Les contextes fragiles sont des circonstances dans lesquels les personnes font face à des conflits, à de la violence, à des catastrophes ou à des crises politiques chroniques qui mettent quotidiennement en péril leur santé, leur sécurité, leur éducation et même leur vie (UNICEF, 2018b). Si la définition de « contexte fragile » ne fait pas consensus (Michel, 2018), il est largement admis que ses causes sont généralement liées à des facteurs économiques, environnementaux, politiques, sécuritaires et sociaux (UNICEF, 2018b). Ces contextes fragiles sont également appelés des « situations extrêmes ». Ce terme a été pour la première fois défini par Bettelheim (1943) dans son ouvrage portant sur les comportements individuels et de masse dans les situations extrêmes. Dans cet ouvrage, il décrit les situations dites extrêmes en référence à la vie des prisonniers des camps de concentration de la Seconde Guerre mondiale, où il a été lui-même enfermé. Il y présente plusieurs facteurs généralisables à toute situation de vie extrême, à savoir la malnutrition, la pénibilité du travail, le manque et la privation de liberté, le manque d'accès aux soins de santé, l'insécurité et le manque de ressources de base. Les enfants vivant dans les zones de conflits armés ou dans des conditions de pauvreté extrême font constamment face à ces facteurs de risque critiques. Les problématiques telles que celles des enfants vivant dans des camps de réfugiés, des enfants des rues, des enfants esclaves, des enfants exploités sexuellement ou des enfants soldats font écho à ces conditions de vie extrêmes.

Bettelheim (1943) aborde en outre dans son ouvrage les conséquences psychologiques de ces situations extrêmes. Il parle de désintégration de la personnalité, de changements brutaux de comportements, d'incapacité de se contrôler, de mensonge pathologique, etc. L'utilisation de mécanismes de protection (Anaut, 2009) ou de mécanismes de défense (Mathieu *et al.*, 2012) peut aussi apparaître lors de la confrontation à une situation traumatogène. Le déni, la répression des affects, la dissociation, la sublimation, le déplacement, la projection, le passage à l'acte, les comportements passifs agressifs, le clivage, l'imaginaire, l'humour ou la somatisation sont autant de mécanismes activés par un individu faisant face à l'adversité (Anaut, 2009; Mathieu *et al.*, 2012). Si de telles réactions sont observées chez des adultes, chez les enfants en pleine période de développement et de construction de leur identité, les conséquences des situations extrêmes peuvent être désastreuses. L'UNICEF (2011) mentionne que les mauvais résultats scolaires, le chômage, la consommation de substances, les comportements à risque, la criminalité, la mauvaise santé sexuelle et procréative, l'automutilation et la mauvaise hygiène personnelle sont toutes des conséquences possibles de troubles de la santé mentale non traités chez les adolescents. À terme, ces facteurs peuvent nuire au développement de l'individu et l'empêcher d'accomplir un travail

productif, de contribuer à la vie de la communauté, ainsi que de soutenir le développement durable de la société.

2.2.1 Traumatismes

Les contextes traumatiques se distinguent entre eux par leur intensité ou leur expression : massifs, brefs, intenses ou cumulatifs et/ou de longue durée (Anaut, 2009). Aussi, il existe une distinction entre les traumatismes de type 1 (résultant d'un évènement brutal et soudain) ou de type 2 (résultant d'expositions répétées à des évènements négatifs sur le long terme) (Anaut, 2009). Les traumatismes de type 2 regroupent notamment les situations de maltraitance, d'abus physiques, psychologiques et sexuels, les négligences graves durant l'enfance et les carences psychoaffectives (Anaut, 2009). Les enfants vivant en contexte extrême connaissent souvent les deux types de traumatismes. Par exemple, chez les enfants des rues, on observe de façon récurrente à travers différents pays que c'est à la suite d'un évènement traumatique majeur ou d'une succession d'expériences traumatisantes, souvent accompagnées de difficultés économiques importantes, que les enfants finissent par rejoindre la rue (Cénat *et al.*, 2018; Morelle, 2008). Cénat *et al.* (2018) et Morelle (2008) expliquent que conséquemment, l'enfant s'expose à davantage de situations traumatogènes, comme la prostitution, la consommation d'alcool ou de drogue, les violences physiques et sexuelles, les enlèvements ou encore la stigmatisation sociale. Le même genre de phénomène est observable chez les enfants soldats. Si les raisons pour lesquelles on retrouve des enfants enrôlés dans des forces armées sont multiples, elles sont souvent liées à des traumatismes. La perte de sa famille ou le désir de la venger, la précarité financière ou encore le désir de protéger la communauté sont autant de raisons qui peuvent conduire un jeune à rejoindre de gré ou de force une milice (Daxhelet, 2013). Une fois que le jeune est intégré aux forces armées, les violences subies et perpétrées sont quelques exemples de traumatismes supplémentaires qu'il peut vivre. Les enfants mis au travail dans les mines (Sastre et Zarama V, 1994), dans les décharges de détritrus (Camacho, 1986), comme domestiques (Jacquemin, 2009) ou dans la rue pour se prostituer (Bhukuth et Ballet, 2009; Brial, 2011; Emmanuelli, 2011) vivent tous des situations qui sont indéniablement source de traumatismes à de nombreux niveaux. Ces situations de multitraumatismes (Mathieu *et al.*, 2012) renvoient à plusieurs facteurs identifiés dans les situations extrêmes.

2.2.2 Un contexte extrême de développement : Madagascar

Cette recherche a été réalisée à Madagascar, et plus précisément à Toliara³, ville côtière du sud-ouest du pays. Madagascar est un pays insulaire, situé dans le sud-ouest de l’océan Indien et au sud-est des côtes du continent africain. Le pays a une population estimée à 29 millions d’habitants, avec une grande proportion de jeunes. Les jeunes âgés de moins 18 ans représentent en effet 50 % de la population du pays, 43 % de la population totale est âgée de 15 ans ou moins, et 15 % est âgée de cinq ans ou moins (INSTAT, 2018).



Figure 2.2 Carte de Madagascar

Source: <https://fr.m.wikipedia.org/wiki/Fichier:Madagascar-carte.png>

³ Bien que Toliara soit le toponyme officiel, on rencontre également couramment sa version francisée Tuléar.

Un rapport sur le développement durable produit par Sachs *et al.* (2023) rend compte des conditions difficiles dans lesquelles vit actuellement la population malgache. Ainsi, la plupart des jeunes malgaches, et plus particulièrement ceux de la région de Toliara, considérée comme l'une des régions les plus défavorisées du pays, vivent dans des conditions de vie difficiles. En examinant la situation du pays au regard des objectifs de développement durable (ODD), les indicateurs de contexte extrême sont clairement présents à Madagascar. En ce qui concerne le niveau de pauvreté (ODD 1, « pas de pauvreté »), 66,45 % des 29 millions d'habitants du pays vivaient en dessous du seuil de pauvreté de 2,15 dollars par jour en 2023, et près de 80 % vivaient avec moins de 3,65 dollars par jour (Sachs *et al.*, 2023). Dans les régions sud et ouest de Madagascar, y compris la région de Toliara, la proportion d'enfants pauvres est particulièrement élevée, avec 49,3 % vivant dans la pauvreté (Silva-Leander, 2020).

Madagascar est reconnu comme l'un des pays les plus pauvres du monde, se classant 173e sur 189 pays selon l'Indice de développement humain (United Nations, 2022). Classé 145e en 2009 et 151e en 2013, le pays ne cesse de s'enfoncer dans la pauvreté. La progression du développement du pays dans les dernières années a été significativement plus lente que celle d'autres pays d'Afrique subsaharienne (World Bank, 2022). Les crises politiques fréquentes ont un impact sur le développement économique du pays (World Bank, 2022). Les élections présidentielles suscitent souvent des inquiétudes parmi la population, résultant de crises précédentes, notamment les bouleversements de 2009 qui ont profondément perturbé la nation.

D'autres aspirations sociétales cruciales, telles que la promotion de la paix, de la justice, d'institutions robustes (ODD 16) et d'opportunités de travail décentes, parallèlement à la croissance économique (ODD 8, « travail décent et croissance économique »), sont notablement affectées par la prévalence de la pauvreté extrême. En effet, les enfants malgaches sont fréquemment impliqués dans des activités économiques pour compléter le revenu familial. En 2018, 37 % des enfants âgés de 5 à 14 ans étaient impliqués dans une activité économique ou, au moins, dans 28 heures par semaine de tâches ménagères (Sachs *et al.*, 2023). Le travail des enfants à Madagascar va de la vente de biens dans les rues ou dans les zones touristiques au travail dans les mines de sel ou de saphir, voire au travail sexuel pour soutenir leur famille ou eux-mêmes (Brial, 2011). L'exploitation sexuelle est acceptée par les familles et les communautés puisqu'elle représente un gain financier pour les familles défavorisées (Brial, 2011). La pauvreté et le travail des enfants ont un impact significatif sur la scolarisation et donc sur l'ODD 4, « éducation de qualité ». Pour environ 98 % des enfants malgaches ayant été inscrits dans un programme

d'éducation primaire, le taux de réussite est de seulement 35 % pour les trois premières années du secondaire, soit le niveau d'éducation secondaire de base (Sachs *et al.*, 2023).

En ce qui concerne l'insécurité alimentaire (ODD 2, « faim “zéro” »), en 2020, la moitié de la population avait une consommation alimentaire insuffisante par rapport aux normes de besoins énergétiques permettant à un individu de maintenir ses fonctions corporelles, sa santé et une activité normale (Sachs *et al.*, 2023). Environ 80 % de la population malgache vit de l'agriculture (UNICEF, 2014), et la sécurité alimentaire est fréquemment menacée par des problèmes climatiques tels que la sécheresse ou encore l'invasion d'insectes nuisibles (PNUD, 2018; UNICEF, 2014). En 2013, suite aux ravages de toutes les cultures du sud-ouest par les criquets pèlerins, les Nations Unies estimaient que la sécurité alimentaire et nutritionnelle de plus de la moitié de la population de Madagascar était menacée (UNICEF, 2014). Les sécheresses affectent en outre de manière récurrente la région sud, menaçant la sécurité alimentaire de la population (De Berry, 2023; UNICEF, 2014) et renforçant la *Kere*⁴ (Ralaingita *et al.*, 2022). En raison des changements climatiques, l'intensité des cyclones, des inondations et des sécheresses risque de continuer à augmenter dans les prochaines années (Tamm *et al.*, 2023). En 2022, près de 40 % des enfants de 0 à 5 ans du pays présentaient un retard de croissance (Sachs *et al.*, 2023). Madagascar est le 5e pays le plus touché par la malnutrition chronique dans le monde (Banque Mondiale, 2019). Selon Médecins Sans Frontières, en 2022, environ 20 % des enfants des régions du sud souffraient de malnutrition modérée à sévère (Hoexter, 2023).

Il subsiste d'importants défis en ce qui concerne la santé et le bien-être de la population (ODD 3, « bonne santé et bien-être »). En effet, la situation sanitaire du pays est préoccupante en raison de la recrudescence de maladies comme la peste et le paludisme, ainsi que la persistance de la tuberculose ou encore de la rougeole en raison d'une couverture vaccinale insuffisante chez les enfants (UNICEF, 2014; United Nations Population Fund, 2017). De plus, la pandémie de COVID-19, qui a eu un impact dévastateur sur la population mondiale, n'a pas épargné Madagascar (World Bank, 2020). Des réductions budgétaires dans le secteur de la santé en 2012 ont conduit à la fermeture de plusieurs établissements de santé publique (UNICEF, 2014). L'espérance de vie à la naissance à Madagascar est assez basse, estimée à 64 ans en 2021, contre 83 ans au Canada et 76 ans aux États-Unis (World Bank, 2023a). Selon un rapport de

⁴ La *Kere* est une famine persistante qui frappe le sud de Madagascar depuis les années 1930. Chaque occurrence majeure entraîne des milliers de victimes et maintient de nombreuses personnes dans un cycle d'appauvrissement, malgré la mise en place de diverses initiatives d'aide.

l'UNICEF, les inégalités persistent en ce qui concerne l'accès aux services de santé pour les jeunes femmes. Chez les femmes, le manque de ressources familiales et de contrôle sur leurs décisions, y compris le besoin d'autorisation d'un aîné de la famille pour accéder aux services de santé reproductive, entrave l'accès aux services de santé publique (UNICEF, 2018a). En 2020, le taux de mortalité maternelle était de 391,5 pour 100 000 naissances vivantes (Sachs *et al.*, 2023), avec un tiers des cas de mortalité maternelle attribués à des grossesses chez les adolescentes (UNICEF, 2018a). Les taux de grossesse précoce restent élevés, avec 15 % des grossesses survenant chez les jeunes femmes âgées de 15 à 19 ans en 2017 (Sachs *et al.*, 2023). Compte tenu des opportunités limitées d'éducation sexuelle et d'un faible taux de prévalence contraceptive (33 %), chutant à seulement 5,6 % dans la partie sud du pays (United Nations Population Fund, 2017), la vulnérabilité des filles et des femmes est encore accentuée.

En 2020, moins de 54 % de la population avait accès à un service d'eau potable de base et seulement 12 % avaient accès à des services sanitaires de base non partagés avec d'autres foyers (ODD 6, « eau propre et assainissement ») (Sachs *et al.*, 2023). Environ 65 % de la population urbaine avait accès à une eau potable améliorée directement chez eux et 67 % de la population urbaine vivait dans des bidonvilles (ODD 11, « villes et communautés durables ») (Sachs *et al.*, 2023). Cette situation impacte non seulement la santé, mais rend également les conditions de vie difficiles pour la population.

Vu le taux élevé de malnutrition chez les enfants, le taux de pauvreté extrême qui empêche l'accès de la population aux ressources de base, le manque d'accès aux soins, le travail infantile doublé de l'insécurité qu'il engendre et de la pénibilité des tâches, ainsi que l'atteinte aux droits des enfants en matière notamment de protection et d'éducation, Madagascar peut être considéré comme un contexte extrême de développement pour de nombreux jeunes. En effet, ces conditions difficiles multiples et simultanées posent de grands défis pour la jeunesse. Elles limitent les possibilités de développement optimal et menacent le bien-être des jeunes malgaches (Silva-Leander, 2020). Dans ce contexte particulier, les activités extrascolaires pourraient constituer une avenue intéressante pour améliorer leur bien-être. Dans la prochaine section, les activités extrascolaires seront définies et un examen de comment elles peuvent contribuer de façon positive au développement sera présenté.

2.3 Activités extrascolaires

L'ONU encourage ses États membres à utiliser les activités extrascolaires comme levier d'action pour atteindre les 17 ODD. Dans son programme d'action mondiale pour la jeunesse, l'ONU explique que « les

loisirs comprennent les jeux, les sports, les manifestations culturelles, les spectacles et des travaux d'intérêt général » (ONU, 2010). Cette catégorisation rend peu compte de la diversité des activités des jeunes lors de leurs temps libres, comme simplement ne rien faire ou passer du temps avec les amis et discuter.

Passmore et French (2001) proposent une classification des activités extrascolaires en fonction de leur but. Ils confèrent donc une dimension psychologique aux activités, qu'ils divisent en trois catégories : 1) les activités de réalisation de soi (sports, arts) qui impliquent des régulations cognitives et sociales; 2) les activités sociales (discussions, sorties, etc.) qui offrent un prétexte pour entrer en relation avec les pairs; 3) les activités de détente (multimédias, télévision, films, séries, radio, etc.) qui ne requièrent aucune exigence particulière.

Les activités extrascolaires peuvent être structurées ou non (Mahoney *et al.*, 2005; Mahoney et Stattin, 2000). Les activités dites structurées impliquent un horaire régulier, la supervision d'un adulte et l'intégration à un groupe de pairs, se concentrent sur l'acquisition de compétences spécifiques et encouragent le développement positif des jeunes. Les activités peuvent être de plusieurs types : les activités sportives (rugby, basketball, karaté, etc.), les activités artistiques et de performance (danse, théâtre, groupe de musique, etc.), les activités académiques (tutorat, club d'échecs, club de débats oratoires, etc.), ou encore les activités communautaires (scouts, patro, etc.) (Eccles et Barber, 1999; Hansen *et al.*, 2003). La participation est habituellement opérationnalisée en fonction du nombre d'activités auxquelles un jeune participe ou en termes d'intensité, c'est-à-dire le nombre d'heures passées dans l'activité durant une période déterminée (Denault et Poulin, 2009).

Dans la présente recherche, des activités structurées (Mahoney *et al.*, 2005; Mahoney et Stattin, 2000) de réalisation de soi (Passmore et French, 2001), plus précisément des activités artistiques et des activités sportives seront examinées. Le choix d'étudier ces activités est basé sur les écrits scientifiques existants, qui soulignent leur potentiel pour le développement humain (Gadais *et al.*, 2023; Venkatesh *et al.*, 2023). Ces deux activités sont offertes par l'organisme partenaire de cette recherche. Elles sont structurées en ce qu'elles se déroulent à une heure et un jour fixe de la semaine, sont encadrées par des adultes et sont collectives. Elles visent principalement le développement positif des jeunes ainsi que l'acquisition de compétences artistiques, sportives et sociales. Les deux activités considérées sont des activités de réalisation de soi puisqu'elles impliquent le développement de capacités de régulation cognitive et sociale.

Les effets potentiels de ce genre d'activités extrascolaires sur la santé mentale et le bien-être des individus sont présentés dans la sous-section qui suit.

2.3.1 Effets des activités extrascolaires

Plusieurs études montrent que les activités artistiques et sportives réalisées durant les temps libres ont un effet positif sur la santé mentale et le bien-être des individus (Jalloh, 2013; Mandolesi *et al.*, 2018; Redmond *et al.*, 2018; Sonke *et al.*, 2016; Wiese *et al.*, 2018). Les activités artistiques permettent aux individus de faire face à certaines difficultés de la vie, notamment la maladie, et favorisent le sentiment de compétence et d'efficacité personnelle (Sonke *et al.*, 2016). Elles sont réputées pour promouvoir la santé individuelle et des groupes en renforçant la coopération, l'harmonie et l'unité (Dissanayake, 2000). Elles sont également reconnues comme favorisant l'éducation (Venkatesh *et al.*, 2023). Quant aux activités sportives, elles s'inscrivent dans ce que l'on appelle depuis plusieurs années le mouvement du « sport pour le développement et la paix » (Gadai, 2019; Richards *et al.*, 2013). Le sport est notamment utilisé comme un outil pour favoriser l'inclusion sociale, la cohésion culturelle, les modes de vie sains, l'éducation, l'égalité entre les sexes, la réconciliation et la consolidation de la paix (Sherry *et al.*, 2015). Aussi, Wiese *et al.* (2018) suggèrent que la pratique d'activité physique pendant les temps libres est associée à des affects positifs, à l'évaluation positive de la satisfaction face à la vie, et n'est pas reliée à des affects négatifs.

Selon Wallon (1990), les activités extrascolaires peuvent être considérées comme un espace de réalisation de besoins fondamentaux qui ne seraient pas comblés dans d'autres contextes et avec d'autres activités. L'interaction entre la nature de l'activité, l'environnement social et l'individu entraînent des mécanismes complexes qui influencent le développement cognitif, émotionnel, social et comportemental de l'individu (Kindelberger *et al.*, 2007). Les activités extrascolaires seraient particulièrement utiles pour favoriser le développement des jeunes vivant dans des communautés démunies (Eccles *et al.*, 2003). Jalloh (2013) souligne le rôle des activités extrascolaires dans la réponse aux défis comme l'extrême pauvreté, la malnutrition, l'insécurité, le manque d'éducation, de soins et d'accès aux ressources de base pour les jeunes en Afrique.

Plusieurs études ont examiné les effets positifs de la participation des jeunes à des activités extrascolaires dans plusieurs domaines. Ainsi, l'éducation, la réussite éducative, le renforcement des compétences psychosociales, le bien-être, les relations interpersonnelles, la santé mentale et physique, ainsi que la réduction des comportements à risque tels que la consommation de substances, la délinquance ou les

relations sexuelles non protégées ont tous été positivement liés à la participation des jeunes à des activités extrascolaires (Berger *et al.*, 2020; Boelens *et al.*, 2022; Bohnert *et al.*, 2010; Farb et Matjasko, 2012; O'Flaherty *et al.*, 2022; Shulruf, 2010). La participation à ce type d'activités pendant l'adolescence aurait aussi des effets positifs à long terme : elle constituerait un facteur de protection contre la consommation de substances à l'âge adulte, un prédicteur important de l'ajustement psychologique, et elle aurait des effets aux niveaux éducatif et professionnel à l'âge adulte (Barber *et al.*, 2001).

O'Flaherty *et al.* (2022) présentent quatre mécanismes dans les activités extrascolaires qui favorisent ces effets positifs pour les jeunes. Le premier mécanisme est le paradigme de transfert. Ce mécanisme suppose que les compétences cognitives et non cognitives acquises dans les activités extrascolaires sont transférées à différents contextes, par exemple, les milieux éducatifs formels. Le deuxième mécanisme suggère que les jeunes participant à ces activités auraient l'opportunité d'y développer des relations significatives avec leurs pairs et des adultes, favorisant ainsi un sentiment d'appartenance au sein de la communauté plus large (par exemple, l'école). Le troisième mécanisme est illustré par un changement de statut des jeunes : la participation à des activités extrascolaires signale aux figures clés (par exemple, les enseignants ou les parents de pairs) que les jeunes possèdent les connaissances culturelles et les compétences suffisantes pour participer activement à la vie en société et aux environnements qui offrent des avantages et des opportunités significatives. En ce qui concerne le quatrième mécanisme, la participation à des activités extrascolaires offre une alternative structurée dont les avantages sont importants par rapport aux temps de loisirs non structurés, qui pourraient au contraire favoriser les comportements à risque et la délinquance.

Pelletier *et al.* (1995) nuancent l'idée que toute activité extrascolaire a nécessairement des conséquences positives sur le bien-être psychologique. Ils avancent que des motifs non autodéterminés (sentiment de culpabilité, obligation, etc.) sous-jacents à la pratique d'une telle activité pourraient mener à un faible bien-être psychologique, voire à des conséquences psychologiques négatives. Cette idée concorde avec la théorie de l'autodétermination (Ryan et Deci, 2000) selon laquelle moins la motivation soutenant un comportement est autodéterminée, moins les BPF sont satisfaits (ou plus ils sont frustrés), moins l'individu ressentira un bien-être psychologique et plus le risque de développer des troubles de santé mentale est élevé.

2.3.2 Distinction entre activités extrascolaires et loisirs

Dans cette recherche, le terme « activités extrascolaires » a été préféré à celui de « loisirs ». En effet, l'utilisation même du terme « loisir » soulève des questionnements. Pour certains chercheurs, la notion de loisir (Iwasaki *et al.*, 2007; Jalloh, 2013) n'est pas en adéquation avec la diversité des phénomènes observés dans des milieux variés à travers le monde. Le mot « loisir » est, selon certains auteurs, un terme ethnocentrique principalement basé sur la pensée et le mode de vie européen et nord-américain, dont la signification se serait développée à travers l'histoire sociale, politique et culturelle des populations occidentales (Iwasaki *et al.*, 2007). Dès lors, pour la majorité des populations à travers le monde, ce terme ne renvoie pas à un phénomène qu'ils expérimentent dans son sens premier. Jalloh (2013) explique à cet égard que dans certaines langues, il n'existe pas de terme qui correspond à la notion de loisir, même si certains s'en approchent. La prudence langagière est donc de mise dans les études interculturelles, selon Iwasaki *et al.* (2007), puisque l'utilisation du terme « loisir » implique elle-même l'intrusion d'idées connotées culturellement dans des contextes culturels autres et uniques.

Dans le contexte de cette recherche réalisée à Madagascar, le mot « loisir » n'a pas d'équivalent exact en malgache. Le mot *fialamboly*, utilisé pour parler de loisir, fait plutôt référence à la notion de divertissement, qui n'est pas l'unique objectif des activités étudiées dans cette recherche et, plus généralement, des organismes locaux ou internationaux qui proposent ces activités.

En dépit de cela, plusieurs grandes organisations internationales privilégient encore le terme « loisir », ce qui pourrait témoigner d'une dissonance avec la réalité des phénomènes vécus par différentes populations à travers le monde. Pourtant, dans la lignée du mouvement de décolonisation en recherche (Smith, 2012) qui remet en question l'hégémonie de la recherche basée sur les populations issues des sociétés *Western, Educated, Industrialised, Rich, and Democratic* (WEIRD) (Henrich *et al.*, 2010), les études sur cette thématique sont encouragées à réexaminer le concept de loisir. L'objectif est donc de rechercher une compréhension authentique de ces phénomènes en adoptant une perspective qui reflète leur diversité (Iwasaki, 2008; Iwasaki *et al.*, 2007; Jalloh, 2013) et en s'éloignant des seules représentations occidentales.

Pour ces différentes raisons, le terme « loisir » est préféré à celui d'« activité extrascolaire » dans cette recherche, et ce, par souci de rendre compte au mieux du concept d'activité extrascolaire tel que défini précédemment et d'éviter les connotations culturelles. Dans cette recherche, les activités extrascolaires sont définies *stricto sensu* comme une activité réalisée hors du cadre scolaire, incluant les devoirs ainsi

que le temps de déplacement pour se rendre à l'école. Dumazedier (1963) parlait de temps « ipsatif » pour nommer un temps « à soi », libéré d'obligations telles que le travail, les tâches ménagères ou l'école. Cette notion de « temps à soi » est importante dans le cadre de la présente recherche, qui s'intéresse à des populations de jeunes susceptibles de participer activement aux tâches ménagères ainsi qu'à la survie économique de la famille.

Même si la compréhension de la notion de scolarité est assez universelle, la dénomination « extrascolaire » n'est pas toujours juste, car elle implique que le jeune soit scolarisé. Dans le cadre de cette recherche, ces termes sont néanmoins choisis, car la population qui fréquente les activités mesurées est nécessairement scolarisée. La fréquentation régulière de l'école est effectivement une condition sine qua non pour que le jeune puisse être inscrit et participer aux activités sportives et artistiques de l'organisation partenaire de cette recherche.

2.3.3 Contexte de l'étude

De nombreuses recherches illustrent les bienfaits de la participation à des activités extrascolaires pour le développement optimal des jeunes. Néanmoins, ces recherches ont principalement été effectuées dans le Nord global, avec des populations spécifiques (les sociétés qualifiées de WEIRD) et en utilisant des concepts occidentaux qui représentent mal la diversité des phénomènes étudiés. Le contexte du sud de Madagascar, étudié dans cette recherche, représente un exemple de contexte extrême de développement qui, malheureusement, reflète la réalité de la majorité des jeunes à travers le monde. Considérant que les recommandations des grands organismes à l'égard des activités extrascolaires s'adressent à la population globale pour atteindre un développement durable au niveau mondial, il semble nécessaire de produire des données représentatives de ces contextes extrêmes de développement.

2.4 Objectifs et hypothèses

L'objectif général de cette recherche doctorale est d'examiner l'effet de la participation à des activités extrascolaires sur le bien-être psychologique de jeunes se développant dans un contexte extrême, plus spécifiquement à Madagascar.

Afin de combler le manque de données scientifiques à cet égard, et selon une approche collaborative, longitudinale et mixte que nous expliciterons dans le prochain chapitre, cette thèse vise plusieurs objectifs spécifiques :

- Objectif 1 : validation du cadre théorique

Vérifier l'applicabilité du cadre théorique des besoins psychologiques fondamentaux dans le contexte malgache chez une population d'adolescents.

- Objectif 2 : mesure de l'évolution du bien-être

Mesurer l'évolution du bien-être ainsi que la satisfaction et la frustration des besoins psychologiques fondamentaux de jeunes participant à des activités extrascolaires dans un contexte extrême de développement.

- Objectif 3 : exploration de l'expérience des jeunes

Explorer et mieux comprendre l'expérience des jeunes évoluant dans un contexte extrême lors de leur participation à des activités extrascolaires.

- Objectif 4 : compréhension à long terme

Approfondir la compréhension de cette expérience dans une perspective à plus long terme, pour mettre en lumière les effets durables des activités extrascolaires dans un contexte extrême.

En fonction de ces objectifs, plusieurs hypothèses sont proposées :

- Hypothèse 1 : La proposition générale de la mini-théorie des besoins psychologiques fondamentaux (Ryan et Deci, 2017a), stipulant que la satisfaction de ces trois besoins est associée au bien-être, tandis que la frustration des besoins est liée à un plus grand mal-être, sera confirmée dans l'échantillon étudié.
- Hypothèse 2 : La participation aux activités extrascolaires, qu'elles soient artistiques ou sportives, sera associée au bien-être psychologique des jeunes participants et à la satisfaction de leurs trois besoins psychologiques fondamentaux, considérés individuellement.

- Hypothèse 3 : La satisfaction des besoins, considérée dans son ensemble, évoluera positivement au fil du temps pour les jeunes participant à des activités extrascolaires.
- Hypothèse 4 : La frustration des besoins, considérée dans son ensemble, diminuera au fil du temps pour les jeunes participant à des activités extrascolaires.

CHAPITRE 3

MÉTHODOLOGIE

Ce chapitre présente la méthodologie appliquée dans cette thèse, qui s'inscrit dans une approche mixte de type convergente (Creswell, 2014), longitudinale et collaborative, et plus précisément les procédures, les échantillons, les outils de collectes et les analyses utilisées dans les trois études composant notre recherche. Cette méthodologie a également fait l'objet d'un chapitre de livre, présenté dans son intégralité dans le prochain chapitre.

Pour atteindre les objectifs de cette vaste étude, une recherche longitudinale mixte est proposée, utilisant des questionnaires (voir Annexes A et B) et des entretiens (voir Annexes C et D). Dans le groupe expérimental, deux types de participants ont été rencontrés. D'une part, des jeunes de 14 à 18 ans qui participaient aux activités extrascolaires artistiques et sportives proposées par l'ONG partenaire. Ces jeunes ont répondu à des questionnaires quantitatifs et sont interviewés dans le cadre de la partie qualitative de la recherche. D'autre part, des adultes de 19 à 27 ans, anciens bénéficiaires des activités extrascolaires de l'ONG, ont été interviewés. Cette approche a permis d'obtenir une perspective à court, moyen et long terme de l'impact des activités extrascolaires sur des jeunes se développant en contexte extrême.

À la suite de l'obtention de la certification éthique de l'UQÀM (voir Annexe F), dans une approche collaborative, des membres de trois organisations ont travaillé ensemble pour réaliser cette recherche (voir Annexe G) : des chercheurs du département de psychologie de l'Université Catholique de Madagascar (UCM), les travailleurs de l'organisation non gouvernementale (ONG) Bel Avenir (BA)⁵ située à Toliara dans le sud de Madagascar et des chercheurs des départements de psychologie et des sciences de l'activité physique de l'Université du Québec à Montréal .

3.1 Partie quantitative – étude 1

3.1.1 Participants et procédures

Les jeunes participant aux activités artistiques ou sportives proposées par l'ONG Bel Avenir ont été invités à prendre part à ce projet. L'équipe de recherche, accompagnée des superviseurs des activités de l'ONG,

⁵ Une présentation du partenaire de recherche est disponible en annexe (H).

s'est rendue à la première session de l'activité pour leur proposer de participer à l'étude. Simultanément, un groupe de jeunes non impliqués dans les activités de l'ONG a été recruté dans une école publique à Toliara, en tant que groupe contrôle. Avec la collaboration du personnel de l'école, les chercheurs sont allés dans les classes et ont proposé aux élèves de remplir les questionnaires de la recherche.

Les participants du groupe expérimental (voir Annexe A) et du groupe contrôle (voir Annexe B) ont rempli les questionnaires quatre fois⁶ sur une période de 16 mois, en février 2020 (T1), puis en novembre 2020 (T2), en mars 2021 (T3) et en juin 2021 (T4). Les participants, tant dans le groupe contrôle que dans le groupe expérimental, n'avaient jamais pris part aux activités extrascolaires de l'ONG avant de répondre aux questionnaires au premier temps de mesure (T1). Tous les participants étaient âgés de 14 à 18 ans. Au T1, nous avons recruté un total de 262 participants, groupes expérimental et contrôle confondus. Pendant les 16 mois d'implication dans les activités, 96 participants ont participé aux quatre sessions de collecte de données. Le groupe expérimental était composé de 50 participants (dont 38 % s'identifiaient comme femmes) et le groupe contrôle était composé de 46 participants (dont 45 % s'identifiaient comme femmes). Le groupe expérimental a été divisé en deux sous-groupes, le groupe artistique et le groupe sportif, chacun composé de 25 participants (en art, 28 % s'identifiaient comme femmes; en sport, 48 % s'identifiaient comme femmes). Les jeunes avaient le choix entre différentes disciplines artistiques et sportives proposées par l'ONG, et ont choisi eux-mêmes dans quelle activité ils souhaitaient s'impliquer. Dans le sous-groupe artistique, les participants étaient impliqués dans une fanfare (36 %), un groupe d'art martial brésilien, la capoeira (20 %), un groupe de percussions (16 %), un groupe de cirque (16 %) ou un groupe de guitare (12 %). Dans le sous-groupe sportif, les participants étaient impliqués dans un groupe de soccer (64 %) ou un groupe de basketball (36 %). Aucune compensation monétaire n'a été offerte pour la participation à cette étude.

⁶ Certains participants du groupe expérimental ont également complété les questionnaires en juillet 2020 (voir Chapitre 4). La pandémie de COVID-19 ayant obligé les écoles à fermer, il n'a pas été possible de rejoindre les participants du groupe contrôle pour ce temps de mesure. Dès lors, il a été décidé de ne pas considérer ce temps de mesure dans la présentation des résultats (voir Chapitre 5).

3.1.2 Outils de collecte de données

Les variables mesurées dans cette étude ont été sélectionnées sur la base d'entrevues réalisées lors d'une visite à l'ONG partenaire pendant la phase préparatoire de la recherche. Ces entrevues ont permis aux intervenants de partager leurs observations sur les effets des activités chez les jeunes.

3.1.2.1 Mesure de la satisfaction et de la frustration des besoins psychologiques fondamentaux

Pour évaluer la satisfaction et la frustration des besoins psychologiques fondamentaux (BPF) ainsi que la satisfaction des besoins d'autonomie, d'appartenance sociale et de compétence, nous avons utilisé la *Basic Psychological Needs Satisfaction and Frustration Scale* (BPNSF) (Chen, Vansteenkiste, *et al.*, 2015). Cette échelle se compose de 24 items utilisant une échelle de Likert à cinq points, allant de « pas du tout vrai » à « tout à fait vrai », pour lesquels les participants évaluent la justesse de chaque énoncé pour eux-mêmes.

L'échelle est divisée en trois sous-échelles. Parmi les 24 items, huit mesurent la satisfaction du besoin d'autonomie (pour la recherche actuelle, les valeurs alpha sont de : $\alpha_{T1} = 0,25$; $\alpha_{T2} = 0,28$; $\alpha_{T3} = 0,34$; $\alpha_{T4} = 0,55$). Quatre de ces huit items expriment la satisfaction du besoin, et quatre items inversés expriment la frustration du besoin. Huit autres items mesurent la satisfaction du besoin d'appartenance sociale (pour la recherche actuelle, la cohérence interne est de : $\alpha_{T1} = 0,32$; $\alpha_{T2} = 0,43$; $\alpha_{T3} = 0,40$; $\alpha_{T4} = 0,49$), avec quatre items exprimant la satisfaction du besoin et quatre items inversés exprimant la frustration du besoin. Les huit items restants mesurent la satisfaction du besoin de compétence (pour la recherche actuelle, la cohérence interne est de : $\alpha_{T1} = 0,22$; $\alpha_{T2} = 0,41$; $\alpha_{T3} = 0,23$; $\alpha_{T4} = 0,16$). Encore une fois, quatre items expriment la satisfaction du besoin et quatre items inversés expriment la frustration du besoin. Les indices d'ajustement pour ces trois facteurs à T1 sont : $\chi^2/df = 1,98$; $IFI = 0,44$; $CFI = 0,41$; $TLI = 0,34$; $GFI = 0,83$; $AGFI = 0,80$; $SRMR = 0,09$; $RMSEA = 0,06$.

On peut également regrouper ces 24 items en deux sous-échelles de 12 items chacune, mesurant respectivement la satisfaction (pour la recherche actuelle, la cohérence interne est de : $\alpha_{T1} = 0,49$; $\alpha_{T2} = 0,41$; $\alpha_{T3} = 0,55$; $\alpha_{T4} = 0,59$) et la frustration (pour la recherche actuelle, la cohérence interne est de : $\alpha_{T1} = 0,62$; $\alpha_{T2} = 0,72$; $\alpha_{T3} = 0,69$; $\alpha_{T4} = 0,66$) des besoins.

La cohérence interne de la version malgache de l'échelle est inférieure à celle de l'outil original (Chen, Vansteenkiste, *et al.*, 2015), qui a été validée dans quatre populations (Belgique, Chine, Pérou et États-Unis d'Amérique) et dont les seuils alpha varient de $\alpha = ,64$ à $\alpha = ,89$ en fonction de facteurs

environnementaux, sociodémographiques et culturels. Les indices d'ajustement pour ces deux facteurs à T1 sont : $\chi^2/df = 1,78$; $IFI = 0,55$; $CFI = 0,53$; $TLI = 0,48$; $GFI = 0,86$; $AGFI = 0,83$; $SRMR = 0,08$; $RMSEA = 0,06$. Pour chaque sous-échelle de besoin (8 items chacune), les items exprimant la frustration du besoin ont été inversés, puis les scores totaux ont été calculés en additionnant les scores de tous les items (satisfaction et frustration). Les scores pouvaient varier de 8 à 40. Pour les sous-échelles de satisfaction et de frustration (12 items chacune), les items n'ont pas été inversés, et les scores ont simplement été additionnés. Les scores variaient de 12 à 60.

3.1.2.2 Mesure du bien-être

Un indice de bien-être psychologique a également été calculé. Celui-ci comprenait quatre échelles évaluant trois construits psychologiques positifs, à savoir l'estime de soi, la satisfaction par rapport à la vie et la vitalité, ainsi qu'un construit psychologique négatif, la dépression.

L'estime de soi globale était mesurée par la *Self-Esteem Scale* (Rosenberg, 1965), qui évalue dans quelle mesure un individu se considère généralement comme une personne de valeur, possédant de bonnes qualités, ayant une attitude positive envers lui-même et ne se considérant pas comme un échec, inutile ou bon à rien (Vallieres et Vallerand, 1990). Cette échelle est composée de 10 items, évalués sur une échelle de type Likert à cinq points allant de « tout à fait d'accord » à « pas du tout d'accord ». La cohérence interne de l'outil original est de $\alpha = ,90$, et la fiabilité test-retest est de $r = ,85$ pour un intervalle de deux semaines. Pour la présente recherche, les indices d'ajustement pour cette échelle à T1 sont : $\chi^2/df = 2,05$; $IFI = 0,38$; $CFI = 0,24$; $TLI = 0,02$; $GFI = 0,95$; $AGFI = 0,92$; $SRMR = 0,07$; $RMSEA = 0,07$.

La satisfaction par rapport à la vie, reconnue comme un indicateur subjectif de bien-être, a été mesurée par la *Satisfaction with Life Scale* (Diener, 1984). Cette échelle se compose de cinq items amenant le participant à évaluer sa satisfaction globale par rapport à la vie. Pour chaque item, le participant exprime son niveau d'accord avec l'affirmation proposée en utilisant une échelle de Likert à sept points. Les caractéristiques psychométriques de l'outil original avec une population d'étudiants sont adéquates, avec une cohérence interne de $\alpha = ,87$ et une fiabilité test-retest à des intervalles de deux mois de $r = ,64$. Les indices d'ajustement pour cette échelle à T1 sont : $\chi^2/df = 1,59$; $IFI = 0,97$; $CFI = 0,97$; $TLI = 0,95$; $GFI = 0,99$; $AGFI = 0,96$; $SRMR = 0,04$; $RMSEA = 0,05$.

La vitalité a été mesurée par la *Subjective Vitality Scale* (Ryan et Frederick, 1997). Cette échelle se compose de sept items décrivant le niveau d'énergie et de vitalité d'une personne. Celle-ci indique son niveau d'accord avec les items présentés, par rapport à comment elle se sent généralement, en utilisant une échelle de Likert à sept points. L'échelle originale a une cohérence interne de $\alpha = ,80$. Pour la présente étude les indices d'ajustement pour cette échelle à T1 sont : $\chi^2/dF = 2,14$; $IFI = 0,73$; $CFI = 0,70$; $TLI = 0,54$; $GFI = 0,97$; $AGFI = 0,94$; $SRMR = 0,06$; $RMSEA = 0,07$.

La dépression a été mesurée par la *Center for Epidemiologic Studies Depression Scale* (CES-D) (Radloff, 1977). Cette échelle se compose de 20 items liés à l'humeur dépressive. Le participant est invité à indiquer la fréquence des symptômes ressentis au cours de la semaine écoulée sur une échelle de quatre points allant de « très rarement (moins d'un jour) » à « très souvent (cinq à sept jours) ». Dans une population adulte générale l'échelle originale présente une fiabilité test-retest de $r = ,57$ et une cohérence interne de $\alpha = ,85$. Pour la présente étude, les indices d'ajustement pour cette échelle à T1 sont : $\chi^2/dF = 1,63$; $IFI = 0,77$; $CFI = 0,76$; $TLI = 0,73$; $GFI = 0,89$; $AGFI = 0,87$; $SRMR = 0,07$; $RMSEA = 0,05$.

Il n'existait pas de version malgache de ces échelles. Suivant la méthode suggérée par Vallerand (1989), des traductions de l'anglais au malgache, suivies de contre-traductions, ont été réalisées. Les traductions et contre-traductions ont ensuite été comparées par un comité de psychologues et de linguistes malgaches. Les contre-traductions ont été comparées avec les versions originales, et la traduction malgache a été ajustée en fonction des glissements sémantiques observés.

3.1.3 Analyse des données

Avant d'entamer une analyse plus approfondie, le lien entre le bien-être et les BPF dans un échantillon de jeunes malgaches est examiné, afin d'évaluer l'universalité des BPF (Ryan et Deci, 2000) et leur applicabilité dans une population malgache. La taille de l'effet est considérée comme petite si la valeur de r se situe autour de 0,1, moyenne autour de 0,3 et grande autour de 0,5 (Cohen, 1992).

Des analyses de variance (ANOVA) factorielles mixtes ont été réalisées pour évaluer si la participation à des activités extrascolaires artistiques et sportives avait un effet significatif au fil du temps sur le bien-être et les besoins d'autonomie, de compétence et d'appartenance sociale. Plus précisément, cette analyse a été utilisée pour examiner les effets d'interaction du temps (quatre mesures sur 16 mois; niveau intrasujet) et la pratique d'une activité extrascolaire (activité artistique, activité sportive ou aucune activité

extrascolaire; niveau intersujet) sur les variables de bien-être et de BPF. Les analyses prennent en compte l'âge des participants, leur genre et leur statut socio-économique en tant que variables de contrôle. Des tests post-hoc ont été réalisés, et une correction de Bonferroni a été appliquée. Le niveau de signification statistique a été fixé à $p < ,05$. La force des tailles d'effet a été évaluée à travers l'éta carré partiel (η_p^2), avec ,01 indiquant un effet faible, ,06 un effet modéré, et ,14 un effet important (Cohen, 1992). Les ANOVA factorielles mixtes ont été effectuées sur les 96 participants (sur 262) ayant été présents aux quatre moments de mesure. Des analyses exploratoires ont montré qu'il n'y avait pas de différence significative entre les 96 participants inclus dans l'analyse et les 166 exclus en ce qui concerne l'âge, le genre, le statut socio-économique et les variables d'intérêt. Une analyse de puissance post-hoc, calculée avec GPower 3.1 (Faul *et al.*, 2007), a montré qu'un échantillon de 96 participants est suffisant pour détecter des tailles d'effet modérées avec une puissance adéquate (83 %) dans les ANOVA factorielles mixtes.

Pour toutes les variables d'intérêt, des ANOVA ont été réalisées préliminairement pour confirmer l'absence de différence significative entre les trois groupes à T1. L'hypothèse de normalité a été vérifiée pour chaque variable par une inspection visuelle de la distribution, et la vérification des valeurs d'asymétrie et d'aplatissement de la courbe comprises entre -1 et +1. La présence de scores extrêmes, s'écartant de plus de trois écarts-types de la moyenne, a été vérifiée, et en cas de présence de scores extrêmes, la variable a été winsorisée. Ainsi, le score extrême a été remplacé par un score à trois écarts-types de la moyenne. Après winsorisation, l'hypothèse de normalité a été respectée pour toutes les variables et il n'y avait plus de valeurs extrêmes. Ainsi, la validité des résultats des tests statistiques a été assurée. Les principales analyses ont été réalisées à l'aide de SPSS 28 (IBM Corp., 2020), tandis que les indices d'ajustement ont été rapportés en utilisant R (R Core Team, 2022), précisément le paquet *lavaan* (Rosseel, 2012).

3.2 Partie qualitative

3.2.1 Nouveaux bénéficiaires – étude 2

3.2.1.1 Participants et outils de collecte de données

Un total de quatorze ($N = 14$) entretiens semi-dirigés (voir Annexe D) ont été réalisés en juin 2021 avec des participants de l'échantillon du groupe expérimental décrit plus haut. Sept ($n = 7$) participantes s'identifiant comme femmes et sept ($n = 7$) participants s'identifiant comme hommes ont participé aux entretiens. Cinq ($n = 5$) participants étaient impliqués dans des activités sportives, et huit ($n = 8$) participants étaient impliqués dans des activités artistiques et musicales. Une participante était engagée

simultanément dans les deux types d'activités. Tous les participants étaient âgés de 15 à 19 ans. Après 16 mois d'engagement dans des activités extrascolaires, notamment le soccer, le basketball, la fanfare, le cirque ou le groupe de percussion, proposées par l'ONG partenaire, ces adolescents ont été interviewés. Deux assistants de recherche malgaches ont mené séparément les entretiens sous la supervision de la doctorante. Les participantes s'identifiant comme femmes ont été interviewées par la chercheuse femme, et les participants s'identifiant comme hommes ont été interviewés par le chercheur homme. Cette façon de mener les entretiens a été choisie pour tenter d'équilibrer les dynamiques de pouvoir entre les chercheurs et les participants, puisque les dynamiques de pouvoir liées au genre sont encore très présentes dans la culture malgache. Les entretiens ont duré entre 23 et 77 minutes. Aucune compensation monétaire n'a été offerte pour la participation à cette étude.

3.2.1.2 Analyse des données

À des fins d'analyse, tous les entretiens, qui ont eu lieu en malgache, ont d'abord été transcrits en malgache, puis traduits en français par un traducteur malgache professionnel indépendant. Une analyse thématique, suivant les six phases d'analyse suggérées par Braun et Clarke (2020) (voir **Error! Reference source not found.**), a été réalisée par deux chercheurs : un assistant de recherche malgache et la doctorante. Chaque entretien a été codé indépendamment par ces deux personnes à l'aide du logiciel d'analyse de données Nvivo12 (QSR International, 2018).

Tableau 3.1 Processus d'analyse thématique suggéré sur Braun et Clarke (2020)⁷

Phase 1	Familiarisation avec les données et prise de notes	Lecture et annotation des entretiens
Phase 2	Codage systématique des données	Sélection de deux entretiens « modèles » : riches en termes de contenus et diversifiés sur le plan des profils des participants (occupation, âge, genre)
Phase 3	Génération de thèmes initiaux tirés des données codées et rassemblées	Élaboration d'une liste de codes commune base sur l'analyse des deux entretiens sélectionnés. Discussions entre les codeurs pour arriver à un consensus sur chaque code proposé.
Phase 4	Ajustement et révision des thèmes	Ajustements à la liste de codes au besoin durant l'analyse de chaque entretien
Phase 5	Raffinement, définition et dénomination des thèmes	Une fois tous les entretiens codés par les deux codeurs, révision du contenu de chaque code. Discussions entre les codeurs sur les extraits inclus. Processus itératif menant à des ajustements à la liste de codes et aux extraits inclus.
Phase 6	Processus d'écriture	Ajustements à la liste de codes et poursuite de la recherche de consensus entre codeurs.

3.2.2 Anciens bénéficiaires – étude 3

3.2.2.1 Participants et outils de collecte de données

Un total de huit entretiens semi-dirigés (voir Annexe E) ($N = 8$) ont été réalisés en mai 2019 et en février 2020. Quatre ($n = 4$) participantes s'identifiant comme femmes et quatre ($n = 4$) participants s'identifiant comme hommes ont participé aux entretiens. Quatre ($n = 4$) participants avaient été impliqués dans des activités sportives, et quatre ($n = 4$) participants avaient été impliqués dans des activités artistiques-musicales. Tous les participants étaient âgés de 19 à 27 ans. Ces jeunes adultes avaient participé à des activités extrascolaires, notamment le soccer, le basketball, la fanfare ou le groupe de percussion, proposées par l'ONG partenaire, pendant une durée de trois à huit ans ($M = 5,9$ ans). Tous les participants parlaient malgache et français. Les entretiens ont été réalisés en français et en malgache, avec une traduction simultanée proposée par les assistants de recherche lorsque nécessaire. Cette procédure permettait au participant de valider que l'idée traduite correspondait effectivement à ce qu'il voulait dire

⁷ Notre traduction.

et, le cas échéant, de la corriger ou de la développer. Tous les entretiens ont été enregistrés et transcrits en français. Aucune compensation monétaire n'a été offerte pour la participation à cette étude.

3.2.2.2 Analyse des données

Une analyse thématique, suivant les six phases d'analyse suggérées par Braun et Clarke (2020) (voir **Error! Reference source not found.**), a été réalisée par deux chercheurs : un assistant de recherche malgache et la doctorante. Chaque entretien a été codé indépendamment par ces deux personnes sur Nvivo12 (QSR International, 2018).

CHAPITRE 4

CHAPITRE DE LIVRE : *SOUTH-NORTH RESEARCH COLLABORATION TO SUPPORT MALAGASY NGO WORK*

Laurie Décarpentrie¹⁻⁵, Claude Bélanger¹, Miranto Ramarokoto Ny Aina², Bryan Rakotondramanana², Alice Randrianarisoa², Sitraka Rakotondrasoa², Olivier Rakotomalala², Jose Luis Guirao³, Madio Hélène Volanjary³, Tegwen Gadais⁴⁻⁵

¹ Département de psychologie, Université du Québec à Montréal

² Département de psychologie, Université Catholique de Madagascar

³ ONG Bel Avenir

⁴ Département des sciences de l'activité physique, Université du Québec à Montréal

⁵ Chaire UNESCO de Développement Curriculaire, Université du Québec à Montréal

Décarpentrie, L., Bélanger, C., Ramarokoto Ny Aina, M., Rakotondramanana, B., Randrianarisoa, A., Rakotondrasoa, S., Rakotomalala, O., Guirao, J. L., Volanjary, M. H. et Gadais, T. (2024). South-North Research Collaboration to Support Malagasy NGO work. Dans B. Graeff, L. C. Sambili Gicheha et S. Safarikova (dir.), *Global South voices on Sport for Development and Peace*. Routledge.

Ce chapitre présente un texte paru dans l'ouvrage *Global South Voices on Sport for Development and Peace*. Il présente en détail l'approche collaborative et les considérations méthodologiques ayant guidé l'opérationnalisation de la collecte, de l'analyse des données et de la diffusion des résultats de la présente recherche, ainsi que les ajustements qui ont dû être apportés au protocole en raison de la pandémie de COVID-19.

4.1 Abstract

The main objective of Sport for Development and Peace (SDP) organizations is to promote human development through sport and/or physical activity. Researchers in this sector seek realistic methods for bridging theory to practice and for conducting investigations within the SDP field, which often involves working with remote/distant communities. This chapter presents a North-South collaboration between researchers and practitioners from Canada and Madagascar. The general objective was to support the needs of a local Non-Governmental Organisation (NGO) in the southwest of Madagascar (namely Bel Avenir), through the development of a partnership between this Malagasy NGO and a research team based in Canada. The research project was designed to measure and understand the effects of extracurricular activities (sports and arts) on the psychological well-being of young Malagasy people who live within extreme and difficult contexts of development. Methodology development, data collection, and the dissemination of findings involved a close collaboration between researchers from the University of Quebec in Montreal (Canada), the Catholic University of Madagascar (UCM), and practitioners from the NGO Bel Avenir (BA). The project required the implementation of a psychological evaluation and follow-up protocols that were developed with local practitioners trained in psychology at UCM. The North-South collaboration established within the framework of this project is an interesting and relevant illustration of the partnerships that could and should be established to give a voice to southern actors of SDP. Finally, even if the initial project was originally targeting the effects of extracurricular activities on the psychological well-being of young Malagasy, several adjustments had to be made to the research protocol due to the COVID-19 pandemic impacts. These adjustments will be discussed in this chapter.

4.2 Drawing the context

Sport for Development and Peace (SDP) is presented and extensively endorsed by SDP actors and researchers (Schulenkorf et Adair, 2014; Webb et Richelieu, 2015) as “the intentional use of sport, physical activity and play to achieve specific developmental goals in low-income and middle-income countries and disadvantaged communities in high-income areas” (Richards *et al.*, 2013; UN Inter-Agency Task Force on Sport for Development and Peace, 2003). Numerous SDP projects are currently flourishing in various contexts and regions of the world (Bardocz-Bencsik, 2020; Schulenkorf *et al.*, 2016; Svensson et Woods, 2017).

In these projects, sport is used as a lever for social integration of populations living in countries in the Global South⁸ (Clarke, 2018) and areas affected by conflict, as well as disenfranchised or underserved locations in countries in the Global North. Even though new SDP initiatives are being developed every year (Bardocz-Bencsik, 2020), researchers in this sector are asking for more realistic and effective methods to be able to bridge theory to practice (Gadais, 2019). This chapter is an attempt to contribute to answering this gap and take these considerations a step further towards a deeper collaboration with field actors.

