SDP TOOLKIT MODULE:

VALUES, SOCIAL INCLUSION AND ROLE MODELLING

Contents

Overview

Module Objectives
This module provides policy and program guidelines linking sport to values and social inclusion with the goal of contributing towards development and peace. It does so in line with the basic theories and understandings of the SDP sector, in which sport is used to meet non-sport goals related to development and peace. Role modelling has a key role in portraying the idealized characteristics and actions rooted in the ethos and values in SDP.

Who is this module for?
This module is relevant to everyone that has an interest in SDP or is specifically interested in the organization of sport to support the promotion of positive values linked to pro-social behavior, social inclusion or minorities or relatively excluded populations and role modelling. This includes (but is not limited to) policymakers, government officials, members of civil society, sport federations, and non-governmental organizations (NGOs). Driving positive change in this field lies at different levels and has bearing on exemplary or leading institutions and individuals as change agents.

What is this module about?
This module:

- Defines values, social inclusion and role modelling, and connects them to SDP
- Identifies key links between SDP and selected Sustainable Development Goals (SDGs)
- Identifies key steps to implement and evaluate relevant policies and programs

Learning Objectives
On completion of this module, participants will have:
• Explored the ideas and principles of SDP.
• Identified key concepts regarding sports programs and policies aligned with the Sustainable Development Goals, and aimed at supporting values, social inclusion, and role modelling towards achieving SDP outcomes.
• Considered the conception, implementation and evaluation of an SDP program or policy aimed at furthering positive values, social inclusion, and role modelling.

MODULE MAP: VALUES, SOCIAL INCLUSION AND ROLE MODELLING

1. How does SDP connect to values, social inclusion and role modelling?	2. What is the current policy context?	3. How can relevant policies or programs be developed?
4. The four phases of policy/program development	**5. Summary and key learning points**	**6. References and Further Reading**

Technical Content

Background
Using ideas and methods from the SDP sector, many governments and organizations have designed and implemented policies and programs to meet non-sport goals. The present module focuses specifically on the goals of promoting positive values, pursuing social inclusion, and leveraging the persuasive power of role models. To meet these goals, government and other stakeholders can and should:

► **Review** the policy context of values, social inclusion, and role modelling, in general and as it relates specifically to sport and SDP.
► **Raise awareness** of the importance and possibilities of connecting sport to values (inclusive of value-based education), social inclusion and role modelling, especially through policies and programs. This awareness should be aimed at multiple stakeholders within and across sectors such as government officials, civil society organizations, corporates, sport entities, development agencies and the public.
► **Mobilize** support of various stakeholders, including, for example, mainstream civil society organizations, youth groups, sports federations, development organizations and others.
► **Promote** linkages and coordination with other national and regional programs, particularly in the areas of values and social inclusion. In some cases, global initiatives directly link with local stakeholders and programs and influence and/or fund programs.
► **Create or adapt a program theory** that outlines the process by which sport will be used to support values, social inclusion, and role modelling, and that aligns with selected Sustainable Development Goals and current standards.
► **Set achievable targets** to use sport as a tool to support values, social inclusion, and role modelling, also in ways that align with selected Sustainable Development Goals and that are consistent with international standards.
► **Determine the necessary budgets and advocate** for funding for sport policies and programs that can support values, social inclusion, and role modelling.
► **Monitor and evaluate** the extent to which supporting values, social inclusion and role modelling through sport is successful, and adjust these approaches where they are not.

Principles and Definitions

1. Defining values, social inclusion and role models

a. *Values* are positive moral principles that are socially defined and recognized, and that offer implicit guidelines through which individuals and groups can conduct themselves. It set standards for normative behavior as being rooted in the norms of society, being reflected by institutional culture and the local context. Pro-social values are globally understood but may have different meanings in local settings. Values thus exist at individual, institutional, social and universal levels.

Promoting positive values that translate into excellence, friendship, respect, and inclusion, can lead to social development by facilitating behaviors, like active citizenship and transformational leadership, which in turn lead to positive outcomes like educational achievement and employment. Value-based policies provide the stepping stones to peaceful co-existence and contribute to bridging the divides between people and communities.

Figure 1 depicts a conceptual framework for positioning values relevant to social development within a local school setting.
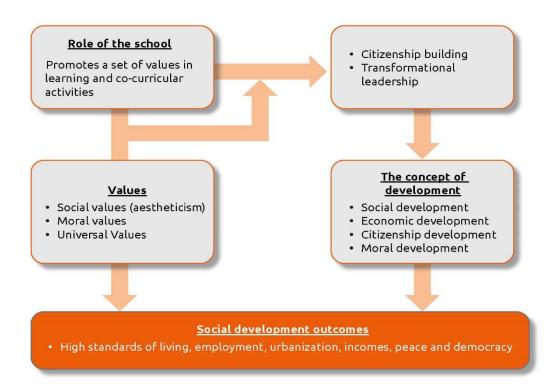

Role of the school
Promotes a set of values in learning and co-curricular activities

- Citizenship building
- Transformational leadership

Values
- Social values (aestheticism)
- Moral values
- Universal Values

The concept of development
- Social development
- Economic development
- Citizenship development
- Moral development

Social development outcomes
- High standards of living, employment, urbanization, incomes, peace and democracy

Figure 1. Conceptual Framework for Social Development in the Context of Globalization

