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INTRODUCTION

L'Agence pour l'éducation par le sport (APELS) s'est dotée d'un Conseil scientifique et technique (CST) en 2007. D'abord présidé par le cancérologue Thierry PHILIP, il est depuis 2009 animé par le sociologue Gilles VIEILLE MARCHISET. Cet organe de réflexion et d'action a pour but d'éclairer le Conseil d'Administration sur des thématiques en lien avec l'éducation par le sport (insertion, santé, action publique, pédagogie, équipements...). Il donne également des avis sur les orientations stratégiques de l'APELS. Le CST organise aussi des manifestations scientifiques et publie des ouvrages propres sur des questions d'actualité afin de donner des outils de réflexion au service de l'action des militants du réseau de l'APELS.

Très actif au niveau des Congrès Educasport, le CST a mis en place un séminaire (workshop) Jeunes chercheurs lors du Forum mondial Educasport à Paris, organisé du 27 au 29 novembre 2013 à Paris. Suite à un appel à communication, largement diffusé dans les réseaux académiques du monde entier, 22 propositions (Europe, Amérique du Nord, Amérique du Sud, Afrique), ont pu être expertisées par un Conseil scientifique international. Huit communications ont eu lieu dans le cadre prestigieux du stade de Roland-Garros, le 28 novembre 2013. Deux lauréats, dont la qualité de la prestation a été unanimement reconnue, autant par les acteurs des milieux académiques qu'associatifs et étatiques, ont été valorisés lors d'une remise des prix, sous le haut patronage d'Axel KAHN, généticien et philosophe de renommée mondiale.

À la suite de cet événement majeur et inédit, le CST a décidé de publier les cinq meilleures propositions en respectant les canons de l'édition scientifique : chaque texte a été évalué par deux experts internationaux de façon anonyme. Ce long travail d'expertise a permis l'amélioration des textes de façon indéniable. Que les relecteurs soient ici chaleureusement remerciés.

Lucie BRISSET, Docteur à l'Université de Toulouse III, 1er Prix du Jeune Chercheur Educasport, propose dans le premier article une analyse fine de l'évaluation d'une action publique mise en place dans le département de l'Hérault en France. Elle différencie l'analyse des impacts sur les usagers par un travail par questionnaire, différencie les effets (intégrés, centralisés, diffus, éclatés) sur les territoires d'action (villes ou quartiers) et propose un démarche d'évaluation de l'efficacité par un cahier de terrain à utiliser par les équipes d'animation. Cette contribution essentielle apporte un éclairage sur une dimension prépondérante de l'éducation par le sport : l'évaluation.

Pierre WEISS, Docteur de l'Université de Strasbourg et aujourd'hui chercheur à l'Université du Luxembourg, propose une approche comparative franco-allemande des dispositifs d'action publique en matière de football à destination des populations immigrées. Les contextes français et allemands, plus particulièrement en Alsace et dans le Bade-Wurtemberg, génèrent des visions différentes de l'intégration par le football : les français valorisant une citoyenneté unique dans un « football creuset » ; les allemands défendant un football ouvert aux dialogues assumés avec les différentes minorités.

Marie-Michèle DUQUETTE, dirigée par Hélène Carbonneau et Colette Jourdan-Ionescu, toutes deux Professeures à l'Université du Québec à Trois-Rivières (Canada), propose une belle étude exploratoire sur les dynamiques familiales, le handicap et le sport, appréhendé comme une expérience de loisir prépondérante pour une autonomisation de l'individu et une résilience familiale. Dans une perspective psychosociale, une étude de cas montre les changements dans la dynamique familiale depuis l'engagement de l'adolescent porteur de limitations fonctionnelles.

Antoine RADEL, docteur de l'Université de Toulouse III, s'intéresse ensuite à l'aménagement de l'espace public afin de favoriser l'activité physique dans la ville. Après un rappel historique synthétique, il expose

les stratégies actuelles développées par les municipalités en France pour favoriser la mobilité piétonne. Il insiste pour finir sur les impacts écologiques de cette stratégie de santé publique, qui s'intègre plus globalement dans un socio-écosystème au cœur d'une éducation par et pour l'activité physique.

Simone DIGENNARO, Ph. D, chercheur à l'Université de Cassino (Italie), 2ème prix du Jeune Chercheur Educasport, nous relate les résultats d'une enquête européenne sur les bonnes pratiques de promotion des activités physiques pour les groupes socialement défavorisés. À partir d'une enquête par questionnaire et d'une analyse des productions professionnelles dans plusieurs pays européens (Angleterre, France, Italie, Espagne, Danemark), il met en avant huit composantes pour la réussite d'une action d'éducation par le sport : des règles adaptées, la combinaison des éléments pédagogiques (objectifs précis, écoute des motivations, adéquation aux besoins), la référence à une approche communautaire, la flexibilité des démarches, le travail en équipe pluridisciplinaire, la nécessaire empathie, les logiques partenariales, l'évaluation et la mesure des actions.