4.3 Realistic, effective, and respectful research

For research projects to be realistic and effective, it is fundamental to first acknowledge that non-governmental organizations (NGOs) and research projects often work on different timetables and priorities. On the one hand, while having medium- and long-term goals, NGOs usually work on a day-to-day basis. On the other hand, research projects have an extended timeline from the planning and implementation to the actual completion of the project (Gadais *et al.*, 2021). Before starting such a project, it seems crucial to evaluate if the different actors potentially involved in the collaboration are aware of this timetable and potential discrepancies in priorities. All the actors should evaluate if they are ready to invest precious resources (i.e., financial, human, material, time) in the proposed collaborative research project.

Respectful ways to conduct research with SDP agencies should also be considered as priorities (Hayhurst, 2016). Respectful research values field actors' own worldviews and goals in a culturally embedded way (Smith, 2012). It addresses projects that originate and are rooted in the community and that are aimed at issues relevant to people in or with interests in a given community⁹ (Durham Community Research Team, 2011) and projects that have a positive impact on the community and foster its empowerment (Datta, 2018; Zavala, 2013). Respectful research adopts a postcolonial framework (Darnell et Hayhurst, 2011, 2012; Hayhurst, 2016) and relies on methodologies that aim to respect, honour, and emphasize the perspectives and worldviews of the people participating in the research process (Smith, 2012). Such participants may have varying levels of active participation. Indeed, field actors can participate at different levels of the research design (e.g., choosing appropriate data collection tools based on community characteristics,

⁸ Aware of the contested nature of the concepts, the authors of this text nevertheless chose to use the concepts of the Global South and Global North in this writing as general terms to distinguish the more or less economically stable regions of the world.

⁹ Community being defined as a community of place, interest or identity.

length of data collection), research implementation (e.g., choosing better places and times to meet participants), analysis (e.g. validation of qualitative analysis with field actors or participants), and dissemination of findings (e.g., co-authorship, knowledge translation) (Assemblée des Premières Nations du Québec et du Labrador, 2014). By moving from a “research on” conception to a “research with” conception (Lieberman, 1986), the idea behind collaborative research is to balance the power dynamics between researchers and field actors. The final objective of such a collaboration is to produce more equitable and sustainable research outcomes for communities participating in research projects (Durham Community Research Team, 2011).

This chapter’s general objective is to address the above-mentioned points and present a collaborative research methodology built by actors of the Global South and North. This project was designed and implemented by a research team from two universities, Université du Québec à Montréal¹⁰ (UQÀM) and Université Catholique de Madagascar¹¹ (UCM), in collaboration with a local NGO, Bel Avenir¹² (BA), that has developed an SDP initiative in the southwest of Madagascar. Based on the needs expressed by the NGO, researchers from both universities and NGO field workers have developed a collaborative research project that is part of the drive to better understand SDP projects in the Global South. This chapter first presents the development and consolidation of the partnership between the three above-mentioned entities. It then presents the research methodology implemented to ensure full participation and collaboration between the members of the three entities in every stage of the project. Details on the fieldwork and data collections are provided. As the COVID-19 pandemic disrupted the research and NGO’s activities, adaptations that had to be developed are presented. The chapter also describes vocational interventions to strengthen the capacity of BA’s staff that were conducted in parallel with the research project. Finally, we discuss lessons learned through this vast project that demonstrate new ways of designing South and North collaborative research.

4.4 Building a collaboration

The collaborative research presented follows Morrissette’s (2013) three stages of a collaborative project, namely, cosituation, cooperation, and coproduction. The first stage, cosituation, refers to negotiating the

¹⁰ <https://UQÀM.ca>

¹¹ <http://www.ucm.mg>

¹² <https://ongbelavenir.org>

partnership. The challenge for all partners is to ensure that the concerns of the community are involved and those of the researchers are aligned and respected. At this stage, all partners agree on the conditions of the collaborative contract and specify the roles of each and their reciprocal expectations. The second stage, cooperation, corresponds to the implementation of the project (i.e., data collection, training). The third stage, coproduction, refers to the phase of analysis, interpretation, and dissemination of findings. These three stages are examined in more detail in the next section.

4.4.1 First stage: cosituation

In this project, the cosituation stage included two major steps. The first step aimed at getting in contact and better understanding the NGO's engagement in the field. The second step aimed at better understanding the partner organization's needs.

4.4.1.1 Getting in contact and understanding the partner organization

In 2017, one of the authors (TG), a professor at UQÀM and researcher in SDP and international development, heard through international development workers that an NGO in the south of Madagascar, Bel Avenir, was offering sport activities to the local youth to promote social inclusion and education. He was interested in the project and contacted the NGO leaders. They exchanged via email and eventually met on a video call¹³ to discuss a potential collaboration. They decided that before going into the field and spending valuable human and financial resources, both for the NGO and the research team, it would be better that the UQÀM research team would get to know the NGO from a distance and try to better understand the NGO and the way it was working. To do so, the research team read and analysed four annual reports produced by the NGO between 2013 and 2016, available to the public on BA's website (details on that preliminary work can be found in a publication by Gadais *et al.* (2021)). This analysis was made through the lens of the Actantial Model designed by Greimas (1983). This model is inspired by the study of folktales and positions actors in an organization according to their roles. This model has previously been used in management research (Breton, 2009; Gendron et Breton, 2013; Hasbani et Breton, 2013) as well as in SDP program management (Gadais *et al.*, 2017; Webb, 2019). By analysing the content of the annual reports with the Actantial Model, researchers were able to analyse the project according to its actors, their functions, and their relations. This first layer of work allowed us to highlight that BA is a

¹³ Skype and WhatsApp were the apps and software used to communicate between the members of BA, UCM and UQÀM. Those were already used by the NGO and the research team did not want to impose the use of unfamiliar software to the NGO members who were very comfortable using those apps already.

Malagasy NGO that dedicates its efforts to help the population from the towns of Toliara, Ifaty, Mangily, and Fianarantsoa. The NGO provides specific activities for education, social support, health, sanitation, sport, music, art, and culture, guided by the values of integration and inclusion. BA also offers a basic education program and some environmental training or awareness-raising to the local population. BA has a hiring policy that benefits the recipients of the NGO's actions, namely, the local population, with a sense of inclusion for people with disabilities. Foreign volunteers and expatriates complete the local team. Through these projects and actions, BA wishes to reach three main targets: education, social inclusion, and environmental protection.

This preliminary analysis also allowed the identification of various elements supporting the idea of a possible partnership. The NGO's annual reports indicated the stability of the project over time (running since 2003), their habit of welcoming people from outside the project (volunteering programs), their transparency (accounting in the annual reports), other stable partnerships with international organizations, and worldwide networking (France, Spain, Switzerland, Andorra, Cambodia, Brazil, Monaco, Italy).

4.4.1.2 Understanding the partner organization's needs

Based on this first layer of investigation, the NGO and the researchers decided that it would be valuable for the UQÀM research team to travel to Madagascar. By being exposed to the fieldwork, it was thought that they would gain a more complete and realistic vision of the NGO's work and needs regarding research. In June 2018, two members of the research team departed Montreal to visit the installations of this NGO in the Toliara region. During their ten-day stay, they conducted semi-structured interviews with eight members of the staff of the NGO. Four of them were members of the NGO's management team and the four others were field workers. The interview guide was built around various topics such as the role of the interviewee in the NGO, the programs offered by BA in which the interviewee was involved, their vision about the local context in which BA is evolving, the challenges of the local population, the internal organization of BA, future projects, and the needs of the NGO regarding research projects. Based on the observations of the NGO's different projects, and the needs raised by the NGO's staff during the interviews, the researchers developed a research plan and proposed it to the NGO leaders. The needs named by the NGO were centred on a few themes. First, they wanted to have clear information on the impact that their programs had on the youth of Toliara who were involved in the activities offered by the NGO. Second, they wished to improve the psychosocial follow-up of their beneficiaries after they left the program. Third, they

wanted to improve their extracurricular sport program. Finally, they needed to develop a human resources department¹⁴.

4.4.2 Second stage : cooperation

Four major points are addressed in the cooperation stage section. First, the collaboration between the researchers from UCM and UQÀM is described. Second, the development of the project regarding the expertise of the research team is discussed. Third, the concrete implementation of the research project using mixed methods (questionnaires and interviews) is presented. Fourth, a workshop session aiming to strengthen BA's intervention with the community is presented.

4.4.2.1 South and North university collaboration

For over ten years, a professor in psychology at UQÀM in Canada (CB) and the head of the department of psychology at UCM in Madagascar (OR), both co-authors of this chapter, have worked closely to develop bachelor's and master's programs in psychology at UCM, in Antananarivo. This program was the first to be implemented in Madagascar to locally train students in psychology. So far, four classes, totalling 26 psychologists, have graduated from this program. Part of this collaboration involves professionals and professors from Madagascar as well as various countries and regions of the world (Quebec, Lebanon, Switzerland, France, the Netherlands). Some authors of this chapter are involved in the training of these students (LD, CB, OR).

At the time of the project, to further their research training, two newly graduated psychologists (AR and SR) and two master's students (MR and BR) have participated in different steps of the research project. These four¹⁵ people, co-authors of this chapter, were involved, for instance, in the process of double back translation with a comity approach (Vallerand, 1989) of the questionnaires, data collection through questionnaires and interviews, analyses, writing, and multiple other tasks related to the research project that is detailed below.

¹⁴As the expertise of the research team expertise was not related to this last need, it has not been addressed in the current project.

¹⁵They were financially compensated for their work as well as the costs for travels and stays in Toliara. All costs were covered by the UQÀM team's funds.

4.4.2.2 Expertise and collaborative research project development

Based on the needs expressed by the NGO and the expertise of the researchers in psychology, education, and SDP, the research team along with the NGO leaders decided to start working on measuring and understanding the impact of their extracurricular art and sport program on the psychological well-being of the youth of Toliara involved in these programs. As a second step, improvements to follow-up of the psychosocial well-being of BA's beneficiaries would be addressed. An overview of this collaborative project, including its different stages and timelines, is presented in **Error! Reference source not found.** and **Error! Reference source not found.**

At the local level, the objective of this research is to produce results that will strengthen the sport and art programs already offered by BA. By focusing on the extracurricular programs offered to youth in the Global South, the results of this research could be used to guide, support, or adjust the proposals of international organizations regarding the sustainable development of youth, taking into account the particular characteristics of certain contexts.

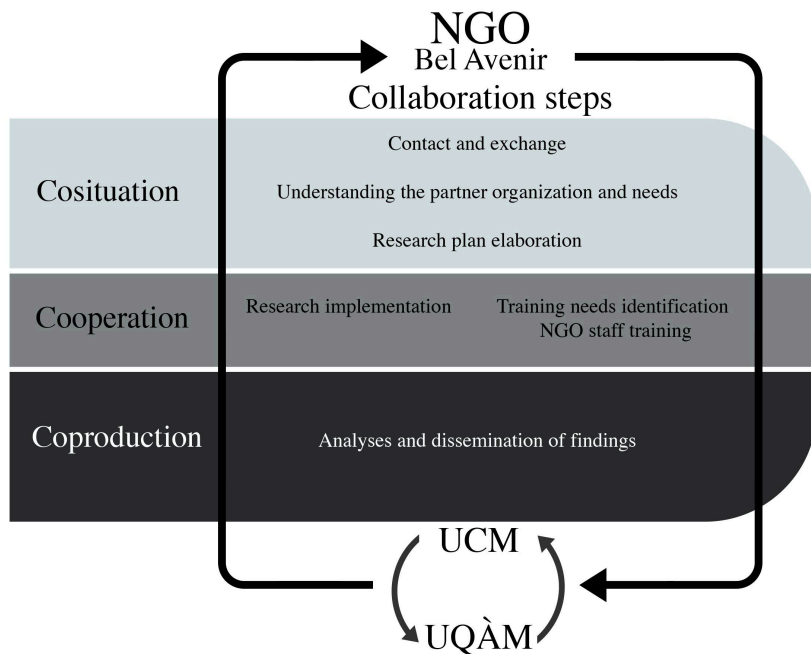


Figure 4.1 Collaboration steps

Error! Reference source not found. illustrates the three collaboration steps among the partner organizations engaged in this project, namely the NGO Bel Avenir, the Université Catholique de

Madagascar (UCM) and the Université du Québec à Montréal (UQÀM). The first step, 'cosituation', involves establishing contact and exchanging information between the partners. This phase focuses on understanding the partner organizations and their needs, as well as formulating the research plan. The second step, 'cooperation', centers around implementing the research, identifying training needs and subsequently conducting the training. The third step, 'coproduction', encompasses the analysis and dissemination of findings.

4.4.2.3 Research design

To measure and understand the impact of extracurricular art and sport programs on the psychological well-being of the youth of Toliara, a mixed-method longitudinal research design was proposed using questionnaires and interviews.

Beginning with the quantitative part of the research, participants involved in art or sport activities offered by BA completed questionnaires five times over the course of 16 months. Participants had never participated in BA's extracurricular activities before answering the questionnaires at the first measurement time. Simultaneously, a group of youth not involved in BA's activities was recruited in a public school in Toliara, as a control group. All the participants were aged from 14 to 18 years old¹⁶. The questionnaire consisted of five scales measuring different variables regarding basic psychological needs (BPN) (Ryan et Deci, 2017a) and well-being. The *Basic Psychological Need Satisfaction and Frustration Scale – General Measure* (Chen, Vansteenkiste, et al., 2015) is a scale consisting of 24 items, divided into six factors, assessing the level of satisfaction and frustration of the needs for autonomy, competence, and relatedness. Using a five-point Likert-type scale, ranging from "not true at all" to "completely true", participants rate the accuracy of each statement for themselves. The internal consistency of the original tool (Chen, Vansteenkiste, et al., 2015), validated with four populations (Belgium, China, Peru, and the United States of America), ranges from $\alpha = .64$ to $\alpha = .89$ depending on environmental, sociodemographic, and cultural factors.

¹⁶ 14 is the age at which young people are generally cognitively competent to give informed consent to participate in research Sancj, L. A., Sawyer, S. M., Weller, P. J., Bond, L. M. et Patton, G. C. (2004). Youth health research ethics: time for a mature-minor clause? *Medical Journal of Australia*, 180(7), 336. <https://doi.org/10.5694/j.1326-5377.2004.tb05969.x> .

An index of psychological well-being was also calculated. This consisted of four scales assessing three positive psychological constructs, namely, self-esteem, life satisfaction, and vitality, and one negative psychological construct, depression.

Global self-esteem was measured by the *Self-Esteem Scale* (Rosenberg, 1965), which measures the extent to which an individual generally considers him or herself to be a person of value, who possesses good qualities, who has a positive attitude towards him or herself, and who does not consider him or herself to be a failure, useless, or good for nothing (Vallieres et Vallerand, 1990). This measure is composed of ten items, rated on a five-point Likert-type scale ranging from “strongly agree” to “strongly disagree”. Internal consistency is $\alpha = .90$ for this scale and test-retest reliability is $r = .85$ for a two-week interval.

Satisfaction with life, recognized as a subjective indicator of well-being, was measured by the *Satisfaction with Life Scale* (Diener, 1984). This scale consists of five items that lead the participant to evaluate his or her overall satisfaction with life. For each item, the participant expresses his or her level of agreement with each statement using a seven-point Likert scale. The psychometric characteristics of the original tool with a population of students are good, with an internal consistency of $\alpha = .87$ and a test-retest reliability at two-month intervals of $r = .64$.

Vitality was measured by the *Subjective Vitality Scale* (Ryan et Frederick, 1997). This scale consists of seven items that describe a person’s level of energy and vitality. The participant is asked to decide his or her level of agreement between the items presented and how he or she generally feels, using a seven-point Likert-type scale. This scale indicates an internal consistency of $\alpha = .80$.

Depression was measured by the *Center for Epidemiologic Studies Depression Scale* (CES-D) (Radloff, 1977). This scale consists of 20 items relating to depressed mood. The participant is asked to indicate the frequency of symptoms experienced during the past week on a four-point scale ranging from “very rarely (less than one day)” to “very often (five to seven days)”. It has a test-retest reliability of $r = .57$ and an internal consistency of $\alpha = .85$.

There was no Malagasy version of these scales. Following the method suggested by Vallerand (1989), translations from English to Malagasy and back-translations were carried out. Translations and back-translations were then compared by a committee of Malagasy psychologists and linguists. The back-

translations were compared with the original versions, and the Malagasy translations were adjusted according to semantic shifts.

The qualitative part of the project focused on two distinct groups of participants. First, eight former participants¹⁷ of BA's extracurricular activities were interviewed between February 2019 and February 2020. Second, 14 boys and girls who were involved in BA's activities and participated in the quantitative part of the project were also interviewed in June 2021. The objective behind adding this qualitative component was to better understand the processes underlying the effect of activities on the well-being of youth involved in extracurricular activities.

Before beginning the quantitative and qualitative data collection process, the NGO staff supported the research team by proposing ways of accomplishing these steps. Having a deep knowledge of the Toliara youth habits and ways, they greatly helped the research team by offering advice to plan efficient data collection procedures.

4.4.2.3.1 Current participants of BA's extracurricular activities : quantitative data collection with questionnaires

Over the course of 16 months, from February 2020 to June 2021, the youth of the Toliara region completed questionnaires at five different times (February, July, November 2020, and March and June 2021). Some of the youth were involved in extracurricular activities (experimental group), and some were not (control group), as a means of comparison. For the first data collection in February 2020, two researchers from UQÀM, two researchers from UCM, and two local translators were involved. Even though the two UCM researchers were native Malagasy speakers, the local dialects of Toliara are quite different from the official Malagasy language, spoken by UCM researchers. The presence of local translators was reassuring for the young people who could then easily express themselves in their dialects. The UCM researchers also strived to speak the local dialect whenever possible, which facilitated the exchange of information. The local translators, in addition to translating, were integral in facilitating the logistical organization of the data collection and the contacts with the youth. Through a close cooperation with the coordinators and staff of the different extracurricular programs, as well as other members of the staff of the NGO, a total of 262

¹⁷ These participants were involved in BA's extracurricular activities for many years. They have become adults and have stopped the activities as of the age limits established by BA. Thus, at the time of data collection, they could be considered as former participants.

young people from Toliara were enrolled in the project. From these 262 young people, 108 were enrolled in art activities, 68 were enrolled in sport activities, and 86 participants were not involved in BA's extracurricular activities. The latter were recruited in a local public secondary school as a control group. BA has close relationships with the school, which facilitated its involvement in the research project. It is worth noting that none of the participants, either in the experimental or the control group, were ever involved in BA's extracurricular activities prior to the first data collection in February 2020.

The Malagasy researchers, supported by the local translators, worked closely with the youth of BA, and at the public school, to present the research and make sure that every participant gave informed consent to be involved in the study. Once the participants had consented to participate in the project, the researchers gave the questionnaires to them. They were divided into small groups to ensure that they could receive adequate support to complete the questionnaires. Researchers were available to the youth to respond to any issues they might face with understanding the questions. For many children in the south of the country, who are more or less familiar with the official Malagasy used in the questionnaires, explanations from the Malagasy researchers as well as the local translators were very important. The data collection was carried out over two weeks. Appointments were organized with the youth at the time that suited them best; sometimes before or after their activity, sometimes on another day that suited them better.

The second data collection was supposed to take place four months after the first measurement, in June 2020. However, because of the COVID-19 pandemic, plans had to be adjusted. From April 2020, Madagascar had to lock down access to foreigners to avoid the spread of the coronavirus. At the end of June 2020, the rules were slightly eased in the country, and extracurricular activities were able to start again under specific safety rules (social distancing, wearing masks, and gathering size limitations). With the full collaboration of BA's staff, the team decided to collect data, even though it was impossible for any members of the research team from Madagascar or Canada to be in the field with BA staff because of national and international travel bans. Facing that challenge, the research team and the NGO agreed to train members of the BA's staff¹⁸ to collect the questionnaire data. Working with a longitudinal design, the same questionnaires were administered, so the youth were already familiar with them. In July 2020, 20 members of BA's staff, mainly teachers and workers involved in extracurricular activities, participated in a training session. A UCM researcher and the UQÀM research coordinator delivered this session through

¹⁸ Unlike the research assistants, BA's staff did not get any financial compensation from the research project, as the tasks they were involved in were done on their paid time by the NGO.

Skype. All members of staff were gathered in a large room, which allowed for social distancing, where the training session was projected on a large screen. The UQÀM researcher was leading the session in French, and the UCM researcher was providing the same content in Malagasy. Malagasy and French being official languages of Madagascar, the training was provided in both languages to ensure everyone's understanding of the information transmitted. During the session, the topics were mainly focused on the presentation of the research project, ethics in research, and practical aspects of the data collection, including safety rules regarding COVID-19. A focus was also placed on ways for BA's staff to avoid data contamination. As it was their first experience in questionnaire administration, they were explicitly told to be careful in their intervention and to not influence youths' answers. Furthermore, a detailed presentation of the questionnaire was given to ensure a full understanding of the questions by BA's staff. Questionnaires had been provided in advance to BA's staff in order to give them enough time to read the questions before the training session. At the end of the session, every participant of the workshop signed a confidentiality agreement. Each person in charge of the extracurricular activities had informed participants that, if they would like to pursue their participation in the research project, they could come on 11 July 2020 to complete the questionnaires. A total of 94 participants showed up: 43 for sport activities and 51 for art activities. Regarding this second data collection, there was no possible way to access the control group participants in the public school as all schools in Madagascar were still closed due to COVID-19 restrictions. Youth involved in art and sport activities were invited to come to the same place where their activities were usually held. Sites for art and sport activities are at two different locations in the town of Toliara. The 20 members of BA's staff helping with the data collection were divided between the two locations. Measures to respect confidentiality were taken, as individual codes were used from the beginning to identify participants. Only one person at each site had access to the list linking the names to the codes. Once the questionnaire was completed, each participant placed his or hers in an envelope. When all questionnaires were completed, a participant sealed this envelope. The envelope was then transferred to a team of four research assistants of the Université de Toliara, who were in charge of encoding the data in teams of two. Encoded data were then sent by email to the research team. During the time of data collection, both teams were able to get in contact, by phone, with a UCM researcher, and by WhatsApp with a UQÀM researcher, to troubleshoot any issues or if clarification was needed with, for instance, research procedures, participant coding system, etc.

By November 2020, the situation regarding the pandemic had improved in Toliara. Youth were back to school at that time, extracurricular activities had resumed, and travels within the country were authorized,

but international travel was still banned. It was then possible to organize the third data collection with questionnaires. Two new collaborators, students in the second year of their master's in psychology at UCM, joined the project. To further their training, they were willing to travel to Toliara in order to help with the third data collection. To ensure the continuity of this longitudinal project, the members of the team based in Canada helped the new researchers to engage in the data collection through multiple sessions on Skype. The goal was to ensure that the research process remained the same between each data collection, no matter who collected the data. They introduced them to the project, its objectives, and the methods of data collection, the ethics in research, the collaboration with BA, and the logistical organization of their tasks on the field. The two researchers supported the organization of the data collection with BA but were more involved in collecting the data with the participants of the control group, at the public school. As in July 2020, BA's staff played a huge role in data collection with the youth participating in extracurricular activities. They invited the youth involved in the research project to come on 5 November 2020 to complete the same questionnaires for the third data collection. Once again, BA's staff were present to collect the data. As for the second data collection, a training session was organized in Malagasy and French by researchers from UCM and UQÀM, to review with BA's staff the project's objectives, methods, and ethics regarding data collection with questionnaires. Once again, the collaboration of BA was crucial as they introduced the new researchers to the school, which made the transition very smooth. The two local translators continued their involvement in the data collection, providing considerable support at every stage. During their stay in Toliara, the new researchers had daily contacts with a UQÀM researcher via WhatsApp calls. The goals of these calls were to support the field researchers in the day-to-day organization and to discuss the necessary adjustments to the initial plan if unforeseen events occurred. At the end of the two weeks of data collection, 50 participants responded to the questionnaires in the art group, 46 in the sport group, and 62 in the control group in the public school.

As the situation continued to be stable in Toliara regarding the COVID-19 pandemic, it was possible to organize a fourth data collection on 20 March 2021 and a fifth one on 5 June 2021. The close and fluid collaboration between researchers from UQÀM, UCM, BA's staff, and local translators continued at every stage of the research. For these last two data collections, the exact same processes were used as in the third, and the same actors were involved. The complete collaboration timeline is illustrated in **Error! Reference source not found.**

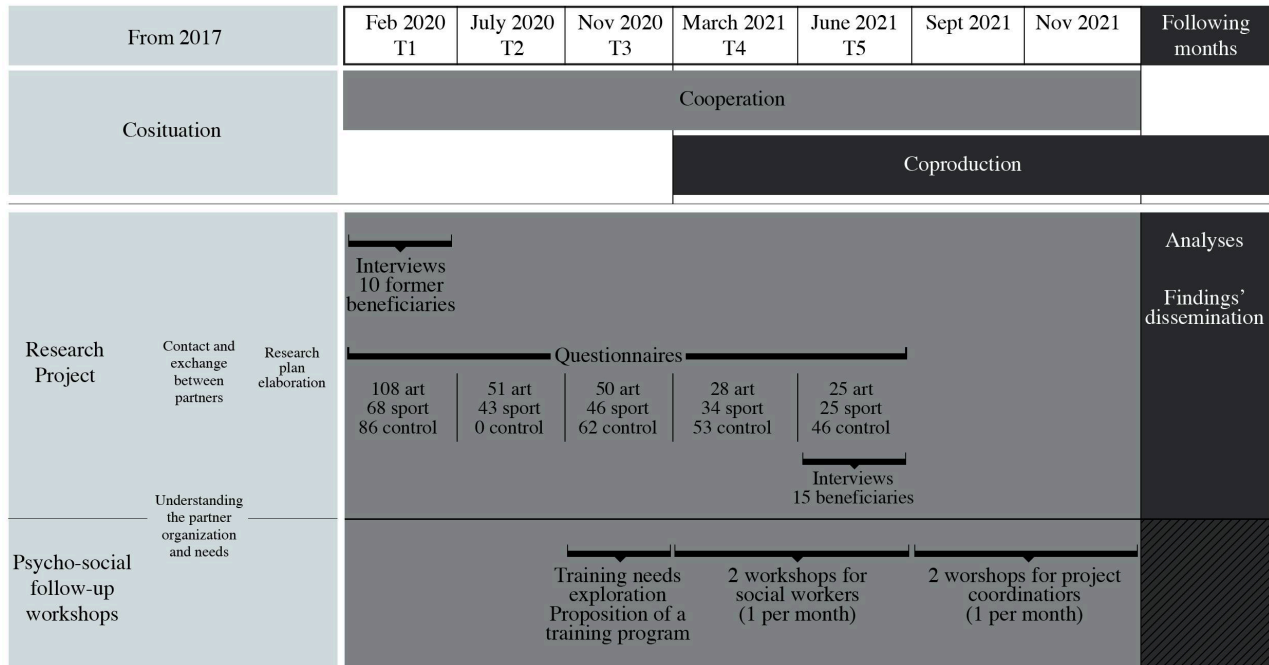


Figure 4.2 Collaboration timeline

Figure 4.2 outlines the collaborative project’s timeline. The first level of the figure (in the top) indicates the three collaboration steps timeline. ‘Cosituation’ began in 2017. ‘Cooperation’ spanned from February 2020 to November 2021. ‘Coproducton’ started in March 2021 and was not completed as of the time of writing this text. The second level is divided in two. The first part presents the research project and details progress in each step, including data collection specifics (refer to 4.4.2.3.1 and 4.4.2.3.2 for details). The second part covers psycho-social follow-up and training workshops (refer to 4.4.2.3.3 for details).

4.4.2.3.2 Qualitative data collection with interviews

Consistent with the goal of better understanding the processes underlying the effects of extracurricular activities on the well-being of youth involved in these activities, former and current participants of BA’s extracurricular activities were interviewed. The goal was to understand the point of view of young people and young adults, looking back and reflecting on their experience of extracurricular activities. Former and current participants would have different points of view on their experience regarding temporality, perspective, and distance. Interviewing the former participants could give a better understanding of the long-term effects of getting involved in extracurricular activities according to these young people.

Former participants

Between February 2019 and February 2020, former participants in BA's extracurricular activities were interviewed. The collaboration of BA's staff was crucial to achieve this goal. As part of the recruitment process, the team of facilitators and coordinators of extracurricular activities assembled a list of former participants. They called them by phone to ask if they would be willing to share their experience as part of a research project. Most of them agreed for the NGO to share their contact information (phone number) with the research team, and to be contacted and learn more about the project. A UCM researcher reached out to the potential participants by phone to present the research project, and what their involvement could be. If the person was interested in getting involved in this part of the research, an appointment was booked. Two members of the team were in charge of conducting the interviews: one researcher from UCM and one researcher from UQÀM. Interviews were conducted with eight former participants of extracurricular activities offered by BA. Four women were interviewed; two were former participants in sport activities and two in art activities. Four men were interviewed as well; two were former participants in art activities and two in sport activities. Interviews were audio recorded and conducted by the two researchers in French with a simultaneous translation in Malagasy when necessary. All the participants were fluent in French. Nevertheless, participants had the opportunity to express themselves in Malagasy whenever they felt like it. This procedure allowed the participant to validate that the idea that was translated was actually what he or she meant to say. If translations were not precise enough, participants would correct the translation and elaborate, either in French or in Malagasy. At the same time, this way of working allowed the research team to directly transcribe the interviews without having to go through a translation process, which imparts a risk of altering the idea expressed by the interviewee.

Current participants

In June 2021, in addition to data collection through questionnaires, interviews were conducted with 14 participants who were already involved in the quantitative part of the research. Seven boys, four in the art group and three in the sport group, and seven girls, five in the art group and two in the sport group, were recruited. They agreed to share their experience of the extracurricular activities in which they had been involved over the last 16 months, which was the duration of the quantitative data collection. The objective of this qualitative part of the research was to better understand the processes underlying the effects of activities on the participants' well-being. Interviews were conducted in Malagasy by the two UCM researchers. From this team, the female researcher conducted the interviews with the girls and the male researcher conducted the interviews with the boys. This manner of conducting interviews was chosen in

an attempt to balance power dynamics between interviewers and interviewees, as gender power dynamics are still very present in the Malagasy culture. There were three exceptions to that approach due to participants' schedules. All interviews with the current participants were audio recorded, to be transcribed and translated into French, in order to facilitate analysis by the international team.

4.4.2.3.3 Improving psychological follow-up

As part of the needs raised by the NGO, the research team took on a second mandate regarding the improvement of the psychosocial follow-up of BA's beneficiaries. From November 2020, concurrent with data collection, the two UCM researchers developed, with the NGO, a training program to share their knowledge, enhance the BA's team's field experience, and combine theoretical and practical knowledge through workshops with BA's team members. Both trained in psychology, the two UCM researchers conducted interviews and observations to analyse the NGO's needs regarding psychosocial training of their workers. Once the needs were identified, the research teams from UCM and UQÀM suggested a four-session workshop program to the NGO. The first two sessions were dedicated to the NGO's community workers and took place in March and June 2021. The topics discussed during the workshops included child development, empathic understanding, attitudes, as well as psychosocial care techniques using the positive approach (Nelsen et Lott, 2014). The June session emphasized on practical skills and exercises that are useful in social support interventions. The third and fourth sessions took place in September and November 2021 and were specifically addressed to the administrative managers and coordinators of field activities. These two sessions aimed at strengthening the well-being of the NGO's staff and increasing self-determination, autonomy, and individual and group effectiveness and cohesiveness. The topics covered optimal group development, self-help, processes of self-determination, and burnout awareness. The November session focused on practical exercises, exchanges, and a case study in order to promote collaboration, the resolution of difficulties encountered in team management, and the improvement of well-being, with an associated goal to prevent burnout. Each session lasted 12 hours spread over one or two weeks and was ended by a day of team building activities to strengthen the cohesion, confidence, and communication of BA's team members.

Following the training needs analysis carried out in November 2020 by the two UCM researchers, an important and urgent need for psychosocial support for the beneficiaries of the BA Social Shelter¹⁹ was

¹⁹ Among its many projects, BA has a social shelter for 80 girls aged 5 to 25.

identified. The NGO also formulated a request for individual counselling sessions to promote an individualized approach that answers girls' individual needs and gives them a space for emotional discharge. A total of 44 counselling sessions, of about 1 hour each, have been offered to the beneficiaries of the BA Social Shelter by the UCM team.

4.4.3 Third stage : coproduction

Data collection in this research has recently been completed. For the quantitative part of the research, the data from questionnaires are currently being statistically analysed by the UQÀM research team in order to measure the effects of extracurricular activities (sport and art) on the well-being of young participants and to measure changes over time in the well-being of the youth involved in the program.

For the qualitative part of the research, the interviews conducted in French with the former participants of BA's activities are transcribed and ready to be analysed. The interviews conducted in Malagasy with the current participants are in the process of being transcribed and translated into French. The qualitative data will be analysed through a qualitative mixed content analysis that combines deductive and inductive processes. Content analysis will be performed in collaboration with the UCM researchers to better embed the analyses within the context of the Malagasy culture. As analyses move along, researchers will present their preliminary results to the NGO staff, who work closely with the youth, to ensure that the understanding of the data by the researchers is coherent with the development context of the youth in the south of Madagascar. The best way to get feedback on our analysis would have been to directly present the preliminary results to the youth. Unfortunately, it will not be possible to contact the young people individually without the help of the NGO, as the research team does not have direct contact information for the participants in order to respect anonymity and confidentiality. Thus, the cultural validity of the findings will be supported by getting feedback from BA's staff. Participants for whom the research team has phone numbers, such as the young adults interviewed, will be contacted to provide their feedback as well. Participants in the research project will have an opportunity to learn about the findings, as the research team plans on organizing an event in Toliara to present the results to NGO members and the local community. This event will be advertised through local media as well as posters in schools and in places frequented by the youth, including the NGO.

Regarding dissemination of findings, as it is already the case in this chapter and other conference presentations (Décarpentrie, Bélanger, Gadais, Ramarokoto, *et al.*, 2021; Décarpentrie, Bélanger, Gadais,

Randrianarisoa, *et al.*, 2021), members of the NGO staff are co-authors on publications. Therefore, research publications are shared to ensure that the NGO is included and can comment on the work, before results are presented to the scientific community and the public.

4.5 Lessons learned from this collaborative research

Starting with different people joined by shared care and commitment to the future of youth, this project has allowed us to learn many valuable lessons regarding the various stages of the collaborative research process. Tips for conducting a collaborative SDP research project can be drawn from this section (**Error! Reference source not found.** 4.1)²⁰.

Built on the needs of the NGO and the call from researchers to bridge practice and theory in the field of SDP, this international research project has succeeded in implementing a collaborative research methodology between two universities and a field organization, between the South and the North. This experience highlights one of the values of listening to people working directly in the field and understanding how researchers can be useful in the development of local projects. It seems that starting from the NGO's needs has helped to keep all the partners involved and motivated throughout the research process. As illustrated many times by the theory of self-determination (Ryan et Deci, 2017b), motivation is better sustained when one has the choice over the goals being pursued and how they are achieved. The full implication of the NGO and its staff has been crucial to carry out this project. The dedication of all the staff of the NGO has been a great facilitator to complete all the research tasks, from the early steps, like freeing some time in their busy schedule to be interviewed, guiding the researchers around the various projects of the NGO, and sharing their knowledge on youth's habits to better plan the research, to more pragmatic matters, such as assuring the security of our research team by providing accommodation in their volunteer's houses.

Constant communication between the different partners is another key element that played a huge role in the smooth running of this project. Digital technology tools such as Skype, WhatsApp, and e-mails have been an efficient way to easily and quickly communicate between the researchers, either based in Canada or Madagascar, and the different members of the NGO, at various steps of the research process. Fluid communication based on mutual trust became an even more important asset once the COVID-19

²⁰ En anglais dans le texte. La numérotation des tableaux a été francisée pour la publication de la thèse, tel que recommandé par le Service des bibliothèques de l'UQÀM.

pandemic struck in early 2020. As the quantitative data collection was launched in February 2020, the goodwill of all partners, despite the critical situation, was crucial to carry on and complete the full data collection. The NGO staff gladly accepted to be more involved in the data collection, which made it possible to continue the project despite the challenges imposed by the COVID-19 pandemic during the sixteen months separating the first and the last data collection. The NGO's staff and the participants became more and more used to data collection and its process, which eased everyone's tasks over the course of the data collection. Regarding the involvement of BA's staff in data collection, precautions (i.e., training sessions) were taken throughout the process to ensure the quality of the data and to avoid data contamination. Another key element that made this collaborative research a success is certainly the share of common values between all partners. Transparency, open communication, flexibility, honesty, integrity, equity, mutual respect, and the respect of confidentiality have been the cornerstones of efficient collaboration throughout this project.

Tableau 4.1 Tips for conducting a collaborative SDP research project

Tips	Examples
Respect each other's expertise	<ul style="list-style-type: none"> • Researchers' expertise in psychology, education, and sport • NGO's deep knowledge of the community
Deeply and sincerely listen to partners	<ul style="list-style-type: none"> • Interviews with the NGO's staff and leaders • Build projects based on partner's needs • Constant communication between all parties
Cultural awareness	<ul style="list-style-type: none"> • Work with local researchers • Apply intercultural communication principles (Hall, 1989) • Learn local customs and the basics of the local language <ul style="list-style-type: none"> • Immerse in local culture • Sit and talk with local people, partners, and participants
Building collaboration between researchers and partners at each stage of the project	<ul style="list-style-type: none"> • Co-construction of each research stage
Common values	<ul style="list-style-type: none"> • Respect of each other • Open communication

Beyond the partnership with field workers, the collaboration with local researchers deeply enriched the quality of this research, from its conception all the way to the analysis and the writing process. The cultural insights brought by the local researchers have allowed this project to produce high-quality data and will certainly be a decisive asset in the analyses to ensure a culturally informed interpretation of the results. Regarding languages, the ability of local researchers to speak Malagasy and to adapt to the local dialects, along with the valuable help of local translators and research assistants, was necessary to foster valid and rigorous quantitative data collection. The involvement of each researcher, one from UCM and one from UQÀM, was invaluable during the interviews conducted with the former participants in extracurricular activities. Indeed, it gave the opportunity to the participants to express ideas in the language they wished, moving from French to Malagasy, and to validate, on the spot, the French translation proposed by the

bilingual assistant. Furthermore, the involvement of master's students or newly graduated professionals in this project has strengthened the research competencies of a new generation of researchers to pursue the development of knowledge in the rich but understudied field of Psychology in Madagascar. This project has also been an opportunity to create new links between local actors, namely UCM and BA. By bringing together the needs of an NGO with the knowledge of local academics and professionals in psychosocial health and well-being, this project was an opportunity to share knowledge and competencies between the areas of practice and research.

In conclusion, with regard to the effervescence of SDP projects around the world and the call for researchers to develop effective methodologies to bridge practice and theory in SDP, researchers are encouraged to develop meaningful collaborations with field actors. This chapter provides an example of a successful project, telling the detailed story of each step that stakeholders (i.e., practitioners, researchers) must consider in order to benefit from each other's expertise. All the partners hope to have contributed to a generation of new ideas in terms of collaborative methodologies to work hand in hand with local agencies, as well as creating partnerships between universities of the South and the North.

CHAPITRE 5

PREMIER ARTICLE : EXTRACURRICULAR ACTIVITIES AS A WAY TO FOSTER DEVELOPMENT FOR YOUTH LIVING IN AN EXTREME CONTEXT: A BASIC PSYCHOLOGICAL NEEDS PERSPECTIVE IN MADAGASCAR

Laurie Décarpentrie¹⁻⁵, Claude Bélanger¹, Hugues Leduc¹, Olivier Rakotomalala², Jose Luis Guirao³, Tegwen Gadais⁴⁻⁵

¹ Département de psychologie, Université du Québec à Montréal

² Département de psychologie, Université Catholique de Madagascar

³ ONG Bel Avenir

⁴ Département des sciences de l'activité physique, Université du Québec à Montréal

⁵ Chaire UNESCO de Développement Curriculaire, Université du Québec à Montréal

Décarpentrie, L., Bélanger, C., Leduc, H., Rakotomalala, O., Guirao, J. L. et Gadais, T. (2024). Extracurricular activities as a way to foster development for youth living in an extreme context: a basic psychological needs perspective in Madagascar. *Current Psychology*. <https://doi.org/10.1007/s12144-024-06984-5>

Corresponding author : Laurie Décarpentrie, Département de psychologie, Université du Québec à Montréal (UQÀM), Pavillon Adrien-Pinard (SU), 100, rue Sherbrooke Ouest, Montréal, QC, H2X 3P2, Canada. decarpentrie.laurie@courrier.UQAM.ca

Ce chapitre présente un article publié dans la revue *Current Psychology*²¹. Il décrit la première des trois études composant la présente recherche doctorale. Cette première étude correspond à la partie quantitative de la recherche, dont la méthodologie a été présentée brièvement à la section 3.1 *Partie quantitative – étude 1*, puis détaillée à la section 4.4.2.3.1 *Current participants of BA's extracurricular activities : quantitative data collection with questionnaires*.

²¹ L'article est également disponible en prépublication : Décarpentrie, L., Bélanger, C., Leduc, H., Rakotomalala, O., Guirao, J.-L., & Gadais, T. (2024). *Extracurricular activities as a way to foster development for youth living in an extreme context: a basic psychological needs perspective in Madagascar*. <https://doi.org/10.31234/osf.io/dg874>

5.1 Résumé

De nombreuses études ont mis en évidence les effets positifs de la participation à des activités extrascolaires pour les jeunes. Néanmoins, ces études ont été menées principalement dans les pays du Nord. On sait peu de choses sur l'effet de la participation à des activités extrascolaires pour les jeunes qui évoluent dans des contextes extrêmes de développement (pauvreté extrême, camps de réfugiés, zones de conflit, zones touchées par des changements climatiques, exploitation sexuelle ou enrôlement d'enfants soldats). Cette recherche vise à déterminer si la participation de jeunes ($N = 96$; M âge = 15,07) évoluant dans un contexte extrême de développement à des activités extrascolaires a un effet au fil du temps sur leur bien-être psychologique ainsi que sur la satisfaction et la frustration de leurs besoins psychologiques fondamentaux (BPF) (autonomie, compétence et appartenance sociale). Les jeunes participants ont été recrutés dans le cadre d'un partenariat avec une ONG locale du sud de Madagascar, qui offre des activités extrascolaires artistiques et sportives. Un groupe témoin a aussi été recruté dans une école publique voisine. Les participants n'avaient jamais pris part aux activités extrascolaires de l'ONG avant de participer à l'étude. Quatre sessions de collecte de données ont été organisées sur une période de 16 mois. Ce sont 96 participants qui ont participé à l'étude tout au long des quatre sessions de collecte de données. Des analyses de variances (ANOVA) factorielles mixtes ont été utilisées pour analyser les données. Les résultats montrent que la participation à des activités extrascolaires pour les jeunes évoluant dans un contexte extrême de développement a des effets positifs sur la satisfaction du besoin d'autonomie ($p = 0,037$) et sur la frustration des BPF dans leur ensemble ($p = 0,019$). Les résultats de l'étude montrent également que la participation à des activités extrascolaires a un effet protecteur contre la diminution de la satisfaction des besoins, puisque cette diminution a été observée dans le groupe de contrôle ($p = 0,038$), mais pas chez les jeunes participant à des activités extrascolaires. Ainsi, nos résultats suggèrent que la participation à des activités extrascolaires artistiques, musicales et sportives a des effets positifs pour les jeunes vivant en contexte de développement extrême.

Mots clés : jeunes, contexte extrême, Madagascar, activités extrascolaires, art, sport.

5.2 Abstract

Numerous studies have highlighted the links between involvement in extracurricular activities and positive outcomes for youth. Nevertheless, studies documenting those links have been conducted primarily in the global North. Little is known about the effect of participating in extracurricular activities for youth developing in extreme contexts (i.e. extreme poverty, refugee camps, conflicted areas, areas

affected by climate changes, sexual exploitation or enrolment as child soldiers). This research is testing if the participation in extracurricular activities of youth ($N = 96$; M age = 15.07) developing in an extreme context had an effect over time on their psychological well-being as well as the satisfaction and frustration of their basic psychological needs (autonomy, competence and relatedness). Youth were recruited through a partnership with a local NGO in southern Madagascar, which offers art and sports activities. A control group was recruited in a neighboring public school. Participants had never participated in NGO's extracurricular activities before entering the study. Four data collection sessions were carried out over a span of 16 months. A total of 96 participants engaged throughout the four data collection sessions. Mixed factorial analyses of variance (ANOVAs) were carried out to analyse the data. Results show that participation in extracurricular activities for youth developing in an extreme context had positive effects on the satisfaction of the need for autonomy ($p = .037$) and on the frustration of the basic psychological needs overall ($p = .019$). Also, the study results show that there was a protective effect of participating in extracurricular activities against the decrease of the satisfaction of the needs, as this reduction was observed in the control group ($p = .038$) and not in the youth involved in extracurricular activities. Our results suggest that participation in art, music and sport extracurricular activities has positive outcomes for youth living in an extreme context of development.

Key words : Youth, Extreme context, Madagascar, Extracurricular activities, Art, Sport.

5.3 Introduction

The world's population is composed of approximately 1.8 billion human beings aged between 10 and 24 years old. About 90% of this young generation live in the Global South²² (Farley et Robitaille, 2023), where living conditions are likely to be extreme. Indeed, the contemporary context of many children's lives echoes extreme development conditions: children living in conditions of extreme poverty, child soldiers, children living in the street, in refugee camps, in conflicted areas, children working in mines, in garbage dumps, as domestic servants, sexually exploited or living in areas affected by climate changes. Such

²² Recognizing the contested nature of the concepts, the authors of this text chose to use the concepts of the Global South and Global North in this writing as general terms to distinguish the more or less economically stable regions of the world.

conditions are likely to threaten the development and well-being of these young people by imposing additional layers of challenges on them.

Many programs aiming at education, food or health to optimize youth development and promote their well-being are developed all over the world. Amongst them, extracurricular activities are said to be a promising avenue (Jalloh, 2013). A growing body of literature demonstrates the positive influence of participation in extracurricular activities on the development and well-being of youth. Participation in extracurricular activities seems to be positively related to positive outcomes, as observed with school well-being and academic achievements (Fredricks et Eccles, 2006), lower levels of depressive mood and anxiety (Larson *et al.*, 2002) as well as lower levels of aggression, antisocial behavior, crime (Mahoney *et al.*, 2005), or risky behaviors (Boelens *et al.*, 2022; Farb et Matjasko, 2012). Researchers have shown that the satisfaction of basic psychological needs (BPN) (Ryan et Deci, 2000) in an extracurricular activity context seem to promote the need for competence and relatedness, and a more general well-being among adolescents (Leversen, Danielsen, Birkeland, *et al.*, 2012).

Studies documenting the link between extracurricular activities and these positive outcomes have been conducted primarily in the Global North. This corpus of research represents only some contexts in which a minority of young people evolve. So far, little seems to be known on the efficacy of these programs for the majority of the world's youth population who live in a context of development that may be considered extreme (Henrich *et al.*, 2010). Yet, in its *World Programme of Action for Youth*, the United Nations (UN) (2010) emphasizes the universal aspect of recreation to foster youth development, like psychological, cognitive and physical capacities, in all societies. As the UN intends to build on recreational programs to meet the 17 sustainable development goals (SDGs) endorsed by its member states, it is crucial to understand how extracurricular activities impact the young generation living in various contexts. In this research, we intend to begin filling this gap of knowledge by studying the influence of participation in extracurricular activities on youth developing in an extreme context of development.

5.3.1 Extreme context of development: Madagascar

The concept of extreme context of development refers to conditions in which people are facing several related factors, like malnutrition, arduous work, lack and deprivation of freedom, lack of access to health care, insecurity, and lack of basic resources (Bettelheim, 1943). Our research takes place in a context that may be considered as extreme in terms of development, in the region of Toliara, in the south-west of

Madagascar. The country has an estimated population of 28 million. In 2021, 39.82% of the population was aged under 15 years old (O'Neill, 2022). Madagascar is recognised as one of the poorest countries in the world. From the United Nations Development Program (UNDP) report on human development, Madagascar is ranked 173th out of 189 countries on the Human Development Index (United Nations, 2022). Compared to sub-Saharan African countries, Madagascar's development improvement is significantly slower (World Bank, 2022). Up to 80% of the Malagasy population lives in extreme poverty, with less than US\$1.90 per day (World Bank, 2022). While the central plateau and north-east of Madagascar have relatively lower poverty rates, the proportion of poor children, at 49.3%, is the highest in the south and west of Madagascar, including the Toliara region where this study was performed (Silva-Leander, 2020). Due to this extreme poverty and lack of basic resources, children may be entrusted to extended family members like grandparents, uncles, aunts or cousins. To increase family income, children are often put to work: 28% of Malagasy children aged 5 to 17 are working (UNICEF, 2018a). In Madagascar, children's work varies from selling goods in the street or souvenirs to tourists, to working in salt or sapphire mines, or even resorting to prostitution to support the family or even survive. Poverty and child labour impact on school enrolment: nearly one million children aged 6 to 10 do not attend school. In 2012, the school enrolment rate was 69% and had fallen drastically compared to 2005 when a rate of 83% was observed (UNICEF, 2018a).

The difficulties faced by Madagascar and its population are related to political and climatic issues. Frequent political crises, as well as cyclones and floods that affect the country three to four times a year, impact its economic development (World Bank, 2022). Drought recurrently affects the south of the island and threatens the country's food security. Due to climate change, cyclones, floods and droughts are likely to intensify in the coming years. According to a report from the UN's World Food Program (2022), food insecurity already affects 33% of the population in the South of the country. The country's health situation is worrying, with the resurgence of diseases such as plague and malaria, as well as the persistence of tuberculosis and measles due to a lack of vaccination among children (United Nations Population Fund, 2017). Moreover, the COVID-19 pandemic has also had a profound and devastating effect on the population (World Bank, 2020). In 2018, only 6% of the national budget was allocated to the ministry of health (UNICEF, 2018a). Inequality issues are particularly prominent among young women, for which access to health services is even more difficult. According to a UNICEF (2018b) report, lack of household resources, providers, and control over women hinders women's access to public health services. At the same time, sex education is sparse, limited, and early pregnancy rates are high: in Madagascar, 37% of

pregnancies are among young women aged 15-19 in 2012 (UNICEF, 2018a). The contraceptive prevalence rate is 33% and only 5.6% in the south of the country (United Nations Population Fund, 2017), given that teenage pregnancies account for a third of maternal deaths in the country (UNICEF, 2018a). The low rate of contraceptive use also echoes the intensification of young girls' vulnerability, particularly from a financial perspective.

In brief, malnutrition among Malagasy children, extreme poverty that prevents the population from accessing basic resources and the lack of access to healthcare are indicators of an extreme context of development. These elements are reinforced by child labour coupled with the insecurity it engenders and the arduousness of the tasks, as well as the infringement of children's rights, particularly in terms of protection and education. Based on these various elements, Madagascar can be considered an extreme context of development for many young people. Such extreme contexts limit the possibilities of optimal development by imposing multiple challenges on children. Furthermore, the combination of different simultaneous factors will heighten the vulnerability of children, posing a threat to their well-being and potentially being disadvantaged (Silva-Leander, 2020).

5.3.2 Well-being and basic psychological needs (BPN)

In 2015, the UN chose to continue its commitment to global development through 2030, proposing 17 Sustainable Development Goals (SDGs) as international guidelines for its Member States. One of the targeted areas regards health and well-being (SDG 3) and aims to "ensure healthy lives and promote well-being for all at all ages" (United Nations, 2020). As defined by the World Health Organization (1946), health is not only the absence of disease or infirmity, but also "a state of complete physical, mental and social well-being". The mental and social components are too often forgotten when it comes to the question of health and well-being, and even more so in extreme contexts, when the priorities focus mainly on food, access to water or basic resources. Far from us to minimize the problems of fulfillment of basic physical needs, research has highlighted the importance of fulfilling basic psychological needs (BPN) to reach well-being and optimal development (Ryan et Deci, 2000). Chen and colleagues (Chen, Van Assche, *et al.*, 2015) examined if the link between BPN and well-being was constrained by the satisfaction of the need for environmental and financial safety in a South African young adults' sample and in a Chinese adults' sample. The researchers found, in both samples, that the satisfaction of the BPN contributed to well-being more than safety satisfaction, at every level of safety satisfaction.

Basic Psychological Needs Theory is one of the six mini-theories of the Self-Determination Theory (SDT) (Ryan et Deci, 2000). It supports the assumption that the satisfaction of three fundamental psychological needs — relatedness, competence, and autonomy — would promote well-being, psychological health and growth. The frustration of these needs would cause defensiveness, psychological insecurity, ill-being, and mental health problems (Ryan et Deci, 2000; Vansteenkiste et Ryan, 2013). Numerous studies have established the relation between BPN satisfaction and an array of well-being outcomes, for instance vitality (Ryan *et al.*, 2010), life satisfaction (Leyversen, Danielsen, Birkeland, *et al.*, 2012), self-esteem (Moller *et al.*, 2006) or ill-being outcomes, namely depression (Cordeiro *et al.*, 2016). These results were obtained across a variety of life domains, including parenting, education, work, health care, psychotherapy as well as leisure or extracurricular activities²³ (Ryan et Deci, 2017a).

