



Sue Cragg Consulting

*Inventory, Literature Review and
Recommendations for Canada's Sport
for Development Initiatives*

Sue Cragg MBA, Christa Costas-Bradstreet MA, Bethan Kingsley PhD.

Presented to the Federal-Provincial/Territorial Sport, Physical Activity and
Recreation Committee (SPARC)

01/31/18



Sue Cragg Consulting

Acknowledgements and Sourcing

Thank-you

The authors would like to acknowledge CSP 2012 Policy Implementation Monitoring Work Group who provided guidance and advice to this project.

The authors would also like to thank the many researchers, policy makers, sport leaders and program practitioners who shared their time, insights, resources and expertise for this report and for the great work they are doing to support Sport for Development work in Canada and around the world.

Special thanks to Brianna Gilchrist who provided research assistance on this project.

How to source this report:

Cragg, S., C. Costas-Bradstreet, B. Kingsley. *Inventory, Literature Review and Recommendations for Canada's Sport for Development Initiatives*. Interprovincial Sport and Recreation Council, Ottawa, Ontario, Canada. 2017.

For more information about this report:

Joanne Kay: joanne.kay@canada.ca

Sue Cragg: suecraggconsulting@gmail.com

This publication may be reproduced without permission provided the source is fully acknowledged.



Executive Summary

Canadians have a tradition of leadership in international development using sport as a vehicle for social change and development. While such opportunities are often associated with international efforts, there are organizations that are including the power of sport to engage participants who may benefit from the developmental aspects of sport in their efforts here in Canada. The Canadian Sport Policy 2.0 and several of the United Nations Sustainable Development Goals support the use of Sport for Development.

Sport for Development involves tapping into what sport can do 'intentionally' to address a range of community priorities and can focus in individual or community change. Sport is used as an engagement tool to achieve development goals.

Sport is often promoted as a panacea for development that is accessible and open to all and as a universally appealing "hook" to reach out, engage, and retain potential beneficiaries. Yet despite the enthusiasm for what it can do, there must be intentional efforts for quality sport to live up to its potential as a vehicle for development.

Purpose and Methods: This project was undertaken to inform future programming - and evaluation of programming - in the area of Sport for Development, for interested stakeholders in the context of the Canadian Sport Policy Performance Management Framework. This report provides findings gathered from a variety of sources to answer three main questions:

- What Sport for Development initiatives are being undertaken, domestically and abroad, and what policies, strategies and evaluation and implementation practices are they employing to carry out their work?

- What indicators are being used to evaluate program activities and outcomes?
- What practices and indicators would best apply to the Canadian context?

The project involved a review of academic and grey literature, electronic surveys and data gathering and key informant interviews with national and international researchers, and sport and sport for development organizations. An inventory of programs, an inventory of evaluation indicators and detailed literature review summary tables were produced along with this report and recommendations for national evaluation indicators.

Key findings: Findings explore key challenges and strategies for success along with suggestions for, and actual examples of, policy and practice. These are presented within the major themes of:

- inclusion;
- partnership and collaboration;
- creating organizational and community capacity and ensuring sustainability; and
- ensuring a focus on quality programming.

A discussion of evaluation and monitoring includes discussions of who to involve, what to measure, how to measure and when.

The following key messages are based on the multiple data sources that were used to produce this report:

- Many benefits of sport are anecdotal and are used in developmental contexts without further validation. However, participation in sport does yield particular benefits in the right circumstances and sport is an effective hook to attract program participants.
- Connections made with program leaders and participants can be leveraged to improve individual and social wellbeing.
- There are negative consequences tied to some sport experiences, such as aggression



Sue Cragg Consulting

- and stereotyping that must be acknowledged and monitored.
- Sport and Development Agencies both use sport to achieve development goals. Their focus may begin with their primary mandate (sport or development) and then sport added accordingly, yielding two types of programs (sport-plus where sport is the original focus and plus-sport where development is seen as the primary goal).
 - Differences in the primary focus of various types of delivery agencies may cause tensions.
 - Historically, sport has been used in some contexts to impose cultural and societal practices on participants in an attempt to instill 'conformity'.
 - Programming, research and evaluation continue to run the risk of using a 'one-third world' lens and of marginalizing local perspectives and values.
 - Consulting local communities and intended participants ensures that programming is aligned with local needs, that local assets and resources are included, that evaluation and research is relevant, builds trust and reduces the likelihood of imposing dominant culture values.
 - Cross-sectoral partnerships bring together the perspectives and experience of multiple disciplines and sectors to leverages the variety of expertise and strengths and provides opportunities to share resources.
 - Governments have a role to play in funding, supporting and influencing Sport for Development programming.
 - The constraints and expectations of the academic world and of research can conflict with the timelines and goals of Sport for Development programming.
- Funding is essential to program implementation. Funder expectations for short term results and justification of spending can conflict with the timing necessary for real results and may pressure organizations to produce measurable short-term results that compromise the achievement of sustainable development goals.
 - Leaders are charged with offering both quality sport and successful development experiences.
 - Selection and training processes must reflect and embrace the need for quality leaders to ensure program success.
 - Sustainability depends on providing quality and value and through developing community ownership and capacity.
 - Programming must be evidence-informed, reflect the needs and culture of the community and be provided in a consistent and safe manner.
 - Quality programming involves ensuring the Sport for Development experience is fun and meaningful to attract and retain participants, but also offers a quality sport experience where sport or at least physical literacy skills are developed, and participants enjoy and learn from the sport component.
 - Monitoring and evaluation can contribute to improving delivery, demonstrating goal accomplishment, identifying both intended and unintended outcomes and improving chances of further funding.
 - There is very little literature on Sport for Development evaluation or outcomes.
 - Communities, program staff and beneficiaries should be involved in what to measure and this process should begin in the planning stages.



Sue Cragg Consulting

- There is a lack of evaluation capacity among program delivery staff.
- Indicators need to demonstrate progress on outcomes and objectives and do more than count participants.
- Both qualitative and quantitative measurement are needed to gain a complete evaluation picture.
- Social and other development outcomes take a long time to reveal themselves.

Conclusions: Consistent themes emerged from the multiple sources of data collection:

- The Sport for Development Sector is Diverse and faces unique challenges
 - There is a low level of awareness and a lack of common understanding among sport organizations about Sport for Development
 - Sport organizations struggle with balancing Sport for Development and sport development
- Many programs target youth development and subsequent leadership roles
 - Quality sport is essential to success
 - Success depends on values-based and quality sport
- There are opportunities to strengthen monitoring and evaluation
 - Evaluation and monitoring are essential to sustainability but are not always in place
 - There is a need to build monitoring and evaluation capacity among front line staff
 - Program evaluation must not be driven by funders' needs
 - Existing indicators do not reflect Sport for Development intentions
 - Evaluation needs to examine a broad base of process and outcome data
- Sustainability depends on numerous factors

- Long term funding supports all other sustainability factors
- A vast amount of program knowledge exists but requires sharing
- More research about Sport for Development is needed

Recommendations: Based on the project findings and conclusions, the following recommendations for best practice and evaluation of Canadian Sport for Development activities are offered:

- Ensure a coordinated, holistic approach to program delivery
 - Increase and monitor awareness of Sport for Development
 - Ensure communities are equal partners in co-developing program goals, activities and evaluation
 - Ensure coordination of Sport for Development initiatives
 - Encourage multi-sectoral partnerships
 - Support all types of organizations to deliver Sport for Development initiatives
- Promote a quality approach and strive for sustainability
 - Consider incorporating this report's noted practices into programming
 - Engage and develop the right people
 - Consider leveraging the physical literacy and sport-for-all platforms to engage funding and support Sport for Development
 - Align incentives with Sport for Development
- Gather appropriate data to ensure quality and achievement of outcomes
 - Support monitoring and evaluation
 - Develop indicators to reflect Sport for Development goals across sectors
 - Disseminate results broadly
 - Support further research



Table of Contents

1.0	Introduction.....	1
1.1	Definition of Sport for Development.....	1
1.2	Benefits of Sport for Development	2
1.2.1	Assumed Benefits	2
1.2.2	Evidence-supported Outcomes of Sport for Development	3
1.2.3	Social Capital.....	3
1.2.4	Limitations to the benefits of sport participation	4
1.2.5	Undesired Consequences of Sport for Development	5
1.3	Sport for Development and Sport Development	5
1.4	Sport-plus and Plus-sport and their Delivery Agencies	5
1.5	Sport as a Tool for Colonization and ‘Top-Down’ Control.....	7
1.6	Policy Environment.....	7
1.6.1	The Canadian Sport Policy	8
1.6.2	Sustainable Development Goals	9
2.0	Project Purpose and Methodology.....	10
2.1	Purpose.....	10
2.2	Methodology	10
2.2.1	Literature Review.....	10
2.2.2	Key Informant Interviews	11
2.2.3	Survey of Sport for Development Initiatives in Canada.....	11
2.2.4	Compilation of an Inventory of Sport for Development Initiatives	12
2.2.5	Indicator Overview and Recommendations	12
2.2.6	Best Practices.....	12
2.2.7	Creation of the Report	13
3.0	Findings	14
3.1	Survey Results.....	14
3.2	Inventory Results.....	14
3.3	Ensuring Inclusion.....	15
3.4	Working in Partnership and Collaboration	17
3.4.1	Working with Host Communities and Participants.....	18
3.4.2	Working Across Disciplines and Sectors	21
3.4.3	Working with Governments.....	23
3.4.4	Working with Researchers.....	24
3.4.5	Working with Funders.....	26
3.5	Developing Coaches and Leaders	28
3.6	Creating Capacity and Sustainability	30
3.7	Developing Programming.....	32
3.8	Focusing on Quality	33
3.9.	Leveraging Media and Celebrity and Tying in with Major Events	35
3.10	Ensuring Effective and Meaningful Evaluation and Monitoring.....	35
3.10.1	Involving the Right People	37
3.10.2	Measuring the Right Indicators	39
3.10.3	Using the Right Measurement Tools	40
3.10.4	Timing Measurement.....	41
4.0	Conclusions.....	43
4.1	The Sport for Development Sector is diverse and faces unique challenges	43



4.1.1	There is a low level of awareness and a lack of common understanding among sport organizations about Sport for Development	43
4.1.2	Sport Organizations struggle with balancing Sport Development and Sport for Development	43
4.1.3	Many programs target youth development and subsequent leadership roles.....	44
4.2	A coordinated holistic approach will strengthen program delivery, reduce duplication and increase efficiency	45
4.2.1	Engaging community stakeholders is critical to success.	45
4.2.2	Cross-sectoral partnerships strengthen program implementation.....	45
4.2.3	Multiple funding agencies support Sport for Development work in Canada	46
4.3	There are opportunities to strengthen Monitoring and Evaluation	46
4.3.1	Evaluation and monitoring are essential to sustainability but are not always in place	46
4.3.2	There is a need to build monitoring and evaluation capacity among front line staff	47
4.3.3	Program evaluation must not be driven by funders' needs	47
4.3.4	Existing indicators do not reflect Sport for Development intentions.....	47
4.3.5	Evaluation needs examine a broad base of process and outcome data	47
4.4	Quality sport is essential to success	49
4.4.1	Success depends on values-based and quality sport.....	49
4.5	Sustainability depends on numerous factors	49
4.5.1	Long term funding supports all other sustainability factors.....	49
4.5.2	A vast amount of program knowledge exists but requires sharing.....	50
4.5.3	More research about Sport for Development is needed	50
5.0	Recommendations.....	52
5.1	Ensure a coordinated, holistic approach to program delivery	52
5.1.1	Increase and monitor awareness of Sport for Development	52
5.1.2	Ensure communities are equal partners in co-developing program goals, activities and evaluation	52
5.1.3	Ensure coordination of Sport for Development Initiatives.....	52
5.1.4	Encourage multi-sectoral partnerships	53
5.1.5	Support all types of organizations to deliver Sport for Development initiatives	53
5.2	Promote a Quality Approach and Strive for Sustainability.....	53
5.2.1	Consider incorporating this report's noted practices into programming	53
5.2.2	Engage and develop the right people.....	54
5.2.3	Consider leveraging the physical literacy and sport-for-all platforms to engage funding and support sport for development	54
5.2.4	Align incentives with Sport for Development.....	55
5.3	Gather appropriate data to ensure quality and achievement of outcomes	55
5.3.1	Support monitoring and evaluation.....	55
5.3.2	Develop indicators to reflect Sport for Development Goals across Sectors	55
5.3.3	Disseminate results broadly	55
5.3.4	Support further research	56
6.0	Concluding Remarks	57
	References	58

Appendices:

List of Key Informants

Semi-Structured Interview Guide

Indicators for Sport for Development Evaluation and Data Collection



1.0 Introduction

Canadians have a tradition of leadership in international development using sport as a vehicle for social change and development. While such opportunities are often associated with international efforts, there are organizations that are including the power of sport to engage participants who may benefit from the developmental aspects of sport in Canada. Key players such as Right to Play, the McConnell Foundation, the Jays Care Foundation, Motivate Canada, the Federal and Provincial/Territorial governments and a number of NGOs, have forwarded the Sport for Development agenda. Sport for Development is not generally associated with athlete performance or development of sport technical skills and increasing levels of competition, as described in the Sport for Life movement or other participant development models. Rather, the emphasis is on positive societal changes and outcomes. Sport for Development uses sport as a vehicle for economic development and social change.¹

1.1 Definition of Sport for Development

Sport for Development:

- Involves tapping into what sport can do 'intentionally' to address a range of community priorities.
- Can focus in individual or community change.

Sport is used as an engagement tool to achieve development goals.

Sport for Development can be broadly defined as the use of sport as a conduit to achieving wider development outcomes, for example, by exerting a positive influence on public health, on the socialisation of children, youth and adults, on social inclusion of marginalized or disadvantaged communities or their individual

members, on economic development of regions and states, or on fostering intercultural exchange and conflict resolution.^{2,3} Sport is often promoted as a panacea for development and as a universally appealing “hook” to reach out, engage and retain potential beneficiaries that is accessible and open to all.⁴ In particular, it is perceived as an effective way to reach young people, who are seen as critical to building long-term social change and development.⁵

Sport for Development projects can have very different outcome objectives such as:⁶

- Individual development, in which participation is presumed to change some participants' specified values, attitudes, knowledge and aptitudes;
- Behaviour change in which the focus on the individual is complemented by a concern with the context of behaviour; and
- Community development which deals with issues at the level of collective organizations and forms of social capital relevant to development.

Regardless of the definition used, they all point to the assumption that sport can be used to improve health, economic, employment or social outcomes for individuals, communities or even to “build a better world through sport,” as suggested by one of the six components of the International Olympic Committee's Olympism in Action.⁷

Yet despite the enthusiasm of what it can do, in both modest forms (e.g. to improve individuals' motor skills and therefore contribute to self-esteem, or as a source of social capital), and grander ways (to strengthen social bonds, as a basis to transcend social cleavages or to help engender nation building),⁸ there must be intentional efforts for sport to achieve desired outcomes and fulfil its potential as a vehicle for development.



The United Nations Task Force^{9,10} found that well-designed sport-based initiatives are practical and cost-effective tools to achieve objectives in development and peace, noting that sport can be a powerful vehicle that should be increasingly considered by the United Nations as complementary to existing activities. The Task Force's report called upon United Nations agencies to approach the use of Sport for Development more strategically and with a higher level of integration into the work of the UN.⁹ Similarly, the 2005 Magglingen Call to Action⁹ called upon sports organizations, athletes, governments, development agencies, the private sector, the media and all other stakeholders to actively use and promote sport for development and peace in their respective fields.

1.2 Benefits of Sport for Development

Key Messages:

Many benefits of sport are anecdotal and are used in developmental contexts without further validation.

However, participation in sport does yield particular benefits in the right circumstances and sport is an effective hook to attract program participants.

Connections made with program leaders and participants can be leveraged to improve individual and social wellbeing.

There are also negative consequences tied to some sport experiences, such as aggression and stereotyping, that must be acknowledged and monitored.

1.2.1 Assumed Benefits

Traditional sport development objectives of increased participation, development of sporting skills and fun are part of Sport for Development programs; they are rarely the sole rationale and very rarely the basis for external investment and

subsequent evaluation.¹¹ Along with the social, physical, and psychological benefits gained through sport participation,^{5,12,13} quality sport has been touted as an ideal activity to:^{10,12,13,14,15,16,17,18,19,20,21,22,23,24,25}

- Promote personal and social development;¹⁹
- Promote socialization, foster team building and group solidarity;⁵
- Develop relationships based on trust and reciprocity;¹⁷
- Promote civic engagement and build social and human capital;^{17,26}
- Contribute to conflict resolution and promote peace and intercultural understanding;^{5,13,12}
- Re-socialize and rehabilitate people who have been traumatized, or physically or emotionally harmed by disaster, civil unrest or war and contribute to the reconstruction of societies;^{21,18}
- Teach and transmit positive life values, such as ambition and valuing education;^{17,19}
- Address deficiencies in and raise awareness of social issues through education;^{12,13,17}
- Improve health and well-being through the promotion of health behaviours and reducing the spread of disease and the incidence of non-communicable diseases;^{12,18}
- Alleviate poverty and improve economic development;^{12,13}
- Improve labour market readiness and competitiveness;²⁴
- Build sport and community infrastructure and associated local employment;¹³
- Promote the inclusion of marginalized groups, especially women, migrants, and people with disabilities;^{10,12,71}



- Facilitate positive and enjoyable self-expression, and personal and interpersonal creativity;⁵
- Prevent crime, either by serving as a diversion or as a tool for social change;²³ and
- Support activism, social movements and larger development efforts.¹⁶

1.2.2 Evidence-supported Outcomes of Sport for Development

Many of the beliefs about the benefits of Sport for Development appear to be fed by unquestioned beliefs grounded in “wishful thinking and the idealized testimonials of current and former athletes.”²⁶ Under the right circumstances, reported Sport for Development benefits can include:^{20,27,28,29,30,31,32}

- Greater acceptance and willingness to consider, promote, collaborate with and learn from cultures and those who differ among participants and volunteers;^{20,30}
- Ability to negotiate conflicts, both internally and with other participants and increased resilience;³⁰
- A heightened desire among volunteers to work for social change and reciprocity in terms of giving back to the organization and sharing the experience with others;²⁷
- Enhanced leadership, positive identity and increased participation in school and physical activity among youth participants;²⁸
- Improved community infrastructure for recreation, sport and enhanced community partnership;²⁸
- Reductions in smoking, drug and alcohol abuse;²⁹
- Reduced symptoms in those experiencing mental illness;²⁹
- Improved housing situations;²⁹
- Greater employment and training;²⁹
- Improved family relationships;²⁹ and

- Improved empowerment feelings of fitness, strength and self-esteem among women participants.³¹

1.2.3 Social Capital

Social capital is a common goal and benefit of Sport for Development projects and is defined as the advantage of connections or social networks that result from the social processes that occur within the context of the sport experience.^{33,34,29} These processes include social inclusion, facilitation of social exchanges between similar and dissimilar others, the generation of goodwill, trust, reciprocity, loyalty between diverse groups, and integration of learning and individual development opportunities.²⁹ There is an underlying assumption that participation will increase the number and quality of these connections.^{29,24}

There are two components of social capital:

- Bonding social capital is the value of social networks that are developed between relatively homogenous groups and individuals. This type of social capital generally involves ties based on familiarity and trust of similar others which helps individuals to cope with life through the provision of a sense of personal identity, support and belonging.^{35,36}
- Bridging social capital occurs when individuals form relationships with people different than themselves. Bridging is important for personal and community development and provides individuals with the potential to leverage a broader set of social, professional and information networks.^{36,37} It is a crucial feature of the regenerative capacity and long-term sustainability of an organization, community or activity.³⁶



Both bonding and bridging social capital are essential for individual and collective wellbeing, where the initial bonding creates the necessary conditions for the development of emotional support, trust, and shared information that make bridging possible.³⁶ Development is achieved through sport where sport becomes the means to build social cohesion, bonding and capacity.³⁸ However, this does not spontaneously occur, and the context, quality and management of initiatives and the engagement they introduce impact whether or not this will occur and be sustained.²⁴

Social capital can be encouraged through:

- Meaningful social interaction with teachers, mentors and organizational representatives that can facilitate a close-knit network of people with similar experiences and contribute to the creation and maintenance of linkages with people who can offer new information and resources.²⁰
- Opportunities for socializing and establishing contacts before (through participation on the organizing committee and involving community members in designing an event), during (through volunteering, attending and participating) and after (through follow up projects) an event.²⁰
- Establishing social networks that enable young people to construct new cultural, educational and professional reference models.³⁹

1.2.4 Limitations to the benefits of sport participation

Despite its touted and reported benefits, the act of participating in sport in and of itself has limited impact on broader economic and social outcomes. There is little evidence about program effectiveness or the sufficient

conditions and processes needed for achieving positive outcomes or their transferability to other contexts.^{2,40,41,42,43,37,23,44} Instead, outcomes are related to, and dependent on, combinations of multiple factors and conditions,^{26,41,4} including:^{45,42,46,47,41}

- Quality of the program;
- Links to other interventions;
- Type of sport played;
- Attitudes and actions of peers, parents, coaches, and administrators;
- Norms, class and culture associated with specific sports or experiences;
- Social characteristics of sport participants;
- Material and cultural contexts under which participation occurs;
- Labour market and educational systems;
- Social relationships formed through sport participation;
- Meanings given to sport and experiences; and
- Appropriate infrastructure and resources

Furthermore, while sport can have a positive impact on individuals, this does not necessarily lead to greater outcomes in the community and society.^{46,48} This societal-level impact is the focus of Sport for Development.

