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**Sport, Development, Social Change and Sport Management
Degree Programs**

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Abstract

In the 21st Century, the international community faces increasingly serious and persistent social challenges. War, poverty, natural disasters, and the lack of human rights are among many conditions that are literally destroying communities throughout the world. Sport is often advocated as the glue that holds communities together by influencing daily life, social networks and community assimilation. It does, however, need to be managed in a way to foster desired social inclusion and community development (Skinner, Zakus and Cowell, 2008). Institutional frameworks and academic curricula need to recognize and institutionalize sport's contribution to social change, and societal transformation through regional and global social agendas. For sport to contribute to a social agenda requires cooperation with other sectors in society. Sport cannot build social change and societal transformation on its own. Its strength lies in the synergy with all sectors of society. A social agenda implies a vision and an action plan to improve the well-being of people in a particular area. It provides opportunity to better coordinate, integrate, synchronize and improve policies and programs to ensure people's well-being. The ultimate purpose of a social agenda should be to balance and connect social development with economic development within a particular area. Although social agendas will differ from region to region, one specific global social agenda highlights social challenges generally to the world. The United Nations acted as a driver for the global movement to identify social issues that affect the well-being of all people. The global social agenda is referred to as the Millennium Development Goals (MDGs) and address the following global social goals to improve well-being on a global scale.

Key words: Social programs, sport development, sport management


Programas de Grado de Deporte, Desarrollo, Cambio Social y Administración Deportiva

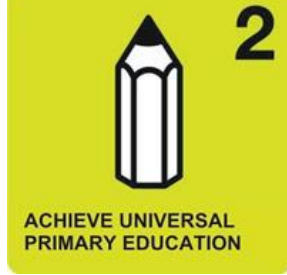

Resumen



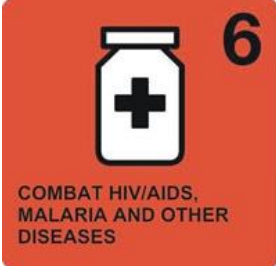
En el Siglo XXI, la comunidad internacional afronta crecientes retos sociales serios y persistentes. Guerra, pobreza, desastres naturales, y la falta de derechos humanos están entre las muchas condiciones que están destruyendo, literalmente, las comunidades alrededor del mundo. El deporte es frecuentemente evocado como la pega que mantiene unidas las comunidades al influenciar en la vida diaria, las redes sociales y las asimilaciones comunitarias. Este, sin embargo, necesita ser administrado de una forma que adopte la deseada inclusión social y desarrollo comunitario (Skinner, Zakus y Cowell, 2008). Los marcos institucionales y currículos académicos necesitan reconocer e institucionalizar la contribución del deporte al cambio y la transformación social a través de agendas sociales regionales y globales. Para que el deporte contribuya a una agenda social se requiere cooperación de otros sectores de la sociedad. El deporte no puede construir cambios y transformaciones sociales por sí mismo. Su fortaleza se basa en su sinergia con todos los sectores de la sociedad. Una agenda social implica una visión y un plan de acción que mejore el bienestar de las personas en un área particular. Esto brinda la oportunidad de coordinar, integrar, sincronizar y mejorar las políticas y programas para mejorar el bienestar de la gente de una mejor manera. El propósito final de una agenda social debería ser balancear y conectar el desarrollo social con el desarrollo económico de un área en particular. A pesar de que las agendas sociales se diferenciarán de región a región, una agenda social global específica resalta los retos sociales generalmente al mundo. Las Naciones Unidas actúan como un manejador del movimiento global para identificar los asuntos sociales que afectan el bienestar de la gente. La agenda social global es la referida como Metas a Desarrollar en el Milenio (MDGs por sus siglas en inglés) y direccional las metas a seguir para mejorar el bienestar a nivel global.

Palabras claves: Programas sociales, deporte para el desarrollo, gerencia deportiva

The Millennium Development Goals (MDGs) were established at the UN Millennium Summit in September, 2000. The 8 goals aim to eradicate or reduce poverty, hunger, child mortality and disease, and to promote education, maternal health, gender equality, environmental sustainability and global partnerships. Sport has been recognized as a viable and practical tool to assist in the achievement of the MDGs. While sport does not have the capacity to tackle the MDGs in isolation, it can be very effective when part of a broad, holistic social-bridging capital approach to addressing the MDGs (UN, 2000).

