



Global Cultural Sporting Environment: Lecture 11

Sport and Social Inclusion 2019-20

Session Overview

- Powerpoint Presentation Feedback
- Engaging your sociological imagination.
- What is social inclusion?
- Consider role of social policies in advancing social justice
- Review effectiveness of Social Inclusion Programmes & Initiatives

Cover slide photo: Three Counties Archers Club, St Clears – DSW INSPORT Club of the Month Dec 2016

Lecture/Seminar Schedule: Semester 2

Week Number	Week Commencing	Day	Time	Session Details	Room
19	27.01.20	Thurs	10.00-12.00	Sport and Social Inclusion	AS214
20	03.02.20	Thurs	10.00-12.00	Gender and diversity	AS214
21	10.02.20	Thurs	10.00-12.00	Race and ethnic identity	AS214
22	17.02.20	Thurs	10.00-12.00	Sport for Development and Peace	AS214
23	24.02.20	Thurs	10.00-12.00	Sport & Physical Activity Interventions (tbc)	AS214
24	02.03.20	INDUSTRY WEEK – NO LECTURE			
25	09.03.20	Thurs	10.00-12.00	The Business of Professional Sport Teams	AS214
Assignment due date: Friday 13th March 23.59pm					
26	16.03.20	Thurs	10.00-12.00	Module Recap and Review	AS214
27	23.03.20	Thurs	10.00-12.00	Assignment Feedback	AS214

Task 2: 3000 word written essay: Friday 13th March 2020 4pm



To what extent does sport in the UK reflect the inequalities and prejudices that exist in society?

Critically evaluate the above question and drawing on best practice examples, make recommendations for how a more inclusive and equitable UK sports sector can be achieved.

Students should first outline the scope of their evaluation and then clarify the related theoretical and conceptual framework. Evaluation must be critical in nature and underpinned with appropriate and accurate references. Students should adhere to the Havard referencing system.

Answers should be presented as a structured essay of 3,000 words, containing an introduction, main body sections, conclusion and recommendations. Work should be written in Arial font, size 12 with 1.5 or double line spacing.

A list of references must be included at the rear of the essay. References are those sources directly cited in the text.

Social exclusion/inclusion – what does this mean?

How does this relate to sport?

Engaging your Sociological Imagination. Why do that?

- It can help you identify, understand and demystify social issues;
- It is an essential concept in sociology because it encourages critical reflection and practical application of sociology.
- It can help you understand why you make certain choices or why you are being 'herded' to a specific direction.
- Your level of social and self-awareness can be significantly increased.

Molnar and Kelly (2013)

According to Mills....

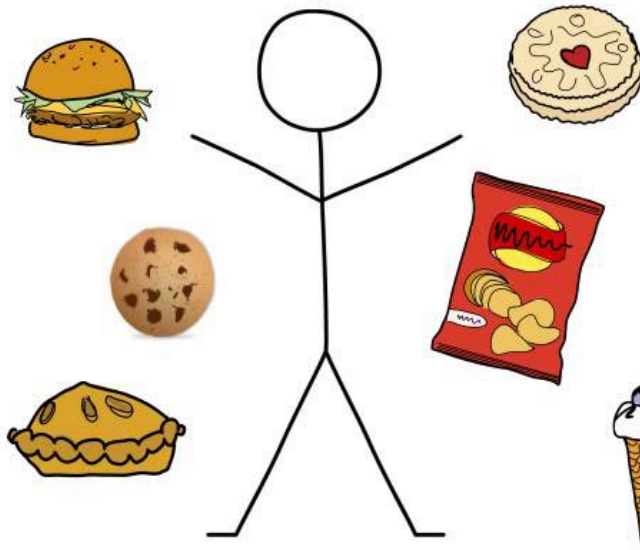
- Individuals and their life chances are greatly influenced by social structures (issues), and when structures change, so do people's lives entangled in them.
- Therefore, no matter how personal we think our experiences are, many of them can be seen as products of society-wide forces.
- We must differentiate between social issues (structure) and personal troubles (agency).

'The first fruit of this imagination.... is the idea that the individual can understand his own experience and gauges his own fate' (Mills, 1959/2000: 5).

OBESITY IN THE UNITED STATES

PUBLIC ISSUE? OR PERSONAL TROUBLE?

?



