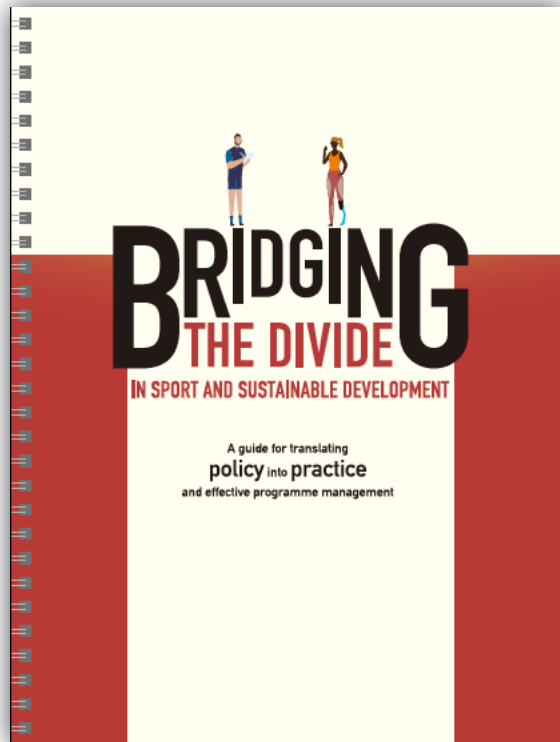


2023 Sport Event Taiwan Workshop

The Promotion of Green Sports Events

Bridging the Divide in Sport and Sustainable Development



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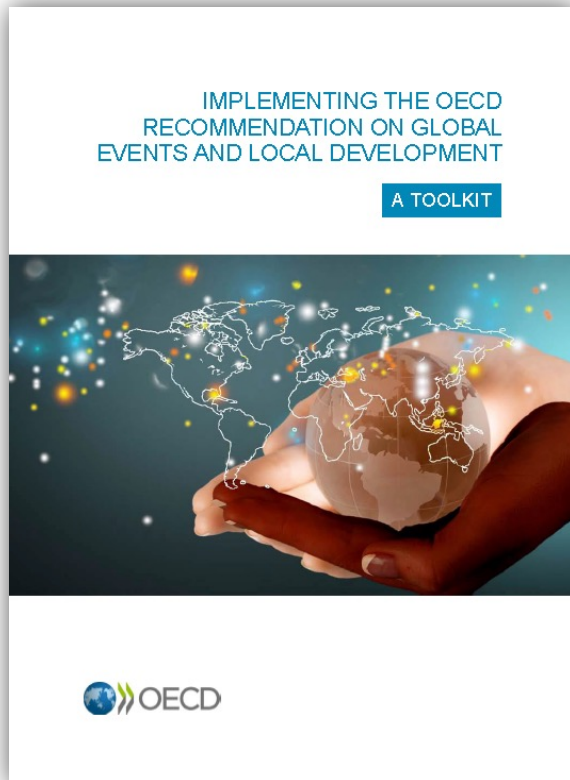
19th April 2023

JAPAN SPORT
COUNCIL

How can we use sports events as a catalyst for sustainable growth socially, economically and environmentally?

- The Organisation for Economic Co-operation and Development (OECD) adopted **“Recommendation on Global Events and Local Development”** in 2018.