Ces différents articles de Jeunes Chercheurs de différents horizons ouvrent de nouveaux chantiers de réflexion et d'action. À partir d'une démarche rigoureuse en sciences humaines et sociales, ils ravivent les relations indispensables à nouer entre chercheurs dans un réseau international à renforcer. Leurs analyses peuvent aussi et surtout être portées à profit par les décideurs et les éducateurs dans des liens fondamentaux à faire fructifier : la recherche pour l'action, l'action avec la recherche. Cette complémentarité et ce dialogue à construire au quotidien sont la voie à privilégier pour une éducation par le sport de qualité au service des plus vulnérables et des plus éloignés de la pratique physique et sportive.



GILLES VIEILLE MARCHISET

Gilles Vieille Marchiset, socioanthropologue, est Professeur des Universités à Strasbourg. Il est directeur du laboratoire de recherche Sciences sociales et sport (EA1342) de l'Université de Strasbourg et président du conseil scientifique et technique de l'APELS.

MODELLING DETERMINANT FOR SUCCESS IN PROMOTING PHYSICAL ACTIVITY AMONG SOCIALLY DISADVANTAGED GROUPS

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ABSTRACT

Physical activity is today considered as one of the single most important determinants for a healthy life-style and, more in general, an effective means of social intervention. Several studies have contented that, under certain conditions, it acts as a mechanism to strengthen community and provide mentoring and support for individuals. However, it has been equally well documented that disparities in health and social opportunity related to physical activity are strongly linked to socioeconomic factors such as income, education, employment and ethnicity. People who are poorer, less educated, unemployed or belonging to specific ethnic groups tend to be less engaged in physical activity, with negative effects for their health-status and personal development. As part of a study implemented within the EU-funded project known as «European Physical Activity Promotion Forum - MOVE» the paper describes and analyses good practices that have been successful in promoting physical activity among socially disadvantage groups. It also defines and describes a model based on eight determinants for success that are proposed as key organisational and managerial factors that decisively affect the effectiveness of a practice.

KEYWORDS

Socially disadvantaged groups, determinants for success, good practice, promotion of physical activity..

RÉSUMÉ

On considère aujourd'hui l'activité physique comme un des déterminants les plus importants pour un style de vie sain et, plus généralement, comme un des moyens efficaces d'intervention sociale. Plusieurs études l'ont montré, dans de certaines conditions, elle agit comme un mécanisme pour renforcer la communauté et fournir un accompagnement adapté pour les individus. Cependant, il a été également bien documenté que les inégalités sociales de santé liées à l'activité physique sont fortement corrélées avec des facteurs socio-économiques comme le revenu, le niveau d'éducation, l'emploi et l'appartenance ethnique. Les individus les plus pauvres, les moins instruits, au chômage ou appartenant à des groupes ethniques spécifiques ont tendance à être moins engagés dans l'activité physique, avec des effets négatifs pour leur santé et leur développement personnel. Dans le cadre d'une étude, financée par l'Union européenne, connue sous le nom de « Forum de Promotion d'Activité Physique européen - le MOUVEMENT », l'article décrit et analyse les bonnes pratiques qui ont eu du succès dans la promotion de l'activité physique à destination des groupes socialement défavorisés. Il propose un modèle basé sur huit déterminants pour le succès, proposés comme des facteurs organisationnels et managériaux clés qui affectent de manière décisive l'efficacité des actions.

MOTS-CLÉS

Groupes socialement désavantagés, déterminants pour le succès, bonne pratique, promotion de l'activité physique.

INTRODUCTION

Physical activity is today considered as one of the single most important determinants for a healthy life-style (WHO, 2010) and, more in general, an effective means of social intervention inasmuch as it may act as a mechanism to strengthen community and provide mentoring and support for individuals (Stewart-Withers & Brook, 2009; Levermore, 2008; Cameron et al., 2000; Coalter et al., 2000). Nevertheless, if the impact of physical activities on health is relatively well documented, the effects of sports activities on the education and social development of individuals are more difficult to demonstrate. In the first place this is due to the fact that most social prevention programmes and aids not only set rather vague and general objectives but above all because the effects of such initiatives take too long a time to manifest themselves (Svoboda, 1995). One of the principal drawbacks observed by scholars is the difficulty of defining systems of diachronic analysis capable of monitoring the effects of the action taken (Coalter, 2008). Another critical point is the distinction between the effects produced by the action and the result of the influences affecting the subject within the social context he/she lives in.

However, there are many well-documented reasons to legitimately consider physical activity as a privileged venue from the perspective of personal development. Those who have an active part in physical activity-based projects may come into contact with the positive role and behavioural models played by instructors and coaches, for instance. And this occurs very frequently during infancy (Martens, 1986; Augustini et al., 1994). In addition, the participation may maximise involvement and identification - inasmuch as it has the capacity to produce a high expressive and emotional impact - and accentuate the development of self-awareness and progress in the process of socialisation. It is above all for children aged between 7 and 11 that such a kind of participation can become very inductive to socialisation, as Mead had well described way back in the 1930s (1934).