BIRTHDAYS

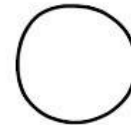
WEDDINGS

FUNERALS

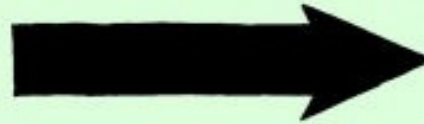
JOB PROMOTIONS

HOLIDAYS

SOCIALIZING



UNEMPLOYMENT

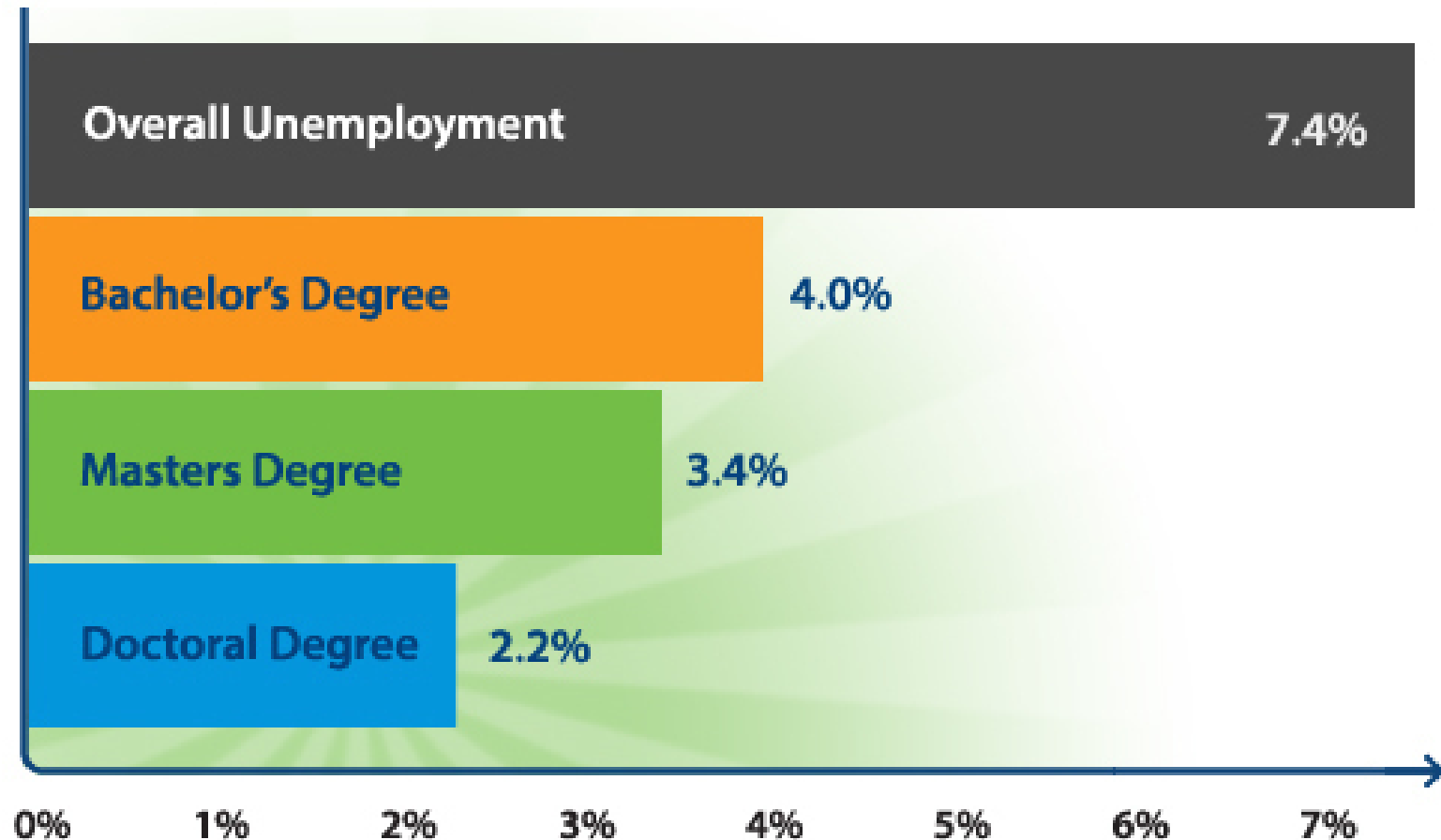






Unemployment Rates

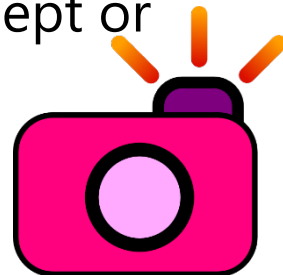
Based on Level of Education 2013



Key Components of Sociological Imagination

- **Historical** – because history has had big impact on who we are as individuals and societies.
- **Cultural** – culture must be appreciated as a key feature of societies and socialisation, and there can be vast differences between cultures.
- **Structural** – we need to question whether events in history were the result of an agency (personal troubles) or existing social structures (issues), or perhaps a combination of both.
- **Critical** – being critical means that you do not take things, ideas and general assumptions for granted. You need to become sceptical (not negative) and be inclined to question original ideas or issues and only after careful examination, decide to accept or reject it/them.

