LET’S PLAY BALL

The role of higher education in the development of social responsibility, widening access and community engagement - lessons learned from Ulster Sports Outreach

ulster.ac.uk
“It is the people coming out of the world’s best colleges and universities that are leading us down the current unhealthy, inequitable and unsustainable path”.


GAME PLAN

1. What is ‘social responsibility’ ‘widening access’ and ‘community’ and is it our business?
2. How do we do it? What are the opportunities?
3. Why was it for me?
4. Evolution of Ulster Sports Outreach
5. What difference does it make?
6. Lessons learned
OPERATIONAL DEFINITIONS

• Social Responsibility - actions that contribute to a better society

• Widening Access - activities designed to attract and increase participation by people from socially disadvantaged backgrounds

• Community Engagement - the process of working collaboratively with locals to address issues affecting us all
WHAT IS OUTREACH AND IS IT OUR BUSINESS?
OUTREACH

• activity/service for the direct benefit of people external to the university who might not otherwise have access to those services due of some disadvantage, because it is the right thing to do and because we can learn from it.
TRIANGULATED
PURPOSE

- Educational role
- Socially Responsible Outreach
- Engagement role
- Access role
What universities are for, how their activities are funded, and how they manage their business remains little understood in the wider world.

http://www.publicengagement.ac.uk/why-does-it-matter/viewpoints/neil-ward
ARCHITECTURE

Values

- Institutional level

Mission

- Faculty level

Goals

- School level

WHERE DOES IT FIT?

Public and Community Engagement
I KNOW OF NO OTHER EDUCATIONAL ORGANIZATION
THAT HAS A TRACK RECORD LIKE CAMPUS COMPACT’S
OVER THE PAST 20 YEARS... IT IS A PHENOMENAL SUCCESS,
NOT JUST IN TERMS OF GROWTH IN NUMBERS, BUT IN
TERMS OF THE IMPACT IT’S HAD ON COMMUNITIES, ON
CAMPUSES, AND ON INDIVIDUAL LIVES.”

Frank Rhodes, Former President of Cornell University
All signatories committed their institutions to creating a framework enlarging, supporting, and rewarding good practice in civic engagement and social responsibility.
‘..deepen the quality and intensity of their relationships with the communities and regions they serve, and ensure that the emergence of new ideas can better inform community and regional development’
Graduating to Success
A HIGHER EDUCATION STRATEGY FOR NORTHERN IRELAND
Brick by brick, in all parts of the globe, the engaged university is replacing the ivory tower (Hollister & Gearon, 2013, p1)
WHERE DOES IT FIT?

TEACHING

RESEARCH

OUTREACH
yes, no, maybe, I don't know.
can you repeat the question?

IT’S NOT WHETHER, BUT HOW...
ENVIRONMENTAL CONTEXT
POLITICS OF DIVISION

63 / 982

93.6%

INTEGRATED

SINGLE IDENTITY
YOU ARE WHAT YOU PLAY
POVERTY OF ASPIRATION
PERSONAL CONTEXT

WHY WAS OUTREACH FOR ME?
GRADUATED...

CLASS OF 1987

"I'm going to change the world."
QUESTIONS
We actually paid for this!
MISS BRENNAN THE EVANGELIST
ST GEMMA’S HIGH SCHOOL VS DERAMORE HIGH SCHOOL
ST GEMMA'S  0
5 PUPIL SUSPENSIONS

DERAMORE  0
5 RESPECT ASSEMBLIES

CLUB SUSPENDED
ULSTER CHAMPIONS:
ST GEMMA’S HIGH SCHOOL
LESSON 1

NOT ALL KNOWLEDGE IS HOUSED WITHIN THE FOUR WALLS OF A UNIVERSITY
ENGAGING WITH COMMUNITIES TRADITIONALLY NOT ASSOCIATED WITH HIGHER EDUCATION IS CRUCIAL IF WE ARE TO PREPARE OUR FUTURE TEACHERS, COACHES AND SPORTS DEVELOPMENT OFFICERS TO WORK IN THESE COMMUNITIES
LESSON 3

YOUNG PEOPLE FROM AREAS OF SOCIAL AND ECONOMIC DISADVANTAGE SUFFER FROM A POVERTY OF ASPIRATION AND EXPECTATION
LESSON 4

UNIVERSITY IN MANY CASES IS NOT A WORD IN THE VOCABULARY OF YOUNG PEOPLE AT DISADVANTAGE.
SPORT COULD BE A POTENTIAL TOOL TO ENGAGE POSITIVELY WITH SOME YOUNG PEOPLE WHO STRUGGLE IN MORE FORMAL EDUCATION CLASSES.
LESSON 6