According to SDT, autonomy refers to the need for individuals to voluntarily decide for themselves about their experiences and actions (Ryan et Deci, 2000). Autonomy implies that a person's behaviors are endorsed, associated with a sense of volition and are congruent with his or her "self", interests and values, as opposed to feelings of pressure or coercion to act or think in certain ways (Ryan et Deci, 2017a). Competence implies a person's fundamental need to exercise his or her abilities, feel effective in his or her interactions with the environment, and to meet challenges appropriate to his or her level of competence (Ryan et Deci, 2000) rather than experiencing inferiority or inadequacy feelings (Chen, Van Assche, *et al.*, 2015). The need for competence is manifested at an early age through children's expressions of curiosity and the need to manipulate objects around them (Ryan et Deci, 2017a). Relatedness is manifested in a person's need to feel socially connected in a meaningful way, rather than feeling lonely and alienated. A person will feel more connected to others if they care about them and their well-being, and if they feel that they belong and are meaningful within their group. Relatedness can also be manifested through an individual's care for others or his or her contribution to the well-being of others (Ryan et Deci, 2017a).

According to SDT, the BPN are universal and independent of the developmental level or cultural setting (Ryan et Deci, 2017a). However, how these needs are expressed and met may vary from one culture to

²³ For a review, see Ryan, R. M. et Deci, E. L. (2017a). Basic psychological needs theory: Satisfaction and frustration of autonomy, competence, and relatedness in relation to psychological wellness and full functioning. Self-determination theory Dans R. M. Ryan et E. L. Deci (dir.), *Self-determination theory: Basic psychological needs in motivation, development, and wellness* (p. 239-271). The Guilford Press.

another (La Guardia et Ryan, 2000). This assumption is contradicted by other schools of thought, like cultural relativism, in which the content and structure of the self can differ considerably depending on the culture (Markus et Kitayama, 1991). The need for autonomy is often subject to criticism, being seen as a concept that aligns more closely with more individualistic cultures prevalent in North America, Western Europe, and Australia, as opposed to the more collectivist cultures found in Asia, South America, Africa, and Indigenous societies. Despite this, Malagasy culture, largely because of its insular nature (Triandis, 2006), is more inclined towards the collectivist end of the spectrum (Dahl, 1999). However, it's important to note that Malagasy culture is not uniformly collectivistic, as pointed out by Radanielina-Hita (2010). This variability may be attributed to factors such as the use of second or third languages (French and/or English) and the influence of cultural shifts and, to some extent, Westernization due to French colonization. The confusion between the concept of autonomy and independence might be at the source of criticism. As explained, autonomy refers to the self, whilst independence refers to the outside world. Independence means that the individual is not dependent on something or someone (Chirkov *et al.*, 2003). For SDT, a person can be both autonomous and dependent (Ryan et Deci, 2017a), such as a child who depends on a parent, but whose parent seeks to foster his or her autonomy by providing a certain level of choices. The validity of the BPN model has been tested within different cultures in numerous studies, all of which affirm its credibility (Chen, Van Assche, *et al.*, 2015; Chen, Vansteenkiste, *et al.*, 2015; Chirkov *et al.*, 2003). Even though these needs may not be equally supported in all cultures (Chirkov *et al.*, 2003), their neglect has negative effects on a person's development, well-being, and integrity regardless of cultural context (La Guardia et Ryan, 2000).

5.3.3 Extracurricular activities and well-being

Extracurricular activities are envisaged as organized activities, as opposed to so-called unstructured activities, in which youth could spend time after-school watching television, listening to music, hanging out with peers, resting, etc. (Mahoney *et al.*, 2005). Organized activities involve a regular schedule, integration into a peer group, and adult supervision, are generally voluntary, focus on the acquisition of specific skills, encourage positive youth development and are not part of the school curriculum (Bohnert *et al.*, 2010; Mahoney *et al.*, 2005). Non-exhaustive examples of organized activities include sport (e.g., rugby, basketball, karate), arts (e.g., dance, theater, music group/lesson) or community programs (e.g., scouts) (Hansen *et al.*, 2003). Participation in activities is usually operationalised in terms of the number of activities in which a young person participates or in terms of intensity, for example the number of hours spent in the activity over a period of time (Denault et Poulin, 2009).

As a way of promoting health, positive psychology has encouraged researchers to inquire about the way in which certain events in daily life, like extracurricular activities, may promote well-being (Freire, 2018). Numerous studies in the Global North have highlighted the link between participating in extracurricular activities and positive outcomes in youth. Literature reviews have highlighted the benefits of extracurricular activities on outcomes as extensive as education attainment, diminution of risky behaviors like substance abuse, delinquency or unprotected sex, enhanced psychosocial competencies, and well-being (Boelens *et al.*, 2022; Bohnert *et al.*, 2010; Farb et Matjasko, 2012). Extracurricular activities can be seen as opportunities for extraordinary additional and enriched experiences that may optimize adolescents' development (Horowitz, 2000). Contrasting research results have reported that bullying and engaging in risk behaviors are potential harmful consequences of extracurricular activities (Matjasko *et al.*, 2019). The amount of time spent in the activity seems to influence these results, with the hypothesis that too many hours spent in extracurricular activities could have a detrimental effect on youth (Matjasko *et al.*, 2019).

In a systematic literature review in the US, Heath *et al.* (2018) reported that gender and socio-economic status (SES) can influence the impact of participating in extracurricular activities on a wide range of academic, social and psychological outcomes. Youth seem to orient themselves towards activities that are presented as typical for their gender²⁴ (sports being considered "male activities" and art or music lessons and youth clubs as "female activities"), even though activities considered as gender atypical (for instance, female youth interested in team sport and male youth in dance lessons) may have greater benefits (Heath *et al.*, 2018). Regarding SES, studies have shown that youth with lower socio-economic background benefit more from extracurricular activities than their peers with higher SES (Heath *et al.*, 2018). Yet, youth with lower SES are the ones who participate the less in extracurricular activities (Bouffard *et al.*, 2006).

From a SDT perspective, extracurricular activities represent a domain in life where BPN can be satisfied. In this context, despite the influence of social and cultural values and the availability of opportunities, extracurricular activities offer young individuals the chance to be challenged, enhance their skills, and be good at something (competence). These activities are typically chosen voluntarily, allowing for personal choice that aligns with one's interests (autonomy). Additionally, these activities provide opportunities to

²⁴ Although the authors recognize gender as a multidimensional construct, so far literature in this field of research reports gender identities in terms of male and female.

interact with peers who share similar interests, fostering the sharing of experiences and the development or strengthening of friendships (relatedness) (Leveresen, Danielsen, Birkeland, *et al.*, 2012).

We perceive extracurricular activities as an opportunity to optimize youth development, and not just to avoid negative consequences. Extracurricular activities may be considered as a protective factor that might buffer or compensate for risks but also as a way to thrive (Lerner *et al.*, 2015a). Studies on the positive links between extracurricular activities and well-being or optimal development have been conducted mainly in certain regions of the world (e.g., Canada, Northern Europe, United States of America, Australia, etc.). Research conducted in contexts described as extreme in terms of development is rare in the scientific literature. Yet, conditions in which youth are developing in different regions of the world can drastically vary and implicate different challenges, as we made the case in this paper for Madagascar. Programs that are developed by local organizations or international agencies could benefit from data on the effects of these activities on target populations to support decision making, program development, and funding.

5.4 Objective and hypotheses

Therefore, after verifying the applicability of the BPN framework in a Malagasy context with a youth population (O1), the main objective of this research is to measure the evolution of the well-being as well as the satisfaction and frustration of the basic psychological needs of youth participating in extracurricular activities in an extreme context of development (O2).

We hypothesize that the general proposition of the BPN mini theory (Ryan & Deci, 2017), stating that the satisfaction of the three BPN is associated with well-being, whilst need's frustration is associated with greater ill-being, will be respected in our sample (H1). We posit that participation in extracurricular activities, both art and sport, promotes the psychological well-being of participating youth and the satisfaction of their three basic psychological needs, considered individually (H2). We also think that the satisfaction of the needs, considered as a whole, changes positively over time for youth who participate in extracurricular activities (H3). Finally, we hypothesize that the frustration of the needs, considered as a whole, diminishes over time for youth who participate in extracurricular activities (H4).

5.5 Methods

5.5.1 Study design/research approach

This exploratory study is part of a larger collaborative mixed methods research project on the participation in extracurricular activities of youth developing in an extreme context. This research is aligned with the needs of the Malagasy NGO who collaborate with researchers from Université du Québec à Montréal and Université Catholique de Madagascar to complete this project (Décarpentrie *et al.*, 2022; Décarpentrie *et al.*, Submitted).

In this study, the two types of organized activities offered by the partner NGO are examined: artistic activities (a percussion group, a marching band, a capoeira group, a circus group, a guitar group) and sports activities (soccer and basketball groups) (Mahoney *et al.*, 2005). Artistic and sport activities are the two types of activities offered by the partner NGO. The choice of studying these activities is based on the existing literature that highlights the potential of sports and art-music activities for development (Gadais *et al.*, 2023; Venkatesh *et al.*, 2023). These activities take place at a fixed time and on fixed days of the week. Youths meet twice a week for one and half to two hours per session. They are supervised by adults and are collective. They aim at the positive development of young people and the acquisition of artistic, sporting and social skills. To measure the impact over time of extracurricular Art and Sport programs on the psychological well-being and the satisfaction and frustration of the BPN of the youth of Toliara, we collected quantitative data via questionnaires with youth involved in extracurricular activities proposed by the NGO *Bel Avenir*.

5.5.2 Sample and procedure

Youth involved in Art or Sport activities offered by the NGO were invited to participate in this project. The research team, accompanied by the supervisors of the NGO' activities, went to the first session of the activity to offer them to participate in the study. Simultaneously, a group of youth not involved in the NGO activities was recruited in a public school in Toliara, as a control group. With the collaboration of the school staff, researchers went to classes and offered the students to complete the questionnaires. Participants completed questionnaires four times over the course of 16 months, starting from February

2020 (T1), then November 2020 (T2), March 2021 (T3) and June 2021 (T4)²⁵. Participants had never participated in NGO's extracurricular activities before answering the questionnaires at the first measurement time. All the participants were aged from 14 to 18 years old²⁶. At T1, we recruited 262 participants in total. During 16 months of involvement in the activities, 96 participants engaged throughout the four data collection sessions. The experimental group was split into two subgroups, the art group and the sport group, that were each composed of 25 participants (art, 28% self-identified as female; sport, 48% self-identified as female). The control group had 46 participants (45% self-identified as female). Young people had a choice of different disciplines in art and sport. Participants chose for themselves in which activity they wish to get involved. In the art group, participants were involved either in a marching band (36%), a capoeira group (20%), a percussion group (16%), a circus group (16%), or in a guitar group (12%). In the sport group, participants were involved in a soccer group (64%) or a basketball group (36%).

5.5.3 Measures

All questionnaires were administered in Malagasy. Original English versions were translated into official Malagasy. Following the method suggested by Vallerand (1989), translations from English to Malagasy, and back-translations, were carried out by professional translators. Translations and back-translations were then compared by a committee of Malagasy psychologists and linguists. The back-translations were compared with the original versions, and the Malagasy translation was adjusted according to the semantic shifts between the two versions. The Country has several different dialects, so we chose to use the official Malagasy as it is taught in school. During the questionnaire's administration, adults fluent in the local dialects were present to support participants' understanding, if required.

Cronbach alphas as well as fit indices through Confirmatory Factor Analysis (CFAs) have been assessed for each scale. In exploratory research, a value of 0.6 is considered acceptable for proceeding to inferential

²⁵ Data were mostly collected during the COVID-19 Pandemic which made it more difficult to establish regular periods between data collections.

²⁶ 14 is the age at which young people are generally cognitively competent to give informed consent to participate in research (Sanci et al., 2004).

statistical analyses (Hair *et al.*, 2010). Indices used to assess the scales fit are RMSEA and SRMR of 0.08 or lower (Tabachnick *et al.*, 2007) and χ^2/df lower than 3 (Bentler, 1990).

5.5.3.1 Satisfaction and frustration of the needs of autonomy, competence, and relatedness

To assess satisfaction and frustration of the BPN as well as the satisfaction of the need for autonomy, relatedness and competency, we used *the Basic Psychological Needs Satisfaction and Frustration Scale* (BPNSF) (Chen, Vansteenkiste, *et al.*, 2015). This scale consists of 24 items, using a five-point Likert-type scale, ranging from "not true at all" to "completely true", where participants rate the accuracy of each statement for themselves. The scale can be divided into various subscales. Among the 24 items, eight of them measure the satisfaction of the need for autonomy (for the present research, $\alpha_{T1} = 0.25$; $\alpha_{T2} = 0.28$; $\alpha_{T3} = 0.34$; $\alpha_{T4} = 0.55$). Four of the eight items express the satisfaction of the need (e.g., "I feel a sense of choice and freedom in the things I undertake"), and four items (reversed) express the need's frustration (e.g., "Most of the things I do feel like "I have to"). Eight items measure the satisfaction of the need for relatedness (for the present research, $\alpha_{T1} = 0.32$; $\alpha_{T2} = 0.43$; $\alpha_{T3} = 0.40$; $\alpha_{T4} = 0.49$), with four items expressing the satisfaction of the need and four items (reversed) expressing the need's frustration (e.g., "I feel connected with people who care for me, and for whom I care", "I feel the relationships I have are just superficial"). Eight items measure the satisfaction of the need for competence (for the present research, $\alpha_{T1} = 0.22$; $\alpha_{T2} = 0.41$; $\alpha_{T3} = 0.23$; $\alpha_{T4} = 0.16$), again, four items express the need's satisfaction and four items (reversed) express the need's frustration (e.g., "I feel confident that I can do things well", "I feel disappointed with many of my performance"). The fit indices for these three factors at T1²⁷ are $\chi^2/df=1.98$, SRMR= 0.09, RMSEA= 0.06. The 24 items can also be grouped in two subscales of 12 items each, measuring separately the needs' satisfaction (for the present research, $\alpha_{T1} = 0.49$; $\alpha_{T2} = 0.41$; $\alpha_{T3} = 0.55$; $\alpha_{T4} = 0.59$) and frustration (for the present research, $\alpha_{T1} = 0.62$; $\alpha_{T2} = 0.72$; $\alpha_{T3} = 0.69$; $\alpha_{T4} = 0.66$). The internal consistency of the Malagasy version of the scale is lower than the original tool (Chen, Vansteenkiste, *et al.*, 2015), that was validated with four populations (Belgium, China, Peru, and the United States of America), and ranged from $\alpha = .64$ to $\alpha = .89$ depending on environmental, sociodemographic, and cultural factors. The fit indices for these two factors at T1 are $\chi^2/df=1.78$, SRMR=0.08, RMSEA=0.06. For each need subscale, items expressing the need's frustration were reversed, then total scores were calculated by adding item scores. Scores could range from 8 to 40. For the

²⁷ Fit indices have been calculated for each variable of interest at each time of measure and are reported in appendix A.

satisfaction and frustration subscales, items were not reversed and scores were simply added. Scores ranged from 12 to 60.

5.5.3.2 Well-being index

To measure youth well-being, an index was created based on four scales, assessing three positive psychological constructs, self-esteem, life satisfaction, and vitality, and one negative psychological construct, depression. To calculate the well-being index, we transformed the four variables' scores in z-scores. Depression z-scores were reversed. Then the z-scores of the four variables were averaged to obtain a well-being index.

Global self-esteem was measured by the *Self-Esteem Scale* (Rosenberg, 1965), which measures the extent to which an individual generally considers him or herself to be a person of value, who possesses good qualities, who has a positive attitude toward him or herself, and who does not consider him or herself to be a failure, useless, or good for nothing. This scale is composed of 10 items, rated on a five-point Likert-type scale ranging from "strongly agree" to "strongly disagree". Total scores can range between 10 to 50 and are calculated by adding items' scores. Internal consistency is $\alpha = .90$ for this scale. The internal consistency of the Malagasy version of the scale is $\alpha_{T1} = 0.21$; $\alpha_{T2} = 0.39$; $\alpha_{T3} = 0.26$; $\alpha_{T4} = 0.40$. The fit indices at T1 are $\chi^2/df = 2.05$, SRMR=0.07, RMSEA=0.07.

Satisfaction with life, recognized as a subjective indicator of well-being, was measured by the *Satisfaction with Life Scale* (Diener, 1984). This scale consists of five items that lead the participant to evaluate his or her overall satisfaction with life. For each item, the participant expresses his or her level of agreement with the proposed statement using a seven-point Likert scale. Total scores can range between 7 to 35 and are calculated by adding items' scores. The original tool with a population of students has an internal consistency of $\alpha = .87$. The version of the scale translated in Malagasy has an internal consistency of $\alpha_{T1} = 0.50$; $\alpha_{T2} = 0.54$; $\alpha_{T3} = 0.67$; $\alpha_{T4} = 0.67$. The fit indices at T1 are $\chi^2/df = 1.59$, SRMR=0.04, RMSEA= 0.05.

Vitality was measured by the *Subjective Vitality Scale* (Ryan et Frederick, 1997). The participant is asked to decide the level of agreement between the items presented and how he or she generally feels using a seven-point Likert-type scale. Total scores can range between 7 to 49 and are calculated by adding items' scores. This scale indicates an internal consistency of $\alpha = .80$. The version of the scale translated in

Malagasy has an internal consistency of $\alpha_{T1}= 0.31$; $\alpha_{T2}= 0.48$; $\alpha_{T3}= 0.62$; $\alpha_{T4}= 0.51$. The fit indices at T1 are $\chi^2/df=2.14$, SRMR= 0.06, RMSEA= 0.07.

Depression was measured by the *Center for Epidemiologic Studies Depression Scale (CES-D)* (Radloff, 1977). This scale consists of 20 items relating to depressed mood. The participant is asked to indicate the frequency of symptoms experienced during the past week on a four-point scale ranging from "very rarely (less than one day)" to "very often (five to seven days)". Total scores can range between 20 to 80 and are calculated by adding items' scores. The lowest score relates to a low depressed mood. The original tool demonstrates an internal consistency of $\alpha = .85$. The version of the scale translated in Malagasy has an internal consistency of $\alpha_{T1}= 0.70$; $\alpha_{T2}= 0.69$; $\alpha_{T3}= 0.72$; $\alpha_{T4}= 0.75$. The fit indices at T1 are $\chi^2/df=1.63$, SRMR=0.07, RMSEA=0.05.

5.5.3.3 Socio-economic status

The socio-economic status was calculated based on several variables. To our knowledge, there is no established official socio-economic status classification for Madagascar. Hence, relying on the expertise of the partner NGO staff, who possess an in-depth understanding of the community, we developed a classification for socio-economic status. This classification underwent validation and discussion with these experts. To obtain a measure of the socio-economic status of our participants, we collected data on the neighborhood which the participant reported living in, as well as their parents' and/or guardian's occupation. The term « guardian » refers to a person who is considered by the young person as a parental figure. As it is the case in other African contexts, there are, in fact, individuals in Malagasy families who are referred to as 'parents' without the degree or nature of their relationship with a child being specified. To determine the socio-economical level of each neighborhood, as well as the level of economic contribution of the parent-guardian's occupation to the household, we asked five members of the staff of our local partner NGO to rate each neighborhood and parents-guardian's occupations from 1 to 5, 1 being a poor neighborhood or a low economic contribution to the household. A mean of the answer of the five staff members was calculated to attribute a score to each neighborhood and occupation. Each participant living with either one or two parents and, or, with a guardian, we had to create a score representing the "level of family income". To do so, a mean of the score of all parents and/or guardian occupations was calculated. Then, to obtain a score of socio-economic status, we calculated a mean of the socio-economic level of each neighborhood and the level of family income for each participant. The total score was between 1 and 5, 1 being very low and 5 corresponding to a very high socio-economic status.

5.5.4 Data analysis

Before engaging in further analysis, we first examined the link between well-being and the BPN in a Malagasy youth sample, to assess the universality of the BPN as stated in the BPN Theory (Ryan et Deci, 2000) and its applicability in a Malagasy population. The effect size is considered small if the value of r varies around 0.1, medium if it varies around 0.3 and large around 0.5 (Cohen, 1992).

Mixed factorial Analyses of Variance (mixed factorial ANOVAs) were conducted to evaluate whether the participation in extracurricular activities, art and sport, had a significant effect over time on well-being and the BPN of autonomy, competency and relatedness. Specifically, this analysis was used to examine the interaction effects of time (four measures over 16 months; within-subjects level) and the practice of an extracurricular activity (art vs sport vs control; between-subjects level) on well-being variables as well as the BPN variables. The analyses take into account the age of the participants, their gender and their socio-economic status as control variables. Post-hoc tests were conducted and a Bonferroni correction was used. The level of statistical significance was set at $p < .05$. The strength of effect sizes was evaluated through partial eta squared (η_p^2) with .01 indicating a small, .06 a moderate, and .14 a large effect (Cohen, 1992). Mixed factorial ANOVAs were performed on 96 participants, out of 262, that were present at the four measurements time. Exploratory analyses showed that there were no significant differences between the 96 participants that were included in the analysis and the 166 that were excluded, regarding age, gender, socio-economic status and variables of interest. Post-hoc power analysis, calculated with GPower 3.1 (Faul *et al.*, 2007), showed that a sample of 96 participants is sufficient to detect moderate effect sizes with adequate power (83%) in the factorial mixed ANOVAs.

For all the variables of interest, ANOVAs have been performed preliminary to confirm that there were no existing significant differences between the three groups at T1.

The normality assumption was checked for each variable through a visual inspection of the distribution, and the verification of skewness and kurtosis values comprised between -1 et +1. Scores are considered extreme if they are more than 3 standard deviations from the mean. If outliers were present, the variable was winsorized. Thus, the extreme score was replaced with a score three standard deviations from the mean. After winsorizing, the normality assumption was respected for all variables and there were no more outliers. Hence, the validity of the results of the statistical tests was ensured. The principal

analyses were conducted using SPSS 28 (IBM Corp., 2020), while fit indices were reported using R (R Core Team, 2022), precisely the *Lavaan* package (Rosseel, 2012).

5.5.5 Ethic

At T1, a consent form, written in Malagasy, was read and explained to small groups of youth who wish to engage in the research by researchers. Its understanding was validated with the young people throughout the reading. Consent was reiterated verbally at each following step of data collection.

5.6 Results

5.6.1 Applicability of the BPN mini-theory in a Malagasy population

To examine the relationship between well-being and the BPN of autonomy, relatedness and competence, as well as the relationship between well-being and overall BPN' satisfaction and frustration Pearson correlations were applied to the 262 participants recruited at T1 (see **Error! Reference source not found.**). Participants were 108 females and 154 males, with a mean age of 15.14 (1.41). From the descriptive analysis, it was found that the participants presented similar values in the satisfaction of the three BPN.

In a sample of Malagasy teenagers, the results show that well-being is significantly and positively associated with the need for autonomy, relatedness and competence, with an effect size between small and medium. Well-being is also significantly, positively and moderately associated with overall satisfaction of BPN. Well-being is significantly and negatively associated with overall needs' frustration, with a rather small effect size. We observe that, in our sample, the variables forming the well-being index are individually associated with the satisfaction and/or frustration of BPN (see **Error! Reference source not found.**).

Tableau 5.1 Pearson correlation coefficients, means (M) and standard deviations (SD)

Variables	M	SD	1	2	3	4	5	6	7	8	9
1. Well-being	.00	.63	-								
2. Satisfaction with life	23.63	5.26	.62***	-							
3. Vitality	34.97	6.16	.67***	.30***	-						
4. Self-esteem	26.97	3.37	.64***	.15*	.23***	-					
5. Depression	42.68	8.52	-.59***	-.12	-.14*	-.21***	-				
6. Autonomy	27.43	4.19	.19**	.10	.08	.12*	-.17**	-			
7. Relatedness	27.43	4.51	.21***	.14*	.08	.13*	-.20***	.24***	-		
8. Competence	27.42	3.79	.23***	.03	.11	.26***	-.18**	.30***	.23***	-	
9. Needs' satisfaction	45.96	5.51	.29***	.25***	.28***	.11	-.07	.39***	.46***	.37***	-
10. Needs' frustration	35.69	7.27	-.14*	.04	.07	-.20**	.26***	-.58***	-.53***	-.56***	.06

*** Correlation is significant at the 0.001 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

5.6.2 Effect of participation over time

From the 262 participants recruited in T1, a general attrition was observed with 158 participants at T2 and 115 participants remaining at T3. Only 96 participants were present at the four measurements time, and constitute our final sample. Tableau 5.2 shows the distribution by group of our sample regarding age (T1), gender, and socio-economic status. All groups are not significantly different in age, gender representativity and socio-economic status. Nevertheless, the percentage of male is more important in the art group than in the two other groups. Also, participants in the sport group are slightly younger than in the two other groups, and participants in the art group are a bit older than in the two groups of comparison.

Furthermore, in terms of socioeconomic status (SES), the percentage of youth from the control group with a low SES is slightly higher compared to the youth in the experimental groups. In addition, two participants in the control group have a relatively high SES, whereas none of the youth in the experimental groups fall into this category. These points reinforce our reasoning to consider age, gender and SES variables as control variables in our main analysisanalysis.

Tableau 5.2. Descriptive statistics

	Experimental group		Control group	TOTAL
	Art	Sport		
Gender				
F	7 (28%)	12 (48%)	21(45.7%)	40 (41.7%)
M	18 (72%)	13 (52%)	29 (54.3%)	56 (58.3%)
Age Mean (SD)				
	15.40 (1.68)	14.79 (1.46)	15.03 (1.11)	15.07 (1.37)
Socioeconomic status				
Very low	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Low	13 (56.5%)	13 (54.2%)	32 (69.6%)	58 (62.4%)
Medium	10 (43.5%)	11 (45.8%)	12 (26.1%)	33 (35.5%)
High	0 (0%)	0 (0%)	2 (4.3%)	2 (2.2%)
Very high	0 (0%)	0 (0%)	0 (0%)	0 (0%)

*Missing data for SES: two in the art group, one in the sport group.

Regarding the need for autonomy (see Figure 5.1), there is a significant ‘time by group’ quadratic interaction effect, $F(2,87) = 3.25, p = .043, \eta_p^2 = .07$, which is a medium effect size. In the art group, there is a significant simple quadratic effect of time, $F(1,24) = 8.65, p = .007, \eta_p^2 = .27$, which can be interpreted as a rather large effect size. More specifically, the satisfaction of the need for autonomy significantly increases between the first ($M = 26, SD = 5.17$) and the second measurement ($M = 28.96; SD = 2.96$), $p = .037$, then remains rather stable. The participants involved in sport activities and those not participating in any activities show no significant change over time. The evolution over time did not differ significantly in the three groups regarding the needs of competence, $F(6,261) = 0.39, p = .888, \eta_p^2 = .01$ (small effect size), and relatedness, $F(6,261) = 1.47, p = .189, \eta_p^2 = .03$ (small to medium effect size). Regarding the frustration of the BPN (see Figure 5.2), there is a significant ‘time by group’ quadratic interaction effect, $F(2,87) = 3.54, p = .033, \eta_p^2 = .08$ (medium effect size). In the art group, there is a significant simple quadratic effect of time, $F(1,24) = 10.22, p = .004, \eta_p^2 = .30$. The effect size is rather large. More specifically, the frustration of the needs significantly diminishes between the first ($M = 35.89, SD = 7.65$) and the second

measurement ($M = 31.83$, $SD = 5.59$), $p = .019$, then remains rather stable. The participants involved in sport activities and those not participating in any activities show no significant change over time.

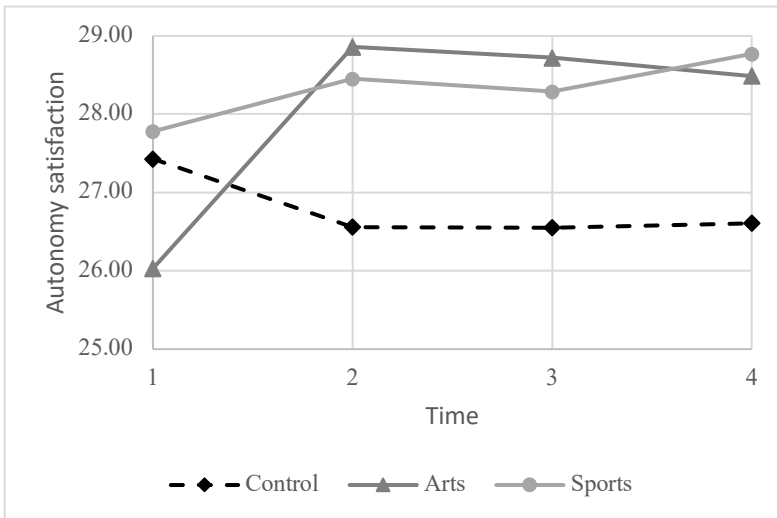


Figure 5.1. Autonomy satisfaction through time

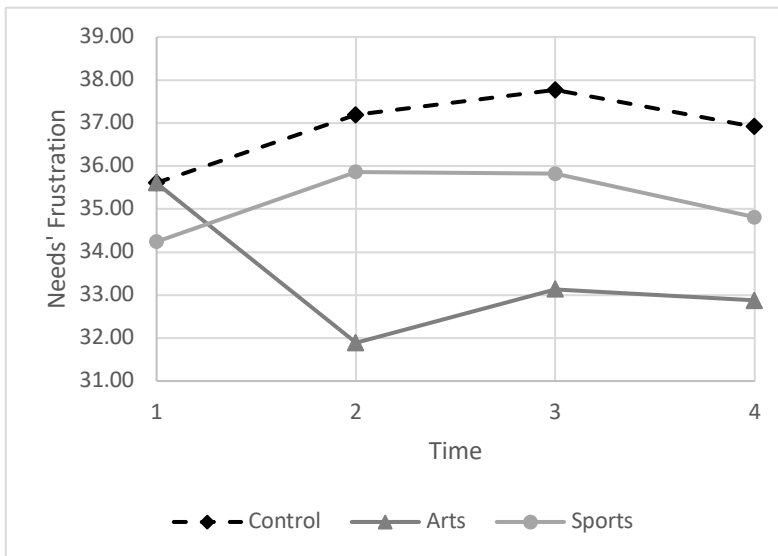


Figure 5.2. Needs' frustration through time

Given that the evolution over time of the arts and sports groups is similar for the satisfaction of BPN, $F(3,126) = 0.61$, $p = .608$, $\eta_p^2 = .01$, the two groups are combined to form an experimental group, which is then compared to the control group (see Figure 5.3). There is a significant 'time by group' (experimental vs control) linear interaction effect, $F(1,88) = 4.31$, $p = .041$, $\eta_p^2 = .05$, which comes close to a medium effect

size. For the control group, there is a significant simple linear effect of time, $F(1,45) = 4.59, p = .038, \eta_p^2 = .09$, (medium to large effect size) manifesting as a decrease of the needs' satisfaction over time. This linear effect is not observed in the experimental group, $F(1,49) = 1.38, p = .245, \eta_p^2 = .03$. The effect size is quite small, which indicates that the rather small sample size ($N_{exp} = 50, N_{ctrl} = 46$) does not seem to influence the significance of our results. The satisfaction of the needs of the participants involved in the

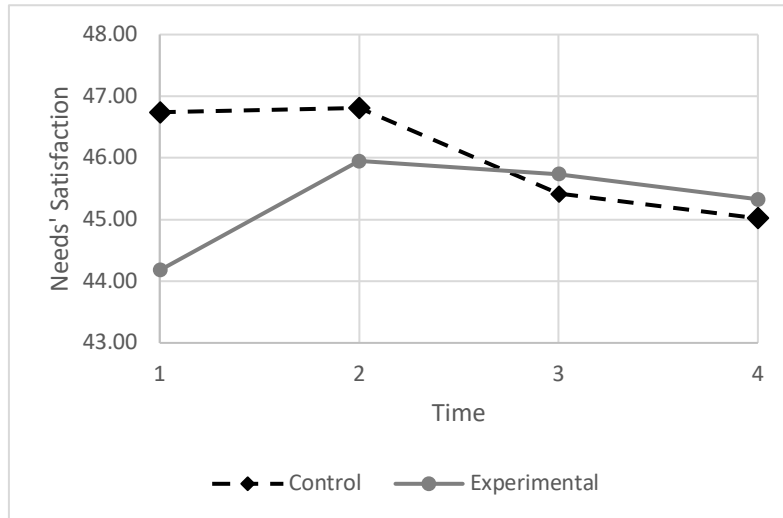


Figure 5.3. Needs' satisfaction through time

two extracurricular activities seem to remain stable over time, whilst decreasing for the participants not involved in any extracurricular activities.

The evolution over time of the youth's well-being did not differ significantly in the three groups, $F(6,261) = 0.89, p = .500, \eta_p^2 = .02$. Looking at each of the variables composing the well-being index, the evolution over time did not differ significantly in the three groups for neither satisfaction with life, $F(6,261) = 1.22, p = .298, \eta_p^2 = .03$; depression, $F(6,261) = 0.83, p = .546, \eta_p^2 = .02$; vitality, $F(6,261) = 0.68, p = .669, \eta_p^2 = .02$; or self-esteem, $F(6,261) = 1.10, p = .365, \eta_p^2 = .02$.

5.7 Discussion

5.7.1 BPN and well-being association

The relationship between the satisfaction and the frustration of BPN and psychological well-being is supported by many studies, in various contexts (Chen, Vansteenkiste, *et al.*, 2015). Our research findings support the general proposition of Self-determination mini-theory on BPN (Ryan et Deci, 2017a). This

theory postulates that the satisfaction of the three BPN is associated with well-being, whilst need's frustration is associated with greater ill-being. In our sample of vulnerable youth from the south of Madagascar, we observe a positive association between well-being and the need for autonomy, relatedness and competence, as well as overall satisfaction of BPN, which is similar to what has been found in various other socio-cultural contexts (Chen, Vansteenkiste, *et al.*, 2015), including South-Africa. Similarly to this research, we observe a negative relationship between well-being and the overall needs' frustration as well as individual association between the satisfaction and/or frustration of BPN and the variables forming the well-being index, namely satisfaction with life (Levensen, Danielsen, Birkeland, *et al.*, 2012), vitality (Ryan *et al.*, 2010), self-esteem (Moller *et al.*, 2006) and depression (Cordeiro *et al.*, 2016). Our findings allow us to support the use of the BPN' concept in our research context, and to explore the evolution of the satisfaction and frustration of those needs, as well as the well-being of youth involved in extracurricular activities. While our findings align with the BPN theory, we recommend to the research community to investigate these connections in diverse Global South contexts with validated tools. Our findings also suggested that psychometric proprieties of previously validated tools should be investigated in diverse Global South contexts. These methodological issues have been highlighted by Sayanagi et van Egmond (2023) regarding the scarcity of valid psychometric measures for these concepts in the international development field. Exploring qualitative research methods may also offer a promising avenue for refining the BPN model in such contexts (Lynch, M. F. *et al.*, 2020).

5.7.2 Evolution of the satisfaction and frustration of BPN

This longitudinal study tried to measure the evolution of well-being, satisfaction and frustration of BPN of youth developing in an extreme context of development who participated in extracurricular activities. Our results suggest that the satisfaction of the need for autonomy for participants involved in art activities seems to evolve positively during the first nine months of their involvement, then stays rather stable for, at least, the next seven months. The satisfaction of the need for autonomy also seems to evolve positively for the participants involved in sport activities, but not in a statistically significant way. Those two groups have been compared to a similar group of young people not involved in extracurricular activities (control group), for whom the satisfaction of the need for autonomy tends to diminish over time, but not in a statistically significant way. Similarly, the frustration of the need for autonomy, competence and relatedness, considered all together, for participants involved in art activities, seems to diminish during

the first nine months of their involvement, then stays rather stable for, at least, the next seven months. The needs' frustration stays rather stable for the participants involved in sport activities and for those not involved in any extracurricular activities.

This This lack of significant effect, in the sport group, for the satisfaction of the need for autonomy and the needs' frustration can be related to various factors. From our observation on the field and attempt to deeper understand how the activities are organised (Author 6 et al., 2021), we found that the organ of the NGO that offers art activities (MUSIC CENTRE - Socio-Educational and Musical Centre) has more material, further trained workers, financial support and experience running their activities (2008 versus 2014), than the organ that offers sport activities (SSS - Socio-sport school). Therefore, it is possible that by offering equal opportunities to support the SSS financially, logistically, in terms of staff training and numbers, results observed in the art group could be observed in the sport group. Obviously, the NGO, with its current resources, will need external support from funders to achieve these goals.

Also, the context in which the data have been collected may have affected our results more generally. It is important to note that data collection for this research started in February 2020, just before the COVID-19 pandemic hit the world, without sparing Madagascar. Between March and October 2020, extracurricular activities have been largely impacted and put on hold. Whilst sport activities were completely stopped and started to resume in October 2020, some art activities, like the marching band and the circus were able to maintain some level of activity during the pandemic as sessions were held outdoors and social distancing was possible.

Contrary to other research which found interesting results regarding the need for competence and relatedness (Leversen, Danielsen, Birkeland, *et al.*, 2012), there was no statistically significant evolution of the satisfaction of these needs over time. Nevertheless, the evolution of the satisfaction of the need for relatedness over time between the three groups had an effect size between small and medium and a p value close to 0.1. When interpreting a non-significant result, while the statistical power of a test is limited by a small sample size, it is important to consider the effect size found in addition to the p value (Kline, 2004). According to Stevens (2012), 0.1 can be an adjusted significance level from the common 0.05 p value, when the sample size per group is small ($n \sim 20$). Therefore, it is possible that a larger sample size

could have influenced our results for the need of relatedness. Despite the small sample size in this study ($n = 25$ for the art and sport groups) and the higher probability of making a type 2 error, the authors of the present study decided to retain the statistical significance level of 0.05. We still think it is worth mentioning results when the effect size is interesting, and level of significance is close to 0.1.

Even more in the case of the need for relatedness, as some preliminary results from a qualitative study with fourteen young people from the present experimental group (Décarpentrie *et al.*, 2022) suggest the importance of the relationship developed with peers for youth involved in extracurricular activities. Indeed, in the interviews, youth mention that the activities enabled them to make new and close friends, who could be supportive and look after each other. For instance, they refer to their peers in the activities as being like brothers and sisters.

For the overall satisfaction of the BPN, the experimental group was considered as a whole as the evolution over time of the Arts and Sports groups was similar. That experimental group was compared with the control group in order to verify if the satisfaction of the needs would evolve over time for both groups. Results show that it stayed rather stable over time for the experimental group, but decreased quite continuously for the control group along the 16 months of this research. Therefore, it seems that extracurricular activities, either sport or art, have a protective effect on the satisfaction of BPN of our participants. As discussed, these results might have been influenced by the COVID-19 situation during which these data were collected, where most extracurricular activities were put on hold for a few months and youth were not attending school either, as they were closed. Contrary to many global North Countries, most Malagasy schools and their students at home do not have the infrastructure to pursue education online. The closure of schools and extracurricular activities might have had consequences on the satisfaction of BPN (Calvo *et al.*, 2020) for the youth of Toliara. Indeed, youth were restricted from moving freely and going about their usual activities (autonomy), meeting their friends (relatedness) and working on their education (competence). From data collected through open ended questions on the consequences of COVID-19 asked to our sample groups during the two last data collections, in March and June 2021, we have results that support this hypothesis. It seems that social isolation measures had a clear impact on our sample and have caused a certain level of distress and anxiety for the youth. The participants complained that they could not go to school for such an extended period of time and be free to move

(autonomy). They were worried about their education and feared to lose their knowledge and capacities (competence). The participants also mentioned that they found it hard to not be able to keep in touch with their friends and members of the extended families (relatedness). However, our results suggest that the extracurricular activities might have mitigated the consequences of the measures taken to contain COVID-19 on the satisfaction of BPN for the participants of the experimental group. Moreover, the frustration of the BPN was not negatively affected for either group, and even diminished in the art group. This point is quite important, as research in SDT has shown that a low satisfaction of BPN would fail to foster individuals' well-being, and needs' frustration would lead to maladjustment, defensiveness, ill-being, or even psychopathology (Vansteenkiste et Ryan, 2013). It would be interesting to further explore the reasons behind this possible effect of extracurricular activities, so that in possible future pandemic crises, governments can adapt their measures to attenuate negative consequences on youth.

5.7.3 Well-being stagnation

Contrary to other studies (Boelens *et al.*, 2022; Farb et Matjasko, 2012), the present study was not able to capture any effect over time of extracurricular activities on the well-being or any of the composing variables of the index- satisfaction with life, vitality, self-esteem and depression. Once again, the COVID-19 pandemic might have influenced our results and cancelled the potential effect of extracurricular activities on the youth's well-being. The lack of results, might also be linked to the tools used for data collection, that were not able to capture the changes.

5.7.4 Practical implications and future perspectives

The results of this research seem to indicate that extracurricular programs have the potential to support youth optimal development in extreme contexts. Increasing the awareness of youth workers in challenging environments about the positive impact of extracurricular programs on fulfilling basic psychological needs, and empowering them to incorporate these insights into their daily interventions, could help advance the NGO's mission to enhance youth development and well-being. In accordance with Leversen and colleagues (2012), more research is needed on the development of knowledge to explain the operating mechanisms behind the positive effects of the participation in extracurricular activities. Indeed, a deeper understanding of the mechanism would benefit the development of programs to enhance the components of the activity that really supports youth optimal development. Regarding cultural and language issues that may exist,

even within a country, mixed method research could be an interesting avenue to achieve this goal. This methodology could ensure that research better contributes to inform program development, decisions and policies of international institutions, local organizations, those that fund organizations, as well as the practitioners who work day to day to improve youth development. Further research would be interesting to verify that satisfaction and frustration of the basic psychological needs actually predict well-being in a Malagasy population, as it has been found in other populations (Ryan et Deci, 2017a).

5.8 Limitations

Beyond the limitation already mentioned in the discussion section of this article, a few important points have to be mentioned.

To our knowledge, the present research is the first quantitative study to examine the well-being in a Malagasy population. Therefore, no instruments measuring well-being, or related concepts, were available and validated in a Malagasy population. It is possible that some concepts chosen to measure well-being in our research are understood differently in the Malagasy culture. Our low internal consistency indices (Cronbach's alphas) and suboptimal fit indices observed in the confirmatory factor analyses (CFAs) across our various scales might be reflecting this issue and affect the reliability of our results. It is important to note that the CFAs were underpowered and that a larger number of observations would have been necessary to properly assess the fit indices for each scale (White-Gosselin *et al.*, 2023). To advance research on well-being within the Malagasy context, we align with the perspective of fellow researchers (Sayanagi et van Egmond, 2023) in emphasizing the importance to either develop scales or validate existing ones with larger and more diverse samples. This is crucial in ensuring that any absence of results is genuinely attributed to the variables under consideration, rather than any limitations in the measurement tools employed. We could have used a French validated version of the tools, as French is one of the official languages of Madagascar. Nevertheless, it is fluently spoken mainly by people who have reached a rather high level of education. By choosing scales in French, we would not have been able to reach out to vulnerable youth in the south of the country who hardly have access to education. Therefore, we focused on finding tools that are sensitive to culture, that were tested in similar socio-cultural contexts, and to translate them in a culturally sensitive way, in official Malagasy. Even that decision was not ideal, as Madagascar has at least twelve different dialects. Even though the different languages are relatively close,

the official Malagasy, taught at school, is the Malagasy spoken by the Mena ethnic group, more dominant in the highlands region. It carries a history of struggles and power dynamics between the Mena ethnic groups and other ethnic groups in Madagascar. We encourage researchers to develop scales that are culturally sensitive and that considers cultural issues within the country itself, to further the quality of research in Madagascar.

Also, most of our data were collected during the COVID-19 pandemic, therefore and as already mentioned there is a need for cautious interpretation of the present findings in the context of the pandemic. The original sample of 262 participants was reduced by nearly 65 % due to both attrition and our decision to only consider complete cases. Over the course of the project, participants quit the study for multiple reasons, one of the main being the COVID-19 pandemic. Indeed, like in many places in the world, extracurricular activities and school were stopped for an indefinite period of time. Many children that got enrolled in the activity in February 2020 did not come back when the activity resumed. Based on the NGO's experience, there is always an important attrition in the number of youth who actually stay involved all year long in the activity. We were prepared for at least a drop of 50 % in our sample, but the pandemic pushed this number even further. An option to circumvent this event would have been to recruit new participants during the new registration period, in January 2021. Unfortunately, regarding the uncertainty of the pandemic at that time, the travel restrictions within Madagascar, limitations in budget, human resources and time constraints, it was not possible for our team to retain this avenue. This rather large attrition resulted in a small number of participants, particularly, in the experimental sub-groups, with 25 participants in both the sport and art group, which induced a diminution of the statistical power of the analyses that were performed. This attrition prevented us from looking at our data through gender and socio-economic status, as some research found interesting results regarding both of these variables (Heath *et al.*, 2018). Nevertheless, in our analyses, we did control for gender and SES.

Also, , despite many efforts of the NGO's workers to keep track of the attendance in their extracurricular activities, we were not able to have a full picture of how frequently youth have participated in the activity. However, we could assume that the youth who kept replying to the questionnaires were those who were frequently participating in the activities. Indeed, during the activity session just prior to the data collection,

participants were informed of its upcoming. Therefore, people not frequently attending the activities would most likely not have been aware of the data collection periods.

On a more correlational stand, further research is needed to determine if the association we found between the variables of interest can be replicated over a more diverse sample in Madagascar. Further analysis could be performed in order to take into account the association between the variables of interest at all measurement times.

5.9 Conclusion

Participation in extracurricular activities seems to have some positive outcomes for youth living in an extreme context of development. Even though we could not grasp the effect of extracurricular activities on psychological well-being in our sample, we see that related variables such as the need for autonomy and the frustration of the BPN evolve in a positive direction over time for the youth developing in extreme contexts and involved in extracurricular programs. These activities seem also to have a protective effect over the diminution of the satisfaction of the BPN. Research results should be interpreted with caution regarding the less-than-ideal psychometric quality of the tools. Although, conducting inferential statistics allowed us to explore potential relationships and trends within the data, providing valuable insights in an unexplored context that can inform further investigation and analysis. Therefore, based on these preliminary insights/results, with the right amount of support and funds, local NGOs, community centers and other youth programs organizing extracurricular activities could further their work of promoting optimal development of youth living in extreme context.

5.10 Supplementary Information

The online version contains supplementary material available at <https://doi.org/10.1007/s12144-024-06984-5>.

5.11 Acknowledgements

The authors wish to express their sincere acknowledgments to the 262 young people who took part in this unique project. The authors deeply want to thank the whole team of the NGO Bel Avenir for their flexibility, motivation, and investment throughout this project. A special thanks also goes to principals, teachers, and educators of the public secondary school in Toliara who opened their doors and supported this research project. The authors wish to acknowledge Bryan Rakotondramanana, Miranto Ramarokoto Ny Aina, Alice Randrianarisoa, Sitraka Rakotondrasoa, the research assistants. The authors wish to acknowledge Monja Famoeza and Roger Mara, the two local translators, for their dedication to this project. The authors wish to express their gratitude to Seán Geaney for proofreading this manuscript.

5.12 Authors contribution

All authors contributed to the study conception and design. Material preparation, data collection and analysis were performed by Laurie Décarpentrie, Claude Bélanger, Hugues Leduc, Olivier Rakotomalala and Tegwen Gadais. The first draft of the manuscript was written by Laurie Décarpentrie and all authors commented on previous versions of the manuscript. All authors read and approved the final manuscript.

5.13 Funding

This work was supported by the UNESCO Chair in Curriculum Development (Université du Québec à Montréal).

5.14 Data availability

The datasets generated and/or analysed during the current study are available from the corresponding author on reasonable request.

5.15 Declaration

This research project was reviewed and approved by the Research Ethics Committee for student projects involving human beings of the Faculty of Human Sciences of the Université du Québec à Montréal (Ethics

approval number: 2020-3016). Informed consent was obtained from all individual participants included in the study.

5.16 Conflict of interest

The authors have no relevant financial or non-financial interests to disclose. Jose Luis Guirao receives a salary from the NGO Bel Avenir where he is the Executive Director.

CHAPITRE 6

DEUXIÈME ARTICLE : *ART, MUSIC, AND SPORT : CATALYSTS OF GROWTH FOR ADOLESCENTS IN EXTREME CONTEXTS – A QUALITATIVE INQUIRY*

Laurie Décarpentrie¹⁻⁵, Claude Bélanger¹, Bryan Rakotondramanana², Olivier Rakotomalala², Jose Luis Guirao³, Miranto Andrianina Ramarokoto Ny Aina², Tegwen Gadais⁴⁻⁵

¹ Département de psychologie, Université du Québec à Montréal

² Département de psychologie, Université Catholique de Madagascar

³ ONG Bel Avenir

⁴ Département des sciences de l'activité physique, Université du Québec à Montréal

⁵ Chaire UNESCO de Développement Curriculaire, Université du Québec à Montréal

Décarpentrie, L., Bélanger, C., Rakotondramanana, B., Rakotomalala, O., Guirao, J.-L., Ramarokoto Ny Aina, M. A. & Gadais, T. (Manuscript under review). Art, Music, and Sport: Catalysts of Growth for Youth in Extreme Contexts - A Qualitative Inquiry. *Journal of Prevention & Intervention in the Community*.

Corresponding author : Laurie Décarpentrie, Département de psychologie, Université du Québec à Montréal (UQÀM), Pavillon Adrien-Pinard (SU), 100, rue Sherbrooke Ouest, Montréal, QC, H2X 3P2, Canada. decarpentrie.laurie@courrier.UQÀM.ca

Ce chapitre présente un article soumis à la revue *Journal of Prevention & Intervention in the Community*. Il décrit la deuxième des trois études composant la présente recherche doctorale. Cette deuxième étude correspond à la partie qualitative de la recherche, plus précisément l'étude des effets des activités extrascolaires sur les nouveaux bénéficiaires des activités offertes par Bel Avenir, dont la méthodologie a été présentée brièvement à la section 3.2.1 *Nouveaux bénéficiaires – étude 2*, puis détaillée à la section 4.4.2.3.2 *Qualitative data collection with interviews*.

6.1 Abstract

Limited research has focused on the experiences of adolescents in extracurricular programs and their potential to enhance their optimal development. Moreover, less studies examine the participation in such programs for those developing in extreme conditions (i.e. extreme poverty, sexual exploitation, refugee camps, conflicted areas, areas affected by climate changes). This study focuses on the experience of youth living in the difficult context of Southern Madagascar. The aims of this study are to explore and gain a better understanding of the experience of adolescents engaging in extracurricular activities within this extreme context. A total of 14 ($N = 14$) semi-structured interviews were conducted with 14 participants (7 females and 7 males) aged 15 to 19 years old, involved in extracurricular programs like art, music and sport, provided by a local non-governmental organisation. Based on a thematic analysis, the results show that this extracurricular program support the process of socialization of youth, personal growth, and give a sense of protection. Such programs also support their psychological well-being and their basic psychological needs in a challenging and insecure environment, and attempt to bridge the gap in basic resources. Overall, these results offer interesting insights into the value of these programs for youth living in extreme contexts of development.

Key words : Youth, Extreme context, Madagascar, Extracurricular activities, Art, Sport.

In this collaborative research project focusing on the experience of participation in extracurricular activities (EA) for adolescents living in extreme conditions, youth from Southern Madagascar involved in art, music and sport activities discussed their experience with our research team. Through their narratives, they provided valuable insights on their participation in these activities while navigating the challenging circumstances they face in their daily lives.

6.2 Introduction

Numerous Numerous programs are developed worldwide with the goal of optimizing adolescents' development and promoting their well-being. Amongst these, extracurricular programs are seen as a promising avenue (United Nations, 2010). Participation in EA seems to have positive impacts on an array of outcomes like school well-being and academic achievement (Eccles *et al.*, 2003; Fredricks et Eccles, 2006, 2008), lower levels of depressive mood and anxiety (Larson *et al.*, 2002), as well as lower levels of

aggression, antisocial behaviors, and crime (Rhodes et Spencer, 2005), or risky behaviors (Boelens *et al.*, 2022; Farb et Matjasko, 2012; Shulruf, 2010). Research has also shown that the satisfaction of basic psychological needs (BPN) (Ryan et Deci, 2000) in an extracurricular activity context seem to promote the need for competence and relatedness, and better general well-being among adolescents (Leversen, Danielsen, Birkeland, *et al.*, 2012).

However, contexts with more extreme developmental conditions, which encompass the majority of the world youth population (Henrich *et al.*, 2010), have been understudied in this research domain. The concept of extreme context of development includes a range of interconnected factors that youth face, including malnutrition, arduous work, lack of freedom, limited access to healthcare, insecurity, and scarcity of basic resources (Bettelheim, 1943).

Little is known about how youth participation in extracurricular programs support their development in these conditions. As large and influential international organizations, like the United Nations, intend to build on extracurricular programs to support youth growth across the world (United Nations, 2010), it seems crucial to better understand how youth living in these challenging conditions experience such programs.

The present research is conducted in a context that can be deemed extreme in terms of development, focusing on the Toliara region in southwestern Madagascar, one of the most socioeconomically challenged areas in the country. Adolescents from Toliara engaged in extracurricular programs shared their experience with our research team, shedding light on their participation in these activities amidst the challenging conditions they face in their daily lives.

6.2.1 The extreme context of Madagascar

As of 2023, 66.45% of Madagascar's 29 million population lives below the poverty threshold of US\$2.15 per day, with nearly 80% surviving on less than US\$3.65 per day (Sachs *et al.*, 2023). The situation is particularly dire in the southern and western regions, where 49.3% of children live in poverty (Silva-Leander, 2020). Madagascar ranks 173rd out of 189 countries on the Human Development Index, lagging

behind many sub-Saharan nations(United Nations Development Program, 2022). Frequent political crises further hinder economic progress(World Bank, 2022).

Extreme poverty affects crucial societal goals like peace, justice, and economic growth. In 2018, 37% of children aged 5 to 14 were engaged in economic activities or substantial household chores, which range from street vending to working in mines or even prostitution (Sachs *et al.*, 2023). This significantly impacts school enrollment, with only 35% of children completing lower secondary education despite a 98% primary enrollment rate (Sachs *et al.*, 2023).