Source: Sekiwu, D. and Botha, M.M. (2014) Values for Social Development in the Context of Globalisation: Analysing the Role of the Ugandan School. *Global Journal of Human Social Science*. 14(4). ISSN: 0975-587X

b. According to the World Bank, **Social Inclusion** means improving the terms on which individuals and groups take part in society, particularly those disadvantaged based on identity. Social inclusion also refers to the process of encouraging social interaction between people with different socially relevant attributes and opening access to participation in different spheres of social life. [1]

Social inclusion is, in this way, linked to **social cohesion**, meaning the potential or capacity for a society or community to ensure the participation and welfare of all its members. It is also the counter point to **social exclusion** and the experience of limited opportunities to participate fully in a certain environment or in society.

c. **Role modelling** refers to the influence that an individual exerts as others associate with what they perceive as an idealist image and find inspiration to emulate the person or role model. **Role models** are broadly defined as anyone that an individual might encounter who influences the individual's behavior, attitudes, or aspirations in a positive manner. Role models are not always exemplary individuals in society, and some may lose their status when for instance found guilty of anti-social or deviant behavior.

"Modelling," or demonstrating how to 'live' (behave, hold oneself, etc.) can be a powerful means through which to transmit values, attitudes and patterns of thought and behavior.[2] Role models can range from heroes and stars (and even celebrities) who may not be known personally, to mentors (e.g., teachers, coaches, peers, parents) who provide more direct inter-personal guidance. The act of role modelling may be direct (linked to mentorship) or indirect (inspirational) as in the case of Nelson Mandela's much quoted narrative referring to the 'power of sport'.[3]

Relevance and Connections to Sport for Development and Peace (SDP)

Values, social inclusion, and role models all connect to **development** and **peace**, broadly defined. Communities and/or individuals that are committed to, and guided by, positive values are also embedded in their traditional or cultural values. Role models may experience higher levels of achievements in different spheres like sport, leadership or the working environment. It

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[1] See: Silver, H. (2015). The Contexts of Social Inclusion, *SSRN Electronic Journal* (144) 3, 1-32

[2] Vescio, J., Wilde, K., & Crosswhite, J. J. (2005). Profiling sport role models to enhance initiatives for adolescent girls in physical education and sport. *European Physical Education Review*, *11*(2), 153-170.

[3] In 2000, at the inaugural Laureus World Sports Awards, our Founding Patron, Nelson Mandela, declared that: "Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand." https://www.globalgoals.org/news/sport-for-development-and-peace/

is about being recognized for setting a positive example. Many grassroots coaches see themselves as positive role models based on their status as community builders that is status-conferring amongst local community members.

Similarly, social inclusion can be understood, in and of itself, as a component of development and peace. From this perspective, communities that demonstrate high levels of social inclusion will tend to be more connected and therefore peaceful. The SDP environment provides unique opportunities to facilitate social inclusion and community integration at institutional and community levels.

Further, promoting values and role modeling, and pursuing social inclusion, can lay a foundation for achieving key development goals as laid out by the Sustainable Development Goals (SDGs), such as health (SDG #3), education (SDG #4), gender equality (SDG #5), and peace and justice (SDG #16). In this sense, a community guided by positive values will likely be more inclined to experience development and peace.

KEY POINT: Positive values, social inclusion and role models can all be viewed as both exemplary of development and peace and offering strong bases from which to pursue development and peace, particularly as outlined by the SDGs and the U.N.'s 2030 Agenda.

Sport can contribute to development and peace by promoting and teaching positive values, offering a context in which people can experience social inclusion, and developing and highlighting role models.

Promoting the uptake of *values* like excellence, achievement, friendship, and respect is a key goal in many sport programs, and in much of SDP specifically. For example, initiatives like the Olympic Values Education Program (OVEP) leverage the symbols and meanings of the Olympic Games to inspire youth to take up such values.[4] Further, if conducted with intention, sport can support *empowerment,* as participants feel better prepared to act according to positive values. Positive sporting opportunities also link to social inclusion by providing participants with a feeling of belonging, regardless of their identity or social standing.

Community building is important in SDP. Sport offers a cross-cultural, inclusive, and fun experience that can build community-based relationships, especially amongst groups who might not otherwise interact. Values also support *social capital*, meaning the networks and connections among and between people that facilitate cohesion and belonging. Youth participation in sport and SDP can yield individual benefits, and lead to social capital.

Finally, the popularity and high profile of sport lends itself to role modelling, in which athletes – as well as coaches, teachers and officials – model positive behavior to young participants. Role

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[4] https://olympics.com/ioc/education/olympic-values-education-programme/what-is-ovep

models can be used in sport programs to deliver messages to a target group to evoke behavior change.[5]

Young females tend to choose role models from their personal relations such as friends and family members as indicated in Table 1.

Source: Vescio, J., Wilde, K., & Crosswhite, J. J. (2005). Profiling sport role models to enhance initiatives for adolescent girls in physical education and sport. *European Physical Education Review*, *11*(2), 153-170. Doi: 10.1177/1356336X05052894

KEY POINT: Promoting values, social inclusion and role modelling through sport can all contribute to peace and development by highlighting and modelling active citizenship and leadership and supporting aspirational outcomes. Sport is well positioned to support such values and to foster social inclusion. The popularity of sport and athletes lends itself to role modelling of positive values which can contribute to development and peace.