Programs may also be limited by assumptions that all participants are uniformly disadvantaged and in need of the same level of 'help,' rather than focusing on program participants as individuals. This view of the program participant as the location of all of the problem is also linked to a lack of simultaneous recognition of deficiencies in the wider social system that cause social vulnerabilities in the first place.⁴⁹ On an international level, Sport for Development organizations are often expected to offer programming that compensates for wider failures of national and local states, weak civic structures, disintegrating families, poorly



developed labour markets, failing educational institutions, deeply rooted gender inequalities and poverty of an order, scale and depth unknown in developed economies.⁵⁰ Indeed, such a limited focus cannot expect to solve more broad-based problems such as a lack of resources, political support and socio-economic realities,⁴⁶ nor can it tackle deep-seated issues such as poverty and inequality alone. Such issues require improvements in other sectors such as education and health.⁴⁶

1.2.5 Undesired Consequences of Sport for Development

There is a need to acknowledge potential negative impacts and understand when, why, and how they may happen, as well as how systematic forces may facilitate or amplify unintended outcomes.^{16,46} Sport can promote anti-social behaviour as well as reinforce forms and systems of inequities and even oppression.^{16,46,37} For example, unequal power relations can result in the exploitation of beneficiary communities when programmers or corporate partners use initiatives to further their own goals.¹⁵ In addition, the competitive nature of sport may encourage each individual to do their best but it can lead to aggression, cheating and a 'win-at-all-costs' attitude.^{46,23} Sport may promote physical dominance (e.g., rugby or boxing), aggression among spectators (e.g., soccer hooliganism), ritualise and legitimise violence and confrontation in connection with ideals of masculinity or divide people and countries by promoting racism, nationalism, discrimination, corruption, drug abuse, and violence.^{23,46,12} Furthermore, conventional sport in many ways reflects the social milieu in which vulnerable youth have already experienced failure.²³

1.3 Sport for Development and Sport Development

Sport *for* Development is often confused with Sport Development. The goal of sport development is to attract and motivate participants and nurture them to increase their sport skills and progress through the system with the goal of promoting the best to an elite level.³⁸

There is a focus on organized training, rules, competition, skills development, elite athletic performances and the sustainable future of sporting organisations. Sport *for* Development, on the other hand, emphasizes broad participation, targets marginalized populations, focuses on egalitarianism, informality or even play, and achieving social goals through broad-based sport programmes at the community level, and is primarily unconcerned about whether participants ever become involved in organized training and competition.^{51,23,38,52}

Sport organizations often struggle with balancing these two very different goals of sport.^{51,53} The elite sport agenda is typically prioritized ahead of the participation objectives and resources are allocated accordingly.^{19,54,23}

1.4 Sport-plus and Plus-sport and their Delivery Agencies

Key Messages:

Sport and Development Agencies both use sport to achieve development goals. Their focus may begin with their primary mandate (sport or development) and then sport added accordingly, yielding two types of programs (sport-plus where sport is the original focus and plus-sport where development is seen as the primary goal).

Differences in the primary focus of various types of delivery agencies may cause tensions.

Two types of program structures deliver Sport for Development:



- *Sport-plus* refers to the adaptation or augmentation of sports to maximize developmental objectives and where the development of sustainable sports organizations and programs are given primacy.¹¹ In these types of organizations developmental consequences are a by-product.¹⁵
- *Plus-sport* refers to the use of sports to attract participants to programs aimed to achieve broader developmental ends and to address a number of broader social issues. That is, programming oriented and aimed not to sport development but to development through sport.^{4,11} These practices underline the recognition that it is not about sport itself, but rather about the social issues people seek to address by means of sport activities; that sport needs to be augmented to enhance opportunities for it to act as an agent of personal and social change.³⁷

Of course, there is a continuum of such programs and differences are not always clear-cut.¹¹

Types of delivery agencies

Sport for Development institutions and agencies vary substantially in scale, location, objectives, policies, ideologies, and strategies. However, they can be sorted into four broad categories:⁵

- *Nongovernmental, non-profit organizations*, facilitate and/or implement Sport for Development projects and provide the most numerous and diverse contributions to the sector. These include sport specific agencies (such as Commonwealth Games Canada), and general nongovernmental organizations with sport-related activities (such as World Vision).
- *Intergovernmental and governmental organizations*, are particularly active in

facilitating, overseeing and implementing Sport for Development campaigns and projects. This category includes sport federations (national and international governing bodies). The United Nations plays a key role in this institutional category, having established its own Sport for Development office (the UNOSport for Development), while as many as 26 UN associate agencies, such as UNDP, are active in Sport for Development programs and campaigns.

- *Private sector, agencies* (e.g., Nike, IKEA) engage with the Sport for Development sector mainly through voluntary initiatives that are themed around corporate social responsibility and principles of self-regulation within the marketplace.
- *Radical NGOs and social movements* have more politicized approaches toward Sport for Development and are more focused on promoting social justice and human and civil rights. Members of this category of Sport for Development agency tend to come into conflict with members of the others as they advocate social justice and criticize corporate and state abuses of human rights.

Differences in Agency Focus

Tensions exist between how mainstream development agencies and sport NGOs view the idea of sport assisting international development initiatives. Many of the major development agencies (World Bank, IMF, etc.) have failed to embrace sport-for-development initiatives. This is due in part to unease with which sport has been viewed in terms of its negative aspects and exaggerated claims of benefits⁵⁵ which are treated with scepticism by agencies who have been seeking to address such issues over time.¹⁷

Across the Sport for Development movement there are opportunities to maximize collective



efforts and put Sport for Development principles and practices to better use across sectors such as health, criminal justice and education sectors, who together address highly inter-related social issues.⁴⁴

1.5 Sport as a Tool for Colonization and ‘Top-Down’ Control

Historically, sport has been used in some contexts to impose cultural and societal practices on participants in an attempt to instill ‘conformity’.

Programming, research and evaluation continue to run the risk of using a ‘one-third world’ lens and of marginalizing local perspectives and values.

Sport has been used in the past to create social cohesion or build citizens that conform to societal practices and values of the dominant culture. It represents ‘top-down’ control and defines problems and solutions from a colonizing perspective. For example, sport was used to ‘civilize’ and control local and Indigenous populations through the imposition of rules, order and norms of how to behave and reinforcing colonial hierarchies, hegemony and privilege.^{13,37,8,56,4,57,56,58} Such an approach uses Eurocentric or One-Thirds world definitions on who needs ‘help’,⁴⁶ marginalizes local values and approaches,^{13,59,15} emphasizes the need for individual responsibility, and treats young people as problems to be solved (i.e., with flawed attitudes or displaying ‘anti-social’ behaviour).^{49,4} As a result, development practice justifiably encounters suspicion and resistance by those who have been the ‘victims’ of past development efforts.⁵⁹

More progressive practitioners and researchers have started to ask how Indigenous physical practices and other health-promoting practices can play important roles in broader

decolonization efforts.⁶⁰ The best community development is needs- and asset-based. To reduce the impact of the legacy of past practices, programmers need to examine their biases, and assumptions, and how these may have shaped their research relations, data collection, and interpretation, and openly investigate and understand community and individual contexts.^{3,61,60,62} They must reconcile the ‘need’ for development with an understanding of how that need came to be defined and identified and resist imposing solutions.⁵⁸ A joint IOC and the United Nations Office on Sport for Development and Peace publication has 19 recommendations on how to maximise the impact of various activities in the field of development through sport, several of which challenge top-down, northern led and/or corporate-focused development.⁷

Finally, programs should focus on equipping program participants with the skills identified within their own communities as being important to successfully navigate and disrupt broader systemic and structural inequalities, such as poverty, racism, colonialism and sexism.⁶⁰

1.6 Policy Environment

Key Message:

The Canadian Sport Policy 2.0 and several of the United Nations Sustainable Development Goals support the use of Sport for Development.

A number of national and international policies support Canadian involvement in Sport for Development initiatives. The 2003 Physical Activity and Sport Act specifically notes that the Minister in particular may... “encourage the promotion of sport as a tool of individual and social development in Canada and, in cooperation with other countries, abroad.”⁶³



1.6.1 The Canadian Sport Policy

The first (2002) version of the Canadian Sport Policy (CSP) focused on participation, excellence, capacity and interaction. The second version, the 2012 CSP¹ focuses on four broad goals (introduction to sport, recreational sport, competitive sport and high-performance sport). A fifth goal recognizes high quality, intentionally designed sport programming as a contributor to societal outcomes of excellence, enhanced education and skill development, improved health and wellness, increased civic pride, engagement and cohesion and increased economic development and prosperity. This additional objective, that of Sport for Development, focuses on the use of sport as a tool for social and economic development, and the promotion of positive values at home and abroad, as reflected in the principles of the Canadian Sport Policy (see side bar).

The Sport for Development goal is comprised of four policy objectives that focus on athletes as leaders and role models; collaboration among sport, community and international development organizations to leverage sport programming intentionally for domestic and international social development; sport-related sectors using sport intentionally to achieve social development objectives; and sport events intentionally being designed and delivered to benefit host communities and local economies. The CSP's seven policy values (fun, safety, excellence, commitment, personal development, inclusion and accessibility, and respect, fair play and ethical behaviour) include a clear direction that sport should play a bigger role as a driver for personal and social development. These values are supported by, and reflected in, the principles.

The Sport for Development approach recognises the potential for partnerships and linkages

between sport and other sectors, such as education, recreation, justice, Indigenous affairs, immigration, culture, tourism, health, infrastructure, international affairs, justice, military, municipalities and local government, media, the private sector and professional sport. The linkages are mutually beneficial, whereby other sectors contribute to sport for development, and sport equally provides opportunities to use sport as a tool for social and economic development.

The Policy recognizes that each jurisdiction will contribute to its goals in a way that is consistent

CSP Principles

The CSP is based on the assumption that quality sport is dependent on seven principles appropriately integrated into all sport-related policies and programs:

Values-based: All sport programs are values-based, designed to increase ethical conduct and reduce unethical behaviour.

Inclusive: Sport programs are accessible and equitable and reflect the full breadth of interests, motivations, objectives, abilities, and the diversity of Canadian society.

Technically sound: Principles of long-term participant development inform sport programs in all contexts of sport participation, recognizing that different participant pathway models exist across jurisdictions.

Collaborative: Sport is built on partnerships with other sectors – most importantly with Education and Recreation – and is fostered through linkages with community organizations, service providers, and the private sector.

Intentional: Sport programs are based on clear objectives in order to achieve their desired outcomes.

Effective: Monitoring and evaluation of programs and policies support improvement, innovation and accountability. A research agenda supports the identification of conditions under which programs and policies have the strongest potential to deliver on their objectives.

Sustainable: Organizational capacity, partnerships, innovative funding, sharing and economizing of resources, exist to achieve system objectives.



with their own mandates and policy priorities. Governments are expected to develop their own action plans in collaboration with each other and with non-government organizations. Despite this local approach, a consistent monitoring and evaluation framework proposed main outcomes for all stakeholders to strive to achieve (as discussed later in this report).

1.6.2 Sustainable Development Goals

During 2015, the United Nations and the Commonwealth adopted a set of goals to end poverty, protect the planet and ensure prosperity for all as part of a new sustainable development agenda. Known as the Sustainable Development Goals (SDGs), each goal has specific targets to be achieved over the next 15 years. As an associated task, the Commonwealth Secretariat undertook a wide-ranging consultation on how sport-based approaches can contribute to the Sustainable Development Agenda and achievement of the Goals. Six SDGs were identified as areas where sport-based approaches could make effective and cost-efficient contributions:⁶⁴

- Goal 3 Ensure healthy lives and promote wellbeing for all, at all ages;
- Goal 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all;
- Goal 5 Achieve gender equality and empower all women and girls;
- Goal 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all;
- Goal 11 Make cities and human settlements inclusive, safe, resilient and sustainable; and
- Goal 16 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build

effective, accountable and inclusive institutions at all levels; and

An additional goal (Goal 17 - Focus on the means of implementation and partnerships) is a key cross-cutting goal relevant for all SDP stakeholders in that it supports the implementation of other goals.

Recognition of the contribution that Sport for Development can make to these Goals provides both strong incentive and justification for furthering efforts and points to areas to focus evaluation efforts (i.e., whether and how well Sport for Development has contributed to these Goals).



2.0 Project Purpose and Methodology

2.1 Purpose

This project was undertaken to inform future programming - and evaluation of programming - in the area of Sport for Development, for interested stakeholders in the context of the Canadian Sport Policy Performance Management Framework. This report provides findings gathered from a variety of sources to answer three main questions:

- What Sport for Development Initiatives are being undertaken, domestically and abroad, and what policies, strategies and evaluation and implementation practices are they employing to carry out their work?
- What indicators are being used to evaluate program activities and outcomes?
- What practices and indicators would best apply to the Canadian context?

2.2 Methodology

2.2.1 Literature Review

The literature review gathered current knowledge contained in Canadian and international documentation related to Sport for Development initiatives. The literature search strategy was based on the evidence-informed public health decision-making process by the National Collaborating Centre for Methods and Tools,⁶⁵ using the first four stages of the process (define, search, appraise, synthesize). The academic literature search was limited to literature published within the last five years while the gray literature included seminal documents that went back further. The search was based on a list of key words identified in collaboration with the FPTSC (see side bar).

Peer reviewed literature was sought through academic databases while a search for grey

Search Terms

Sport OR Physical Activity OR Recreation OR Recreational Sport OR Organized Sport OR Team Sport OR Individual Sport OR International Sport OR Intentional Sport OR Sport Participation OR Sport Opportunity OR Traditional Games OR Sport Inclusion OR Sport Diversity OR Competitive Sport OR Athletes OR Athletics OR Self Organized Sport

AND

Development OR Social Change OR Socialization OR Peace OR Peace-building OR Ethics OR Culture OR Cultural Awareness OR Humanitarianism OR Community Building OR Citizenship OR Immigrant Settlement OR Social Integration OR Inclusion OR Tolerance OR Respect OR Diversity OR Discrimination Reduction OR Conflict Resolution OR Peer Relations OR Leadership OR Truth and Reconciliation OR Social Isolation OR Volunteerism OR Community Renewal OR Community Development OR Positive Role Models OR Discrimination OR Racism OR Ageism OR Cultural Relevance OR Integration OR Inclusion OR Marginalization OR Vulnerable Groups OR Homophobia OR Accessible OR Equitable OR Inclusive OR Underrepresented Groups

OR

Health Promotion OR Drug Reduction OR Alcohol Reduction OR Tobacco Reduction OR Workplace Health OR Workplace Wellness OR Health Equity OR Health Inequities OR Social Determinants of Health OR Low Income OR Health Status OR Health Determinants OR Health Disparities OR Positive Mental Health OR Psychosocial Health OR Mental Health OR Health Promoting Behaviours

OR

Socioeconomic Status OR Socioeconomic Disparities OR Socioeconomic Outcomes OR Economic Development OR Economics OR Economic Outcomes OR Job Creation OR Tourism

OR

Justice OR Crime prevention

AND

Policy Approaches OR Policy Intervention OR System Approaches OR Programming OR Sport for Development Program OR Policy OR Sport Policy OR Indicators OR Measurement OR Evaluation OR Best Practice

literature (reports, conference proceedings, dissertations and theses and white papers) was sought via multiple internet searches, by posting a request for grey literature relevant to this project on list serves and via personal e-mail requests to stakeholders in the field. Sport Canada also shared relevant literature with us. Finally, bibliographies and reference lists of obtained articles and reports were reviewed for



suggestions of other articles that may contribute to the search.

Documents were verified for source credibility and screened based first on their title, and then on the abstract or executive summary. Relevant articles were obtained based on this screening. Findings from the academic and grey literature were compiled into tables and submitted to Sport Canada as a key deliverable. Figure 1 provides information on the number of articles identified and included in the final review. Findings from the academic and grey literature are provided in this report in the introduction and findings sections.

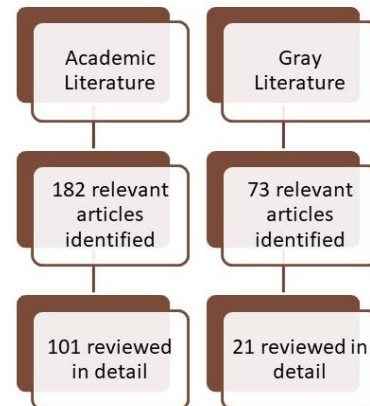
2.2.2 Key Informant Interviews

Key informant interviews were held with 41 representatives of National Sport Organizations, Multi-sport Organizations, Development Organizations, Foundations and NGOs and with national and international researchers (see Appendix for list of interviewees). Participants were identified through consultation with the Project Advisory Group and other interview participants. An invitation to participate was sent via e-mail along with a one-page overview of the project (see Appendix). A semi-structured interview guide (see Appendix) that investigated the interviewee's experiences with Sport for Development overall, along with their recommendations for best practices and evaluation, was used to guide the discussions.

2.2.3 Survey of Sport for Development Initiatives in Canada

A web-based survey was developed in consultation with the Project Advisory Group to gather information about existing programs, their purpose, target audiences and evaluation activities. The links to English and French versions were sent to all funded National Sport Organizations and National Multisport Service Organizations; key Sport Councils; select NGOs

Literature search and review process



serving Indigenous peoples, people with a disability and new Canadians; granting Foundations; and recommended and identified NGOs working in Sport for Development. It was also distributed through the SIRC, CPRA, and OHPE newsletters. Seventy responses were received, however not all responses were included in the inventory as they did not meet the inclusion criteria (see Table 1, next page).

Survey respondents self-selected in response to the call for input. As such, the survey results cannot be considered statistically valid nor representative of the entire sector. However, response was provided primarily by representatives from sport or multi-sport organizations (45 of 60 respondents) and Physical Activity Promotion organizations (11 of 60 respondents). Half delivered programming nationally (34 of 68 respondents), less than one in five respondents (11 of 68) delivered internationally and the remainder delivered in one or more provinces or territories. Raw results of the survey were provided separately and are not intended for publication. However, the relevant findings are included in the relevant sections below.



2.2.4 Compilation of an Inventory of Sport for Development Initiatives

An inventory of federal, provincial and territorial government initiatives, Canadian non-government organization initiatives and international initiatives related to Sport for Development purposes was compiled from four different sources:

- Direct request to Federal and Provincial/Territorial government contacts responsible for sport/physical activity/recreation. A template was sent to representatives of each province/territory, Sport Canada, and the Public Agency of Canada (PHAC). Responses were received from the three territories and eight out of 10 provinces as well as Sport Canada. No response was received from Ontario, Quebec or PHAC. Responses from government colleagues includes both government-funded initiatives (created and implemented by NGOs), government-run initiatives and NGO initiatives of which government partners were aware;
- Electronic document scan of relevant reports and policy documents. Identified documents were included in the counts of grey literature above;
- Key Informant Interviews; and
- Web-based survey.

All programs, their descriptions, and their evaluation information was compiled into tables and submitted to Sport Canada.

The inventory was extensive, but the field of Sport for Development is even more so. It would be impossible to complete an inventory that would include everything that is being undertaken in the realm of Sport for Development. Lack of response from some invited sources was one limitation. Another is the fact that the request was not sent directly to

community and service agencies as these were outside of the scope of the project as it was originally defined. Surveying these entities would provide a valuable addition as a lot of initiatives are undertaken by these types of organization. In addition, the confusion between Sport for Development and Sport Development also limited response. However, the extensive list that was assembled does provide a broad cross section of Canadian initiatives.

2.2.5 Indicator Overview and Recommendations

Based on findings of the activities outlined above, an inventory of over 800 potential indicators was assembled. These indicators, along with their sources, were compiled organized and submitted separately. Two types of classification were assigned to the indicators:

- The type of evaluation they pertained to (process, impact, relevance, effectiveness, efficiency, inclusiveness and sustainability)
- The target of impact (Individual: health, social skills, personality development, and psychological well-being, and Sector: whether they applied to the development sector or the sport sector.)

Based on the recommendations from the literature and key informant interviews and on current evaluation data collection practices reported in the data collection, key indicators for use by Sport Canada and its stakeholders were identified. These were assembled into a table, suitable for integration into an evaluation framework.

2.2.6 Best Practices

Best practices are programs and/or policies that have demonstrated their effectiveness based on quality monitoring and evaluation, or long-standing anecdotal evidence. Being able to recommend programs and policies that “work” is essential in convincing decision- and policy-



makers, potential sponsors, governments and others of the value of investing time and resources in Sport for Development. Identifying best practices in Sport for Development is contingent upon having good quality evidence. Yet, it is widely recognized in the Sport for Development literature, and in the sector, that there is an overall lack of quality evidence to describe the impact and effectiveness of Sport for Development initiatives.^{66,67}

Although evaluation capacity (i.e., to do and use evaluation) remains an issue, many of the well-established national and international organizations delivering Sport for Development

initiatives have, over the past ten years, started to put in place more robust monitoring and evaluation plans including the collection of anecdotal evidence to demonstrate the impact of their work. Throughout the report, examples of best, promising and recommended practices based on the academic and grey literature and key informant interviews, are provided.

2.2.7 Creation of the Report

This report provides an overview of the findings from all data sources, including a discussion of best practices and potential activities, along with recommendations for addressing some of the tensions and challenges noted.

