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Lewis, Kiara and Horner, Louisa

Social impact of sport

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# Social Impact of Sport

Kiara Lewis and Louisa Horner

# Aims of the session

- Empower practitioners to maximise the social impact of sport provided (from research on projects evaluated)
  - Does what I do now have a social impact?
  - How could I increase the social impact?
  - How will I know if I have been successful?
  - Steps to take forward

# Social Impact of Sport

- “art and sport can not only make a valuable contribution to delivering key outcomes of lower unemployment, less crime, better health and better qualifications, but can also help to develop the individual pride, community spirit and capacity for responsibility that enable communities to run regeneration projects themselves”
  - DCMS 1999 p.2

# Evidence base

- Limited ('accepted truth')
- Multidimensional social problems – miracle cure
- Sport – institution characterised by unequal access, competitiveness and commercialisation (Gatz et al 2002)
- 'No purpose, fear failure, destructive relationships' (Sanford 2006 p.258) (many experience at school PE – sport avoided)

# Social Impact

- New Labour Government – key social policy is tackling social exclusion – disaffection
- Young people: Rise in truancy, increase in exclusions, low levels of educational attainment (DfEE 2003)
- Investment - £459m PESSCL, Sports Colleges (due to confidence in sport to promote social inclusion in YP)

# Potential benefits

- Sport itself not enough (One element - Key skills developed can be transferred)
- Optimum conditions required
- Sport some social impact, in some people under some circumstances (Sandford et al 2006)
- 6 key points to be considered (later – Louisa to explain what is meant by se and how has been tackled successfully)

# Louisa's bit





# Maximising the potential benefits

- Key points to consider in design of sport/physical activity interventions:

# Social interactions

How do you promote social interactions between participants?

- Development level – what are the aims?
- Sports leaders – as role models? (What characteristics do you look for beyond coaching qualifications in interviews/job descriptions)

# Sense of community

Do individuals feel they belong

- Are individuals involved in decision making
- Respect from leaders
- Small groups – long time
- Peer mentoring
- Safe environment

# Multi- agency approach

## Wider social context

- Partnerships between key groups (who are your key partners; parents, schools, social services, transport, environmental agency, leisure services etc.)
- Shared accountability

# Sustainable projects

## Means of developing skills

- Teach skills explicitly (communication, teamwork, decision making, responsibility etc.) (won't just happen cos playing sport)
- Take time to develop

# Monitor and evaluate

Build in to future projects systematic, structured evaluation

- Secures funding (bid should include money for funding)
- Framework (– as provided by Louisa)

# Evaluate what you do now

What are the aims of the project (success – social impact?) (are they compatible?/whose agenda?)

- What do you do to reach these aims?
- How do you know if they have been met?
- Handouts to fill in

# Refs





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Thank you