Policy Context

Values, social inclusion, and role models are directly connected to the Sustainable Development Goals, the UN's development agenda for 2030. In fact, "social exclusion has become central to policy" and "Sustainable Development Goals 3, 4, 8, 10, 11 and 16 all refer to social inclusion."[6]

Similarly, values of rights, equality and justice are reflected in SDGs #5, 10 and 16. Finally, examples of role modelling related to sustainable development, such as the UN's Messengers of Peace, illustrate the identification and promotion of role models that can demonstrate exemplary characteristics and inspire positive behaviors in others, particularly youth.[7]

The relationship between the SDGs and SDP is articulated in the Kazan Action Plan (KAP), which resulted from the *Sixth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS VI)* in 2017.

The KAP:
- recognized the SDGs as the overarching policy consensus regarding international development.
- stated that sport and physical education can make a strong contribution to meeting the SDGs and contributing to sustainable development, and

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[5] Payne, W., Reynolds, M., Brown, S., & Fleming, A. (2003). Sports role models and their impact on participation in physical activity: a literature review. *Victoria: VicHealth*, *74*, 1-55.

[6] Farouk, A.D., and Purnomo, E.P., The Role of Sustainable Development Goals (SDGs) in Social Inclusion (December 14, 2021). Available at SSRN: https://ssrn.com/abstract=3984863 or http://dx.doi.org/10.2139/ssrn.3984863

[7] https://www.un.org/en/mop

- connected sport to priorities of gender empowerment, partnership development and youth engagement.

According to the Commonwealth Secretariat, the Kazan Action Plan (and its associated MINEPS Sport Policy Follow-up Framework) connects sport and SDP to meeting SDG targets. Targets were selected from SDG 10 (Reduced inequalities – social inclusion as a right); SDG 11 (Sustainable cities and communities – access for vulnerable populations); and SDG 16 (Peace, justice and strong institutions). The SDG targets most relevant to the content of this module are:

Target	MINEPS	Sport result areas
10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status	II. Maximizing the contributions of sport to sustainable development and peace II.4 Build peaceful, inclusive and equitable societies	▢ Inclusive access to sport for all ▢ Sport for peaceful, inclusive and equitable societies ▢ Physical education for boys and girls ▢ Sport for quality education and lifelong learning for all ▢ Sport for gender equality and empowerment of all women and girls ▢ Building capacity, strengthening governance and protecting the integrity of sport
11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities	II. Maximizing the contributions of sport to sustainable development and peace	▢ Sport for sustainable communities, consumption and environment-friendly practices ▢ Inclusive access to sport for all ▢ Sport for peaceful, inclusive and equitable societies
11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries	II.2 Make cities and settlements inclusive, safe, resilient and sustainable	▢ Sport for sustainable communities, consumption and environment-friendly practices ▢ Inclusive access to sport for all

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| 16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children
16.5 Substantially reduce corruption and bribery in all their forms
16.6 Develop effective, accountable and transparent institutions at all levels | II. Maximizing the contributions of sport to sustainable development and peace
III. Protecting the integrity of sport | ⬚ Inclusive access to sport for all
⬚ Sport for quality education and lifelong learning for all
⬚ Sport for economic growth and productive employment
⬚ Building capacity, strengthening governance and protecting the integrity of sport |

Policy and Practical Guidelines

This section offers <u>seven</u> guidelines for developing policies and programs to support values, social inclusion, and role models through sport.

1. <u>Inclusion of Key Stakeholders</u>

Developing policies or programs should involve a cross-section of actors that have a legitimate stake in the issues. In the case of values, social inclusion and role models through sport, these stakeholders may include the following:

- Government Officials (National) from ministries or divisions of youth, labour, economic development, and education. They can share important information with colleagues to ensure awareness and buy-in and ensure coherence with existing policies and programs.
- Government Officials (Provincial, Regional, Local) at the senior level from provincial, regional and local governments can help to identify the particular issues related to values, social inclusion and role modelling in their local context. They can support awareness, facilitate buy-in and reward good practices.
- Elected Officials can lend important credibility when establishing the links between sport and values, social inclusion, and role models. They are also able to support any necessary legislative reforms and hold government to account.
- Sports Federations understand the national, regional and/or local sports context and delivery system. They can support the design and implementation of sport programs and policies in the service of values, social inclusion, and role models. They can also build awareness and support amongst sport-based stakeholders. They can showcase elite athletes as role models when acting as goodwill ambassadors or when they 'give back' to their communities and society.
- Grassroots Sports Organizations and NGOs already operate in most regions of the globe being embedded in local communities. They often possess strong working knowledge

and institutional memories of the use of sport to meet non-sport goals. They should be recruited to participate in the design of policies and programs and can contribute to policy coherence. As implementing agencies, they can develop local role models and optimally implement value-informed practices. Having local knowledge and access to often hard-to-reach populations, they can deliver on SDP outcomes associated with community integration and cohesion.

- Many non-sport NGOs focus on supporting values, social inclusion and role models. Their knowledge of these fields is valuable to the development of sport-based programs and policies. They should be included in the design and implementation of such.
- International Organizations such as the United Nations, UNESCO, Commonwealth Secretariat, African Union and European Union, are key stakeholders in the broader policy context of sustainable development and values, social inclusion and role models. Their policy statements and priorities should be consulted.
- Funders, charities and advocates supportive of SDP (such as Comic Relief, Laureus Sport for Good, streetfootballworld, now Common Goal) prioritize sport programs related to values, social inclusion and role modelling. They may offer institutional and/or financial support.

