

How do we progress?

Active measures to overcome the major challenges for Sport & Development interventions

- Draft results of Round 3 of the Sport & Development e-Debate -

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Round 3: How do we progress? Active measures needed

I Introduction

During Round 3, there were 24 registered participants; 18 answered the statements and 17 answered the open questions (71%). In this Summary of Round 3, we analyse their answers and highlight conclusions with their quotes.

Questions

The questions in Round 3 focused on the learning capacity of the field and on active measures to progress. Our experts responded to the following main questions:

- Do you consider it still a 'taboo' to talk openly of mistakes or 'what went wrong' in S&D programmes? How do you propose overcoming this challenge?
- What three active measures do you recommend the S&D community to take as a collective in the next 3-5 years to address the biggest challenges outlined earlier in the discussion?

Participants' responses to the statements

Participants were asked to what extent they agree to the following two statements:

- The S&D Agenda is still largely determined by donor priorities and needs.
- Ensuring the sustainability of S&D interventions requires less focus on financial stability and more effort to embed such programmes into local structures and existing local practices.

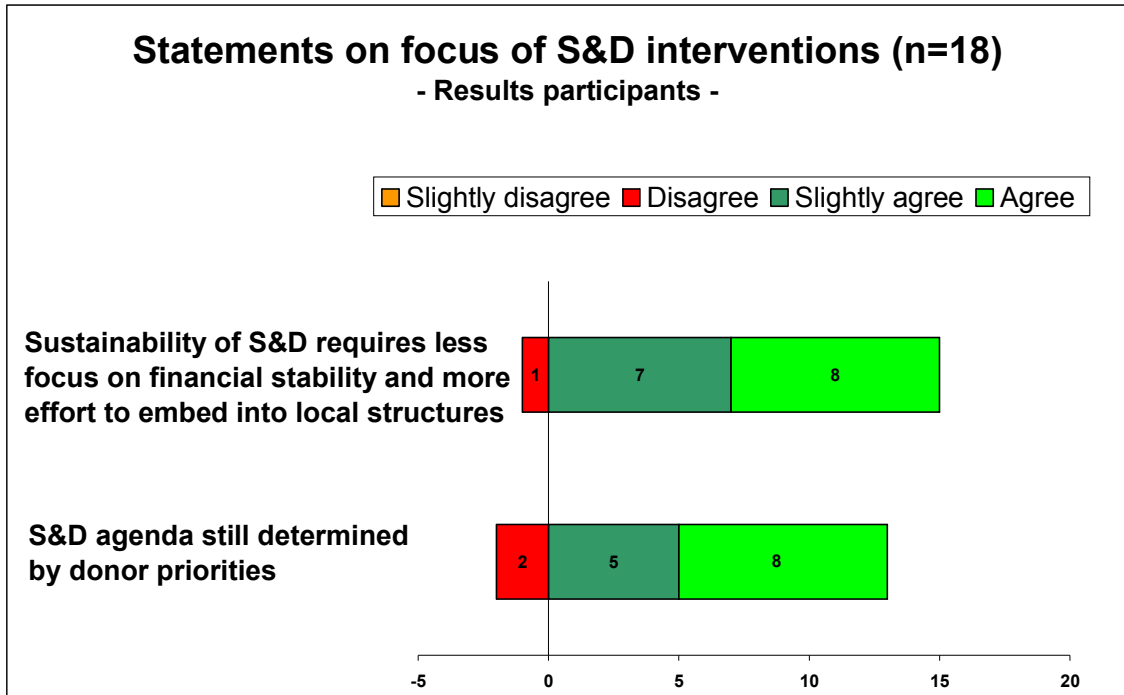
Answer categories:

- I agree
- I slightly agree
- I do not agree/disagree
- I slightly disagree
- I disagree