Food insecurity is another major issue. In 2022, 20% of children screened by Médecins Sans Frontières suffered from moderate/severe malnutrition (Hoexter, 2023), with droughts in the southern region worsening the situation. Health challenges also persist, with re-emergent diseases like plague and malaria, low vaccination coverage (UNICEF, 2014; United Nations Population Fund, 2017), and the impacts of the COVID-19 pandemic. Life expectancy remains low at 64 years (World Bank, 2023a), and maternal mortality rates are high, especially among teenagers (UNICEF, 2018a). Limited sex education and low contraceptive prevalence exacerbate the vulnerability of young women.

Access to basic services is also limited; in 2020, less than 54% of the population had access to basic drinking water, and only 12% to basic sanitation. In urban areas, 65% have improved drinking water, but 67% live in slums (Sachs *et al.*, 2023). These harsh conditions severely limit opportunities for youth and threaten their well-being.

6.2.2 Contribution of extracurricular activities for youth

Challenging circumstances in Madagascar make it difficult for many adolescents to access extracurricular programs. Programs may be unavailable in certain areas or are inaccessible to youth due to factors such as extreme poverty, limited access to resources, and prioritizing work or household responsibilities.

In the present research, EA are defined as structured and organized activities, contrasting with unstructured activities that youth may engage in, such as watching television, listening to music, socializing

with peers, or simply resting (Mahoney et al., 2005). Organized activities follow a regular schedule, involve peer integration, are supervised by adults, are typically voluntary, focus on acquisition of specific skills, foster positive youth development, and are not part of the school curriculum (Bohnert *et al.*, 2010; Mahoney *et al.*, 2005). Examples of organized EA include sports, arts and community programs (Eccles et Barber, 1999; Hansen *et al.*, 2003).

Literature reviews have highlighted positive relationships between EA participation and outcomes as extensive as education, academic achievement, psychosocial competencies, well-being, interpersonal relations, mental and physical health, as well as diminution of risky behaviors like substance abuse, delinquency or unprotected sex (Berger *et al.*, 2020; Boelens *et al.*, 2022; Bohnert *et al.*, 2010; Farb et Matjasko, 2012; O'Flaherty *et al.*, 2022; Shulruf, 2010). In this project, EA are conceptualized as a way to avoid negative consequences (Eccles *et al.*, 2003) as well as an opportunity to optimize youth development (Lerner *et al.*, 2015b).

Extracurricular programs have been envisioned to facilitate positive outcomes for youth through four mechanisms (O'Flaherty *et al.*, 2022). The first, the transfer paradigm, postulates that the cognitive and non-cognitive skills learned in the EA are transferred to other contexts, such as formal education. The second mechanism concerns the opportunity for youth in EA to develop positive relationships with peers or adults, and enhance their feeling of inclusion in the broader community (e.g., school). The third mechanism concerns youth status, and postulates that engagement in EA could send a signal to key figures, like teachers or peers' parents, that youth have the necessary cultural knowledge and skills to engage in social networks and environments that offer significant advantages and opportunities. The fourth mechanism relates to offering a structured alternative to unstructured time. It is presumed that engaging in EA offer greater benefits, mitigating the potential for risk-taking behaviors and delinquency that unstructured time may foster.

In sum, there is limited knowledge regarding the outcomes of EA participation for youth living in extreme development contexts. The conditions and challenges faced by youth in these contexts could have an impact on their experiences within EA. It is important to consider these contextual factors when examining the effects and effectiveness of extracurricular programs in such environments.

6.3 Objectives of the study

As part of a larger project on youth participating in extracurricular programs in extreme context (Décarpentrie, Bélanger, Leduc, *et al.*, 2024), this research aims to address the gap in knowledge on how youth participation in EA supports their development in extreme contexts and to shed light on the unique dynamics and impacts of extracurricular engagement in such extreme circumstances. Specifically, the objectives are to explore the experiences of youth who engage in EA in southern Madagascar.

6.4 Methods

This project is a collaboration between three organizations, namely the Malagasy non-governmental organization (NGO) Bel Avenir (BA), the Université du Québec à Montréal, and the Université Catholique de Madagascar. Qualitative methodology was used to respond to our objectives. The local NGO involved in the study has been offering EA to youth aged 6 to 18 years old in the south of the country since 2008 (Décarpentrie, Bélanger, Leduc, *et al.*, 2024)

This study focuses on two types of organized activities: a) artistic activities, including a percussion group, marching band, and circus group; and b) sports activities, specifically soccer and basketball. These activities are scheduled at fixed times and on specific days of the week. Adolescents gather twice a week for sessions lasting between one and a half to two hours. Adult supervisors oversee these collective activities, which aim to foster the positive development of young people and cultivate their artistic, sporting, and social skills.

6.4.1 Participants and tools

A total of 14 semi-structured one-on-one interviews were conducted in June 2021. The interviews involved seven participants who identified as female and seven who identified as male. Five participants were engaged in sport activities and eight participants were engaged in art-music activities. One participant was engaged in both types of activities simultaneously. Participants were 15 to 19 years old (see Tableau 6.1). We interviewed adolescents after 16 months of participation in EA. Two Malagasy research assistants (BR et MR), separately conducted the interviews. Participants who identified as females were interviewed by the female researcher and participants who identified as males were interviewed by the male researcher. Interviews lasted between 23 and 77 minutes (see Tableau 6.1).

Tableau 6.1. Sample description

Interviews	Gender	Age (years)	Interview length (minutes)	Activity type	Activities
P1	M	19	77	Art-Music	Marching band
P2	F	15	68	Art-Music/Sport	Percussion/Soccer
P3	F	15	50	Sport	Soccer
P4	F	15	52	Art-Music	Percussion
P5	F	15	45	Art-Music	Percussion
P6	F	17	47	Art-Music	Marching band
P7	M	16	47	Art	Circus
P8	M	16	36	Sport	Soccer
P9	M	19	52	Art-Music	Marching band
P10	M	16	41	Sport	Basketball
P11	M	17	23	Sport	Basketball
P12	F	15	47	Sport	Basketball
P13	M	19	62	Art-Music	Marching band
P14	F	15	39	Art-Music	Percussion
M (SD)		16.36 (1.60)	49 (13.5)		

6.4.2 Analysis

For analysis purpose, all interviews were first transcribed in Malagasy, then translated into French by an independent professional Malagasy translator. A thematic analysis, following the six phases of analysis suggested by Braun et Clarke (2020), was performed by two researchers: one Malagasy (initials of researcher) and one non-Malagasy (initials of researcher). Each interview was coded independently by the two researchers. The analysis process was supported by Nvivo12™.

The collaborative research approach aimed to ensure that the analysis remained rooted in the cultural context through the perspective of the Malagasy researcher, while also benefiting from an external viewpoint on the reality presented by the youth.

6.5 Results

From the transcribed verbatim, themes were extracted regarding the common experiences of adolescents participating in EA. Three main thematic were identified based on participants' narratives (see Figure 6.1) : context of development, context of the activity and youth experience of the activities. The results section

is presented according to these three thematic. Youth experience of activities was divided into five main themes and concerned relationships, personal development, protection, health and occupational function. These points are presented in order of importance, with thematic relationships having the most references and the occupational function of the activity having the fewest.

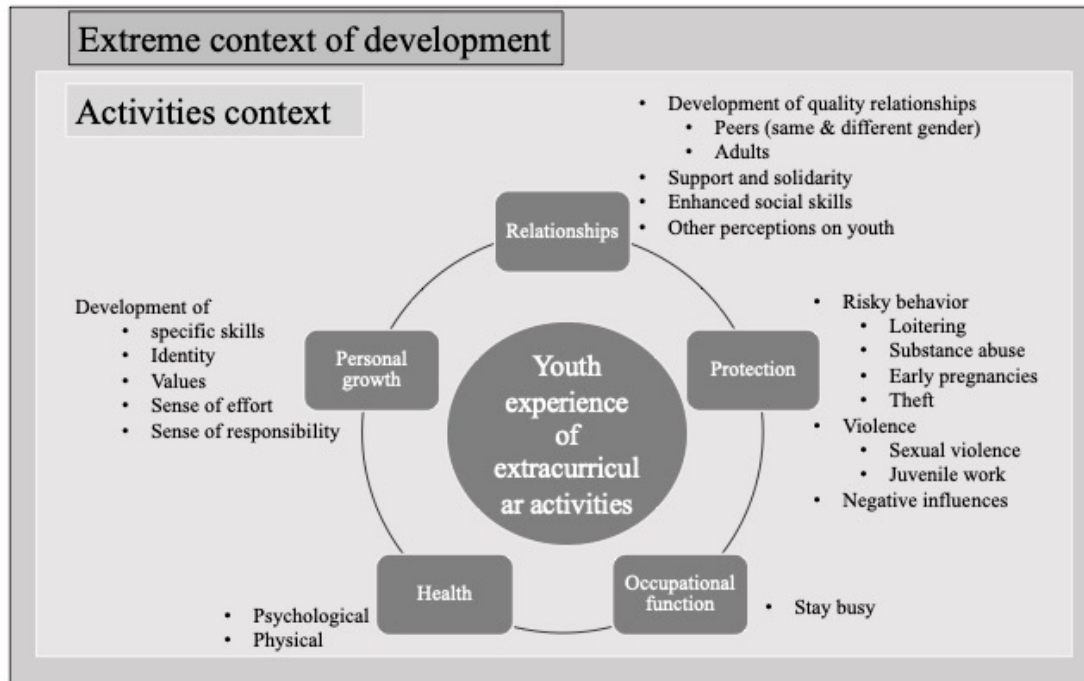


Figure 6.1. Findings visualisation

6.5.1 Context description

As mentioned, the region of Toliara can be characterized as an extreme context of development. Participants confirmed this through discussions about their daily lives and concerns. Adolescents primarily mentioned insecurity as a significant issue. They expressed worries about various forms of violence, such as burglary, theft, murder, kidnapping, sexual violence and organ trafficking (mostly eyes, relative to traditional spiritual and cultural practices). Certain neighborhoods were particularly perceived as unsafe, with some alleys that many youth have to pass through on their way home being considered especially dangerous. The lack of street lighting at night or frequent power outages exacerbate the situation according to them. They mentioned walking to and from activities in groups to enhance their safety.

Several young people from our neighborhood practiced capoeira. (...) we would go home together because going home alone is not good for me. (...) When there are no friends, (...) I walk alone and quickly so as not to be late. (P2-Female)

Some adolescents even changed their activity schedules to earlier hours to avoid being outside during the evening hours (between 6 to 9 PM). They also organized themselves to ensure that someone is always present at home, thus avoiding the situation of returning to an empty house and to reduce risk of burglary. They noted a rise in insecurity, stating that the previously mentioned forms of violence are becoming more common. Some associated it with the COVID-19 pandemic that prevailed at that time.

Secondly, adolescents evoked the impact of poverty both for their community and for themselves. Once again, the COVID-19 pandemic situation appears to have worsened the situation. They mentioned the presence of many people begging in the streets in order to survive. Youth mentioned a rise in basic food price (e.g. rice) as well as financial concern to buy clothes and shoes or pay school tuition fees. Some mentioned not having enough to eat at home. Financially struggling, some families have sent children to social shelters.

Sometimes we have nothing to put in the pot (nothing to eat), and sometimes we do. Sometimes we don't eat in the morning or in the evening. And ultimately, we don't stay at home [...] Full-time jobs are also non-existent. (P2-Female)

[I live with] two cousins, my grandmother, my uncle, and my father. We sent my little sister to the shelter because life is so tough right now. (P13-Male)

Now I have a lot of worries. Life is hitting me hard, and we don't have enough means. Regarding schooling, the tuition fees. (P8-Male)

Finally, the challenging living conditions have a significant impact on their mental well-being and that of their families. Youth expressed experiencing sadness and discomfort regarding their own living situation and the conditions faced by their family and community. Specifically, they discussed the issues of poverty, violence, and insecurity. Their family members were also deeply concerned and fearful due to the prevailing sense of insecurity.

My journey back home makes her [the grand-mother] nervous. “People even commit thefts in broad daylight. So, at night, it's worse and someone could kill you” [...] Returning home late at night really makes my grandmother nervous because organ trafficking, especially for eyes, has become common; burglaries too. (P6-Female)

6.5.2 Activities description

The adolescents provided a detailed account of the organization of their activities. The activities are scheduled throughout the week, with specific days allocated for each type of activity. It is evident that the adolescents were committed to attending their activities regularly, with some mentioning that they were present every single session. However, they also mentioned a few reasons that might cause them to miss a session, such as having school exams, being sick or having to take care of a sick family member, visiting relatives in the countryside, or their parents disagreeing with the activity's schedule, especially if they feel it is too late in the day.

Each activity has a general supervisor who is often assisted by more advanced participants or a formal assistant. Youth expressed appreciation for the well-organized nature of the activities. Those involved in sports activities enjoyed participating in interclub matches from time to time. They appreciated the challenge and the opportunity to compete against unfamiliar opponents, which helps them improve. However, some participants suggested that improvements could be made to the sports fields.

I would like for the field to be changed, [...]. It needs more sand because there are small rocks coming out and they hurt the players when they fall. And when it rains, we can't play on it because it gets flooded. (P3-Female)

The art and music activities give opportunity to youth to participate in public representations and even national and international tours. Every year, ten to fifteen adolescents from either the percussion group or the marching band, go on tours. They mentioned appreciating the chance to participate and to show what they are able to perform. Young people involved in all types of activities mentioned that these matches or representations allow them to travel outside of their hometown. Some mentioned that they never left their hometown before and that the participation in these activities provide them with the opportunity to explore other places, including different regions of the country or even overseas.

I enjoy visiting distant cities during tours. On these trips, we visit places like Antananarivo or Fianarantsoa, for example. That's why I love the percussion group. (P14-Female)

Some participants were inspired to join EA because they had seen public representations of the different groups, but most of them were invited by a participant who was a friend or a family member. They appreciated the opportunity to freely choose their activity and to access quality materials, particularly musical instruments, and having matching clothing for public representations.

6.5.3 Youth experience of the activities

Adolescents shared significant insights regarding their experiences in EA. Main themes encompass the social and relational sphere, personal growth, protection from challenging environments, health, and the occupational function of the activities in their daily lives.

6.5.3.1 Relationships

The dominant theme across our participants' discussion about their experience in the EA was centered around interpersonal relationships. Adolescents mentioned that participation in EA influenced their social sphere as participating in activities gave them the opportunity to enrich their social relations. This program gives them a space where they can develop relationships with their peers and make new acquaintances and friendships. They compared the affinities they developed in the activity to a family relationship, referring to their peers as sisters and brothers. Even though they did not know each other before, the activity brought them together.

What has changed is that [...] I now know how to maintain relationships with people. I talk with friends, rejoice with them, and sympathize with their difficulties. (P13-Male)

I hardly knew anyone before coming here. But being invited to join the team has allowed me to make a lot of friends. Now, I consider them as my family. (P8-Male)

Relationships were developed between peers of the same and other genders. From our participants' discourse, both girls and boys appeared to have opportunities to develop healthy relationships.

Whether it's boys or girls, it's good. It's not like people fighting, but we're all friends there. (P6-Female)

Adolescents described the activity as a space where they experienced support and solidarity between peers. Young people help each other in the learning process and share their knowledge or competences.

If someone doesn't know how to play, we teach them. If you don't know, there's already someone who does. [...] I just have to ask, [...] and she [friend] shows me. That's how it is at the percussion group. No one is selfish. When you master something, you share it with others. We learn there. And if no one knows, we ask madame. (P2-Female)

Beyond the practice of the activity itself, members of the group will offer emotional support, clothes or even pool money to assist their fellow member in need.

We support each other. Like when I lost a family member, they offered their condolences and collected contributions for me. They also contribute in case of illness. [...] They help each other too. [...] Because our house was burglarized last Saturday, the thieves took everything and we are left with only the bed. So, my friends gave me clothes, three each. (P5-Female)

Participants suggested that the friendships within the context of the EA continue outside of the activity, in their daily life. For example, they accompany each other from or to the activity, go to the market together, go to the beach after the activity, or go to each other's home or meet to hang out and chat. Some mentioned that they knew fellow members of their group from school, whether they were already friends or not.

When there are things I don't know at school or at the percussion group, she [friend] teaches them to me during recess at school. (P4-Female)

In addition to developing rich relationships with peers, youth also develop quality relations with adults within the activity, whether the supervisors of the activity, their coach or the coordinators of the activity center. Youth expressed forming genuine connections with these adults and described them as role models, sources of knowledge and inspiration, as well as individuals who genuinely care for their well-being.

Engaging in EA appears to enhance the social skills of certain adolescents. In particular, they emphasized that the activity's environment enabled them to enhance their skills in resolving potential conflicts with peers. The activity supervisors appear to have a significant role in facilitating the learning process of

effectively managing conflicts. Also, a number of participants expressed that taking part in the activities helped alleviate social anxiety, making them more talkative and better able to sustain relationships.

Ultimately, adolescents described how their involvement in the program led to changes in how others perceive them. They reported that their family view them as more daring and less shy since they became involved in EA. Their families seemed to perceive that they had become less short-tempered and happier, and noticed progress in the youth's skills related to the activity.

They see changes in me. They've told me. I've become more daring, I'm no longer shy in my actions, I'm not like others who get angry easily, my hands are more skillful in music. My grandmother is surprised to see me like this [...] Also, I am smiling. (P13-Male)

From the youth's perspective, their families appreciated that they had distanced themselves from negative acquaintances, made new positive relationships and were no longer engaging in aimless loitering. Parents felt reassured by the structured activity environment, as it provides a safer alternative to the streets where their children could potentially get injured. Participating in the activity appeared to foster a sense of connection with their family for certain individuals, as some of their relatives also shared an interest in the same activity. Parents also reported appreciating it when youth brought home the snacks they received at the activity and shared them with the family. However, the schedule of the activities can become a source of conflict between the youth and their family, stemming from the family's concerns about the safety of their youth on the way back. From the youth's perspective, some parents occasionally expressed concerns that engaging in EA might divert the young person's attention from their schoolwork.

The perception of society towards the youth appears to have been positively influenced as well. Indeed, participating in an EA has granted the youth a sense of notoriety within the community. Neighbors enthusiastically support them during their representations or matches, and young people of the neighborhood are more welcoming towards those involved in these activities. The community perceives them as wise individuals who are engaged in constructive activities instead of aimlessly loitering.

6.5.3.2 Personal development/growth

Adolescents appear to see the extracurricular program as a place where they can learn. They acquire specific skills directly associated with their activities, like reading music, mastering a musical instrument, a specific figure, or a particular technique. Most of the activities also contribute to the development of the youth's motor skills.

When I don't understand certain things, I ask the educators how to do it. Then they show me, and I have to focus while watching them. If I still can't do it, they stand behind me, take my hands, and guide me. Then I start to get used to it. (P13-Male)

Youth highlighted that the purpose of these activities extends beyond teaching them the specific skills of the activity itself. They emphasized that the activities aim to provide a broader education and transmit values. They also expressed that through their participation in EA, they learned skills such as punctuality, active listening to instructions, adhering to rules, and incorporating feedback.

Participating in the activity teaches us to be well-behaved, but not to misbehave. It's not just about playing the instrument, but also about educating us. We are educated so that we are not led astray by other things. (P1-Male)

Youth also mentioned that by enrolling in these activities, they had the opportunity to go on field trips that expand their knowledge about the environment. For instance, they recalled visiting a regenerating site of a mangrove forest where they learned about sustainable practices for preserving this ecosystem.

Some individuals drew comparisons with school, highlighting that learning is not limited to the classroom, and emphasizing that EA provide excellent opportunities for learning.

The percussion group is like a school. Learning is not only at school but also in the group. There, we learn manners and everything we should learn. Even in sports, we learn. Everything is learning. [...] Even in sports, they suggest to us, "you should visit the Art and Music Centre and read books", and we read books there. (P2-Female)

Many adolescents mentioned that being enrolled in EA helped them access resources relevant to their formal education, such as and tutoring support. They also mentioned that during the exam period, they may temporarily set aside the activity to prioritize their studies.

Regarding my parents. [...] I don't know, but sometimes I think about our struggles. To help us, there is nothing but my studies. Since we don't have an inheritance, education is the best legacy. [...] There is also a [...] library at the Art and Music Centre. We bring the lessons we don't understand there, and a lady explains them to us. We can also read books there. (P14-Female)

Various aspects of youth discourse suggest that involvement in EA supports the development of their identity. Adolescents shared that they feel that their participation in EA develops their maturity. They seemed to have learned how to better interact with their environment and expressed a sense of contentment with the positive changes they have experienced.

I became more thoughtful little by little. I am happy because my life is no longer like it used to be. (P4-Female)

Participation in EA appears to foster the development of youth's own values. Indeed, they mentioned the growth of their understanding of what is considered "good" and "bad," expressing a desire to engage in constructive activities and distance themselves from potentially harmful behaviors. They emphasized the importance of taking things seriously and approaching tasks with dedication. Furthermore, they highlighted the significance of displaying good manners, being courteous and kind towards others, and showing respect within their community. They expressed a sense of increased wisdom resulting from their involvement in these activities.

When I was in the countryside, my friends taught me to be stubborn and I followed them. Then I moved here because my father had passed away and my grandmother took us in. [...] She enrolled me in the NGO at that time. And I changed a bit. [...] When she enrolled me [...], I was still being scolded by the educators, so I became more thoughtful. (P4-Female)

They expressed that they now befriend peers based on shared values and attitudes. They explicitly stated that their participation in EA enables them to learn values such as courage, perseverance, responsibility for shared resources, mutual respect, morality, teamwork, and fair play. They emphasized the value of consistent practice, both during the activity and in their personal time, in order to improve their skills and experience a sense of mastery.

I love this game, so I will do everything to master it. My priority is studies, but I still play soccer because I enjoy it. It has been my desire for a long time. (P3-Female)

I didn't know how to do a somersault. [...] But I learned at home and now I know how to do it. When I came here, before rehearsals started, I practiced on the side with the capoeira students. I learned that way. (P7-Male)

Involvement in the activities seems to foster the sense of belonging to something bigger than themselves. Adolescents discussed their sense of connection and express a certain level of pride regarding the achievements of their group.

I asked some friends to take videos, and they sent them to me on Facebook to show what they did there. It's nice to see them, as if I was with them. [...] during these events, people talk about the CITY marching band. (P13-Male)

It appears that this involvement helps youth to identify want for themselves, who they want to be or become, enabling them to recognize their own potential for accomplishment.

I tell them [my family], "When you do something, do it seriously with all your heart, but not haphazardly". I don't have peace of mind [...] for example, if I take an exam and don't do it wholeheartedly. (P2-Female)

I am accustomed to sports. Thanks to that, I can endure anything, I don't back down from anything. (P8-Male)

Adolescents are entrusted with a range of responsibilities across the activities. Some are elected as representatives by their groups, while others are tasked with managing and storing instruments on-site or during off-site performances. They can assume the responsibility of forming sub-groups of learners or instructing beginners. Skilled participants can act as competent peers in the absence of supervisors. Furthermore, they can be entrusted with facilitating efficient communication between the administration and the rest of the group, fostering mutual support during the learning process, and ensuring the upkeep and cleanliness of the materials. It seems that these responsibilities instill a sense of pride in certain adolescents.

We all have responsibilities. The leaders share them like, "Your responsibility is to teach the newcomers. Yours is to instruct those who need to be taught. And for you, it's to organize the instruments". (P2-Female)

Finally, activities feel like a space where youth learn to deal with their emotions. Young people pointed out that when they feel frustrated, they are tempted to play aggressively, hitting the instrument harder than they should. This also affects their performance when they are sad.

You're obliged to smile when you hear the music. But if you don't smile, you'll hurt your hand with the drumsticks. (P2-Female)

6.5.3.3 Protection

Adolescents expressed that EA provide them with a safe space where they can find protection against the adoption of risky behaviors. Young people emphasized that participating in EA keeps them occupied with constructive activities, filling up their schedule between school, homework, and chores, and preventing them from loitering or wasting time. They are thus less tempted to engage in other risky behaviors such as criminal activities like theft or indulging in harmful consumption behaviors like smoking cigarettes or using drugs. According to youth, loitering can also expose adolescents, particularly girls, to behaviors that may increase the risk of early pregnancy.

There are educators and activities to ensure that the children don't loiter aimlessly. So that they enjoy themselves and don't wander just anywhere. [...] [The goal of the organization is] to protect the children, the minors. So that the children don't do just anything. Like for example, having a boyfriend or girlfriend and getting pregnant. (P4-Female)

The youth identified prostitution as one of the causes of early pregnancy among girls. They described prostitution as a behavior that some girls adopt or are compelled to adopt due to family pressures or circumstances. Protection against sexual violence was highlighted as one of the benefits of being involved in EA. The youth expressed that rape is prevalent in their community and perceived it to be on the rise. It primarily affects girls, but boys can also be victims.

For example, they go out at night to clubs, they meet foreigners which leads to pregnancy. But there are also children who are sent by their parents. It's not their will, but it's the parents who send them, so they have to go. (P5-Female)

The idea of the organization in doing this is to eradicate rape, murder, and poverty. Perhaps there will always be some, but not like before, at least. (P1-Male)

Adolescents felt that their involvement in EA protects them from other forms of violence such as theft, physical altercations, assault, and even murder. They also mentioned that participating in these activities shields them from having to work as street vendors for example, which exposes them to potential harm.

[Before participating in the activities], I didn't do anything except play ball at home [...] or sell things. [...] I stopped selling because I started doing the activities. (P4-Female)

Additionally, the youth envisioned their activities as a protective space against negative influences. Many youth mentioned that by participating in these activities, they had distanced themselves from former acquaintances who were leading them towards adopting risky behaviors. They expressed their desire to find new friends who share more positive values and aspirations.

I wanted to integrate in order to avoid the influence of friends. [...] The ones who smoke weed, for example. [...] To avoid them and protect myself from their influence, I prefer to engage in activities. [...] I prefer to be with people like me who don't do wrong things like them. [...] In the end, I no longer hung out with them. [...] I am doing new things that suit my maturity. (P1-Male)

They also mentioned that by participating in EA, they find a sense of protection and distance themselves from broader negative community influences, allowing them to focus on more positive and constructive pathways. Lastly, some of them mention how the activity program supports, protects, values and respect their rights as young people.

6.5.3.4 Health

Adolescents made reference to health when speaking about their EA. Adolescents involved in sport activities mentioned physical health and emphasized how their chosen sport strengthens their bodies, boosts their energy levels, and helps maintain overall health. They also highlighted the support provided by activity supervisors in case of injuries, ensuring proper care and attention.

Young people engaged in both art and sport activities highlighted the benefits of participating in EA for their mental health and psychological well-being. They expressed that engaging in these activities positively impacts them mentally. The activity environment provides them with a sense of peace of mind to play, practice their activity, and study. Many adolescents mentioned experiencing positive emotions

associated with the practice of their activity, describing feelings of joy, happiness, smiling, laughter, a sense of freedom, fun, motivation, and relaxation.

There, we have peace of mind. We have activities, we study and practice, we play instruments.
(P9-Male)

Everything is well organized. It's great to play there. The children are calm. They are not rough.
(P12-Female)

Regarding sports, it's beneficial. Sports are very useful. It's also a pastime, and the body needs it. [...] Seeing my friends play soccer with their physical and mental improvements, I am naturally drawn to it. [...] Now, it has even become a necessity. Specially to stay in shape. [...] Sports really help, the body needs it. (P8-Male)

6.5.3.5 Occupational function (keeping busy)

Adolescents Adolescents explained that participating in EA enables them to stay active and engaged. They mentioned that prior to their involvement in these activities, they had nothing to do. Without the activities, they would either stay at home with no purpose or go outside and loiter. The youth expressed a desire to avoid wasting their time and feeling lazy. Instead, they want to occupy their time and minds with interesting activities, seeking amusement and enjoyment.

Coming here is a way to use one's time differently, engaging in more interesting activities instead of doing other things elsewhere. These activities occupy the mind. (P8-Male)

Even when there are no scheduled activities at the center, the youth mentioned that they can still come and engage themselves. They have access to books for reading, and in both art and sport centers, they can request to borrow equipment to play or exercise. They are welcome to visit the center anytime for conversations with staff members. They also mentioned that outside the activity schedule, the centers provide school support if needed. Youth said they appreciate the fact that they can access the centers outside of activity hours, allowing them to utilize the resources and support available to them.

Coming here has helped me a lot. Sometimes when we don't have classes, [...] [we] can come to the office just to talk, and the educators provide assistance. (P14-Female)

In sports, when we come there, even if it's not a training day like Wednesday and Saturday, we will still have balls and we play. Even the coach plays with us. (P2-Female)

6.6 Discussion

To gain a better understanding of the experience of adolescents who engage in EA within an extreme context, one-on-one interviews were conducted with fourteen teenagers involved in art, music and sport activities. Youth described having the opportunity to get involved in organized activities, independent from school organization, that clearly aim to foster their positive development. The activities are described as having a regular schedule and supervised by an adult. They have mentioned having the choice over which activity they want to integrate.

The insights provided by the youth regarding the environment they are developing in strongly support the notion that the context being examined in this research can be characterized as extremely challenging. Numerous reports (Sachs *et al.*, 2023; UNICEF, 2014, 2018a) consistently highlight the hardships experienced by Malagasy youth on a daily basis, including factors such as insecurity, malnutrition, demanding labor, restricted freedoms, limited healthcare access, and a scarcity of essential resources (Bettelheim, 1943). These factors are clearly evident in the discourse of the youth.

6.6.1 Feeling of protection

Concerns about insecurity were raised by our participants. Part of it can be labeled as “trafficking in persons”²⁸. This phenomenon thrives in fragile contexts and presents further threats to the stability, security, and human rights of the affected countries and their populations (Warria, 2022). From the discourse of our participants, it is evident that the South of Madagascar is not immune to this phenomenon, leading to a profound sense of insecurity among the young population residing in the region. To counteract this feeling, EA seem to play an important role. Activities seem to act here as a protective factor for youth, where they can find a safe space Youth described a place where they feel protected against violence (sexual, physical, psychological), against the infringement of their rights, and from engaging in risky

²⁸ The United Nations convention against transnational organized crime. (2000). defines trafficking as various means of controlling or coercing individuals for exploitation purposes, including sexual exploitation, forced labor, slavery, servitude, or organ removal.

behaviors (Eccles *et al.*, 2003; O'Flaherty *et al.*, 2022), where they can develop stronger values, like notions of what is “good” and “bad”, manners, respect, dedication, or seriousness.

6.6.2 Building meaningful connections

The activity also serves an occupational function by keeping youth engaged in structured activities, preventing them from idling or loitering during unstructured time, and steering them away from negative influences or wrong paths. (O'Flaherty *et al.*, 2022), potentially led by negative influences in their social network. Instead, adolescents come to the activity, develop new abilities, meet with peers and build meaningful connections with peers and adults. Development of relationships is a critical part of adolescence and previous research has shown how EA can be a place of choice to develop a social network (O'Flaherty *et al.*, 2022). EA thus provide opportunities to build meaningful relationships (Berger *et al.*, 2020) where youth can fulfil their need for relatedness (Ryan et Deci, 2000) by taking care of their peers and being taken care of by their peers or adults they can trust.

The development of trusting relationships with adults in their activities discussed by participants aligns with established research on youth and adult relationships in EA. Indeed, establishing an adequate and nurturing environment appears to be linked to the presence of a positive relationship between the supervisor and the participating adolescents (Jones et Deutsch, 2011). Even though activity supervisors did not originally benefit from a formal education in their discipline, they still develop a meaningful connection to youth which seems to contribute to their optimal development. Connections with others are frequently referred to as familial bonds by the participants, suggesting that the activities provide a support system akin to family support.

6.6.3 Personal development

Similar to other research (O'Flaherty *et al.*, 2022), our results highlight that EA can promote not only social skills but also practical skills directly related to their activity. Repeated practice to master their discipline challenges and motivates youth, highlighting how these activities can potentially fulfill their need for competency (Ryan et Deci, 2000).

Adolescents also mentioned that their activity has brought about various transformations in their lives, and they expressed satisfaction with these positive changes. Moreover, it seems that participation in EA improves the way others perceive them, whether it be family, friends, or neighbors. Despite many families acknowledging the positive impact of the activity on their adolescents, the prevailing insecurity in the region can deter young people from participating. Some families disapproved of late schedules, expressing concerns about their youth's safe return home. However, after years of collaboration with the community, the local NGO identified a crucial period in the day when youth often engage in risky behaviors. Introducing late-scheduled activities aims to fill this gap and address the issue effectively.

6.6.4 Bridge the gap in basic resources

Regarding the challenging context, extreme poverty is clearly mentioned by the youth and seems to induce a lack of access to basic resources like food, clothing and access to education, with consequences like high levels of malnutrition (Sachs *et al.*, 2023) and school dropout (UNICEF, 2018a) in the young Malagasy population. As adolescents mention, EA seem to respond to some of these issues by supporting the enrolment of teenagers in schools and providing tutoring support. Food distribution is also organized within the activity. Based on field observation, youth are oriented by the activity center staff towards other programs of the NGO if they require assistance with food or schooling.

6.6.5 Supports psychological well-being

The consequences of the extreme context mentioned by youth on their mental well-being seem to be slightly mitigated by their participation in EA. Associated with hedonic well-being (Diener, 1984), adolescents mentioned experiencing numerous positive emotions while participating in their activities, while reporting very few or no negative emotions. On the other hand, Eudaimonic well-being, rooted in finding meaning and purpose, appears to be supported by the activity program as it gives opportunities to youth to develop themselves, have a certain level of autonomy, realize their own potential and build bilateral meaningful relationships (Ryan et Deci, 2001). Physical health was also mentioned by our participants, although only in the sports groups. However, participants of all groups mentioned the contribution of their activities, either music, art or sport, for the development of their body coordination.

6.7 Limitations

There are some limits to this research. Although using the qualitative approach provided access to the perspectives of the youth, it's important to note a constraint in terms of potential generalisation of our results. Insights gained from the specific group studied may not be broadly applicable or representative of all similar situations or populations.

Regarding the analysis process, even though Malagasy researchers were actively engaged in all aspects of the research process to ensure it stays firmly grounded in the cultural context, all Malagasy researchers were born and raised in the capital city of Antananarivo. Cultural differences are significant throughout the country and may have shaped the researcher's viewpoint on the data. This aspect has been duly acknowledged and addressed during the process of self-reflection (Tracy, 2010).

The translation of all interviews from Malagasy to French for analysis purposes may represent a limitation to this research, as there is a possibility that some of the original meaning and nuances conveyed by the participants might have been lost. To bridge this gap, the Malagasy researcher on the analysis team reviewed or listened to the original Malagasy discourse if there were any suspicions of misunderstanding or mistranslation of participants' statements. In the vast majority of cases, the translation remained faithful to the original discourse. If there were any deviations in translation, this practice assisted us in gaining a more comprehensive understanding of what the participants intended to express. The decision of translating all interviews from Malagasy to French was motivated by the fact that French is one of the official languages of Madagascar and the common language shared by all the research team members and the NGO staff. Although the analysis was conducted on the French version of the participants' discourse, illustrative quotes from the participants were translated from French to English solely for publication purpose.

Another limitation of the present research is that the participants' discourse primarily focused on the positive aspects of the activity. This emphasis hinders a comprehensive understanding of potential downsides or negative aspects of their experience in the activities. Despite the interviewing team's effort to encourage discussions about both positive and negative aspects of the youth experience, adolescents did not share much information on potentially negative aspects. This could reflect cultural values. In the

Malagasy culture, people are not at ease with potential conflict and rarely confront or say when they disapprove or dislike something, favoring harmony and peace (*Fihavanana*) (Hauge, 2011; Woodling, 2022). Also, as in other collectivist cultures, young people in Madagascar generally strive to please their elders. The interviewees, although they were young adults, are considered as elder by youth, which might prevent full transparency on their experience. Another possibility is that youth are really pleased with their activity and did not find points to improve.

Finally, working remotely between international collaborative research teams helps mitigate the costs associated with international research but it comes with its own challenges. It was not always easy to arrange team meetings during data collection and analysis considering frequent electricity outages. Several times a day, electricity is cut off in many neighborhoods across the country, affecting internet connectivity and making online work difficult. Internet connectivity issues significantly impeded progress and are a real obstacle to research development in the country.

6.8 Conclusion

Overall, the results from this collaborative research offer interesting insights on the value of EA programs for youth living in extreme contexts of development. Indeed, extracurricular programs seem to support the process of socialization of youth, their personal growth, give them a sense of protection and support their psychological well-being in a challenging and insecure environment, and attempt to bridge the disparities in basic resources. Adolescents living in challenging environments view their extracurricular program as a global initiative, extending beyond the development of specific skills in sports, art, and music. It also addresses broader concerns such as social integration, education, well-being, and health. Expanding the range of intervention media, like art, music, and sports, could partially address these difficult contexts and could create avenues for additional normal or extraordinary experiences (Horowitz, 2000) fostering the growth and development of youth living in extreme conditions.

Significant investments by international and local NGOs or other international agencies are allocated towards initiatives focusing on health, food, education, water access, and adequate housing for the population living in extreme contexts. However, in addition to addressing physical needs, organisations operating in such contexts should also consider interventions that address overall well-being, including

the basic psychological needs which are as essential for human growth (Ryan et Deci, 2017a). Another quantitative research has addressed these needs as well as the psychological well-being in the very same context (Décarpentrie, Bélanger, Leduc, *et al.*, 2024). It found interesting results on the satisfaction of the need for autonomy, as well as the frustration and satisfaction of the basic psychological needs overall. Even though, that research could not find any change over time on psychological well-being variables or needs for relatedness and competence, in the present research, well-being indicators and the three basic psychological needs are clearly present in the youth discourse. Utilizing a mixed methods approach can thus provide a more comprehensive understanding and a fuller picture of the phenomenon under study. As seen in this qualitative investigation, variables such as protection, personal development, and access to basic resources have emerged. Further quantitative exploration of these variables could broaden the applicability of these findings to a larger sample size.

With climatic changes and conflicts rising throughout the world in the last few decades (Corral *et al.*, 2020), extreme contexts of development affect more and more youth throughout the world. Promoting interest into factors like socialisation, a feeling of protection, personal growth and psychological well-being is crucial to foster youth development. Researchers could help to develop understanding on how to support these factors for youth developing in adverse contexts through extracurricular programs or any other means that seeks youth optimal development.

Many extracurricular programs, notably using sport as a development tool, already exist around the world (Svensson et Woods, 2017). Researchers, practitioners, international institutions and policy makers are encouraged to draw on the existing programs, preferably designed by locals for their own population, in order to create initiatives that effectively address the needs of youth living in extreme contexts. To accomplish this, it is imperative to conduct additional research involving the local community and local academics, who have extensive knowledge of the local context. Their involvement in research programs represents a valuable asset to gain a deeper understanding of the mechanisms that contribute to the effectiveness of these interventions in fostering the optimal development of youth in extreme context.

6.9 Credits

LD : Conceptualization, methodology, software, validation, formal analysis, investigation, data curation, writing original draft, writing -review and editing, visualization, project administration. CB : Conceptualization, methodology, validation, writing -review and editing, supervision, funding acquisition. BR : Investigation, data curation, formal analysis, writing -review and editing. JLG: Conceptualization, methodology, writing -review and editing. OR : Conceptualization, methodology, writing -review and editing. MRNA: Investigation writing -review and editing. TG : Conceptualization, methodology, validation, writing -review and editing, supervision, funding acquisition. All authors did read and approve the final manuscript.

6.10 Acknowledgements

The authors wish to express their sincere acknowledgments to the 14 young people who took part in this unique project. The authors deeply want to thank the whole team of the NGO for their flexibility, motivation, and investment throughout this project. The authors wish to acknowledge the contribution of Danielly Randriamahenintsoa, the local translator and his team, for their dedication to this project.

6.11 Funding

This work was supported by the Department of Psychology of the Université du Québec à Montréal, the UNESCO Chair in Curriculum Development, and the Fonds de Recherche du Québec (Merit Scholarship Program for Foreign Students).

6.12 Declaration of interest

The authors have no relevant financial or non-financial interests to disclose. Jose Luis Guirao receives a salary from the NGO Bel Avenir where he is the Executive Director.

6.13 Compliance with ethical standards

This research project was reviewed and approved by the Research Ethics Committee for student projects involving human beings of the Faculty of Human Sciences of the Université du Québec à Montréal (Ethics

approval number: 2020-3016). Informed consent was obtained from all individual participants included in the study.

6.14 Data availability

Interview respondents were assured that raw data would remain confidential and would not be shared.

CHAPITRE 7

TROISIÈME ARTICLE : *LONG-TERM PERSPECTIVES OF PARTICIPATING IN EXTRACURRICULAR ACTIVITIES IN A EXTREME CONTEXT IN MADAGASCAR*

Laurie Décarpentrie¹⁻⁵, Claude Bélanger¹, Bryan Rakotondramanana², Sitraka R. Rakotondrasoa², Olivier Rakotomalala², Jose Luis Guirao³, Tegwen Gadais⁴⁻⁵

¹ Département de psychologie, Université du Québec à Montréal

² Département de psychologie, Université Catholique de Madagascar

³ ONG Bel Avenir

⁴ Département des sciences de l'activité physique, Université du Québec à Montréal

⁵ Chaire UNESCO de Développement Curriculaire, Université du Québec à Montréal

Décarpentrie, L., Bélanger, C., Rakotondramanana, B., Rakotondrasoa, S., Rakotomalala, O., Guirao, J.-L. et Gadais, T. (2024). Long-term perspectives of participating in extracurricular activities in an extreme context in Madagascar. *Current Psychology*. <https://doi.org/10.1007/s12144-024-06991-6>

Ce chapitre présente un article publié dans la revue *Current Psychology*. Il décrit la troisième des trois études composant la présente recherche doctorale. Cette troisième étude correspond à la partie qualitative de la recherche, plus précisément l'étude des effets des activités extrascolaires à plus long terme, sur les anciens bénéficiaires des activités offertes par Bel Avenir, dont la méthodologie a été présentée brièvement à la section 3.2.2 *Anciens bénéficiaires – étude 3*, puis détaillée à la section 4.4.2.3.2 *Qualitative data collection with interviews*.

7.1 Abstract

In recent decades, extreme contexts of development (i.e., extreme poverty, refugee camps, conflicted areas, areas affected by climate change, sexual exploitation) are gaining ground, increasingly affecting youth throughout the world. It is crucial to examine how youth optimal development can be sustained in these extreme contexts. Extracurricular activities are considered a potential avenue, yet there is limited research on their effects, especially concerning long-term effects in adulthood. This collaborative study aims to explore and gain a deeper understanding of the long-term perspectives of young adults who engaged in extracurricular activities (specifically art-music and sports) during adolescence in the extreme context of the southern region of Madagascar. Semi-structured interviews were conducted with eight participants (four female and four male), aged 19 to 27. The results highlight the value of these programs during their involvement, supporting basic psychological needs, acting as a protective factor against risky behaviors by providing a meaningful time investment, offering a nurturing environment for developing personal values, fostering personal growth, and focusing on education. They also suggest that the programs have lasting effects, influencing former participants' adult lives. They contribute to the development of enduring relationships, promote the acquisition of transferable cognitive and non-cognitive skills, facilitate the pursuit of new personal projects, and open doors to employment opportunities. Overall, the findings offer valuable insights into the significance of participating in extracurricular activities for youth in extreme contexts of development, both during and years after their involvement. Results underscore extracurricular activities as a valuable means to sustain positive youth development over time, emphasizing their importance in extreme contexts.

Key words : Youth; Extreme context; Madagascar; Extracurricular activities; Art and Sport for development; Sustainable effects.

This collaborative research project focuses on the long-term experience of participation in extracurricular activities for young people living in extreme conditions. Young adults who participated as adolescents in extracurricular activities, like art-music and sport, within the challenging context of the southern region of Madagascar were met by our research team to discuss their personal experiences in the activities. They offered valuable perspectives on their involvement in these activities amidst the difficult situations they were encountering in their everyday life.

7.2 Introduction

In the last few decades, extreme development contexts are gaining ground, affecting more and more youth throughout the world. Indeed, factors such as climate change (Sanson *et al.*, 2019) and the rise of conflicts throughout the world (Corral *et al.*, 2020) have direct impacts on the world population, and particularly on youth who are trying to build a future for themselves while developing in extreme conditions. Difficulties like malnutrition, arduous work, lack of freedom, limited access to healthcare, insecurity, and scarcity of basic resources are difficulties faced by youth on a daily basis in extreme contexts of development (Bettelheim, 1943). To support youth optimal development in these challenging environments, extracurricular activities are considered as a fruitful avenue (United Nations, 2010). While multiple studies have emphasized the connections between participation in extracurricular activities and diverse positive outcomes (Berger *et al.*, 2020; Boelens *et al.*, 2022; Bohnert *et al.*, 2010; Farb & Matjasko, 2012; O'Flaherty *et al.*, 2022; Shulruf, 2010), little information exists regarding these impacts within extreme contexts of development, and even less so concerning the long-term effects of the participation in extracurricular activities on youth living in these contexts.

Therefore, the present research intends to gain a better understanding of the long-term perspectives of young adults who engaged as adolescents in extracurricular activities (e.g., art-music and sport), within the challenging context of the southern region of Madagascar, in Africa.

7.2.1 Activities

Multiple literature reviews have examined the positive links between the participation of youth in extracurricular activities and various positive outcomes. Domains like education, academic achievement, enhanced psychosocial competencies, well-being, interpersonal relations, mental and physical health, as well as diminution of risky behaviors like substance abuse, delinquency or unprotected sex have all been positively linked to participation of youth in extracurricular programs (Berger *et al.*, 2020; Boelens *et al.*, 2022; Bohnert *et al.*, 2010; Farb et Matjasko, 2012; O'Flaherty *et al.*, 2022; Shulruf, 2010). Regarding long-lasting impacts, researchers have shown that participating in these activities during adolescence is a protective factor regarding drug use in adulthood, an important predictor of psychological adjustment, as well as both educational and occupational outcomes in young adulthood (Barber *et al.*, 2001).

According to O’Flaherty and colleagues (2022), there is four mechanisms in extracurricular programs that facilitate these positive outcomes for youth. The first mechanism would be the transfer paradigm. This mechanism assumes that cognitive and non-cognitive skills acquired in extracurricular programs are transferred to different contexts, as example, formal educational settings. The second mechanism suggests youth would have the opportunity to develop meaningful relationships both with peers and adults, and fostering a sense of belonging within the larger community (e.g., school). Change in youth status is encompassed by a third mechanism: participation in extracurricular activities signals to key figures (e.g., teachers or peers’ parents) that youth have the sufficient cultural knowledge and skills to actively participate in social networks and environments that offer significant advantages and opportunities. As a fourth mechanism, engaging in extracurricular activities offer a structured alternative with greater benefits than unstructured time that may foster risk-taking behaviors and delinquency. Extracurricular activities are presented as structured and organized as they follow a regular schedule, involve peer integration, are supervised by adults, are typically voluntary, focus on the acquisition of specific skills, foster positive youth development, and are not part of the school curriculum (Bohnert *et al.*, 2010; Mahoney *et al.*, 2005). They are distinguished from other activities that youth may engage in like watching television, listening to music, resting, hanging or socializing with peers, that would be characterized as unstructured activities (Mahoney *et al.*, 2005). Sports, arts and community programs are examples of structured and organized activities (Eccles et Barber, 1999; Hansen *et al.*, 2003). The present research conceptualise extracurricular activities as an opportunity to enhance youth development (Lerner *et al.*, 2015b) as well as a mean to prevent from adverse outcomes (Eccles *et al.*, 2003). In addition, participation in activities is commonly measured by the quantity of activities a young person engages in or the level of participation, often quantified by the time spent in an activity within a specific timeframe (Denault et Poulin, 2009).

Despite the large number of studies interested in the outcomes of participation in extracurricular programs for youth, one criticism that could be given is that, to our knowledge, the large majority have been done in global north²⁹ contexts. Indeed, very little is known about the effect of those programs in other parts of the world, where living conditions can be very different and rougher, like countries of Africa. There has been scarce exploration into contexts characterized by extreme poverty, refugee camps, conflict

²⁹ Recognizing the contested nature of the concepts, the authors of this text chose to use the concepts of the Global South and Global North in this writing as general terms to distinguish the more or less economically stable regions of the world.

zones, areas affected by climate change, or sexual exploitation, which are considered extreme developmental contexts for youth. Constraints like distance, time, security or instability of the context (Gadai *et al.*, 2021), to just name a few, can partially explain why these contexts have been neglected by researchers. Nevertheless, basing theories and world-wide recommendations (United Nations, 2010) on research done mostly exclusively on individuals living in Western, Educated, Industrialized, Rich, and Democratic (WEIRD) societies (Henrich *et al.*, 2010) seems quite insufficient. Therefore, more research is necessary across diverse environments, including extreme contexts, like the current research setting within the southern region of Madagascar.

7.2.2 Context

The context of this research is located in the African continent, in the southern region of Madagascar, precisely in the region of Toliara. The young inhabitants of this region face numerous challenges on a daily basis. From the perspective of Bettelheim (1943) on the life in concentration camps during World War II, malnutrition, arduous work, lack of freedom, limited access to healthcare, insecurity, and scarcity of basic resources characterise an extreme context of development. Numerous reports (Mirandraibe *et al.*, 2023; Sachs *et al.*, 2023; Silva-Leander, 2020; UNICEF, 2014, 2018a; United Nations Population Fund, 2017) describe the dire situation of young Malagasy people and testify to the extreme conditions in which they develop. Indeed, Madagascar is recognized as one of the world's poorest countries, ranking 173rd out of 189 countries on the Human Development Index (United Nations Development Program, 2022). Among the 29 million country population, 66.45% is living under the poverty threshold of US\$2.15 a day in 2023 and nearly 80% survives on less than US\$3.65 per day (Sachs *et al.*, 2023). The situation is even more critical for people residing in rural region (Mirandraibe *et al.*, 2023). In the southern and western regions of Madagascar, including the Toliara region, the situation is particularly alarming for children, with 49.3% living in poverty (Silva-Leander, 2020). To supplement family income, children are frequently engaged in work. In 2018, 37% of children aged between 5 and 14 years old were involved in economic activity or, at least, in 28 hours per week of household chores (Sachs *et al.*, 2023). Children's work in Madagascar ranges from selling goods on the streets or to tourists, to working in salt or sapphire mines, or even engaging in prostitution to support their families or themselves (Brial, 2011). Involvement of children in these types of activities clearly endangers their security. Also, poverty and child labor significantly impact school enrollment, with only a 35% completion rate for the lower secondary education level (Sachs *et al.*, 2023).

Regarding malnutrition, in 2022, nearly 40% of the country's children up to the age of 5 years were stunted (Sachs *et al.*, 2023). Issues like access to basic resources like proper housing, drinking water services or basic sanitation services impacts population health. According to Sachs *et al.* (2023), in 2020, 67% of the urban population is living in slums, less than 54% of the population had access to a basic drinking water service, 12% used a basic sanitation service and around 65% of the urban population have access to improved drinking water piped on premises. Also, inequalities in access to health care is still a major issue. Budget cuts to the health sector in 2012 led to the closure of several public health facilities (UNICEF, 2014). Due to inadequate vaccination coverage among children, diseases like measles persist, along with malaria, tuberculosis and the re-emergence of plague, (UNICEF, 2014; United Nations Population Fund, 2017). With an estimation at 64 years in 2021, life expectancy in Madagascar is fairly low (World Bank, 2023a). When it comes to gender inequalities, access to health care is not spared (UNICEF, 2018a). Indeed, women's ability to avail themselves of public health services is hindered by limited household resources and the absence of women's autonomy in decision-making, which includes requiring permission from an elder family member to access reproductive health services. From latest numbers in 2017, early pregnancy rates are high, with 15% of pregnancies occurring among young women aged 15 to 19 years old (Sachs *et al.*, 2023).

Attempts to overcome these difficulties and accomplish sustainable development are often hindered by natural disasters like persisting drought, flooding, or cyclones hitting the country, every year, several times a year. The intensity of these phenomenon is expected to increase in the coming years due to climate change. Coupled to diverse events like, political crisis within the country, the COVID-19 pandemic or wars around the world that threaten the global economy and impact the price of basic resources, these repeated crises exacerbate prevailing deep-seated inequalities faced on a regular basis by vulnerable fringe of the population like youth.

To sum up, it seems evident that the recurrence of numerous simultaneous extreme conditions poses a serious threat to the well-being of young individuals in Madagascar and hinders their optimal development. Understanding the impediments to optimal development in challenging contexts prompts exploration into the psychological factors that foster such a growth.

7.2.3 Basic psychological needs

For decades, researchers in positive psychology have been reflecting on factors that influence human's optimal development. One of the avenues explored concerned the three basic psychological needs (BPN), namely, autonomy, competence and relatedness (Ryan et Deci, 2017a). Autonomy is the need to decide voluntarily and for oneself on one's experiences and actions. Competence is the need to feel effective in one's interactions with its environment. Relatedness is the need to be socially connected, close to others, by caring for and being cared for. The basic psychological needs mini-theory as proposed by Ryan et Deci (2017a) suggests that the satisfaction of these three basic needs would foster a person's well-being and optimal development, whilst the frustration of these needs would hinder it.