In parallel, while studying the phenomenon of socialisation in general, without any specific relation to physical activity and infancy, Abele and Brehm (1989) listed specific aspects where the impact of the processes of socialisation appears to be particularly relevant also in the proposed discourses: acceptance of one's body; understanding of social roles; ability to build relations with other subjects; emotional independence; preparation to family and professional life; assumption of social responsibility; creation of a system of social values and conduct. All these factors may be addressed in well-situated and goal-oriented activities using physical activity as privileged means of intervention. As for any process of socialisation (see Purdy & Richard, 1983), it is clear that if the commitment does not extend beyond a specific threshold of frequentation, emotional participation and motivational orientation, it is not possible to expect the beneficial supposes can take place for the simple fact that the individual is enrolled in an activity (Segrave & Hastad, 1984). It is the combination of various factors that influences the level and typology of participation as well as the various outcomes of the exposure to physical activity-based project in terms of socialisation, personal development and health improvement. Specifically, these factors can be summarised as follows:

- Individual factors dependent on the personality and on the specific individual needs;
- Factors dependent on the social and physical context in which individuals live;
- Factors dependent on experiences lived directly by individuals;
- Factor dependent on the integration with the action of other agents of socialisation (family, peers, etc.);
- Factors dependent on managerial and organisational variables characterizing the proposed activity.

Specifically, the above-described factors can be, singularly or in combination, taken into consideration while describing those elements that may influence the rate of participation of specific sub-groups of population. In terms of individual factors, and taking into account the social context, it can be easily noted, for instance, that individuals who are poorer, less educated, unemployed or belonging to specific ethnic groups tend to be less engaged in physical activity, with negative effects for their health-status and personal development (Bauman et al. 2012). And the low level of engagement is certainly influenced by the context, that tends to have barriers preventing participation, and by the quality and the typology of the activity proposed that are not adapted to address the needs of the socially disadvantage groups.

¹www.fff.fr ; www.dfb.de ; lafa.fff.fr ; www.sbfv.de.

THE PURPOSE OF THE PAPER

This paper derives from a three-year EU-funded project – known as «European Physical Activity Promotion Forum –MOVE» project (here and henceforth, MOVE), – in which a specific study was developed with the aim to: a) describe and analyse good practices that have been successful in promoting physical activity among socially disadvantaged groups; b) define and describe organisational and managerial determinants for success, namely key factors that decisively affect the effectiveness of an organisation operating with socially disadvantaged groups.

The main aim of the MOVE project was to collect and analyse practices promoting physical activity among socially disadvantaged groups and, among them, identify good practices, namely initiatives that have met their programme objectives, with a significant impact on the target population, and that respond to criteria of success, sustainability, structural quality, process quality and outcome quality. There is a great deal of debate about the concept of good practice, and a common vision is far away to be identified. Attempts to find a definition that is widely accepted and that could explain in few lines the nature of a good practice can result as too restrictive and might fail (Advanced Africa, 2002; Euro Sport Health, 2011). However it should be noted that the quality of a practice (and the its definition) is essentially related to three main terms. First, a practice is considered good when its fundamental features match principles – such as transferability and/or sustainability, for example – that are taken into consideration as crucial factors for success and as essential features for the effectiveness of a project/practice. The definition, but also the number of principles that a practice should refer to, are, however, extremely various. Second, the organisational and structural configuration is taken into primary account. The frameworks adopted for the description, the analysis and the assessment of a practice tend to refer to a model describing the configuration that has higher possibilities to be effective and successful (Kahan & Goodstadt, 2005). At the organisational level of analysis, higher effectiveness is acknowledged to those organisations that resemble the adopted model. Finally, the effectiveness of the outcomes achieved is regarded as a crucial aspect, with outcomes that must be appraised in relation to the defined goals (that are expected to be relevant for the social context) and with a concrete, tangible and evident impact on the target group.

Similarly, the «Guide for Healthy Physical Activity and Sports Programmes», in addressing organisations operating to promote well-being and health improvement among individuals, describes a good practice as: «programmes/activities whose structure, planning, resources and valuation contribute positively to creating healthy permanent habits to improve citizen's quality and way of life through optimal physical, mental and social well-being» (Euro Sport Health, 2001, 21).

The above-definition focuses on the impact that the intervention has for the target population and also on the sustainability of achieved outcomes (that are expected to be permanent). Furthermore, it outlines determinants for organisational readiness that are crucial to determining concrete and long-lasting outcomes (see Rütten et al., 2009). Following the previous argumentations, the definition adopted in the MOVE project sought to introduce a general description, associating a good practice to specific structural and organisational elements. The definition stressed the quality of outcomes achieved as well as the pertinence of the evidence of success that must be appraised in connection with the target group and the main features of the social context in which the practice is implemented. Thus, a good practice was defined as: «an initiative in a specific area that has (or may have) a significant impact on its running and may be seen as innovative and fertile and that can be applied generally. In particular, it is a project/programme/activity that includes substantial and well-documented proof of success and that it has had an impact and has successfully met its programme objectives». It must also respond to the following criteria: evidence of success in connection with defined goals and the target group; sustainability, considered both as durability of program results and the efficient use of resources at disposal; structural quality, that is a concept that embraces aspects such as project leadership, distribution of responsibilities, etc.); process quality, that it is related to aspects such as documentations, monitoring, conflict management, etc. ; outcome quality, that is considered in relation to the impact for the target group, cost efficiency, etc.