2. Accessibility of the process

The development of policies and programs using sport to support values, social inclusion and role models should be accessible and participatory. This requires the adoption of transparent and open approaches to the sharing of information. It is critical that such communications are in accessible formats and that accessibility is ensured for meetings, workshops, fora or other opportunities for personal participation.

Previous SDP research has called for a *communitarian approach*, where the free cultural exchange between cultural groups is supported, and groups are encouraged to learn from one another through a collaborative approach to sport participation.

3. Sustainability

Policies and programs using sport to support values, social inclusion and role modelling should aim to achieve long term results, with benefits that extend beyond the lifespan of the policy or program itself. To do so, the inclusion of SDP principles is required. The policy or program itself should also:

- be based on a realistic assessment of existing and potential human and material capacity;
- consider, in all its elements, how capacity can be developed to meet short- and long-term needs; and
- dedicate time and resources to the development of national and local capacities.

4. Coherence

To ensure policy coherence, the creation process should take account of other relevant policies, programs, and processes. This means that any sport-focused program or policy should take into consideration current policies and programs related to values, social inclusion, and role modelling. For example, sport programs aimed at promoting education and employment via sport, or position athletic role models, should align with national, regional, or local government policies and recommendations regarding strategic outcomes.

5. Flexibility

Policies and programs designed to use sport to support values, social inclusion and role models need to be responsive to changing circumstances and include mechanisms for on-going monitoring and periodic review. Being open to new ideas and remaining responsive to changing circumstances is critical for success.

6. Language and Approach

Policy and programming guidelines should take care to use inclusive language that emphasizes strengths and convey a developmental or change-focused approach. Language based on improvement and empowerment is likely to be more effective.

7. Program Theorizing

To be both successful and sustainable, programs and policies must be based on a clear and well-defined program theory, which outlines the processes and/or mechanisms by which sport can contribute to values, social inclusion and role models.

The CATCH theory shows how SDP programs can serve as a catalyst for the advancement of health and social inclusion as planned outcomes (see Figure 2).
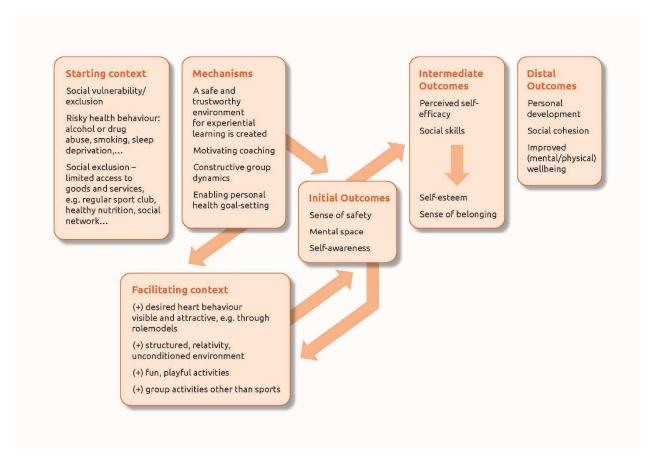
Figure 2: Program Theory for SDP and Social Inclusion

Phases of Development

The development and implementation of SDP policies and programs designed to support values, social inclusion and role models should proceed through the following four phases:

1. A **preparatory phase**, during which key agencies and organizations address the institutional structures for planning and engaging with sports organizations, relevant ministries, service providers, international organizations, and other stakeholders. This includes consideration of the international policy context and gathering of relevant data for evidence-based planning and decision-making.

2. A **development phase**, during which key agencies and organizations elaborate a policy or program within a specific country context, intensify the consultation process, and draft the policy or program.
3. An **implementation phase**, during which relevant agencies implement the policy or program.
4. A **monitoring & evaluation phase**, which overlaps with the implementation phase and involves a process of adjustment of policy or programs objectives and activities in consideration of new data or shifting circumstances, followed by assessment and review to lay the foundation for a successor policy or program.

1. **Preparatory Phase**

The goal in the Preparatory Phase is to establish the leadership and support necessary to develop and implement a successful policy or program. Multiple stakeholders should be consulted. This is also the phase during which to situate and connect the policy or program to the broader policy context. The Preparatory Phase should proceed through several steps:

- **Soliciting support or endorsement** – When key stakeholders or decision makers commit to the policy or program, the buy-in process accelerates. When led by national governments, for instance, heads of state can be key stakeholders for building support.

- **Designating leadership and coordination** – Depending on the policy or program to be developed, establishing leadership should involve stakeholders from sports organizations, government agencies, NGOs and funders. Depending on the scope of the policy, sub regional coordinating committees can also be put in place to support. A coordination structure is required to provide strategic leadership, dissemination, and the implementation of the policy, ensuring effective communication among stakeholders.

- Leaders and coordinators should stay in **close contact with all stakeholders**, making sure that underrepresented groups are heard, both formally and informally, to ensure the input of all of those impacted by the policy or program, to raise awareness, and to inform about the goals and objectives.

  Sport organizations and practitioners should strive to build meaningful relationships with participants and effective partnerships within their respective communities. Engaging with different stakeholders at the local level is important to mobilize resources and create an enabling environment for SDP programs.

- **Participation and consultations** – Since the Development Phase (below) requires identifying priorities and barriers, it is necessary to engage in consultation with all stakeholders about the specific challenges related to values, social inclusion, and role

models in their context. This should be done in an open, transparent, and participative manner.