MILLENNIUM DEVELOPMENT GOALS OF THE GLOBAL SOCIAL AGENDA	EXAMPLES OF SPORT'S POTENTIAL CONTRIBUTION TO THE GOALS OF A GLOBAL SOCIAL AGENDA
 <p>ERADICATE EXTREME POVERTY AND HUNGER</p>	<ul style="list-style-type: none">• Participants, volunteers and coaches acquire transferable life skills which increase their employability• Vulnerable individuals are connected to community services and supports through sport-based outreach programs• Sport programs and sport equipment production provide jobs and skills development• Sport can help prevent diseases that impede people from working and impose health care costs on individuals and communities• Sport can help reduce stigma and increase self-esteem, self-confidence and social skills, leading to increased employability

 <p>ACHIEVE UNIVERSAL PRIMARY EDUCATION</p>	<ul style="list-style-type: none">• School sport programs motivate children to enrol in and attend school and can help improve academic achievement• Sport-based community education programs provide alternative education opportunities for children who cannot attend school• Sport can help erode stigma preventing children with disabilities from attending school
 <p>PROMOTE GENDER EQUALITY AND EMPOWER WOMEN</p>	<ul style="list-style-type: none">• Sport helps improve female physical and mental health and offers opportunities for social interaction and friendship• Sport participation leads to increased self-esteem, self-confidence, and enhanced sense of control over one's body• Girls and women access leadership opportunities and experience• Sport can cause positive shifts in gender norms that afford girls and women greater safety and control over their lives• Women and girls with disabilities are empowered by sport-based opportunities to acquire health information, skills, social networks, and leadership

	<p>experience</p>
	<ul style="list-style-type: none"> • Sport can be used to educate and deliver health information to young mothers, resulting in healthier children • Increased physical fitness improves children's resistance to some diseases • Sport can help reduce the rate of higher-risk adolescent pregnancies • Sport-based vaccination and prevention campaigns help reduce child deaths and disability from measles, malaria and polio • Inclusive sport programs help lower the likelihood of infanticide by promoting greater acceptance of children with disabilities
	<ul style="list-style-type: none"> • Sport for health programs offer girls and women greater access to reproductive health information and services • Increased fitness levels help speed post-natal recovery.
	<ul style="list-style-type: none"> • Sport programs can be used to reduce stigma and increase social and economic integration of people living with HIV and AIDS • Sport programs are associated with lower rates of