METHODOLOGY

The study adopted a relative simple methodological approach aligned with the general framework of the MOVE project. Two main research tools were deployed: the questionnaire and the participative consultation. Specifically, a questionnaire was conceived to facilitate the collection of experiences at European level. The tool facilitated a self-description of the activities carried out by organisations targeting socially disadvantaged groups. It was composed of 27 open-ended and close-ended questions and 7 sections: general information about the organisation and the project; approaches and key activities; target group; funding and partnership; monitoring and evaluation; project sustainability and transferability; lessons learnt. The use of the questionnaire as main tool for data collection offered undoubted benefits in terms of: flexibility in the distribution via different routes and mechanisms (such as direct e-mail, web posting, etc.); requests allocation: the complexity and the variety of the information required to the organisations for the description of the project needed the involvement of all the staff members (such as managers, coaches, etc.); standardisation: the fixed set of questions ensured that each organisation received the same inputs; costs-effectiveness: a large audience of potential organisations has been reached with reduced cost (Silverman, 2009; Willis & Lessler, 1999).

The structure of the questionnaire was closely tied with the definition and the criteria adopted for the description of a good practice. Thus, the construction of the questionnaire followed a logical course, starting from the adopted definition and criteria, that have been operationalized in measurable, understandable and observable items (Silverman, 2009). Then, before the dissemination, the questionnaire was pilot-tested on a small representative sample of respondent organisations (n=10). The approach to the process of pilot test was based on a legitimate hybrid of qualitative and quantitative methodology, and established on three interrelated phase: a first phase, aimed at testing the questionnaire, was followed by a second phase in which respondents were asked to take part in a one-to-one interview and, finally, Partners Associations of the Move project were involved in an-hoc consultation phase during a working meeting in which the questionnaire was revised in a participative process. Particularly, during the last phase, each partner was required to adopt a «devil's advocate» role (Guba & Lincoln, 1994; Creswell, 2003) by critically highlighting strengths and weaknesses of the questionnaire, and then sharing and discussing them with all the other partners during an ad-hoc working session.

Generally, in each phase of the pilot test, the questionnaire was analysed against the following set of specific dimensions: the level of comprehension of each items and cross-national validity of the concepts adopted; missing information; problems of comprehension of the instructions; clarity of each questions; assumptions and underlying logic; knowledge/memory (with the view to check whether respondents were likely to not know or had trouble remembering/gathering information); sensitivity and bias; mismatch and overlapping. The final version of the questionnaire, based on the main findings of the pilot-test, was finally translated in five different languages: English, French, Italian, Spanish and Danish.

A worldwide data collection of experiences was launched via several routes and mechanisms: MOVE's web platform; direct email to members, partners, stakeholders and network contacts of the Associated Partners; direct contacts with European physical activity and sport networks; direct contacts with European sport organisations networks; web posting and electronic newsletters. The data collection started in October 2011 and lasted nine months. At the end of the process, a Group of Reviewers was established. It was composed of top-level researchers, experts and prominent practitioners willing to offer their direct support to the process of evaluation of the practices collected. The complexity of the topic addressed posed several challenges for the evaluation of the quality of the experiences collected and the identification of the good practices. The main task of the Group of Reviewers was to systematically review and appraise the collected practices by applying a protocol of analysis specifically conceived to serve the research study scopes. It was intended to define a common interrogative lens useful to guide each reviewer through the analysis of the assigned practices in accordance with the adopted definition and criteria. It also offered a common standard among the Group of Reviewers in the approach adopted in the analysis, with concrete benefits emerging in terms of coherency and comparison among the process of evaluations. As part of the protocol of analysis, an assessment tool was conceived as formal reporting form. The form included 16 items-checklist that was regarded to help

the reviewers to appraise and report the relevant aspects of the analysed practices. The construction of the assessment tool followed a logical course. Firstly, a comprehensive search for published checklists used to assess and review the quality of a project was performed. Then, the protocol of analysis and checklists available from the examined publications (n=42) were extracted. Criteria assumed in each checklist were compiled into a comprehensive list and crossed with the criteria adopted in the research study. The list was then simplified by removing duplicates and those that were too ambiguous. Finally, items specifically related to the topic addressed were added to the list (specific aspect concerning the promotion of the physical activity, for instance). The final checklist (see Table 1) was adopted as assessment tool and given to each reviewer as part of the assessment protocol.

Table 1 Consolidated criteria for the assessment of the practices; assessment tool