From a Self-Determination Theory (SDT) perspective, BPN are considered universal. They are deemed not be tied to specific developmental stages or cultural environments (Ryan et Deci, 2017a). Nevertheless, the manifestation and fulfillment of these needs may differ across various cultures (La Guardia et Ryan, 2000). The concept of autonomy often faces criticism, one of which might be related to the confusion between autonomy and independence. Autonomy relates to one's self, while independence pertains to the external world and others. Independence refers to an individual's lack of dependence on something or someone (Chirkov *et al.*, 2003). According to SDT, an individual can be both autonomous and dependent (Ryan et Deci, 2017b). The concept of autonomy also often faces criticism by perspectives like cultural relativism, which suggest that depending on cultural background, the composition and arrangement of the self can significantly vary (Markus et Kitayama, 1991). Autonomy is often associated more closely with individualistic cultures (e.g., North America, Western Europe, and Australia), in contrast to the more collectivist cultures (e.g., Asia, South America, Africa, and indigenous societies). Numerous studies have been testing the validity of the BPN model (Chen, Van Assche, *et al.*, 2015; Chen, Vansteenkiste, *et al.*, 2015; Chirkov *et al.*, 2003). Despite potential disparities in the level of support for these needs across cultures (Chirkov *et al.*, 2003), neglecting these needs may adversely affect an individual's development, well-being, and integrity, irrespective of cultural context (La Guardia et Ryan, 2000).

Previous quantitative study conducted with young Malagasy people involved in art-music and sport extracurricular activities showed interesting effect of their participation on their basic psychological needs over a period of sixteen months (Décarpentrie, Bélanger, Leduc, *et al.*, 2024). Results of a qualitative

research also illustrate the role played by extracurricular programs in supporting the process of socialization of youth, their personal growth, in giving them a sense of protection and support their psychological well-being in a challenging and quite insecure environment and attempt to bridge the gap in basic resources (Décarpentrie *et al.*, Submitted). In light of these previous findings, an interesting question arises: what enduring benefits youth living in an extreme context of development gain from their engagement in extracurricular activities centered around art-music, and sport?

7.2.4 Objectives of the study

This research aims to explore and gain a deeper understanding of the long-term perspectives of young adults on their experience of engaging as adolescents in extracurricular activities within the challenging context of the southern region of Madagascar. More specifically, this research aims to explore the potential influence of participating in activities on individuals' basic psychological needs, that is to say, autonomy, competence and relatedness. The study seeks to gain knowledge on the influence of engagement both during the period of involvement and over the long term.

The research explores three specific research questions: 1) how extracurricular activities influence youth development in an extreme context? 2) What is the effect of participating in extracurricular activities on basic psychological needs? 3) How does involvement in extracurricular activities during adolescence influence participants' adult lives?

7.3 Methods

A qualitative methodology is proposed to meet this objective. The present research is part of a collaborative project between three organisations, namely the Malagasy NGO *Bel Avenir*, The *Université du Québec à Montréal* (Canada) and The *Université Catholique de Madagascar*. It is part of a larger mixed method research project focusing on the participation in extracurricular activities of young people living in extreme conditions (Décarpentrie, Bélanger, Leduc, *et al.*, 2024; Décarpentrie *et al.*, Submitted).

This study focuses on two types of organized activities (Mahoney *et al.*, 2005): art-music activities, including a percussion group and a marching band, as well as sport activities, specifically soccer and basketball groups. These activities are scheduled at fixed times and on specific days of the week. Young

individuals gather twice a week for sessions lasting between one and a half to two hours. Adult supervisors oversee these collective activities, which aim to foster the positive development of young people and cultivate their artistic, sporting, and social skills.

The research team is composed of the principal investigator (PI) and two senior researchers supervising the PI from The *Université du Québec à Montréal* (Canada), three research assistants and one co-researcher from the *Université Catholique de Madagascar*, and one co-researcher from the Malagasy NGO *Bel Avenir*.

7.3.1 Participants and data collection

The research team attempted to reach 24 individuals. All of these participants were aged between 18 and 35 years old, 11 were identified as female by the NGO staff and 13 as male. During their participation in the program, all were actively engaged in either sport or art activities, for a minimum of 12 months, and they all had left the program more than a year before the interview. Out of the 24 individuals the team attempted to reach, only eight accepted to meet us and were actually met.

A total of eight semi-structured interviews were conducted in May 2019 and February 2020. The interviews involved four (n=4) participants who identified as female and four (n=4) participants who identified as male. Four (n=4) participants were engaged in sport activities and four (n=4) participants were engaged in art-music activities. All participants fell within the age range of 19 to 27 years old (see Table 1). These young adults had been engaged in extracurricular activities, namely soccer, basketball, marching band or percussion group activities, which were offered by the Malagasy NGO *Bel Avenir*, for a duration of three to eight years with a mean of 5.9 years (see Tableau 7.1). Participants were asked closed ended questions regarding demographic data (e.g. age, gender, and number of years of participation in the activities, when they left the program) as well as open ended question regarding their understanding of the program's purpose, the way the program was organised and how they felt about it. They were also asked to talk about their learnings, their social interactions in the program, their perspective on any changes they observed in themselves during their participation, and suggestions for improvements to the program. Interviews were conducted in French and in Malagasy with a simultaneous translation offered by the research assistants, when necessary. This procedure allowed the participant to validate that the idea that

was translated was actually what they meant to say and if not, correct it or elaborate (see Appendix A for precision on procedures). All interviews were audio recorded.

Tableau 7.1. Participants descriptive data

Participant	Interview Languages	Gender	Age (years)	Interview length (minutes)	Years spent in the activity	Activity type	Activities
P1*	FR	F	25	56	4	Sport	Basketball-Soccer
P2*	FR	F	19	57	7	Sport	Basketball
P3	FR-MA	M	27	104	7	Art-Music	Marching band
P4	FR-MA	M	26	60	7	Art-Music	Marching band
P5	FR-MA	F	23	65	5	Art-Music	Percussion
P6	FR-MA	F	20	56	3	Art-Music	Marching band
P7	FR-MA	M	23	57	6	Sport	Soccer
P8	FR-MA	M	24	69	8	Sport	Soccer
M (SD)			23.4 (2.8)	65.5 (16.3)	5.9 (1.7)		

* Participant 1 and 2 were interviewed in May 2019. Others were interviewed in February 2020.

7.3.2 Analysis

For analyses purposes, all interviews were transcribed. A thematic analysis, following the six phases of analysis (see Tableau 7.2) suggested by Braun and Clarke (2020), was performed by a researcher from the *Université du Québec à Montréal* and a researcher from the *Université Catholique de Madagascar*. The analysis process was supported by Nvivo12 (QSR International, 2018). Each interview was coded independently by the two researchers.

Tableau 7.2. Thematic analysis process based on Braun and Clarke (2020)

Phase 1	Data familiarization and writing familiarization notes:	Reading and annotation of all the interviews.
Phase 2	Systematic data coding:	Identification of two standing out interviews: richest in terms of content and diversity of profiles among the interviewees (activity, age, gender).
Phase 3	Generating initial themes from coded and collated data:	Elaboration of a common code book based on the analysis of the two selected interviews. Engagement of coders in discussions to reach a consensus on each of the codes proposed.
Phase 4	Developing and reviewing themes:	Adjustments to the codebook as needed throughout the analysis of each interview.
Phase 5	Refining, defining and naming themes:	Once all interviews coded by both coders, revision of the content of each code was made. Discussion on the included extracts. Iterative process that led to further adjustments of the codebook and the extracts.
Phase 6	Writing process:	Adjustments to the codebook were still made and were again corroborated by both coders.

This approach sought to anchor the analysis within the cultural context, as seen through the lens of the Malagasy researcher, while also capitalizing on an outsider's perspective to better understand the experiences presented by the participants. Throughout the whole research process, the researchers dedicated time to engage in deep discussions regarding their values, identity, preconceptions, and inclinations as researchers, in a self-reflexivity perspective (Tracy, 2010). The reflections extended beyond the scope of analysis to scrutinize the interview procedures and the overall project development.

7.4 Results

From the transcribed verbatim of the eight interviews, various themes were extracted regarding the common long-term experiences of young adults who engage as adolescents in extracurricular activities, like art-music and sport within the challenging context of the southern region of Madagascar. Four main thematic were identified based on participants narratives (see Figure 7.1): context of development, context of the activity, participants experience of the activities and participants' recommendations for

enhancing the activities. The results section is presented according to these four thematic³⁰. Participants' experience of activities was regrouped around eight themes: relationships, learnings, responsibilities, vision for the future, sense of purpose, prioritizing education, health as well as structure and material. Themes are presented in order of importance³¹.

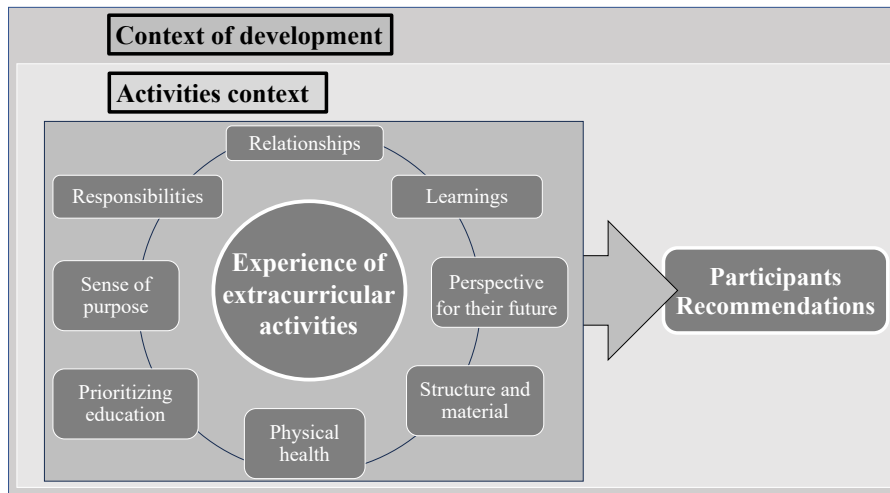


Figure 7.1. Study findings diagram

7.4.1 Extreme context

Participants describe the harsh conditions they are living in by giving some day-to-day examples of their experience. On average, seven people live under the same roof in our participants families. Most of their parents do not have a paid job, especially the mothers who take care of the house and the children. They mention the important lack of employment in the Toliara province, characterizing it as the worst in whole country. Due to financial constraints, they are forced to put on hold their education, or stop a passion, to find a job.

³⁰ The main manuscript includes only the most illustrative quotations for presenting the results. Additional quotations, categorized by themes, can be found in Appendix A.

³¹ That is to say that the thematic “relationships” had the most references and the thematic regarding “structure and material” had the least references

I'm not studying now, but I'd like to continue my studies. But as my parents can't afford to pay for my studies, I'm currently working. I work as a waitress in a restaurant. I don't work full time. If there is a service, I get a call and come in. (P5-Female)

Some participants mention that they have been employed by international projects, albeit for short durations. They explain that these projects are typically funded for a single year and then discontinued.

I was employed (in another organization) for foreign-funded projects, only for a year, then it was over because the Director who wrote the project had already gone back abroad and there was no other person to continue it. (P3-Male)

Participants go as far as connecting the dearth of job opportunities to the insecurity experienced by girls. They explain that the absence of employment and, consequently, financial resources, compels girls to seek a partner, get married, and abandon their education.

Regarding work, it is the worst province of Madagascar. And insecurity as well, especially for girls. Because there's no work here, and if someone comes along and gives the girl money, she leaves school and follows him to get married. But for me, studies are important. (P1-Female)

In the pursuit of finding a partner, some end up experiencing early pregnancies. Access to resources and information about sexual and reproductive health is limited. While some participants mention having received a certain level of information, they consider it to be insufficient. A few discuss the presence of organizations dedicated to this topic, employing peer educators to conduct educational sessions on the subject in secondary schools. Some attribute precocious sexuality to the influence of pornographic movies shown in villages, where there is little age control for viewers. In terms of sexual and reproductive health, participants recount witnessing clandestine pregnancy terminations among their peers, often involving unsafe procedures that put the young person's life at risk. Lacking financial resources, they face difficulties in accessing medical care when necessary.

I had a friend who got pregnant, but she had an abortion. There is a plant called Aloe that you boil in water, put in a bottle, and she drank that every morning. But she didn't tell me. It was for the abortion that she was drinking it. [...] After that, she became sick because of the abortion. She was in a lot of pain but didn't want to tell her parents, so she left with friends and stayed at their place. [...] Her parents didn't know about it. She said she didn't want to tell them because her mother is mean. I went to her boyfriend's place and found her in a very

bad condition. She had lost a lot of blood. [...] I left to sell my phone to get some money and take her to the hospital. At the hospital, the doctor gave her injections. (P2-Female)

Participants note a certain insecurity in the remote region of Toliara and the police are perceived as ineffective in addressing this issue. The prevailing insecurity leads some parents to become concerned about their children's safety on their way back from the activities, which acts as a barrier to youth participation.

There is insecurity here. For example, there are people that own cattle and that get stolen by *Dahalo* (cattle thief). It's because here, it's far from the capital. Yes, there is the police here, but... Hmm! It doesn't work. (P1-Female)

7.4.2 Activity context

The participants' discourse provided the research team with valuable insights into the context of the activities. Participants agree that the activities target vulnerable members of society, including youth, underprivileged children, girls, and women. For the interview purpose, we asked the participant to choose one of the activities they had been involved in. Nevertheless, participants in this research were involved in various activities through the course of their involvement with the organisation. On top of the activity mentioned in the methodology section of this paper, some had followed guitar or piano lessons, were involved in the circus group, the giant puppet group, the theater group or the handball and volleyball group. All these activities were offered by the partner organisation during the period when our participants were involved in them, but may not be anymore.

Participants who want to get involved in the activities have the freedom to choose which activity they will practice. Various motivations appear to drive participants to engage in the program. Most have been encouraged by peers, friends, siblings, cousin, etc. Others have seen the public representation of the different groups and got interested in trying. Indeed, few times a year, the art-music center conjointly with the sport school do street parades. It is a means for the organization to convey awareness messages, such as those related to education, and for the participants to demonstrate to the public what they have been learning. For some, it is simply the personal interest towards the activity that attracted them in the program. The perspective of travel nationally (Antananarivo, Mahajanga, Fianarantsoa, Mangily) or internationally (France, Spain, Cambodia, Thailand) for public representations or matches with other

regional teams, has sparkle interest in some participants. Some were seeking to engage in activities different from what is available in their neighborhood, like playing soccer in the street.

7.4.3 Experience of the activity

7.4.3.1 Relationships

Participants express that the activities are a good place to develop relationship with peers. Some say it is easy to make friends in the group and some even find very close friends in their activities. These friendships seem to develop between people of same or different gender, and most importantly to last over time. They still friends with people they met in the activities even years after the end of their participation.

I had many friends, but I had one very good friend who stood out from the rest. We used to go to practice together, share everything, and sometimes he even came over to my place. We are still friends to this day. (P8-Male)

They even developed side projects together. They mention sharing common interests with other participants that united the group.

For those who were in the same group as me, until now, we are all very good friends. We are still members of a music group together. (P6-Female)

We got along well, especially when we had to play the match, all with the same morale, the same desire to win. We were more united. (P1-Female)

From the participants discourse, they seem to genuinely care for each other. If someone is sick, hurt, goes through a difficult time or is simply absent to a training session, they will inform themselves, make sure the person is all right or visit them at home.

If one of us didn't show up, I would say, "Where is she?" And the other day, when she arrived, I asked her questions: "Where were you? What's wrong?" (P1-Female)

In 2014, I broke my collarbone during practice. Afterwards, since I was sick, the whole team came to my house. (P2-Female)

Connections are not only developed with peers but with adults also. Indeed, the person in charge of the activity, that could be either the coach or the band/orchestra conductor, seem to be appreciated by the participant. They develop a genuine relationship where participants feel cared for. Some even mention these adults are a source of inspiration.

He is in charge of everything, he's the coach, responsible for the equipment, all of that. He also protects the girls, especially when the boys... Sometimes, he gets angry when we don't listen. But he's cool. (P2-Female)

At that time, there were only two military professors who taught music, and Mister supervised some classes because he was a multi-instrumentalist. He writes music scores; he also teaches trumpet and saxophone. He's also my idol because I learned a lot of instruments from him. What he does is what I do now. He inspired me to do all of this. (P3-Male)

Participants mention that they would incite others, like siblings or cousins, to participate in the activities as it gives structure to youth and offers opportunity to further develop oneself.

The NGO has brought a lot to me, so I raised awareness among my cousins to go there. [...] I would say to them, "The NGO is not just about financial help, it's not just about success in terms of money, but it's truly about developing oneself as a human being, discovering more things, learning to live with others, discovering more than what you see in your daily life". That's what I encouraged others to go and see. (P6-Female)

The participants' narratives suggest that the perspectives of both their families and communities towards them seem to have changed. They note that their families encouraged them to pursue their activities. Families and community members, like neighbors and friends, often attended their matches or public performances to support them and were somewhat impressed by their accomplishments. Participants share that their families express contentment take pride in these achievements. The participants got a certain notoriety in their community.

My parents are proud too because after a year in the group, I'm the only one paying for all my studies until now [...] Even the neighbors in the village. It's through the NGO that everyone knows me. Yes, because with the NGO, I've played music, gone on outings, appeared on television. (P3-Male)

My father was really proud of me. It got to a point where when he was working and came across flutes or something like that, he would buy them for me. [...]. So, my father was really happy that I was into music, and he was very proud of me. (P6-Female)

Ultimately, participation appears to foster the development of social skills. Participants mention that when they initially began the activities, they were rather introverted. Engaging in these activities aided them in becoming more open to others and feeling more at ease in social interactions. They learned to live together, be calmer, adapt to each other, and better deal with conflict and emotions, like frustration or anger.

I am quite introverted by nature. I am not the type who will approach someone to talk, fight, or gossip. But upon joining the activity, I really noticed that I had become much more open. I was able to make friends. [...] also by traveling, I was able to discover new places and new ways of living. I was able to bring all that back into my life. I noticed that since then, I am much more open to others. I don't stay in my own corner; I approach others more easily. (P5-Female)

7.4.3.2 Learnings

Based on participants' testimonies, it appears that beyond social skills these activities also lead to the development of various competences, knowledge, life skills and values. Most evidently, participants have developed skills in their discipline whether it's to better play in a position on the soccer field, master a technique in basketball, learn strategies in the game or how to properly stretch, play different instruments, read music scores or sing. They evoke that by being involved in the activities they had the opportunity to develop their skills and make real progress with the support of their coach, band/orchestra conductor and music teachers. They also mention that their progression was supported by their own efforts and their perseverance to practice and train.

To become a good passer, you have to practice. Always, always. (P1-Female)

During work when I feel tired, I take the flute, I focus, I try. I make efforts to reach the level like the others. We've seen military bands... why can they do it? They are older than us. We are young. So, we have to practice. (P4-Male)

Participants evoke that in the context of the activities they learned to follow rules, like being on time, respect materials and infrastructure, follow instructions, notify and justify absence, etc. Some participants

evoke that the good atmosphere set by their coach or band/orchestra conductor, helped them to respect the rules.

At the sports school, we had schedules to follow, and outside of those hours, we couldn't come in. But we had to inform in case of absence and provide justifications. Discipline was strict because it was a school, not a stable or a farm. [...] It was necessary to respect the rules, follow the established discipline. [...] If someone didn't follow the rules or mishandled the equipment, they were punished. For example, they were not allowed to participate in matches for two weeks, or they received a warning, or sometimes an exclusion. (P8-Male)

Personal values and identity are slowly forged throughout their passage in the activities. Indeed, participants seem to integrate their activity to their identity and be proud of it and be different from others in their community.

I am strong. I thank sports. I am proud to be an athlete because I am not like all the other girls in my neighborhood. So, when I have time, when I am free, I do sports. That way, I am not like the others. (P2-Female)

A participant who identified as female also evocated how, for her, sport is a tool to spread messages of gender equity. Values like fair play, tolerance, perseverance, seriousness, morality, openness and respect are evocated by participants.

We play sports, that's what I love. Actually, here in Madagascar, there aren't many girls who do it, especially football. I do it for others, to show that football is not only for boys but also for girls. (P1-Female)

The activities appear to provide participants with opportunities to discover unfamiliar sports, musical instruments and also to travel both within the country and abroad to engage in public performances, sports training or matches. These trips are described as chances to discover other places and to broaden the participants' horizons by introducing them to new people, different perspectives and ways of living. Not only participants get to meet other cultures by travelling themselves but also by getting in contact with foreigners, engaged as volunteers in the organisation.

For example, when I went to Tana (short for Antananarivo, the capital of Madagascar); the NGO gave me the opportunity to go to Tana. I discovered the capital. [...] I also realized that

there were lots of young people who weren't going to school and weren't doing anything, and they were falling into prostitution. [...] I saw that if I did nothing, I could end up like that. So, it really motivated me to avoid falling into that and pushed me to work hard, to go to school, and to pursue my studies as far as possible. (P5-Female)

7.4.3.3 Responsibilities

Participants mention being given diverse responsibilities in their activities. Among these, youth have the opportunity to assist the activity supervisor, lead the group for the practice session and to develop specific skills like managing and supervising youth group. Some are placed in charge of distributing and taking care of the material, the performances outfits or the instruments. When a supervisor was not able to attend a session, participants were put in charge of the session and the group.

I was already the coach's assistant on Saturdays and Wednesdays. We could tell the managers that we wanted to do this or that. I led the group in training and matches. That's what I did, and sometimes I was the referee. (P8-Male)

The kind of responsibility we had was to be in charge of the instruments and uniforms. (P5-Female)

Co-construction seem to be a method of work between the supervisors and the group. Whether it be the songs to perform or what to do in the training session, activity participants were able to share their ideas. For some, being in the first participants after the creation of the sport school and the art-music centre, they even supported the development of new project or disciplines.

The artistic director was sometimes inspired by a song; he would think, "Maybe we can use this song", and propose it to the group. He also asked for their opinions, and sometimes it was the members themselves who suggested songs. [...]. They would decide together if they could perform that song or not. (P6-Female)

With time, some were even able to secure an actual job within the organisation, becoming group supervisors, official supervisor assistants, administrative assistants, social workers, music teachers or other position in other departments of the NGO. For some, these employment opportunities helped them to financially support their life, family and studies.

When I found a job at the center, I wanted to continue my studies. Since I found ways to pay for tuition fees, I pursued studies in computer science. (P4-Male)

[By working at the NGO,] I supported my family. I participated a lot and contributed to my family. (P3-Male)

7.4.3.4 Perspective for their future

Whether it's taking charge of their own faith or in developing their independent projects after leaving the activities, it appears that the participants have now a forward-looking perspective for their future.

I thank the activity because it is through it that I am doing what I am doing now. It's through the activity that I started to have an idea about my future. (P3-Male)

Some even report that the organisation gave them the opportunity to meet with foreign organisation to develop their skills and then share them in the activity centre. The training or job opportunities that some participants had in the activities help them to find jobs in other organisation, win contests, pursue a semi-professional sport career, or start their own band.

It gives young people something to do, to keep them occupied. But not only that, by being in the NGO, they gain experience. An experience they would have never discovered elsewhere. (P6-Female)

Engaging in sports was for maintaining my physical fitness, and it also allowed me to have the job I am doing currently, as I am now called upon to play football here and there. I am currently playing football as a professional. I am playing for a club in another province of Madagascar. (P8-Male)

7.4.3.5 Sense of purpose

One of the main functions of the activities for the participants seem to be occupational. The activity allowed them to stay busy, do something meaningful with their time and, most importantly, stay away from risky behavior that could lead to potential trouble. Participants draw a link between boredom and adoption of risky behaviours. By participating in extracurricular program, participants were busy outside of school time.

The main goal of the NGO is to give something to do to the youth. Because the youth, [...] since there are no activities proposed to them, they get bored and therefore do whatever. Some engage in prostitution, some misbehave, so the NGO created activities for the youth to keep them occupied, [...]. (P5-Female)

The training sessions were on Saturdays, and instead of staying at home doing nothing, just sitting around and hanging out in the neighborhood, I had a purpose. When Saturday came, I knew we would go for training sessions, and that motivated me. (P7-Male)

They did not had time to loiter with others in the neighborhood and be tempted to adopt risky behavior like drug usage. Participants make a link between keeping busy with extracurricular activities and avoid early pregnancies. Some, push even the link further by saying that the activities keep youth away from getting into sex work.

Where I'm from, there are girls who are 13 years old and already pregnant, or already have children. Many of my friends already have children and are married. As for me, I'm not married and I don't have children. (P2-Female)

The NGO created activities for young people to keep them occupied, to have them do something, but also for those who have the most difficulties, to help financially with their studies. (P5-Female)

7.4.3.6 Prioritizing education

It seems that one of the messages passed through the activities concerns the importance of education. Participants mention that it was a necessity to be enrolled in a school to access the extracurricular program. If they did not have the financial mean to go to school, the organisation would sponsor them with a scholarship. The education seems to be presented as the priority and some participants make this message their own by setting education as a goal to succeed in life. Some shared that they put on hold some activities to prioritize their study.

I was still in school at that time, and I missed a few training sessions, but during the holidays, I often came [...] The supervisors at the sports school did not accept people who were not attending school, only those who were going to school. "The useful things before the pleasant things." That's why we were obliged to go to school. (P8-Male)

[I stopped], I felt that I couldn't take on as many responsibilities as before, as in 2011, I started studying at the university. (P5-Male)

7.4.3.7 Physical health

Sports activities seem to carry important teachings for participants regarding their health, as to being active to stay in good health, avoiding or changing behaviors that could compromise their health, like consuming alcohol.

I also learned from the teachings I received in sports that an athlete should not drink. However, there are young people in my neighborhood who are very good at football, and they drink. But I learned that I should not do it because it's not good for an athlete. It's really a way of life that I've learned, a change in behavior as well. For example, people in my neighborhood, if they win a match, they immediately go to parties and drink. But I know that it's not good, so I abstain. (P7-Male)

7.4.3.8 Structure and material

Appreciation towards a dedicated space and structure in the activities is evoked by the participants. Playing soccer in the street is very different from playing in a structured activity, where everyone is given a position to play, and exercises to evolve.

In neighborhood football, you take on various roles. As soon as you have the ball, you try to do your best. In the activity, you're given a specific role, like they're telling you that you're in this position, you follow the role of that position, and you don't do anything else besides that. There, it's more structured; they give you exercises, and you can progress. (P7-Male)

They also appreciate having access to all sort of quality musical instruments that they can practice on and learn about. Indeed, such material is not available to everyone in this economically constraints context, therefore having access to an array of instruments is described as very special by the participants.

Here, in everyday life, we always hear that instruments are very expensive. However, over there, we were given an opportunity to actually touch these precious instruments; so, everyone was very happy, very interested, and we were all very curious, asking each other, "How's your instrument? How are you doing? How do you use it?" This made everyone get along very well due to this curiosity about using these new instruments; instruments that are very expensive and that everyone wanted to learn. (P3-Male)

7.4.4 Recommendation for improvements

During the interview process, participants provided some noteworthy recommendations to enhance the activities. One of them pertains to the availability of material and human resources. The activities appear to be highly popular among the youth of Toliara, resulting in large group sizes. Those engaged in the sports group noted that the available materials are insufficient, and increasing the number of coaches could be beneficial in effectively supervising these larger groups.

As mentioned by the participants the activities target vulnerable members of society, including youth, underprivileged children, girls, and women. Some participants propose that the organization should place greater emphasis on educating boys in relation to the challenges faced by girls. They posit that educating boys would directly contribute to the betterment of girls' circumstances.

Since it's the boys who impregnate young girls, and the NGO helps a lot of girls, but still, it's important to educate the boys as well in order to help the girls. (P3-Male)

A final suggestion is for the organization to continue and strengthen their commitment to social work for their beneficiaries. For example, participants highlight the crucial role of social workers who establish a connection between the school, the family, and the activity center. They achieve this by making regular visits to schools and families, discussing the progress of the beneficiaries' education, and offering support when necessary.

They need to continue working; they're doing a good job so far. There are educational facilitators who help beneficiaries with problems in their schools. They need to continue improving social support. (P4-Male)

7.5 Discussion

The objective of the present study was to explore and gain a deeper understanding of the long-term perspectives of young adults on their experience of engaging as adolescents in extracurricular activities in an extreme context, namely the southern region of Madagascar. The interviewed participants are adults who were involved as adolescents in an extracurricular activity for several years.

Activities are described by participants as organised. Organised activities follow a regular schedule, involve peer integration, are typically voluntary, focus on the acquisition of specific skills, foster positive youth development, are not part of the school curriculum and are supervised by adults. Regarding the supervision, most supervisors are non-officially qualified local teachers, coaches or trainers. Indeed, most of these actors did not receive a formal training or have a degree related to their position. Nevertheless, they receive frequent training from partners of the NGO. Being themselves from the community or former beneficiaries, as some of the participants to this research, they know the local context and its population. Beyond the lack of formal training or degree, they have firsthand experience with the challenges, needs, and dynamics of the community, which can be instrumental in designing and implementing effective extracurricular programs. Their familiarity with the local context allows them to tailor programs to better meet the specific needs and preferences of the community (McLeroy *et al.*, 2003)

The specific local context has been described by the participants. Their comments align with numerous reports written by diverse organisation (Sachs *et al.*, 2023; UNICEF, 2014, 2018a) describing the extreme living conditions of the Malagasy youth. Despite these challenging life conditions, extracurricular activities appear to positively impact the well-being and development of youth during and beyond their participation.

7.5.1 Fulfilling basic psychological needs

Through the narratives of our participants, this study gathered insights to address the research question: what is the effect of participating in extracurricular activities on basic psychological needs? The present research capture that extracurricular programs seems to be a space which fulfils basic psychological needs, namely autonomy, competence and relatedness (Ryan et Deci, 2017a).

Regarding the need for relatedness, art-music and sport activities seem to give an opportunity to the participants to develop meaningful connections with others. Whether it is with peers or adults supervising the activities, participants seem to build strong relationships within their program. The activity setting offers the participants a place where they belong; an art-music or sport group where they become part of something larger than their individual selves. A place where their basic psychological need for relatedness

was satisfied, as they genuinely related to and cared for others, where they feel that others authentically care for them (Ryan et Deci, 2000).

Regarding the need for competence, participants developed all sorts of new skills or knowledge in these activity groups. Whether it is learning a new instrument, new techniques in a particular sport, take on responsibilities in the activities or open themselves to new horizons, the extracurricular programs seem to offer to young people the structure to develop a multitude of skills and grow as individuals. These extracurricular activities support the satisfaction of the need for competence by providing participants with the chance to have a feeling of being good at what they do and to get challenged while developing new skills, as seen in other research (Leversen, Danielsen, Wold, *et al.*, 2012). In other words, this program is a place where their basic psychological need for competence is met.

Regarding the need for autonomy, youth enter this activity based on a personal and free choice of which activity they want to get involved in. The co-construction process described by the participants highlight their opportunity to share their ideas and feel a sense of choice in the activity, whether is by contributing in choosing which songs the group will play or which exercise to do in the training session. Offering the opportunity toward participants to feel volitional as well as a sense of freedom and choice, such an environment seems therefore to provide the conditions to satisfy the basic psychological need for autonomy (Ryan et Deci, 2000).

It seems that extracurricular environments, as described by the participants, provide a valuable space for youth living in challenging conditions, supporting each basic psychological need. These environments have the potential to foster long-term optimal development by establishing a strong foundation for young individuals as the satisfaction of basic psychological needs is linked to a greater well-being and a better mental health (Ryan et Deci, 2017b).

7.5.2 Influences at the time of participation

Regarding the research question “how extracurricular activities influence youth development in an extreme context?”, participants have emphasized the distinct impact of engaging in extracurricular programs on the development of young individuals. The experience of the participants is aligned with the

theory of the four mechanisms that facilitate positive outcomes for youth involved in extracurricular activities (O'Flaherty *et al.*, 2022). These four mechanisms are a structured alternative to unstructured time preventing from potential risk-taking behaviors; an opportunity to develop positive relationship; the transfer of skills from one context to another; the evolution in youth status.

In mitigating risk-taking, these programs acted as a protective factor, deterring participants from engaging in risky behaviors. Activities served as a positive influence by keeping participants engaged and enabling them to invest their time in something meaningful. Participants confirm that the activities helped them to stay away from potential negative influences that could drag them into risky behaviors like substance abuse, delinquency or unprotected sex (Eccles *et al.*, 2003), at the time of participation and up till now. The activity environment is described by participants as a nurturing space for developing personal values and fostering personal growth.

The program in which the research participants took part required that to get involved in extracurricular activities, participants had to be enrolled in school. If they did not have the financial or material mean to do so, the organisation proposed them scholarships or school kits to allow them to attend school. The importance of getting education strongly reflects in participants' discourse to these days. Hence, it is plausible to suggest that the impacts of engaging in extracurricular activities may exert enduring effects on participants' lives. This proposition is further supported by other explicitly mentioned factors in the subsequent point.

7.5.3 Long lasting impacts of the participation

Beyond the effects of activities at the time of involvement, participants have also shared long lasting influence of their participation in the extracurricular activities. Addressing the research question “How does involvement in extracurricular activities during adolescence influence participants' adult lives?”, it appears that, above it all, participants not only have developed strong but also long-lasting relationships with their peers. Other research (Berger *et al.*, 2020; O'Flaherty *et al.*, 2022) showed that the establishment of peer relationships within an extracurricular program plays a crucial role in fostering youth development. In this research, the notion of durability of relationships is added. Indeed, participants seem to develop meaningful relationships within the activity context that tend to last for years after they stop

their implication. These meaningful and long-term relationships have the potential to fulfil the need for relatedness over time (Ryan et Deci, 2017a). Maintaining long-lasting meaningful connections has been found to be beneficial for human development in the long term. Evidence supports the idea that investing effort in relationship maintenance positively correlates with greater happiness (Demir *et al.*, 2011). On the longer term, findings from research involving older adults showed that those who maintained lifelong friendships tended to exhibit better overall adjustment than their less socially surrounded counterparts (Gupta et Korte, 1994).

As highlighted by O'Flaherty *et al.* (2022) transfer paradigm (transfer of skills from one context to another), participation yields long-term benefits through the acquisition of cognitive and non-cognitive skills transferable to various contexts. These skills, be they directly related to the activity or of a more general nature (like social, organizational, or leadership skills), contribute substantially to participants' personal development.

By being given and taking on some responsibilities, participants experienced an evolution in their status and demonstrated that they acquired the necessary cultural knowledge and skills to engage in social networks and environments that offer significant advantages and opportunities (O'Flaherty *et al.*, 2022). In this case, they enable participants to take on new personal projects and sometimes to open doors to employment opportunities. This provides them with the chance to use and extend skills and expertise within an area of their choice, which support their need for competence and autonomy (Ryan et Deci, 2017a).

7.5.4 Valuing participants' insights

This research highlights that participants in extracurricular programs offer valuable feedback about their involvement. They share valuable insights on what benefits them and should be pursued by the organisation, as well as suggestions of improvement. It appears that organizations stand to gain by actively listening to their beneficiaries, working in co-construction and basing the interventions on their needs. Indeed, according to motivation theory (Ryan et Deci, 2000), youth are more likely to remain engaged and motivated in an activity when the goals align with their interests. This is especially true when they feel a sense of belonging within the group, have a degree of choice and perceive themselves as competent,

knowing that their input is valued. When participants are driven by a more self-determined form of motivation, the likelihood of positive outcomes increases. This kind of drive often leads to more fulfilling and beneficial experiences for individuals involved (Pelletier *et al.*, 1995). Therefore, organisations working with youth are encouraged to listen to youth recommendations to enhance their overall experience and achieve the aimed outcomes of the activity.

7.5.5 Limitations

Despite the interesting findings that have been uncovered, these must be understood within certain limitations of the research. Although using a qualitative approach provided access to the perspectives of the young adults on their experience as adolescent participating in extracurricular activities, it's important to note a limitation in terms of potential generalisation of our findings. Indeed, these results are drawn from a limited sample of the population (N=8), involved in specific programs. This implies that the insights obtained from the group studied might have limitations in terms of broader applicability or representation for all comparable situations or populations. Though, this new knowledge is not fully generalizable, it could be transferable to other contexts, by shedding light on the potential effects of providing extracurricular programs to youth developing in challenging conditions. Other community projects in extreme context that seeks youth well-being and optimal development might benefit from these findings to develop extracurricular programs adapted to the needs of their community in their own reality.

Also, this research has a limited number of participants that were involved in a limited diversity of activities. Indeed, this research had eight participants in four different activities. Former participants were often hard to contact. Since the time they left the activities, some had moved to another house or to another region, changed phone number. Some others were not interested or did not have time available to participate in the research project. Out of the 24 individuals the team attempted to reach, only eight accepted to meet us and were actually met. Regarding the 16 participants that were not met, we have very few information. Either we did not speak with them or when we did, it was for a very brief contact. We did not collect any additional information on them as they did not give their consent to use any information they would have shared with the research team. Some individuals might have chosen not to participate in the research due to lower satisfaction with the programs. It is conceivable that this group may have experienced fewer positive impacts. Others had trust issues regarding the type of questions that would be asked, or how the

information that they would provide would be used, then did not want to get involved. Even though, we tried to be as transparent and clear as possible about the research project, some people that were contacted did not seem to feel comfortable sharing information. One of our hypotheses to explain this reluctance revolves around the fact that both researchers were viewed as *vazah*, in other words “foreigners” by the local population. Even the Malagasy researcher, as she is from another region of the country. The Malagasy society is marked by rivalries between the country's different regions, which are more or less economically and politically privileged. This can create tensions between members of the different communities, making outsiders less trustworthy. Following this hypothesis, it would have been beneficial to have a research assistant from the Toliara region. Unfortunately, we could not find suitably trained interviewer for the task. Given the tightly-knit nature of the Toliara community, described as one where 'everyone knows everyone,' having outsiders may have helped reassure participants about the confidentiality and anonymity of the interview process.

7.6 Conclusion

This research aimed to explore and gain a deeper understanding of the long-term perspectives of young adults on their experience of engaging as adolescents in extracurricular activities whilst in an extreme context, in the southern region of Madagascar. We explored the potential influence of participating in activities on individuals' basic psychological needs, autonomy, competence and relatedness, as well as the influence of engagement both during the period of involvement and over the long term. The present results offer valuable insights into the significance of these programs for youth living in challenging contexts of development.

On one hand, findings show that for some participants, these programs are valuable as they support their basic psychological needs of relatedness, competence and autonomy, at the time of their involvement and also in the long term. Building on the satisfaction of the three basic psychological needs by giving the opportunity to develop strong and sustained relationships, as well as use and extend skills within an area of their choice, extracurricular activities also may act as a protective factor, deterring participants from engaging in risky behaviors, possibly by falling under negative peer influence, keeping participants engaged, enabling them to invest their time in something meaningful, then and now. Indeed, this legacy seems to persist over time as some participants still want to build a brighter future for themselves by investing in

their education and do something meaningful, while staying away from risky behaviors. Certain participants in the extracurricular activities described this environment as nurturing, allowing them to develop personal values, fostering personal growth and placing education at the center of attention. Importantly, their passage in the activities did leave its mark on interviewed participants' adults' lives with long-term impacts, as they developed long-lasting relationships with their peers, they acquired cognitive and non-cognitive skills transferable into various contexts, enabling them to take on new personal projects and sometimes open doors to employment opportunities. It is important to acknowledge that these findings are drawn from a limited number of discussions within a biased sample, possibly representing the most motivated or accomplished individuals within the group, or those who had more time or inclination to discuss the program, driven by various motivations such as expressing complaints or offering support. Therefore, these results cannot be generalised. Nonetheless, they still support the idea that extracurricular programs have a role to play and long-lasting impact in sustaining their optimal development in extreme contexts.

On the other hand, findings support the importance for organisation to listen to their participants as they have valuable insights on their experience in the organisations' programs. This input can help organisations in aligning their programs more effectively with participant needs, thereby enhancing support for their optimal development. Researchers' teams, equipped with skills and knowledge, may be of a great support to organisations in this task (Décarpentrie, Bélanger, Ramarokoto Ny Aina, *et al.*, 2024). Through collaborative efforts, they can collect the necessary data for the organisation needs while gaining valuable insights that drive scientific advancements forward.

Researchers are encouraged to dwell further into these questions and observe quantitatively the long-term effects of the implication of adolescents in extracurricular programs on their adults' life in this challenging conditions. It would be important to examine quantitatively the lasting effect of the participation on the fulfilment of basic psychological needs, the avoidance of risky behaviors (e.g. alcohol or drug consumption), their social sphere as well as educational and occupational outcomes. Delving into the possible connections between the needs satisfaction and the long term avoidance of risky behavior (Zeldman *et al.*, 2004) or the development of specific personal values, could provide insights into the lasting protective role of extracurricular activities in an extreme context. Quantitative research involving

a control group would be particularly relevant to isolate the program effect. Our research group has conducted studies of this nature within this context, examining the specific programs in question (Décarpentrie, Bélanger, Leduc, *et al.*, 2024; Décarpentrie *et al.*, Submitted).

In a co-construction perspective, researchers are urged to collaborate with organisations working closely to the community to better answer their needs. Also, organisations are encouraged to actively listen to their participants valuable insights to enhance their program. Local organizations operating within similar contexts can draw inspiration from our participants' perspectives to enrich their existing programs or aid in the development of new initiatives within their organizations. International organisation and agencies are encouraged to listen to the voices of young people regarding their needs. They are prompted to expand the scope beyond addressing solely physical needs and embrace more comprehensive solutions. This entails incorporating programs, like art-music and sport among others, that aim to fulfil youth's psychological needs and sustain youth optimal development.

7.7 Supplementary Information

The online version contains supplementary material available at <https://doi.org/10.1007/s12144-024-06991-6>.

7.8 Acknowledgements

The authors wish to express their sincere acknowledgments to all the participants who took part in this unique project. The authors deeply want to thank the whole team of the NGO for their flexibility, motivation, and investment throughout this project. The authors wish to acknowledge the contribution of the research assistant Serge Andriambolason Ranaivombola, for his valuable contribution to this project.

7.9 Credits author statement

LD : Conceptualization, methodology, software, validation, formal analysis, investigation, data curation, writing original draft, writing -review and editing, visualization, project administration. CB : Conceptualization, methodology, validation, writing -review and editing, supervision, funding acquisition. BR : data curation, formal analysis, writing -review and editing. SR : Investigation, writing -review and editing. OR : Conceptualization, methodology, writing -review and editing. JLG: Conceptualization,

methodology, review and editing. TG : Conceptualization, methodology, validation, writing -review and editing, supervision, funding acquisition. All authors did read and approve the final manuscript.

7.10 Funding

This work was supported by the Department of Psychology of the Université du Québec à Montréal, the UNESCO Chair in Curriculum Development, and the Fonds de Recherche du Québec (Merit Scholarship Program for Foreign Students).

7.11 Data availability

Interview respondents were assured raw data would remain confidential and would not be shared.

7.12 Declarations

Competing interests This research project was reviewed and approved by the Research Ethics Committee for student projects involving human beings of the Faculty of Human Sciences of the Université du Québec à Montréal (Ethics approval number: 2020–2635). Informed consent was obtained from all individual participants included in the study. The authors have no relevant financial or non-financial interests to disclose. Jose Luis Guirao receives a salary from the NGO Bel Avenir where he is the Executive Director.

CHAPITRE 8

DISCUSSION GÉNÉRALE

Cette recherche doctorale visait quatre objectifs spécifiques. Après avoir vérifié l'applicabilité du cadre théorique des besoins psychologiques fondamentaux (BPF) dans un contexte malgache avec une population d'adolescents (objectif 1), nous visions à mesurer l'évolution du bien-être, de la satisfaction et de la frustration des BPF de jeunes participant à des activités extrascolaires dans un contexte de développement extrême (objectif 2). Les objectifs suivants consistaient à explorer et à mieux comprendre l'expérience des jeunes évoluant dans un contexte extrême lors de leur participation à des activités extrascolaires (objectif 3) ainsi qu'à approfondir la compréhension de cette expérience dans une perspective à plus long terme, après la complétion du programme (objectif 4). Dans une approche collaborative, les objectifs de cette thèse ont été définis pour répondre aux besoins exprimés par notre partenaire de recherche à Madagascar, l'organisation non gouvernementale (ONG) Bel Avenir (BA). Leur requête indiquait qu'ils souhaitaient avoir une meilleure compréhension de l'effet de leurs programmes d'activités extrascolaires sur leurs jeunes bénéficiaires.

Pour atteindre ces objectifs, une méthodologie mixte a été adoptée, et la recherche a été divisée en trois études. Cette méthodologie mixte, présentée brièvement au troisième chapitre et en détail au quatrième chapitre, a impliqué l'administration de questionnaires évaluant le bien-être et les besoins psychologiques de base sur une période de 16 mois auprès d'adolescents nouvellement inscrits dans des activités extrascolaires artistiques, musicales et sportives (étude 1). En complément, des entretiens qualitatifs ont été menés avec certains de ces participants (étude 2), ainsi qu'avec d'anciens participants devenus adultes, qui étaient inscrits dans ces programmes lorsqu'ils étaient adolescents (étude 3).

La première étude, présentée au cinquième chapitre, offre un aperçu quantitatif des effets de la participation à des activités extrascolaires sur la satisfaction et la frustration des BPF chez les jeunes évoluant en contexte extrême de développement. La deuxième étude, présentée au cinquième chapitre, complète cette perspective en abordant de façon qualitative certains éléments que la première étude n'a pas permis d'approfondir (appartenance sociale et bien-être) et explore de nouveaux éléments pertinents pour le contexte de Madagascar et la réalité vécue par les jeunes participants (sentiment de protection,

développement personnel, besoins relatifs aux ressources de base). La troisième étude, présentée au sixième chapitre, consolide les conclusions des deux précédentes, fait état de certains éléments qui n'ont pas été abordés par les participants nouvellement impliqués dans les activités et met en lumière des effets à long terme des activités.

Dans ce chapitre, nous synthétisons les principaux résultats de la thèse afin de les interpréter dans une perspective quantitative, qualitative, puis complémentaire. Un retour sur la méthodologie employée permet ensuite de se pencher sur l'originalité de l'approche, mais également sur les défis rencontrés lors de la conduite de la recherche, notamment en lien avec le contexte extrême où celle-ci a été menée et les circonstances liées à la pandémie de COVID-19, et de mettre en lumière les leçons qui ont pu en être tirées. Les retombées de la recherche sont ensuite discutées, plus précisément les bénéfices du projet pour les différentes parties prenantes. Les perspectives de recherche et les recommandations en matière de recherche collaborative tripartite ainsi que de soutien au développement des jeunes en contexte extrême sont présentées. Enfin, une réflexion sur les limites de cette recherche vient compléter la discussion.

8.1 Interprétation des principaux résultats de la thèse

La présente recherche est, à notre connaissance, parmi les premières à étudier les effets de la participation de jeunes à des activités extrascolaires dans un contexte extrême de développement, à l'échelle internationale. Dans une perspective collaborative, elle adopte une méthodologie mixte, quantitative et qualitative, pour étudier ce phénomène. Dans cette section, les résultats de ces deux devis de recherche sont abordés et articulés afin d'approfondir la compréhension globale du phénomène à l'étude.

8.1.1 Perspective quantitative

D'un point de vue quantitatif, les résultats de notre recherche soutiennent la proposition générale de la théorie de l'autodétermination (TAD) sur les BPF (Ryan et Deci, 2017a), qui postule que la satisfaction des trois BPF est associée au bien-être, tandis que la frustration des besoins est associée à un plus grand mal-être. La relation entre la satisfaction et la frustration des BPF et le bien-être psychologique est étayée par de nombreuses études, menées dans divers contextes socioculturels (Chen, Vansteenkiste, *et al.*, 2015). De manière similaire, dans l'échantillon de jeunes du sud de Madagascar, une association positive a été observée entre le bien-être et la satisfaction globale des BPF (autonomie, appartenance sociale et

compétence). En outre une relation négative entre le bien-être et la frustration globale des besoins est observée, suggérant que de hauts niveaux de frustration des BPF sont associés à moins de bien-être psychologique chez les jeunes. De plus, des corrélations individuelles significatives sont identifiées entre la satisfaction et la frustration des BPF, et les variables composant l'indice de bien-être. La satisfaction avec la vie présente une corrélation positive avec la satisfaction des BPF (Leveresen, Danielsen, Birkeland, *et al.*, 2012), indiquant que les jeunes qui ressentent une satisfaction élevée de leurs BPF sont également susceptibles d'évaluer positivement leur vie. Il en va de même pour la vitalité (Ryan *et al.*, 2010). À l'inverse, la frustration des BPF présente des corrélations négatives significatives avec l'estime de soi (Moller *et al.*, 2006). Ces résultats suggèrent que de hauts niveaux de frustration des BPF sont associés à de faibles niveaux d'estime de soi. Enfin, la frustration des BPF présente des corrélations positives significatives avec la dépression (Cordeiro *et al.*, 2016), ce qui suggère que de hauts niveaux de frustration des BPF peuvent être associés à des symptômes accrus de sentiments dépressifs chez les jeunes. Ces résultats permettent de confirmer notre première hypothèse de cette recherche, soit que la satisfaction des trois BPF est associée au bien-être, alors que la frustration des besoins est liée à un plus grand mal-être. Ainsi, le cadre théorique des besoins psychologiques fondamentaux (BPF) est effectivement applicable dans un contexte malgache avec une population d'adolescents (objectif 1). De plus, l'évolution de la satisfaction et de la frustration des besoins, ainsi que le bien-être des jeunes impliqués dans les activités extrascolaires (objectif 2) est cernée. Le design de cette recherche comprenant quatre temps de mesure sur une période de 16 mois, ce qui a permis de suivre l'évolution dans le temps des variables à l'étude.

La deuxième hypothèse, qui stipulait que la participation à des activités extrascolaires, qu'elles soient artistiques ou sportives, serait associée à l'évolution du bien-être psychologique des jeunes participants et de la satisfaction de leurs trois BPF, considérés individuellement, est partiellement vérifiée. Nos résultats suggèrent que la satisfaction du besoin d'autonomie pour les participants impliqués dans les activités artistiques évolue positivement au cours des neuf premiers mois de leur participation, puis reste relativement stable pendant au moins les sept mois suivants. La satisfaction du besoin d'autonomie semble également évoluer positivement pour les participants impliqués dans les activités sportives, quoique de manière non statistiquement significative. Ces deux groupes (art et sport) ont été comparés à un groupe similaire de jeunes non impliqués dans des activités extrascolaires (groupe contrôle), pour lesquels la satisfaction du besoin d'autonomie tend à diminuer au fil du temps, mais ici encore, de manière

non statistiquement significative. Contrairement à d'autres recherches qui sont parvenues à des résultats intéressants concernant les besoins de compétence et d'appartenance sociale (Leveresen, Danielsen, Wold, *et al.*, 2012), la présente recherche n'a pas permis d'observer d'évolution statistiquement significative de la satisfaction de ces deux besoins au fil du temps pour nos participants. Cela signifie que, chez ces derniers, l'analyse n'a pas permis d'appréhender statistiquement un effet de la participation aux activités extrascolaires sur l'évolution de la satisfaction des besoins de compétence et d'appartenance sociale. De plus, et contrairement à d'autres études (Boelens *et al.*, 2022; Farb et Matjasko, 2012), la présente étude n'a pas été en mesure de détecter d'effet du passage du temps dans des activités extrascolaires sur le bien-être des participants ou sur l'une des variables de l'index de bien-être (satisfaction par rapport à la vie, vitalité, estime de soi et dépression). Au regard de notre hypothèse de départ, les présents résultats ne permettent pas d'affirmer que le bien-être, ses variables composantes ainsi que la satisfaction des trois BPF, lorsque considérés individuellement, sont influencés par la participation aux activités extrascolaires. Seule la satisfaction du besoin d'autonomie montre une évolution significative dans le temps. De plus, le type d'activité semble influencer les résultats, puisque seul le groupe participant aux activités artistiques montre une évolution significative au fil du temps.

La troisième hypothèse, selon laquelle la satisfaction des besoins, évaluée dans son ensemble, évolue positivement au fil du temps pour les jeunes impliqués dans des activités extrascolaires, n'est pas vérifiée. Pour l'évaluation de la satisfaction globale des BPF, le groupe expérimental a été considéré dans son ensemble, car l'évolution au fil du temps des groupes d'art et de sport était similaire. Ce groupe expérimental a été comparé au groupe contrôle afin de vérifier si la satisfaction des besoins évoluerait au fil du temps pour les deux groupes. Les résultats montrent qu'elle est restée relativement stable au fil du temps pour le groupe expérimental, mais a diminué de manière assez continue pour le groupe témoin tout au long des 16 mois de cette recherche. Même si cette hypothèse n'est pas vérifiée, les résultats de cette recherche offrent néanmoins une perspective intéressante, en ce qu'ils permettent de conclure que les activités extrascolaires, qu'il s'agisse de sport ou d'art, semblent avoir un effet protecteur sur la satisfaction des BPF des participants.

La quatrième hypothèse, selon laquelle la frustration des besoins, considérée dans leur ensemble, diminue au fil du temps pour les jeunes participant à des activités extrascolaires, est elle aussi partiellement vérifiée.

Toujours pour les participants impliqués dans les activités artistiques, la frustration des besoins d'autonomie, de compétence et d'appartenance sociale, considérés dans leur ensemble, semble diminuer au cours des neuf premiers mois de leur participation, puis reste relativement stable pendant au moins les sept mois suivants. La frustration des besoins reste plutôt stable pour les participants impliqués dans les activités sportives et pour ceux ne participant à aucune activité extrascolaire.

8.1.2 Perspective qualitative

La perspective qualitative sur la participation aux activités extrascolaires de jeunes se développant dans un contexte extrême vient nuancer et compléter les résultats quantitatifs d'une part, et offrir une vision à plus long terme des effets des activités d'autre part.