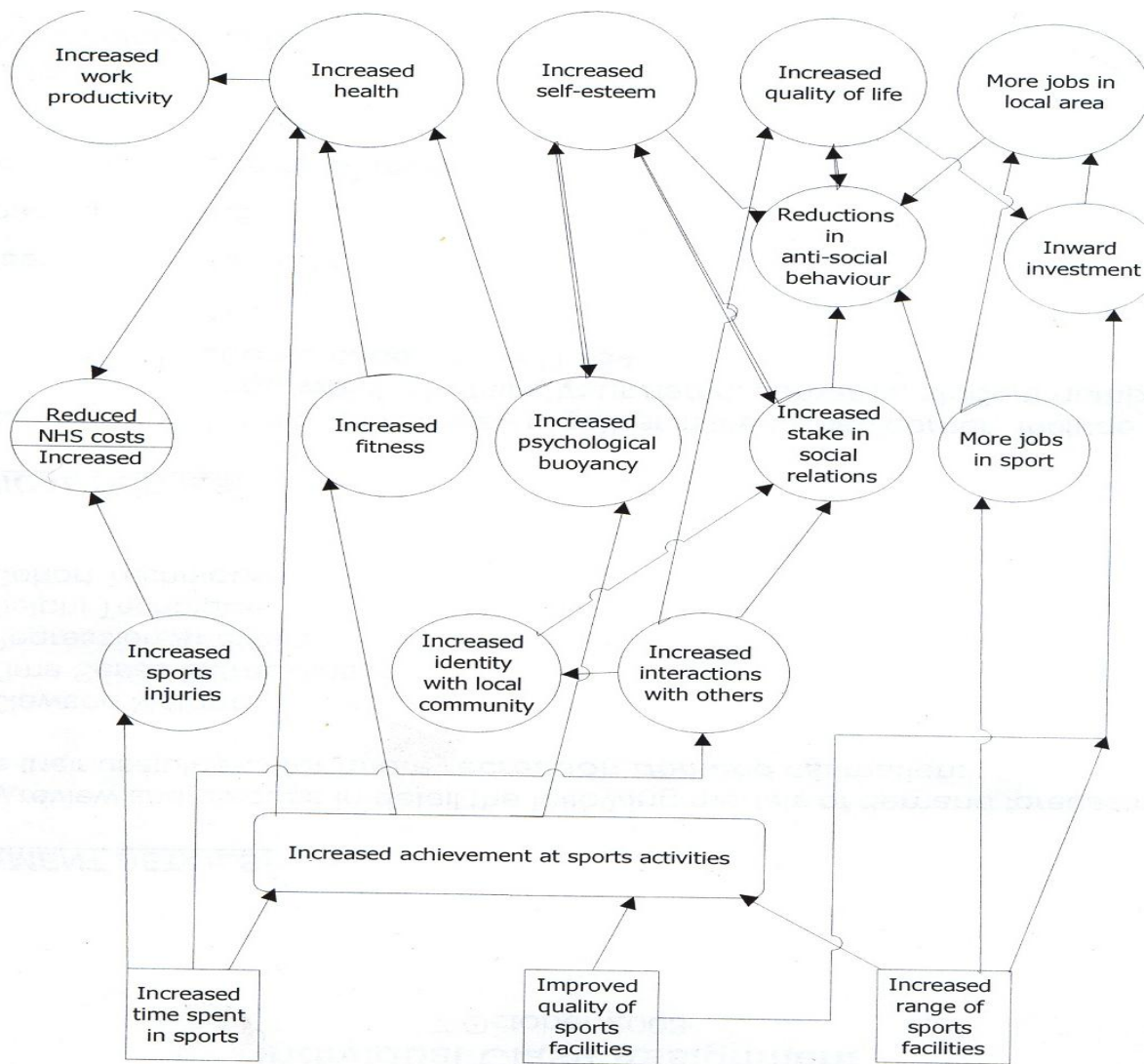
	<p>health risk behaviour that contributes to HIV infection</p> <ul style="list-style-type: none"> • Programs providing HIV prevention education and empowerment can further reduce HIV infection rates • Sport as draw card can be used to increase measles, polio and other vaccination rates • Involvement of celebrity athletes and use of mass sport events can increase reach and impact of malaria, tuberculosis and other education and prevention campaigns
 <p>ENSURE ENVIRONMENTAL SUSTAINABILITY</p>	<ul style="list-style-type: none"> • Sport-based public education campaigns can raise awareness of importance of environmental protection and sustainability • Sport-based social mobilization initiatives can enhance participation in community action to improve local environment.
 <p>GLOBAL PARTNERSHIP FOR DEVELOPMENT</p>	<ul style="list-style-type: none"> • Sport for Development and Peace efforts catalyze global partnerships and increase networking among governments, donors, NGOs and sport organizations worldwide <p>Source: http://www.un.org/millenniumgoals/</p>

Figure 1: Sport’s potential contribution to United Nations Millennium Development Goals of the global social agenda

In November, 2003 The General Assembly of the United Nations adopted a resolution affirming its commitment to sport as a means to promote education, health, development and peace and to include sport and physical education as a tool to contribute towards achieving the internationally agreed MDGs.

Such initiatives and social agendas are grouped under the collective term of *sport-in-development* (Coalter and Taylor, 2010). Sport-in-development social agendas have a wide variety of aims and objectives and can, according to Coalter and Taylor, be divided into two broad approaches: **Sport Plus and Plus Sport.**

The **Plus Sport approach** links to the discourse on sport's potential to build bridging social capital. Under this approach sport is managed as *a means to an end*, using sport's ability to forge horizontal connections across diverse groups, social identities, ethnic and educational backgrounds, values and across a broad range of opportunities. Non-sporting outcomes are more important than the long-term sustainable development of sport. Sport is increasingly seen as an engine that drives development in communities with messages that politicians, multilateral agencies and NGOs often cannot deliver as efficiently. The holistic and intertwined effect of sport-in-development or development through sport is illustrated in figure 2 below.



Source: Bovaird et al, 1999

Figure 2: Sport in development or development through sport.
Source: Bovaird, et al., 1999, in Coalter and Taylor 2010.