ID	ITEM	Guide questions/description
1	The project seeks to promote physical activity among socially disadvantaged groups	Does the project work with socially disadvantaged groups? Does the project seek to promote physical activity among socially disadvantaged group?
2	Demand by the target group for the intervention	Was the target group consulted regarding the project? Was the target group consulted regarding the project?
3	Theoretical and empirical foundations of the intervention	Have empirical data been collected for designing the project? Has experience coming from other projects been used to design the project? Have a system review performed to collect evidence with regard to the problem addressed by the project? Was the information used to design the project appropriate?
4	Measurement of the achievements	Have achievements been measured? Has the methodology used to measure achievements been clearly defined? Do the achievements match the objectives and the expectations of the project?
5	Level of awareness concerning the size of the target group	Have inclusion/exclusion criteria been formulated? Is it clear and appropriate how inclusion/exclusion criteria have been formulated? Has the size of the overall/eligible population been ascertained? Has a systemic analysis been implemented to ascertain the eligible population? Has a specification been made of the mechanism adopted to estimate a) the number of people reached by the project b) the percentage of the participants reached that fulfilled the target group criteria?
6	The way in which various partners are involved in the project is clearly outlined	Have partners involved in the project been indicated? Are partners involved in the project relevant and adequate for the key activities implemented in the project? Is the typology of partners involved adequate to the structure of the project?
7	Key activities of the project are clearly defined and adequate	Does the key activities match the expected objectives? Are key activities implemented: a) acceptable for the target group? b) realistic (they stay in the time frame, etc.)? c) specific to the target group and the factors they want to deal with? d) measurable? Are the key activity realistic with regard to: a) funds at disposal; b) the allocation of funds at disposal? c) project duration? d) target group reached? e) geographical coverage? f) size of target group reached?
8	Funds at disposal are allocated in accordance with the main features of the project	Is the allocation of funds at disposal indicated? Is the allocation of funds at disposal logically structured?
9	Project funding is suitable for the positively implementation of the project	Is the project funding suitable in regard to: a) key activities? b) target group?; c) objectives of the project?; d) project duration? e) geographical coverage?
10	The goals of the project are clearly defined	Are the goals of the project clearly explained? Is the formulation of the objectives SMART? Are the goals matched with the key activities?
11	Empowerment and ownership	Does the project aim to create ownership among stakeholders and participants? Are the mechanisms adopted to create ownership appropriate for stakeholders and

12	Quality management	Have a quality management approach adopted? Is the quality management approach logically structured? Are methods adopted in the quality management approach adequate?
13	Outcomes	Have the desired goals been achieved? Have the unexpected outcomes been considered?
14	Long-term effects	Have long-term effects been measured? Are long-term effects relevant for the target population?
15	The continuation of the project is ensured	Have one or more stakeholders been identified that will continue the project? Have funds been identified that will support the project after the formal end?
16	Transferability and adaptability	Has the project been adapted/transferred to other contexts?

RESULTS AND IDENTIFICATION OF THE GOOD PRACTICES

The study reached a large number of potential stakeholders and interested organisations. One-hundred-thirty-two (132) organisations positively responded by sending the descriptions of one-hundred-sixty-four (164) practices. Eighteen (18) projects were rejected either because were partially submitted or not aligned to the criteria adopted for the call (project not promoting physically activity, for instance). Thus, one-hundred-forty-four (146) practices were considered as eligible and further analysed. Europe was the most represented continent, and United Kingdom (n=43), Germany (n=21), Denmark (n=13), Italy (n=11) and Spain (n=9) were countries with the higher number of questionnaires submitted. However, the collection of data went beyond the European borders gathering a certain number of submissions coming from Africa, America, Asia and Oceania

Descriptive quantitative analysis

Small size projects (less than € 10.000 as overall budget) were implemented in the 23% of the cases; the 33% was represented by medium size projects (overall budget between € 10.001 and € 100.000). The 36% of the respondent organisation declared, instead, to have more than € 100.001 as budget at disposal. The great majority reported that funds for activities were provided by external supporters (both public and private). Broadly, a large partnership, both with private and public organisations, supporting the development and the implementation of the activities was reported. Additionally, at local level, partnerships with local authorities were widely adopted. Concerning the typology of the organisations, municipalities and local authorities, local associations, healthcare organisations, humanitarian organisations, social enterprises, NGO's, sports federations, universities and not for profit organisations were the most adopted organisational forms.

The promotion of physical activity was addressed with a large number of different approaches. More in detail, community development, campaigns, the organisation of sport activities and competitions, consultation/mentoring for an active lifestyle and education/training courses resulted as the most used approaches.

Deprived neighbourhood, income and social opportunity were the three (3) main social issues addressed (see fig 1). It is worth noting that the 70% of the practice tried to address more than two (2) types of social disadvantages with an average duration of three (3) years. Then, organisations were more inclined to target children and young people (5-12 years), teenagers (13-19), and young adults (20-40) by directly operating within communities, sport clubs and, more in general, the urban setting. Finally, the great majority was inclined to adopt a participatory approach with the target group that was not consulted only in five (5) cases.