Les entretiens qualitatifs nous renseignent sur l'organisation des programmes d'activités extrascolaires. Les jeunes rapportent avoir la possibilité de s'engager dans des activités organisées de leur choix en dehors du cadre scolaire. Ces activités répondent aux critères définissant les activités organisées puisque, selon les jeunes, elles visent à favoriser leur épanouissement, sont dotées d'un horaire régulier et sont encadrées par un adulte (Mahoney *et al.*, 2005). Les jeunes décrivent également le contexte dans lequel ils se développent. Leurs descriptions soutiennent fortement l'idée que le contexte examiné dans cette recherche peut être caractérisé comme extrême (Bettelheim, 1943) et confirment les constats de nombreux rapports (Sachs *et al.*, 2023; UNICEF, 2014, 2018a) soulignant les difficultés vécues au quotidien par les jeunes Malgaches. Des facteurs tels que l'insécurité, la malnutrition, le travail exigeant, les libertés restreintes, un accès limité aux soins de santé et un manque de ressources de base sont évidents dans le discours des jeunes. Ces informations corroborent et complètent celles issues de nos observations de terrain ainsi que des échanges avec les responsables et travailleurs de l'ONG lors de nos différentes visites sur place et réunions par visioconférence.

En ce qui concerne leur expérience plus directe des activités, tant les anciens bénéficiaires que les nouveaux soulignent le développement d'un réseau social de qualité dans leurs activités. Ces programmes leur permettent de rencontrer des pairs et d'établir des liens significatifs avec des jeunes du même genre ou de genre différent. Le développement de relations sociales est une partie cruciale de l'adolescence, et d'autres recherches ont souligné que les activités extrascolaires offrent l'opportunité de construire des

relations significatives (Berger *et al.*, 2020) et peuvent être un lieu de choix pour développer un réseau social (O'Flaherty *et al.*, 2022). Cet espace semble propice à soutenir le besoin d'appartenance sociale, qui n'a pas été appréhendé par nos mesures quantitatives, mais est pourtant très présent dans le discours des jeunes rencontrés dans le cadre de cette recherche. En effet, les participants appuient largement l'idée que les activités extrascolaires constituent un espace privilégié où ils ont la possibilité de répondre à leur besoin d'appartenance sociale (Ryan et Deci, 2000) en établissant des liens significatifs avec leurs pairs et en prenant soin les uns des autres. De plus, dans une perspective à plus long terme, les jeunes adultes interviewés après la fin de leur passage au sein du programme d'activités extrascolaires alors qu'ils étaient adolescents affirment que les relations développées dans le cadre de ces activités sont solides et perdurent. Certaines des relations d'amitié développées à l'adolescence ont perduré jusqu'à l'âge adulte, plusieurs participants ayant même poursuivi des projets à long terme entre eux. Plusieurs participants, tant dans le groupe des adolescents nouveaux bénéficiaires que chez les jeunes adultes ayant complété le programme, ont également souligné l'importance des relations avec les adultes dans le cadre de leurs activités extrascolaires actuelles ou passées, exprimant ainsi qu'ils se sentent ou se sentaient soutenus par des adultes en qui ils ont confiance. Certains voient aussi ces adultes comme des modèles inspirants. Ces observations sont cohérentes avec les conclusions d'une recherche antérieure portant sur les interactions entre les jeunes et les adultes dans les activités extrascolaires, mettant en évidence le fait que la création d'un environnement adéquat et bienveillant semble être liée au développement d'une relation positive entre les adultes supervisant les activités et les adolescents participants (Jones et Deutsch, 2011). Le développement de liens significatifs entre les jeunes et les superviseurs, ainsi qu'avec le personnel administratif et logistique des centres d'activités, semble contribuer de manière substantielle à leur développement positif.

La satisfaction du besoin de compétence (Ryan et Deci, 2000), bien que n'ayant pas été observée à l'aide de nos mesures quantitatives, semble également émerger de manière notable dans les propos des participants dans la portion qualitative de la recherche. Comme dans d'autres recherches (O'Flaherty *et al.*, 2022), les participants décrivent les activités extrascolaires comme un endroit où ils peuvent développer diverses compétences et connaissances, telles que des compétences sociales, des compétences de la vie courante, leur leadership, leur ouverture au monde ou des compétences pratiques directement liées à leur activité. Ils se sentent mis au défi et motivés à s'améliorer en s'exerçant de

manière répétée afin de maîtriser leur discipline. Ils évoquent le fait qu'en participant à ces activités, ils ont eu l'occasion de développer leurs compétences et de faire de réels progrès avec le soutien des superviseurs d'activités. Les activités extrascolaires semblent contribuer à la satisfaction de leur besoin de compétence en donnant aux participants la possibilité de se sentir compétents dans ce qu'ils font et de relever des défis tout en développant de nouvelles aptitudes. Ces observations sont cohérentes avec celles rapportées dans d'autres recherches (Leversen, Danielsen, Wold, *et al.*, 2012). Ainsi, les jeunes ayant bénéficié de ces activités lors de leur adolescence rapportent avoir transféré les compétences sociales, organisationnelles ou de leadership qu'ils y ont acquises dans leur vie actuelle comme jeunes adultes, sur le plan personnel, et parfois même professionnel. Les activités sont décrites comme un espace offrant l'opportunité de s'épanouir en tant qu'individu lors de la participation et dans les années suivantes.

Si elle apparaît clairement dans les résultats quantitatifs des bénéficiaires actuels des activités, la satisfaction du besoin d'autonomie est aussi présente dans leur discours. Elle est notable à travers des propos de participants concernant la possibilité de choisir librement et selon leur propre initiative l'activité dans laquelle ils veulent s'engager, ou encore les diverses responsabilités qu'ils peuvent y assumer. La satisfaction de leur besoin d'autonomie lors de leur passage dans le programme est aussi très présente dans le discours des anciens bénéficiaires. Ceux-ci mentionnent un processus de co-construction dans l'activité, dans laquelle ils ont eu la possibilité de faire valoir leurs idées ou de contribuer au choix des pièces musicales que le groupe jouerait ou des exercices à faire lors de la séance d'entraînement, ce qui a renforcé leur sentiment de pouvoir faire des choix et d'avoir en conséquence une certaine liberté. Ces deux éléments sont centraux dans la satisfaction du besoin d'autonomie (Ryan et Deci, 2000).

Les conséquences délétères du contexte extrême de développement sur le bien-être psychologique des participants semblent être tempérées par leur participation aux activités. Ce bien-être psychologique, qui n'a pas été appréhendé par nos mesures quantitatives, transparait fortement dans le discours des participants, tant d'un point de vue hédonique qu'eudémonique. En effet, les jeunes déclarent ressentir de nombreuses émotions positives lorsqu'ils participent à leurs activités, tout en signalant très peu, voire aucune émotion négative, ce qui s'aligne avec les postulats du concept de bien-être hédonique (Diener, 1984). En parallèle, le bien-être eudémonique, basé sur la quête de sens, semble aussi être favorisé par les activités extracurriculaires, qui offrent aux jeunes l'opportunité de se développer, de bénéficier d'un

certain degré d'autonomie, de réaliser leur potentiel et de bâtir des relations significatives et mutuellement bénéfiques, non seulement lors de la participation, mais aussi à plus long terme (Ryan et Deci, 2001).

D'autres effets de la participation à des activités extrascolaires, non répertoriées par nos questionnaires quantitatifs, ont été mis en lumière par les entretiens avec les participants, nouveaux et anciens bénéficiaires. Premièrement, en lien avec le sentiment d'insécurité largement mentionné par les participants, les activités extrascolaires semblent jouer un rôle important : elles agiraient comme facteur de protection pour les jeunes. Ils les considèrent comme un espace sûr, où ils se sentent protégés contre diverses formes de violences (sexuelle, physique, psychologique), contre la violation de leurs droits et contre le risque de s'engager dans des comportements potentiellement délétères pour leur santé ou leur avenir (Eccles *et al.*, 2003; O'Flaherty *et al.*, 2022).

Les activités extrascolaires remplissent également une fonction occupationnelle, en maintenant les jeunes engagés dans des activités et en leur évitant d'errer dans la rue pendant les périodes non structurées ou de s'engager dans des mauvaises voies (O'Flaherty *et al.*, 2022), potentiellement entraînés par des influences négatives de leurs fréquentations habituelles. Au lieu de cela, les jeunes participent aux activités, où ils affirment pouvoir développer un système de valeurs, comme les notions de « bien » et de « mal », le respect, le dévouement ou le sérieux. Les valeurs telles que la valorisation de l'éducation, le fait d'avoir un but ou de rester à l'écart des comportements à risque persistent en outre chez les adultes interviewés. Les participants mentionnent que leur activité a entraîné diverses transformations dans leur vie et ils expriment leur satisfaction à l'égard de ces changements positifs. De plus, il semble que la façon dont les autres perçoivent les jeunes participants, que ce soit la famille, les amis ou les voisins en dehors de l'activité, s'est également améliorée. Bien que l'insécurité prédominante dans la région aurait pu dissuader les jeunes de participer, de nombreuses familles reconnaissent l'impact positif de l'activité sur leurs adolescents. Effectivement, certaines familles désapprouvent les horaires tardifs des activités ayant lieu après l'école, en raison d'inquiétudes concernant la sécurité des jeunes pendant leur retour à la maison alors qu'il fait nuit. Cela étant dit, après des années de collaboration avec la communauté, l'ONG Bel Avenir a identifié une période cruciale de la soirée pendant laquelle les jeunes sont oisifs et ont tendance à

s'engager dans des comportements à risque. Pour remédier à ce problème, certaines activités ont été mises à l'horaire le soir pour combler ces périodes de désœuvrement.

En ce qui concerne le contexte difficile où vivent ces jeunes, la pauvreté extrême est clairement mentionnée par les participants et semble entraîner un manque d'accès à des ressources de base telles que la nourriture et les vêtements appropriés, ainsi qu'à l'éducation, avec des conséquences telles des niveaux alarmants de malnutrition signalés et des difficultés à persévérer et à poursuivre leur scolarité (Sachs *et al.*, 2023; UNICEF, 2018a). Comme le mentionnent eux-mêmes ces jeunes, les activités extrascolaires répondent à certaines de ces problématiques en soutenant l'inscription des adolescents à l'école et leur fréquentation scolaire, et en leur fournissant du soutien pédagogique. La distribution de nourriture est également organisée dans le cadre des activités et, d'après les observations sur le terrain, ces jeunes sont orientés par le personnel des centres d'activité vers d'autres programmes de l'ONG s'ils ont besoin d'aide pour se procurer de la nourriture ou pour poursuivre leur scolarité.

Si la santé mentale semble être positivement influencée par la participation des jeunes aux activités extrascolaires, des bienfaits sur la santé physique sont également mentionnés par les participants. Cependant, seuls les participants des groupes sportifs mentionnent cet effet des activités extrascolaires. Cette différence avec les participants aux activités musicales et artistiques est potentiellement liée à la nature même de ces activités, puisqu'elles impliquent moins d'activité physique. Néanmoins, les participants actuels de tous les groupes ont mentionné la contribution de leurs activités, que ce soit la musique, l'art ou le sport, au développement de leur coordination visuomotrice.

Finalement, il importe de souligner l'un des résultats très intéressants de notre recherche : les nombreux effets positifs imputables aux diverses activités extrascolaires, tels que relevés par les participants, semblent avoir une influence bénéfique non seulement au moment de leur participation, mais également à plus long terme, alors qu'ils ont quitté le programme et sont maintenant de jeunes adultes. En effet, les anciens bénéficiaires des activités extrascolaires de Bel Avenir interviewés dans le cadre de cette recherche ont clairement exprimé le fait que l'expérience vécue lors de leur passage dans le programme avait influencé de façon marquée et durable leur vie jusqu'à l'âge adulte.

8.1.3 Complémentarité des perspectives quantitative et qualitative

Comme suggéré par Creswell (2014), l'application d'une méthode de recherche mixte à un objet de recherche permet une meilleure compréhension de la problématique à l'étude. Elle contribue également à corroborer les résultats et à renforcer la fiabilité des conclusions qui en sont tirées (Anadón, 2019). Dans le cadre du présent projet, les résultats obtenus à l'aide des méthodes de recherche quantitative et qualitative permettent une exploration plus en profondeur, complète et précise du phénomène à l'étude, soit l'effet de la participation à des activités extrascolaires en contexte extrême de développement. En effet, l'évolution dans le temps de la satisfaction du besoin d'autonomie, de la frustration des BPF dans leur globalité et de l'effet protecteur des activités pour la satisfaction des trois BPF aurait difficilement pu être appréhendée par une méthode qualitative uniquement. De même, si la présente recherche s'était concentrée seulement sur l'étude quantitative des effets, des variables telles que le sentiment de protection, le développement personnel, les besoins relatifs aux ressources de base et les effets à long terme des activités, qui n'ont pas été observées dans la partie quantitative de la recherche, n'auraient pas pu être mises en lumière. Aussi, les conclusions n'auraient pas révélé l'apport important des activités extrascolaires pour la satisfaction des besoins de compétence et d'appartenance sociale ni pour le bien-être des jeunes qui y participent nonobstant le type d'activité.

Plusieurs hypothèses peuvent être avancées pour expliquer le fait qu'aucun effet significatif n'a pu être observé pour certaines variables telles que les besoins de compétence et d'appartenance sociale, ou encore les variables de bien-être psychologique, soit la satisfaction par rapport à la vie, la vitalité, l'estime de soi et la dépression. Premièrement, il est important de rappeler que les questionnaires utilisés dans la partie quantitative de cette recherche ont fait l'objet d'une traduction vers le malgache à partir d'une version validée en anglais. Même si le processus de traduction a respecté le protocole de traduction, contre-traduction et vérification par un comité d'experts, comme suggéré par Vallerand (1989), la version malgache n'a pas fait l'objet d'un processus formel de validation. Dès lors, le peu de résultats significatifs pourrait être lié à la fidélité et à la validité des outils utilisés pour la collecte de données. Concernant la fidélité, cette piste est soutenue par les faibles alphas de Cronbach et les indices d'ajustement insatisfaisants révélés pour chaque échelle. Deuxièmement, le mode d'administration des tests (sur papier) proposé pour la collecte de données dans la partie quantitative de la recherche a potentiellement influencé la qualité des données collectées. En effet, la société malgache a une importante culture de

tradition orale (McElroy, 2015). Dès lors, les questionnaires sur papier ont pu déstabiliser certains participants et diminuer la qualité de leurs réponses. De plus, le niveau de littératie dans la population malgache est assez faible : en 2021, seulement 77,3 % de la population âgée de plus de 15 ans était capable à la fois de lire et d'écrire avec compréhension satisfaisante une déclaration brève et simple sur leur vie quotidienne (World Bank, 2023b). Diverses précautions ont été prises pour atténuer ces biais durant la collecte de données, comme l'administration des questionnaires en petits groupes avec un soutien adéquat de la part de l'équipe de recherche pour aider les jeunes ayant des difficultés de compréhension. Il demeure néanmoins que l'utilisation du support papier pour la collecte de données est peut-être peu adaptée au contexte culturel malgache, et a potentiellement influencé la qualité des données recueillies.

Il est également possible que le contexte particulier de cette collecte de données ait pu affecter nos résultats de manière significative. Celle-ci a commencé en février 2020, juste avant que la pandémie de COVID-19 ne frappe le monde sans épargner Madagascar. Entre mars et octobre 2020, les activités extrascolaires ont été largement impactées et même parfois mises en suspens pour des durées variables. Alors que les activités sportives ont été complètement arrêtées et n'ont repris qu'en octobre 2020, certaines activités artistiques, comme la fanfare et le cirque, ont pu maintenir un certain niveau d'activité pendant la pandémie, car les séances se déroulaient en plein air, et la distanciation sociale était possible. Durant cette période, les jeunes ne fréquentaient pas l'école non plus, car celle-ci était fermée. Contrairement à de nombreuses écoles et familles des pays du Nord global, la plupart des écoles et familles malgaches ne disposent pas des infrastructures ou du matériel nécessaires pour poursuivre l'éducation en ligne. La fermeture des écoles et des activités extrascolaires pourrait donc vraisemblablement avoir eu des conséquences sur la satisfaction des BPF (Calvo *et al.*, 2020) pour les jeunes de Toliara. En effet, ces jeunes étaient, comme nous l'avons déjà mentionné, très restreints dans leurs déplacements et ne pouvaient pas vaquer à leurs activités habituelles (besoin d'autonomie), rencontrer leurs amis (besoin d'appartenance sociale) et travailler sur leur éducation (besoin de compétence). À partir des données recueillies grâce à des questions ouvertes sur les conséquences de la COVID-19 durant les deux dernières collectes de données, en mars et en juin 2021, nous avons obtenu des réponses qui soutiennent cette hypothèse. Il semble que les mesures d'isolement social ont provoqué un certain niveau de détresse et d'anxiété chez les jeunes participants. Ceux-ci se plaignaient de ne pas pouvoir aller à l'école pendant une période aussi prolongée et de ne pas être libres de se déplacer (besoin d'autonomie). Ils étaient inquiets pour leur

éducation et craignaient de perdre leurs connaissances et compétences scolaires (besoin de compétence). Les participants ont également mentionné qu'il leur était difficile de ne pas pouvoir rester en contact avec leurs amis et les membres de leur famille élargie (besoin d'appartenance sociale). L'hypothèse peut donc être posée que la pandémie de COVID-19 pourrait avoir influencé nos résultats et hypothéqué l'effet potentiel des activités extrascolaires sur le bien-être des jeunes participants.

Ceci étant dit, nos résultats suggèrent aussi que les activités extrascolaires pourraient avoir atténué les conséquences des mesures prises pour ralentir la propagation de la COVID-19 sur la satisfaction des BPF pour les participants du groupe expérimental. De plus, la frustration des BPF n'a été négativement affectée pour aucun des groupes; elle a même diminué dans le groupe artistique. Ce point est assez important, car la recherche sur la TAD a montré qu'une faible satisfaction des BPF ne favoriserait pas le bien-être des individus, et que la frustration des besoins conduirait à un mal-être, voire à la psychopathologie (Vansteenkiste et Ryan, 2013).

8.2 Retour sur la méthodologie employée

La méthodologie employée dans la présente recherche est à la fois collaborative et mixte. Trois organisations ont été impliquées dans sa réalisation, notamment pour la collecte de données quantitatives et qualitatives. La méthodologie innovante adoptée pour cette recherche a présenté plusieurs défis à différentes étapes de la réalisation. Des enseignements précieux en ont été tirés en vue d'éclairer les enjeux méthodologiques dans des projets similaires. Ces divers éléments sont examinés en détail dans cette section.

8.2.1 Forces et originalité de la méthodologie

Cette recherche s'inscrit dans la mouvance visant à promouvoir des projets qui font appel à des pratiques de décolonisation de la recherche (Smith, 2012). Cette approche favorise les méthodologies dont l'objectif est de respecter et de promouvoir les perspectives et les visions du monde des populations participantes dans le processus de recherche (Smith, 2012). Dans cette perspective, les recherches participatives, communautaires ou collaboratives semblent des pistes prometteuses. Ces recherches ont pour point commun l'adoption d'un rapport plus symétrique entre les chercheurs et les communautés, ainsi qu'une préoccupation marquée pour le développement de ces dernières (Morrissette, 2013). On vise ainsi une

certaine horizontalité dans les rapports, tant entre les membres de l'équipe de recherche (Graeff *et al.*, 2023) qu'entre ceux-ci et les membres de la communauté. Partant d'une collaboration entre une équipe de recherche de l'Université du Québec à Montréal (UQÀM), des chercheurs de l'Université Catholique de Madagascar (UCM) et une ONG locale, Bel Avenir, cette recherche doctorale s'est intéressée directement aux besoins de la communauté (Gadais *et al.*, 2021), tels qu'exprimés par les praticiens de l'ONG. Ce projet a souhaité donner une voix à cette organisation locale, constituée de membres de la communauté occupant divers niveaux hiérarchiques et qui œuvrent au plus près de la population locale. Ce projet avait comme objectif cardinal de jeter un regard sur les préoccupations de la communauté en étudiant l'utilité des programmes offerts aux jeunes. Les réponses apportées par la présente recherche, bien que partielles, devraient permettre à l'organisation partenaire de mieux comprendre l'expérience des jeunes dans les programmes proposés et de les ajuster au besoin. Cela permettra également à l'organisation de faire rayonner les savoirs et savoir-faire de ses membres, ainsi qu'à montrer la légitimité de leurs programmes auprès des bailleurs de fonds et autres donateurs ou organisations les soutenant.

Non seulement les besoins de la communauté ont été pris en compte, mais une importance particulière a été accordée à la voix des membres de l'organisation à différents moments de la planification et de la réalisation de la recherche. Une visite de terrain a été effectuée en amont du démarrage du projet afin de permettre aux chercheurs de l'UQÀM de comprendre l'organisation de l'ONG (voir Annexe H) ainsi que ses différents volets (éducation, santé environnement et éducation à la paix). À l'issue de cette visite plusieurs points importants ont pu être abordés et discutés avec les intervenants de l'ONG, tels que les variables à mesurer, le processus de recrutement et de collecte des données, le calendrier de collecte, l'inadéquation de l'incitatif monétaire dans un tel contexte, etc. Cette manière de procéder nous a permis de nous assurer que les méthodes proposées étaient bien alignées avec le contexte local, les manières de faire et les besoins de l'ONG et de ses bénéficiaires. L'inclusion des membres de l'organisation dans la collecte des données a également permis une meilleure compréhension du projet, de l'importance de ces données pour leur travail quotidien et de renforcer leur motivation et leur implication dans le projet. Les imprévus sur le terrain, liés notamment à la COVID-19 ainsi qu'à d'autres facteurs hors de notre contrôle qui accompagnent nécessairement chaque projet de recherche, ont été discutés avec les intervenants locaux afin de garantir que le projet demeure aligné avec leurs besoins et leur contexte. Aussi, une présentation des résultats obtenus a été faite par l'équipe de recherche aux membres de la communauté,

jeunes et parents, ainsi qu'aux membres de l'organisation en mai 2023, au siège de l'ONG à Toliara. La présentation a été réalisée en deux langues, malgache et français, par la doctorante, son comité de direction, un autre chercheur de l'UQÀM et le directeur du département de psychologie de l'UCM. Cette présentation et les échanges qui s'en sont suivis ont été l'occasion de présenter le travail accompli par l'ensemble des personnes impliquées dans le projet, à savoir les participants, les membres de l'ONG et les membres de l'équipe de recherche. Plus de 400 membres de la communauté, jeunes, parents et autres membres de la communauté, étaient présents lors de cette présentation, ce qui est signe d'un intérêt certain de la communauté pour ce type de recherches. Même si peu de questions ont émergé de l'auditoire lors de la présentation formelle, il nous a été rapporté que certains jeunes présents dans la salle, qui ne participaient pas aux programmes extrascolaires, mais sont impliqués dans d'autres programmes d'inclusion sociale de l'ONG, ont été inspirés par les résultats présentés et ont exprimé le souhait de rejoindre une telle activité extrascolaire.

La collaboration directe avec des chercheurs locaux a aussi été un point fort de la recherche. D'une part, à travers la collaboration avec des chercheurs d'une université locale, l'UCM, ce projet s'est vu enrichi des visions alternatives du monde portées par ces chercheurs partageant des références culturelles avec la communauté étudiée. Celles-ci sont venues influencer et compléter la vision plus occidentale portée par l'équipe de recherche de l'UQÀM. Le projet a également pu mettre à contribution les connaissances culturellement ancrées de ces chercheurs, qui ont permis une compréhension plus profonde de nombreux aspects du phénomène étudié et du contexte dans lequel il s'inscrit. La collaboration a donc permis d'ancrer le projet dans la culture malgache. D'autre part, l'intervention de chercheurs externes à cette culture a permis de prendre une certaine distance par rapport au contexte et à la culture locale, par la confrontation de différentes perspectives. Finalement, sans cette collaboration, il aurait été impossible de poursuivre cette recherche durant la pandémie de COVID-19. Effectivement, l'engagement constant des chercheurs locaux tout au long du projet, en collaboration continue avec la doctorante responsable de la coordination de la recherche, a permis la réussite de sa réalisation. Les ajustements méthodologiques qui ont dû être apportés au projet, discutés dans le quatrième chapitre, ont été rendus possibles grâce à la collaboration à distance entre la doctorante, l'équipe de recherche québécoise, les chercheurs malgaches et les intervenants de l'ONG.

L'originalité de ce projet de recherche international tient à cette collaboration tripartite entre une ONG locale et une équipe de recherche impliquant des chercheurs locaux et internationaux. Ce format de collaboration est certainement une force de la notre méthodologie et, nous le croyons, pourrait inspirer des projets de recherche collaborative entre le Nord et le Sud global.

Enfin, il est important de noter que la collaboration entre ces trois organisations a été rendue possible grâce à des ententes de collaboration officielles entre l'UQÀM et l'ONG Bel Avenir, et entre l'UQÀM et l'UCM.

8.2.2 Défis de la collaboration

La recherche collaborative au niveau international, dont le bien-fondé est reconnu par de nombreuses études (Dusdal et Powell, 2021), comporte aussi son lot de défis. En effet, ce type de recherche est souvent chronophage et requiert en général de consacrer beaucoup de temps et d'énergie aux échanges continus au sein de l'équipe, à l'administration et à la coordination des différents aspects du processus de recherche (Beaver, 2013).

Ainsi, en premier lieu, pour mener à terme le présent projet de recherche, une attention particulière a dû être accordée à la coordination des équipes afin de réunir et d'aligner efficacement les idées et les champs d'expertise des collaborateurs scientifiques géographiquement dispersés (Cummins et Kiesler, 2005). À cet effet, il était primordial de coordonner les différents partis répartis à travers le Québec et plusieurs régions de Madagascar pour assurer une communication efficace et régulière entre tous, un élément clé pour le bon déroulement du projet. Aussi, pour gérer les défis de communication entre les membres de l'équipe, il a été nécessaire d'adopter des modes de communication clairement définis et une écoute empathique favorisant la compréhension, la confiance, la sensibilité et la résolution des écueils éventuels. Ce projet a également requis une planification serrée et l'utilisation de supports technologiques fonctionnels (Livingstone, 2003) : des outils numériques communs tels que Zoom, Skype, WhatsApp et les courriels ont été des moyens efficaces et adéquats pour faciliter la communication entre tous les membres de ce projet collaboratif, et ce, à toutes les étapes du processus de recherche. Cela étant dit, les problèmes d'approvisionnement en électricité, d'accès à internet et aux technologies de l'information et de la communication à Madagascar ont posé des obstacles certains à plusieurs étapes du projet.

En second lieu, la communication continue basée sur la confiance mutuelle est devenue un atout encore plus précieux lorsque la pandémie de COVID-19 a frappé le monde au tout début de la phase de collecte de données, en février 2020. Comme cette collecte a été lancée pendant cette période critique, chaotique et instable, la bonne volonté et l'implication de tous les partenaires ont été cruciales pour poursuivre et mener à terme le projet. La pandémie a en effet forcé de nombreux ajustements méthodologiques et a ralenti le processus de collecte de données en plusieurs phases. Les chercheurs québécois n'ayant plus eu la possibilité de se déplacer à Madagascar pendant toute la durée de la collecte de données, la collaboration avec l'équipe à Madagascar s'est opérationnalisée uniquement à distance durant plusieurs mois. L'implication du personnel de l'ONG dans les collectes, avec le soutien des membres de l'équipe de recherche malgache, à distance et en présentiel, a permis de mener à bien les tâches prévues sur le terrain. La formation du personnel de l'ONG au processus de collecte de données et leur familiarisation avec les différentes tâches ont facilité cette opération, et ce, tout au long de l'étude, malgré les défis imposés par la pandémie de COVID-19 qui s'est poursuivie durant les 16 mois séparant la première et la dernière collecte.

8.2.3 Leçons tirées de ce projet de recherche

De précieuses leçons ont pu être tirées de ce projet pour de futures recherches collaboratives. Cette expérience a mis en lumière la nécessité pour la recherche de tendre l'oreille vers des personnes unies par un souci et un engagement envers l'avenir de la jeunesse, et qui travaillent directement sur le terrain. Cette ouverture est nécessaire pour que s'établissent des collaborations fructueuses pour élaborer des projets répondant aux problématiques locales. Dans le présent projet, l'écoute des préoccupations de l'organisme qui travaille sur le terrain et connaît les besoins de la communauté a contribué à maintenir la motivation de tous les partenaires locaux tout au long du processus de recherche. Comme le soutient la TAD (Ryan et Deci, 2017b), modèle théorique au cœur du cadre de référence du projet de recherche, la motivation est renforcée lorsque l'on peut choisir ses objectifs et la façon de les réaliser. Ainsi, l'équipe de recherche s'est assurée, tout au long du projet, que la direction et le personnel de l'ONG restent totalement impliqués, particulièrement dans les ajustements à apporter en raison de la pandémie. Ceci a

été crucial pour mener à bien le projet du début jusqu'à la fin et même au-delà³². Dès les premières étapes de la recherche, les intervenants de l'ONG ont accepté de se rendre disponibles pour nous accueillir et nous présenter l'organisation, malgré leur emploi du temps chargé (Gadai *et al.*, 2021). Ils ont aussi occupé un rôle central dans la planification de la recherche, en guidant les chercheurs à travers les différents projets de l'ONG et en partageant avec eux leurs connaissances sur les habitudes et les besoins des jeunes de leur communauté. L'importance du rôle de ce partenaire local s'étend jusqu'à des considérations plus pragmatiques, comme le fait de garantir la sécurité de notre équipe de recherche en fournissant à ses membres l'hébergement dans leur propre maison, disponible pour les bénévoles de l'ONG, et en offrant un accueil chaleureux et riche d'échanges. Le dévouement de tout le personnel de l'ONG a donc indéniablement été un excellent facilitateur pour mener à bien toutes les tâches sur le terrain.

Un autre élément clé qui a fait le succès de cette recherche collaborative est certainement le partage de valeurs communes entre tous les partenaires. La transparence, la communication, l'ouverture, la flexibilité, l'honnêteté, l'intégrité, l'équité, le respect d'autrui, le respect de la confidentialité et le souci constant des chercheurs de ne pas créer de rapports asymétriques avec les membres de la communauté ont été les pierres angulaires d'une collaboration efficace tout au long de ce projet.

Finalement, en plus de la richesse du partenariat avec les travailleurs de terrain, la collaboration avec les chercheurs locaux a profondément enrichi la qualité de cette recherche, de la planification au processus d'analyse et de rédaction. Les perspectives culturellement ancrées apportées par les chercheurs locaux ont permis de produire des données de meilleure qualité et ont certainement été un atout important dans les analyses pour assurer une interprétation culturellement pertinente des résultats.

8.3 Retombées supplémentaires de la recherche collaborative

Dans une approche de recherche efficace, respectueuse et réaliste, il est important d'aller au-delà des seuls résultats de la recherche et d'explorer les bénéfices complémentaires de la participation au projet

³² La collaboration entre les trois organisations se poursuit au-delà de la présente recherche, avec de nouveaux projets à venir ainsi que l'envoi de stagiaires en formation en psychologie et de psychologues formés à l'UCM pour soutenir l'ONG dans le suivi psycho-social de ses bénéficiaires.

pour les différents partis impliqués. En effet, on peut relever de tels bénéfices pour l'ONG ainsi que pour les deux universités impliquées.

8.3.1 Bénéfices du projet de recherche pour l'ONG

Parallèlement à la collecte des données, les membres du personnel de l'ONG ont pu profiter de la présence d'experts en psychologie, plus précisément de formations pour améliorer leurs pratiques quant au suivi psychosocial de leurs bénéficiaires et au bien-être du personnel de l'ONG (voir détails au quatrième chapitre).

Les bénéficiaires du Foyer social³³ de l'ONG ont aussi pu profiter de la présence de ces experts, qui ont pu leur offrir des séances de thérapie en relation d'aide individuelles. Les psychologues sont très rares dans le contexte de Madagascar, et encore plus dans la région de Toliara, où il n'y en a pas du tout. Dès lors, il était important de tirer profit de la présence de deux assistants de recherche formés en relation d'aide à l'UCM pour offrir aux jeunes filles du foyer un espace de parole confidentiel pour parler de certaines de leurs difficultés. En effet, les jeunes filles hébergées au Foyer social ont souvent fait face à l'extrême pauvreté ainsi qu'à différentes formes de violences physique, psychologique ou sexuelle.

Enfin, cette recherche a répondu à certaines préoccupations initiales de l'ONG, soulevées au tout début du processus de collaboration, puisque le personnel et la direction de l'ONG ont pu obtenir des éléments de réponse quant à l'efficacité de leurs programmes, aux éléments appréciés par leurs bénéficiaires ainsi qu'à des pistes d'amélioration.

8.3.2 Bénéfices du projet de recherche pour l'UCM

La répartition des subventions et des ressources disponibles pour la recherche étant disproportionnée entre les universités du Sud et du Nord global (Graeff *et al.*, 2023), la collaboration de l'UCM à ce projet de recherche a participé au développement de la recherche au niveau local. Ce projet a également été l'occasion de créer de nouveaux liens entre les acteurs locaux, à savoir l'UCM et Bel Avenir. En réunissant

³³ Le Foyer social de Bel Avenir est un centre d'hébergement qui accueille plus de 80 jeunes filles de 5 à 25 ans à risque d'exclusion sociale. Il leur fournit entre autres un toit, des repas, des vêtements, un accès à la scolarisation, du matériel scolaire et des activités extrascolaires.

les besoins de l'ONG avec les connaissances des universitaires et des professionnels locaux en santé mentale, ce projet a été une occasion de partage de connaissances et de compétences entre les domaines de la pratique et de la recherche à Madagascar.

De plus, l'implication d'étudiants de deuxième cycle universitaire ou de professionnels récemment diplômés de l'UCM a renforcé les compétences en recherche d'une nouvelle génération de chercheurs dans le domaine riche, mais peu étudié de la psychologie à Madagascar. Ces quatre nouveaux chercheurs ont été impliqués, par exemple, dans la formation des équipes de l'ONG à la collecte de données, le processus de double traduction avec comité (Vallerand, 1989) des questionnaires, la collecte de données par le biais de questionnaires et d'entretiens, les analyses qualitatives, l'écriture d'articles ou chapitres de livre, et plusieurs autres tâches liées au projet de recherche. Ils sont également co-auteurs de plusieurs présentations et publications en lien avec ce projet.

8.3.3 Bénéfices du projet de recherche pour l'UQÀM

Ce projet de recherche aura permis à l'UQÀM de renforcer les liens avec des partenaires de recherche du Sud global, praticiens et chercheurs universitaires. Cette recherche collaborative aura permis aux chercheurs de l'UQÀM de bénéficier des connaissances de terrain d'experts locaux. Les intervenants de terrain ont une connaissance unique du contexte, de la population avec laquelle ils travaillent au quotidien et des défis auxquels celle-ci est confrontée. Il aura aussi permis de stimuler le travail interdisciplinaire au sein de l'université en unissant des professeurs du Département de sciences de l'activité physique et du Département de psychologie.

Ce projet aura surtout permis de former une doctorante à la pratique complète de la recherche dans un milieu riche et stimulant, de l'initiation du projet à sa planification, sa réalisation et sa complétion, en faisant appel à des compétences non seulement en recherche, mais également en gestion et en coordination d'une équipe internationale de chercheurs et de praticiens. Avec plusieurs déplacements et séjours sur place, ainsi qu'une coordination à distance par le biais d'appels quotidiens avec l'équipe de terrain en période de COVID-19, ce projet de recherche aura permis à la doctorante de développer des compétences essentielles en gestion de projet à distance, en communication interculturelle et en résolution de problèmes complexes dans des contextes difficiles. La doctorante a ainsi renforcé sa capacité

à adapter ses méthodes de recherche aux défis logistiques et sanitaires, tout en consolidant ses aptitudes en leadership et en coordination d'équipe, ce qui a contribué à son autonomie et à sa flexibilité en tant que chercheuse.

8.4 Recommandations et perspectives de recherche

Cette recherche est, à notre connaissance, l'une des premières s'intéressant aux effets de la participation à des activités extrascolaires sur des jeunes se développant dans un contexte extrême. Au vu des recommandations de grands organismes internationaux de promouvoir les activités extrascolaires comme levier pour favoriser le développement et les objectifs de développement durable (ODD), notamment dans les pays du Sud global, et considérant les résultats intéressants de la présente recherche, il semble plus qu'important que la recherche s'intéresse davantage à ces enjeux. Il est primordial que la science puisse examiner les potentiels effets de ces activités pour la jeunesse dans des contextes où, sur une base quotidienne, différents facteurs liés aux contextes extrêmes de développement se côtoient : pauvreté extrême, malnutrition, travail infantile présentant des risques importants pour la sécurité et la santé, manque de liberté, accès limité aux soins de santé et à l'éducation, insécurité et rareté des ressources de base comme l'eau potable. Dans la mouvance du « sport pour le développement et la paix » (SDP) (Gadai, 2019; Richards *et al.*, 2013), la recherche explore de plus en plus les effets des activités sportives, mais les activités artistiques demeurent largement inexplorées. Nos résultats révèlent pourtant que les activités extrascolaires, qu'elles soient sportives ou artistiques, ont un potentiel intéressant pour favoriser le développement optimal des jeunes vivant dans des contextes extrêmes de développement. Par ailleurs, il serait donc important de travailler au développement de programmes d'activités extrascolaires, tant artistiques que sportives, et à la sensibilisation des parents, des enseignants et des jeunes vivant en contexte extrême aux bénéfices potentiels de l'implication dans de tels programmes. Dans le cadre de notre recherche, cette sensibilisation a eu lieu dans le cadre de la présentation des résultats à la communauté et a fait boule de neige, comme discuté précédemment.

Dans un contexte de pauvreté extrême, il est important que ces activités restent abordables financièrement pour la communauté. Ainsi, les organismes locaux offrant ces programmes, partenaires privilégiés pour les développer, doivent pouvoir bénéficier des subventions nécessaires à leur fonctionnement. Bien au fait des besoins et des dynamiques de la communauté, ils possèdent une

expertise inestimable pour s'assurer que les programmes offerts répondent aux besoins spécifiques des jeunes et de leur famille dans les contextes extrêmes. Pour s'en assurer, il faut également accorder une attention particulière à la formation des intervenants impliqués dans ces programmes : ceux-ci doivent être sensibles aux besoins spécifiques des jeunes se développant dans de tels contextes et être en mesure d'offrir un soutien approprié et une prise en charge globale aux jeunes. L'accompagnement des équipes d'intervenants par des experts interdisciplinaires en psychologie, en éducation ou en sciences sociales est pertinent pour les initier aux concepts plus théoriques tels que les BPF, le concept de bien-être eudémonique ou les stratégies d'éducation bienveillante. L'évaluation continue des programmes d'activités extrascolaires permettrait en outre de mesurer leur effet sur le développement des jeunes et de les ajuster en fonction des besoins identifiés pour optimiser leur efficacité.

La recherche menée dans des contextes extrêmes de développement demande des outils validés scientifiquement et adaptés aux réalités du terrain. Comme nous avons pu le découvrir dans cette recherche, les outils dont nous disposons dans le Nord global pour mesurer les concepts tels que le bien-être et ses marqueurs, ou les BPF, ne semblent pas correspondre à tous les contextes, comme le démontrent les faibles alphas de Cronbach et les indices d'ajustement insatisfaisants des échelles utilisées. La validation d'outils adaptés aux particularités de ces contextes est donc à prioriser pour les futures recherches.

L'approche qualitative semble quant à elle bien adaptée à ces contextes, qui favorisent souvent la tradition orale à la tradition écrite, et dans lesquels l'administration de questionnaires quantitatifs sur papier semble moins appropriée. Néanmoins, la recherche qualitative ne permet pas de vérifier les liens de causalité entre différentes variables, tel qu'il serait important de le faire pour les variables de bien-être et les BPF afin de mettre à l'épreuve l'universalité de la théorie de l'autodétermination (Ryan et Deci, 2017b).

Le développement d'outils appropriés aux contextes extrêmes permettrait également l'exploration quantitative de nouvelles variables qui ont émergé de nos entretiens qualitatifs, afin de mieux comprendre les liens qui les unissent ou de les observer de manière plus systématique. À l'instar de Leversen, Danielsen, Wold, *et al.* (2012), nous croyons que davantage de recherches sont nécessaires pour développer les connaissances permettant d'expliquer les mécanismes opérationnels associés aux effets positifs de la

participation à des activités extrascolaires. En effet, une compréhension plus approfondie de ces mécanismes, impliquant des méthodes mixtes de recherche, serait bénéfique pour le renforcement des composantes des activités extrascolaires qui soutiennent réellement le développement positif des jeunes.

Les recherches futures devraient s'inscrire dans une approche collaborative et communautaire, c'est-à-dire une approche favorisant le travail main dans la main entre les chercheurs et les organisations locales et communautaires, qui comme mentionné précédemment, possèdent une expertise de terrain inestimable. Les chercheurs des universités locales sont également des partenaires de choix, puisqu'ils partagent une partie des référents culturels de la communauté et connaissent les méthodes scientifiques et leurs enjeux. Nous encourageons donc les recherches futures à rechercher des collaborations tripartites, particulièrement dans les contextes extrêmes du Sud global.

Finalement, nous souhaitons attirer l'attention des chercheurs sur la terminologie employée dans les travaux de recherche effectués dans les contextes extrêmes. La terminologie fait partie de ce qui est nommé plus largement le langage. Le langage serait culturel par nature, dans la mesure où il s'agit d'une forme d'organisation symbolique du monde qui nous entoure (Sherzer, 2012). L'utilisation d'un langage et d'une terminologie occidentalocentrique est problématique puisqu'elle est en dissonance avec une multitude d'autres organisations symboliques et représentations du monde. Ainsi, l'utilisation non critique de terminologie et de notions occidentalocentriques en recherche a le potentiel de perpétuer la dominance d'idées occidentales et leur intrusion dans des groupes culturels uniques (Iwasaki *et al.*, 2007). Une telle terminologie peut ne pas rendre compte des réalités de leur monde non occidental (Suzuki, 2021) et sembler non seulement illogique, mais aussi offensante pour ces groupes, dont la culture et les nuances ne sont alors pas reconnues (Iwasaki *et al.*, 2007). Dès lors, il est primordial de discuter en amont de l'étude avec les partenaires de recherche locaux afin de s'assurer que la terminologie employée soit en adéquation avec le langage utilisé par la population étudiée.

8.5 Limites de la recherche

Certaines limites spécifiques aux trois différentes études qui composent cette recherche ont déjà été abordées dans les chapitres correspondants (respectivement les cinquième, sixième et septième chapitres)

de cette thèse. La présente section se concentre plutôt sur les limites plus générales du travail de recherche.

D'abord, il est important de mentionner que la majeure partie des données quantitatives et une partie des données qualitatives (entretiens avec les bénéficiaires actuels) de cette recherche a été collectée pendant la pandémie de COVID-19. Il est donc nécessaire d'interpréter avec prudence les résultats présentés puisqu'ils ont pu être influencés par le contexte de la pandémie. En effet, les mesures d'isolement social imposées par le gouvernement malgache pour tenter de ralentir la transmission du virus dans la population ont pu avoir un impact sur notre échantillon et occasionner un niveau supplémentaire de détresse psychologique chez les jeunes.

Dans la présente recherche, il n'a pas été possible de mesurer avec précision la fréquence et le nombre d'heures d'implication de nos participants dans leurs activités respectives. Malgré les nombreux efforts des travailleurs de l'ONG pour documenter l'assiduité des jeunes dans leurs activités extrascolaires, il n'a pas été possible d'obtenir des données exploitables à ce sujet. Cependant, il est possible de supposer que les jeunes qui ont participé à toutes les collectes de données par questionnaires ou par entretiens participaient régulièrement aux activités. En effet, les participants étaient informés des collectes de données lors de la session précédant chaque collecte. Il est donc raisonnable de penser que les jeunes n'assistant pas régulièrement aux activités n'auraient probablement pas été au courant des périodes de collecte de données. Il aurait néanmoins été intéressant de disposer de données précises sur l'assiduité des participants afin d'évaluer si celle-ci a un quelconque effet sur les bénéfices retirés des activités.

Chacune des trois études composant cette recherche a été confrontée à des limites liées à la langue. Le Mena, ou malgache officiel, est la langue véhiculaire au niveau national et celle utilisée pour les questionnaires et les canevas d'entretiens pour la présente recherche, mais n'est pas complètement maîtrisée par toute la population. En effet, Madagascar compte au moins douze dialectes différents, dont plusieurs sont des langues vernaculaires de la région de Toliara, où notre recherche a été menée. Cette variété linguistique pose donc plusieurs limites.

D'abord, il n'existe pas d'outils de mesure en langue malgache pour les variables ciblées. Compte tenu de la diversité linguistique au sein de la région de Toliara et afin que le travail de traduction réalisé puisse

servir dans d'autres recherches à Madagascar, les échelles ont été traduites en malgache officiel. Cette solution n'était pas optimale puisque certains jeunes n'étaient pas complètement à l'aise dans la compréhension du malgache officiel. Par ailleurs, comme mentionné précédemment, la lecture reste un défi pour plusieurs Malgaches. Au vu des faibles alphas de Cronbach et des indices d'ajustement peu satisfaisants des échelles traduites, il est permis de se questionner sur la compréhension des items par nos participants. Un processus formel de validation scientifique de ces échelles serait donc nécessaire. La collecte de données quantitatives pourrait également se faire sous forme d'entretien individuel dirigé, plutôt que de questionnaire sur papier, afin de s'assurer d'une meilleure compréhension de chaque item par les participants. Cette méthode implique toutefois d'autres risques, notamment l'induction d'un biais de désirabilité social plus important.

Finalement, concernant la partie qualitative de la recherche, les chercheurs malgaches étaient tous originaires d'une autre région que celle où a eu lieu l'étude, soit la région des Hauts Plateaux. Leur langue maternelle étant le malgache officiel, ils sont moins familiers avec les dialectes en usage à Toliara. Cette réalité a également affecté la qualité des données collectées puisque lors des entretiens, certains problèmes de compréhension entre le participant et le chercheur n'ont pas permis de relances adéquates ou un approfondissement du sujet et ont donc potentiellement induit une perte de sens. Dans des recherches futures, il pourrait être intéressant de travailler avec des intervenant locaux multilingues ou des interprètes et de les former aux techniques d'entretiens afin d'améliorer la qualité des données collectées.

CONCLUSION

La présente recherche doctorale avait comme objectif général l'étude des effets de la participation à des activités extrascolaires chez les jeunes se développant dans des contextes extrêmes, dans le sud de Madagascar. Les résultats de la recherche montrent la pertinence du développement de programmes d'activités extrascolaires dans des contextes extrêmes de développement. Ils montrent aussi l'importance de la collaboration avec des organisations et des chercheurs locaux pour mener à bien de telles recherches.

Les trois articles inclus dans cette thèse (cinquième, sixième et septième chapitres) s'inscrivent dans une approche collaborative, longitudinale et mixte, à la fois quantitative et qualitative, décrite en détail dans un chapitre de livre à paraître (quatrième chapitre). Dans le volet quantitatif, l'application du cadre théorique des besoins psychologiques fondamentaux (BPF) dans un contexte malgache a été validée, et l'évolution du bien-être des jeunes impliqués dans des activités extrascolaires a été mesurée sur 16 mois. Dans le volet qualitatif, l'expérience des jeunes participant à ces activités dans un contexte extrême de développement a été explorée. Une étude approfondie des effets à long terme de ces activités a été réalisée en interrogeant de jeunes adultes y ayant participé au cours de leur adolescence. La combinaison de ces perspectives a enrichi la compréhension du phénomène et de sa complexité. Les résultats obtenus par l'application de méthodes mixtes se sont mutuellement enrichis, offrant ainsi une vision plus complète de la problématique initiale. Cette approche mixte a permis de montrer l'intérêt de la participation à des activités extrascolaires pour les jeunes en contexte extrême, favorisant leur développement positif malgré les nombreux défis auxquels ils font face quotidiennement.

Il a pu être vu que les BPF, le bien-être, le sentiment d'insécurité, l'adoption de comportements à risque, le choix des fréquentations, la façon d'occuper son temps, la perception des autres, la santé physique et mentale, l'accès à certaines ressources de base ainsi qu'à l'éducation formelle sont influencés de façon positive par la participation aux activités extrascolaires pour les jeunes ayant participé à la recherche, tant au moment de leur engagement qu'à plus long terme, durant leur vie adulte.

Il convient aussi de mentionner que cette recherche a été menée dans un contexte particulier, soit la pandémie de COVID-19 entre février 2020 et juin 2021. Cette situation a potentiellement influencé nos mesures de bien-être, en raison de la détresse générale qu'elle a engendrée chez les participants, mais de ses effets sur le déroulement des activités. Il convient de souligner que nos résultats devraient donc être

interprétés avec précaution en raison de ce contexte particulier. En anticipant les crises sanitaires à venir, et compte tenu des effets positifs des activités extrascolaires sur les jeunes en contexte extrême de développement, il est crucial que les instances gouvernementales réfléchissent à des mesures de gestion des crises sanitaires adaptées pour atténuer les conséquences négatives sur le développement des jeunes.

Ce projet de recherche a proposé une méthodologie innovante basée sur une approche collaborative. Notre expérience permet de souligner l'importance de travailler en étroite collaboration avec les communautés concernées, ainsi qu'avec les chercheurs locaux qui partagent des références culturelles et sociales avec la population à l'étude. Ceci s'est avéré encore plus pertinent dans un contexte de pandémie mondiale tel celui qui prévalait lors de nos collectes de données. Reconnaître l'importance de la culture et des différences culturelles apparaît comme un élément clé d'une pratique et d'une compréhension sensibles et réussies de la recherche. En associant des chercheurs et praticiens malgaches avec des chercheurs étrangers et en encourageant un processus de réflexivité chez toutes les personnes concernées, cette recherche a cherché à maintenir la dimension culturelle au centre du processus. L'approche collaborative en recherche semble donc être fort pertinente pour un travail sur les réels besoins des communautés avec des méthodes culturellement sensibles. Cela renforce les postulats sur l'importance de proposer des devis collaboratifs avec des acteurs locaux et de terrain (Smith, 2012). Une collaboration accrue entre les universités du Sud et du Nord global est encouragée pour une distribution plus équitable des ressources et une amplification de la voix des chercheurs du Sud global. Dans le cadre de notre recherche, l'implication active de chercheurs et d'assistants de recherche malgaches tout au long du processus de recherche et de diffusion des résultats a joué un rôle essentiel pour opérationnaliser cette approche. Une telle collaboration permet non seulement de répondre aux besoins concrets des communautés, mais aussi d'offrir des opportunités de formation et de développement professionnel à l'échelle locale, contribuant ainsi à contrer la centralisation des chercheurs vers le Nord global.

Enfin, les effets des activités extrascolaires sur la jeunesse en contexte extrême de développement demeurent encore à explorer dans d'autres contextes, afin de vérifier, d'une part, si certains résultats de la présente recherche peuvent être généralisés et, d'autre part, de valider l'hypothèse selon laquelle les particularités de certains contextes extrêmes peuvent influencer les effets de la participation à des activités extrascolaires pour les jeunes. Ainsi, l'exploration des « ingrédients clés » qui rendent un

programme efficace dans ces contextes spécifiques est essentielle pour guider les organisations locales, les intervenants sur le terrain et les organisations internationales engagées dans la promotion des activités extrascolaires pour atteindre les objectifs de développement durables (ODD).

ANNEXE A - OUTILS

Versions originales

Basic Psychological Needs Satisfaction and Frustration Scale (Chen, Vansteenkiste, *et al.*, 2015)

The following questions deal with how you feel *in general*. Please circle one number, namely that number that fits best with what you think or feel in general. For each question there are five possible answers.

1 Completely not true	2	3	4	5 Completely true	
I feel free to choose which activities I do.	1	2	3	4	5
Most of the things I do, I do because I have to.	1	2	3	4	5
The people that I like, also like me.	1	2	3	4	5
I feel excluded from the group I want to be a part of.	1	2	3	4	5
I can do things well.	1	2	3	4	5
I often have doubts about whether I'm good at things.	1	2	3	4	5
I do the things I do because I really want to do them.	1	2	3	4	5
I feel forced to do many things that I actually do not want to do.	1	2	3	4	5
I feel close to the people I care about.	1	2	3	4	5
I feel that the people who are important to me are unkind to me.	1	2	3	4	5
I am good at what I do.	1	2	3	4	5
I feel disappointed in a lot of things I do.	1	2	3	4	5
I choose to do the things I do because I want to do them.	1	2	3	4	5
I feel pressured to do too many things.	1	2	3	4	5
I feel close to and connected with the people who are important to me.	1	2	3	4	5
The people I spend time with don't like me.	1	2	3	4	5
I can achieve my goals.	1	2	3	4	5
I feel insecure about what I am able to do.	1	2	3	4	5
I find the things I do really interesting.	1	2	3	4	5
I do the things I do every day because I have to, not because I want to.	1	2	3	4	5
I have warm feelings towards the people I spend time with.	1	2	3	4	5
I feel that the relationships I have with other people are easily broken.	1	2	3	4	5
I am good at difficult tasks.	1	2	3	4	5
I sometimes feel like a failure when I make mistakes.	1	2	3	4	5

CESD (Radloff, 1977)

Below is a list of the ways you might have felt or behaved. Please tell me how often you have felt this way during the past week. Rarely or none of the time (Less than 1 day). Some or little of time (1-2 days). Occasionally or a moderate amount of time (3-4 days). Most or all of the time (5-7 days).

	LAST WEEK			
	Less than 1 day	1-2 days	3-4 days	5-7 days
1. I was bothered by things that usually don't bother me.				
2. I did not feel like eating; my appetite was poor.				
3. I felt that I could not shake off the blues even with help from family or friends.				
4. I felt that I was just as good as other people.				
5. I had trouble keeping my mind on what I was doing.				
6. I felt depressed.				
7. I felt that everything I did was an effort.				
8. I felt hopeful about the future.				
9. I thought my life had been a failure.				
10. I felt fearful.				
11. My sleep was restless.				
12. I was happy.				
13. I talked less than usual.				
14. I felt lonely.				
15. People were unfriendly.				
16. I enjoyed life.				
17. I had crying spells.				
18. I felt sad.				
19. I felt that people dislike me.				
20. I could not get « going ».				