Global Events Toolkit



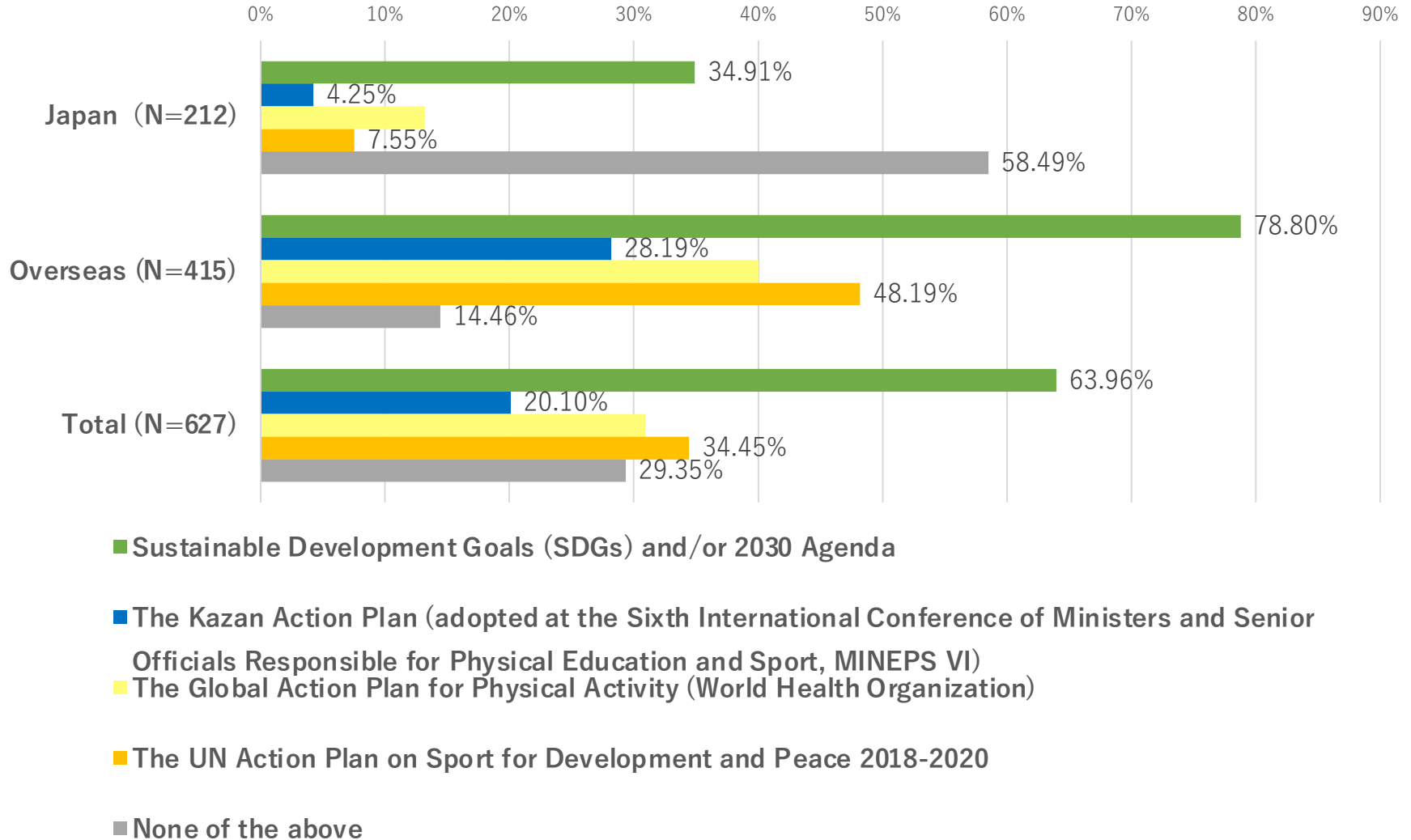
(OECD. (2021))

- ◆ How to promote more sustainable events
- ◆ How to implement more effective delivery mechanisms
- ◆ How to build stronger capacities to leverage local benefits