Table 1 Inclusion/Exclusion Criteria⁶⁸

Inclusion Criteria	Exclusion Criteria
<p>Articles were included if they focused primarily on any (or a combination) of the following:</p> <ul style="list-style-type: none"> • Sport as a vehicle to achieve developmental outcomes related to individuals and their communities. Major examples include: <ul style="list-style-type: none"> ○ Disease prevention/management ○ Improved physical or mental health outcomes ○ Development of life skills related to teamwork and cooperation (or otherwise) ○ Building confidence or self-esteem ○ Social inclusion ○ Education ○ Gender equality ○ Livelihoods ○ Reconciliation ○ Peace-building/peacekeeping • Physical education (PE) as a means to develop children or adolescents as people (rather than sport or general outcomes) • Physical activity and health promotion programs if a clear reference was made to sport/recreational activities (i.e., not clinical exercise interventions) • Disability sport (where elite outcomes were not a focus) 	<p>Articles were excluded if they focused primarily on any (or a combination) of the following:</p> <ul style="list-style-type: none"> • Influences on/determinants of participation, such as gender, race, geographic location • Sport specific motor skill development (if no links made to fundamental life skills) • Sport tourism and/or events (unless a very clear links with community development outcomes) • Preventing sport dropout/discontinuation • Elite athletes, umpires, coaches, or volunteers • Studies on injury risk prevention/management • Virtual forms of sport (video games) • Corporate social responsibility • Historical accounts of sport issues • Exercise prescription interventions (treadmill programs etc.), and yoga/fitness specific activities
Criteria added by study team	
<ul style="list-style-type: none"> • Linkage to culture 	<ul style="list-style-type: none"> • Infrastructure Development • Club sustainability



3.0 Findings

The findings below were gathered from the project's multiple data sources and provide background and information on key challenges and strategies for success along with suggestions for and actual examples of policy and practice actions.

In reviewing the findings, it is important to acknowledge that most research is framed within a Western worldview and, by the very nature of the academic landscape, most of the research also reflects the perspectives of white, wealthy, and 'able' researchers at the expense of other voices and ways of knowing.

This is illustrated in a recent review of the Sport for Development literature which found that only half of the identified projects used local (in-country) staff, indicating that half of all projects relied solely on "international experts" from high-income countries to implement work in low- and middle-income countries.⁶⁸ It is important to keep the origins of the research in mind along with the need for more information, perspectives and research from communities that are currently less represented in the Sport for Development literature.

3.1 Survey Results

The primary purpose of the survey of sport for development initiatives in Canada was to augment the inventory by collecting more links to the various programs and initiatives being conducted across the country. Programs were added to the inventory (see next section for overview). However, the survey also revealed the following key findings:

- 26 of 62 respondents state that they have written policies regarding Sport for Development. Some respondents provide quotes from their strategic plan, mission or vision statements that illustrated their

commitment to Sport for Development, some spoke about athlete development, demonstrating that there are those who confused the terms.

- Of those who stated that their organization offered Sport for Development programming or initiatives, almost 3/4 s stated they offered programs, ¼ described their offering as a strategy, about one in ten stated that their activity could be categorized as a special event or games, and about the same proportion noted that they undertook advocacy or campaigns.
- Program and initiative objectives included the goals of developing leaders among youth, promoting life skills and employability, promoting inclusion and encouraging reconciliation.
- The primary target audiences of the programs and initiatives described included women and girls (14 respondents) new Canadians (13 respondents), Indigenous populations (11 respondents), people in low income circumstances (11 respondents) and 'at risk' youth (10 respondents).
- Intended reach of projects were primarily nationwide (24 respondents) or community wide (16 respondents).

The keys to success and challenges noted by survey respondents reflect the findings from the key informants and the literature.

3.2 Inventory Results

The Inventory of Canadian and International Sport for Development Programs and Initiatives revealed a wide range of activities. Information about Federal, Provincial and Territorial programs was gathered directly from government contacts. Information about programs and initiatives undertaken internationally and across Canada was gathered from key informants, the abovementioned



survey and a web-based environmental scan. It is impossible to gather information about all the activities and programs that are being undertaken in Canada and internationally, so this inventory scratched the surface. However, it did gather information from the key players, such as:

- Right to Play (Canada and international)
- Sport Matters Group
- Jays Care Foundation
- KidSport
- Commonwealth Games Canada
- Motivate Canada
- Tennis Canada
- MLSE Foundation
- McConnell Foundation
- Mathare Youth Sports Association
- Magic Bus
- Bowling Out AIDS
- Kicking AIDS Out
- Peace Players International
- Up 2 Us
- Sportanddev.org

Several organizations (or platforms as in the case of sportanddev.org), provide information about hundreds of Sport for Development initiatives in Canada and around the world. The initiatives highlighted focus on key groups and issues including women and girls/gender equity (FitSpirit, Football Canada), coaching (Pour 3 Points), vulnerable populations (l'Institut DesÉquilibres, Street Soccer Canada, Homeless World Cup, Toronto Inner-City Rugby Foundation), Indigenous youth (Motivate Canada, ISPARC, Arctic Wind Riders), new Canadians (Community Cup), and trauma (Shape Your Life), among others. Many of the initiatives tackle more than one social issue.

Examples of practices that have led to success are enumerated in the programing in practice

sections highlighted below and are reflected in those from the literature and key informants.

3.3 Ensuring Inclusion

Members of specific sub-populations are at risk of being left out of Sport for Development opportunities that are not designed to specifically include them.

Equitable policies and practices help to ensure inclusion.

Members of a number of groups (women and girls,^{69,46} Indigenous peoples,⁴⁶ members of the LGBTQ community, older adults, immigrants and new Canadians, people from lower socioeconomic circumstances, and people with disabilities) are under-represented in sport in general,⁷⁰ and are at risk of being marginalized in sport for development initiatives.

Some Sport for Development initiatives set out to specifically address inclusion and empowerment of members of these groups while others have taken deliberate steps to ensure they do not reinforce gender inequities or cultural biases.^{46,17} Sport for Development initiatives can assist in the development of human and social capital by providing members of under-represented groups with opportunities to participate in leadership and decision-making, confront exploitative gender relations, recognize the value of education and develop relationships based on trust and reciprocity.^{17,71} For example, offering sports activities to girls and women provides opportunities to develop and increase their self-confidence and act as role models for other girls and women. Ultimately this can lead to changes in the self-image of women, preconceptions boys and men might have about girls and women, greater levels of independence, and the position and rights of women in broader society.⁷² Sport may support people with disabilities through opportunities



Sue Cragg Consulting

for integration, opportunities to socialize and interact with peers, and to change public perceptions and reduce stigma. Research indicates this can also lead to better employment outcomes.²⁴

However, it takes more than just opening doors to sport to encourage participation. There is a need for *equitable* policies rather than simply *equal* policies and for an examination of the structures and practices that maintain marginalization.²⁴ For example, immigrants and refugees come from a diverse range of traditions, cultural needs and experiences that may differ from those of their host society, and certain host sport practices may make some individuals uncomfortable (e.g., drinking alcohol after games). New Canadians may also face language, financial and practical barriers along with racism.²⁴

Inclusion in Practice

Sport for Life Society has initiated the Newcomers Sport and Physical Activity Program to introduce newcomer children to their community through sport. During the establishment of the program, the relationship built with the Settlement Agency was a key factor in helping the organizing partners to build trust with the families to create a smooth transition into the program. While training was provided, building these relationships remained a critical piece requiring additional focus. Sport for Life Society has recently released a new resource “Sport for Life for All Newcomers to Canada. Creating Inclusion of Newcomers in Sport and Physical Activity”.

Physical and Health Education Canada (PHE Canada) has produced a resource titled *We Belong*. Its purpose is to support organizations to increase access to quality inclusive physical activity programming, primarily newcomer Canadians and minority groups, to support healthy development, community engagement and cultural awareness.

Challenger Baseball, an initiative of the *Jays Care Foundation*, strives to provide meaningful learning

opportunities for children and youth living with physical and/or cognitive disabilities. The program helps to promote new relationships and builds a sense of independence in participants while also providing support for families and caregivers.

Right to Play Canada's PLAY program (Promotion Life-Skills in Aboriginal Youth) partners with more than 85 First Nations communities and urban Indigenous organizations across Canada to deliver safe, fun and educational programming for Indigenous children and youth. Each uniquely tailored play-based program is designed to enhance educational outcomes, improve peer-to-peer relationships, increase employability and improve physical and mental health amongst Indigenous children and youth. It uses sport and play to educate and empower Indigenous children and youth to build essential life-skills, while driving lasting social change. The PLAY Program works to support communities to create a positive space for young people to play, learn, share and grow. Local youth workers, called Community Mentors, provide play-based programming.

Policy and Practice Actions

- Take proactive approaches to culturally inclusive sport programming, through collaboration and consultation with community members.^{73,74}
- Set clear inclusion goals from the start and ensure context-specific programming.²⁴
- Strengthen inclusivity and ensure program goals align with the culture and needs of specific populations and community needs and goals.^{75,29} For example, address religious and parental concerns over girls participating in sports without imposing dominant culture ideology, by involving community members and parents in program development.⁷⁶
- Ensure there are opportunities for women to play key, culturally relevant and empowering roles (e.g., coordinators, instructors, coaches, mentors) in program implementation and ensure representation



at all levels via gender mainstreaming and empowerment initiatives and a shared vision for gender equality.^{12,69,72}

- Examine how sports can be modified and approach challenges with collaborative problem solving to ensure access (and enjoyment) for a range of abilities. Actively promote fully accessible community sport and recreation systems. Focus on accommodation, inclusion, fun, social interaction, family participation, and accessibility.^{71,74,77}
- Recruit sport ambassadors from groups with historically lower participation rates²⁴ to tell their stories, to volunteer and to help reach out to new participants.⁷⁴
- Ensure all participants, regardless of socio-economic status, race, culture, ethnicity, ability or gender, have genuine program access, including access to equipment, transportation, child care and snacks. They must feel physically safe, personally valued, socially connected, morally and economically supported, and personally and politically empowered. Use plain language regarding programs, and provide basic sport information (e.g., rules), available subsidies, equipment exchanges or rebate programs.^{54,78,77,24,74}
- Ensure that policies and practices are rights-based (not tokenism), with suitable and effective enforcement mechanisms.⁷⁷
- Incorporate traditional knowledge and other cultural components into programming for Indigenous participants.⁷⁹
- Promote cross-cultural contact and exchange, role modelling, peer mentoring and integrated team approaches.⁷⁹
- Consider using action sports in programming, where people of all genders often share the same space (e.g., the

waves, a skateboard park, an indoor climbing facility, the snowy slopes), participating alongside friends and/or family members of all genders and of varying ages and ability levels. Many action sports (e.g., Bicycle Moto-Cross, kite-surfing, skateboarding, surfing and snowboarding, parkour, ultimate Frisbee) do not so explicitly privilege the male body (e.g., speed, upper body strength, physical force) but value a variety of traits including balance, coordination, grace, personal style and the creative use of space. These sports also differ from traditional rule-bound, competitive, regulated western 'achievement' sport cultures.⁸⁰

- Work with Jumpstart and KidSport.⁷⁴
- Ensure there are opportunities to make friends and to involve family and promote these opportunities as benefits to participation. This is especially important for engaging women, who may attach greater importance to family activities and making new friends.²⁴
- Ensure that schools, coaches and parents take homophobia, transphobia, and bullying seriously.⁷⁴

3.4 Working in Partnership and Collaboration

Key Messages:

Consulting local communities and intended participants ensures that programming is aligned with local needs, that local assets and resources are included, that evaluation and research is relevant, builds trust, and reduces the likelihood of imposing dominant culture values.

Cross-sectoral partnerships bring together the perspectives and experience of multiple disciplines and sectors to leverages the variety



of expertise and strengths and provides opportunities to share resources.

Governments have a role to play in funding, supporting and influencing Sport for Development programming.

The constraints and expectations of the academic world and of research can conflict with the timelines and goals of Sport for Development programming.

Funding is essential to program implementation. Funder expectations for short term results and justification of spending can conflict the timing necessary for real results and may pressure organizations to produce measurable short term results that compromise the achievement of sustainable development goals.

The success of Sport for Development initiatives hinges on ensuring that they meet participant and local needs, which, in turn requires that all stakeholders (policy-makers, sport organizations, sponsors, coaches, parents and participants) are actively involved in equal partnership in the design and implementation of any program.^{35,78,71,54,5,83,81}

3.4.1 Working with Host Communities and Participants

Programs must be co-created in equal partnership with communities, to identify what types of programming^{37,56} will address and respond to community needs⁸² and ensure they are designed to suit local assets (e.g., infrastructure, people, revenues, networks, resources, talents) with which to deliver appropriate programming.^{83,56,62,58} Not only will this ensure community engagement and ownership,^{42,13,83,84} it ensures that programs are needs- and asset-based, using local resources and specific talents of community members, creates close links to other interventions;^{54,83,56} reduces the likelihood of colonialism and the

imposition of dominant culture values; and encourages support for the participant experience.^{84,39,56,81}

“In going to an Indigenous community for volleyball (we learned that there was) no trust. Kids took volleyballs home, and the group asked why they took them home and the kids said because that is where we play... The sport people didn’t have the skills to (understand); they don’t know what they don’t know. They use the same model; rent a gym, get a local team – teach them some volleyballs skills and then go to tournaments, but kids didn’t want to get in the car with some white people... They haven’t had a good experience with white people!”

Key informants focused on the importance of community involvement and trust. They emphasized the involvement of local people in the delivery of programming and its learning components (and not just jettisoning athletes in). One key informant stressed that the most important practice is “identifying the local issue in the local community.” For example, it may be inappropriate to focus on the promotion of physical activity for health purposes in some contexts, when there may be more pressing safety or health concerns.

Involving parents in Sport for Development initiatives targeted at children or youth plays a critical role in determining the quality of youth experiences and subsequent outcomes.^{75,85,78} Family and community engagement, fostered by inclusive events that involve family and other community members, local ownership and a strategic focus on the wider community, can grow and leverage individual projects, make a



significant contribution to overall inter-community development efforts and maximize social outcomes.^{46,75,28,39} In the case of participants with disabilities, consulting with families and communities can lead to greater social inclusion, education and employment.⁷¹

Partnership in Practice

KidSport programming provides program parameters but encourages diverse community members to tailor programming to meet the specific needs (from fundraising, to outreach to creating awareness) within their community. According to one key informant, encouraging business, social services, education, and other community partners “to get together to generate revenue in their community to help local kids play develops that whole ‘it takes a village to raise a child’ kind of ownership. That has been as important as getting the kids off the sidelines and having the chance to learn from sport. It didn’t start out that way, but that brings tons of value to a community.” KidSport sees this local ownership as a key factor in their success.

In northern, remote Quebec and Nunavut, **Arctic Wind Riders**, a kite-skiing program, led Inuit youth back to the land and attempted to keep them in school, where the program was often based. According to its Montreal-based founder, “while the Elders had knowledge of hunting, barely 10% of Inuit youth know how to hunt ... they don’t know about the wind, the thickness of ice, they don’t go out with dogs, so going out kite skiing met many of these objectives – to go back on land but using modern, eco-friendly kites that provide fun for kids and families. They can carry sleds, have fun with the whole family, go hunting with the kite ski and travel with the ski.” The key to establishing and growing the program was the process of building trust with the kids, the teachers and the Elders. Once trust was established in the first few communities, word got around about what was happening in the different villages and the fact that “this guy was here to stay”. It is common for people to establish programs in Northern Canada but, once the program is created, they leave and do not return. *Arctic Wind Riders* ran for 13 consecutive years and

the equipment remains in the communities with many youth being trained to teach others.

Situated in a high needs area of Toronto, **Tennis Canada** began offering tennis programs to residents of the Jane-Finch community at their indoor courts on the York University campus. A Board of Directors was established (of which 60% are members from the community), a non-profit organization was created, and a membership system was established as a mechanism to collect feedback and create ongoing programs focused on the community. Only people from the community were hired as staff, and many have gone on to university. An after-school program, focused on homework and playing tennis, was put in place and kids from the community were hired as instructors. The Board of Directors sustains itself without leadership from Tennis Canada (although they remain a donor) and the program is run by the community for the community.

Commonwealth Games Canada, does not have a “briefcase of programming”, but rather sits down with community stakeholders and determines what they need. Their work is consultative in nature and once there is an understanding of what is needed, programs are co-developed with community stakeholders, a key to their success. Due to this tailored approach, replicating content is not possible. However, the approach results in the delivery of programming that meets the main goal of meeting the needs of participants.

Street Soccer Canada (SSC), took a unique approach to engage its stakeholders, who are people living in homeless shelters. Rather than talking to people about what they needed to do, such as secure a job, find permanent housing, and other needs for daily living, the founder of SSC, who works in the shelter system, went to each of the shelters and asked who wanted to play soccer, with a goal of taking a team to the Homeless World Cup. While succeeding in their goal of putting teams together over the years and travelling to different countries, their efforts reaped other benefits: they saw many participants stop using drugs and alcohol (albeit sometimes temporarily) so they could play; some stopped smoking so they could improve, others made lasting friendships and some,



Sue Cragg Consulting

including a child soldier who came to Canada and suffered from PTSD, managed to leave the shelter system for good.

Saskatchewan's *Dream Brokers* and *Jumpstart Afterschool Programs* use a top down, bottom up approach to ensure leadership buy-in while maintaining participant centered servicing. To accomplish this, they have established Regional Stakeholder Committees, whose primary role is to oversee the projects and provide guidance on program development and implementation. The Sport Federation's Governance structure is volunteer based and their diverse volunteers are recruited based on their alignment with strategic priorities. Several sub-committees oversee the work for specific priorities. For example, the Aboriginal Sport Leadership Council is a committee of community volunteers who are invested in ensuring Sask Sport Inc. strategies are aimed at furthering Aboriginal participation in sport. The council advises Sask Sport Inc. on the distribution of Saskatchewan Lotteries Trust Fund grants to organizations and ongoing initiatives that support increased accessibility for Aboriginal participants. The programs also involve employees in leadership discussions to bring forward the needs of the participants.

Sharing Results

Inclusive participation extends to the sharing of results in varied formats and through channels that are accessible and available to the original community and participants. It is essential that the results are shared with participants in a timely fashion, in appropriate formats for the organization or community, and available in open sources to ensure the utility of relevant evidence.^{54,41,101,105}

Changing this practice may require innovation on the part of evaluators and researchers to make the results user friendly and may involve acknowledging a place for alternative presentations of research data, such as pictures or poems.⁵³

Policy and Practice Actions

Fostering a sense of ownership, and creating a broader forum for community engagement and non-paternalistic participatory education, can be encouraged by the following types of actions:

- Involving local community members, youth, board members, professionals, personnel, families, Elders, teachers, coaches, mentors and other role models, at the strategic and board level, in the planning, decision making, operational management, and as staff and as mentors, to focus on culture, to instill community teachings, and to lead and evaluate Sport for Development projects.^{46,13,86,57,75,73,87,88,39,28,89,5} Not doing so risks the implication that there are no candidates from the community that meet a defined standard⁵⁷ and threatens the quality and relevance of the programming.
- Working in partnership with communities and tailoring programming so that it is not only culturally appropriate and specific, but also specific to each community and its unique set of circumstances and resources and based on an understanding of how to best facilitate the program with the resources available.^{86,18,32,75,90}
- Reinforcing partnership effectiveness and building genuine relationships with a strong shared set of beliefs about common objectives, mission vision, mutual understandings and strategies to support these partnerships.^{91,73,32,92,75}
- Strengthening relationships with access to resources that may include finances, but might also be sport development expertise, organisational capacity and brokering skills.⁹¹
- Ensuring program structures evolve to meet changing needs and maintain the relevance



- of the program and the interest of the population served.⁹³
- Ensuring programming staff and youth participants co-intentionally reflect on (a) how sport reproduces inequity, injustice, and marginality; (b) the location of sport in relation to the political, social, and economic arrangements of society; and (c) where their lives intersect both as products of the past and as agents of a transformed collective future.⁴
 - Promoting an understanding of a living culture; acknowledging the heterogeneity of cultures; understanding the importance of kinship and spirituality across all areas of life; understanding impacts of representation of culture and experiences; and understanding that historic experiences impact on current and future experiences within program design, volunteer training and delivery philosophies.⁷³
 - Respect cultural ways of knowing sport and sport leadership, and other social or individual traits that may initially be goals of the program^{86,13,40} and integrate them into programming appropriately.⁴⁰
 - Including the viewpoints and opinions from program beneficiaries for knowledge transfer and leadership to illuminate the contexts in which development may occur and to provide opportunity for participants to share their vision with others.^{87,86,28}
 - Recognizing the grassroots sports already being practiced and developed in local contexts⁸⁰ and engaging in an open-ended bottom-up approach that critically assesses young people's needs by addressing their actual life situations and individual differences, and that considers more interpersonal and critical conceptualisations of 'development'.⁴⁹

- Avoiding “top down” control of Sport for Development events which can lead to the belief that only the crowning of champions can instill confidence in participants.⁹⁴
- Ensuring that the final responsibility for project development, monitoring and evaluation rests with the local project owner and community, with external support (in the form of capacity building in this field) if needed.⁷²

3.4.2 Working Across Disciplines and Sectors

An interdisciplinary approach to Sport for Development delivery brings together different areas of expertise and experience, bridging gaps between theory and practice and enabling understanding of sport participation and sport initiatives in the context of broader social and material conditions.^{12,46,48,67} Combining expertise from sport and development disciplines can better address complex issues involved in Sport for Development,⁸⁴ provides a broader developmental framework for change and allows for the accomplishment of a wider range of development goals. Sport interventions are most effective when partnered with social development agencies, such as those in the fields of education, health, employment, education, youth development and poverty reduction, can play an instrumental role in program design, delivery, leveraging of resources (including financial, human, and physical, as well as expertise, training, facilities, and equipment) and outcomes.^{5,83,46,15,13,41,75,4,59,54}

Indeed, such partnerships are occurring. Key informants cited numerous examples of Sport for Development programs that are run by social agencies. These agencies, who have skills in social work and development, could benefit from sports sector leadership and expertise to



Sue Cragg Consulting

support the sport aspects of their program, and vice versa, to create mutually beneficial partnerships.