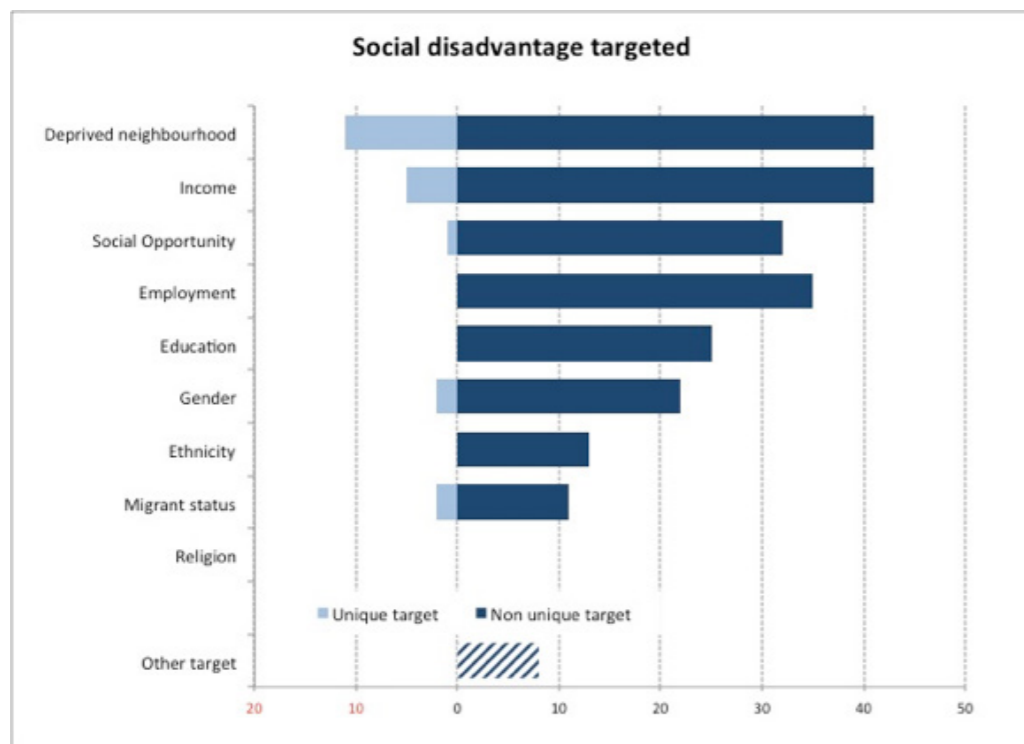


Figure 1 Social disadvantage targeted (number of projects expresses in units)

Practices tended to be community-based, focussing on activities implemented at regional/local (70,6%) and national level (22,9%). Respondents then indicated community/neighbourhood as the main setting in which activities are implemented (both alone, as exclusive option, and in combination with other settings). However, it is worth noting that project activities had a multidimensional approach, efficiently operating in two or more settings (see fig. 2).

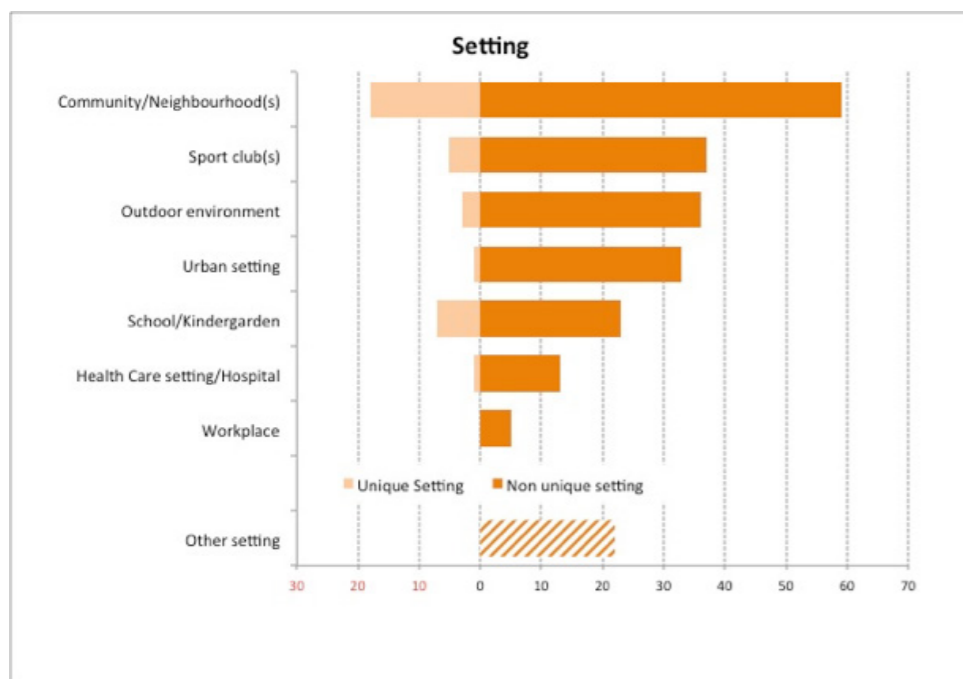


Figure 2 Addressed setting (number of projects expresses in units)

Qualitative analysis and good practices

The Group of Reviewers conducted the assessment of the collected practices on the basis of the designed protocol of analysis. As first step, each practice was analysed, with a double-blind review process, in relation to the criteria adopted for the definition of good practices. Practices were assessed by referring to a maximum score of 60 points. Then, a second step saw a phase of participative consultation in which the assessment of each practice was further refined by the Group of Reviewers and a threshold concerning the minimum score was agreed. Based on the ranking obtained and on the agreed threshold of 45 points (75% of the points available), forty-one (41) practices were considered as good practices and further analysed in their project and organisational components with the aim to identify and describe key determinants for success. The analysis was systematically carried out by coding and examining data collected through the questionnaire (Bernard & Ryan, 2010). Particularly, the approaches and key activities, monitoring and evaluation, project sustainability and transferability, and lessons learnt were examined and questioned in their content. Qualitative data were transcribed in full with a unique identifier linked to each organisation in order to allow the comparison and triangulation of the data. The overall data set was first analysed inductively and thematically using an open coding process (Charmaz, 2002; Strauss & Corbin, 1998) with the support of the qualitative data management tool RQDA². The initial coding was then compared and further refined with the literature review throughout a deductive approach (Bernard & Ryan, 2010; Silverman, 2009). Matrix queries were also used to look at the attributes (funds at disposal, typology of organisations, etc.) of each practice, in order to triangulate quantitative data and identify common patterns. Final categories were then elaborated through a series of hypothesis conceived to define a set of a common organisational and project variables that have been "weighted" in relation to the outcomes reported by each good practice. Finally, at the end of the process, a set of determinants for success was developed and described.