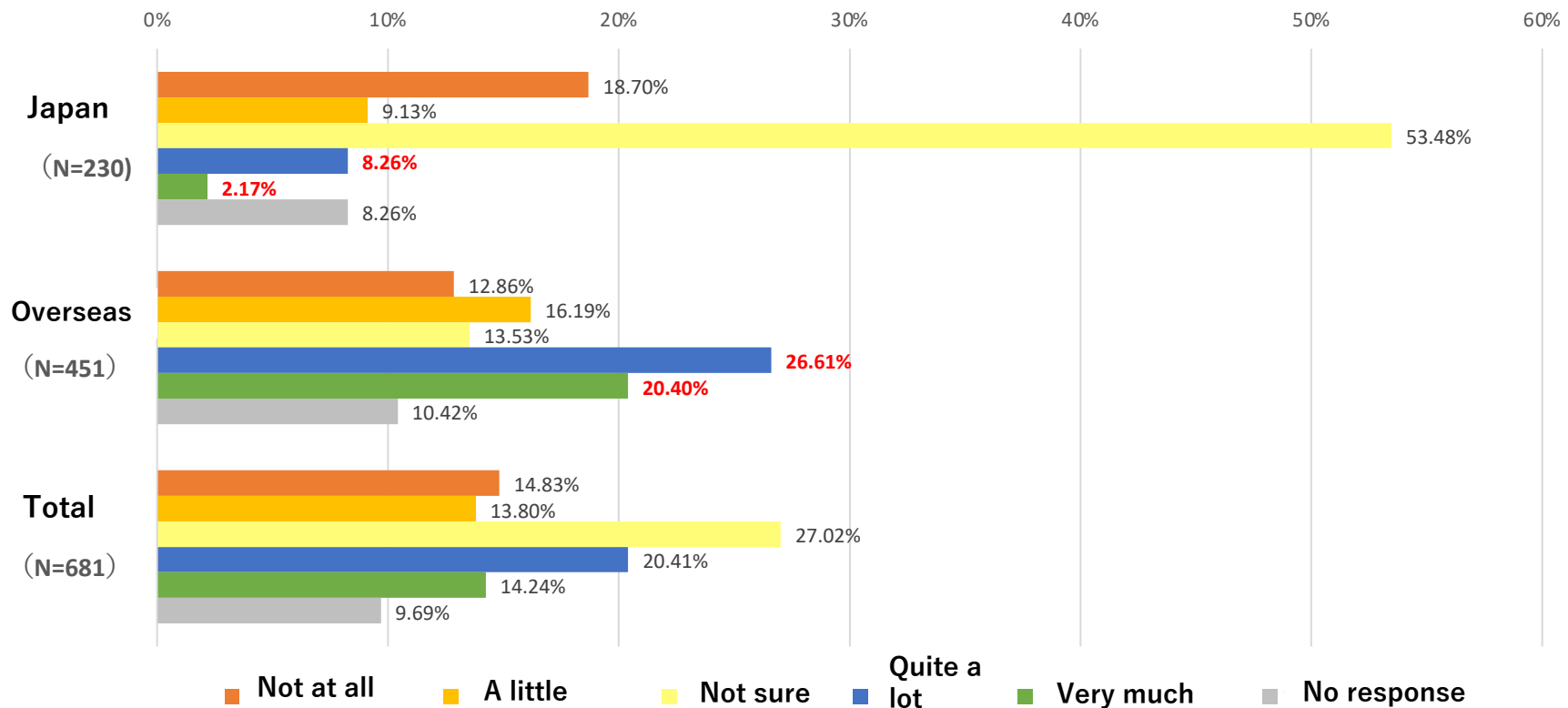
Concrete actions and continuous monitoring and evaluation throughout the life-cycle of events are needed.