Sport for Development can only play a subsidiary role in contributing to communities' broader social and economic goals and will have marginal impact if they are not tied to other community resources to build bridges, break down barriers and facilitate long term engagement and impact.^{39,57,94} The future participation in mainstream society of young people in socially vulnerable situations is likely to be less than successful if broader societal change (e.g., in education or) does not occur at the same time.⁸ External relationships are considered essential for implementing educational programming and developing meaningful program outcomes.⁸⁸

Partnerships in Practice

Two Ottawa-based programs, *Drop-in Sports* and the former *Community Cup* worked closely with immigration/settlement services to help newcomers integrate into Canadian culture through sport. The founder's philosophy was that no one partner played a more important role than the other. Rather, both organizations brought skills and assets to bear. Further, they invested time educating the settlement councillors about the value and role of sport in welcoming new Canadians, which ultimately contributed to meeting their goals in working with new Canadians. Their approach took not only the beneficiaries into consideration, but also the other organizations serving them.

Maple Leaf Sports and Entertainment's (MLSE) Launch Pad, recognizing where their strengths and weaknesses lie, works with a number of social agencies with expertise in employment counselling, mental health promotion and other issues and topics deemed essential to serve the population.

The *Jays Care Foundation* Rookie League program was designed to build life-skills in children and youth living in under-served communities by providing

opportunities for their development and growth including employment and leadership opportunities. The program is delivered in partnership with Toronto Community Housing, Right To Play, Boys and Girls Clubs of Canada and others.

Shape Your Life (SYL) is a free non-contact boxing program for self-identified women who have experienced violence. It is a trauma and violence informed boxing program that offers a safe, supportive and fun environment where women can learn boxing fundamentals. The classes are designed for beginners and are held on Sunday afternoons in downtown Toronto. SYL is free for participants. Equipment, subway tokens and snacks are provided. Since the program began in 2007, more than 1,600 women, girls and trans-identifying persons have participated. At the beginning of the project, Shape Your Life partnered closely with Jessie's – The June Callwood Centre for Young Women. In the spring of 2017, Shape Your Life launched a fully redesigned 14-week boxing program and all coaches have taken a trauma and violence informed coaching workshop. The workshop is based on 10 yrs. of supervising and running Shape Your Life, researching the effects of trauma and pathways to recovery.

MoreSports, a community organization in Vancouver, BC, established a pay-as-you-go program system that operates out of schools, community centres, etc. They employ "hub developers", who work with youth workers, schools, teachers, neighbourhood houses, Indigenous leaders and a variety of other social services to identify populations at-risk and students who would benefit from sport participation. Their efforts have seen youth come back to the program as staff members and diverse communities (income and culture) come together

Policy and Practice Actions

- Collaborate with the education system to leverage the benefits of sport and its contribution to health, social inclusion, school attendance, better discipline and academic achievement. Government can play a role in this regard by raising the



profile of sport and regarding it as an equal partner in the curriculum.⁹²

- Recognize the factors that can create tensions among partners: funding, knowledge, organizational capacity, passion, time, social ambiguities, social disembodiment of ideas, trust, differences in overall philosophy, decision-making style, values, priorities, assumptions, beliefs, use of language and temporary convergence. Other challenges include members of research partnerships having different views on task and process, how the community is defined, and who represents the community.^{102,91}
- Make sure that the mission, vision, strategy and duties and responsibilities are clearly defined and understood.⁷² Consider formal training processes to ensure that all involved stakeholders understand the purpose and expectations of the partnership.⁷⁵
- Develop open communication and collaboration in all partnerships, with actors in other sectors and institutions, to shape and design new and better strategies to help address partner concerns and stakeholder tensions, and embrace agreed upon values that can guide problem solving and decision making.^{95,59,87,88}
- All partners must be ready to be influenced by, and learn from, each other. Capacity development and learning must happen both ways and there is a need to create a climate where researchers, practitioners, and community members learn from each other.^{90,96,97}
- Provide sufficient time for partners to build strong linkages and establish collaborative decision-making processes.⁹⁰
- Develop accountability, trust and mission alignment to develop mutually beneficial

partnerships.⁸⁸ Establish clear and mutually agreed upon principles from the outset that spell out what decision-making power each party holds within the initiative, each partner's role and responsibilities, who or what is being promoted, rules on expenditure, a commitment to activities for a specified length of time, and a minimum level of player recruitment and coach training.^{69,90}

- Provide enough resources, power, and autonomy to community partners so they can perform their new roles, take independent action, and become the legitimate actors in their community.⁹⁰
- Collaborate with development economists, epidemiologists, sociologists or researchers from other development related fields with traditionally strong evaluation backgrounds, to strengthen evaluation efforts.⁹⁸

3.4.3 Working with Governments

Governments can support Sport for Development initiatives through the recognition and systematization of human rights; removal of any stigmatizing policies; increasing public awareness of these issues; developing sport strategies; and ensuring social supports and ensuring opportunities for participation.⁷⁷

Governments should use their spending powers to ensure that only qualified personnel are employed, in programmes that demonstrate the needs-based participation of recipients in planning and implementation, in keeping with national/regional strategic development plans, and that equity and anti-harassment policies are in force.⁵⁶

Policy and Practice Actions

To engage governments, Sport Federations and development NGOs should consider:



- Advocating for sport, and Sport for Development in particular, to be prioritized within the SDG framework.^{46,10}
- Creating a strong coalition of Sport for Development organisations that promotes ‘fair play’ and social justice to provide space for policy and advocacy.⁴⁶
- Positioning sport as a low-cost, high-impact tool to achieve broader development aims, in particular the SDGs.¹⁰
- Complementing the focus on programming and the aim to reach more communities with better programming with higher-level policy and advocacy work. Such an approach may involve addressing social justice issues, but also influencing policy around health (such as combatting non-communicable diseases) and education (sport and physical activity can play a major role in schools and have been shown to improve attendance and academic performance in certain cases).⁴⁶

Governments can:¹⁰

- Build a Sport for Development focal point within government, ensuring policy evidence, strong champions, and effective outreach across governments and to external sport and development partners.
- Engage recreation and other NGOs as policy and delivery partners of the Canadian Sport Policy, embracing and supporting their Sport for Development efforts.
- Enhancing the current evidence base through strengthening the monitoring and evaluation of programs to support learning and improvement.
- Establish national policies for Sport for Development.
- Engage organizations in developing countries to raise the issue of Sport for Development and to invite stakeholders to

consider its potential to contribute to their own national development strategies.

3.4.5 Working with Researchers

While practitioner/scholar collaborations are crucial for continuing to build the credibility of the Sport for Development field,⁴¹ past experience and the very different cultures of Sport for Development program delivery and academia may hamper research in this field. For example, the length of time required to build and maintain relationships, deliver an initiative, pursue research methodologies such as Participatory Action Research, and to achieve measurable outcomes, and the need to share knowledge through formats that are accessible to community members, may be at odds with budgets, logistics, ethics approval processes, and the pressures to publish quickly in top tier journals.^{41,3} Furthermore, Sport for Development may not be regarded very highly in some academic circles, which may discourage scholars from considering Sport for Development as a viable line of research or result in a lack of resources for conducting such research.⁴¹ Researchers may find that navigating the political and organizational landscape; securing commitments from organizations with limited resources; negotiating divergent goals, objectives, and understandings; and conducting long-term evaluations and research hamper attempts to form and sustain research partnerships with Sport for Development organizations.¹⁰² Finally, some communities may not have had good experiences with research in the past, due to such factors as unhelpful deliverables.⁴¹

Participatory Action Research

Participatory Action Research (PAR) might be particularly suited to Sport for Development approaches. It involves engaging and involving participants at each stage of development and



Sue Cragg Consulting

accepting and including local knowledge, perspectives and experiences to shape the foundation for research and planning.^{43,99,100} Such an approach ensures accurate identification of: real rather than assumed community needs along with culturally relevant ways to address those needs; the types and levels of local resources available; and specific areas to focus capacity building efforts.^{96,101} It creates an equal partnership, providing community members the opportunity to determine their own development, participate meaningfully in the process of finding their own solutions, generate relevant research questions, collect data, and interpret findings, while providing researchers with better depth and holistic understanding of the complexities of programming efforts and the range of outcomes.^{102,47,49,96,103,104,16,43,3} This reduces the likelihood of evaluators imposing their agenda or outcomes on the program, promotes the joint identification of program, inputs, outputs, outcomes and impacts and encourages open discussion on how to best design programs to meet specific developmental aims and adapt measurement to the local context.^{101,103,28}

The process of collaboration involves taking the time to build relationships, to build trust and to become familiar with the local context, how organizations operate and how a program is connected to the wider community.^{22,28} The creation of trusting relationships can also provide access and cooperation to speak with participants and program staff to collect data, thus gaining a deeper understanding of the Sport for Developments implications.^{105,100,53}

Participatory Action Research in Practice

Maple Leaf Sports and Entertainment's (MLSE) *Launch Pad*, an initiative that involved taking over a space in downtown Toronto and offering free sport and recreation programming to children, youth and young

adults, has not only made research a key position on their staff team, they partner with a number of academic institutions, including Brock University and Ryerson University to develop and implement a robust monitoring and evaluation strategy.

Policy and Practice Actions

- Develop research partnerships with sport- and recreation-based programs through a focus on shared learning and appreciating each other's aims, values, and priorities. This can be encouraged through the active involvement of community and organizational members in helping to shape the goals and implementation of the research project over a prolonged period of time, with a view toward ongoing project sustainability.¹⁰²
- Develop a research program that has clear direction that includes a comprehensive evaluation of impacts that relate to its aims, a code of ethics and a transparent structure.⁶⁹
- Recognize tensions related to trust, philosophy, decision-making style, and the power and control associated with research partnerships and use team building to create common ground by including all partners regardless of their positions.¹⁰²
- Be creative in designing studies and engaging with organisations.⁴¹
- Ensure research partnerships reflect the values of the community.⁷⁹
- Cultivate collective reflexivity at the individual and group levels, to prevent various interactive complications that can damage researcher and partner relationships.¹⁰²
- Develop grant proposals which are flexible enough to account for communities' needs, circumstances, and agendas, include an objective of capacity building, and be clear



to community partners about the flexibility level of the initiative's boundaries.^{90,97}

- Allocate sufficient time and resources in the start-up phase of initiatives and throughout their implementation, to allow for the development and maintenance of partnerships, community capacity building processes, leadership development, capacity to seek local participation, incorporating local knowledge, and allowing participant access to the research process.^{97,3,102}
- Guard against 'parasitic' research whereby researchers gain short term access to projects for personal academic prestige and a 'regime of truth', and through which a narrow self-interest group is privileged.⁶⁹
- Develop collaborative research agendas between different research institutions and researchers from both inside and outside of the field and different geographic areas to establish more holistic monitoring and investigation methods and instruments and to advance knowledge and address issues related to academic pressures.^{41,92}
- Encourage a balance between the traditional institutional focus on outputs such as publications in high-impact factor journals and acquisition of external grants, and social and developmental responsibilities to support bidirectional work that has practical implications.¹⁰²
- Recognize the potential of inequitable distribution of power and control whereby community members working with agencies and universities have to take on hierarchical modes of decision-making common to universities, while academicians may encounter unexpected barriers from community organizations in sharing control, and where, mainstream research methodologies silence

marginalized communities and overlook local cultural practices.¹⁰²

- Develop user-friendly tools to assist practitioners with the research, and to have impartial researchers involved in the process.⁴¹
- Consider how Sport for Development research will link to mainstream research agendas in order to gain credibility and traction for work within the higher education system.⁴¹
- Encourage collaboration between new Sport for Development scholars and senior development and Sport for Development scholars and involve students, to build capacity, ensure project sustainability, access to funding and attract new researchers.⁴¹

3.4.6 Working with Funders

The relationship between funders or donors, program designers and front-line program delivery personnel can be hampered by bureaucracy and unrealistic or uninformed expectations of knowledge of the experiences of those in the field. For example, external funding agencies may not view success in the same terms as the organization,¹⁰⁶ or may exert 'top down' control where initiatives are donor-defined, planned and conducted,⁵⁶ and where the evaluator controls the process based on funder focus on the 'triple bottom line,' and justifying spending.^{104,68} Furthermore, the success of development projects depends on long-term strategies, but sponsors and donors frequently require the accomplishment of short-term outcomes.^{15,83,106} An emphasis on spending funding in a manner and a timeframe that suit the donor limits the possibilities for authentic dialogue, transfer of decision-making and democratic action within programs.¹⁰⁷



Competition for limited funding can lead to projects being developed to fit funding criteria, to overemphasize their development activities with sometimes tenuous links to development, or accepting donor targets with insufficient implementation capacity, resulting in compromising capacity to meet beneficiary needs and organizational mission drift.^{34,9,15} Unrealistically high and vague donor aspirations for the contribution of sport to development may encourage organizations to include program-irrelevant or inappropriate objectives and program elements in their funding applications.^{34,15,83} Organizations may feel pressured to produce results that are judged in relation to the number of participants involved and therefore introduce educational activities that are quick, easy to implement and demonstrate considerable reach, while not necessarily providing the educational backdrop where change can be facilitated.¹⁰⁶

While international funding is often essential for the survival and extension of Sport for Development projects, local agencies are forced to engage with a range of internal and external measurements imposed by international donors. These narrow goals and performance indicators can hamper delivery of effective, community defined programming.¹⁰⁶ Project practitioners may fear that evaluation results will impact a program's survival and result in the loss of employment, equipment or facilities and may manage or distort the information they share.^{104,106} Bureaucracy that is viewed as excessive can lead to resentment and hostility over a donor-led evaluation process.^{51,15}

Support from funders can take other forms than just cash or grants. The Kids in Shape model leverages in-kind contributions from community partners. It is estimated that for each dollar provided through the main funding grant,

community partners contributed over two dollars. Contributions included:³²

- Use of space, equipment, and infrastructure (meeting rooms, gymnasiums, pools, arenas, municipal sporting grounds, etc.) free of charge or at a discounted rate;
- Hours invested by partners for participation in meetings, and contribution to the overall planning and implementation;
- Donations from various private organizations, and small financial contributions from local partners; and
- Exchanges of goods, services, information and expertise between partners.

Working with Funders in Practice

- *Shape Your Life* is a successful community-university initiative. Established in 2007 between Brock University and Opportunity for Advancement (social agency), it received funding from the City of Toronto (under community safety), the Attorney General's office in Ontario and the Public Health Agency of Canada's "Supporting Victims of Violence and Protecting Children: The Health Perspective" investment. The program has been running for 10 years.

Policy and Practice Actions

- Forge sustained relationships of trust with key donor institutions to support long-term work without the distraction of short-term targets or 'result' deadlines.²¹
- Encourage donors to examine and, in some cases, take responsibility to alter the mechanisms through which they provide support and to provide funding in a way that better supports the development of appropriate pedagogies for change at a local level. Where such a relationship is absent or where it imposes unfair priorities or condition, it may be preferable to reject funding from a donor institution. However, the challenges for local NGOs to reject



funding and potentially reduce their organizations' chances of survival must be acknowledged.¹⁰⁷

- Train organization members and supports in networking and fund-raising to raise visibility and extend the funding base, without putting too much of a burden on smaller organizations.⁷²

3.5 Developing Coaches and Leaders

Leaders are charged with offering both quality sport and successful development experiences. Selection and training processes must reflect and embrace the need for quality leaders to ensure program success.

Active involvement of passionate, effective and committed community leaders, coaching staff and change agents contributes to the positive intergroup development, cooperation and inclusive change that are vital to sustainable outcomes.^{71,92,29,41} Recognizing that sport-based development workers have a double-burden of offering successful athletic activities as well as operating sophisticated, self-conscious development programming, and that the nature, quality, and salience of the educational experience within the sporting experience is the critical space in which development is achieved,⁴ the selection and training of instructors and coaches is vital to ensuring a safe and healthy educational environment.¹²

Skilled and committed coaches, instructors and leaders can cultivate the confidence of intended beneficiaries and their communities and serve as educators and agents of positive change.^{42,2,88} They have a responsibility to provide positive role modeling on and off the field and provide a non-threatening re-engagement with community to promote trust, build social networks and encourage community members to participate.^{29,92,69}

Coaching Development in Practice

Pour3points, a Quebec based NGO, works with youth from underprivileged families in an effort to address behavioural and social. They reach kids through sport but believe that “the impact of sports beyond the court or field highly depends on the quality of the coaching. Coaches have a significant impact on young athletes, since they are the most important adult in their life after their parents. This influence is not only relevant in teaching a sport, but also in life education. Only 5% to 10% of coaches received training to fulfill their role properly.”¹⁰⁸ Based on this belief, the program invests its efforts in helping sport coaches become life coaches using a training program developed in collaboration with the McGill University Sport Psychology Research Laboratory and Mobius Executive Leadership Canada as part of the <http://www.innoweave.ca/fr/> strategic planning process launched by the J.W. McConnell Family Foundation.

Saskatchewan's *Dream Brokers* and *Jumpstart Afterschool Programs* have high retention rates for their leaders. A competency-based interview process strives to ensure a good fit with the program, recruiting leaders with relationship development skills, empathy, compassion, a client service orientation and experience in finding effective resources. Training builds on these skills by focusing on ways to work with children and youth with behaviour and economic challenges and the importance of engaging parents and caregivers. Peer-to-peer training sessions provide opportunities to discuss and solve challenges and successes and to provide resources and strategies. Finally, the program supports intercultural competency as well as cultural content.

Policy and Practice Actions

- Train coaches and administrators to understand, demonstrate and implement True Sport principles to ensure quality sport programs that exert a positive influence.⁷⁴
- Attract and retain volunteers with a long-term commitment (e.g., 12 months in the case of international opportunities), a



- mission aligned with their values, a focus on true immersion (e.g., learning the language, living in the culture), opportunities for travelling abroad, to meet like-minded individuals, to work with talented educators, to learn new skills, to reap the benefits of volunteerism such as increased self-esteem and social integration, career development, self-enhancement, social ties, and love of sport.^{109,27}
- Create clear messages about organizational and development goals and expectations that are consistently presented and reinforced throughout the recruitment process to ensure that only volunteers with similar goals and values apply for and get positions.^{109,88}
 - Brief local volunteers and strategically prepare them for the sport projects, so that they can fulfill their roles as supporting change agents during the pre-project phase to provide locals with a first insight into event planning and inter-cultural management.⁹²
 - Offer tailored training opportunities in the early stages of the initiative⁹⁰ and keep staff and coaches motivated and broaden their range of skills through regular training and support.⁹²
 - Devote sufficient time to supporting coaches practicing desired behaviours, to build their skill levels and support systems, and to build a solid connection with participants.^{76,110,13}
 - Provide cultural awareness training to volunteers prior to their engaging in a program to gain an understanding of the participant culture, to break down stereotypes and to recognize and accept community knowledge as legitimate knowledge and equal to EuroCanadian views.^{87,13} Ensure leaders avoid suggesting that the mentored individual become exactly like the mentor, promoting a form of cultural superiority.⁸⁶
- Recruit peer leaders based on similarity to program participants.⁵⁰
 - Create formal and informal mentorships between externally recruited interns and people within the host organization and the community.⁸⁷
 - Nurture a cooperative style of coaching, as opposed to a command style, and emphasize player empowerment as opposed to competition, as such approaches can be effective ways to teach conflict resolution.³⁰
 - Provide team building activities at the start of coaching programmes to foster relationships in situations where sport coaches are not familiar with the participants.¹¹⁰
 - Involve host organizational administrators in the internship selection process to help strengthen the partnership, ease their transition of hosting the intern themselves.⁸⁷
 - Ensure a strong understanding of local leadership requirements and ensure that universities and colleges strengthen the preparation of students planning internships and research.⁵⁶
 - Provide service learning (course-based and credit-bearing) programs combined with an organized community service component with designed reflection opportunities to enhance student cultural competency and serve as a possible foundation for social capital development.³⁵
 - Train coaches and administrators to understand, demonstrate and implement True Sport principles to ensure quality sport programs that exert a positive influence.⁷⁴



- Ensure that all project staff members are aware that they are role models.⁷²

3.6 Creating Capacity and Sustainability

Sustainability depends on providing quality and value and through developing community ownership and capacity.

Organizational and program sustainability involves the ability to carry on beyond an initial funding window. This is done by embedding initiatives in the broader community and gaining support and ownership, and through creating sufficient organizational continuity and capacity to be able to maintain program implementation.

The Commonwealth *2030 Agenda for Sustainable Development* notes the need for Sport for Development programs to work towards sustainable delivery models.⁶⁴ While there may be a lack of definitional clarity regarding sustainability,¹¹¹ there is agreement that lasting impact depends on it.⁴²

Sustainability depends on:

- Addressing community and institutional sustainability;¹¹¹
- Localization of human knowledge, trust, equality, and community ownership, empowerment, participation and partnership;^{83,39,111,18,57,73,112,32,72}
- Sufficient human and financial resources, and structural capacity;^{88,88,113,112,32}
- Time and planning for capacity building from the outset;^{90,114,69,32}
- Jointly defining and achieving objectives and dealing with the requirements needed to manage these matters sustainably;⁷²
- Quality and effective coordination and communication that is viewed as neutral and serving the partnership rather than specific partners;³² and
- Development of local leadership, local readiness and preparedness to shoulder

responsibility and a willingness among externally recruited and trained sport coaches and managers to transfer responsibilities to the locals facilitating a 'bottom-up' management approach.^{39,47}

Capacity building for sustainability

involves:^{47,73,18,48,69,2,112,75,73,2,50}

- Developing community-based leaders and empowering and increasing participation and commitment of community members over time and facilitating a gradual transfer of project responsibility and control to communities.
- Training locals based on their needs and unique potential and cultivating project coordinators who are better able to support community members in building community capacity, identifying issues, and solving relevant and important problems to contribute to success.
- Collaborating with multiple partners and networks of local communities to support program goals and outcomes, assist with delivery, establish synergies and provide funding over a long-term engagement.