According to figure 2, the value of increased involvement and investment in sport echoes beyond the boundaries of sport. Sport adds value to social and economic areas of health, employment and building social capital. Its contribution does, however, have to be managed. Sport in development is not a recent initiative. Within the United Nations, humanitarian aid workers have tapped the potential of sport as a means to build social capital for many years. The list of sport-in-development initiatives and suppliers is impressive, spanning several years since 1978 when UNESCO (United Nations Education, Scientific, and Cultural Organization) adopted the International Charter of Physical Education and Sport up to 2008 when UN Secretary-General Ban Ki-Moon appointed Wilfred Lemke as the new special adviser on Sport for Development and Peace, replacing Adolf Ogi, former President of Switzerland. Since his appointment, sport has become increasingly linked as a catalyst for social transformation (Tardy, 2009).

Arguably one of the world's finest statesmen and global icon, Nelson Rolihlahla Mandela, expressed his view on the potential of sport in social transformation as follows:

“Sport has the power to unite people in the way little else can. It breaks down racial barriers, it laughs in the face of all sorts of discrimination. Sport speaks to people in a language they can understand. Sport is one of the best vehicles for providing not only alternative activities for young people, but is also one of the best ways of building self-esteem and developing leadership skills among youth.”

Grassroots movements, led by community members and facilitated by social service providers, volunteers, governmental and nongovernmental organizations are working together to link social change to academic service learning. One such example is *Fun, Fit, Fridays* (Barry University, USA; University of Pretoria, South Africa; University of Beira Interior, Portugal). The purpose of *Fun, Fit Fridays!* is a combination of fitness, sport, and academic/social mentoring program

for underprivileged children, grades 4 and 5, aimed at making a difference in development and social change. UN MDGs that are impacted include Goals 2, 3, and 4. Barry University Wellness Initiative Network, Department of Campus Recreation and Wellness, Department of Intercollegiate Athletics, Department of Sport and Exercise Sciences, Schools of Human Performance and Leisure Sciences and Education, and university Quality Improvement Programs collaborate with University of Pretoria, South Africa, Department of Biokinetics, Sport and Leisure Sciences and the community of Eersterust. Both universities collaborate with the University of Beira Interior, Portugal, and include the Department of Sport Sciences, Faculty of Humanities and Social Sciences, an orphanage/foster care facility that collaborates with UBI, and UBI Outreach Programs. Students in sport management interact with participants and focus on 5 core components: getting along with others, regulating emotion, being coachable, practicing healthy habits, and learning a variety of sport and fitness skills. Participants interact in small and large groups with topics on team work, effective communication, understanding feelings, kindness, respect, being part of a solution, sportsmanship, and being positive. Additionally, children are exposed to a university campus. They take campus tours, see different schools within the larger university, and discuss possibilities of attending universities and professional careers.

The long-term goal of these efforts is to bring about social development and change by strengthening the social capacity of communities through its children in order to increase and sustain functioning and healthy living environments.

In order to provide a structure necessary for successful social development and change different approaches must be considered, the choice of which depends upon the specific issues identified by the community. Bill (2007) proposed in a model for social change that in order to facilitate sustained social change, change agents should consider five different mechanisms or approaches to sustainable community development, the choice of which depends upon the specific issue prevalent in the society: (1) social production, (2) community development, (3) community organizing, (4) community advocacy and/or (5) activism. Mechanisms and processes focusing on social change through social production provide services to underserved and/or victimized members of a community. Improving the economic vitality of communities is the focus of the community development approach while community organizing is an effective mechanism to increase the voice of underserved, under-heard and under-represented people. Advocacy is used to represent the interests of groups, generally those who have been marginalized from full participation in society. Activism entails mobilizing the community and usually involves confrontation in order to provide community members access to social change. Despite differences, agents of social change often use a combination of the above approaches to direct social change. For example, increasing access for girls to sport by starting after school sport clubs may also involve a leadership component (*social production*). Community organizing *advocacy* can be useful as parents speak to school leaders when providing the program. Sustaining the program, however, may demand *organizing* citizens to pressure local councils to donate land for playing facilities and equipment to maintain programs.