DISCUSSION: DETERMINANTS FOR SUCCESS

Through the analysis of the selected good-practices, eight (8) determinants for success were identified and described. Determinants were considered as key factors that decisively affect the organisational readiness and effectiveness of organisations operating with socially disadvantaged groups by using physical activity as main means of social intervention. Broadly, they were conceived as a tool enabling organisations, project managers, practitioners in general to have an efficient approach, implementing processes that might have the opportunity to positively impact the target population. In the following sub-paragraphs each determinant is presented and described in details.

Adapted rules

Physical activity, with its convening power and flexibility, has the potential to be functional and inclusive for a large number of people, enabling the full and equal participation for everyone, regardless of the social, physiological, physical limitations that an individual may experience. Educators, trainers and specialists can operate as "developers" using movement, games, sport activities and disciplines as a sort of open-source tool. Knowing the source code (standard rules) they can develop and modify it, diversify functions, extent the functionality of the tool and share the changes and the new features in a collaborative way. Thus, rules and the structure of a discipline can be adapted with the aim to: ensure a higher level of participation; fulfil the development of the individual needs and assure equity for all social groups; overcome some of the barriers preventing the participation of specific sub-groups.

Combine different components

The use of physical activity to tackle social problems has become very popular in recent years and experience has demonstrated that it can represent an effective tool. However, it must be noted that physical activity is a neutral tool in itself, having the potential to influence individuals both positively and negatively. It can actually serve undesirable ends and, when used badly, it can even reinforce social problems and barriers. Thus, the expected positive impact depends upon the goals toward which

¹Prenant conscience de ce phénomène, la LAFA et le SBFV tentent actuellement de « féminiser » leur politique d'intégration par le football en club, notamment à travers des dispositifs comme « Mesdames, franchissez la barrière » ou encore « AOK Treff Fußballgirls ».

²Ronggui, H. (2012). RQDA: R-based Qualitative Data Analysis. R package version 0.2-3. <http://rqda.r-forge.r-project.org/>

participation is directed, the skills and the competences of the specialists involved, the social context, and the balance among its components. With the aim to achieve relevant impacts for socially disadvantaged groups, physical activity should be adopted as an important part of a "package" in which other components, such as training programs, social and cultural activities, campaigns, etc. are combined in a sophisticated and integrated manner, with the view to offer participants a multidimensional program in which all the components are related to the established goals and objectives. This aspect is well outlined by Smith (2001) who analysed the nine reports of the «Social exclusion unit» of the British government referring to public policies in the 1997-2000 period. Broadly, most of the researches conducted on this theme, show that when physical activity is the exclusive object or content of these projects, fails to reach the desired goals (Hartmann, 2003).

Making a description of the possible combination of components that can be put in place is difficult. Nonetheless, in an attempt to define a general framework, there are three main points that can be outlined: all the components must refer to a shared design of intervention, based on clear and common goals; a system of evaluation of the adherence of all the different components to the common design of intervention must be put in place; each component must fit to the developmental needs of the target group also taking into account the multiple effects that can be determined by the interaction with the other components.

Community-based approach

Community refers to the different elements that surround individuals, from the family and closest friends, to neighbours, local authorities and agencies providing services and support. The community, as a dynamic, interconnected entity, must be seen as an ecosystem in which all elements are regarded as linked together by constant interactions. Working with a community-based approach means that organisations are required not only to provide activities focusing just on individuals, but they must have the potential to impact on the community. This approach is contextual and dynamic. It is influenced by variables such as socio-economic conditions, environment, target group, public opinion, policies, and stakeholders' strategy, etc. However, trying to draw a general framework, the following key points can be highlighted. Firstly, organisations are regarded to ensure the direct and participative involvement of a large part of the community members. Secondly, they are required to integrate their strategies of intervention with all the different agencies affecting members of a community (and, more in particular, the target group). The latter can be accomplished by setting common objectives and goals, supporting the integration among all the activities implemented and facilitating cross-sectorial collaborations with different sectors (e.g. public organisations, local municipalities, etc.).

Flexibility

Organisations working with socially disadvantaged groups are regarded to operate in a complex context that requires maintaining a certain range of flexibility in order to deal with the development of the individuals' needs and the changes that might interest the social context. Thus, flexibility is a very important issue for an organisation that wants to operate with socially disadvantaged groups in an effective manner. In fact, flexible organisations are more able to be proactive, adaptable and resilient. And have more chances to survive in a changing and complex environment. Specifically, organisations that want to have an adequate level of flexibility, must take into account the following key elements. Firstly, the organisational structure must be ready to respond to potential changes (both internal and external). Secondly, processes must be ready to respond to uncertainty in a manner to maintain a good level of performance. In this regard, their flexibility and effectiveness increase by adopting a participative approach that involves the target group and all the relevant stakeholders. Thirdly, human resources must be equipped with a wide range of competences and skills. Finally, activities must be designed in a form that is adaptable to the external changes. They are also required to contribute to enlarge participation and enhance positive effects on a community, mobilizing and educating individuals and contributing to a personal and social development.