Example from the Preparatory Phase

Program: Conconcreto Foundation's 'Seedbeds of Peace' program
Location: Medellin (and other cities), Colombia

Background: Medellin, Colombia held the dubious distinction as the murder capital of the world in 1991, marred by a culture of violence which led to "eroded values systems that leave disadvantaged children vulnerable to criminal activities."

The Conconcreto Foundation's 'Seedbeds of Peace' programme mobilizes cultural activity, including sports like football (soccer) and basketball as an "analogy to teach life skills and redefine moral values."

The program is part of a social transformation that has taken place in Medellin in the past three decades, due in part to the recognition and inclusion of cultural activities as part of social policy and urban planning.

"Since 1990, the public policy agenda has focused on culture and education, solidarity, civility, tolerance and the recognition of individual and collective rights as crucial aspects to the development of people and society."

The following elements were key to preparing this policy approach:

1. Positioning education and culture as vehicles for social inclusion

2. Investing in cultural activities for youth

3. Promoting citizenship engagement

4. Implementing formal education programs

5. Facilitating public/private partnerships

Thus, the preparatory phase required leadership, coordination, participation, and consultation. Observers of the success of this approach have noted the following:

Implementation: *"We observe that the active participation of different actors and organizations coupled with sustained public policies and active leadership from local authorities have been decisive factors in the construction of a more peaceful Medellín."*

Link: https://fundacionconconcreto.org/index.php/social/#semillerosdepaz

Sources: Hills, S., Gomez Velasquez, A., & Walker, M. (2018). Sport as an analogy to teach life skills and redefine moral values: A case study of the 'Seedbeds of Peace' sport-for-development

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programme in Medellin, Colombia. *Journal of Sport for Development*, *6*(10), 19-31. ISSN 2330-0574

Arizpe, E., Bahena-Rivera, A., & Hernandez Mendoza, S. (2021). Educational Peacebuilding in Medellin and Acapulco: Understanding the Role of Education, Culture and Learning in Responding to Crisis. *University of Glasgow & UKRI-ESRC*.

- **Determining a funding strategy** for the whole life cycle of the policy or program is fundamental, so this phase should draw a particular attention to it. Responsibility for the budget may vary, from government ministries to international donors. It is important to identify the best stakeholders to support in this area.

- **Preparing a preliminary assessment** – The preparatory phase should conclude with an explorative assessment or review of existing laws, policies and practices. For example, there may be legal frameworks related to values, social inclusion and role models that are relevant to the development of sport policies or programs. See examples below:

Example from the Preparatory Phase

Program: Positive Futures
Location: United Kingdom

Background: Positive Futures, a sport-based program initiated by the UK Government Home Office Drug Strategy Directorate, ran between 2000 to 2006. It focused on social inclusion by working to foster positive change in the participants' behavior. The program focused specifically on substance misuse and disrespectful conduct. By 2006, 115 local partnership projects across England and Wales offered the program.

Approach: Positive Futures was a national initiative but adjusted to local needs by incorporating different management approaches across different regions. In some cases, an instrumental approach was used to identify youths and redirect them toward different correctional programs. In other cases, a more organic and non-prescriptive style was used to reach youth in places like streets, schools, and shopping centers.

Overall, considerable emphasis was placed on relationship-building, to involve youth and facilitate the recruitment process in a non-stigmatized manner. This approach recognized that for many 'hard to reach' youth, it is not the individual's *behavior* but the individual's *situation* that makes them hard to reach.

Learning: Thus, in creating sport-for-development policies, it is necessary to recognize accessibility as a major barrier to participation and develop recruitment strategies based on the cultural and personal situations of the participants.

Source: Crabbe, Tim. "Getting to know you: Using sport to engage and build relationships with socially marginalized young people." In Levermore. R, and Beacom. A. (eds) (2009). *Sport and*

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international development. Palgrave Macmillan, London, 2009: 176-197. Doi: 10.1057/9780230584402_8

Examples of Policy Frameworks related to Sport, Values and Social Inclusion

In their research with Aboriginal people who endured underdevelopment, the Australian National Sports Commission (2007) emphasized the 'value of sport' by recognizing that "Active participation in sport brings with it a multitude of positive values for Indigenous communities", such as:

- diverting indigenous people, particularly juveniles, away for antisocial behavior and the criminal justice system;
- promoting health benefits, both physical (reducing the risk of sedentary related conditions like obesity), and mental (promoting healthy well-being and reducing depression and anxiety);
- improving social cohesion between indigenous people and non-indigenous people
- instilling participants with life skills like communication, cooperation, and leadership, and instilling the value of effort
- promoting respect, equity, discipline, and fair play
- encouraging active participants to pursue excellence, both sporting and personal.

In the report, *Sport: More than Just a Game* (House of Representatives Standing Committee on Aboriginal and Torres Strait Islander Affairs, 2013), the Australian government recognized the value of sport and physical activity to use sport and recreation as a tool to 'close the gap' (reduce the inequality between Indigenous and non-Indigenous communities), and "to improve wellbeing and resilience, improve educational attendance and attainment, engage youth, develop or upgrade infrastructure facilities and help to provide employment and training opportunities."

Link: https://www.niaa.gov.au/resource-centre/indigenous-affairs/australian-government-response-2013-house-representatives-standing-committee-aboriginal-and-torres-strait-islander-affairs-report-sport-more-just-game

Social inclusion is a 'cross-cutting' issue that requires collaboration from multiple government agencies. In England, the Department for Culture, Media and Sport has recognized and recommended utilizing arts and sports for 'neighborhood renewal to enhance community performance in health, crime, employment, and education (DCMS, 1999, p. 22).