Social change does not happen accidentally. There are a variety of approaches, including the typical top-down and bottom-up approaches to social change. They can be used when groups of people combine their efforts in social movements. Orum, Johnstone, and Riger (1999) defined a social movement as any assembly of people who are organized to defend or to transform social practices in society. Neubeck and Glasberg (2005) agree by concluding that social movements are persistent, organized, collective efforts to either resist or introduce changes in social structures and cultures. Social movements generally last over a fairly long period of time and can be the vehicles or mechanisms through which individuals work together and address social issues that otherwise seem too large and overwhelming.

One of the key components to any social change approach involves the formal and informal education of those who are the next generation of professionals in any society. It is important that those in the field of sport serve as change agents in communities. Faculty in higher education sport management programs throughout the world are responsible for the initiation and facilitation of discussion that leads to action. The following academic curriculum approach is shared with all those interested in the development of a graduate course focusing on sport and social change.

The proposed academic course involves three specific learning outcomes that will be evidenced by course completion: (1) an understanding of the inter-relationship of sport and social transformation based upon global policies/position statements/declarations; (2) the use of contemporary vehicles for social transformation at global, regional, national, state/provincial, and local levels; (3) the creation of strategic and operational plans for positive social transformation linking global to local initiatives.

The following topics can be included to achieve **Outcome One** (understand the inter-relationship of sport and social transformation based upon global policies/position statements/declarations):

1. Social change definition (e.g., positive social change): a dynamic process by and through which people's behavior, practices or conditions become altered due to a paradigm shift involving ideas and perceptions in a society (University of Pretoria RKD 352 Module students, 2007).
2. Social transformation policies and supporting documents (e.g., United Nations Millennium Development Goals; Brighton Declaration on Women in Sport).
3. Social change models.
4. Social change theories and principles (e.g., *Social change* implies: triggering mechanisms, forces or catalysts initiating and advocating change; planned and managed implementation of mechanisms to sustain change; ongoing process over time; measuring the directionality and impact of change; modification and transformation in social structures, behaviors, attitudes, policies; reciprocal influence of social units; and a paradigm shift in personal values, beliefs, attitudes, opinions that affects groups of people over time).
5. Social change as management process as demonstrated in figure 3.