Awareness of key international policies and plans



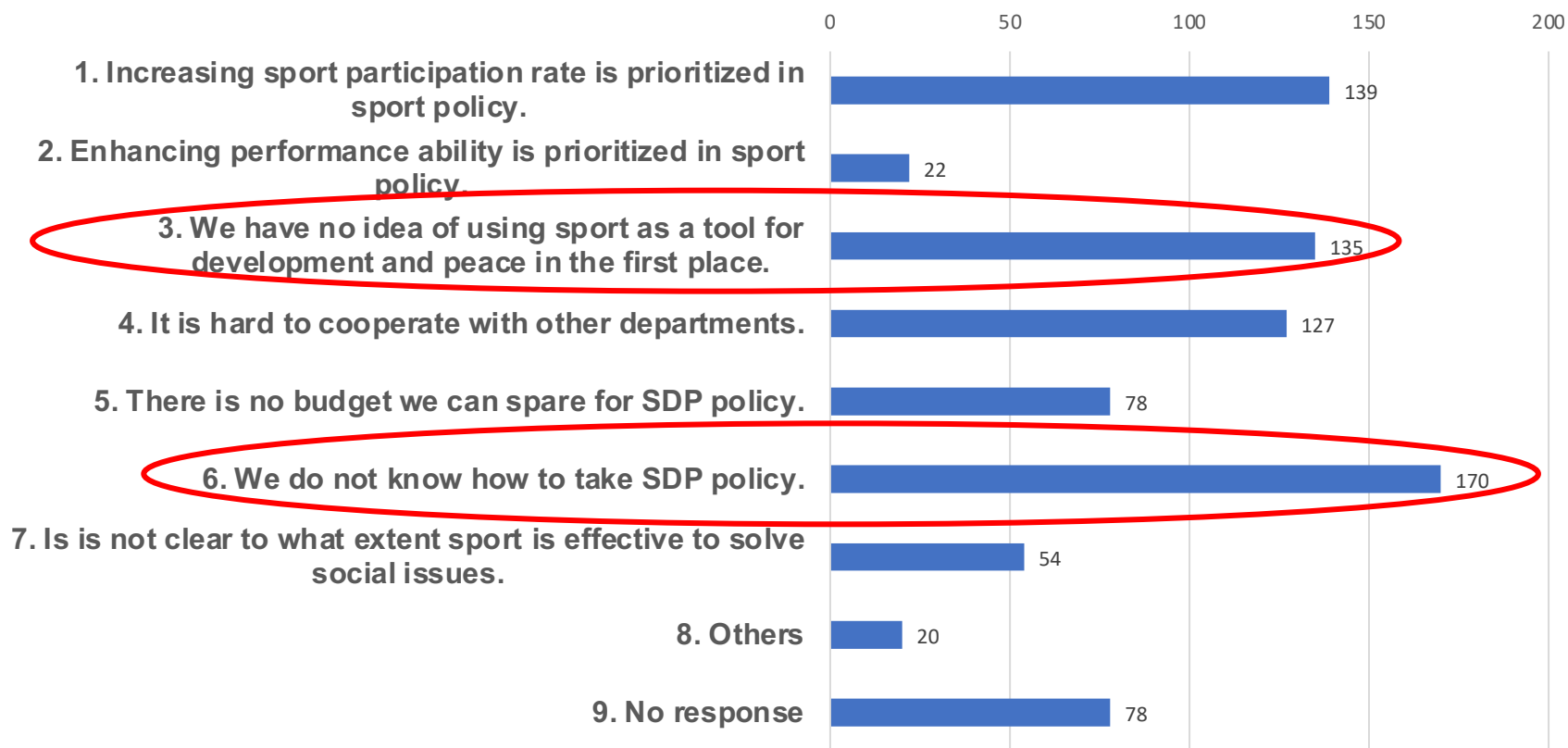
(Japan Sport Council and sportanddev (2019))

How much do the SDGs and 2030 Agenda influence your work?



(Japan Sport Council and sportanddev (2019))

Obstacles to implementing SDP (Sport for Development and Peace) policies (multiple choice) (N=472 cities)



(Source: Japan Sport Council. (2018). Survey on local sport plan and SDP policy.)

Thematic areas sport could contribute to

3.3 Thematic areas for programmes using sport for development

This section provides guidance around using sport-based programmes to target specific issues, ranging from education, health, the environment and peace to gender, disability, inclusion and livelihoods.

For each of these thematic areas, there are guiding policies at global, regional, national

e.g.)