As a result, urban policy makers, like the Neighborhood Renewal Unit, have collaborated with sports practitioners to work towards implementing sport-based social interventions in marginalized areas to improve situations regarding health, crime, unemployment, environment, and skill development (ODPM, 2004, p, 7). Recognition by different government agencies helped to link sport and positive policy within a mainstream policy and led to a focus on children and

young people to address issues related to health, education, employment, crime, and social exclusion/inclusion (ODPM, 2004).

Sources: Office of the Deputy Prime Minister (ODPM) (2004) Teaming Up: How Joint Working between Sport and Neighbourhood Renewal Practitioners Can Help Improve Deprived Areas. Wetherby: ODPM.

Department for Culture, Media and Sport (DCMS) (1999) Policy Action Team 10: Report to the Social Exclusion Unit - Arts and Sport. London: HMSO.

2. Development Phase

The development phase, which may be overseen by the coordinating mechanism, should include the following steps:

- **Determining Priorities –** Values, social inclusion and role modelling all present a range of possible priorities for policy makers and programmers. These can range from leveraging female athletes to inspire participation amongst girls and young women to promoting fair play and sportsperson-ship. It is therefore necessary to prioritize goals and identify gaps where action will be necessary to advance the policy development or program implementation. This can be done through consultations with both governmental and non-governmental stakeholders, in the form of meetings or workshops at national and local levels or opportunities for online or written submission of views, among others.

- **Identifying barriers –** Identifying the barriers to be overcome is crucial**.** A barriers model is a useful approach for programming and policy makers how to implement policies by demonstrating a commitment to the removal of barriers for target populations. These barriers might include lack of privacy, unaffordability, lack of accessible spaces, poor transportation, and racism, sexism, or homophobia. When developing a policy document or program, organizations should take an active role in ensuring barriers to inclusion are being actively and effectively challenged.

Example from the Development Phase

Program: Ascend Athletics

Location: Afghanistan

Background: Ascend Athletics works to support and develop the self-confidence, leadership skills and civic engagement of Afghan girls and women through the sport of mountain climbing.

Aim: The goals and success indicators of the program include providing young Afghan women and girls with the tools to become motivated leaders and role models in the service of gender equality specifically, and improved peace generally.

Outcomes: The program theory of Ascend Athletics is based on the notion that female empowerment can be achieved through sport by combining physical fitness, leadership training, self-confidence workshops and community service. Afghan teens and young women in the program embark on several rigorous mountaineering expeditions in a year, ranging from six to 28 days in duration.

The program challenges gender roles that may be opposed to Afghan women. It does so by setting ambitious but achievable goals for young women, in mountaineering and in life. Participants are encouraged to reject the idea that "girls can't," and prove to themselves and others that "girls can.

Ascend graduates in turn become role models. Many have gone on to pursue higher education, travel outside of Afghanistan, run marathons, become certified yoga instructors, and even participate in traditionally male-only community meetings. They have also contributed financially to their families, affording them a form of agency usually reserved for males.

Link: https://www.ascendathletics.org/

- **Developing a Program Theory –** It is crucial in developing a sport policy or program to create or adopt a program theory. In an effective program theory, everything a participant experiences leads to the next set of conditions that must be negotiated. This allows for an understanding of why a program works or not.

Most effective program theories in the field of Sport for Development and Peace (SDP) will need to account for the context in which they operate, the mechanism by which change is sought, and the desired outcomes. See Figure 3 for a sample program theory in SDP and social inclusion:
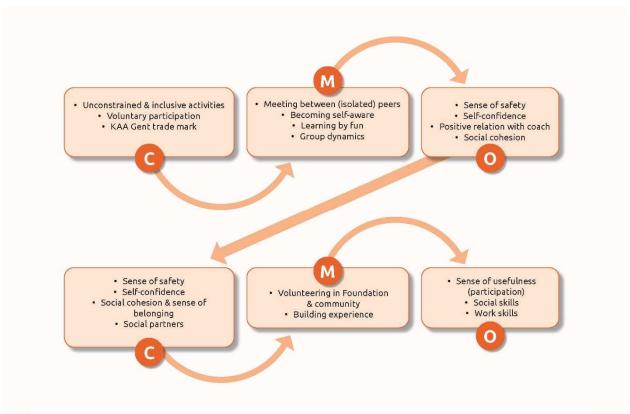
Figure 3: Program theory underpinning KAA Gent Foundation's policy model

This program theory of SDP and social inclusion have the following keys: C = Context; M = Mechanism, O = Outcome.