Molnar and Kelly (2013)



Context

Sport privileges certain groups above others: white over black, men over women, rich over poor, able bodied over disabled.

Jeanes et al. (2016)

Context: Social Policy and Social Inclusion

- **Social policies** emerged as a means of seeking to achieve **social justice goals**.
- They are government policies designed to improve individual lives whilst also recognising they will benefit society as a whole.
- Examples include income support, disability support, education, training and health care.

Context: Social Policy and Social Inclusion

- Central to policy discourse and practice under New Labour Government from 1997 onwards.
- Concept reflected the recognition that many people in post industrial societies had become marginalised and excluded due to market failures.

Social inclusion became 'a banner heading for a new social policy paradigm' in which 'society has to ensure that disadvantaged members have access to high quality education, housing, health, employment and other services' (Smyth, 2010, p.7).

On the head son!



“Unfortunately for many people sport is simply not an option. Many communities that suffer the effects of poverty and deprivation have been shown to have low levels of participation in sport...this will affect the next generation, with some of our young people growing up in an environment that has nothing to offer them and nowhere they can play sport,” Tony Blair 2000.

Has the situation improved? What’s been done to address this since 2000?



Policy into Action

- 1997: New Labour set up the Social Exclusion Unit.
- 2000: New DCMS Strategy “A Sporting Future for All” tasked NGBs with “committing themselves to putting social inclusion and fairness at the heart of everything they do” (DCMS, 2000, p.22).
- **Addressing social exclusion became a condition of Sports Council funding and in Sports Lottery applications.**

Definitions

Social Exclusion Unit:

Social exclusion is a shorthand term for what can happen when people or areas suffer from a combination of linked problems such as unemployment, poor skills, low incomes, poor housing, high crime environments, bad health and family breakdown.

"Social exclusion is a *process*, and can be described more comprehensively as a lack of access to four basic social systems: democracy, welfare, the labour market, family and community"

(Collins, 2004, p. 727)

Discussion Questions

Which groups do you think are most affected by social exclusion from sport and leisure?

Should access to sport and leisure be a fundamental citizenship right?

Who are SI in sport programmes targeting?

Socially excluded individuals and groups, for example:

- Disabled (physical and learning disabilities)
- Women and girls
- Ethnic minorities
- Disaffected Youth
- Disadvantaged
- Refugees

What sports do you think are best placed to help tackle social inclusion?





Who is best placed to engage "hard to reach" communities?



Sheffield Boxing Centre, Hillsborough; Glyn Rhodes MBE (centre of photo)

General Issues and Challenges

- Can't assume that 'social inclusion will follow directly from increased opportunity for participation' Waring and Mason (2010).
- It may be that those that are already included are most likely to take part.
- Providing access to facilities is not the same as developing use of those facilities Waring and Mason (2010).

Challenges Evaluating Programmes

1. Attributing long term change to the impact of a programme.
2. Tracking changes over a long period of time.
3. Collecting the evidence for long term change from a range of other agencies and sources.
4. Outcomes much harder to measure than outputs n.b. time and cost.

n.b. Validity in the eyes of policy makers is more important than the eyes of academics !!

n.b. At what point is evidence sufficient?



Sustainability?

- Will sports organisations abandon these programmes when in tough times?
- Will governments stop/reduce funding these programmes in tough times?
- Is self-sufficiency a pipe dream?

Independent Study Activity – 30 minutes in pairs

- Locate the extract from the text book Sport and Social Exclusion in Global Society, by Spaaij, Magee and Jeanes, 2014, in the Social Inclusion & Sport reading resources Moodle folder.
- Read the section on the multi-dimensionality of social exclusion (pages 24-28).
- Identify the different dimensions of social exclusion, apply these to sport and come up with theoretical examples/scenarios.
- List these so you can feed back to rest of group.



Figure 2.1 Dimensions of social exclusion.

Case Studies

Welsh Government Free Swimming Initiative

- For aged 16 and under or 60 and over during all school holidays and at the weekend.
- For older people aged 60 and over outside school holidays.
- 1st initiative of its kind in Europe.
- Aims to increase participation in physical activity and improve the health and well-being of the nation.
- Cost £3.5m per year.

Question: Is this cost effective?

Is free swimming free?