Vitality scale (Ryan et Frederick, 1997)

Please respond to each of the following statements by indicating the degree to which the statement is true for you in general in your life. Use the following scale:

	1	2	3	4	5	6	7
	Not at all true		Somewhat true			Very true	
1. I feel alive and vital.	1	2	3	4	5	6	7
2. I don't feel very energetic.	1	2	3	4	5	6	7
3. Sometimes I feel so alive I just want to burst	1	2	3	4	5	6	7
4. I have energy and spirit.	1	2	3	4	5	6	7
5. I look forward to each new day.	1	2	3	4	5	6	7
6. I nearly always feel alert and awake.	1	2	3	4	5	6	7
7. I feel energized	1	2	3	4	5	6	7

Satisfaction with life scale (Diener, 1984)

Below are five statements that you may agree or disagree with. Using the 1 - 7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding.

	1	2	3	4	5	6	7
	Strongly disagree	Disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Agree	Strongly agree
1. In most ways my life is close to my ideal.	1	2	3	4	5	6	7
2. The conditions of my life are excellent.	1	2	3	4	5	6	7
3. I am satisfied with my life.	1	2	3	4	5	6	7
4. So far I have gotten the important things I want in life.	1	2	3	4	5	6	7
5. If I could live my life over, I would change almost nothing.	1	2	3	4	5	6	7

Self-esteem scale (Rosenberg, 1965)

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

	1	2	3	4
	Strongly disagree	Disagree	Agree	Stongly agree
1. On the whole, I am satisfied with myself.	1	2	3	4
2. At times I think I am no good at all.	1	2	3	4
3. I feel that I have a number of good qualities.	1	2	3	4
4. I am able to do things as well as most other people.	1	2	3	4
5. I feel I do not have much to be proud of.	1	2	3	4
6. I certainly feel useless at times.	1	2	3	4
7. I feel that I'm a person of worth, at least on an equal plane with others.	1	2	3	4
8. I wish I could have more respect for myself.	1	2	3	4
9. All in all, I am inclined to feel that I am a failure.	1	2	3	4
10. I take a positive attitude toward myself.	1	2	3	4

ANNEXE B
QUESTIONNAIRE – Bel Avenir

Février 2020 BA

IDENTIFIANT :

FANOTANIANA :

Taona / Taona nahaterahana				
Sexe	Vavy	Lahy		
Foko niaviana				
Isan'ny ao an-trano				
Fokotany				
Asan'ny Ray aman-dReny	Ray :	Reny :	Mpiantoka :	
Activité				
Daty nanombohana ny fanarahana ny activité				
Fialamboly hafa ankoatran'ny ato amin'ny Bel Avenir ?	Misy	Tsy misy		
	Raha misy, lazao hoe inona ?			
Misy asa hafa atao ve ankoatran'ny ao antrano sy any ampianarana ?	Misy	Tsy misy		
	Raha misy, lazao hoe inona ?			
Fotoana lany any antsekoly isan'andro ?				
Fotoana lany ianarana lesona isan'andro ?				
Fotoana natokana ho an'ny raharaha ao antrano ?				
Raha adiny 2 isan-kerinandro ny activité	Be loatra	Antonony	Tsy ampy	
Ho sarotra sa mora ny activité ?	Tena sarotra	Sarotsarotra	Mora	Tena mora

Février 2020 BA

IDENTIFIANT :

I)Ny fanotiana manaraka eto dia mahakasika ny fahatsapanao amin'ny ankapobeny. Ataovy anaty boribory ny tarehimarika mifanaraka tsara amin'ny eritreritrao na ny tsapanao amin'ny ankapobeny. Misy valiny dimy (5) azo isafidianana isaky ny fanotiana.

1	2	3	4	5
Diso tanteraka			Marina tanteraka	

1. Mahatsiaro ho malalaka aho misafidy ny zavatra ataoko	1	2	3	4	5
2. Ny akamaroan'ny zavatra ataoko dia ataoko satria tsy maintsy atao	1	2	3	4	5
3. Finaritra amiko koa ny olona mahafinaritra ahy	1	2	3	4	5
4. Mahatsiaro tena voahilik'ireo olona tiako iarahana aho	1	2	3	4	5
5. Afaka manao zavatra tsara aho	1	2	3	4	5
6. Matetika aho no manahy amin'ny fahaizako zavatra iray	1	2	3	4	5
7. Manao ny zavatra ataoko aho satria tena tiako atao izany	1	2	3	4	5
8. Mahatsiaro voatery aho manao zavatra maro tsy tiako atao	1	2	3	4	5
9. Mahatsapa akaikin'ny olona karakaraiko aho	1	2	3	4	5
10. Mahatsapa aho fa ny olona izay manan-danja amiko dia tsy tsara fanahy amiko	1	2	3	4	5
11. Mahay ny zavatra ataoko aho	1	2	3	4	5
12. Mahatsiaro ho diso fanantenana amin'ny ankamaroan'ny zavatra ataoko aho	1	2	3	4	5
13. Misafidy ny hanao ny zavatra ataoko aho satria te hanao izany	1	2	3	4	5
14. Mahatsapa ho terena hanao zavatra diso betsaka loatra aho	1	2	3	4	5
15. Mahatsapa aho fa akaiky sy mifandray amin'ny olona manan-danja amiko	1	2	3	4	5

Février 2020 BA

IDENTIFIANT :

16. Tsy tia ahy ireo olona andaniako ny fotoanako	1	2	3	4	5
17. Afaka manatratra ny tanjoko aho	1	2	3	4	5
18. Tsy mahazo antoka amin'ny zavatra mety ho vitako aho (tsy mahatoky tena)	1	2	3	4	5
19. Hitako fa mahaliana ny zavatra ataoko	1	2	3	4	5
20. Ataoko ny zavatra ataoko isan'andro satria tsy maintsy atao fa tsy hoe tiako atao	1	2	3	4	5
21. Mahatsiaro hafanam-po amin'ny olona hiarahako matetika aho	1	2	3	4	5
22. Tsapako marefo ny fifandraisako amin'ny hafa	1	2	3	4	5
23. Havanana amin'ny asa sarotra aho	1	2	3	4	5
24. Mahatsiaro ho tsy mahomby aho raha manao fahadisoana	1	2	3	4	5

II) Ireto dia misy tranga dimy voatsikaritra mety ho ekenao na tsia. Amin'ny fampiasana ny mari-drefy 1 ka atramin'ny 7 etsy ambany, lazao ny hevitrao amin'ny alalan'ny fanomezana ny isa mifandraika amin'izany. Azafady, lazao ankahalalahana sy am-pahatsorana ny marina eo am-pamaliana izany.

1	2	3	4	5	6	7
Tena tsy manaiky	Tsy manaiky	Somary tsy manaiky	Tsy manan-kevitra	Manaiky ihany	Manaiky	Manaiky tanteraka

1. Ny fiainako amin'ny ankapobeny dia mifanakaiky amin'izay heveriko ho mety	1	2	3	4	5	6	7
2. Tena tsara ny toe-piainako	1	2	3	4	5	6	7
3. Afa-po eo amin'ny fiainako aho	1	2	3	4	5	6	7
4. Azoko ny ankamaroan'ny zava-dehibe ilaiko amin'ny fiainako hatreto	1	2	3	4	5	6	7
5. Raha asaina miaina fiainana amin'ny fomba hafa aho, dia tsy misy zavatra tiako hovaina	1	2	3	4	5	6	7

Février 2020 BA

IDENTIFIANT :

III) Ireto manaraka ireto misy lisitry ny mety ho fahatsapanao na ny mety nataonao. Tamin'ny herinandro lasa, lazao impiry ianao no nahatsapa izany.

- Mahalana na tsy nisy mihintsy (latsaky ny iray andro)
- Indraindray na vitsivitsy ihany (1-2 andro)
- Tsy dia matetika loatra (3-4 andro)
- Matetika na amin'ny ankamaroan'ny fotoana (5-7 andro)

	TAMIN'NY HERINANDRO LASA			
	latsaky ny iray andro	1-2 andro	3-4 andro	5-7 andro
1. Voaelingelin'ny zavatra tsy dia manahirana ahy matetika aho				
2. Tsy nahatsiaro te hihinan'kanina aho, tsy nazoto homana aho				
3. Nahatsapa ho tsy afa-manala ny hakiviako aho na dia nanampy ahy aza ny namako sy ny fianakaviako				
4. Mahatsapa ho mahay tahaka ny olona hafa aho				
5. Nanahirana ahy ny nifantoka tamin'ny zavatra nataoko				
6. Nahatsapa ho ketraka aho				
7. Nahatsapa aho fa ezaka avokoa izay rehetra natao				
8. Nahatsiaro manana fanantenana aho ny amin'ny ho avy				
9. Noheveriko ho tsy fahombiazana ny fiainako				
10. Nahatsapa ho feno tahotra aho				
11. Tsy nampahazo aina ahy ny torimasoko				

Février 2020 BA

IDENTIFIANT :

	latsaky ny iray andro	1-2 andro	3-4 andro	5-7 andro
12. Faly aho				
13. Tsy dia niresaka tahaka ny mahazatra aho				
14. Nahatsapa manirery aho				
15. Tsy sariaka amiko ny olona				
16. Nankafiziko ny fiainana				
17. Mora nitomany aho				
18. Nahatsiaro nalahelo aho				
19. Nahatsiaro ho tsy tian'ny olona aho				
20. Tsy afa-nihetsika aho				

IV) Valio ireto voalaza manaraka ireto. Tondroy hoe hatraiza ny fahamarinany eo amin'ny fiainanao amin'ny ankapobeny. Ampiasao ireto mari-drefy ireto :

1	2	3	4	5	6	7
Tena tsy marina			mety ho marina			tena marina

1. Mahatsiaro ho velona sy mavitrika aho	1	2	3	4	5	6	7
2. Tsy mahatsapa tena ho mavitrika aho	1	2	3	4	5	6	7
3. Indraindray aho mahatsiaro tena ho mavitrika loatra ka te hientana	1	2	3	4	5	6	7
4. Manana tanjaka ara-batana sy ara-tsaina aho	1	2	3	4	5	6	7
5. Tsy andriko foana ny maraina	1	2	3	4	5	6	7
6. Saika mailo sy malina hatrany aho	1	2	3	4	5	6	7
7. Mahatsapa feno hery aho	1	2	3	4	5	6	7

Février 2020 BA

IDENTIFIANT :

V) Ireto ambany ireto misy lisitry ny mety ho fahatsapanao amin'ny ankapobeny. Lazao ny vesatry ny fanekenao na tsia izay voalaza eto.

1 Tena tsy manaiky	2 Tsy manaiky	3 Manaiky	4 Tena manaiky
-----------------------	------------------	--------------	-------------------

1. Afa-po amin'ny tenako aho amin'ny ankapobeny	1	2	3	4
2. Misy fotoana aho mihevitra hoe tena tsy mahay	1	2	3	4
3. Mahatsapa aho fa manana lafitsarany maro	1	2	3	4
4. Mahavita ny vitan'ny ankamaroan'ny olona aho	1	2	3	4
5. Mahatsapa ho tsy manana zavatra ireharehana firy aho	1	2	3	4
6. Tena mahatsiaro ho tsy ilaina aho indraindray	1	2	3	4
7. Mahatsapa ho manan-danja aho na farafaharatsiny mitovy amin'ny hafa	1	2	3	4
8. Iriko raha mba afaka nanaja ny tenako kokoa aho	1	2	3	4
9. Amin'ny akapobeny dia mirona amin'ny fieritreretana fa tsy mahomby aho	1	2	3	4
10. Mandray ny tenako amin'ny lafitsarany aho	1	2	3	4

ANNEXE C
QUESTIONNAIRE – École Toliara

Février 2020 - Ecole

IDENTIFIANT :

FANOTANIANA :

Taona / daty nahaterahana				
Sexe	Vavy	Lahy		
Foko niaviana				
Isan'ny ao an-trano				
Fokotany				
Asan'ny Ray aman-dReny	Ray :	Reny:	Mpiantoka :	
Manana fialamboly ve ianao ?	Eny	Tsia	Raha eny, lazao hoe inona	
Misy asa hafa atao ve ankoatran'ny ao antrano sy any ampiarana ?	Misy	Tsy misy	Raha misy, lazao hoe inona ?	
Fotoana lany any antsekoly isan'andro?				
Fotoana lany ianarana lesona isan'andro ?				
Fotoana natokana ho an'ny raharaha ao antrano ?				
Efa nanaraka ny hetsika nataon'ny Bel avenir ve teo aloha ?	CAM	Ecole de sport	CENUT	Foyer Social
Manaraka ny hetsika ataon'ny Bel avenir ve amin'izao ?	CAM	Ecole de sport	CENUT	Foyer Social

Février 2020 - Ecole

IDENTIFIANT :

I) Ny fanotaniana manaraka eto dia mahakasika ny fahatsapanao amin'ny ankapobeny. Ataovy anaty boribory ny tarehimarika mifanaraka tsara amin'ny eritreritrao na ny tsapanao amin'ny ankapobeny. Misy valiny dimy (5) azo isafidianana isaky ny fanotaniana.

1	2	3	4	5
Diso tanteraka			Marina tanteraka	

1. Mahatsiaro ho malalaka aho misafidy ny zavatra ataoko	1	2	3	4	5
2. Ny akamaroan'ny zavatra ataoko dia ataoko satria tsy maintsy atao	1	2	3	4	5
3. Finaritra amiko koa ny olona mahafinaritra ahy	1	2	3	4	5
4. Mahatsiaro tena voahilik'ireo olona tiako iarahana aho	1	2	3	4	5
5. Afaka manao zavatra tsara aho	1	2	3	4	5
6. Matetika aho no manahy amin'ny fahaizako zavatra iray	1	2	3	4	5
7. Manao ny zavatra ataoko aho satria tena tiako atao izany	1	2	3	4	5
8. Mahatsiaro voatery aho manao zavatra maro tsy tiako atao	1	2	3	4	5
9. Mahatsapa akaikin'ny olona karakaraiko aho	1	2	3	4	5
10. Mahatsapa aho fa ny olona izay manan-danja amiko dia tsy tsara fanahy amiko	1	2	3	4	5
11. Mahay ny zavatra ataoko aho	1	2	3	4	5
12. Mahatsiaro ho diso fanantenana amin'ny ankamaroan'ny zavatra ataoko aho	1	2	3	4	5
13. Misafidy ny hanao ny zavatra ataoko aho satria te hanao izany	1	2	3	4	5
14. Mahatsapa ho terena hanao zavatra diso betsaka loatra aho	1	2	3	4	5
15. Mahatsapa aho fa akaiky sy mifandray amin'ny olona manan-danja amiko	1	2	3	4	5

Février 2020 - Ecole

IDENTIFIANT :

16. Tsy tia ahy ireo olona andaniako ny fotoanako	1	2	3	4	5
17. Afaka manatratra ny tanjoko aho	1	2	3	4	5
18. Tsy mahazo antoka amin'ny zavatra mety ho vitako aho (tsy mahatoky tena)	1	2	3	4	5
19. Hitako fa mahaliana ny zavatra ataoko	1	2	3	4	5
20. Ataoko ny zavatra ataoko isan'andro satria tsy maintsy atao fa tsy hoe tiako atao	1	2	3	4	5
21. Mahatsiaro hafanam-po amin'ny olona hiarahako matetika aho	1	2	3	4	5
22. Tsapako marefo ny fifandraisako amin'ny hafa	1	2	3	4	5
23. Havanana amin'ny asa sarotra aho	1	2	3	4	5
24. Mahatsiaro ho tsy mahomby aho raha manao fahadisoana	1	2	3	4	5

II) Ireto dia misy tranga dimy voatsikaritra mety ho ekenao na tsia. Amin'ny fampiasana ny mari-drefy 1 ka atramin'ny 7 etsy ambany, lazao ny hevitrao amin'ny alalan'ny fanomezana ny isa mifandraika amin'izany. Azafady, lazao ankahalalahana sy am-pahatsorana ny marina eo am-pamaliana izany.

1	2	3	4	5	6	7
Tena tsy manaiky	Tsy manaiky	Somary tsy manaiky	Tsy manan-kevitra	Manaiky ihany	Manaiky	Manaiky tanteraka

1. Ny fiainako amin'ny ankapobeny dia mifanakaiky amin'izay heveriko ho mety	1	2	3	4	5	6	7
2. Tena tsara ny toe-piainako	1	2	3	4	5	6	7
3. Afa-po eo amin'ny fiainako aho	1	2	3	4	5	6	7
4. Azoko ny ankamaroan'ny zava-dehibe ilaiko amin'ny fiainako hatreto	1	2	3	4	5	6	7
5. Raha asaina miaina fiainana amin'ny fomba hafa aho, dia tsy misy zavatra tiako hovaina	1	2	3	4	5	6	7

III) Ireto manaraka ireto misy lisitry ny mety ho fahatsapanao na ny mety nataonao. Tamin'ny herinandro lasa, lazao impiry ianao no nahatsapa izany.

- Mahalana na tsy nisy mihintsy (latsaky ny iray andro)
- Indraindray na vitsivitsy ihany (1-2 andro)
- Tsy dia matetika loatra (3-4 andro)
- Matetika na amin'ny ankamaroan'ny fotoana (5-7 andro)

	TAMIN'NY HERINANDRO LASA			
	latsaky ny iray andro	1-2 andro	3-4 andro	5-7 andro
1. Voaelingelin'ny zavatra tsy dia manahirana ahy matetika aho				
2. Tsy nahatsiaro te hihinan'kanina aho, tsy nazoto homana aho				
3. Nahatsapa ho tsy afa-manala ny hakiviako aho na dia nanampy ahy aza ny namako sy ny fianakaviako				
4. Mahatsapa ho mahay tahaka ny olona hafa aho				
5. Nanahirana ahy ny nifantoka tamin'ny zavatra nataoko				
6. Nahatsapa ho ketraka aho				
7. Nahatsapa aho fa ezaka avokoa izay rehetra natao				
8. Nahatsiaro manana fanantenana aho ny amin'ny ho avy				
9. Noheveriko ho tsy fahombiazana ny fiainako				
10. Nahatsapa ho feno tahotra aho				
11. Tsy nampahazo aina ahy ny torimasoko				

Février 2020 - Ecole

IDENTIFIANT :

	latsaky ny iray andro	1-2 andro	3-4 andro	5-7 andro
12. Faly aho				
13. Tsy dia niresaka tahaka ny mahazatra aho				
14. Nahatsapa manirery aho				
15. Tsy sariaka amiko ny olona				
16. Nankafiziko ny fiainana				
17. Mora nitomany aho				
18. Nahatsiaro nalahelo aho				
19. Nahatsiaro ho tsy tian'ny olona aho				
20. Tsy afa-nihetsika aho				

IV) Valio ireto voalaza manaraka ireto. Tondroy hoe hatraiza ny fahamarinany eo amin'ny fiainanao amin'ny ankapobeny. Ampiasao ireto mario-drefy ireto :

1	2	3	4	5	6	7
Tena tsy marina			mety ho marina			tena marina

1. Mahatsiaro ho velona sy mavitrika aho	1	2	3	4	5	6	7
2. Tsy mahatsapa tena ho mavitrika aho	1	2	3	4	5	6	7
3. Indraindray aho mahatsiaro tena ho mavitrika loatra ka te hiantana	1	2	3	4	5	6	7
4. Manana tanjaka ara-batana sy ara-tsaina aho	1	2	3	4	5	6	7
5. Tsy andriko foana ny maraina	1	2	3	4	5	6	7
6. Saika mailo sy malina hatrany aho	1	2	3	4	5	6	7
7. Mahatsapa feno hery aho	1	2	3	4	5	6	7

Février 2020 - Ecole

IDENTIFIANT :

V) Ireto ambany ireto misy lisitry ny mety ho fahatsapanao amin'ny ankapobeny. Lazao ny vesatry ny fanekenao na tsia izay voalaza eto.

1 Tena tsy manaiky	2 Tsy manaiky	3 Manaiky	4 Tena manaiky
-----------------------	------------------	--------------	-------------------

1. Afa-po amin'ny tenako aho amin'ny ankapobeny	1	2	3	4
2. Misy fotoana aho mihevitra hoe tena tsy mahay	1	2	3	4
3. Mahatsapa aho fa manana lafitsarany maro	1	2	3	4
4. Mahavita ny vitan'ny ankamaroan'ny olona aho	1	2	3	4
5. Mahatsapa ho tsy manana zavatra ireharehana firy aho	1	2	3	4
6. Tena mahatsiaro ho tsy ilaina aho indraindray	1	2	3	4
7. Mahatsapa ho manan-danja aho na farafaharatsiny mitovy amin'ny hafa	1	2	3	4
8. Iriko raha mba afaka nanaja ny tenako kokoa aho	1	2	3	4
9. Amin'ny akapobeny dia mirona amin'ny fieritreretana fa tsy mahomby aho	1	2	3	4
10. Mandray ny tenako amin'ny lafitsarany aho	1	2	3	4

ANNEXE D

GRILLE D'ENTRETIEN – Nouveaux bénéficiaires

Date :

Participant :

Lieu :

Chercheur :

Guide entretien individuel semi-dirigé : nouveaux bénéficiaires de Bel Avenir

Introduction

- Explications du projet de recherche et du déroulement de l'entretien
- Passation du formulaire de consentement (signature)
- Explications et consignes de l'entretien

Entretien individuel semi-dirigé, durée d'environ 60 minutes.

Personnes présentes : Le participant et l'interviewer

Catégories d'entretien et sous thèmes	Exemples de question à poser
1. Commentaires généraux : <ul style="list-style-type: none"> • Explication générale BA (mission, vision,...) • Motivation • Explication activité 	Qu'est ce que c'est Bel Avenir (BA)? Que fait BA? Pourquoi BA fait ce qu'il fait? Tu fais x (=une activité). Peux-tu me raconter à quoi ressemble une de tes journées quand tu vas à x? Qu'aimes-tu dans x? pourquoi as-tu choisi de faire x? pourquoi fais-tu x? comment es-tu arrivé à faire cette activité? Comment se déroule x? Qu'est ce que tu fais dans x?
2. Autonomie : <ul style="list-style-type: none"> • Liberté/ choix • Contrôle • Intérêt • Contrainte /obligation 	Qui est le responsable de l'activité x? Qu'est ce qu'il fait dans l'activité? Qui choisit ce qui est fait pendant l'entraînement/ répétition? Est-ce que les jeunes ont des responsabilités? Lesquelles? Quelles sont les responsabilités des jeunes? Es-tu parfois obligé de faire des choses que tu ne veux pas faire? Lesquelles?

<p>3. Compétence</p> <ul style="list-style-type: none"> • capable • progression • déception • bon/ bonne • erreur 	<p>Que penses-tu des entraînements/répétitions? Bien pensé? Bien organisé?</p> <p>Que t'as appris x?</p> <p>Que fais-tu le mieux?</p> <p>En quoi as-tu progressé?</p> <p>Que fais-tu moins bien?</p> <p>Que trouves-tu difficile dans x?</p>
<p>4. Appartenance sociale</p> <ul style="list-style-type: none"> • liens • souci de moi, des autres • exclusion • distance • profondeur de la relation • regards extérieurs 	<p>Comment décrirais-tu l'ambiance du groupe?</p> <p>Que penses-tu de l'idée de se faire des amis dans ce groupe?</p> <p>Penses-tu avoir des amis dans le groupe?</p> <p>C'est quoi un ami?</p> <p>Les vois-tu en dehors de entraînement/répétition?</p> <p>Où sont tes autres amis?</p> <p>Si tu pouvais changer quelque chose dans le groupe, qu'est ce que ce serait?</p> <p>Que pense ta famille de toi quand tu fais x? tes voisins? Le quartier? Tes amis en dehors de x?</p>
<p>5. Perspective personnelle évolution</p>	<p>Que fais-tu quand tu ne participes pas à x?</p> <p>Que faisais-tu avant de participer à x?</p> <p>Continues-tu à faire cela?</p> <p>Qu'est ce que ça change pour toi de participer à x? Qu'est ce que ça change dans ton quotidien? Qu'est ce que ça change par rapport à l'école?</p> <p>Qu'est ce que ça t'apporte de participer à x?</p> <p>Penses-tu continuer à participer à x? pourquoi?</p>
<p>6. Problème/Pistes d'amélioration</p>	<p>Qu'est ce qui pourrait être améliorer dans x?</p> <p>Recommanderais-tu à des jeunes de faire x? pourquoi?</p> <p>Si c'était à refaire, que changerais-tu?</p>
<p>7. COVID-19</p>	<p>Comment la pandémie de coronavirus a-t-elle affecté ta participation à X?</p> <p>Comment la pandémie a-t-elle affectée ton quotidien? (<i>laisser le participant répondre et puis préciser certain contexte au besoin : école, vie générale, maison, activités, etc.</i>)</p>
<p>8. Commentaires divers</p>	<p>Penses-tu que ce que tu m'as raconté explique bien la situation?</p> <p>Y-a-t-il quelque chose que tu veux ajouter?</p> <p>Y-a-t-il des choses dont tu souhaites parler et qui n'ont pas été abordées?</p>

Conclusion

Derniers commentaires à ajouter, remercier chaleureusement le participant pour sa participation.

ANNEXE E

GRILLE D'ENTRETIEN – Anciens bénéficiaires

Code :

Âge :

Féminin

Masculin

Nombre de personnes vivant sous le même toit :

Quartier :

Profession des parents :

Activité :

Date de début de participation à l'activité :

Date de fin de participation à l'activité :

Date :

Participant :

Lieu :

Chercheur :

Guide entretien individuel semi-dirigé : anciens bénéficiaires de Bel Avenir

Introduction

- Explications du projet de recherche et du déroulement de l'entretien
- Passation du formulaire de consentement (signature)
- Explications et consignes de l'entretien

Entretien individuel semi-dirigé, durée d'environ 60 minutes.

Personnes présentes : Le participant et l'interviewer

Catégories d'entretien et sous thèmes	Exemples de question à poser
--	-------------------------------------

<p>1. Commentaires généraux :</p> <ul style="list-style-type: none"> • Explication générale BA (mission, vision,...) • Motivation • Explication activité 	<p>Qu'est ce que c'est Bel Avenir (BA)? que fait BA? pourquoi BA fait ce qu'il fait?</p> <p>Tu faisais x (=une activité). Peux-tu me raconter ce que tu faisais dans une journée à cette époque? Qu'aimais-tu dans x? pourquoi as-tu choisi de faire x? pourquoi faisais-tu x? comment es-tu arrivé à faire cette activité?</p> <p>Comment se déroulait x? que faisais-tu dans x?</p>
<p>2. Autonomie :</p> <ul style="list-style-type: none"> • Liberté/ choix • Contrôle • Intérêt • Contrainte /obligation 	<p>Qui était le responsable de l'activité x?</p> <p>Que faisait-il dans l'activité?</p> <p>Qui choisissait ce qui était fait pendant l'entraînement/ répétition?</p> <p>Est-ce que les jeunes avaient des responsabilités? Lesquelles?</p> <p>Quelles étaient les responsabilités des jeunes?</p> <p>Étais-tu parfois obligé de faire des choses que tu ne voulais pas faire? Lesquelles?</p>
<p>3. Compétence</p> <ul style="list-style-type: none"> • capable • progression • déception • bon/ bonne • erreur 	<p>Que penses-tu des entraînements/répétitions? Bien pensé? Bien organisé?</p> <p>Que t'as appris x?</p> <p>Que faisais-tu le mieux?</p> <p>En quoi as-tu progressé?</p> <p>Que faisais-tu moins bien?</p> <p>Que trouvais-tu difficile dans x au début?</p>
<p>4. Appartenance sociale</p> <ul style="list-style-type: none"> • liens • souci de moi, des autres • exclusion • distance • profondeur de la relation • regards extérieurs 	<p>Comment décrirais-tu l'ambiance du groupe?</p> <p>Que penses-tu de l'idée de se faire des amis dans ce groupe?</p> <p>Penses-tu que tu avais des amis dans le groupe?</p> <p>C'est quoi un ami?</p> <p>Les vois-tu encore?</p> <p>Où étaient tes autres amis?</p> <p>Si tu pouvais changer quelque chose dans le groupe, qu'est ce que ce serait?</p> <p>Que pensait ta famille de toi quand tu faisais x? tes voisins? le quartier? tes amis en dehors de x?</p>

5. Perspective personnelle évolution	<p>Que faisais-tu avant de participer à x? Que faisais-tu en dehors de x?</p> <p>Continues-tu à faire cela?</p> <p>Qu'est ce que ça change pour toi de participer à x?</p> <p>Continues-tu à pratiquer x?</p>
6. Problème/ Pistes d'amélioration	<p>Qu'est ce qui pourrait être amélioré dans x?</p> <p>Recommanderais-tu à des jeunes de faire x? pourquoi?</p> <p>Si c'était à refaire, que changerais-tu?</p>
7. Commentaires divers	<p>Y a-t-il quelque chose que tu veux ajouter?</p> <p>Y-a-t-il des choses dont tu souhaites parler et qui n'ont pas été abordées?</p> <p>On a terminé l'entretien, penses-tu que ce que tu as dit ressemble bien à ce que tu as vécu ou veux-tu ajouter quelque chose?</p>

Conclusion

Derniers commentaires à ajouter, remercier le participant pour sa participation.

ANNEXE F

FORMULAIRE D'APPROBATION ÉTHIQUE



No. de certificat : 2020-2635
Date : 2024-03-19

CERTIFICAT D'APPROBATION ÉTHIQUE RENOUVELLEMENT

Le Comité d'éthique de la recherche pour les projets étudiants impliquant des êtres humains (CERPE FSH) a examiné le projet de recherche suivant et le juge conforme aux pratiques habituelles ainsi qu'aux normes établies par la *Politique No 54 sur l'éthique de la recherche avec des êtres humains* (avril 2020) de l'UQAM.

Titre du projet : Les effets de la participation à des activités extrascolaires en contexte extrême de développement : le cas de jeunes à Madagascar

Nom de l'étudiant : Laurie Décarpentrie

Programme d'études : Doctorat en psychologie

Direction(s) de recherche : Gadais Tegwen

Modalités d'application

Toute modification au protocole de recherche en cours de même que tout événement ou renseignement pouvant affecter l'intégrité de la recherche doivent être communiqués rapidement au comité.

La suspension ou la cessation du protocole, temporaire ou définitive, doit être communiquée au comité dans les meilleurs délais.

Le présent certificat est valide pour une durée d'un an à partir de la date d'émission. Au terme de ce délai, un rapport d'avancement de projet doit être soumis au comité, en guise de rapport final si le projet est réalisé en moins d'un an, et en guise de rapport annuel pour le projet se poursuivant sur plus d'une année au plus tard un mois avant la date d'échéance (**2025-03-19**) de votre certificat. Dans ce dernier cas, le rapport annuel permettra au comité de se prononcer sur le renouvellement du certificat d'approbation éthique.

A handwritten signature in black ink, appearing to read 'S. Lévesque'.

Sylvie Lévesque
Professeure, Département de sexologie
Présidente du CERPE FSH

CERTIFICAT D'APPROBATION ÉTHIQUE RENOUVELLEMENT

Le Comité d'éthique de la recherche pour les projets étudiants impliquant des êtres humains (CERPE FSH) a examiné le projet de recherche suivant et le juge conforme aux pratiques habituelles ainsi qu'aux normes établies par la *Politique No 54 sur l'éthique de la recherche avec des êtres humains* (avril 2020) de l'UQAM.

Titre du projet : Les effets de la participation à des activités extrascolaires en contexte extrême de développement : le cas de jeunes à Madagascar. Deuxième partie.

Nom de l'étudiant : Laurie Décarpentrie

Programme d'études : Doctorat en psychologie

Direction(s) de recherche : Claude Bélanger

Modalités d'application

Toute modification au protocole de recherche en cours de même que tout événement ou renseignement pouvant affecter l'intégrité de la recherche doivent être communiqués rapidement au comité.

La suspension ou la cessation du protocole, temporaire ou définitive, doit être communiquée au comité dans les meilleurs délais.

Le présent certificat est valide pour une durée d'un an à partir de la date d'émission. Au terme de ce délai, un rapport d'avancement de projet doit être soumis au comité, en guise de rapport final si le projet est réalisé en moins d'un an, et en guise de rapport annuel pour le projet se poursuivant sur plus d'une année au plus tard un mois avant la date d'échéance (**2025-01-27**) de votre certificat. Dans ce dernier cas, le rapport annuel permettra au comité de se prononcer sur le renouvellement du certificat d'approbation éthique.



Sylvie Lévesque
Professeure, Département de sexologie
Présidente du CERPÉ FSH

ANNEXE G
ENTENTE BEL AVENIR – UQÀM

UQÀM | Université du Québec
à Montréal



UNIVERSITÉ DU QUÉBEC À MONTRÉAL

Entente de partenariat

No de contrat : **SePSI-18-GADAT-P01**

ENTRE **UNIVERSITÉ DU QUÉBEC À MONTRÉAL**, personne morale légalement constituée, ayant son siège social au 1430 de la rue Saint-Denis, C.P. 8888, succursale Centre-ville, à Montréal, province de Québec, H3C 3P8, agissant et représentée par Madame Caroline Roger, Directrice du Service des partenariats et du soutien à l'innovation, dûment autorisée aux fins des présentes comme elle le déclare,

ci-après appelée l'**UQAM**.

ET **BEL AVENIR**, personne morale légalement constituée, ayant son siège social à avenue de France – Quartier Tsiminetse – TULEAR 601 - Madagascar, agissant et représentée par Mme VOLANJARY Madio Hélène – Présidente du Conseil d'Administration, dûment autorisé aux fins des présentes comme il le déclare,

ci-après appelée le **BEL AVENIR**.

ET **ASSOCIATION EAU DE COCO**, personne morale légalement constituée, ayant son siège social au 20 rue des Roseaux St Michel 76970 Motteville - France, agissant et représentée par M. HAMOUIS Stéphane - Coordinateur, dûment autorisé aux fins des présentes comme il le déclare,

ci-après appelée le **EAU DE COCO**.

Ci-après individuellement appelé la **PARTIE**;

Ci-après collectivement appelés les **PARTIES** ;

BEL AVENIR et **EAU DE COCO** collectivement appelés, ci-après, les **PARTENAIRES**.

LES PARTIES CONVIENNENT DE CE QUI SUIT:

1. OBJET DU CONTRAT

Les **PARTENAIRES** retiennent les services de l'**UQAM** pour la réalisation du devis intitulé « Effets d'activités musicales et sportives sur le développement psychologique et social de jeunes à Madagascar » (voir Annexe 1) (ci-après appelé le « **PROJET** »).

2. REPRÉSENTANTS

La supervision des travaux qui seront effectués par les chercheurs de l'**UQAM** sera confiée à Messieurs Tegwen Gadais, professeur au sein du Département des sciences de l'activité physique, et Claude Bélanger, professeur au sein du Département de psychologie, de l'**UQAM**. L'**UQAM** désigne Tegwen Gadais comme interlocuteur dûment mandaté pour toute communication de nature scientifique avec le **PARTENAIRE** en relation avec ce contrat.

Pour sa part, **BEL AVENIR** désigne M. GUIRAO José Luis, comme son interlocuteur officiel et porte-parole pour les fins de ce contrat.

EAU DE COCO désigne M. HAMOUIS Stéphane, comme son interlocuteur officiel et porte-parole pour les fins de ce contrat.

3. DURÉE

Le contrat prendra effet au moment de sa signature et prendra fin le 31 décembre 2021 à moins qu'il ne soit reconduit par un avenant.

4. RÉSILIATION

Une **PARTIE** peut résilier ce contrat de plein droit si, après avoir donné un avis écrit de défaut de 30 jours à la **PARTIE** en défaut, la **PARTIE** en défaut ne prend pas immédiatement des mesures correctives dans ce délai. Le défaut de la part de l'**UQAM** comprend le décès ou le départ des chercheurs.

Le contrat prend fin automatiquement et l'**UQAM** est libérée de ses obligations en vertu du contrat si le **PARTENAIRE** fait faillite ou devient insolvable, fait l'objet d'une ordonnance de mise sous séquestre en faveur de ses créanciers, ou si une ordonnance est rendue ou une résolution adoptée pour la liquidation de son entreprise, ou si elle se prévaut d'une loi concernant les débiteurs en faillite ou insolvable.

5. CONFIDENTIALITÉ

Le **PARTENAIRE** et l'**UQAM** peuvent se communiquer mutuellement de l'information confidentielle afin de faciliter la réalisation des travaux relatifs au **PROJET**.

Cette information doit être identifiée clairement comme étant « confidentielle ». Lorsqu'une telle information est communiquée verbalement, la **PARTIE** qui l'émet doit confirmer à l'autre **PARTIE**, par écrit et dans les meilleurs délais, la confidentialité de cette information. Cette information doit être protégée et ne doit être divulguée à quiconque sauf aux personnes qui ont besoin de connaître au sein de chacune des **PARTIES**. Chaque **PARTIE** doit également veiller rigoureusement à empêcher la divulgation de cette information à des tiers.

L'obligation de confidentialité ne s'applique toutefois pas à l'information qui :

- a) est déjà connue de la **PARTIE** à laquelle elle est divulguée ;
- b) tombe dans le domaine public sans transgresser les dispositions du contrat ;
- c) est obtenue de tiers qui ne sont pas tenus d'assurer la confidentialité de l'information ;
- d) doit être fourni en vertu de la loi ou suite à une demande des autorités gouvernementales ou d'un tribunal.

6. PROPRIÉTÉ INTELLECTUELLE

L'**UQAM** demeure propriétaire de tous les droits de propriété intellectuelle découlant des travaux et de leurs résultats, y compris les droits d'auteur et ceux relatifs aux inventions, dans le cadre du **PROJET**.

L'**UQAM** accorde par la présente au **PARTENAIRE**, pour les fins internes de ce dernier, une licence non exclusive, irrévocable, non transférable, sans limite territoriale et libre de redevances permettant au **PARTENAIRE** d'utiliser, de reproduire, d'adapter et d'améliorer les travaux et résultats du **PROJET**.

Pour les fins du présent article, la propriété intellectuelle, incluant l'information technique, le savoir-faire, les inventions, les procédés, les technologies, les plans, les devis, les fiches techniques, les dessins et autres documents préparés, inventés ou mis au point par l'**UQAM** antérieurement au début des travaux ou qui n'ont aucun lien direct et immédiat avec les travaux, est exclue de la présente clause et demeure la propriété exclusive de l'**UQAM** ou de ses chercheurs.

7. PARTICIPATION D'ÉTUDIANTS DE CYCLES SUPÉRIEURS

Le **PARTENAIRE** reconnaît qu'un ou des mémoires de maîtrise et une ou des thèses de doctorat pourront être réalisés dans le cadre de l'exécution du **PROJET**. Les étudiants de cycles supérieurs impliqués dans la réalisation du **PROJET** demeurent en tout temps titulaires des droits d'auteur afférents à leur mémoire de maîtrise ou à leur thèse de doctorat.

Malgré toute autre modalité de cette entente, les étudiants en vue de diplomation ne doivent subir aucun délai de quelque façon que ce soit dans la rédaction, la présentation et la soutenance de leurs thèses de doctorat ou lors de la présentation de leurs mémoires de maîtrise en vue de satisfaire aux exigences universitaires habituelles pour l'obtention de leur diplôme.

8. EXCLUSION DE GARANTIES

Étant donné la nature du présent mandat, l'**UQAM** n'accorde aucune garantie au **PARTENAIRE**.

Le **PARTENAIRE** reconnaît et admet expressément que l'utilisation des outils, informations et techniques du **PARTENAIRE** est à ses risques et périls et que la totalité du risque relatif à la qualité, aux performances, à l'exactitude et au maniement satisfaisant repose sur lui et est de sa responsabilité, sans limite territoriale et sans limite de temps.

Le **PARTENAIRE** renonce à réclamer à l'**UQAM** tous dommages matériels, financiers ou liés à des pertes humaines en lien avec le **PROJET**.

Le **PARTENAIRE** prendra fait et cause et tiendra l'**UQAM** quitte et indemne de toute réclamation, poursuite, demande ou recours de quiconque contre l'**UQAM** en lien avec le **PROJET**.

9. CONFLITS D'INTÉRÊTS

L'**UQAM** s'engage à éviter toute situation qui mettrait en conflit son intérêt et l'intérêt du **PARTENAIRE**. Si une telle situation se présente, l'**UQAM** doit immédiatement en informer le **PARTENAIRE**.

Le **PARTENAIRE** pourra dans toute situation de conflits d'intérêts, que l'**UQAM** l'en ait informé ou non, émettre une directive lui indiquant comment et dans quel délai l'**UQAM** pourra remédier à ce conflit. Si l'**UQAM** ne se conforme pas à cette directive, le **PARTENAIRE** pourra résilier le présent contrat.

10. FORCE MAJEURE

L'une ou l'autre **PARTIE** ne peut être tenue responsable de tout défaut ou retard d'exécution causé par des circonstances indépendantes de sa volonté, ce qui comprend, sans toutefois s'y limiter, les désastres naturels, les incendies, les conflits de travail, les guerres et guerres civiles, les modifications de désignation du niveau de risque par Affaires mondiales Canada, etc.

Les obligations suspendues seront exécutées à nouveau dès que les effets de l'événement de force majeure auront cessé.

Si la situation de force majeure se poursuit au-delà d'un délai de 6 mois, l'une ou l'autre des **PARTIES** peut résilier de plein droit tout ou partie de la présente convention.

11. PUBLICITÉ ET COMMUNICATION

Les **PARTIES** ne peuvent utiliser le nom ou le logo de l'autre **PARTIE**, ni celui de l'un de ses membres à des fins publicitaires sans l'autorisation écrite d'un représentant autorisé de l'autre **PARTIE**.

12. AVIS

Les avis requis en vertu de ce contrat seront transmis par courrier recommandé, livraison en main propre avec accusé-réception ou par courriel avec accusé de réception à la

personne et à l'adresse indiquée au préambule de ce contrat, à moins d'un changement d'adresse écrit.

13. SURVIVANCE

Les articles 5 (CONFIDENTIALITÉ), 6 (PROPRIÉTÉ INTELLECTUELLE), 8 (EXCLUSION DE GARANTIES), et 11 (PUBLICITÉ ET COMMUNICATION) survivront à la résiliation ou la fin de ce contrat, quelle qu'en soit la raison, en plus des articles qui sont maintenus en vertu de la loi.

14. ENTENTE ANTÉRIEURE ET MODIFICATION

Tous les termes et conditions relatifs à ce contrat sont contenus dans le présent contrat et ils annulent et remplacent toute entente antérieure. Toute modification à ce contrat devra être convenue par une entente écrite entre les **PARTIES**.

15. DISPOSITIONS FINALES

Ce contrat lie les **PARTIES** et leurs ayants-droit et représentants légaux.

Ce contrat sera interprété et régi par la législation de la province de Québec. Toute action judiciaire, le cas échéant, devra être intentée dans le district de Montréal.

SIGNATURES

Pour l'UQAM



Caroline Roger
Directrice,
Service des partenariats et du soutien à
l'innovation,
Université du Québec à Montréal

Date

15/10/18

Pour BEL-AVENIR



VOLANJARY Madio Hélène
Présidente,
Bel Avenir

Date 15/10/2018

Pour EAU DE COCO



HAMOUIS Stéphane
Coordinateur,
EAU DE COCO

Date : 03/10/2018

Annexe 1 : Description du projet de recherche

Du 18 au 28 juin 2018, Monsieur Gadais et Mme Decarpentrie, se sont rendus à Tuléar (sud de Madagascar), siège de l'ONG Bel Avenir, pour une première visite de terrain. Ce moment a été l'occasion de mieux comprendre l'organisation Bel Avenir et ses besoins en découvrant concrètement les activités ainsi qu'en s'entretenant avec différents acteurs et décideurs de l'ONG. Quatre priorités sont ressorties de ces discussions :

1. **le suivi psychosocial** : l'organisation exprime le désir de vouloir offrir un suivi psychosocial de qualité aux jeunes qui bénéficient des services de Bel Avenir.
2. **les ressources humaines**
 - difficultés à trouver du personnel qualifié dans la région de Tuléar.
 - approfondir et renforcer la formation des employés.
 - roulement de personnel important dans ses équipes de travail.
3. **l'école de sport**
4. **la communication** : Bel Avenir souhaite valoriser ses savoir-faire et faire profiter la communauté internationale en les faisant connaître et en les partageant.
 - roulement du personnel
 - manque de formation des animateurs

Des besoins exprimés par l'organisation, plusieurs idées de recherches ont germées.

A) Pour répondre aux besoins exprimés en termes de suivi psychosocial et de communication, nous avons proposé à l'ONG de travailler sur des **études de cas**. Concrètement, nous souhaiterions rencontrer une dizaine d'anciens bénéficiaires des activités de loisirs de Bel avenir qui connaissent aujourd'hui des réussites (professionnelles, sociales, personnelles, etc.) et tenter de **comprendre ce qui, selon eux, leur a permis d'arriver à ces réussites**. Ces études de cas nous permettraient de dresser un portrait psychologique et social des jeunes et d'identifier les ingrédients actifs qui les ont menés à la réussite (mai 2019).

B) Sur base de ces études de cas et d'une revue de la littérature, nous souhaitons **construire un outil de collecte de données quantitatives (questionnaire) qui porterait sur les effets d'activités de musique et de sport sur le développement psychologique et social de jeunes défavorisés de la région de Tuléar à Madagascar**. Les jeunes participants seront sélectionnés parmi la population de Tuléar qui ne participe pas encore aux activités musicales et sportives que propose Bel Avenir et qui souhaite s'engager dans une activité de loisirs avec Bel Avenir. Ils seront évalués grâce au questionnaire sur une période de deux ans (à partir de la rentrée 2019). La première évaluation aura lieu avant qu'ils intègrent l'activité qu'ils auront choisi de suivre et ensuite, après leur intégration, tous les six mois pour une durée totale de deux ans. Le but étant de mesurer l'évolution du développement psychologique et social des jeunes. L'article produit à l'issue de cette étude permettra de répondre aux besoins exprimés par l'ONG en terme de suivi psychosocial, de gestion et de développement de l'école de sport et encore une fois, de communication.

C) Sur la base des études présentées ci-dessus et pour répondre aux besoins exprimés en terme de **formation des ressources humaines et de suivi psychosocial**, un outil de suivi psychosocial va être développé en collaboration avec les équipes d'éducateurs de terrain de Bel Avenir (rentrée 2020). Un outil de suivi existe et est déjà utilisé sur place. Notre rôle consistera à renforcer cet outil en y introduisant une dimension psychologique et sociale plus importante. Les intervenants de Bel Avenir seront ensuite formés par à l'utilisation de cet outil dans le but de renforcer le suivi psychosocial des jeunes.

Lors des déplacements sur le terrain à Madagascar, les **PARTENAIRES** s'engagent à offrir, sans frais, l'hébergement aux chercheurs de l'**UQAM**.

ANNEXE H

PRÉSENTATION DE L'ONG PARTENAIRE

L'ONG *Bel Avenir* est une organisation Malgache dédiée au développement à Madagascar, mettant l'accent sur l'éducation comme moteur principal de progrès. Elle intervient dans plusieurs domaines clés :

- L'éducation : Mise en place de programmes éducatifs pour les enfants et les jeunes, visant à améliorer l'accès à une éducation de qualité.
- La santé : Initiatives pour promouvoir la santé et le bien-être des communautés locales.
- L'environnement : Projets axés sur la protection de l'environnement et la sensibilisation aux enjeux écologiques.
- L'éducation à la Paix : Actions pour encourager la paix et la cohésion sociale au sein des communautés.

Le volet éducation a été visé par la présente recherche et plus précisément l'éducation informelle, par le biais d'activités artistiques, musicale et sportives. Les deux structures de l'ONG qui proposent ces activités sont le Centre d'art et musique ainsi que l'École de sport. Les activités proposées dans ces deux structures sont encadrées par des éducateurs socio-sportifs ou socio-culturels. Deux travailleuses sociales sont aussi disponibles. Leur rôle est de construire et maintenir le lien entre les centres d'activités, les familles et l'école des jeunes. Elles font des visites à domicile pour chaque jeune participants aux activités. Elles collectent aussi les bulletins scolaires et orientent les jeunes vers les structures de rattrapage scolaire offertes par l'ONG *Bel Avenir* au besoin. Elles sont également disponibles pour offrir du soutien psychosocial aux jeunes lors de permanences ou aux horaires des activités. Si des défis sont repérés ou encore rapportés par d'autres intervenants, les travailleuses sociales orientent alors les jeunes vers d'autres structures de l'ONG, comme par exemple les projets liés à la santé telle que les cantines ou le foyer social, ou encore les projets concernant l'éducation formelle, telle que le soutien matériel et financier à la scolarité ou les écoles de l'ONG.

APPENDICE A

PREMIER ARTICLE : matériel supplémentaire – Fit indices for each variable of interest at each time of measurement

Basic psychological needs Autonomy Competence Relatedness	χ^2/df	IFI	CFI	TLI	GFI	AGFI	SRMR	RMSEA
T1	1.98	0.44	0.41	0.34	0.83	0.80	0.09	0.06
T2*	NA	NA	NA	NA	NA	NA	NA	NA
T3*	NA	NA	NA	NA	NA	NA	NA	NA
T4	1.60	0.48	0.43	0.36	0.77	0.72	0.11	0.07

* For these CFAs, the model did not converge, possibly due to a sample size too small to estimate a three factors model.

Basic psychological needs Satisfaction-Frustration	χ^2/df	IFI	CFI	TLI	GFI	AGFI	SRMR	RMSEA
T1	1.78	0.56	0.53	0.48	0.86	0.83	0.08	0.06
T2	1.35	0.72	0.69	0.66	0.84	0.81	0.08	0.05
T3	1.44	0.63	0.59	0.55	0.81	0.78	0.09	0.06
T4	1.42	0.63	0.60	0.56	0.79	0.75	0.10	0.06

Self-esteem	χ^2/df	IFI	CFI	TLI	GFI	AGFI	SRMR	RMSEA
T1	2.05	0.37	0.24	0.02	0.95	0.92	0.07	0.07
T2	2.10	0.41	0.31	0.11	0.92	0.87	0.09	0.08
T3	2.33	0.12	0	-0.39	0.91	0.86	0.09	0.10
T4	3.70	-0.31	0	-0.96	0.89	0.82	0.10	0.15

Satisfaction with life	χ^2/df	IFI	CFI	TLI	GFI	AGFI	SRMR	RMSEA
T1	1.59	0.98	0.97	0.95	0.99	0.96	0.04	0.05
T2	3.37	0.83	0.82	0.64	0.96	0.87	0.07	0.12
T3	2.33	0.93	0.92	0.85	0.97	0.90	0.06	0.10
T4	1.76	0.96	0.95	0.90	0.97	0.91	0.04	0.08

Vitality	χ^2/df	IFI	CFI	TLI	GFI	AGFI	SRMR	RMSEA
T1	2.14	0.73	0.69	0.54	0.97	0.94	0.06	0.08
T2	3.19	0.44	0.36	0.04	0.94	0.88	0.08	0.18
T3	1.85	0.87	0.86	0.78	0.93	0.86	0.08	0.08
T4	1.85	0.84	0.83	0.74	0.95	0.90	0.07	0.09

Depression	χ^2/df	IFI	CFI	TLI	GFI	AGFI	SRMR	RMSEA
T1	1.63	0.77	0.76	0.73	0.89	0.87	0.07	0.05
T2	1.30	0.80	0.78	0.76	0.88	0.85	0.07	0.04
T3	1.54	0.69	0.67	0.63	0.82	0.78	0.09	0.07
T4	1.57	0.70	0.67	0.64	0.81	0.77	0.09	0.07

APPENDICE B

TROISIÈME ARTICLE : matériel supplémentaire – Methodological precisions

Data collection procedures

The PI and two research assistants were involved in the interview process. Two interviews were conducted by the PI only. One research assistant accompanied the PI for five interviews. These seven interviews were conducted face-to-face with the participants. One interview was conducted over the phone by the PI and the other research assistant. Interviews were audio recorded.

The first two interviews were conducted in French only by the PI. Even though, all the participants were fluent in French, it appeared that there were some limits posed by the French language in the expression of certain ideas by the participants. Therefore, it was decided to conduct all the next interviews in French with a simultaneous translation in Malagasy offered by the research assistants, when necessary. This way, participants had the opportunity to express themselves in Malagasy whenever they felt like it. This procedure allowed the participant to validate that the idea that was translated was actually what they meant to say. If translations were not precise enough, participants would correct the translation and elaborate, either in French or in Malagasy.

Analyses specification

This approach sought to anchor the analysis within the cultural context, as seen through the lens of the Malagasy researcher, while also capitalizing on an outsider's perspective to better understand the experiences presented by the participants. The disagreements in the coding process mainly arose from the cultural lenses of each coder, as they did not share the same perception of the context. These varying perceptions had an impact on their comprehension and, consequently, their interpretation of the data. The encounter of these interpretations substantially enhanced the comprehension of the investigated phenomenon.

Throughout the whole research process, the researchers dedicated time to engage in deep discussions regarding their values, preconceptions, and inclinations as researchers, in a self-reflexivity perspective (Tracy, 2010). In these discussions, every coder discussed their own sense of self, attempting to articulate their identities and how these identities might have impacted the research process, specifically in relation to, but not limited to, the analyses. The reflections extended beyond the scope of analysis to scrutinize the interview procedures and the overall project development. Each coder posed questions to one another in an effort to encourage deeper contemplation and to further explore the connections that were brought up. The collaborative analysis process between the two researchers primarily took place online via a videoconferencing platform, Skype™.