Capacity building is reliant on developing and strengthening the skills of organizations, rather than only the individuals within them.⁷² Such skill development needs to be addressed at one or more of three levels: Human Resource Development (developing people and putting into practice knowledge, skills, attitudes and motivation in their day-to-day work); Organizational Development (sustainably improving and strengthening an organization's internal capacity so that it is in a position to achieve its own organizational goals and fulfil its mission); and Institutional Development (managing relations with the broader environment, which may include the organization's network, sector, legislation,



target audience, society and surrounding culture).⁷² The ownership of the overall capacity building must lie with the local organization, who will also have to decide the route it chooses to follow and how it wants to bring about social change.⁷²

Closely related to the concept of sustainability in the original community is that of scalability or transferability to another community. The introduction of a successful program into a new community would require involvement of the community to tailor the program to its specific culture and needs.^{53,105,39,68}

Sustainability in Practice

ParticipACTION's former *Teen Challenge* initiative provided micro-grants of up to \$500 to organizations to help increase teen physical activity levels and to address other goals such as teen leadership development. The funding was flexible in that while some criteria existed as to what initiatives were eligible, those funded had flexibility to spend the money as they saw fit. The community organizers found that the micro-grants helped increase their organizational capacity to work with youth, develop partnerships and build networks and leverage the funds beyond the program.^{115,116}

Street Soccer Canada (SSC), engaged people living in homeless shelters in soccer. Not only did many of the individuals reap significant personal benefits, the most sustainable venture was the development of a social enterprise in the form of a laundry business for the shelter system. It employed those from the shelters, many of whom the founder met through soccer. Getting to know some of the people during soccer became like an employment pre-screening for the laundry business. The business is peer led and peer run bringing in \$50-\$60,000 per year. They make \$15/hour (more than minimum wage in Ontario) helping them get cash to help buy food, assist with transportation and rent money. According to the founder, "if I had a factory, I could probably employ all those guys tomorrow. We've had 100 guys working in the last 2 years. There's a perception and stereotype

that these guys are lazy, but I have guys who haven't missed a day in the past three years".

Policy and Practice Actions

- Promote the development of innovative Sport for Development programmes, project ideas, products, and services.^{2,112}
- Ensure consistent, reliable and trained human resources^{75,5} and strike a balance between reliance on paid staff and volunteer support.⁸⁸
- Share a clear idea about the desired long-term outcomes of the program and embed them in a cyclical process towards sustainable development and community empowerment. Do this by ensuring that the outcomes of a project influence (inter)community relations and people's attitudes and intentions to participate in the next project, and engage in further community activities to promote the positive development of their communities.¹⁸
- Encourage community funding.⁸⁸
- Establish and maintain mechanisms for support within the program, rather than alongside it.⁷³
- Recognize challenges within program delivery and between partnerships and make changes that strengthen the program.⁷⁵
- Encourage commitment through strategic planning, management, leveraging and evaluation.¹⁸
- Continue to invest in recruiting and developing the leadership and coaching potential of others to help prepare for periods of leadership transition and sustainable development and long-term capacity building.^{117,75}
- Provide on-the job coaching, such as sport leadership and organizational management



training relating training to the participants' organization.⁷²

- Weigh the potential benefits of revenue diversification with focusing more strategically on a limited number of revenue opportunities. Diversifying revenue streams can produce important long-term fiscal benefits, yet building up this capacity and expertise in soliciting one or two specific revenue sources could be an important short-term tactic to support an organization's financial capacity.⁸⁸
- Provide on-the-job coaching by the trainer within a participant's organization.⁷² For example, offering Sport Leadership and Organizational Management training to support capacity building.⁷²

3.7 Developing Programming

Programming must be evidence-informed, reflect the needs and culture of the community and be provided in a consistent and safe manner.

Sport for development initiatives should incorporate quality educational programming (e.g., life skills training) and cultural activities as core program components to complement sport, transfer knowledge and facilitate long-term impact and social capital development among program participants.^{35,75,84,94} Programs should be evidence-based, utilizing appropriate local knowledge and pedagogical philosophies and methods in the areas of youth sport and positive youth development, and give particular consideration to general subject matter, specific learning settings, characteristics of the learners, and methods of instruction.^{107,69,107,78,64} Appropriate teaching strategies include counselling time, awareness talks, group meetings, and reflection time.⁷⁸

Sport for Development programming, in its aim to develop citizens, often uses a peer leadership model, where young people are provided with training to coach and lead their peers in sport and life skill programs. Involving leaders and participants in defining their own needs, and in planning and decision-making, can lead to a sense of empowerment, ownership, and enhanced leadership skills.^{12, 50} Educators should share information relevant to stated needs of participants rather than propose any stock solutions, once they have a holistic understanding of the participants through listening to, and studying with, them.¹⁰⁷

Policy and Practice Actions

- Provide a broad range of activities and types of sports and activities to attract and sustain a more representative population and link them to academic or program subjects.^{29,92,2}
- Ensure access, including offering programs, equipment and transportation at free or low cost.^{29,42}
- Incorporate regular and reliable programming at a consistent location to develop trust and ensure progression of learning within the program.²⁸
- Create a positive environment, and ensure spaces are safe and neutral.^{29,118,20,42} Safe space includes both physical, psychological, sociocultural, and political components and is created through careful planning and cultivation.¹¹⁸
- Develop curriculum that focuses on seamless integration of "life skill" topic areas with sport practice exercises, and balances experiential components with technical content and fun.⁷⁶
- Share practical tips and creative ideas with coaches about ways to incorporate health



messages within sports activities rather than solely before or after the activity.¹¹⁰

- Facilitate conditions for optimal engagement (flow and peak experiences) by keeping a balance between skills and challenge.²
- Allow time for and encourage interpretation, discussion and goal setting at the participant and organizational level and provide opportunities to apply new knowledge.^{76,28}
- Create reward systems to reinforce positive attitudes, thoughts and behaviours.²
- Use real life sport and non-sport challenges to achieve educational objectives.²
- Take into account the local context, use locally available teaching materials and enlist local leaders whenever possible.⁷²
- Empower individuals and encourage leadership by assigning roles based on stated preference and interest.²
- Ensure a sense of fairness in participation and conduct.²⁹
- Provide access to other services and programs²⁹ and recognize the value of non-sport components.²³
- Increase societal participation by providing opportunities for socializing and inter group contact both formally through planned social activities and informally in spaces provided and optimized to enable sociability.^{29,94,20}
- Encourage group attachment and emphasis on the development of personal and social relations.^{29,23,20,42} Ensure participants feel personally valued, morally and economically supported, and personally and politically empowered.⁴²
- Design event structures and competition formats that use competition in healthy, not detrimental ways. Sportspersonship,

the importance of hard work, goal achievement, and relationship building should be core elements.⁹⁴

- Mandate that all players on a team receive equal playing time to ensure enjoyment and enhance skills, self-esteem and self-confidence.¹¹⁹
- Consider the six Cs of positive youth development: competence, confidence, character, connection, caring and contribution, which have been found to be integral to both short and long-term benefits of youth programming.⁸⁶
- Consider the creation of inclusive mixed teams (ethnicity, gender, competence level)^{2,29} or specific and homogenous populations to encourage participation (such as the women's team and prison program)²⁹ depending on the program or target audience(s).

3.8 Focusing on Quality

Quality programming involves ensuring the Sport for Development experience is fun and meaningful to attract and retain participants, but also offers a quality sport experience where sport, or at least physical literacy skills are developed, and participants enjoy and learn from the sport component.

Regardless of its intended purpose, sport must offer a quality experience to achieve any of those goals, to attract and retain participants^{67,120,121} and to ensure that all sport experiences are good experiences. The True Sport Foundation, Sport for Life Society, the literature and a number of key informants define good sport with a number of overlapping concepts including striving for excellence, keeping it fun, fair and inclusive, giving back to the community and supporting optimal health.¹²² Quality sport, based on the Long-Term Athlete Development model, means having



Good Programs (developmentally appropriate (participant centred, progressive, challenging, planned, and having meaningful competition); *having Good People leading well-run programs* (coaches and officials, parents, leaders and partners); and *Good Places, creating good feelings* (inclusive and welcoming, fun and fair, safe and holistic) and well run (delivered by trained leaders and managed with the healthy development of participants as the highest concern).¹²⁰

Further, quality is dependent on using evidence-based approaches⁶⁴ to design the program, including having an explicit Theory of Change (a clear and comprehensive description of the long-term goals of the program, the activities and interventions that will be undertaken and how they will contribute to the goals);¹²³ structuring a program using the assets and resources of the community (for example, drawing on the expertise and skills of those in the community who can offer knowledge or training); and conducting ongoing monitoring, evaluation and gathering feedback to make course corrections and address any issues.

Benefits of participation in a quality sport program itself include:^{10,124,125}

- The development of sport technical skills, strengths and abilities;
- The development of team spirit, leadership and fair play skills, tenacity, focus, planning, observation and analysis;
- Improved study habits, concentration, problem solving and memory, leading to better academic performance; and
- A sense of inclusion, belonging, and well-being.

However, one key informant highlighted the need to critically examine who has access to quality opportunities: “It’s easy to see that

good/true sport can have a positive impact on young people but ... - where do physical facilities, appropriate coaching, well-designed programs, parental support, ... exist? (They) exist in middle income families ... if you mapped all those things..., (they) would disproportionately be in neighbourhoods where there are two parents, facilities, trained coaches, someone to drive you to practice, etc. In more vulnerable neighbourhoods, with high number of immigrants, and remote communities with Indigenous populations, you are missing many of those things, so benefits of good sport are highly skewed to those who already have advantages.” Sport for Development attempts to ‘level the playing field’ by bringing sport to neighbourhoods and populations that may not otherwise have access to these types of experiences.

Policy and Practice Actions

- Focus on fun rather than competitiveness.^{29,23,20,42} De-emphasize competition and individual performance and focus on inclusionary activities, social values, respect and inclusiveness and context of the event (e.g. combination of foreign experts and community support) that build community and provide recognition.^{119,92,37}
- Ensure quality facilities and appropriate settings that consider cultural needs and the age and stage of sport ability and physical, psychological, social, and intellectual stages of development.^{29,78}
- Conduct formative evaluations throughout the course of the initiative to determine what is working and what changes need to be made. Make sure there is continuous feedback from the participants to the organization.⁷²



- Apply sport practices based on moral values and principles.² Fidelity to core values lead to consistency and long-term commitment.⁹³
- Organize sport and physical activity around the principles of inclusive play and centre upon educationally oriented, quality programming.³⁵
- Articulate the good sport principles under which the program or policy will operate.
- Be diligent about speaking to the right people, in the right language, to start the process of ensuring full integration into a program.

3.9. Leveraging Media and Celebrity and Tying in with Major Events

Successful sport-based development and interventionist programs have the potential to generate public attention, much of which appears to be positive and affirming.⁴ Messages about the goals, activities and outcomes of programs can be promoted through fostering relationships with key political and media stakeholders.⁹⁴ Care should be taken to enlist ambassadors who will highlight the resilience and creativity of local communities rather than their own benevolence and celebrity. In addition, while this attention and publicity can help build public support and legitimacy for development-driven programs and initiatives, programmers need to be aware of the types of attention generated by programs that run the risk of reproducing stereotypes about those in need of help or development.⁴

Major sport events can be leveraged to draw attention to local needs and interests and to potentially bring economic benefits, such as employment, tourism, business, built environment, new infrastructure and urban renewal opportunities, to a community.^{59,118} In

developing countries, Sport-For-Development is a popular justification for the costs of investment and improvements to infrastructure needed to attract such events.¹²⁶ Major games bids are a key focus of development policy in countries seeking enhanced visibility, investment and comparative advantage.⁵⁹ Such events are courted for political gain along with their potential economic advantages of sport mega-events.⁹ However, the evidence is lacking as to whether these goals are sustained once the event is over. There is a need to draw a more systematic link between major sporting events and community-level needs and interests.⁵⁹

Policy and Practice Actions

- Examine any discrepancies between the targeting and actual patterns of public expenditure and governmental focus on social development in relation to sporting mega-events.⁸

3.10 Ensuring Effective and Meaningful Evaluation and Monitoring

Key Messages:

Monitoring and evaluation can contribute to improving delivery, demonstrating goal accomplishment, identifying both intended and unintended outcomes and improving chances of further funding.

There is very little literature on Sport for Development evaluation or outcomes.

Communities, program staff and beneficiaries should be involved in what to measure and this process should begin in the planning stages.

There is a lack of evaluation capacity among program delivery staff.

Indicators need to demonstrate progress on outcomes and objectives and do more than count participants.



Both qualitative and quantitative measurement are needed to gain a complete evaluation picture.

Social and other development outcomes take a long time to reveal themselves.

Evaluation highlights how the objectives of programs are being met and how the program is working at different levels; it is inclined to be an externally led process with the intended purpose of learning and improving.¹⁰⁴

Monitoring meanwhile is defined as an activity that tends to be conducted internally by staff and its purpose is to keep track of what is happening and check progress towards achieving objectives; in this sense, measurement serves the needs of managing the project operation.¹⁰⁴ Research is closely tied to both monitoring and evaluation, as researchers are often called to assist with these processes, and may well conduct research at the same time.

There are five interrelated types of evaluations: process evaluation (the ongoing evaluation of results); impact evaluation (the evaluation of the short-term effects of a program or project on knowledge, attitudes and behaviours of a targeted population); outcome evaluation (the extent to which long term objectives are achieved); formative evaluation (the immediate feedback provided during an activity, which will help improve and refine the partnership's project or program so that it may reach its desired outcomes); and summative evaluation (the showcasing of the partnership's results at the end of the project or program).¹²⁷

Furthermore, the goals of an evaluation can be divided into five sub-goals:⁷² relevance (the extent to which the activity addresses the defined needs); effectiveness (the extent to which goals have been achieved); efficiency (the extent to which resources were used well);

impact (the extent to which the program has had an effect on the target group); and sustainability (the likelihood to which the results or program will endure after funding has stopped).

Monitoring and evaluation efforts should be theory-driven, participatory, holistic, and strategic process-led approaches to provide the basis for capacity building, greater ownership, understanding, integration and improved program delivery.^{51,101,99} Evaluation and research are needed to discover not only whether programs work, but also to understand the successful mechanisms and characteristics of interventions that are effective or ineffective under particular conditions and pursuant objectives and to produce knowledge, build theory, improve future practice, provide opportunities to learn and make course corrections, and may explain either success or failure.^{87,4,33,41,50,11,105,72}

The literature regarding overall Sport for Development evaluation,^{104,9,24,72,24,15,46,113} or its program outcomes,^{12,55,8,46,13} is sparse. Among the Sport for Development research that does exist, findings tend to fall into three categories: the appropriateness of Sport for Development for particular groups; implications for future program design; and limitations of Sport for Development programs in achieving their goals.⁵³ Research that challenges the dominant practices, logic, or imagination of Sport for Development is rare.⁵³

In the context of the Canadian Sport Policy renewal and policy in general, there is a need to clearly articulate how monitoring and evaluation strategies can benefit long-term Sport for Development impact.⁸⁷ Despite the difficulties, effective monitoring and evaluation is needed to demonstrate impact and sustain funding⁴¹ and



critical in driving the Sport for Development sector forward.¹²⁸

Barriers to undertaking such work include confusion on what is best practice in monitoring and evaluation, lack of time, limited staff resourcing or training, the relative cost for small-scale organizations, the short life-cycle of programmes and the complexity of the settings, development tasks and difficulty teasing out impact that may be directly attributable to a program.^{100,104,113,50,129,130} Resistance to the process can occur when it disrupts program delivery, or when program delivery staff feel that it relates solely to accountability (for example, programs have been provided, have attracted the target type and number of participants, and have achieved sponsor and partner specified outcomes).^{11,50}

Evaluation should play a developmental role, providing a basis for dialogue, capacity building, greater ownership, understanding and integration.^{11,50} In more traditional approaches to monitoring and evaluation, staff who collect monitoring data are not always sure why they are collecting the information and pass it up to the chain of supervisors until it is eventually incorporated into a report for the donor. Monitoring data collected under these circumstances are not often analyzed by field staff and are, therefore, infrequently used to make decisions about adapting the project's strategy or activities.¹¹

There are issues with the use of logic models, in that they can emphasise linearity and causality of program inputs, outputs and outcomes, are largely devised by funding agencies that determine the aims and intended outcomes of particular projects and then pass these on to local staff to implement, reflect a top down approach and focus on quantitative data only,

may use difficult jargon, overly simplified projects and may ignore the experience of those in the field.^{130,105,104,101}

The next sections outline who could be involved in evaluation and monitoring, what could be measured, and suggests some appropriate mechanisms for measurement and timing.

3.10.1 Involving the Right People

A holistic view of the social, environmental, political, historical, and economic systems that make up a community provides the context into which any Sport for Development initiative needs to sit and fit and can contribute to better understanding of outcomes and the processes that drive these outcomes.^{48,45} There is, therefore, a need to focus on understanding the social processes and mechanisms that might lead to desired outcomes in certain circumstances and measures should be developed from the outset in collaboration with local programmers to ensure such understanding.^{101,15,19} This is achieved through building strong, democratic relationships with stakeholders, who possess the skills, knowledge, and experiences to offer insights into sport and its potential development implications.^{17,72,16} Evaluation activities that do not consider other stakeholders' viewpoints may miss appropriate indicators and metrics that are valuable for tracking and that may prove useful for crafting new sport policy.⁸⁷

A focus on community context can: contribute to organizational capacity building; develop greater ownership and understanding of the often complex relationships between aims and objectives and of participant experience; create a shared understanding of what is most important to achieve; provide the basis for an integrated and coherent organizational culture and associated programmes; recognize all voices as valid, and assist in the development of a self-



critical and self-improving organizational culture.^{17,49,41,87,50}

It is important to question whose interests defined outcomes serve⁴⁹ and whether key performance indicators are imposed and disempower delivery agents by reaffirming the dominance of external stakeholders.¹⁰⁰ Research and evaluation should not be felt to be external requests for evidence from those in power.¹⁰⁵ Such an approach presents ethical challenges stemming from privilege and dominance¹¹³ and a history of, and potential for, culturally insensitive exercises.¹⁰⁴

A monitoring and evaluation process involves staff members in analysis and decision-making about what to collect and what it means, and where the information collected provides a basis for dialogue both internally, and with funders, ensures the process is internalized and seen a valid activity and investment of time and increases the likelihood of the collection of meaningful, relevant and achievable indicators, and useful feedback.^{50,43,104,75} Furthermore, it provides external evaluators access to a greater overview of the initiative, as program providers will be less likely to restrict access to what they believe a funding agency wants to see.¹⁰⁵

Community members and program administrators often feel that they do not have the expertise to undertake monitoring and evaluation and perhaps have had only limited training.¹²⁹ While they can assemble numbers of participants and similar statistics, they do not always feel competent in obtaining qualitative information that would add insight.⁷² An additional barrier to local implementation is the lack of staff continuity, which raises concerns about the extent to which monitoring and evaluation practices can be embedded into some organizations.¹²⁹ While the ideal is to

implement training and transfer that expertise to community program implementers, involving an expert to facilitate the process can be useful.⁷² However, this should be done within the context of developing the expertise in the long term at the community level and building internal organizational capacity.^{129,50}

Policy and Practice Actions

- Ensure timely feedback to increase transparency, accountability and results-based management, and motivate staff and volunteers by showing them the impact of their work.⁹⁸
- Review staff responsibilities related to monitoring and ensure sufficient and appropriate human and financial resources.⁹⁸
- Ensure local ownership and inclusive decision-making in evaluation efforts and place an emphasis on local learning and recognizing local needs.^{88,89}
- Invest in building the monitoring, data collection, analysis and reporting capacity of local coordinators and implementers.^{98,43}
- Recognize the likelihood that unequal power relations will affect data collection and interpretation.^{89,130,99}
- Understand that organizations (international and/or local), program officials, and volunteers are important gatekeepers in terms of facilitating access to the field and that building and maintain trusting relationships with these gatekeepers is crucial to gaining and maintaining research access.⁸⁹
- Highlight the wider role and context of research objectives to help define and shape partnerships and manage expectations.⁸⁹
- Encourage the use of a range of other academic disciplines and related sports



research that has dealt much more rigorously with some of the important issues, and related program theories and theories of change.⁶

3.10.2 Measuring the Right Indicators

Counting the numbers of program participants and measuring only short-term outcomes are insufficient to evaluate the longer-term impacts.^{71,18} There is a challenge in isolating and demonstrating the direct social effects which alone are uniquely attributable to sport participation,^{83,5,24,129} and evaluators cannot attribute simple cause-and-effect relationships between participation and strategic outcomes. There are many other individual, social and environmental influences that impact change, such as changes due to the process of emotional development and maturity and to the influence of schools, music and art programs, neighbourhoods and communities.^{33,26,129,24,103,83} Attributing the specific impact of inclusive sport-for-development programmes and the sustainability of this impact, requires a deeper understanding of the contextual factors,^{71,87,129} long term follow-up and discussion or impact directly with participants.³¹