- Slippery concept
- Transport (rural v urban)
- Young children accompanied by a paying adult
- Collateral costs
 - Equipment
 - Clothing
 - Refreshments

Sport Wales Community Chest

- Lottery Funded grassroots grant scheme.
- £1500 maximum grant.
- Tackling inequality a key priority.
- Sports clubs and community organisations can apply for second grant each year if project aims to tackle inequality.

sportwales
chwaraeon cymru

Disability Sport Wales

1. Lead organisation in Wales for disability sport inclusion.
2. Deliver disability sport programmes across Wales – grassroots to elite.
3. Deliver coach education and training courses e.g. Disability Inclusion Training (DIT).
4. Promote and advocate on behalf of disability sport sector.



INVICTUS GAMES

LONDON 2014

<http://www.bing.com/videos/search?q=invictus+games+highlights&&view=detail&mid=D9F05B861B2782698C36D9F05B861B2782698C36&FORM=VRDGAR>

Welsh Sports Association For People With Learning Disabilities (WSAPLD)

- WSAPLD was founded in 1981 and is closely associated with the Federation of Disability Sport Wales.
- Competitors from the North and South Wales Regions, who number almost 700, take part in events primarily in swimming and athletics.
- The flagship of the Association is the Welsh Special Games which is held every year over a 4 day residential period alternately in the two Regions.
- Competition is based on a banding system which ensures equally matched events.
- This provides sports and social opportunities for more severely disabled athletes.
- Higher abilities and Elite athletes have opportunities for extra squad training and selection for National and International events.

Sport Action Zones (SAZ)

- Launched by Sport England in 2000 in response to the Policy Action Team 10 report into the role of sport and the arts in neighbourhood renewal.
- Zones were to provide 'help to communities to help themselves' through involvement in identifying and responding to local needs.
- 12 zones were established based on the Department for Transport, Local Government and the Regions Indices of Deprivation.

<http://www.wired-gov.net/wg/wg-news-1.nsf/0/41882C567AECFCCF802572AB004BDA7A?OpenDocument>

Ipsos MORI Research

Showed that success is dependent on a combination of factors, which include:

- ✓ A highly motivated and skilled leader and team of local paid staff and volunteers;
- ✓ A bottom up approach to empower local people;
- ✓ Offering a variety of sports and activities, with low cost or free taster sessions;
- ✓ Investing in facilities and open spaces but focusing on people as the key to success;
- ✓ Promoting and supporting volunteering by local residents;
- ✓ Tailoring communications to individual groups;
- ✓ Providing small grants to help build goodwill in the community;
- ✓ Taking advantage of peoples' sense of identity and community;
- ✓ To engage with a wide range of partnerships within and outside sport.

This Girl Can: Trying to bridge the “Gender Gap”



I jiggle, therefore I am.

THIS
GIRL
CAN

THIS
GIRL
CAN

A kick right in
the stereotypes.

  SPORT
ENGLAND
LOTTERY FUNDED

#thisgirlcan

Doorstep Sport Schemes

The Us Girls brand is designed to increase and sustain young women's participation in sport and physical activity within some of the nation's most disadvantaged communities.



Us Girls is at the right time of life
Us Girls is at the right time of day
Us Girls is at the right place
Us Girls is at the right price
Us Girls is in the right style



2017 results of Sport England Active People Survey

“More than 7.2 million women now play sport and do regular physical activity – 250,000 more than when we launched our [This Girl Can](#) campaign. It means the gender gap, which once stood at over two million, has narrowed to 1.55 million.”

BUT....

- 1.60 million disabled people now play sport once a week, 20,900 fewer than 12 months ago, although the number of disabled people playing sport has remained generally flat over the last two years.
- The proportion of people from lower socio economic groups who play sport (26%) remains much lower than those from more affluent groups (39.5%), continuing the trend of the last three years.

What does this tell us about these groups and social inclusion programmes in general?

Conclusion

- Despite the limitations of monitoring and evaluating the impact of social inclusion through sport programmes, it is clearly evident that sport is still considered an 'important domain for social inclusion policy processes' Marjoribanks and Farquaharson (2012, p. 150).
- However, social inclusion still exists and this is reflected in continuing sports participation disparities.
- Conditions of funding are increasingly targeted at addressing these persistent gaps in participation and sports development practitioners need to devise better opportunities, by being more innovative and attuned to the needs of particular target groups and marginalised communities.

Task for next week

Review one of the journal articles or reports reviewing the effectiveness of free swimming initiatives in England or Wales.

Q. What are the main findings?

Q. Are FSIs an effective way of increasing physical activity levels?

Any questions?

Thanks for listening.

References

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