Limitations of procedures

The initial two interviews were conducted by a single researcher who lacked proficiency in Malagasy. This circumstance potentially impacted the data quality due to certain ambiguities in the participants' discourse that were challenging to clarify. Consequently, some ideas might not have been fully expressed, thereby limiting the depth of the discussion. Following an iterative process, it has then been decided to introduce a second researcher, fluent in Malagasy, in the interview process for the next six interviews. One researcher was leading the interview and the other one was assisting the participants to express themselves in Malagasy, if they wished to. This support involved direct translation of the participants' responses into French, allowing the participants to validate and make adjustments to their statements if necessary. Even though this strategy was time-consuming, both for the participant and for the research team, it became apparent that this method provided the best opportunity for participants to fully express and ensure understanding of their experiences. An alternative approach could have involved training the Malagasy researcher to conduct interviews entirely in Malagasy, subsequently translating them for analysis. However, this method would have introduced a different set of limitations (Author1, Author 2, et al., submitted

APPENDICE C

TROISIÈME ARTICLE : matériel supplémentaire – Supplementary interview quotations

Supplementary interview quotations are organized in alignment with the various segments of the results section in the main article.

7.5.1 Extreme context

“Yes, that's why I'm leaving CITY too, because I don't want to see my class graduating while I sit here doing nothing. That's why I'm leaving my mother, my brothers, my sisters... I leave everyone so I don't get married. It's a bit sad, but... But I want to study, especially nursing, but there's no money for that”. P1-Female

“I studied here in CITY for a year after the baccalaureate. But after that, I couldn't go to OTHER CITY to continue, because it's a bit difficult to go there financially, and that's why I changed courses”. P3-Male

“I had a friend who got pregnant, but she had an abortion. There is a plant called Aloe that you boil in water, put in a bottle, and she drank that every morning. But she didn't tell me. It was for the abortion that she was drinking it. Afterward, I asked her, 'Why are you drinking this?' She told me she had a stomach ache... Eventually, the abortion was done. After that, she became sick because of the abortion. She was in a lot of pain but didn't want to tell her parents, so she left with friends and stayed at their place. Her parents came to pick her up from our place, so I took them to the friend's house where she was staying. However, she had already gone to sleep at her boyfriend's place. Her parents didn't know about it. She said she didn't want to tell them because her mother is mean. I went to her boyfriend's place and found her in a very bad condition. She had lost a lot of blood. I made her some tea to drink, and then I left to sell my phone to get some money and take her to the hospital. At the hospital, the doctor gave her injections. Then, she continued the treatment.” P2-Female

7.5.3.1 Relationships

“What I liked about the activity was playing music and having fun with friends”. P4-Male

“I am quite introverted by nature. I am not the type who will approach someone to talk, fight, or gossip. But upon joining the activity, I really noticed that I had become much more open. I was able to make friends. Not only did I notice that I had opened up, but also by traveling, I was able to discover new places and new ways of living. I was able to bring all that back into my life. I noticed that since then, I am much more open to others. I don't stay in my own corner; I approach others more easily”. P5-Female

“When we left the center for the social shelter, it's the coach who guides and watches over us. Even on the way, he tells us to be careful because ‘if something bothers you or hurts you, I am responsible. Yes, because you are still under my responsibility. Because you have not yet arrived at the center’. But when we returned to the center safe and sound, it's the Miss at the center who is the person in charge of us, not him. So, the role of Mister is not only to be our coach but also our general supervisor. He's the one who watches over us. I still see him today. We are from the same neighborhood”. P1-Female

“Everyone has their own mind, but in the group, we were obliged to be united, even though we were all very different. We managed to have cohesion to make the group work”. P5-Female

“My best friends were in football because they loved football, so every time someone found something related to football, they would say, 'Come and see, I found this related to football’. P7-Male

“The NGO has brought a lot to me, so I raised awareness among my cousins to go there. Regarding the percentage of those I managed to sensitize to go there, 40% went. To them, I would say, 'The NGO is not just about financial help, it's not just about success in terms of money, but it's truly about developing oneself as a human being, discovering more things, learning to live with others, discovering more than what you see in your daily life’. That's what I encouraged others to go and see”. P6-Female

“My father was really proud of me. It got to a point where when he was working and came across flutes or something like that, he would buy them for me. At one point, I had five of them. Whether it was plastic or wood, my father didn't really understand the difference between the clarinet and the flute. To him, it was the same. Each time, he would bring them to me. Even during the national celebration, if he saw small

trumpets being sold, he would bring those for me too. So, my father was really happy that I was into music, and he was very proud of me". P6-Female

"My parents used to say to me, 'Oh, but you can do something like that, you who seem so soft". P5-Female

"Learning to get along well with each other was also difficult. Because it's also about learning to live together, in the sense that, for example, if someone touches someone else's belongings, it's learning not to immediately get angry. It's about learning not to get upset and angry right away about it but to stay calm. It's truly learning to be together because we cannot be alone on this planet. So, we have to adapt to others and not always be in constant conflict or get annoyed every time someone does something we don't like". P6-Female

"I am quite introverted by nature. I am not the type who will approach someone to talk, fight, or gossip. But upon joining the activity, I really noticed that I had become much more open. I was able to make friends. Not only did I notice that I had opened up, but also by traveling, I was able to discover new places and new ways of living. I was able to bring all that back into my life. I noticed that since then, I am much more open to others. I don't stay in my own corner; I approach others more easily". P5-Female

7.5.3.2 Learnings

"I would highly recommend going there because, for example, I have friends who play soccer in the neighborhood, and they play well, but I would suggest to them to go there because it's more structured. There, they give you exercises, you can progress, not just sell around the neighborhood". P7-Male

"The group leader sets rules that must be followed; internal rules. Also, because he knows how to animate the group, we have fun with him even if there are rules". P3-Male

"For example, when I went to Tana (short for Antananarivo, the capital of Madagascar); the NGO gave me the opportunity to go to Tana. I discovered the capital. There are many more people there than here. I also realized that there were lots of young people who weren't going to school and weren't doing anything, and they were falling into prostitution. That motivated me in life to do everything I could to not become

like that. Because I saw that if I did nothing, I could end up like that. So, it really motivated me to avoid falling into that and pushed me to work hard, to go to school, and to pursue my studies as far as possible”.

P5-Female

“There are many lessons, advice on how to protect the goalkeeper. And in life too. You have to be serious in what you do, and everything will go very well”. P8-Male

“There are many changes. For example, when we play matches, there are different mindsets, different teams. We make new friends”. P1-Female

“I came for football, but I discovered several other sports like table tennis, volleyball, and ping-pong. I didn't know about them at all before. That's where I discovered and learned all that”. P7-Male

7.5.3.3 Responsibilities

“When the supervisor had to be absent, he would ask her to lead some exercises for the children, for the others. He would oversee that”. P7-Male

“For example, it was the first time I was managing young people. It was an opportunity for me to learn, to improve the management of youth”. P4-Male

“I told our supervisor that during training hours, I had nothing to do. So, I told her that I would leave the social shelter to teach the little girls or boys, to help our coach. I assisted him during training”. P1-Female

“As responsible for the uniforms, we were in charge of organizing the uniforms, as well as conducting inventories to count how many were available. We also washed the uniforms. Usually, we were supposed to wash everything together in the center, but there were times when only a few uniforms were dirty. At that point, we could take them home to wash and then bring them back”. P6-Female

“The artistic director was sometimes inspired by a song; he would think, 'Maybe we can use this song,' and propose it to the group. He also asked for their opinions, and sometimes it was the members themselves

who suggested songs. For example, the latest popular songs, that could also set them apart from other groups, and people will more easily remember them because of that. They would decide together if they could perform that song or not". P6-Female

"As a supervisor, every time I want to do something, I ask for their ideas. It's up to me to plan and organize the ideas they have. We start from their ideas, or if I have an idea, I propose it to them, and in return, they give their ideas too. We have an exchange of ideas". P3-Male

7.5.3.4 Perspectives for the future

"When we left, we created our own group, as a continuation, like we saw that it was working here and we wanted to improve it even more". P6-Female

7.5.3.5 Sense of purpose

"The main goal of the NGO is to give something to do to the youth. Because the youth, since there's nothing, since there are no activities proposed to them, they get bored and therefore do whatever. Some engage in prostitution, some misbehave, so the NGO created activities for the youth to keep them occupied, to have them do something" P5-Female

"In my opinion, it's an NGO that advocates against early pregnancies. Against children who go out and do nothing, and precisely this boredom often leads them to do more mischief than they should... [coming here] gives them something to do, to keep busy. I had marching band rehearsals on Monday, Wednesday, and Saturday. And precisely, these schedules corresponded to the hours when I didn't have classes. I didn't have classes on Wednesday, so I went there. On Saturday too, I didn't have classes, so I went there, in the morning for the marching band and in the afternoon for theater. Instead of doing nothing and wandering around the city, I always had a goal, which was to go and engage at the NGO". P6-Female

"I didn't really hang around much anymore, or almost not at all, because I was involved in an activity. I occupied myself with that instead of just hanging out with others. The others, more than anything else, led me to mischief. And by doing activities, I distanced myself from all of that". P7-Male

“The goal of the center is to provide activities for children, to prevent them from spending their time outside school hours on the streets, anywhere, or smoking drugs with drug users. It's important to create activities for them”. P4-Male

7.5.3.6 Prioritizing education

“In addition to soccer, I also played the piano at the music center. But my teacher asked me to stop because I was in an exam class. I loved playing the piano, but it bothered me a little because I was doing it a lot, and I practiced, practiced, practiced to become a professional, but it was bothering me in relation to my studies. And my teacher advised me to stop playing the piano because it was disrupting my studies. I didn't have enough time to revise. I was focusing too much on playing the piano rather than on my studies. That's why I stopped playing the piano”. P1-Female

RÉFÉRENCES

- Anadón, M. (2019). Les méthodes mixtes: implications pour la recherche «dite» qualitative. *Recherches qualitatives*, 38(1), 105-123.
- Anaut, M. (2009). La relation de soin dans le cadre de la résilience. *Informations sociales*, 156(6), 70-78.
- Aristote et Bodéüs, R. (2004). *Éthique à Nicomaque*. Flammarion.
- Assemblée des Premières Nations du Québec et du Labrador. (2014). *Protocole de recherche des Premières Nations du Québec et du Labrador*.
<https://eduq.info/xmlui/bitstream/handle/11515/38165/protocole-recherche-premieres-nations-APNQL-2014.pdf?sequence=2>
- Baker, S., Bellemore, P. et Morgan, S. (2023, 2023/05/01/). Researching in fragile contexts: Exploring and responding to layered responsibility for researcher care. *Women's Studies International Forum*, 98, 102700. <https://doi.org/https://doi.org/10.1016/j.wsif.2023.102700>
- Banque Mondiale. (2019, 4 mars 2019). *Madagascar - Vue d'ensemble*. Récupéré le 4 mars 2019 de <https://www.banquemondiale.org/fr/country/madagascar/overview>
- Barber, B. L., Eccles, J. S. et Stone, M. R. (2001). Whatever happened to the jock, the brain, and the princess? Young adult pathways linked to adolescent activity involvement and social identity. *Journal of adolescent research*, 16(5), 429-455.
- Bardocz-Bencsik, M. (2020). *Sport for development and peace – investigating the field* [University of Physical Education].
https://www.sportanddev.org/sites/default/files/downloads/mariann_bardocz-bencsik_mariann_dissertation.pdf
- Beaver, D. d. (2013, 2013/06/01). The Many Faces of Collaboration and Teamwork in Scientific Research: Updated Reflections on Scientific Collaboration. *COLLNET Journal of Scientometrics and Information Management*, 7(1), 45-54. <https://doi.org/10.1080/09737766.2013.802629>
- Bentler, P. M. (1990, Mar). Comparative fit indexes in structural models. *Psychol Bull*, 107(2), 238-246. <https://doi.org/10.1037/0033-2909.107.2.238>
- Berger, C., Deutsch, N., Cuadros, O., Franco, E., Rojas, M., Roux, G., et Sánchez, F. (2020). Adolescent peer processes in extracurricular activities: Identifying developmental opportunities. *Children and Youth Services Review*, 118(105457). <https://doi.org/10.1016/j.childyouth.2020.105457>

- Bettelheim, B. (1943). Individual and mass behavior in extreme situations. *The Journal of Abnormal and Social Psychology*, 38(4), 417-452. <https://doi.org/10.1037/h0061208>
- Bhukuth, A. et Ballet, J. (2009, Juin). *La traite des enfants à Madagascar*. UNICEF. <https://www.doc-developpement-durable.org/file/sante-hygiene-medecine/prostitution/Rapport%20traite%20des%20enfants-Bhukuth-ballet.pdf>
- Boelens, M., Smit, M., Raat, H., Bramer, W. et Jansen, W. (2022). Impact of organized activities on mental health in children and adolescents: An umbrella review. *Preventive Medicine Reports*, 25, Article 101687. <https://doi.org/10.1016/j.pmedr.2021.101687>
- Bohnert, A., Fredricks, J. et Randall, E. (2010). Capturing unique dimensions of youth organized activity involvement: Theoretical and methodological considerations. *Review of Educational Research*, 80(4), 576–610. <https://doi.org/10.3102/0034654310364533>
- Bouffard, S. M., Wimer, C., Caronongan, P., Little, P., Dearing, E. et Simpkins, S. D. (2006). Demographic differences in patterns of youth out-of-school time activity participation. *Journal of Youth Development*, 1(1), 24-39. <https://doi.org/10.5195/jyd.2006.396>
- Braun, V. et Clarke, V. (2020). One size fits all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research in Psychology*, 18(3), 328-352. <https://doi.org/10.1080/14780887.2020.1769238>
- Breton, G. (2009). From folk-tales to shareholder-tales: semiotics analysis of the annual report *Society and Business Review*, 4(3), 187-201.
- Brial, F. (2011). Tourisme international et prostitution féminine: le cas de Nosy-Bé (Madagascar). *Annales de géographie*, 679(3), 334-347. <https://doi.org/https://doi.org/10.3917/ag.679.0334>
- Calvo, R. A., Deterding, S. et Ryan, R. M. (2020). Health surveillance during covid-19 pandemic. *BMJ*, 369. <https://doi.org/10.1136/bmj.m1373>
- Camacho, M. (1986). *Les poubelles de la survie: la décharge municipale de Tananarive*. L'Harmattan.
- Cénat, J. M., Derivois, D., Hébert, M., Amédée, L. M. et Karray, A. (2018). Multiple traumas and resilience among street children in Haiti: psychopathology of survival. *Child abuse & neglect*, 79, 85-97.
- Chen, B., Van Assche, J., Vansteenkiste, M., Soenens, B. et Beyers, W. (2015). Does psychological need satisfaction matter when environmental or financial safety are at risk? *Journal of Happiness Studies*, 16(3), 745-766. <https://doi.org/10.1007/s10902-014-9532-5>

- Chen, B., Vansteenkiste, M., Beyers, W., Boone, L., Deci, E. L., Van der Kaap-Deeder, J., Duriez, B., Lens, W., Matos, L. et Mouratidis, A. (2015). Basic psychological need satisfaction, need frustration, and need strength across four cultures. *Motivation and Emotion*, 39(2), 216-236.
<https://doi.org/10.1007/s11031-014-9450-1>
- Chirkov, V., Ryan, R. M., Kim, Y. et Kaplan, U. (2003). Differentiating autonomy from individualism and independence: A self-determination theory perspective on internalization of cultural orientations and well-being. *Journal of Personality and Social Psychology*, 84(1), 97-110.
<https://doi.org/10.1037/0022-3514.84.1.97>
- Clarke, M. (2018). *Global South: what does it mean and why use the term?* University of Victoria.
 Récupéré le 2021 October 27 de
<https://onlineacademiccommunity.uvic.ca/globalsouthpolitics/2018/08/08/global-south-what-does-it-mean-and-why-use-the-term/>
- Cohen, J. (1992). A power primer. *Psychological bulletin*, 112, 155–159. <https://doi.org/10.1037/0033-2909.112.1.155>
- Cordeiro, P., Paixão, P., Lens, W., Lacante, M. et Sheldon, K. (2016). Factor structure and dimensionality of the balanced measure of psychological needs among portuguese high school students. Relations to well-being and ill-being. *Learning and Individual Differences*, 47, 51-60.
<https://doi.org/10.1016/j.lindif.2015.12.010>
- Corral, P., Irwin, A., Krishnan, N., Mahler, D. G. et Vishwanath, T. (2020). *Fragility and Conflict: On the Front Lines of the Fight against Poverty*. World Bank. <http://hdl.handle.net/10986/33324>
- Creswell, J. W. (2014). *Research design : qualitative, quantitative, and mixed methods approaches* (4th ed, international student éd.). SAGE.
- Cummings, J. N. et Kiesler, S. (2005). Collaborative Research Across Disciplinary and Organizational Boundaries. *Social Studies of Science*, 35(5), 703-722.
<https://doi.org/10.1177/0306312705055535>
- Dahl, Ø. (1999). *Meanings in Madagascar: cases of intercultural communication*. Greenwood Publishing Group.
- Darnell, S. C. et Hayhurst, L. M. C. (2011). Sport for decolonization: Exploring a new praxis of sport for development. *Progress in Development Studies*, 11(3), 183-196.
<https://doi.org/10.1177/146499341001100301>

- Darnell, S. C. et Hayhurst, L. M. C. (2012). Hegemony, postcolonialism and sport-for-development: a response to Lindsey and Grattan. *International journal of sport policy*, 4(1), 111-124.
- Datta, R. (2018). Decolonizing both researcher and research and its effectiveness in Indigenous research. . *Research Ethics*, 14(2), 1-24. <https://doi.org/10.1177/1747016117733296>
- Daxhelet, M.-L. (2013). *L'étude des processus défensifs, adaptatifs et anti-traumatiques chez des enfants soldats congolais* Université du Québec à Montréal].
- De Berry, J. (2023, March 3). Madagascar and the social impacts of drought. *World Bank Blogs*. <https://blogs.worldbank.org/climatechange/madagascar-and-social-impacts-drought>
- Décarpentrie, L., Bélanger, C., Gadais, T., Ramarokoto, M., Rakotondramanana, B., Guirao, J.-L. et Volanjary, M. H. (2022, 24-27 August). What do teenagers participating in extracurricular activities really gain from the experience? Echos from Madagascar. EARA 2022, Dublin, Ireland.
- Décarpentrie, L., Bélanger, C., Gadais, T., Ramarokoto, M., Rakotondramanana, B., Volanjary, M. H., Guirao, J.-L. et Rakotomalala, O. (2021, 18-21 October 2021). *Contribution of extracurricular activities to the mental health of youth living in an extreme context: views from Madagascar*. 21st WPA World Congress of Psychiatry,, Cartagena, Colombia.
- Décarpentrie, L., Bélanger, C., Gadais, T., Randrianarisoa, A., Rakotondrasoa, S. R., Volanjary, M. H. et Guirao, J.-L. (2021, 18-21 October 2021). *Effect of the covid-19 pandemic on the mental health of the Malagasy youth*. 21st WPA World Congress of Psychiatry,, Cartagena, Colombia.
- Deci, E. L. et Ryan, R. M. (2008). Facilitating Optimal Motivation and Psychological Well-Being Across Life's Domains. *Canadian Psychology/Psychologie canadienne*, 49(1), 14-23. <https://doi.org/10.1037/0708-5591.49.1.14>
- Demir, M., Özdemir, M. et Marum, K. P. (2011). Perceived autonomy support, friendship maintenance, and happiness. *The Journal of psychology*, 145(6), 537-571.
- Denault, A. S. et Poulin, F. (2009). Predictors of adolescent participation in organized activities: A five - year longitudinal study. *Journal of research on adolescence*, 19(2), 287-311. <https://doi.org/10.1111/j.1532-7795.2009.00597.x>
- Diener, E. (1984). Subjective well-being. *Psychological bulletin*, 95(3), 542-563.
- Diener, E. (2000). Subjective well-being. The science of happiness and a proposal for a national index. *American psychologist*, 55(1), 34-43. <https://doi.org/10.1037/0003-066X.55.1.34>

- Dissanayake, E. (2000). *Art and intimacy: How the arts began*. University of Washington Press.
- Dumazedier, J. (1963). *Vers une civilisation du loisir?* Editions du seuil.
- Durham Community Research Team. (2011). *Community-based participatory research: ethical challenges, Scoping study report to AHRC Connected Communities Programme, Swindon*. <https://ahrc.ukri.org/documents/project-reports-and-reviews/connected-communities/community-based-participatory-research-ethical-challenges/>
- Dusdal, J. et Powell, J. J. W. (2021). Benefits, Motivations, and Challenges of International Collaborative Research: A Sociology of Science Case Study. *Science and Public Policy*, 48(2), 235-245. <https://doi.org/10.1093/scipol/scab010>
- Eccles, J. S. et Barber, B. L. (1999). Student council, volunteering, basketball, or marching band: What kind of extracurricular involvement matters? *Journal of adolescent research*, 14(1), 10-43. <https://doi.org/10.1177/0743558499141003>
- Eccles, J. S., Barber, B. L., Stone, M. et Hunt, J. (2003). Extracurricular activities and adolescent development. *Journal of social issues*, 59(4), 865-889. <https://doi.org/10.1046/j.0022-4537.2003.00095.x>
- Emmanuelli, X. (2011). Un phénomène universel: les enfants des rues. *Archives de pédiatrie*, 7(18), 729-730.
- Farb, A. F. et Matjasko, J. L. (2012). Recent advances in research on school-based extracurricular activities and adolescent development. *Developmental Review*, 32, 1-48. <https://doi.org/10.1016/j.dr.2011.10.001>
- Farley, S. et Robitaille, K. (2023, 20 mars). La grande scission : réflexions sur l'appellation « Nord-Sud ». *Un seul monde*. <https://ieim.uqam.ca/la-grande-scission/>
- Faul, F., Erdfelder, E., Lang, A. G. et Buchner, A. (2007). G* Power 3: A flexible statistical power analysis program for the social, behavioral, and biomedical sciences. *Behavior research methods*, 39(2), 175-191.
- Fredricks, J. A. et Eccles, J. S. (2006, Jul). Is extracurricular participation associated with beneficial outcomes? Concurrent and longitudinal relations. *Developmental psychology*, 42(4), 698-713. <https://doi.org/10.1037/0012-1649.42.4.698>

- Fredricks, J. A. et Eccles, J. S. (2008). Participation in extracurricular activities in the middle school years: Are there developmental benefits for African American and European American youth? *Journal of Youth and Adolescence*, 37, 1029-1043. <https://doi.org/10.1007/s10964-008-9309-4>
- Freire, T. (2018, 2018/01/02). Leisure and positive psychology: Contributions to optimal human functioning. *The Journal of Positive Psychology*, 13(1), 4-7. <https://doi.org/10.1080/17439760.2017.1374445>
- Gadais, T. (2019). Sport for Development and Peace: Current Perspectives of Research. In *Sports Science and Human Health-Different Approaches*. London: IntechOpen.
- Gadais, T., Décarpentrie, L., Webb, A., Ayoub, M.-B., Bardocz-Bencsik, M. et Bélanger, C. (2021, 2021-November-04). A Method for Conducting Preliminary Analysis of the Nature and Context of Sport for Development and Peace Projects in Fieldwork Research: An Illustration With a Malagasy Non-Governmental Organization [Original Research]. *Frontiers in Sports and Active Living*, 3. <https://doi.org/10.3389/fspor.2021.658496>
- Gadais, T., Pulido, N. V., Vinazco, S. et Garzón, M. (2023). Marchando desde una comunidad en Bogotá hasta los Juegos Olímpicos: experiencias de un programa de deporte para el desarrollo y la paz. *Revista Latinoamericana, Estudios de la Paz y el Conflicto*, 4(7), 29-46.
- Gadais, T., Webb, A. et Garcia, A. (2017). Using report analysis as a sport for development and peace research tool: The case of El Salvador Olimpica Municipal's programme. *Journal of Sport for Development*, 6(10), 12-24.
- Gendron, D. et Breton, G. (2013). Telling the privatization story: a study of the president's letter. *Society and Business Review*, 8(2), 179-192
- Glatzer, W., Camfield, L., Moller, V. et Rojas, M. (2015). Global handbook of quality of life. *Exploration of well-being of nations and continents*.
- Graeff, B., Šafaříková, S. et Svoboda, A. (2023). Research collaborations—On the experience of doing international research on sport for development and peace in South America. Dans *Handbook of Sport and International Development* (p. 199-203). Edward Elgar Publishing. <https://doi.org/10.4337/9781800378926.00025>.
- Greimas, A. J. (1983). *Du sens II*. Paris: Seuil, 245. .
- Gupta, V. et Korte, C. (1994). The effects of a confidant and a peer group on the well-being of single elders. *The International Journal of Aging and Human Development*, 39(4), 293-302.

- Hair, J. F., Black, W. C. et Babin, B. J. (2010). *Multivariate Data Analysis: A Global Perspective*. Pearson Education. <https://books.google.ca/books?id=SLRPLgAACAAJ>
- Hall, E. T. (1989). *Beyond culture*. Anchor.
- Hansen, D. M., Larson, R. W. et Dworkin, J. B. (2003). What adolescents learn in organized youth activities: A survey of self - reported developmental experiences. *Journal of research on adolescence*, 13(1), 25-55. <https://doi.org/10.1111/1532-7795.1301006>
- Hasbani, M. et Breton, G. (2013). Restoring social legitimacy: discursive strategies used by a pharmaceutical industry leader. *Society and Business Review*, 8(1), 71-89.
- Hauge, W. (2011). Madagascar between peace and conflict-domestic capabilities for peaceful conflict management. *Conflict, Security & Development*, 11(5), 509-531. <https://doi.org/10.1080/14678802.2011.641768>
- Hayhurst, L. M. C. (2016, 2016/10/19). Sport for development and peace: a call for transnational, multi-sited, postcolonial feminist research. *Qualitative Research in Sport, Exercise and Health*, 8(5), 424-443. <https://doi.org/10.1080/2159676X.2015.1056824>
- Heath, R. D., Anderson, C., Turner, A. C. et Payne, C. M. (2018). Extracurricular activities and disadvantaged youth: A complicated—but Promising—story. *Urban Education*, 57(8), 1415-1449. <https://doi.org/10.1177/0042085918805797>
- Henrich, J., Heine, S. J. et Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and brain sciences*, 33(2-3), 61-83. <https://doi.org/10.1017/S0140525X0999152X>
- Hoexter, H. (2023, January 27). *Madagascar: malnutrition spikes in the wake of climate shocks*. Médecins sans frontières/Doctor without borders. <https://prezly.msf.org.uk/madagascar-malnutrition-spikes-in-the-wake-of-climate-shocks>
- Horowitz, F. D. (2000). Child development and the PITS: Simple questions, complex answers, and developmental theory. *Child Development*, 71(1), 1-10. <http://www.jstor.org/stable/1132211>
- IBM Corp. (2020). *IBM SPSS Statistics for Windows*. Dans (Version 28.0) [Computer software]. IBM Corp.
- INSTAT. (2018). *Madagascar Multiple Indicator Cluster Survey, 2018*. <https://www.unicef.org/madagascar/media/3121/file/UNICEF%20Madagascar%20Executive%20Summary%20MICS%20ENG.pdf>

- Iwasaki, Y. (2008). Pathways to meaning-making through leisure-like pursuits in global contexts. *Journal of Leisure Research*, 40(2), 231-249.
- Iwasaki, Y., Nishino, H., Onda, T. et Bowling, C. (2007). Research reflections leisure research in a global world: Time to reverse the western domination in leisure research? *Leisure Sciences*, 29(1), 113-117.
- Jacquemin, M. (2009). «Petites nièces» et «petites bonnes» à Abidjan. *Travail, genre et sociétés*(2), 53-74. <https://doi.org/10.3917/tgs.022.0053>
- Jalloh, A. (2013). African leisure: a framework for development through leisure. *World Leisure Journal*, 55(1), 96-105. <https://doi.org/10.1080/04419057.2012.761892>
- Jones, J. N. et Deutsch, N. L. (2011). Relational Strategies in After-School Settings:How Staff–Youth Relationships Support Positive Development. *Youth & Society*, 43(4), 1381-1406. <https://doi.org/10.1177/0044118x10386077>
- Keyes, C. L. (2002). The mental health continuum: From languishing to flourishing in life. *Journal of health and social behavior*, 43(2), 207-222.
- Kindelberger, C., Le Floc'h, N. et Clarisse, R. (2007). Les activités de loisirs des enfants et des adolescents comme milieu de développement. *L'orientation scolaire et professionnelle*, 36(4), 485-502. <https://doi.org/10.4000/osp.1527>
- Kline, R. B. (2004). *Beyond significance testing: Reforming data analysis methods in behavioral research*. American Psychological Association. <https://doi.org/10.1037/10693-000>
- La Guardia, J. G. et Ryan, R. M. (2000). Buts personnels, besoins psychologiques fondamentaux et bien-être: théorie de l'autodétermination et applications. *Revue québécoise de psychologie*, 21(2), 281-304.
- Larson, R. W., Wilson, S., Brown, B. B., Furstenberg, J., Frank F et Verma, S. (2002). Changes in adolescents' interpersonal experiences: Are they being prepared for adult relationships in the twenty - first century? *Journal of research on adolescence*, 12(1), 31-68. <https://doi.org/10.1111/1532-7795.00024>
- Lerner, R. M., Lerner, J. V., Bowers, E. P. et Geldhof, G. J. (2015a). Positive youth development and relational-developmental-systems. Dans W. F. Overton, P. C. M. Molenaar et R. M. Lerner (dir.), *Handbook of child psychology and developmental science: Theory and method* (7th éd., vol. 1, p. 607-651). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118963418.childpsy116>.

- Lerner, R. M., Lerner, J. V., Bowers, E. P. et Geldhof, G. J. (2015b). Positive youth development and relational-developmental-systems. Dans W. F. Overton, P. C. M. Molenaar et R. M. Lerner (dir.), *Handbook of child psychology and developmental science: Theory and method* (7th éd., vol. 1, p. 607-651). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118963418.childpsy116>.
- Leversen, I., Danielsen, A. G., Birkeland, M. S. et Samdal, O. (2012, 2012/12/01). Basic psychological need satisfaction in leisure activities and adolescents' life satisfaction. *Journal of Youth and Adolescence*, 41(12), 1588-1599. <https://doi.org/10.1007/s10964-012-9776-5>
- Leversen, I., Danielsen, A. G., Wold, B. et Samdal, O. (2012). What they want and what they get: Self-reported motives, perceived competence, and relatedness in adolescent leisure activities. *Child Development Research*, 2012.
- Lieberman, A. (1986). Collaborative research : Working with, not working on... . *Educational Leadership*, , 43(5), 29-32.
- Livingstone, S. (2003). On the Challenges of Cross-National Comparative Media Research. *European Journal of Communication*, 18(4), 477-500. <https://doi.org/10.1177/0267323103184003>
- Lynch, M. et Yerashotis, G. (2017). Sporting chancers: Three Canadian corporations' representations of sport-for-youth-development. *International Review for the Sociology of Sport*. <https://doi.org/10.12690217734543>
- Lynch, M. F., Salikhova, N. R. et Eremeeva, A. V. (2020). Basic Needs in Other Cultures: Using Qualitative Methods to Study Key Issues in Self-Determination Theory Research. *Journal of the Higher School of Economics*, 17, 134-144. <https://doi.org/10.17323/1813-8918-2020-1-134-144>
- Mahoney, J. L., Larson, R. W. et Eccles, J. S. (2005). *Organized activities as contexts of development: Extracurricular activities, after school and community programs*. Lawrence Erlbaum Associates Publishers.
- Mahoney, J. L. et Stattin, H. (2000). Leisure activities and adolescent antisocial behavior: The role of structure and social context. *Journal of adolescence*, 23(2), 113-127.
- Mandolesi, L., Polverino, A., Montuori, S., Foti, F., Ferraioli, G., Sorrentino, P. et Sorrentino, G. (2018). Effects of Physical Exercise on Cognitive Functioning and Wellbeing: Biological and Psychological Benefits. *Frontiers in Psychology*, 9(509). <https://doi.org/10.3389/fpsyg.2018.00509>
- Markus, H. R. et Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98(2), 224-253. <https://doi.org/10.1037/0033-295X.98.2.224>

- Martela, F. et Sheldon, K. M. (2019). Clarifying the Concept of Well-Being: Psychological Need Satisfaction as the Common Core Connecting Eudaimonic and Subjective Well-Being. *Review of General Psychology*, 23(4), 458-474. <https://doi.org/10.1177/1089268019880886>
- Mathieu, M. C., Jean Jacques, R. et Dérivois, D. (2012). Résilience et processus créateurs dynamiques : pour une reconstruction des jeunes. Dans J.-D. Rainhorn (dir.), *Haïti, réinventer l'avenir* (p. 229-235). Éditions de la Maison des sciences de l'homme.
- Matjasko, J. L., Holland, K. M., Holt, M. K., Espelage, D. L. et Koenig, B. W. (2019, February). All things in moderation? Threshold effects in adolescent extracurricular participation intensity and behavioral problems. *Journal of School Health*, 89(2), 79-87. <https://doi.org/10.1111/josh.12715>
- McElroy, C. J. (2015). *Over the lip of the world: Among the storytellers of Madagascar*. University of Washington Press.
- McLeroy, K. R., Norton, B. L., Kegler, M. C., Burdine, J. N. et Sumaya, C. V. (2003). Community-Based Interventions. *American Journal of Public Health*, 93(4), 529-533. <https://doi.org/10.2105/ajph.93.4.529>
- Michel, J. (2018). *Defining Fragility and Identifying Fragile Situations* (Managing Fragility and Promoting Resilience to Advance Peace, Security, and Sustainable Development, Issue. JSTOR. <http://www.jstor.org/stable/resrep22409.7>
- Mirandraibe, J. et Losa, F. (2023, Septembre 2023). *Qui est laissé de côté à Madadagascar? Analyse de classification sur les données du Recensement Général de la Population et de l'Habitation 2018*. https://madagascar.un.org/sites/default/files/2023-11/UN_LNOB_FINAL.pdf
- Moller, A. C., Friedman, R. et Deci, E. L. (2006). A self-determination theory perspective on the interpersonal and intrapersonal aspects of self-esteem. Dans M. H. Kernis (dir.), *Self-esteem issues and answers: A sourcebook of current perspectives* (p. 188-194). Psychology Press. <https://doi.org/10.4324/9780203759745>.
- Morelle, M. (2008). Les enfants de la rue à Yaoundé (Cameroun) et Antananarivo (Madagascar). *Autrepart*, 45(1), 43-57.
- Morrisette, J. (2013). Recherche-action et recherche collaborative: quel rapport aux savoirs et à la production de savoirs? *Nouvelles pratiques sociales*, 25(2), 35-49.
- Nelsen, J. et Lott, L. (2014). *La Discipline Positive pour les adolescents. Comment accompagner nos ados, les encourager et les motiver, avec fermeté et bienveillance*. Éditions Toucan.

- O'Flaherty, M., Baxter, J. et Campbell, A. (2022). Do extracurricular activities contribute to better adolescent outcomes? A fixed - effects panel data approach. . *Journal of adolescence*, 94(6), 855 – 866. <https://doi.org/10.1002/jad.12069>
- O'Neill, A. (2022, December). *Madagascar: Age structure from 2011 to 2021*. Statista. Récupéré le November 4, 2022 de <https://www.statista.com/statistics/460382/age-structure-in-madagascar/>
- OMS. (1946). *Préambule à la Constitution de l'Organisation Mondiale de la Santé, tel qu'adopté par la Conférence internationale sur la Santé, New York, 19 juin -22 juillet 1946; signé le 22 juillet 1946 par les représentants de 61 Etats. (Actes officiels de l'Organisation mondiale de la Santé, n°. 2, p. 100) et entré en vigueur le 7 avril 1948.*
- OMS. (2013). *Plan d'action global pour la santé mentale 2013-2020*. Organisation mondiale de la Santé.
- ONU. (2010). *Programme d'action mondiale pour la jeunesse*.
- ONU. (2016a). *Bonne santé et bien-être : pourquoi est-ce important?* Dans O. d. N. Unies (dir.), *Objectifs de développement durable, 17 objectifs pour transformer notre monde* : Organisation des Nations Unies.
- ONU. (2016b). *Bonne santé et bien-être : pourquoi est-ce important?* . Dans O. d. N. Unies (dir.), *Objectifs de développement durable, 17 objectifs pour transformer notre monde* : Organisation des Nations Unies.
- ONU. (2018). *Santé mentale : une question négligée mais cruciale pour réaliser les objectifs mondiaux*. <https://news.un.org/fr/story/2018/05/1013032>
- Organisation Mondiale de la Santé. (1946). *Constitution de l'Organisation Mondiale de la Santé*. <http://apps.who.int/gb/bd/PDF/bd47/FR/constitution-fr.pdf?ua=1>
- Passmore, A. et French, D. (2001). Development and administration of a measure to assess adolescents' participation in leisure activities. *Adolescence*, 36(141), 67-75.
- Pelletier, L. G., Vallerand, R. J., Green-demers, I., Brière, N. M. et Blais, M. R. (1995). Loisirs et santé mentale: les relations entre la motivation pour la pratique des loisirs et le bien-être psychologique. *Canadian Journal of Behavioural Science/Revue canadienne des Sciences du comportement*, 27(2), 140-156. <https://doi.org/10.1037/0008-400X.27.2.140>
- PNUD. (2018). *Rapport national sur le développement humain à Madagascar*. <https://www.undp.org/fr/madagascar/publications/rapport-national-sur-le-d%C3%A9veloppement-humain-2018>

- QSR International. (2018). *NVivo 12*. Dans <https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/home>
- R Core Team. (2022). *R: A language and environment for statistical computing*. R Foundation for Statistical Computing. Vienna, Austria. <https://www.R-project.org/>.
- Radanielina-Hita, M. L. (2010). Let's make peace! A cross-cultural analysis of the effects of serial arguing behaviors in romantic relationships: The case of Malagasy romantic partners. *Journal of Intercultural Communication Research*, 39(2), 81-103.
- Radloff, L. S. (1977). The CES-D Scale: A self-report depression scale for research in the general population. *Applied Psychological Measurement*, 1(3), 385-401. <https://doi.org/10.1177/014662167700100306>
- Ralaingita, M. I., Ennis, G., Russell-Smith, J., Sangha, K. et Razanakoto, T. (2022). The Kere of Madagascar: a qualitative exploration of community experiences and perspectives. *Ecology and Society*, 27(1), Article 42. <https://doi.org/10.5751/ES-12975-270142>
- Redmond, M., Sumner, R. C., Crone, D. M. et Hughes, S. (2018). 'Light in dark places': exploring qualitative data from a longitudinal study using creative arts as a form of social prescribing. *Arts & Health*, 1-14. <https://doi.org/10.1080/17533015.2018.1490786>
- Reeve, J. (2015). *Understanding motivation and emotion* (6th éd.). John Wiley & Sons.
- Rhodes, J. et Spencer, R. (2005). Someone to watch over me: Mentoring programs in the after-school lives of children and adolescents. Dans J. L. Mahoney, R. W. Larson et J. S. Eccles (dir.), *Organized activities as contexts of development* (p. 431-448). Psychology Press.
- Richards, J., Kaufman, Z., Schulenkorf, N., Wolff, E., Gannett, K., Siefken, K. et Rodriguez, G. (2013). Advancing the evidence base of sport for development: A new open-access, peer-reviewed journal. *Journal of Sport for Development*. <http://hdl.handle.net/10453/33490>
- Rosenberg, M. (1965). *Society and the Adolescent Self-Image*. Princeton University Press. <https://doi.org/10.1515/9781400876136>
- Rosseel, Y. (2012). lavaan: An R Package for Structural Equation Modeling. *Journal of Statistical Software*, 48(2), 1-36. <https://www.jstatsoft.org/v48/i02/>.
- Ryan, R. M. (1995). Psychological needs and the facilitation of integrative processes. *Journal of Personality*, 63(3), 397-427. <https://doi.org/10.1111/j.1467-6494.1995.tb00501.x>

- Ryan, R. M., Chirkov, V. I., Little, T. D., Sheldon, K. M., Timoshina, E. et Deci, E. L. (1999). The American dream in Russia: Extrinsic aspirations and well-being in two cultures. *Personality and social psychology bulletin*, 25(12), 1509-1524. <https://doi.org/10.1177/01461672992510007>
- Ryan, R. M. et Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68-78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Ryan, R. M. et Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual review of psychology*, 52(1), 141-166. <https://doi.org/10.1146/annurev.psych.52.1.141>
- Ryan, R. M. et Deci, E. L. (2017a). Basic psychological needs theory: Satisfaction and frustration of autonomy, competence, and relatedness in relation to psychological wellness and full functioning. Self-determination theory Dans R. M. Ryan et E. L. Deci (dir.), *Self-determination theory: Basic psychological needs in motivation, development, and wellness* (p. 239-271). The Guilford Press.
- Ryan, R. M. et Deci, E. L. (2017b). *Self-determination theory : basic psychological needs in motivation, development, and wellness*. The Guilford Press. <https://doi.org/10.1521/978.14625/28806>
- Ryan, R. M. et Frederick, C. (1997). On energy, personality, and health: Subjective vitality as a dynamic reflection of well - Being. *Journal of Personality*, 65(3), 529-565. <https://doi.org/10.1111/j.1467-6494.1997.tb00326.x>
- Ryan, R. M., La Guardia, J. G., Solky - Butzel, J., Chirkov, V. et Kim, Y. (2005). On the interpersonal regulation of emotions: Emotional reliance across gender, relationships, and cultures. *Personal relationships*, 12(1), 145-163. <https://doi.org/10.1111/j.1350-4126.2005.00106.x>
- Ryan, R. M. et Lynch, J. H. (1989). Emotional autonomy versus detachment: Revisiting the vicissitudes of adolescence and young adulthood. *Child development*, 340-356.
- Ryan, R. M., Weinstein, N., Bernstein, J., Brown, K. W., Mistretta, L. et Gagné, M. (2010). Vitalizing effects of being outdoors and in nature. *Journal of Environmental Psychology*, 30(2), 159-168. <https://doi.org/10.1016/j.jenvp.2009.10.009>
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069-1081. <https://doi.org/10.1037/0022-3514.57.6.1069>

- Sachs, J. D., Lafortune, G., Fuller, G. et Drumm, E. (2023). *Implementing the SDG Stimulus. Sustainable Development Report 2023*. Paris: SDSN, Dublin: Dublin University Press.
<https://doi.org/10.25546/102924>
- Sanci, L. A., Sawyer, S. M., Weller, P. J., Bond, L. M. et Patton, G. C. (2004). Youth health research ethics: time for a mature-minor clause? *Medical Journal of Australia*, 180(7), 336.
<https://doi.org/10.5694/j.1326-5377.2004.tb05969.x>
- Sanson, A. V., Van Hoorn, J. et Burke, S. E. (2019). Responding to the impacts of the climate crisis on children and youth. *Child Development Perspectives*, 13(4), 201-207.
<https://doi.org/10.1111/cdep.12342>
- Sastre, B. C. et Zarama V, M. I. (1994). Le travail des enfants dans les mines de charbon en Colombie. *Labour, Capital and Society/Travail, capital et société*, 250-269.
- Sayanagi, N. R. et van Egmond, M. C. (2023). Self-Determination Theory and International Development. Dans R. M. Ryan (dir.), *The Oxford Handbook of Self-Determination Theory* (p. 1052-1069). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780197600047.013.52>.
- Schimmack, U. et Diener, E. (2003). Predictive validity of explicit and implicit self-esteem for subjective well-being. *Journal of Research in personality*, 37(2), 100-106.
- Schulenkorf, N. et Adair, D. (2014). *Global sport-for-development : critical perspectives*. . New York: Palgrave Macmillan.
- Schulenkorf, N., Sherry, E. et Rowe, K. (2016). Sport for Development: An Integrated Literature Review. . *Journal of Sport Management*, 30(1).
- Sheldon, K. M., Elliot, A. J., Ryan, R. M., Chirkov, V., Kim, Y., Wu, C., Demir, M. et Sun, Z. (2004). Self-concordance and subjective well-being in four cultures. *Journal of cross-cultural psychology*, 35(2), 209-223. <https://doi.org/10.1177/0022022103262245>
- Sherry, E., Schulenkorf, N. et Chalip, L. (2015). Managing sport for social change: The state of play. *Sport Management Review*, 18(1), 1-5.
- Sherzer, J. (2012). Langage et culture : une approche centrée sur le discours. *Langage et société*, 139(1), 21-45. <https://doi.org/10.3917/l39.0021>
- Shulruf, B. (2010, 2010/12/01). Do extra-curricular activities in schools improve educational outcomes? A critical review and meta-analysis of the literature. *International Review of Education*, 56(5), 591-612. <https://doi.org/10.1007/s11159-010-9180-x>

- Silva-Leander, S. (2020, October). *Multiple deprivations in children in Madagascar, Briefing note, 2020.01(UNI209762)*. UNICEF. <https://www.unicef.org/madagascar/en/reports/multiple-deprivations-children-madagascar>
- Smith, L. T. (2012). *Decolonizing methodologies : research and indigenous peoples (Second)*. Zed books.
- Sonke, J., Rollins, J. et Graham-Pole, J. (2016). Arts in healthcare setting in the United States. Dans S. Clift et P. M. Camic (dir.), *Oxford textbook of creative arts, health, and wellbeing: International perspectives on practice, policy and research* (p. 113-121). Oxford University Press.
- Sowislo, J. F. et Orth, U. (2013). Does low self-esteem predict depression and anxiety? A meta-analysis of longitudinal studies. *Psychological bulletin, 139*(1), 213.
- Stevens, J. P. (2012). *Applied multivariate statistics for the social sciences*. Routledge.
- Suzuki, S. (2021). English and the Legacy of Linguistic Domination in IR. Dans *The Politics of Translation in International Relations* (p. 175-198). Palgrave Macmillan, Cham.
- Svensson, P. et Woods, H. (2017). A systematic overview of sport for development and peace organisations. *Journal of Sport for Development, 5*(9), 36-48.
- Tabachnick, B. G., Fidell, L. S. et Ullman, J. B. (2007). *Using multivariate statistics* (5th éd.). pearson Boston, MA.
- Tamm, O., Saaremäe, E., Rahkema, K., Jaagus, J. et Tamm, T. (2023, 2023/04/01/). The intensification of short-duration rainfall extremes due to climate change – Need for a frequent update of intensity–duration–frequency curves. *Climate Services, 30*, 100349. <https://doi.org/https://doi.org/10.1016/j.cliser.2023.100349>
- Tay, L. et Diener, E. (2011). Needs and subjective well-being around the world. *Journal of Personality and Social Psychology, 101*(2), 354-365. <https://doi.org/10.1037/a0023779>
- Tracy, S. J. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. *Qualitative inquiry, 16*(10), 837-851. <https://doi.org/10.1177/107780041038>
- Triandis, H. C. (2006). Cultural aspects of globalization. *Journal of International Management, 12*(2), 208-217.
- Trzesniewski, K. H., Donnellan, M. B., Moffitt, T. E., Robins, R. W., Poulton, R. et Caspi, A. (2006). Low self-esteem during adolescence predicts poor health, criminal behavior, and limited economic prospects during adulthood. *Developmental psychology, 42*(2), 381.

- UN Inter-Agency Task Force on Sport for Development and Peace. (2003). *Sport for peace and development: International Year of Sport and Physical Education*.
https://www.un.org/sport/sites/www.un.org.sport/files/documents/pdfs/SG%27s%20Reports%20to%20GA/A-58-268/A_58_268_ENG.pdf
- UNICEF. (2011). *La situation des enfants dans le monde : l'adolescence, l'âge de tout les possibles*.
https://www.unicef.org/french/publications/files/SOWC_2011_Main_Report_FR_02092011.pdf
- UNICEF. (2014). *L'enfance à Madagascar, une promesse d'avenir. Analyse de la situation de la mère et de l'enfant*.
[https://www.unicef.org/madagascar/media/1056/file/SITAN%202014%20\(full\)%20\(2014\).pdf](https://www.unicef.org/madagascar/media/1056/file/SITAN%202014%20(full)%20(2014).pdf)
- UNICEF. (2018a, Octobre). *Défis et opportunités des enfants à Madagascar*.
<https://www.unicef.org/madagascar/media/1241/file>
- UNICEF. (2018b). *Integrating humanitarian response and development: programme framework for fragile contexts*. <https://www.unicef.org/media/96586/file/Programme-Framework-Fragile-Contexts.pdf>
- United Nations convention against transnational organized crime. (2000).
- United Nations. (2010, June). *World programme for action for youth*.
<https://www.un.org/esa/socdev/unyin/documents/wpay2010.pdf>
- United Nations. (2020). *Good health and well-being: why it matters*.
https://www.un.org/sustainabledevelopment/wp-content/uploads/2017/03/3_Why-It-Matters-2020.pdf
- United Nations. (2022). *Human development report 2021/2022. Uncertain times, unsettled lives. Shaping our future in a transforming world*. <https://hdr.undp.org/content/human-development-report-2021-22>
- United Nations Development Program. (2022). *Human development report 2021/2022. Uncertain times, unsettled lives. Shaping our future in a transforming world*.
<https://hdr.undp.org/content/human-development-report-2021-22>
- United Nations Population Fund. (2017). *Rapport annuel UNFPA océan indien. Une ambition renouvelée*.
<https://madagascar.unfpa.org/sites/default/files/pub-pdf/UNFPA%20RAPPORT%20ANNUEL%202017.pdf>

- Vallerand, R. J. (1989). Vers une méthodologie de validation trans-culturelle de questionnaires psychologiques: Implications pour la recherche en langue française. *Canadian Psychology/Psychologie canadienne*, 30(4), 662. <https://doi.org/10.1037/h0079856>
- Vallieres, E. F. et Vallerand, R. J. (1990). Traduction et validation canadienne - française de l'échelle de l'estime de soi de Rosenberg. *International journal of psychology*, 25(2), 305-316. <https://doi.org/10.1080/00207599008247865>
- Vansteenkiste, M., Niemiec, C. P. et Soenens, B. (2010). The development of the five mini-theories of self-determination theory: An historical overview, emerging trends, and future directions. Dans T. C. Urdan et S. A. Karabenick (dir.), *The decade ahead: Theoretical perspectives on motivation and achievement* (p. 105-165). Emerald Group Publishing Limited. [https://doi.org/10.1108/S0749-7423\(2010\)16_Part_A](https://doi.org/10.1108/S0749-7423(2010)16_Part_A).
- Vansteenkiste, M. et Ryan, R. M. (2013). On psychological growth and vulnerability: Basic psychological need satisfaction and need frustration as a unifying principle. *Journal of Psychotherapy Integration*, 23(3), 263-280. <https://doi.org/10.1037/a0032359>
- Venkatesh, V., Ruprecht, L. et Ferede, M. K. (2023). *Arts education: an investment in quality learning* (ED/PSD/GCP/2023/06). UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000386034>
- Wallon, H. (1990). Le jeu chez l'enfant. Dans E. J. L. Maury (dir.), *Henri Wallon, écrits de 1926 à 1961. Psychologie et dialectique* (p. 148-164). Messidor. (Publication originale en 1949).
- Warria, A. (2022). Trafficking and exploitation of children in fragile environments: Is prevention possible? *Intervention*, 20(1), 5-13. https://doi.org/10.4103/INTV.INTV_1_21
- Webb, A. (2019). Actantial Insights: Making Sense of Sport for Development Performance Account Management. *Journal of Global Sport Management*, 1-18.
- Webb, A. et Richelieu, A. (2015). Sport for development and peace snakes and ladders. . *Qualitative Market Research* 18(3), 278-297. <https://doi.org/10.1108/QMR-01-2014-0011>
- White-Gosselin, C.-É., Poulin, F. et Denault, A.-S. (2023). Trajectories of team and individual sports participation in childhood and links with internalizing problems. *Social Development*, 32(1), 348-364. <https://doi.org/10.1111/sode.12640>
- Wiese, C. W., Kuykendall, L. et Tay, L. (2018). Get active? A meta-analysis of leisure-time physical activity and subjective well-being. *The Journal of Positive Psychology*, 13(1), 57-66.

- Woodling, C. (2022). The Malagasy Ideal of Fihavanana and Western Ethics. *Comparative Philosophy*, 13(2), 11. [https://doi.org/10.31979/2151-6014\(2022\).130211](https://doi.org/10.31979/2151-6014(2022).130211)
- World Bank. (2020). *Madagascar Economic Update: COVID-19 Increases Poverty, a New Reform Momentum is Needed to Build Back Stronger*. Récupéré le September 11, 2023 de <https://www.worldbank.org/en/country/madagascar/publication/madagascar-economic-update-covid-19-increases-poverty-a-new-reform-momentum-is-needed-to-build-back-stronger>
- World Bank. (2022). *Madagascar economic update: Navigating the storm*. <http://hdl.handle.net/10986/37506>
- World Bank. (2023a). *Life expectancy at birth, total (years)*. Récupéré le March 1, 2023 de <https://data.worldbank.org/indicator/SP.DYN.LE00.IN>
- World Bank. (2023b, 22 novembre 2023). *Literacy rate*. Récupéré le 22 novembre 2023 de <https://genderdata.worldbank.org/indicators/se-adt?gender=total>
- World Food Program. (2022, September). *Madagascar: Country brief*. https://docs.wfp.org/api/documents/WFP-0000144487/download/?_ga=2.106397699.1840613439.1679673611-1672702824.1679673611
- Zavala, M. (2013). What do we mean by decolonizing research strategies? Lessons from decolonizing, Indigenous research projects in New Zealand and Latin America. *Decolonization: Indigeneity, Education & Society*, 2(1), 55-71.
- Zeldman, A., Ryan, R. M. et Fiscella, K. (2004). Motivation, autonomy support, and entity beliefs: Their role in methadone maintenance treatment. *Journal of Social and Clinical Psychology*, 23(5), 675-696.