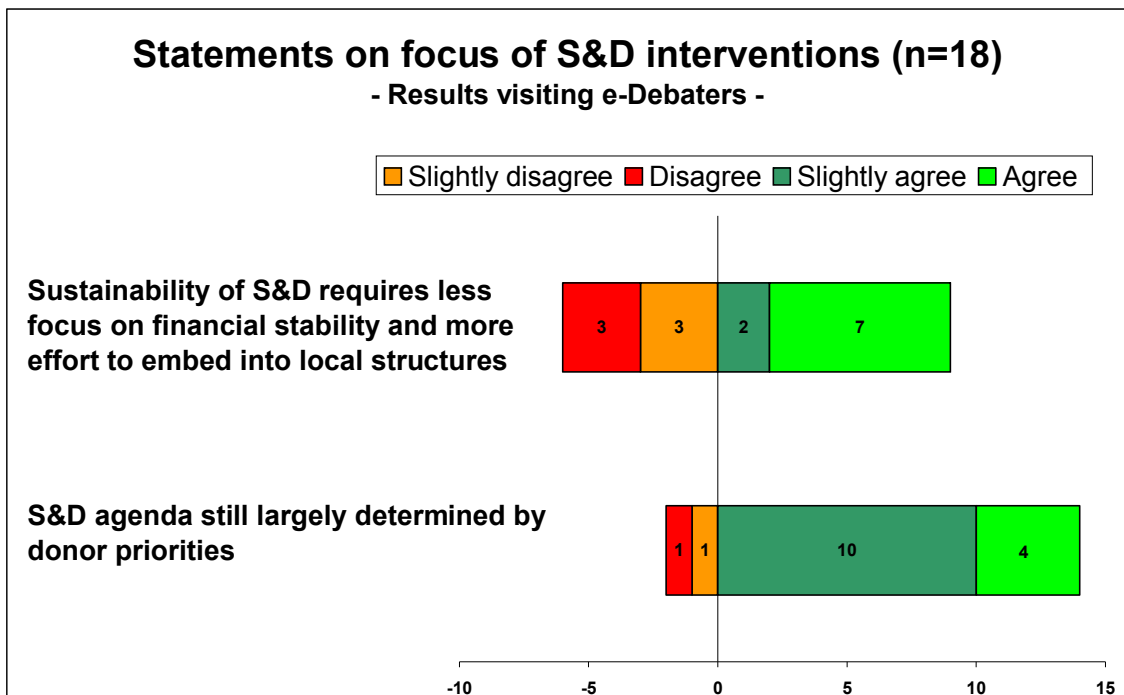
2 Statements to spice up debate

The statements we use each round are actually meant to 'spice up' the debate. We intentionally formulated controversial statements in order to provoke a strong response, which indeed we got!

The figure on the next page shows the results of the votes of participants. Please note that the 'neutral' category has been left out to highlight differences (this explains why the number of participants varies).



Visiting e-Debaters also voted on the two statements (the S&D e-Debate is open anyone to vote on statements or comment on input). The graph below shows results (n=18 for the first statement; n=17 for the second statement).



The graphs show that visiting e-Debaters more often than registered participants disagree with the statement that 'Sustainability of S&D interventions requires less focus on financial stability and more effort to embed such programmes into local structures and existing local practices'.

Embedment in local structures is key, financial sustainability crucial as well

There is consensus that S&D programmes should be integrated in local structures and existing local practices. Registered e-Debaters even agree - with only one exception – that this is a more important focus than financial sustainability. One third of the visitors disagree: financial sustainability is more or just as an important focus as local embedment.

From e-Debater's explanations, one can conclude that they naturally recognise the essential value of financial sustainability. However, financial sustainability without local integration will not lead to effective programmes, they conclude. The following quotes highlight the e-Debaters views:

Jouwert van Geene: I think embedding in local structures has been started in many places, especially at community levels. However, the biggest gains can be made to have S&D being integrated in mainstream development structures, for instance in those places where integrated development planning takes place e.g. district health/water/education/HIV-AIDS committees that have a multi-stakeholder constituency.

Yves Vanden Auweele: The best programs fail because lack of support from the local structures and practices.