- ◆ Sport and health
- ◆ Sport and education
- ◆ Sport and gender
- ◆ Sport and inclusion
- ◆ Sport, peacebuilding and conflict resolution
- ◆ Sport, sustainability and the environment
- ◆ Sport and disaster response and recovery

and usually local levels. For example, with sport and health, there is SDG 3: Health and Wellbeing, while regions and countries have their own health policies (and sub-policies and programmes of action). Initiatives using sport can put these policies into action by considering the guidance and approaches below.

Sport and health

Sport can make contributions to improved health and well-being. Participating in sport can increase levels of physical activity which reduces the risk of non-communicable diseases (NCDs) and associated health costs.³⁹ Sport can contribute to improved mental and social health, and the prevention and treatment of substance abuse, especially among children and adolescents. Sport events and initiatives can also provide a platform for health messaging and empowerment, **engaging a diverse range of people whom otherwise conventional health delivery might not reach.**

Sport has also been used to address priority health issues in certain contexts. For example, a number of organisations, especially in Africa, have used sport to promote sexual and reproductive health and rights (SRHR) and to prevent and address HIV and AIDS. Sport can also be used to improve the health of specific vulnerable groups, such as youth, women, the elderly, persons with disabilities, refugees and migrants. **However, it is important to note that sport does not automatically contribute to good health.** Sport activities can contribute to injuries and violence, which have negative health outcomes. **Again, it depends on the way sports are organised and delivered.**

Case study: Waves for Change⁴⁰

Waves for Change uses surf therapy as an entry point to increase access to child and youth friendly community based mental health services in under resourced communities. Their programmes and innovative approaches help 'at-risk' young people find belonging, learn new skills, build confidence, and create positive behaviours toward mental wellness.

Sport and education

Sport can play a role in promoting educational outcomes. Sport, physical education (PE) and physical activity are fundamental human rights, and sport is an important component of quality education.⁴¹

How should we **intentionally** design, deliver and evaluate sport-based programmes and sports events in order to bring about positive changes?

- ◆ **Intentionality** is key to achieve outcomes beyond the playing field.
- ◆ It is important **to apply attributes of sport as a tool for development and peace.**

3.2 Why sport? Applying attributes of sport as a tool for development and peace

Many in the sport sector, including those working in Sport for Development and Peace (SDP), loudly proclaim the value of sport as a tool for development and peace. While sport can contribute to positive outcomes, there are also various challenges and complexities in using sport. How can we best take these challenges into account and move forward in our work with a balanced and realistic understanding of the potential of sport? This is vital if we wish to identify and apply attributes that enable sport to play a positive role in society.

3.2.1 A balanced view of sport

Sport can enable development and peace and contribute to a wide range of development goals linked to health, education, youth development, crime prevention, peacebuilding, conflict resolution and so on. However, we must critically consider the role of sport in this process. Firstly, it is important to note that sport is not automatically positive, as many people tend to assume. **Sport is not a magic bullet or secret ingredient that turns interventions into outcomes.** Sport-based activities need to be implemented in a deliberate manner with utmost care to ensure benefit, not harm. And even then, there are no guarantees of positive results.

Much of the success we see in sport for development is rooted in specific organisations

Space for learning

Sport is often viewed as a “classroom for life”. It can provide a space for experiential learning (learning through playing or doing). This is often more fun, appealing and effective than traditional forms of education (e.g. school curricula), which may be more top-down, didactic and limit engagement. Sport can be engaging. It offers innovative and creative ways for people to learn, including to address sensitive or taboo topics. Rather than talking about skills or values, it provides an opportunity for people to put knowledge, skills, and values into practice – such as teamwork and mutual respect.