Evaluators and researchers need to be mindful that changes may trend in unexpected directions for some participants.¹²⁹ For example, an inaccurate assumption that all participants are in need of improvement, may lead to surprise when some characteristics or desired outcomes (e.g., changes in self-esteem) do not increase.^{49,129} Furthermore, a key area of critique concerns the presumed benefits and unrealistic social outcomes that are often associated with many Sport for Development programmes.¹³⁰

Policy and Practice Actions

- Consider the whys and hows of outcomes, for example, it is important to understand

what conditions are necessary for a program to produce benefit, rather than just whether or not it did.¹²⁹

- Start with desired strategic outcomes and work backwards. Outcomes have to be formulated within an appraisal of what each program can realistically seek to achieve and measure.³³ Mapping outcomes helps improve performance and achieve results.¹²⁸
- It is important to identify and assess Sport for Development related social, health, psychological economic and societal indicators^{2,8,29,117} along with examining inclusion, barriers to people with disabilities and gender equality.^{53,45}
- Consider a holistic view of the social, environmental, political, historical, and economic systems that make up any community or context⁴⁸ and locating participants' experiences of sport-based intervention programs within their family and community contexts to develop a better understanding of the types of (intended and unanticipated) outcomes, as well as an understanding of the processes and mechanisms that drive these outcomes.⁴⁵
- Focus on key questions in the beginning stages of a project, such as: What two or three key performance indicators will be monitored? Who will receive feedback on progress against these key performance indicators and how often? What is truly necessary to know about participants?⁹⁸
- Look for possible negative effects of the intervention.⁷²
- Explore retention rates to determine the years of engagement for each individual, and potentially linking length of participation to positive outcomes; identify



barriers to continuation in a program; and identify the 'next step' that may naturally evolve and provide people with continuation of support when they feel they no longer need to be involved in this particular program.²⁹

3.10.3 Using the Right Measurement Tools

Where possible, evaluations should collect data from multiple sources of information, mixing quantitative and qualitative methods, using combination of interviews, pre- and post-questionnaires, audiovisual data, journals focus groups, participant observation, and document analysis.^{101,2,72,5} The use of multiple methods of data collection is most commonly used in Sport for Development research, closely followed by the use of standalone questionnaires and research interviews.⁶⁸ While qualitative approaches may address funder requirements for accountability,¹³¹ and be relatively easy to collect,⁷² quantitative evidence alone misses the opportunity to examine the context in which development takes place and does little to expand knowledge.^{87,72}

Ideally, research would involve a control or comparison group, take steps to minimise selection and information bias and control for confounding variables in analyses.^{98,129} However, this is often not possible due to such factors as how participants self-select into a program and the logistics and ethics of assigning participants into different programs. Measuring the same concepts before and after involvement in a program can assist with attributing changes to the program itself, as can undertaking cross sectional comparisons between roughly matched samples of participants and non-participants from broadly similar communities.^{129,71}

Qualitative approaches capture individuals' points of view, and locate their experience within the constraints of everyday life and broader social context of family and community. They also provide a more reflexive research process which can offer a first step towards democratizing the research relationship and subvert enduring 'colonial' power relationships.¹³¹ Semi-structured interviews, for example, offer an opportunity for interviewees to shape the interviews' directions as active partners with valid contributions to make, rather than as passive respondents to 'expert' questions.⁴⁹

The use of qualitative approaches is limited by difficulties in identifying staff, time and related costs to undertake this research.¹³¹ In addition to the more traditional qualitative methods, such as interviews, observation, and document analysis, recent calls have been made to encourage more innovative, culturally appropriate, and technologically advanced research methods.¹⁰¹

Reflective surveys do not simply request feedback from participants regarding their experience with the program; rather, they ask them to reflect on what they learned about themselves and others through their experience and how they may change their behaviour or approach in the future. In line with a Participatory Action Research approach, reflective surveys give voice to the least privileged through giving them an opportunity to document their experience.¹⁰¹

Case studies, which can also be considered Stories of Change, or Most Significant Change, is a research technique designed to collect data in a meaningful and culturally appropriate method to engage staff. The collection of a critical mass of these stories would enhance global



understanding of how sport can be used more broadly as a tool for development and contribute additional meaning to qualitative evidence of effectiveness (from rigorous evaluation) and reach (from valid monitoring data).^{98,71,92} The collection of Sport-for-Development case studies may lead to the identification of key performance indicators for subsequent quantitative analyses of Sport for Development projects. At the moment, however, there are no Sport for Development measurements or scales available that are sufficiently generic, widely relevant, yet fully adjustable to local needs.^{18,67}

Key informant interviewees confirmed that collecting stories about how participation has resulted in personal change, is not only reflective of true impact and provides context but it is appropriate in cultures (e.g. Indigenous) where story telling is a strength and way of sharing information. A great deal of the impact of Sport for Development is subjective rather than objective. For example, when looking at changes in mental health through telling stories, participants may provide information that teases out attribution to the source of a change.

Staff members find it easier to count and check boxes but may feel that they lack the necessary expertise to gather qualitative information.¹²⁹ There are also concerns about social desirability bias when community members collect data from their peers¹²⁹ and with the sustainability of any evaluation training given staff turnover.¹²⁹ Innovative research such as photovoice can avoid these issues and ensure that the voices of participants are included. However, such methods can also be time consuming and given their growing popularity, researchers and evaluators need to be aware of the burden that such data collection can place on participants and their families and respectful

of the time and effort required. Collection methodologies must be purposefully designed to only collect essential and valuable information and, to the extent possible be fun and interesting to encourage participation.

Policy and Practice Actions

- Devise simple monitoring interventions such as a questionnaire (with validated scales). Participative approaches such as focus groups can be used in broader evaluation approaches to look at what works and why, and learn from the lessons.¹²⁸
- Look for existing measurement instruments that may be applicable. An examination of 15 monitoring and examination tool kits noted that each toolkit serves slightly different functions, with no obvious overlaps recognized. Caution is advised, as there is a risk that delivery organizations may be burdened by being required to use particular toolkits by their funders, and pressure on an organization to use more than one toolkit should be avoided.⁶⁶

3.10.4 Timing Measurement

Comprehensive evaluation of Sport for Development Initiatives takes time,¹²⁷ both during an initiative and into the future, as changes in participants and community-based outcomes take several years to emerge.^{87,128} Key informants confirmed that telling the story of change, from changes in body image to adopting an exercise routine, happens over an extended period. On-going assessment ensures the regular incorporation of participant and community perspectives for quality improvement, connects researchers with their target populations and organisations and encourages them to consider their research as a service to advance the Sport for Development field and not just their own interests.^{28,41}



Post project evaluations assist in systematic evaluation of management mechanisms, social impacts and outcomes to maximize all future possible benefits derived from programming activities and to inform future planning and management activities.^{18,87} Longitudinal studies are non-existent, to date, due to the difficulty of measuring such outcomes and the lack of data, time and other resources.⁴⁵ However, such evaluation is necessary to provide evidence of the longevity of projects, the sustainability of relationships, community partnerships, continuous engagement and social networks, and even participant employment levels.¹⁸

Policy and Practice Actions

- Employ integrated, ongoing long- and short-term monitoring and evaluation that starts at the development or needs assessment phase and extends well past the end of the project.^{12,18,82}



4.0 Conclusions

The project set out to identify common, good and “best” practices in Sport for Development. These were identified from the academic and grey literature, the survey of organizations, the data collection from the provinces and territories and key informant interviews. The findings have been woven into the narrative of this report. Key themes and recommendations are carried through the remainder of this Conclusion section. In compiling these conclusions, we note that the messages were consistent across the literature, interviews and surveys and, as such, are well supported by both sources of evidence. Quotes from interview and survey responses provide additional context.

4.1 The Sport for Development Sector is diverse and faces unique challenges

4.1.1 There is a low level of awareness and a lack of common understanding among sport organizations about Sport for Development

As the project reached out to gather input, it became apparent that many organizations confuse Sport for Development and Sport Development. Respondents to the survey struggled with the concept. Even with clarification in key informant interviews, there was sometimes difficulty pinpointing the type of information sought from interviewees. In some cases, this confusion can lead to an unintended lack of support from the sport sector and in many cases, a lack of attention to sport’s pivotal role in Sport for Development.

Interview respondents noted that awareness of Sport for Development may vary across an organization, where the CEO may know what it is, but front-line program staff may not or may not buy into it. The literature, too, notes that “If the (Sport for Development) field of action is to

now grow to reach the potential that many feel it possesses to address a broad range of social issues globally, advocates must clearly communicate and explain what is meant by ‘Sport for Development’ and define its benefits, including how and why it works, whilst concurrently building a convincing evidence base to support the message.”⁴⁴

To be honest, I wasn’t really sure what was meant by “Sport for Development Programs or Policies”, so I answered “no”. That being said, we obviously have programs for developing the sport such as coaching and officiating, club building, etc.”

“As an NSO our current sport development initiatives are focused on growing the sport at the grassroots, coach and officials levels. While there is outreach programming at the provincial level to introduce the sport to new people, we currently don’t have any initiatives at the NSO level.”

4.1.2 Sport Organizations struggle with balancing Sport Development and Sport for Development

Any sport parent will attest to the important aspects of development in their own child that they attribute to participating in a sport. However, this does not lead to the presumption that the benefits of sport are universal. Social, economic and personal development through sport must be intentionally fostered and sport organizations sometimes struggle with the conflicting goals of a desire to deliver Sport for Development with those of the more prestigious and better funded and incentivized goals of winning medals and building registration to



improve their popularity, visibility, funding and registration base from which to identify high performers. Furthermore, sport leaders and athletes are not trained in ways to implement and achieve development outcomes. There needs to be a better balance between the focus on elite, organised, competitive, and commercial sport, and the staging of major events, with the focus on using sport to promote important outcomes in health, education, community safety, social cohesion and so forth.⁴⁶

Further, sport governing bodies are currently in the business of developing athletes, coaches and officials and growing their individual sports. Sport for Development does not naturally fit into this priority, nor are the activities funded under the current structure.

We are “fighting a tide that is bigger than us. Policy and funding around competitive sport is completely antithetical toward Sport for Development; the sport system from high school to competitive sport will tell you great stories about the lives they save and the kids they have helped, but they are systemically pushing people out of sport who have emotional, mental, physical, psychological (issues). Any kind of barrier to being successful is being pushed out.”

“(Let’s ensure funders ask) what are you doing to develop your athletes as good functioning adult humans and if not, then you’re not getting funding. (Sport for Development) will always be a low priority for sport organizations.”

4.1.3 Many programs target youth development and subsequent leadership roles

While Sport for Development initiatives can and do support other audiences, such as women and girls, people in low-income circumstances, new Canadians and Indigenous people,¹³² it is clear from the evidence collected that youth leadership development is a primary focus of many Sport for Development initiatives. The vast majority of initiatives collected in the Sport for Development inventory focus on youth and some have extended impact affecting parents.

Many interview respondents felt that we can’t talk about Sport for Development without talking about youth, in terms of addressing not only their leadership, but their sense of self-worth, confidence, gaining experience leading to job attainment and making caring contributions to their communities. For example, all of Motivate Canada’s initiatives are led by youth, many of whom are program alumni.

One key informant pointed out that half of volunteers had their first experience volunteering in sport and sport places 16- and 17-year olds in positions of leadership. It is therefore incumbent on sport and recreation to “get it right as the first experience with sport determines how and if you’ll interact later on.” However, another interview respondent cautioned that leadership and mentorship tend to be viewed as “soft” issues, noting that the existing CSP outcome of leadership-building in athletes, coaches and officials differs from Sport for Development due to the addition of the requirement to “solve the wicked social problems.”



4.2 A coordinated holistic approach will strengthen program delivery, reduce duplication and increase efficiency

4.2.1 Engaging community stakeholders is critical to success.

Sport for Development initiatives must be co-created in equal partnership with their target communities and beneficiaries, from the outset and throughout the program, with an eye to long-term community ownership for ongoing relevance and sustainability. Such processes ensure that programs are designed to meet identified community needs; that program components, monitoring and evaluation are meaningful and relevant; and that cultural values, approaches and ways of knowing are respected.

“One of our successes: We recognized that we needed to be flexible – the communities have to see themselves in our work; northern communities’ priorities and needs and the way they do things is different from a (southern) First Nations community – and we had to create something that allowed that level of flexibility and say it’s ok to do things differently. We were there to support that. That creates a strange response to funders when you don’t have the cookie cutter approach. (We) need to create something that is adapted and modified from one community to the next.”

4.2.2 Cross-sectoral partnerships strengthen program implementation

Recreation organizations (broadly defined as community recreation, YMCAs, Boys and Girls Clubs, etc.) are more likely to be undertaking Sport for Development than sport organizations and there appears to be a disconnect between

sectors. Sport for Development initiatives strive for the same outcomes, regardless of the sponsor and each sector has much to offer the other. Sport organizations are experts at the technical aspects while Development NGOs and some recreation organizations bring expertise in social work and personal development. There is an enormous opportunity to bring together both types of expertise to leverage the effectiveness of programs.

Development can be implemented, not only through sport, but also through play, dance, music and other types of ‘hooks’. More essential is that development outcomes are the focus and that the right leaders are in place to ensure that they are achieved. Bringing in experts from the appropriate field ensures its quality to attract and retain participants.

Without the involvement of partners from multiple sectors, key opportunities are missed to ensure holistic development of program participants. Sectors to involve right from the needs assessment stage may include social development organizations, recreation, schools, addiction centres, women’s centres, Indigenous circles, justice and health (primary care, public health, health promotion). Consultation and partnership should then continue throughout the process to ensure ongoing relevance, buy in and meaningful monitoring and evaluation.

Partnerships must be well coordinated. For example, there are currently numerous initiatives from multiple sectors and organizations that are striving to provide Sport for Development programming for Indigenous people, but few organizations are actually working together. Some are even failing to work with the communities and acknowledging Indigenous culture and ways of knowing. This is



resulting in inefficiencies, wasted spending and alienated beneficiaries.

"We encourage business, social service, education, social service to get together to generate revenue in their community to help local kids play, developing that whole "it takes a village to raise a child" kind of ownership of it. So that has been as important as getting the kids off the sidelines and having the chance to learn from sport."

"We should be coming at this from the development lens not the sport lens"

4.2.3 Multiple funding agencies support Sport for Development work in Canada. There are multiple sources of funding for Sport for Development initiatives in Canada, at the national provincial/territorial and local levels including players from government departments, corporations and over 100 community foundations. Three potential challenges arise from this: there may be competition for funds among various organizations who do similar work in the same communities; it may be difficult to navigate where to go for funding; and there may be a lack of coordination or clarity in terms of the definition or intended outcomes of Sport for Development initiatives, monitoring and evaluation needs between all of the funding agencies. The growing interest in Sport for Development, however, provides opportunities to engage more organizations and sectors to address the issues associated with its delivery and evaluation both within Canada and in the contribution Canada makes on the international stage.

4.3 There are opportunities to strengthen Monitoring and Evaluation

4.3.1 Evaluation and monitoring are essential to sustainability but are not always in place

Funders need to know that their money is being spent well and successes need to be documented to justify further funding. Feedback is also needed to make course corrections and to improve relevance and quality. However, many programs do not feel they have the budget, capacity or expertise to undertake these efforts. Additionally, the pressure to 'prove' an initiative's success undermines more meaningful evaluation that can inform improvement. Evaluation needs to be an integrated function that starts during the program development phase and continues long after the program has wrapped up.

The survey of organizations found that, of the 43 organizations that voluntarily responded to the survey (and who, by nature of that choice, were likely enthusiastic about presenting their Sport for Development programs) that reported having any Sport for Development initiatives (as defined by them), 17 have undertaken evaluation at any level. The remainder do not currently have evaluation data. While some evaluations are in process, others have fallen through when partnerships with researchers were not funded, and many are not initiated due to a lack of a dedicated budget (and a justified fear that doing evaluation would divert funds from essential delivery activities where they are making a difference with target audiences). Among those survey respondents that have collected evaluation data, nine in ten are using surveys while about half are using key informant interviews.



4.3.2 There is a need to build monitoring and evaluation capacity among front line staff

Front line staff, while talented at program delivery, are not experienced nor trained to undertake evaluation tasks. There is a need to share the skills for, and importance and relevance of, data collection with them, demonstrating how data are used to build capacity and help programs to improve and extend program reach to even more members of the target audience. Engaging program delivery staff also ensures that indicators are community and program developed, rather than funder driven. In a similar vein, it is important to value varied ways of knowing, ensuring there are mechanisms to include local knowledge into evaluative data collection.

4.3.3 Program evaluation must not be driven by funders' needs

The literature and key informants were loud and clear in their message that funders should not drive program processes. While a corporate or government sponsor may want that sound bite of saying that their program has been delivered to a certain number of participants, this information is not useful for program learning or for gauging whether it has met intended outcomes. It is also important to recognize that the power relations between funders and sport for development beneficiaries can cause unintended results. For example, in many cases the employment situation of program staff, funding for equipment and facilities and even the continuation of a program that staff know is making a difference in the lives of participants, is dependent on demonstrating a good outcome. In such cases, staff may be compelled to ensure program continuation by reporting on what a funder is asking for. Furthermore, the issues being addressed through the initiative require a

long-term commitment and solution to realize the intended outcomes, something not reflected in counting participants over a short time-frame. In lieu of measuring long-term social impact, a program may instead be developed, implemented and adapted based on "best guesses"- that is, an informed selection and continued assessment of conditions for success – using practice-based experience and informal feedback. Regardless of the approach, program coordinators must be provided the latitude and flexibility to choose how and what to measure to identify what is not working (or could work better) with sufficient time to change course.

4.3.4 Existing indicators do not reflect Sport for Development intentions

The existing indicators of the Sport for Development goals of the Canadian Sport Policy focus on the development of high performance athletes to take leadership roles in Sport for Development activities. These indicators do not extend to outcomes, are specific to developing athletes and focus on the sport sector alone.

Sport for Development is intended to use sport to improve the lives of ordinary citizens through improving their economic, social and individual capacities and focused on community building. It is often delivered by organizations from outside the sport sector and their contribution is not acknowledged or captured in these indicators. Programs are locally based and are designed to address local issues and community building. None of these outcomes are currently examined by existing indicators.

4.3.5 Evaluation needs examine a broad base of process and outcome data

While quantitative data are easy to collect, they do not speak to the quality of participants' experiences or inform program improvements. There is also a need to focus on process (formative evaluation) rather than just product



(summative evaluation) and this requires qualitative investigation. Evaluation needs to reflect community-based, participant-focused process and outcomes. These indicators will be different depending on the purpose of the program (e.g., justice, integration, empowering girls). On a national level, while there is a need to demonstrate success, progress and effective spending, there is a risk of being reductionist when developing indicators that can encompass all types or programs with diverse goals serving diverse communities and cultures. Qualitative stories continue to be essential at the program and organizational level, as the diversity of stories is more powerful than generalizations. There are many good stories that don't fit the formula of generic indicators.

Indicators need to reflect the broader goals of Sport for Development and are far different than those of the other goals of the Canadian Sport Policy. Sport for Development is not directly about Physical Literacy, Long-term Athlete Development, or the number of minutes of moderate to vigorous physical activity. While these might be indirect benefits, these can be measured by evaluation of the other goals. Based on the project findings, broad categories for recommended indicators have been identified:

- **Sustainable Development Goals:** As indicated in Section 1.6, there are a number of SDGs to which Sport for Development projects can contribute. Coverage of these themes is reflected in the recommended indicators.
- **Awareness:** As discussed in the recommendations, there is a low level of awareness of or emphasis placed on Sport for Development among NSOs, specifically, and it was felt that this should be examined, particularly in the interest of

seeing changes over time and evaluating any promotional efforts.

- **Existence of Implementation of Sport for Development:** This group of indicators examine whether various organizations have any programs and policies.
- **Attendance/Participation/Inclusion/Gender Equity:** While these attendance and participation indicators are primarily a summative indicator that does not provide true impact information, they are useful, when broken down by demographics to indicate factor such as gender equity and inclusion, and also useful to indicate relative size and reach. Inclusion and Gender Equity indicators also examine the nature and types of policies and practices aimed at promoting these factors.
- **Partnerships:** This group of indicators examine the nature, extent, quality and satisfaction of partnerships with other organizations and sectors and with communities. They include the closely related concepts of partner development and community ownership, and implementation and evaluation skills that will lead to program sustainability.
- **Leadership:** This category includes the development of leadership within individual participants, peer leaders, athletes, coaches, officials, implementers and board members.
- **Development:** This is a higher-level concept encompassing indicators that look at overall satisfaction with meeting program development goals rather than specific changes in individuals.
- **Quality:** This category focuses on factors such as satisfaction, fun and use of evidence-informed practices. It also



includes the existence and extent of implementation of quality sport.

- **Individual level changes:** While caution is needed when assigning attribution, this group of indicators examines changes at the participant level:
 - **Economic Development:** includes valuing school and school retention, improvement in employment prospects and marketability.
 - **Physical and Mental Well-Being:** includes the concepts of self-esteem, self-efficacy, health and health behaviours, resilience, and, in the case of international work, levels of understanding of HIV and AIDS.
 - **Social Development:** includes such concepts as improvement of social skills, social capital and trust and volunteering.

"In the community that I'm in, sport saves lives. We don't need some academic to ask how we're going to measure saving lives."