Peter Alegi: Without adequate and reliable financial resources no sport development programme can survive, let alone succeed. That said, embedding S&D initiatives into local structures (e.g., schools, community centres) and existing practices is also critical to long-term sustainability. One would have to analyse each case carefully to devise an appropriate focus between the two.

Cees Versteeg: Yes, of course I agree with the statement: start from the potentials of the people on grass roots level. When you want to stimulate and train youngsters to bring social change by sports, you have to start with activities where they are passionate for. Self-confidence and self-respect are main issues at grass roots level and natural conditions for growth. And sport has all those potentials when it's really practises in the fields!

Astrid Aafjes: The statement is true, but an organization cannot be sustainable if > they do not consider their financial sustainability.

Emmanuel Madonda: You need both financial sustainability and a closer relationship with local structures and local practices. Partners can have great relationships locally and be embedded into structures etc, however if there is no funding this could put the project at risk.

S&D Agenda largely determined by donor

All but two e-Debaters agree that the S&D Agenda is still largely determined by donor priorities and needs. The majority of visitors agree as well on this statement.

That is bad news for the S&D field. Luckily - analysing the answers - one can conclude that things have improved. There is an increase in transparency of programmes; there is more emphasis on local priorities and local circumstances are taken more into account. However, because of lack of financial independence, NGOs still have to listen to donors needs. Donors do have their own agenda. If the sustainability of programmes is improved by focusing on donor priorities; is it a bad thing to embrace these priorities as well? Especially when resources are scarce, it is sometimes the only option. The following quotes illustrate the opinions:

Cees Versteeg: *A bottom up approach will always find sceptics, especially from donors. Of course they first agree, but in the end they never will commit themselves fully to a bottom up approach, because they will lose power when doing so!*

Jan Rijpstra: *When we are able to use new centres of knowledge on sport for development which I suggested to set up, it will be easier to determine the priorities of the development countries and there will be more guarantee for stability in financing.*

Jouwert van Geene: *My feeling is that the S&D community is largely driven by S&D practitioners. In as much as these may represent the donors, I do not have the impression that they are too much led by them.*

Emmanuel Madonda: *In the current economic climate there is has been increased pressure on partners to demonstrate return on investment, which - if not handled sensibly - could compromise projects. There are however projects who are not willing to compromise their needs to fulfil founders objectives which is great to see however there needs to be a healthy balance between projects and donor priorities.*

3 Talking about mistakes a taboo?

Consensus: talking openly about mistakes needed for progress

The e-debaters agree that communicating about programmes and projects which failed or which could have been more effective, is important. Without reflection on weak points, we cannot grow stronger.

Ways to overcome taboo and stimulate openness and transparency.

Opinions differ if it still a taboo to talk about mistakes. The majority of the participants experience a taboo to talk openly about weaknesses. Behind closed doors however, organisations do reflect on their experiences. In the arena, competition for scarce resources, leads to the tendency to communicate mainly positive messages and experiences.

However, a tendency to be more open, is noticed by several e-Debaters. This tendency can be further stimulated by rewarding openness and rewarding the reflection on projects which missed targets. Jouwert van Geene explains it clearly quoting Bruce Britton: **we need motive, means and opportunity for reflection**. Other participants also stressed that we need a common interest to learn as a sector. Other measures to overcome the signalled taboo, are:

- Conferences and workshops where participants truly exchange experiences and lessons learned and truly interact instead of just telling and listening to promotional stories.
- Not only focussing on mistakes and failures but simultaneously on guidelines and best practices.
- Rigorous (peer) reviews of programmes and projects, stronger emphasis on monitoring and evaluation.
- 'Intervision': colleagues from other organisations looking in the kitchen on grass root level, reflecting and sharing experiences.
- Donors should form long term partnerships with implementing organisations and should be accountable for both successes and failures.
- Open discussions like this e-Debate on the International Platform for Sport and Development.