Cost-effective

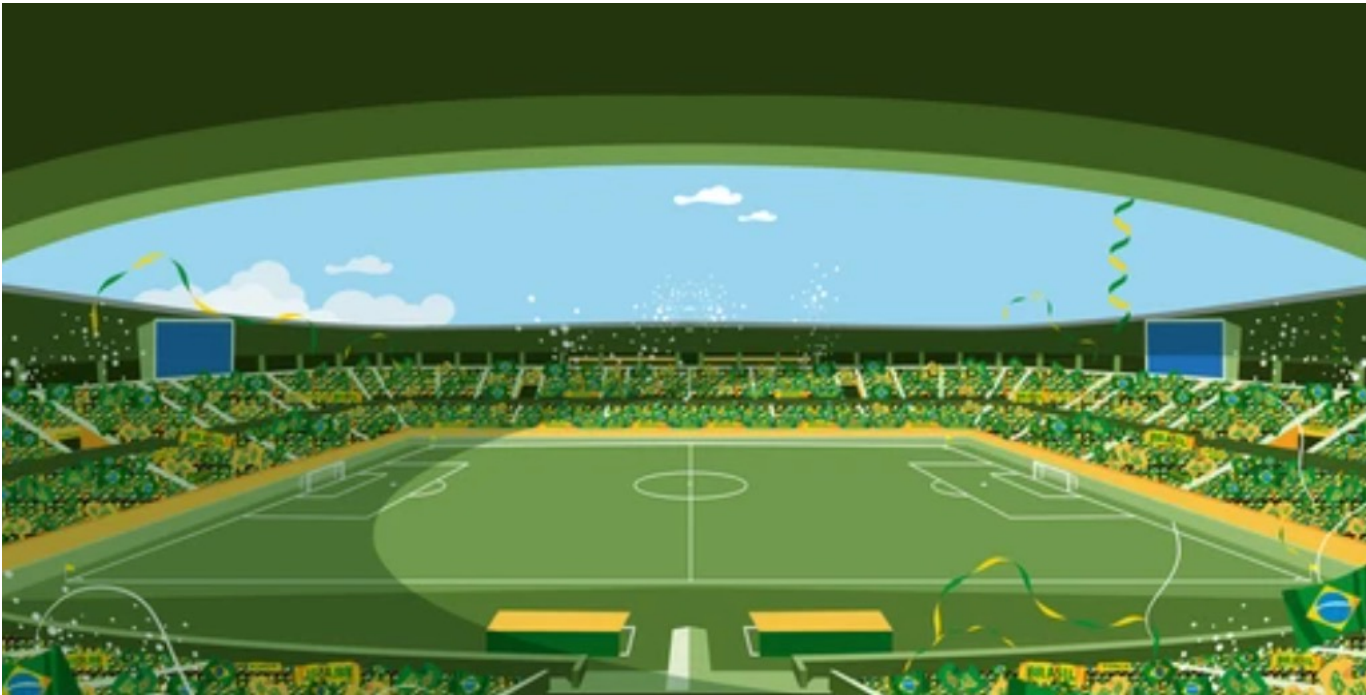
It depends on the activity but many popular sports (e.g. football) can be delivered to large numbers of people at a low cost, while providing associated benefits (e.g. increased physical activity). The widespread use of volunteers and stipend workers reduces costs. However, it is important to ensure that coaches and those managing programmes have “decent work” and are fairly compensated, while also being supported and developed. Sport-based policies and programmes may also provide a social return on investment, for example by saving costs related to health care and/or youth crime prevention.

Universal language

Sport is often referred to as a universal language that can bridge divides across language, sex, gender, culture, race, ethnicity, socioeconomic status, geography, and ability. Of course, we must remember that sport can also reinforce – or even worsen – existing divides. Nonetheless, sport is often used as a means of including others, facilitating social cohesion and inclusion of marginalised groups such as refugees and migrants.

Gender dynamics

Use sport-based programmes and sports events as a platform for broader intervention



- ◆ Utilizing **athletes' influential power to convey a message** to a community.
- ◆ Sport has **potential to reach out to wider and larger audiences and incentivizes them to attend broader interventions**, which otherwise might not be appealing.

“Bridging the Divide” guidebook provides practical guidance on how to plan, deliver, measure and evaluate sport for development programmes with **case studies**, **pitfalls** to take care of, and the **self-assessment sheet**.