Source: Van der Veken, K., Lauwerier, E., & Willems, S. (2020). "To mean something to someone": sport-for-development as a lever for social inclusion. *International Journal for Equity in Health*, *19*(1), 1-13, Figure 1, p. 4). Doi: 10.1186/s12939-019-1119-7

The development of a programme theory guides implementation and links the mechanisms of a programme to the deliverables or outcomes. This systematic planning from the onset of a programme through the planned outcomes over time is represented by a theory of change. Figure 4 shows a theory of change implemented between UK Sport and the criminal justice system to plot the expected changes related to 'distancing youth from crime' where role models have a key role to play in influencing, motivating, and supporting youth in their journey of personal change.
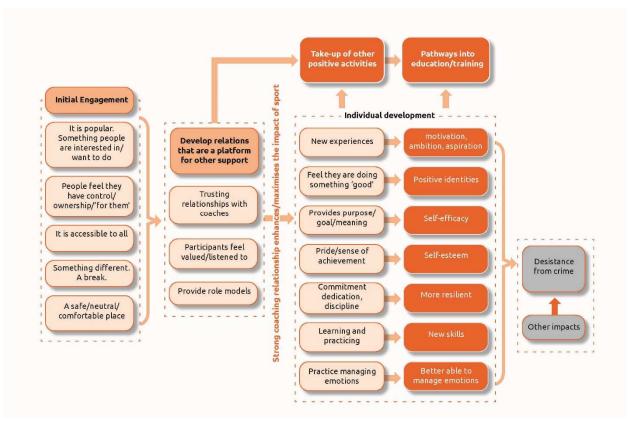
Figure 4. Alliance of sport theory of change

Source: Morgan, H., Parker, A., Meek, R., & Cryer, J. (2020). Participation in sport as a mechanism to transform the lives of young people within the criminal justice system: an academic exploration of a theory of change. *Sport, Education and Society*, *25*(8), 917-930. Figure 1, p. 918. Doi: 10.1080/13573322.2019.1674274

- **Establishing Indicators –** Indicators are necessary for the eventual M&E of the policy or program. The purpose of indicators is to provide relevant information that is clear and can be measured and objectively verified. It is also important to consider who is to be responsible for gathering indicators.

In the case of sport for values, social inclusion and role models, relevant indicators might include:

  ✓ The availability of resources for sport programs designed and targeted towards social inclusion

  ✓ Youth participants who can describe a sense or experience of social inclusion and connect this experience to the participation in sport or SDP

- ✓ The provision of sporting experiences that communicate and promote positive values such as honesty, confidence, fair play, respect, and inclusion

- ✓ The availability of SDP activities and components through which participants learn values, and cooperation/teamwork and transfer these to their economic, social, and cultural life

- ✓ The involvement of role models in SDP activities, that provide examples of positive behavior and lifestyles

- ✓ Inspired youth that recognize and emulate role models' positive behavior and lifestyles

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Example from the Development Phase

Program: Right to Play's Indigenous Programs

Location: Northern Canada

Background: Right to Play currently partners with more than 70 communities of Indigenous people to improve access to play-based empowerment programs that are community-led and culturally relevant.

Approach: The programs are based on a model developed in consultation with Indigenous communities and designed to support a partnership approach.

Sport for Development researchers Alexandra Arellano and Alan Downey have noted that a key element of the development phase of Right to Play's approach was consultation with Indigenous leaders, particularly in response to the history of settler colonialism in Canada.

Specifically, in response to a call for decolonial approaches to SFD programming, Right to Play started a "trilateral university-organization-community research partnership" whose objective was to "help build more meaningful and relevant sport and recreation-based programmes for Indigenous youth" (Arellano and Downey, 2019, p. 458).

Implementation: This "led to the creation of the Indigenous Research Advisory Committee (IRAC) to protect the interests of the Indigenous communities and guide the research proposals. The IRAC was composed of two Elders, two Indigenous academics, and two Indigenous staff members working for the PLAY programme" (p. 458-459).

Currently, Right to Play enlists an Indigenous Advisory Circle, comprised of knowledge keepers, educators, leaders and community development experts who help to guide the organization's work in SDP programming for Indigenous people.

Link: https://righttoplay.ca/en-ca/national-offices/national-office-canada/get-involved/indigenous-programs/

Source: Arellano, A., & Downey, A. (2019). Sport-for-development and the failure of aboriginal subjecthood: re-imagining lacrosse as resurgence in indigenous communities. *Settler Colonial Studies*, *9*(4), 457-478. Doi: 10.1080/2201473x.2018.1537078

- **Preparing a draft action plan –** A core group should be identified to lead the drafting of the policy or program. The plan should clearly set out the overall goals and objectives and identify, based on the preparatory phase, priority areas and sectors. It should also set strategies for achieving objectives, including specific activities to be undertaken and plans for monitoring and evaluation within a set timeframe.

Sport, social inclusion and role models in indigenous communities: Key Aspects

- Familial responsibilities can act as a barrier to sports participation as family overrides individual pursuits.
- Safe spaces are important for Indigenous women to participate in physical activity. Special attention should be given to providing classes that are organized and operated by Indigenous groups, and which are for Indigenous women ONLY.
- Having Indigenous, female role models is important for future Indigenous involvement in physical activity. There are often few Indigenous role models in sport; Indigenous-specific sporting scholarships may help with this issue.
- Sports participation can challenge negative stereotypes of Indigenous girls and women as someone who is "pregnant, drinks, drugs, stuff like that" (p. 19).
- However, stereotypes about Indigenous peoples as naturally athletic may place unreasonable expectations on Indigenous female athletes or mean that Indigenous youth grow up thinking 'that that's all they're good for' (p. 18).
- It is important to remember that sport is integral to many Indigenous communities. "In Indigenous culture, sport appears to provide a social meeting place, a means of participating in cultural activity and a way to maintain culture" (pp. 19-20).