"How many coaches know about their athletes, the family situation, who has money, what religion, they are? What impact does that have on an inclusion aspect? Can people join that team or go to a training camp or attend practices during someone's holy day? It is obvious stuff but it is taking ethical stuff and having coaches realize that all the research shows that after family, coaches have an enormous impact on the development of young people. So ... recognizing that I am a role model in all these ways that have nothing to do with kicking a soccer ball or shooting the puck but in respect for people."

4.4 Quality sport is essential to success

4.4.1 Success depends on values-based and quality sport.

Sport is often used as the hook to engage participants in an initiative intended to address a social issue. However, for the hook to be effective, to attract and retain participants, it must offer a quality experience. A focus on the principles of a quality program may be an aspect of sport that helps close the gap between the different purposes and mandates within the sport (recreation, physical activity) community. Based on the consistent characteristics attributed to good, quality sport, it seems that if the principles are followed, it is more likely that those for whom the program is designed will be inclined to participate and will engage in the sport with its intended purpose being met, whether it is to educate people about a specific health topic, or to win a medal.

4.5 Sustainability depends on numerous factors

4.5.1 Long term funding supports all other sustainability factors

Many of the factors related to ensuring program sustainability, such as community engagement and ownership, partnership, evaluation to feed improvement and demonstrate success to funders, are noted above. Organizations struggle with a lack of long-term funding to sustain commitments, retain staff and effect real development change. This in turn inhibits the opportunities to focus on broader policy objectives and capacity building and keeps focus solely on short term program delivery. Longer terms of funding commitment will ensure programs can focus on long term outcomes and goals.

Time is also needed for project initiators, who are often the outside "experts," to invest the



time in relationship building and capacity building for projects to survive. Building trust with individuals and community leaders and being able to assure them that a program involves a long term commitment key to community buy in and long term program sustainability.

Ensuring partner satisfaction with the processes and the partnership itself contributes to program sustainability through safeguarding ongoing partner commitment. While evaluation of partnerships may be challenging, especially when resources are scarce and where partners tend to see resources devoted to evaluation as much-needed resources are taken away from programs, and when it is time consuming,¹²⁷ the ongoing effectiveness of the partnership rests on feedback and correction.

Ultimately, programs aim to address community challenges to the extent that they are no longer an issue. However, society is a long way from curing all its ailments. However, the best interim step is complete community ownership. According to one Canadian MSO, “ultimately success is working your way out of a job – you want the project to be sustainable but want locals to take things forward.”

4.5.2 A vast amount of program knowledge exists but requires sharing. Sharing promising and good practice along with case studies of successful sport for development initiatives contribute to sector development. To encourage sharing, evaluation and research results should be accessible, (i.e., in open access platforms), use plain language and are relevant and shared in ways that are meaningful to sport for development community leaders. At the community level workshops and presentations will help share findings with stakeholders.

Dissemination also includes supporting others to use results and integrate them into their own programming. Local level organizations are particularly in need of such support. Sports-based or Sport for Development focused organisations, can learn from one another whether they are small-scale, individual initiatives, large-scale programmes led by international organisations, corporations or sporting associations. Sharing best practices about approaches to program design, stories about successes or creative ways to solve challenges, or tools such a database of example monitoring and evaluation questions from which to tailor local measurement questions, will enhance their programmes, achievements and impact.

“There is a lot of great work out there. How can we not only highlight the best practices but how can we share the resources. ... What is already in place to help sports? (How do we) plug into an existing program and leverage that experience. ... everyone is going it alone. (There is) a lot of inefficiency in that. Outside of the funding framework, there is not a lot of Sport for Development happening and it is daunting. We need strong leadership, ... lots of partnership and collaboration. Templating and best practicing could be developed and go broader in support of the national sport system.”

4.5.3 More research about Sport for Development is needed
The field of Sport for Development is still a relatively young research field and there are many opportunities to continue to explore and develop the evidence. Research can be hampered by factors such as finding a local research partner in countries that do not have



Sue Cragg Consulting

strong research cultures; ensuring human ethics protocols are followed, particularly in cultures where informed consent does not exist, and conducting research in a manner that does not impose foreign values; and building local research capacity for data collection.

While this project scratched the surface of Canadian Sport for Development initiatives, a fully integrated survey of sport organizations, recreation organizations, municipalities and other potential partners should be undertaken. In addition, further investigation of the roles and activities of Foundations that may fund Sport for Development activities through their grant making (some of which happened through the Canada 150 celebrations) is warranted.



5.0 Recommendations

Based on the conclusions, we offer the following recommendations for best practice and evaluation in Canadian Sport for Development.

5.1 Ensure a coordinated, holistic approach to program delivery

5.1.1 Increase and monitor awareness of Sport for Development

One of the first tasks in increasing interest and commitment for Sport for Development activity in Canada and abroad is to increase awareness of its ability to affect change and address important social issues, among sport organizations, recreation organizations, all levels of government and the general public. This awareness building should include messaging that promotes:

- The opportunities of sport to undertake Sport for Development;
- How sport organizations can benefit from being involved in Sport for Development initiatives, both in terms of their contribution to a cause, but also in introducing their sport to new potential participants; and
- How the work of non-sport organizations who undertake Sport for Development work (and sometimes also sport development) fits into and contributes to the goals and objectives of the Canadian Sport Policy.

Efforts should be monitored to measure awareness and understanding over time.

5.1.2 Ensure communities are equal partners in co-developing program goals, activities and evaluation

Involving communities in the identification of community needs and target audiences, planning, outcomes definition and evaluation ensures that programs are designed to meet

identified community needs; that inclusion is addressed; that program components and monitoring and evaluation are meaningful and relevant; that capacity is built; and that cultural values and approaches are respected. Seeking out and valuing alternative types of knowledge may prove more appropriate and valid in monitoring and evaluation efforts. The importance of this approach may also need to be clarified with funders.

*“When looking at Indigenous youth, you can’t talk about sport in isolation...you can’t go into a community and deliver a sport program. If kids are committing suicide, who the f**k cares about basketball the next day; if you’re not addressing the holistic health of the young person then who cares about sport and physical literacy, even though we understand it to be a powerful tool for engagement. ... How do you engage young leaders within that system if you are not addressing everything else that is going on, especially around mental health? This is also true in other (non-Indigenous) communities.”*

5.1.3 Ensure coordination of Sport for Development Initiatives

Programs must be integrated with other interventions and sectors at the community, regional and federal levels. Partnerships and activities in the same community by different organizations must be well coordinated to avoid inefficiencies, competition for limited funds, wasted spending and alienated beneficiaries. Involving members of the community provides a central knowledge base of what initiatives are being undertaken in the community and enable identification of areas of overlap, suggestions for efficiencies in funding and ensuring the right programs are targeting the right audiences.



“Why do young women drop out? They love sport but so many other aspects of life are going on. Sport is not addressing those. ... Forget about getting them in the gym; they have so many other challenges. People are working with communities on a holistic level but funders want delivery of sport. Can’t just deliver sport.” (You need to address all these other levels.)

5.1.4 Encourage multi-sectoral partnerships

Bringing in expertise from other sectors will ensure an optimal experience for participants and the best chance of meeting program objectives. There may be utility in establishing mechanisms to broker such partnerships and help them to understand the language and culture of other sectors. Work may have to be done to align the focus of sport organizations on athlete development with the developmental focus of NGOs and leverage the skill sets of the two groups, but such alliances will result in strengthening the sector. Strong partnerships are built on such things as common mission and vision and suitable capacity.⁷² A tool (*The Partnership Filter*) has been developed by Commonwealth Games Canada for the selection of a suitable partner.¹³³

5.1.5 Support all types of organizations to deliver Sport for Development initiatives
Addressing organization and systemic barriers will strengthen the sport sector and their initiatives, while acknowledging and supporting other sectors and their initiatives will extend the depth and reach of the Sport for Development sector. There are numerous social agencies who are delivering Sport for Development programs. While there are opportunities for them to collaborate with sport organizations to bring in

sport skills, this is not a necessary condition of their program success. These organizations play an important role in the Sport for Development landscape and need to be acknowledged and embraced as contributing to the work being done.

The UK has a number of initiatives focused on the mapping and supporting the roles of social agencies. For example, Sport England is currently in the process of mapping out all organizations involved in Sport for Development. The UK’s SportEd supports small grass roots organizations who are not always Sport Organizations. SportEd provides volunteer mentors to bring sport or evaluation expertise to non-sport organizations and helps to build their capacity to deliver Sport for Development, to access funding and to evaluate programming. Consider reconvening the Working Together Initiative, an approach that involved key players from multiple sectors as a start to initiating these conversations.

5.2 Promote a Quality Approach and Strive for Sustainability

A focus on the principles of a quality program may be an aspect of sport that helps close the gap between the different purposes and mandates within the sport (recreation, physical activity) community.

5.2.1 Consider incorporating this report’s noted practices into programming
This report has presented findings from the academic and gray literature, from key informants who are closely involved in Sport for Development activities and from an environmental scan of programs. It has noted components of successful programs along with challenges and pitfalls to avoid, and where possible, ways to address them. Programmers



and policy makers may consider these findings in their Sport for Development roles.

5.2.2 Engage and develop the right people Program success rests on having the right people to deliver programs and engage with participants. These leaders come from a pool of people that is much greater than just athletes. Star athletes bring sports skills and drills to a program and may attract participants, local attention and the media, but they are not experts in social work or education. Key practices for attracting, engaging and training program leaders has been noted above.

“... focus on employing sports minded social workers rather than sport coaches. It might be too early to expect this, but it’s something to aim for. Program leaders don’t have to be world class hockey players but world class social workers with an interest in hockey.”

5.2.3 Consider leveraging the physical literacy and sport-for-all platforms to engage funding and support sport for development Given the competing priorities in sport and concerns that money that is earmarked for Sport for Development detracts from the development of high performance athletes, there is some merit in exploring tying Sport for Development to the Sport for All and Physical Literacy movements. These movements are more about inclusion and basic motor skills for everyone. There is an opportunity to tie social responsibility, ethics and social development (the other literacies) to these activities. Although less formal participation and a focus on wide participation does not equate to sport for development, it does help to bridge the gap between two seemingly (but not necessarily) opposing approaches.

A focus on less formal involvement, play, fun, participation, personal development and increasing levels of physical activity develops a broad base of skills and minimizes barriers to participation whereas an emphasis on performance, and the development of specific skills and long term talent may reduce the fun factor and lead to struggles with retention.¹⁹

Specialized sport programmes at young ages (i.e., ages 6–12) to develop elite-level athletes are not necessary in most sports. Instead, providing opportunities for all children to participate in various informal and organized recreational sports should be the focus of sport programmers. Diversity (instead of specialization) during childhood has a positive effect on future elite performance as well as long-term participation in sport.¹⁹

Since Sport for Development does not focus on performance, but rather on inclusion and play, there is an opportunity to provide all these goals together. A community-based Leisure for Development or Play for Development system that includes a broad population base will also address the issues around Sport Organizations competing for registration. However, there is a need to expand the focus of these initiatives beyond only children and youth to include individuals at all stages of life.

While there may be a need to strategically align with other initiatives and policy frameworks to leverage funding, it is also essential that the integrity of a Sport for Development approach, along with its core principles, are maintained. As highlighted throughout this report, quality Sport for Development requires a purposeful intention from the start. As such, Sport for Development may require a philosophical approach that is quite different to other current initiatives.



“Even if there was a simple thing, where every club had to have a very clearly stated LTAD inclusion policy - no de-selecting of athletes until late; train-to-train; can't cut from teams. ... It is unethical and immoral to cut kids from high school teams. It would be great if there was a policy where government doesn't fund programming (for children under the age of 12) that cuts kids from teams.”

5.2.4 Align incentives with Sport for Development

There is an opportunity for incentives to Sport Organizations to focus beyond registration athlete development and podium placement. For example, funding could be tied to the existence and implementation of organizational Sport for Development policies alongside the currently required Long-term Athlete Development policies and could encourage partnership with the development sector. However, financial, training and other resource support for Sport for Development programming needs to extend beyond the sport sector.

5.3 Gather appropriate data to ensure quality and achievement of outcomes

5.3.1 Support monitoring and evaluation
Organizations struggle with identifying sufficient budget and expertise in monitoring and evaluation. Budgets should be built into initiatives from the outset, understood as integral to a program to focus on improvement, capacity building and ensuring benefit to participants.¹²⁸ There is a need for training and a need to recognize the important principles involved, which include ensuring that monitoring and evaluation:

- Are tailored to individual programs with indicators that are meaningful and examine

the why and the how of program success and challenges;

- Are integrated with all phases of a project and involves participants and other stakeholders;
- Recognize and value local knowledge and the important contribution that qualitative and anecdotal evidence provides to assess the success of the initiative;
- Value longitudinal follow up and recognize that good evaluation takes time to observe impacts and to build trust; and
- Building local capacity.

There is an opportunity to include the development of these skills in Sport Management curricula.

5.3.2 Develop indicators to reflect Sport for Development Goals across Sectors

One of the main tasks of this project was to inventory existing indicators from around the world. A comprehensive set of indicators has been recommended and is included in the Appendix.

5.3.3 Disseminate results broadly

There is a need for a central repository and support mechanism and perhaps a professional association. Consideration should be given to funding such a mechanism and exploration of who might be an appropriate secretariat to provide such a function is merited. A community of practice, conferences, and webinars could be considered as mechanisms for sharing best practices, brainstorming solutions and supporting community members.



“Our Sport for Development doesn’t always fit nice and cleanly into the sport system in terms of how it’s structured and from a LTAD or coaching stand point. Youth development is an outlier. (There are) many centralized services offered to NSOs (high-performance, coaching, excellence, anti-doping) but no centralized services offered to sport community to support Sport for Development. (We could benefit from) national templates, or national processes, or national best practices. (Currently we are tasked with) creating own processes, hiring staff but going it alone. The sport system, could provide national leadership so that an organization doesn’t have to create it from the ground up.”

5.3.4 Support further research

Six common constructs or features that are regular foci of Sport for Development research are those of: role models; participatory approaches; multi-level engagement; programmatic design; creation of safe spaces; and transfer to locals.⁵³ Key research needs identified by this project include:

- Expanding the understanding of alternative forms of research and ways of knowing (e.g., those of the Indigenous cultures).
- Critical research that aims to disrupt dominant understanding and creates possibilities for new ways of practicing sport.
- Developing a common definition of Sport for Development.
- Defining culturally appropriate pedagogical approaches within Sport for Development delivery mechanisms.
- Establishing more evidence about what sort of interventions work and under what circumstances. That is, what are the precise circumstances under which sport may result in positive outcomes for gender

relations, disability, inclusion, youth development, mental health, peace and conflict resolution for different populations and individuals.⁵⁶

- Increasing the evaluation of existing sports programs and policies that are effective and that can, therefore, serve as models and prototypes for future program design and development.¹¹⁹
- Developing a more in-depth understanding of process – the ‘how’ and ‘why’ - and the reasons for inter-program differences, in order to consider issues of ‘good practice’ to augment current data that enable us to identify ‘what’ happened.¹²⁹
- Identifying easily transferable ‘good practice’.¹²⁹



6.0 Concluding Remarks

Sport for Development is a unique goal of the Canadian Sport Policy, with a fundamental purpose dissimilar to the other goals. Unlike sport development, that focuses on athletic ability, excellence and strengthening the individual and overall sport system, Sport for Development is about developing the personal, social, economic, psychological, health and economic skills, abilities and circumstances of participants, their families and their communities regardless of their athletic ability or motivation. Sport for Development is often confused with other models of sport provision, or treated as an “add on” to other, more dominant, approaches. As the best practices and recommendations in this document have shown, Sport for Development needs to be given sufficient attention in its own right to ensure effective implementation of policies and initiatives that lead to quality sport experiences.

In the international literature, the term Sport for Development and Peace serves to broaden the meaning of what sport can do. And while not every Sport for Development initiative is engaged in a peace process in its most literal sense, its meaning helps to expand the role and power of sport to beyond its traditional role.

Similarly, the term Sport for Social Development may help to differentiate the purpose of its role from simply sport development. Irrespective of title, much of the work that needs to be done in the short-term includes (but is not limited to) educating leaders in the sport sector on the role of sport beyond athlete development and excellence, providing training and resources to help build skills and knowledge in the area, increasing opportunities to bring different sectors engaged in this work together, and the funding to support NSO and MSOs to meet this goal.

Sport for Development, while focusing on developing citizens, also provides sport opportunities to those in disadvantaged neighbourhoods or to members of marginalized populations. This document, along with *Policy and program considerations for increasing sport participation among members of under-represented groups in Canada*,⁷⁰ provide a basis for expanding Sport for Development initiatives in a coordinated way across Canada, highlighting a particular need to focus on the ways a Sport for Development model can inform alternative approaches to sport provision in Canada.



References

- ¹ Government of Canada. "Canadian Sport Policy." (2012), 1-22. Retrieved from: https://sirc.ca/sites/default/files/content/docs/pdf/csp2012_en_lr.pdf
- ² Lyras, Alexis, and Jon Welty Peachey. "Integrating sport-for-development theory and praxis." *Sport Management Review* 14, 4 (2011), 311-326
- ³ Spaaij, Ramon, et al. "Participatory research in sport-for-development: Complexities, experiences and (missed) opportunities." *Sport Management Review*, (2017).
- ⁴ Hartmann, D., & C. Kwauk. "Sport and development: An overview, critique, and reconstruction." *Journal of Sport and Social Issues* 35, 3 (2011), 284–305.
- ⁵ Giulianotti, Richard. "The Sport for Development and Peace Sector: An Analysis of its Emergence, Key Institutions, and Social Possibilities." *The brown journal of world affairs* 18, 11 (Spring/Summer 2012).
- ⁶ Coalter, Fred. "Sport-for-Development: Pessimism of the Intellect, Optimism of the Will in Sport-for-development Work." *Sport, Social Development and Peace, Research in the Sociology of Sport* 8 (2014), 1–18.
- ⁷ Darnell, Simon. "Olympism in Action, Olympic hosting and the politics of 'Sport for Development and Peace': investigating the development discourses of Rio 2016." *Sport in Society* 15, 6 (2012), 869-887.
- ⁸ Cornelissen, S. "More than a sporting chance? Appraising the sport for development legacy of the 2010 FIFA world cup." *Third World Quarterly*, 32, 3 (2011), 503-529.
- ⁹ Beutler, I. "Sport serving development and peace: Achieving the goals of the United Nations through sport." *Sport in Society* 11, 4 (2008), 359-369.
- ¹⁰ Sport for Development and Peace International Working Group. From Practice to Policy. Sport for Development and Peace International Working Group. Available at: <http://www.righttoplay.com/moreinfo/aboutus/Documents/Sport%20For%20Dev%20-%20ENG.pdf>.
- ¹¹ Coalter, Fred. University of Stirling Sport-in-Development: Process evaluation and organisational development – article And Sport-in-Development. A Monitoring and Evaluation Manual. Available at https://www.sportanddev.org/sites/default/files/downloads/10__sport_in_development__a_monitoring_and_evaluation_manual.pdf.
- ¹² Hancock, M. G., and A., Lyras, and J. P. Ha. "Sport for development programs for girls and women: A global assessment." *Journal of Sport for Development* 1, 1 (2013), 15-24.
- ¹³ Gartner-Manzon, Sophie. "Alberta's Future Leaders Program: Long-Term Impacts." (2015).
- ¹⁴ Darnell, Simon C. "Situating sport-for-development and the 'sport for development and peace' sector." In *Sport for development and peace: a critical sociology*, (London: Bloomsbury, 2012).
- ¹⁵ Levermore, R. "Sport-in-international development: Time to treat it seriously?" *Journal of World Affairs* 14, 2 (2008), 55-66..
- ¹⁶ Darnell, S., and M. Whitley, and W. Massey. "Changing methods and methods of change: Reflections on qualitative research in sport for development and peace." *Qualitative Research in Sport, Exercise and Health* 8, 5 (2016), 571–577.
- ¹⁷ Coalter, F. "The politics of sport- for-development: Limited focus programmes and broad gauge problems?" *International Review for the Sociology of Sport* 45, 3 (2010), 295–314.
- ¹⁸ Schulenkorf, N. "Sustainable community development through sport and events: A conceptual framework for sport-for-development projects." *Sport Management Review* 15, 1 (2012), 1–12.
- ¹⁹ Côté, Jean, and David J. Hancock. "Evidence-based policies for youth sport programmes." *International Journal of Sport Policy and Politics* 8, 1 (2016), 51-65.
- ²⁰ Schulenkorf, N., and A., Thomson, and K. Schlenker. "Intercommunity sport events: Vehicles and catalysts for social capital in divided societies." *Event Management* 15, 2 (2011), 105–119.
- ²¹ Giulianotti, R. "Sport, peacemaking and conflict resolution: A contextual analysis and modeling of the sport, development and peace sector." *Ethnic and Racial Studies* 34, 2 (2011), 207–228.
- ²² Jeanes, Ruth, and Justen O'Connor, and Laura Alfrey. "Sport Resettlement of Young People From Refugee Backgrounds in Australia." *Journal of Sport & Social Issues* 39, 6 (2015), 480-500.
- ²³ Ekholm, D. "Sport and crime prevention: Individuality and transferability in research." *Journal of Sport for Development* 1, 2 (2013), 1-12.
- ²⁴ Canadian Heritage. "Literature Review: The Role of Sport in the Settlement and Integration of Immigrants and Refugees." (2017).
- ²⁵ Commonwealth Games Canada. "23 Years of Progress in Sport for Development and the Development of Sport. Building a Better Commonwealth Through Sport."
- ²⁶ Coakley, Jay. "Youth Sports: What counts as "Positive Development?" *Journal of Sport and Social Issues* 35, 3 (2011), 306-324.
- ²⁷ Welty Peachey, Jon., et al. "Examining Social Capital Development Among Volunteers of a Multinational Sport-for-Development Event." *Journal of Sport Management* 29 (2015), 27-41.
- ²⁸ Halsall, Tayna, and Tanya Forneris. "Challenges and strategies for success of a sport-for-development programme for First