SPORT IS COMPLEX AND CAN PROVIDE A CONTEXT FOR BOTH CONFLICT AND CONFLICT RESOLUTION DEPENDING ON HOW IT IS MANAGED
PROFESSIONAL CONTEXT
Belfast United: Encouraging Cross-Community Relations through Sport in Northern Ireland*

John P. Sugden
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University of Ulster

ABSTRACT
Northern Ireland is a society which has a long history of community division. It is often claimed that sport has the capacity to serve as a medium for reconciliation between rival factions. Evidence suggests to the contrary that, in its native cultural setting, sport can reflect and even exaggerate existing divisions and this tends to be the case in Northern Ireland. Belfast United is a sport based community relations programme which carefully and deliberately manipulates the conditions under which sport is played in an attempt to promote better understanding between selected groups of young Protestants and Catholics living in Belfast. The highlight of the programme involves a residential experience and playing tour in the United States. Detailed evaluations reveal that, in the short term, exercises such as this can have a significant impression on the attitudes of the participants towards those affiliated with different religious traditions. The long term impact of Belfast United is almost impossible to gauge. The paper concludes by offering a series of principles which, after further research, may be adapted as a basis for good practice in the area of sport and community relations.

INTRODUCTION
Olympian ideals, which stress the fraternal dimension of sport and its capacity to transcend local and national boundaries do not stand up to close scrutiny. The historical record tells us that globally sport has more often been the instrument of social and political conflict than it has been a medium for peace (Sugden, 1988). Northern Ireland is a particular example of a politically volatile region where sport does more to exacerbate community rivalry than it does to promote reconciliation (Sugden and Bainner, 1986). This is not to suggest that sport is intrinsically divisive. On the contrary, as Harry Edwards (1979) has explained, although by nature sport is a neutral entity, it grows to reflect and reinforce the

*This article is based upon a paper presented to the XII World Congress of Sociology, Madrid, July, 1990.
SPORT FOR DEVELOPMENT

**Sport Plus:** core activity is sport and it is used in different ways to achieve certain development objectives

**Plus Sport:** sport is the hook to set the scene for development work to confront wider issues

Coalter, F. (2010)
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INTRODUCTION

Olympian ideals, which stress the fraternal dimension of sport and its capacity to transcend local and rational boundaries do not stand up to close scrutiny. The historical record tells us that globally sport has more often been the instrument of social and political conflict than it has been a medium for peace (Sugden, 1993). Northern Ireland is a particular example of a politically volatile region where sport does more to exacerbate community rivalry than it does to promote reconciliation (Sugden and Barter, 1995). However, it has also been argued that sport can play a significant role in cross-community initiatives. This was the case in the United States during the 1970s as, contrary to what Harry Edwards (1979) has explained, although by nature sport is a neutral entity, it grows to reflect and reinforce the
B.B.A.L.S. 1995
12 SCHOOLS
360 PUPILS

USOP 2000
80 Schools
5,000 PUPILS
Community benefits

1. Increased participation opportunities for disadvantaged
2. Access to culturally neutral sports
3. Facilitated contact with ‘the other side’
4. Methodologies and pedagogies for teachers
University Strategic Fit

1. Knowledge exchange
2. Visibility in the community
3. Enhanced student learning
4. Contributing to changing perceptions
ULSTER SPORTS OUTREACH MISSION

“To use the richest resource of the University, its staff and students, to raise aspirations and promote sport, education and healthy active lifestyles to children and young people, particularly those at greatest disadvantage through the deployment of well trained and well rewarded student volunteers.”
USO engages in a highly successful portfolio of programmes known as 

SHINE@ULSTER
SHINE@ULSTER Portfolio

Flagship Programmes
- Sport For Life (12 Weeks)
- Sport For Life (6 Weeks)
- Sport For Life Legacy
- Dance For Life
- School Sport Legacy Programme
- YES
- SportABILITY

Workshops and Festivals
- Olympic Values Workshop
- Connected Learning
- Team Building Through Sport and Physical Activity
- Playground Activities
- Sporting Values Workshop
- CLASS OF....