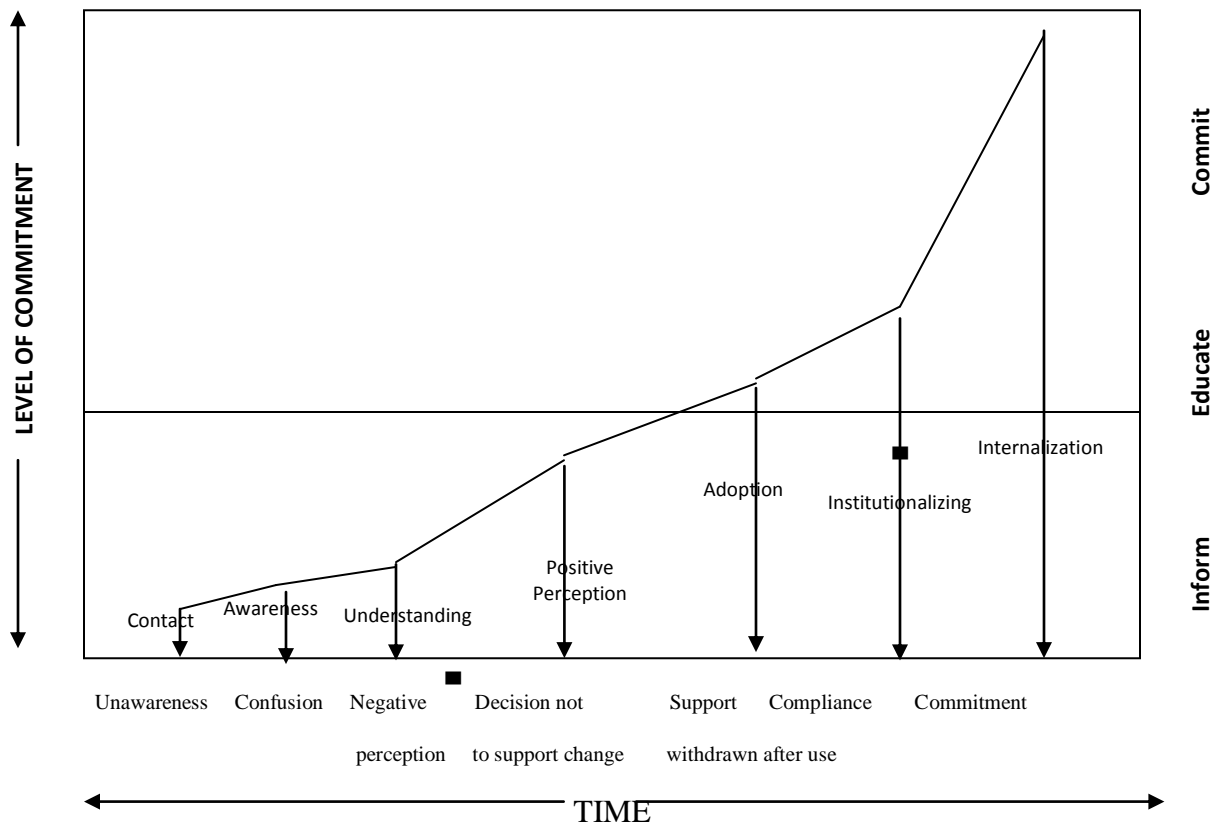


Figure 3: Change management continuum model (E S C Center, 2003)

Figure 3 demonstrates a fundamental key success indicator of social change. Social change is a process and has to be managed over time to move from the stages of inform, educate to commitment to social change. This particular figure emphasizes the importance of understanding the relationship between intent and internalizing and the role of management to achieve this.

6. A meta-framework of social responsibility for sport organizations (e.g., Figure 4)

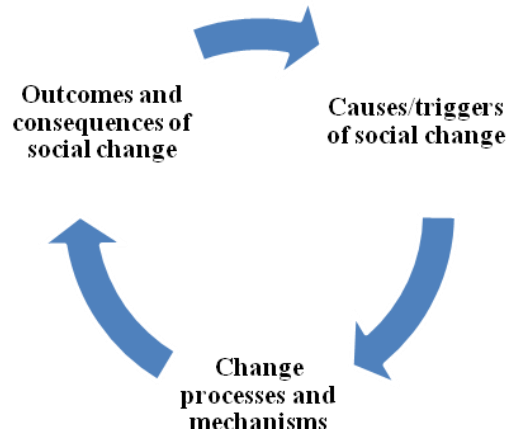


Figure 4: A meta-framework of social change (Adapted from Haferkamp & Smelser, 1992)

It is imperative that students in sport management understand the relationship between triggers of social change and appropriate change processes and mechanisms. A direct correlation exists between a selected social change mechanism and desired outcomes. Dissimilarity between proposed social change mechanism and culture and social norms may not yield desired social change.

7. Social auditing (e.g., assessment and evaluation).
8. Sport manager as social change agent. Social change casts the sport manager in the role of agent of social change. It therefore becomes the responsibility of sport managers to create an environment conducive to social change.

Outcome Two (use of contemporary vehicles for social change) can be detailed by using the following as case studies or scenarios:

1. United Nations Millennium Development Goals through sport
(www.un.org/millenniumgoals/)

2. Mathare Youth Sport Association (MYSA, Kenya) Project as example of community development and social change with sport as a component (www.matharevalley.org).
3. Disaster management through sport initiatives developed by the International Council of Sport Science and Physical Education (ICSSPE) (www.icsspe.org).
4. Social capital through equity and equality through the Brighton Declaration on Women in Sport and related documents on the issue; documents at the global level involving those with disabilities (www.iwg.org; www.iapesgw.org; www.wsi.org; www.icsspe.org; www.caaws.org; www.ews.org).

Outcome Three (the creation and implementation of strategic plans for positive social transformation linking global to local initiatives) can be achieved by the development of strategic and operational plans based upon United Nations MDGs or other seminal documents involving sport and social change presented in Outcomes One and Two content. Using a Logic Model (e.g., www.kelloggfoundation.org) along with strategic planning models used by NGOs (www.sportanddev.org) can provide graphics that will assist narrative. Immersing and engaging students in social change-related scenarios in communities provide the link between theory and practice; between strategic plans and operational plans.

By using *A Village of 100* (Meadows, 1990; 2005) as an opening on the initial day of class, an environment that begins to place the world in perspective for students, is created. The following concepts are presented in a table format (Table 1) and can easily be converted to powerpoint. Individual students are selected by the professor to read each slide aloud. After the initial reader, the student may select the next student to read. The following is a sample of how to begin the course.