- Nations, Metis and Inuit youth." *Journal of Sport for Development* 4, 7 (2016), 39-57.
- ²⁹ Sherry, Emma, and Virginia Strybosch. "A kick in the right direction: longitudinal outcomes of the Australian Community Street Soccer Program." *Soccer & Society* 13, 4 (2012), 495-509.
- ³⁰ Cooper, J.W. et al. "Soccer for Peace in Jordan: A qualitative assessment of program impact on coaches." *Journal of Sport for Development* 4, 6 (2016), 21-35.
- ³¹ Jeanes, Ruth, and Jonathan Magee. "Promoting Gender Empowerment through Sport? Exploring the Experiences of Zambian Female Footballers," in "Sport-for-development Work." *Sport, Social Development and Peace, Research in the Sociology of Sport* 8, (2014), 1-18.
- ³² Harvey, Jean, and Milena Parent. Kids in Shape Project Implementation guide, Research Centre for Sport in Canadian Society. (2011) available at <https://health.uottawa.ca/sports-research/kids-shape>
- ³³ Coalter, F. "There is loads of relationships here": Developing a programme theory for sport for-change programmes." *International Review for the Sociology of Sport* 48, 5 (2013), 594-612.
- ³⁴ Coalter, F. "Sport-for-development: going beyond the boundary?" *Sport in Society* 13, 9, (November 2010), 1374-1391.
- ³⁵ Bruening, Jennifer, et al. "Managing sport for social change: The effects of intentional design and structure in a sport-based service learning initiative." *Sport Management Review* 18 (2015), 69-85.
- ³⁶ Darcy, S., et al. "More than a sport and volunteer organisation: Investigating social capital development in a sporting organisation." *Sport Management Review* 17, 4 (2014), 395-406.
- ³⁷ Spaaij, R. "Personal and social change in and through sport: Cross-cutting themes." *Sport in Society* 12 (2009), 1265-1268.
- ³⁸ Shilbury, David, and Kalliopi Sotiriadou, and B. Christine Green. "Sport Development. Systems, Policies and Pathways: An introduction to the Special Issue." *Sport Management Review* 11 (2008), 217-223.
- ³⁹ Spaaij, R. "Building social and cultural capital among young people in disadvantaged communities: Lessons from a Brazilian sport-based intervention program Sport." *Education and Society* 17, 1 (2012), 77-95.
- ⁴⁰ Guest, A. M. "The diffusion of development-through-sport: Analysing the history and practice of the Olympic Movement's grassroots outreach to Africa." *Sport in Society* 12, 10 (2009), 1336-1352.
- ⁴¹ Welty Peachey, J., and A., Cohen. "Reflections from scholars on barriers and strategies in sport-for-development research." *Journal of Sport for Development* 3, 4 (2015), 16-27.
- ⁴² Kidd, Bruce. "Canada and Sport for Development and Peace" in *Sport Policy in Canada*. Lucie Thibault (2013), 14-35.
- ⁴³ Meir, D. "Leadership and empowerment through sport": The intentions, hopes, ambitions and reality of creating a sport-for-development organisation in Cape Town." *Journal of Sport for Development* 5, 8 (2017), 19-29.
- ⁴⁴ inFocus Enterprises. Shaping the 'Sport for Development' Agenda Post-2015. Executive Summary, (2015).
- ⁴⁵ Spaaij, R. "Changing people's lives for the better? Social mobility through sport-based intervention programmes: Opportunities and constraints." *European Journal for Sport and Society* 10, 1 (2013), 53-73..
- ⁴⁶ Sanders, B. "An own goal in Sport for Development: time to change the playing field." *Journal of Sport for Development* 4, 6 (2016), 1-5.
- ⁴⁷ Schulenkorf, N., Sugden, J., & Burdsey, D. "Sport for development and peace as contested terrain: Place, community, ownership." *International Journal of Sport Policy* 6, 3 (2014), 371-378.
- ⁴⁸ Massey, W. V., M. Whitley, and L. Blom, and L. H. Gerstein. "Sport for development and peace: A systems theory perspective on promoting sustainable change." *International Journal of Sport Management and Marketing* 16, ½ (2015), 18-35..
- ⁴⁹ Nicholls, S., and A.R. Giles, and C. Sethna. "Perpetuating the 'lack of evidence' discourse in sport for development: Privileged voices, unheard stories and subjugated knowledge." *International Review for the Sociology of Sport* 46, 3 (2010), 249-264
- ⁵⁰ Coalter, Fred. "Sport-In-International Development Assistance: Accountability or Development?" *Paper presented at the annual meeting of the International Studies Association 48th Annual Convention, Hilton Chicago, CHICAGO, IL, USA, Feb 28, 2007.*
- ⁵¹ Hayhurst, L. M. C., and W. Frisby. "Inevitable Tensions: Swiss and Canadian Sport for Development NGO Perspectives on Partnerships with High Performance Sport." *European Sport Management Quarterly* 10, 1 (2010), 75-96.
- ⁵² Shilbury, David, and Kalliopi Sotiriadou, and B. Christine Green. "Sport Development. Systems, Policies and Pathways: An introduction to the Special Issue." *Sport Management Review* 11 (2008), 217-223.
- ⁵³ Darnell, Simon, et al. "The State of Play: Critical sociological insights into recent 'Sport for Development and Peace' research." *International Review of the Sociology of Sport* (2016), 1-19.
- ⁵⁴ Kidd, Bruce. "Cautions, Questions and Opportunities in Sport for Development and Peace." *Third World Quarterly* 32, 3 (2011), 603-609.
- ⁵⁵ Levermore, R. "Sport: A new engine of development?" *Progress in Development Studies* 8, 2 (2008), 183-190.
- ⁵⁶ Kidd, Bruce. "A new social movement: Sport for development and peace." *Sport in Society* 11, 4 (2008), 370-380.
- ⁵⁷ Gardam, K., A., Giles, and M.C. Hayhurst. "Sport for development for Aboriginal youth in Canada: A scoping review." *Journal of Sport for Development* 5, 8 (2017), 30-40.
- ⁵⁸ Darnell Simon, and Hayhurst L.M. "Sport for decolonization: exploring a new praxis of sport for development." *Progress in Development Studies* 11, 3 (2011), 183-196.
- ⁵⁹ Black, D. R. "The ambiguities of development: Implications for 'development through sport'." *Sport in Society* 13, 1 (2010),



121–129.

- ⁶⁰ Hayhurst, Lyndsay, and Audrey Giles, and Jan Wright. "Biopedagogies and Indigenous knowledge: examining sport for development and peace for urban Indigenous young women in Canada and Australia." *Sport, Education and Society* 21, 4 (2016), 549-569.
- ⁶¹ Darnell, Simon C. "Playing with Race: Right to Play and the Production of Whiteness in 'Development through Sport'." *Sport in Society* 10, 4 (2007), 560–579.
- ⁶² Darnell, Simon C. "Sport, Race, and BioPolitics: Encounters With Difference in "Sport for Development and Peace" Internships." *Journal of Sport and Social Issues* 34, 4 (2010), 396–417.
- ⁶³ Canada. The Minister of Justice. "Physical Activity and Sport Act." Assented March 19th, 2003. Current to July 3, 2017. Retrieved from <http://laws-lois.justice.gc.ca/PDF/P-13.4.pdf>
- ⁶⁴ Dudfield, Oliver and Malcolm Dingwall-Smith. The Commonwealth. Sport for Development and Peace and the 2030 Agenda for Sustainable Development, (2015)
- ⁶⁵ National Collaborating Centre for Methods and Tools <http://www.nccmt.ca/eiph/index-eng.html>
- ⁶⁶ Órla Cronin Research, prepared for Comic Relief. Comic Relief Review. Mapping the research on the impact of Sport and Development interventions, (2011).
- ⁶⁷ Key Informant Interviews
- ⁶⁸ Schulenkorf, Nico, and Emma Sherry, and Katie Rowe. "Sport for Development: An Integrated Literature Review." *Journal of Sport Management* 30 (2016), 22-39.
- ⁶⁹ Wallis, James, and John Lambert. "Reflections from the Field: Challenges in Managing Agendas and Expectations around Football for Peace in Israel," in Sport-for-development Work." *Sport, Social Development and Peace, Research in the Sociology of Sport* 8, (2014), 1–18.
- ⁷⁰ Cragg, S., and C. Costas-Bradstreet, and J. Arkell, and K. Lofstrom. "Policy and program considerations for increasing sport participation among members of under-represented groups in Canada." Interprovincial Sport and Recreation Council, Ottawa, Ontario, Canada. (2016).
- ⁷¹ Devine, Alexandra, et al. "They don't see my disability anymore' – The outcomes of sport for development programmes in the lives of people in the Pacific." *Journal of Sport for Development* 8, 5 (2017).
- ⁷² NCDO. "Lessons Learned: Greater Effectiveness with Knowledge and Tips Gleaned from Sports and Development Cooperation in Practice." (Amsterdam: NCDO, 2007).
- ⁷³ Thomson, A., and S. Darcy, and S. Pearce. "Ganma theory and third-sector sport-development programmes for Aboriginal and Torres Strait Islander youth: Implications for sports management." *Sport Management Review* 13, 4 (2010), 313–330.
- ⁷⁴ "Community Foundations of Canada with True Sport Foundation Vital Signs Sport and Belonging." Retrieved from <http://communityfoundations.ca/sportandbelonging/>
- ⁷⁵ Bean, C., and T. Forneris. "Exploring stakeholders' experiences of implementing an ice hockey programme for Inuit youth." *Journal of Sport for Development* 4, 6 (2016), 7-20.
- ⁷⁶ Blom, L. C., et al. "Soccer for Peace: Evaluation of In-Country Workshops with Jordanian Coaches." *Journal of Sport for Development* 3, 4 (2015), 1-12.
- ⁷⁷ Sport for Development and Peace International Working Group. "Harnessing the Power of Sport for Development and Peace: Recommendations to Governments." (2008), 4-304. Retrieved from http://assets.sportanddev.org/downloads/rtp_sdp_iwg_harnessing_the_power_of_sport_for_development_and_peace.pdf
- ⁷⁸ Fraser-Thomas, Jessica, and Jean Côté, and Janice Deakin. "Youth sport programs: an avenue to foster positive youth development." *Physical Education and Sport Pedagogy* 10, 1 (2005), 19-40.
- ⁷⁹ Indigenous Wellness Group. "IndigenACTION PHASE ONE: Roundtable Report." (2012), 1-20.
- ⁸⁰ Thorpe, Holly. "Action sports for youth development: critical insights for the Sport for Development community." *International Journal of Sport Policy and Politics* 8, 1 (2016), 91-116.
- ⁸¹ Parliament of the Commonwealth of Australia. "House of Representatives- Standing Committee on Aboriginal and Torres Strait Islander Affairs. *Sport – More Than Just a Game Contribution of sport to Indigenous wellbeing and mentoring.*" (June 2013), Canberra, 1-107.
- ⁸² Skinner, James and Dwight H. Zakus, and Jacqui Cowell. "Development through Sport: Building Social Capital in Disadvantaged Communities." *Sport Management Review* 11 (2008), 253-275.
- ⁸³ MacIntosh, Eric, Alexandra Arellano, and Tanya Forneris. "Exploring the community and external-agency partnership in sport-for-development programming." *European Sport Management Quarterly* 16, 1 (2016), 38-57.
- ⁸⁴ Marshall, Sara K., and Paul Barry. "Community Sport for Development: Perceptions From Practice in Southern Africa." *Journal of Sport Management* 29 (2015), 109-121.
- ⁸⁵ Jeanes, Ruth. "Educating through sport? Examining HIV/AIDS education and sport-for development through the perspectives of Zambian young people." *Sport, Education and Society* 18, 3 (2013), 388-406.
- ⁸⁶ Rose, A., and A. Giles. "Alberta's Future Leaders program: A case study of Aboriginal youth and community development." *The Canadian Journal of Native Studies* 27, 2 (2007), 425-450.



- ⁸⁷ MacIntosh, Eric, A. Lauren Couture and Kirsty Spence “Management challenges in delivering an international sport and development program.” *Sport, Business and Management: An International Journal* 5, 3 (2015), 276-296.
- ⁸⁸ Svensson, Per G., and Meg G. Hancock, and Mary A. Hums. “Examining the educative aims and practices of decision-makers in sport for development and peace organizations.” *Sport, Education and Society* 21, 4 (2016), 495–512.
- ⁸⁹ Collison, H., et al. “The methodological dance: Critical reflections on conducting a cross-cultural comparative research project on ‘sport for development and peace.’” *Qualitative Research in Sport, Exercise and Health* 8, 5 (2016), 413–423.
- ⁹⁰ Faubert, Christine. “Tensions and dilemmas by a change agent in a community-university physical activity initiative.” *Critical Public Health* 19, 1 (2009), 71-86.
- ⁹¹ Harris, S., and B. Houlihan. “Delivery Networks and Community Sport in England.” *International Journal of Public Sector Management* 27, 2 (2014), 113–127.
- ⁹² Sanders, Ben, and Julie Phillips, and Bart Vanreusel. “Opportunities and challenges facing NGOs using sport as a vehicle for development in post-apartheid South Africa.” *Sport, Education and Society* 19, 6 (2014), 789-805.
- ⁹³ Olushola, J. O., and D. F. Jones, and M. A. Dixon, and B. C. Green. “More than basketball: Determining the sport components that lead to long-term benefits for African-American girls.” *Sport Management Review* 16, 2 (2013), 211–225.
- ⁹⁴ Welty Peachey, J., and J. Borland, and J. Lobpries, and A. Cohen, A. “Managing impact: Leveraging sacred spaces and community celebration to maximize social capital at a sport-for-development event.” *Sport Management Review* 18, 1 (2015), 86–98.
- ⁹⁵ Lindsey I, and A. B. T. Zakariah, and E. Owusu-Ansah., et al. “Researching ‘sustainable development in African Sport’: A case study of a North-South academic collaboration.” In: Hayhurst LMC, T. Kay, and M. Chawansky. “Beyond Sport for Development and Peace: Transnational Perspectives on Theory, Policy and Practice.” (London: Routledge, 2016), 196-209.
- ⁹⁶ Edwards, Michael B. “The role of sport in community capacity building: An examination of sport for development research and practice.” *Sports Management Review* 18 (2015), 6-19.
- ⁹⁷ Faubert, Christine, and Milena M. Parent, and Jean Harvey. “Community mobilization development related to children sport and physical activity: A case study of kids in shape.” *Loisir et Société / Society and Leisure* 35, 2 (2012): 211-242
- ⁹⁸ Kaufman, Z., and B. Rosenbauer, and G. Moore. “Lessons learned from monitoring and evaluating sport-for-development programmes in the caribbean.” In N. Schulenkorf, & D. Adair. “Global sport-for-development: Critical perspectives.” (2014), 173–193. (Basingstoke: Palgrave Macmillan)..
- ⁹⁹ Burnett, C. “Assessing the sociology of sport: On sport for development and peace.” *International Review for the Sociology of Sport* 50, 4–5 (2015), 385–390.
- ¹⁰⁰ Adams, A and K. Harris. “Making sense of the lack of evidence discourse, power and knowledge in the field of sport for development.” *International Journal of Public Sector Management* 27, 2 (2014), 140-151.
- ¹⁰¹ Sherry, Emma, et al. “Sport-for-development: Inclusive, reflective, and meaningful research in low- and middle-income settings.” *Sport Management Review* 20, 1 (2017), 69-80.
- ¹⁰² Welty Peachey, J., and A. Cohen. “Research partnerships in sport for development and peace: Challenges, barriers, and strategies.” *Journal of Sport Management* 30 (2016), 282–297.
- ¹⁰³ Levermore, R., and A. Beacom. “Reassessing sport-for-development: Moving beyond ‘mapping the territory’.” *International Journal of Sport Policy* 4, 1 (2012), 125–137.
- ¹⁰⁴ Levermore, Roger. “Evaluating sport-for-development: Approaches and critical issues.” *Progress in Development Studies* 11, 4 (2011), 339-353.
- ¹⁰⁵ Jeanes R., and I. Lindsey. “Where’s the ‘Evidence?’ reflecting on monitoring and evaluation within sport-for-development. In: Young K and Okada C. “Sport, Social Development and Peace” Research in the Sociology of Sport 8 (2014), 197–217.
- ¹⁰⁶ Spaaij, R., and S., Oxford, and R. Jeanes. “Transforming communities through sport? Critical pedagogy and sport for development Sport.” *Education and Society* 21, 4 (2016), 570–587.
- ¹⁰⁷ Spaaij, R., & R. Jeanes. “Education for social change? A Freirean critique of sport for development and peace.” *Physical Education and Sport Pedagogy* 18, 4 (2013), 442–457.
- ¹⁰⁸ Pour3points. <https://www.pour3points.ca/en/our-purpose/>
- ¹⁰⁹ Smith, Natalie L., and Adam Cohen, and Andrew C. Pickett. “Exploring the motivations and outcomes of long-term international sport-for-development volunteering for American Millennials.” *Journal of Sport & Tourism* 19, 3-4 (2014), 3–4, 299–316.
- ¹¹⁰ Romeo-Velilla M, Beynon C, Murphy RC, et. al. Formative evaluation of a UK community-based sports intervention to prevent smoking among children and young people: SmokeFree Sports. *J Sport Develop.* 2014;2:3.
- ¹¹¹ Lindsey, Iain. “Conceptualising sustainability in sports development.” *Leisure Studies.* 27,3 (July 2008): 279–294.
- ¹¹² Schulenkorf, N. “The roles and responsibilities of a change agent in sport event development projects.” *Sport Management Review* 13, 2 (2010), 118–128.
- ¹¹³ Parent, Milena M., and Jean Harvey. “A partnership-based evaluation of a community-based youth sport and physical activity programme.” *Sport in Society* 20, 1 (2017), 7-29
- ¹¹⁴ Faubert, Christine. “Tensions and dilemmas by a change agent in a community-university physical activity initiative.” *Critical Public Health* 19, 1 (2009), 71-86.



-
- ¹¹⁵ Ramanathan, S., et al. "The Utility of Physical Activity Micro-Grants: The ParticipACTION Teen Challenge Program". *Health Promotion Practice*. (2017)
- ¹¹⁶ Tamminen, K. A., and G. Faulkner, and C. S. Witcher,, and J. C. Spence. "A qualitative examination of the impact of microgrants to promote physical activity among adolescents." *BMC Public Health* 14, (2014), 1206.
- ¹¹⁷ Schulenkorf, Nico. "Managing sport-for-development: Reflections and outlook." *Sport Management Review* 20 (2017), 243–251.
- ¹¹⁸ Spaaij, R., and N., Schulenkorf. "Cultivating safe space: Lessons for sport-for-development projects and events." *Journal of Sport Management* 28, 6 (2014), 633– 645.
- ¹¹⁹ Welty Peachey, J., and Lyras, A., and Borland, J., and Cohen, Adam. "Street Soccer USA Cup: Preliminary findings of a sport-for-homeless intervention." *The ICHPER-SD Journal of Research* 8 (2013), 3-11.
- ¹²⁰ Canadian Sport for Life, <http://sportforlife.ca/qualitysport/>
- ¹²¹ True Sport Foundation. <http://truesportpur.ca>
- ¹²² True Sport Foundation. <http://truesportpur.ca/true-sport-principles>
- ¹²³ Key Informant Interviews
- ¹²⁴ Ghildiyal, Rakesh. "Role of Sports in the Development of an Individual and Role of Psychology in Sport." *Mens Sana Monographs* 13, 1 (2015), 165-170. Retrieved at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4381313/>
- ¹²⁵ Hartmann, D. "High school sports participation and educational attainment: Recognizing, assessing, and utilizing the relationship." (Report to the LA84 Foundation), (2008). Retrieved from <http://www.la84foundation.org/3ce/HighSchoolSportsParticipation.pdf>
- ¹²⁶ Mataruna, L., and D. Range, and A. Guimaraes, and T. Melo. "Rio 2016 and disability – an analysis of the Sport-For-Development discourse and the legacies for disabled people." *Journal of Sport for Development* 3, 5 (2015), 50-60.
- ¹²⁷ Parent, Milena M., and Jean Harvey. "Towards a Management Model for Sport and Physical Activity Community-based Partnerships." *European Sport Management Quarterly* 9, 1 (2009), 23-45.
- ¹²⁸ Wilton Park. Sport for development: a catalyst for change (2014). Available at: <https://www.wiltonpark.org.uk/wp-content/uploads/WP1227-Report.pdf>
- ¹²⁹ Coalter, F., and J. Taylor. "Sport-for-development impact study: A research initiative funded by Comic Relief and UK Sport and managed by International Development through Sport." (2010).
- ¹³⁰ Harris, K., and A. Adams. "Power and discourse in the politics of evidence in sport for development." *Sport Management Review* 19, 2 (2016), 97–106.
- ¹³¹ Kay, T. "Developing through sport: Evidencing sport impacts on young people." *Sport in Society* 12, 9 (2009), 1177–1191.
- ¹³² Project Survey and inventory
- ¹³³ <https://www.sportanddev.org/en/document/manuals-and-tools/partnership-filter-and-application-tool>