Source: Stronach, M., Maxwell, H., & Taylor, T. (2016). 'Sistas' and Aunties: sport, physical activity, and Indigenous Australian women. *Annals of Leisure Research*, *19*(1), 7-26. Doi: 10.1080/11745398.2015.1051067

- **Conducting Consultations –** Consultations are critical to the success of a policy or program. Once a first draft of the policy has been prepared, a series of consultations should be organized to review it. All relevant stakeholders should be included. The goal is to ensure that the program or policy:

  ✓ Reflects appropriate priorities and addresses barriers,

      ✓   Is based on an appropriate program theory; and

      ✓   Enjoys buy-in and support before implementation.

- **Finalize Policy or Program** After consultations and stakeholders' participation, the policy or program can be finalized, in accordance with the broader policy context and SDP principles.

3. Implementation Phase

The implementation phase, during which the policy or program is put into use, should include the following steps:

- **Designate a coordinating group – Implementation** requires the designation of a coordinating group who should:
  - ✓ Promote coordination, information sharing, and relationship management between stakeholders involved in the implementation process
  - ✓ Communicate information on the policy or program's implementation, including to the public and through reporting to stakeholders
  - ✓ Ensure adequate financial management, and
  - ✓ Lead the monitoring and evaluation processes (discussed in the next phase).

- **Profile and public awareness** – The implementation phase should also include activities to raise awareness about the program or policy. These can include the sharing of positive outcomes, profiles of participants, or examples of behavior change achieved through the program or policy. In this way, the relevance of the program or policy will be promoted and more people will understand its value.

Examples from the Implementation Phase

Program: Mathare Youth Sport Association
Location: Mathare, Nairobi, Kenya

Background: The Mathare Youth Sports Association is one of the most experienced and best-known SDP organizations in the world. Originally focused on community development, active citizenship, and environmental clean-up, the organization has grown to include an elite football club, which has produced members of Kenya's national football teams, and aims to mentor future leaders of Kenya.

Aim: Notable for the implementation phase, MYSA aims to create a familial bond between its members, which helps to develop social capital amongst its members. Members of MYSA then become active members in implementing the program itself, and are involved in "decision-

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making at all levels, with a strong emphasis on mutual self-help…" (p. 60). This then also fosters a sense of pride in MYSA members and produces a "sense of involvement, (and) responsibility to act as positive role models."

Implementation: MYSA integrates community service work and awards 6 points in the standings for every community cleanup undertaken by a team. This policy connects sporting success to a team's involvement in community service, which helps to encourage "responsible citizens". Such investment and encouragement can then serve to develop effective 'leaders' within the community, and eventually 'role models.' Altogether, through its interlinked program activities, MYSA aims to promote and develop citizenship values among its participants.

Several NGOs in Africa emulate some approaches, methodology and programs of MYSA with the CEO often acting as role model and mentor in the SDP space.

Link: https://www.mysakenya.org/

Source: Coalter, F. (2009). Sport-in-development: accountability or development? In R Levermore and A Beacom (eds). *Sport and international development* (pp. 55-75). Palgrave Macmillan, London.

Program: Hockey Dreams Foundation
Locations: Uganda, Malawi, Zambia

Background and Aim: Hockey Dreams Foundation works to support a healthy future for participants through the sport of hockey. This is pursued through the development of sustainable hockey communities.

Coaches and youth are recruited to participate in the program. According to Hockey Dreams Foundation:

"For the kids, the coaches are central in facilitating sport and play. The coaches grow into role models who create a safe environment where the kids make new friends, learn sportsmanship and become team players.

"Through hockey, kids practice communication skills, assertiveness, empathy, and resilience. The coaches provide weekly training sessions in their communities or at public schools. They also organize hockey camps, leagues and tournaments."

Notably for the implementation phase, the coaches themselves serve as a type of coordinating group, by participating in the Hockey Dreams Coach Academy:

"This is a trainee programme in which our coaches discover and develop their personal leadership and their ambitions. In other words, how they can be game changers in their community."

The program: The Hockey Dreams Coach Academy is implemented through three modules: Personal Planning, in which participants plan their own route through the Academy; Competent Coaching, which focuses on abilities as a coach; and Management, in which coaches develop and use their leadership and administrative skills.

The goal of this approach to implementation is that participants will become stewards of the program, and then be better prepared for the job market, further their education, gain new skills and develop confidence.

Link: https://hockeydreams.nl/

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4. Monitoring & Evaluation Phase

Monitoring and Evaluation (M&E) is an essential element of successful policies and programs that use sport, including those that aim to support values, social inclusion, and role models. The four pillars of M & E which include planning, monitoring, evaluation, and learning (MEL) will be discussed in the Monitoring and Evaluation Module.[8]

Summary and Key Learning Points

This module linked values, social inclusion and role modelling to peace and development within the context of SDP. The key point of the module is that sport is well positioned to support values, social inclusion, and role models and therefore to contribute to SDP outcomes. The choice of role models should be carefully considered as to ensure positive and relevant influencing. This can be achieved through policies and programs that are culturally relevant, that encourage active participation, and that enlist participants as leaders and eventual role models.

Key elements of the current SDP policy context were provided as well as seven guidelines for the development of relevant policies and programs. The main components of the module are the four phases of policy/program development, including relevant examples from the SDP sector. Following these four phases can help to create sport-based policies and programs that support peace and development through values, social inclusion and role modelling.

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[8] See Commonwealth Secretariat Sport & SDG Indicator Toolkit V4.0 Measuring the contribution of sport, physical education and physical activity to the Sustainable Development Goals. https://production-new-commonwealth-files.s3.eu-west-2.amazonaws.com/migrated/inline/SDGs%20Toolkit%20version%204.0_0.pdf

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