Multidisciplinary team

The acknowledgement of the importance of a competent and qualified workforce (both paid and unpaid), mixing different competences and skills, is crucial and decisive for the success of a practice. To ensure that activities that have been conceived for socially disadvantaged groups result successful, and with long lasting effects, it is important to establish work-groups in which specialists with different levels of competences and skills work together in the view to pursue common goals and objectives. Multidisciplinary teams are regarded to better respond to complex environments and cope with the requirements and the needs of the target population. Thus, organisations are expected to design and establish mixed and well-trained work groups that are able to operate in compliance with the following key points: respect the prerequisites for effective multidisciplinary collaboration; facilitate collaboration by setting up spaces in which make exchange and do joint decision making; define tasks and responsibilities of each team member clearly and share them among team members; improve communication capacity by exploring different means, styles, approaches, etc.; set procedures for conflict management.

Empowerment

The term empowerment is used to cover a large array of meanings and concepts, ranging from sociology and psychology to business disciplines and economy. The term must be regarded as encompassing an approach that fosters participation by involving the target group and all the main stakeholders during all the phases and processes of an activity/project. Empowerment requires including them in the decision-making process eradicating barriers based on race, ethnicity, religion, gender and any kind of discrimination. Organisations are regarded to create the right opportunity for the most marginalized people by encouraging their personal development, self-sufficiency and a more active participation in the community also with activities that might offer a return to employability and, more in general, an higher access to the opportunities available in the community/society. The process of empowerment must be seen as directed both toward the organisation in itself (internal empowerment) and the community/society (external empowerment). In both cases, the organisation is regarded to work with approaches that imply openness, transparency and accountability, with all the adopted decisions and the strategies that remain public and easily accessible.

Collaboration with stakeholders

Stakeholders' activities, and the impact that have on the target group have the potential to influence actions, project directions and even strategy of an organisation. Furthermore, cross-sectorial partnerships have been proven to be a crucial factor while addressing social issues. In operating with socially disadvantaged groups, the adoption of an approach based on an effective collaboration among all the relevant stakeholders is needed. A cross-sectorial approach represents a key factor to create significant and sustainable improvements in the target populations and, more in general, in the social context. Organisations are requested to analyse and understand stakeholders, both from the perspective of the organisation in itself and from the perspective of the target group, to determine their relevance and the potential influence that they might have on the development of the target group. The collection and analysis of data concerning all the relevant stakeholders is crucial to get the right direction during the decision process. More in detail, organisations are required to take into account: the main features of the stakeholders with reference to the past, present and future potential position; the position that stakeholders have in connection with the target group; the influence that they can have on the organisation, the target group and the social environment; the interrelations among the organisation, stakeholders and the target group.

Monitoring and evaluation

Nowadays, monitoring and evaluation is one of the most neglected topics in organizations. This, despite the large number of publications, tools and documents that have been produced on this important process. Monitoring and evaluation must be regarded both as informative - it offers relevant information on the processes concerning a specific project/activity - and formative, since it provides information

leading to the improvement of activities and organisations. Furthermore, it offers data helping the organization in terms of transparency and accountability, two critical issues especially for organisations receiving public funds. In order to be effective and informative, the process is regarded to be built on specific elements. First, the objectives of the practice must be clear and understandable so that they can be operationalized in measurable and understandable items. Second, consolidated data showcasing project progress must be gathered, going beyond the simple count of participants/contacts and subjective statements. Third, the processes must be transparent and accountable in order to facilitate a real understanding of the information produced. Finally, a participative approach involving the target group and all the relevant stakeholders must be encouraged.

CONCLUSION

During the course of the study, a number of notable organisational features and characteristics appeared to emerge. Many scholars (Kelly, 2011; Coalter, 2008; Hartmann, 2003) have stressed the fact that not any program can address all the factors influencing the participation of individuals and the impact that activities may have at personal and community level. However, findings have contributed to the definition of a model, composed of eight determinants of success, that is expected to have some implications on the academic knowledge and applied practice.

However, there were some study limitations and methodological elements that need to be underlined. Although the call for contribution was made appealing and accessible and the questionnaire translated into five different languages, the number of potential respondent organisations was limited by language barriers and possible lack of information. This aspect may have influenced the composition of the sample analysed in a way that was not possible to re-balance. Then, the questionnaire adopted for the data collection was pilot-tested in the English version and then translated. The lack of a second pilot test for each translated version may have exposed the tool to problems of comprehension and clarity. Finally, the fact that each organisation was required to self-report the outcomes achieved (along with all the other information required) may have led respondent to be more positive in their descriptions. Nonetheless, the request to provide detailed information about the adopted methods to measure the impact on the target population, with the request to provide also supporting document (such as reports, internal documents, etc.) triangulated with the quantitative data required into the questionnaire (number of participant, budget allocation, length of the activities, etc.), gives confidence that the assessment reflects the real impact and the real quality of each practice.

In conclusion, it can be argued that the research study has unearthed a number of useful principles and elements that need to be further investigate and critically revised. As elements of the analysis continue to unfold it will be interesting to see how some of the issues identified and challenges to be addressed are tackled by the organisations. Further analysis is also needed to examine which determinants contribute most to the impact on the target population, and which is the cost in terms of resources needed by the organisation to operate in compliance with the proposed framework

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