Partner Programmes
- eHOOPS
- INSPIRE PROGRAMME
- Step-Up
- European Union European Regional Development Fund Investing in your Future
- PEACE III

Access to Success

Corporate Plan

[Image of documents]
THE DIFFERENCE MADE LAST YEAR

8069 sport and physical activity sessions

131 schools

186 volunteers
37% student body

209,553 Participation opportunities

IMPACT
THE LAST 3 YEARS

27,450 sport and physical activity sessions

250 volunteers

200+ schools

738,953 Participation opportunities
THE LAST 5 YEARS

149 student volunteers
Goldmark Awards

200 hours
14.9 years work

IMPACT

29,800 total effort hours
14.9 years work
VOLUNTEER NOW INVESTMENT TO VALUE AUDIT INDEX

£490,402.40

2014-2015

£2,582,495.60

2011-2015
2008-2010
- 102 schools
- 100 teachers
- 122 students
'INCREASES in light, moderate and vigorous physical activity'

'DECREASES in sedentary behaviour'
Ulster Sports Outreach
Sport For Life Legacy Training

149 teachers trained
ENDORSED BY

World Health Organization

SHE Schools for Health in Europe

inspired by London 2012
- 4,000 children at social disadvantage
- 48,000 participation opportunities
- 2,400 hours of physical activity
- 149 schools across Ireland
- 250 student volunteers
- 200 teachers
SPORT CHANGES LIFE.
VICTORY SCHOLARS
MAIN AIMS

1. Raise the aspirations of young people

2. Offer an alternative to anti social behaviour
Sport can be a hook to create positive change
Coalter (2013)

Relationship building is key to developing trust – a necessary condition

1 to 1 mentoring and small group is effective for (re) engagement

The role of a mentor is significant

Evidencing impact in appropriate ways is paramount
Substance (2013)

Change takes time
**EHOOPS ‘SAFETY NET’ THEORY OF CHANGE**

**Reflective Methodology**

**Components**
- PSNI, Community Leaders, University, Participants

**Participants**
- Known to the PSNI
- Poor family support
- Struggling with education
- Unemployed
- Like sport
- Want to make things better

**Mechanisms**
- Sport
  - Fun, interactive, informal, team building
- Uniform
- Facebook
- Academic/Vocational courses
- Social
  - Mini bus
  - Smoke Breaks
  - Pizza

**Success Factors**
- One Good Adult
- Sense of belonging & acceptance
- Role Models
- Value Achievement
- Positive attitude for future
- Controls on behaviour

**Outcomes**
- Employment
- Education
- Training
- Active Lifestyles
- Safety
- Tolerance
- Hopeful

**Relationship building**
- PSNI, Community, HEI, Sport Changes Life
- Building Trust

**Relationship building**
The greatest danger for most of us is not that our aim is too high and we miss it but that it is too low and we reach it.
EVIDENCE OF IMPACT

SUMMARY IMPACT OF SPORT CHANGES LIFE
eHOOPS PROGRAMME
JULY 2013
EVIDENCE OF IMPACT

Weekly mentoring

71/71
EVIDENCE OF IMPACT

27/71 employed
25/71 School retention
10/71 FE Colleges
9/71 With Sport Changes Life
POLICE REPORT 2012

65% Antisocial Behavior
54% Domestic Burglary
27% Criminal Damage

Confrontational Street Encounters
POLICE REPORT 2012

Enhanced relationships

Happier PSNI

Confidence in policing
SPORT CHANGES LIFE.
SOCIALLY RESPONSIBLE

ACCESSIBLE & INCLUSIVE

COMMUNITY ENGAGED

Enhancing education
Increasing employment
Facilitating active lifestyles
Safer
Changing climate of conflict
Intra and Inter community trust
Trust between Police & young people
Active citizenship
WHAT YOU NEED TO MAKE IT WORK

CULTURE & CONTEXT

STRATEGIC FIT

SOME FUNDING

PARTNERS

Win - Win METHODOLOGY

FOOT SOLDIERS

PASSION & CHAMPION/S

Research T&L Outputs
LESSON 1

THE UNIVERSITY IS A WELCOMED VISITOR.
LESSON 2
THE POWER OF VOLUNTEERING IS HUGE.
LESSON 3
PARTNERSHIP IS POWERFUL.
LESSON 4
IMPACT IS POSSIBLE.
LESSON 5

PEOPLE NEED TO KNOW THAT YOU CARE BEFORE THEY CARE WHAT YOU KNOW.
IS IT FOR YOU?
BELIEF
PASSION
CONFIDENCE TO BE VULNERABLE
BE TAKEN DOWN A PEG OR TWO
CO-OWNER
GOOD AT FORMING RELATIONSHIPS
APPROACHABLE, COLLABORATIVE, RESPONSIVE, ACCESSIBLE, RELEVANT, CARING, REFLECTIVE ENGAGED