Sport-for-development

“Pessimism of the intellect
Optimism of the will”

Prof Fred Coalter
University of Stirling
Libera: Post war conflict resolution
Senegal: Rural Muslim communities
Malawi: Street children and reintegration
South Africa 1: Children and risk: Cape Town
South Africa 2: Peer leader training: Limpopo/Eastern Cape
Uganda 1: HIV/AIDS Kampala
Uganda 2: Refugees/IDP camps
Tanzania: HIV/AIDS and female empowerment
Mumbai: Slum and street children
Calcutta: Railway children
The world of sport presents a natural partnership for the United Nations’s system. By its very nature sport is about participation. It is about inclusion and citizenship. Sport brings individuals and communities together, highlighting commonalties and bridging cultural or ethnic divides. Sport provides a forum to learn skills such as discipline, confidence and leadership and it teaches core principles such as tolerance, cooperation and respect.

Sport for Development and Peace: Towards Achieving the Millennium Development Goals, 2005

Going beyond the touchline?
How are such programmes meant to work: programme theory?

What assumptions do we make about participants?

Displacement of scope: a need for a bit more humility?

A new aid paradigm?

Economic capital / bright / governance / bright / civil society / social capital
‘Intriguingly vague and open for several interpretations’ Kruse

So many roads, so few maps
Mythopoetic nature of sport

- Popular/idealistic ideas produced outside sociological analysis

Sports evangelism

- Relationships between some variables to exclusion of others
- Vague/generalised images, elements of truth, reified/distorted, 'represent' not reflect reality: ad hominem 'evidence'
- Stand for supposed, but unexamined, impacts/processes

Demarcation criteria not specific: sport /sport-for-development

Intriguingly vague and open for several interpretations

Kruse
The magic of sport

‘Sport’ presumed to have causal powers

⇒ Closed system: medical/treatment model
⇒ Measure ‘outcomes’: often retrospectively
⇒ Generalisation: “Sport can...”
A question of sport

‘Lelipsis. there is nothing about Lelipsis itself that is magical. Lelipsis. It is the experience of sport that may facilitate the result’.

Papacharisisi et al (2005)

A question of sport

Patrikson (1998) ‘Sport, like most activities, is not a priori good or bad, but has the potential of producing both positive or negative outcomes. Questions like ‘what conditions are necessary for sport to have beneficial outcomes?’ must be asked more often’.
It’s more than a game
Beyond participation

Inputs
Outputs

Sporting inclusion
传统的SD: Equity

Sporting Outcomes
Skills, rules, ethics

Intermediate impacts
Personal/social development/attitudes

Strategic outcomes
Community regeneration/social capital
Conflict resolution

Plus sport ⇔ Sport ⇔ Sport plus

Behaviour

‘Research free zone’

Theory of change

‘Research free zone’

Theory of change

Theory of change
Peer leaders and role models
Anything you can do
Social Climate and Self-Efficacy
A Model /Theory of Sport, HIV/AIDS and Sexual Behaviour Change

- Develop sporting/social skills
- Develop sporting/ethical attitudes
- Develop self-efficacy/confidence

Reduced risk-taking sexual behaviour

Self-efficacy + attitudes + self-esteem + information

Gender equity attitudes/behaviour

...maybe

[Image: Wall with messages promoting education and awareness about HIV/AIDS]
TBE : improving the menu
What have you assumed about the participants?
Rosenberg Self-Esteem Scores

15 and 25: normal range
Below 15: low self-esteem

EMIMA

KCCC
Perceived Self-efficacy

“If I can’t do a job first time, I keep on trying until I can”

EMIMA

Kid's League
Magic Bus: Perceived Self-efficacy

Number

0 1 2 3 4 5 6 7 8 9 10

0 1 2 2 2 1 1 5 5 2 2 4

0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
Displacement of scope
Circuses and bread
Beware of the sports evangelists
We mount limited focus programs to cope with broad gauge problems. We devote limited resources to long-standing and stubborn problems. Above all we concentrate attention on changing the attitudes and behaviour of target groups without concomitant attention to the institutional structures and social arrangements that tend to keep them "target groups".

Weiss (1993)

Paradox of empowerment

O Mwaanga

Empowerment Through Women's Football

Putting the right foot forward
'doing honest analysis that would lead to programme improvement is a glorious way to be hated by just about everyone'

'You almost never have to show you've prevented any infections. You can be judged a success for just doing what you said you were going to do, like train some nurses... or give leaflets to 400 out of the nation's 160,000 drug injectors'

'We do not evaluate enough and so we invite people to do research into things like sport and development, sport and peace. We need to prove what we say that we do.'

Johann Koss, President of Right to Play
Sport-for-development

“Pessimism of the intellect
Optimism of the will”

Prof Fred Coalter
University of Stirling
Self-esteem
Hierarchical and multidimensional model

Social acceptance  Academic self-concept  Global self esteem  Role(s) competence

↑

Importance filter

Source: K Fox (1990)
**Relationship between strategy and tactics?**

- Programmes are theories ⇒ Logic models
- Outline core theories: how is programme supposed to work?
- Interrogate: is basic plan sound/plausible/practical/valid?

**Reveal assumptions**  ‘Causes and ‘cures’

**Illustrate connections**
- Programme components/expected outcomes
  ‘sufficient conditions’

**Basis for theory-based evaluation**

**Strengthen claims for causality**
- Estimate difficult-to-measure programme effects
  ‘on the balance of probability’
A new aid paradigm?

Top down economic aid: *economic capital*

↓
Governance

↓

↓ Civil society

↓ Culture

↓ *Human capital*

↓ *Social capital*

↓ NGOs
M&E as development

- Process-led, theory-based participatory M&E
- Decision-makers question/analyse assumptions/expectations
- Context: political, cultural, economic, institutional
- Engages stakeholders in planning/monitoring process
- Better understanding, design, implementation of programmes
- Realistic outcomes

The over-arching goal for evaluation in international development is to foster a transparent, inquisitive and self-critical organisational culture...so we can learn to do better  DFID
Sources of perceived self-efficacy

People's beliefs about their capabilities to influence events that affect their lives.

“If I can’t do a job first time, I keep on trying until I can”
It’s not what you do......

‘there is a need to assemble proof, to go beyond what is mostly anecdotal evidence to monitor and evaluate the impact of sport in development programmes’  UNICEF, 2006

‘we do not evaluate enough and so we invite people to do research into things like sport and development, sport and peace. We need to prove what we say that we do.’  Johann Koss, President of Right to Play

_Patrikson (1998)_

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