Pitfalls to avoid

- Falling into the temptation of selecting individuals and/or groups who are most likely to succeed.
- Using the degree of participant satisfaction to evaluate the results of the programme.

Checklist: Process monitoring and evaluation questions – Part I

- Have you established a clear and specific definition of the target population?
- Are the recipients of services the intended target population?
- Are members of the target population aware of the programme?
- Are you reaching out to the appropriate target population?
- In your outreach approaches, do you consider approaching stakeholders in the lives of the target population, which might work better?
- What proportion of the target population actually participates in the programme (coverage)?
- When there is 'under-coverage' or 'over-coverage,' are the basic elements of programme activities, such as its location or hours of service provided, aligned with the demand of the target group?
- Are there any subgroups of a target population reached unequally (bias)?
- When there is 'bias,' have you found out why? Is it related to self-selection of participants or does it stem from programme activities?
- Are participants satisfied with the services they receive? What do they like and dislike?
- Do participants know what they are supposed to accomplish?

Self-assessment sheet for programme designing

Needs assessment questions – Part I	Yes	No	Comments / Notes
Have you identified the target population of an intervention?			
Have you gathered and analysed data to understand the size and distribution of the social problem to be addressed?			
Why is there a need for an intervention?			
What are the needs of the target population?			
Does the problem really exist?			
Can the problem be addressed through sport?			

Needs assessment questions – Part II	Yes	No	Comments / Notes
Would all who read the objectives find the same purpose as the one intended?			
Do the objectives define a visible, measurable or tangible result?			
Do your programme objectives describe the changes a programme aims to bring about for the target population?			
Are strong, action-oriented verbs used in writing the objectives?			
Are your programme objectives feasible?			

Assessment of programme theory questions – Impact theory	Yes	No	Comments / Notes
Is the change process proposed in the impact theory valid and realistic?			
Have you looked for any research evidence that supports the change process?			
Are the effects the programme is expected to have on conditions of beneficiaries in line with what is required to improve those conditions?			

“Bridging the Divide in Sport and Sustainable Development: A guide for translating policy into practice and effective programme management”

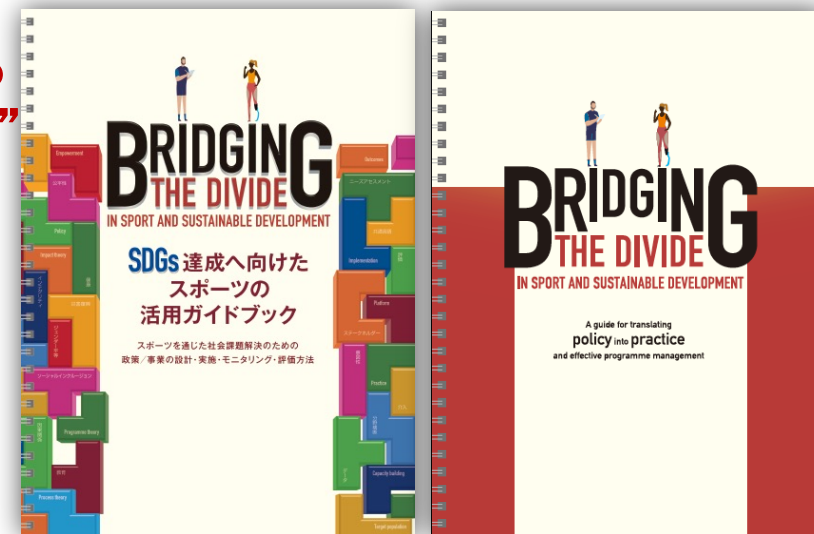
Digital guidebook is available on the JSC website.

URL (English version):

<https://www.iir.jpnsport.go.jp/en/sdgs/>

URL (Japanese version):

<https://www.iir.jpnsport.go.jp/jp/sdgs/>



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Thank you for your attention!