Slide 1: If the world were condensed into a village of 100 people, it would look like this:	Slide 2: 60 Asians; 12 Europeans; 8 Latin Americans; 5 from USA and Canada; 14 Africans; 1 South Pacific
Slide 3: 51 females; 49 males	Slide 4: 82 non-whites; 18 whites
Slide 5: 67 non-Christians; 33 Christians	Slide 6: 89 heterosexuals; 11 homosexuals
Slide 7: 5 people would possess 32 % of the entire world's wealth; all 5 would be from the USA; 39 would lack adequate sanitation; 33 would be without access to safe water	Slide 8: 80 would live in substandard housing; 67 would be unable to read; 50 would suffer from malnutrition; 1 would be near death; 2 would be near birth; 1 would have a tertiary education; 7 would have access to the internet; 1 would have HIV
Slide 9: So...you are richer than 75 % of the world if you have food in a refrigerator, clothes on your back, a roof over your head, and a place to sleep...	Slide 10: You are among the top 8 % of the world's wealthy if you have money in the bank, in your wallet, and spare change in a dish...
Slide 11: If you can read this message, you are more blessed than 2,000,000,000 of the world's people who cannot read at all;	Slide 12: If you woke up this morning with more health than illness, you are more blessed than the million who will not survive the week.

Table 1. *A Village of 100* (Meadows, 2005)

Both formative and summative evaluation must be used to assess performance as indicated

Below:

- 20 % theory-based test – in class
- 20 % vehicles used in social change related to sport at global to local levels – take home test where any sources used must be documented with APA format
- 10 % written and oral analyses of global policies, declarations and other documents that are relevant to sport and social change
- 40 % create a project plan, linking UN MDGs to local initiative and presenting it in a real life situation
- 10 % qualitative reflection on the community engagement experience.

A qualitative evaluation form was completed by each student at the conclusion of the course. Comments were extremely favorable. For example, "...My formative education in sport and recreation management now makes perfect sense. I better understand why I selected this field as my profession." "...This course is one that has prepared me to be a change agent in South African communities..." "...I feel much more comfortable to 'think globally and act locally' after having completed this course. I now know how our profession is connected globally to making communities stronger through sport..." Two students implemented their strategic plans and logic models in jobs they secured after graduation at community-based sport and recreation centers in Gauteng Province, South Africa. Two students, after graduation, were funded by grants through state agencies in Maryland and Connecticut, USA.

This approach to integrate sport and social change has been piloted with 56 students enrolled in a course, *Recreation, Sport and Social Change*, in years 2007, 2008 2009, and 2010 at the University of Pretoria, South Africa, offered to majors in recreation and sport management in the

Department of Biokinetics, Sport and Leisure Sciences. All students successfully completed the course. In 2009, twelve students at Barry University successfully completed a course, *Advanced Studies in Sport and Social Change*, offered by the Department of Sport and Exercise Sciences. The courses were team-taught by the same professors, one from the University of Pretoria, the other from Barry University. The mean scores for each category listed above are represented in Table 3. As can be noted, mean scores for each category surpassed 80 %.

20 % theory-based test:	84 %	SD 0.78
20 % vehicles used take home test:	88 %	SD 0.81
10 % written and oral analyses:	92 %	SD 0.92
40 % strategic and operational plan (logic model)	89%	SD 0.65

Table 3. Mean scores in percentages by category

Universities are growing as a force in the sport-in-development and social change arenas. They are challenged to educate students as responsible citizens rather than solely for careers. Academic curricula such as the one presented and discussed above, are shaped by social processes and drivers as universities produce human capital that should intentionally establish relationships and partnerships needed to improve development and change. Universities' roles in sport-in-development, nevertheless, must support the core business of higher education: teaching, scholarship, and community engagement. In this regard, higher education sport management professionals must focus on:

- Creating and increasing awareness of sport-in-development through academic curricula such as a sport, development, and social change course;

- Providing opportunities to step into real-life sport-in-development contexts through credit-bearing internships and service learning;
- Developing cross cultural sensitivity and management skills necessary for facilitating development and social change;
- Fostering and developing critical and scholarly debate through research initiatives;
- Establishing partnerships between NGOs (Non-Governmental Organizations), community-based organizations and institutions of higher education to establish social engagement and connectedness.

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