The following quotes of the e-Debaters illustrate the opinions in the field:

Jouwert van Geene: *"I don't think that the learning culture in S&D programmes is much different than in many other development programmes. In general I believe that reflection and learning (from both mistakes and successes) has improved a lot in the last decade. As Bruce Britton (2005) rightly stated, learning for development needs both motive, means and opportunity. So first we need to explain again and again why reflection is needed, for accountability, for improvement, for innovation, for impact. Then we need tools, methods, capacity for learning that are comprehensive and creative (combining qualitative and qualitative tools). Finally we need the chance, the time and the space for reflection: a culture that encourages learning from mistakes, stimulates innovation and risk taking (safe-trials). As always, the first step is for us all to lead by example: by showing our sensitive side, by admitting weaknesses and m by admitting weaknesses and mistakes openly, by discussing what could be improved and what we learned. By seeking advice."*

Dik Bol: *"Of course we discuss challenges that we and our partners in Haarlem and in Muntare meet when managing and developing a project. I believe this is the only way to achieve progress. It is also important to be transparent to your donors; it is a prerequisite to be a reliable partner.*

Another aspect to consider is the 'tone' with which you make your statements. Think of the proverb: 'the tone makes the music'. Sharp criticism as a form of entertainment is now often seen in the Netherlands in many debates. I believe that criticism should be constructive; respecting the criticized party. Without respect, reflecting on mistakes will be counterproductive."

Frank van Eekeren: *"It is not a taboo to talk about mistakes. First of all there are a lot of examples where partners do openly discuss about their programmes, including their challenges and mistakes (although often behind closed doors). Second, open debate depends on power relations between the involved parties. If there is a strong dependence on the donor, a lot of competition between organizations (for funds), etc - visibility and a positive image are crucial, and openness about mistakes will not be rewarded.*

A key for more openness is to increase the value of, and reward for, 'learning' in the programs - and not to focus on accountability only."

Yves Vanden Auweele: *"Because I am not in a position to judge on the context of current S&D programmes I can only answer that in principle to keep silent about mistakes has never proven to be a good idea. An analysis of mistakes may be the start of a better and more founded initiative. Moreover it is an underestimation of the capability of the public and the relevant sponsors to evaluate projects in a balanced way."*

Kate Cowan: *"The only way to overcome challenges is to talk them through – however in the business world we are taught to 'sell', and you can't 'sell' a product when you speak negatively about the outcomes. In the field of sport and development we need to be realistic, we are all working for a common goal, and we have a lot to learn from one another, therefore there is a NEED for dialogue on 'what went wrong'. We often speak of the need for stronger Monitoring and Evaluation tools – however what are the benefits of using these tools if we only highlight the positives of the outcomes. Programs that are strong today have become this way because they have discussed and talked openly about all aspects of the program – the positives and negatives."*

Peter Alegi: *"Based on anecdotal evidence, I believe it is uncommon at best, taboo at worst, to talk openly about mistakes or failures in S&D projects. In general, a lack of self-reflexivity and honest analysis is typical of development initiatives in many other fields, including farming, governance, and gender equity. From the practitioners' perspective, fear of losing funding and political support, as well as potential embarrassment, are powerful disincentives to talk candidly about errors. Overcoming this challenge is difficult, but openly discussing what went wrong can teach us valuable lessons and help foster transparent and equitable partnerships between donors, S&D programmes and participating communities."*

Johann Olav Koss: *"Using sport to achieve development and peace objectives is a new and innovative way to promote positive social change. As with all new innovations, there are always early lessons to be learned. Instead of sweeping these lessons under the rug, we should acknowledge, share and evaluate them. By learning from our collective experiences, we can ensure continuous improvement within the sector. We must continue to speak openly with one another, to share our stories, monitor and evaluate our programs, and to make the results from those evaluations accessible. The credibility and effectiveness of our sector depends on it. It is natural in sport to look at what can be improved and mistakes and we can take the normal practice from sport into the Sport for Development area."*

Vladimir Borkovic: *"From our perspective it is of course not a 'taboo'. In fact it is totally unproductive to refrain from a progressive discussion of previous failures. However talk of mistakes does remain a sensitive area because of fear about disappointing prospective donors/funders. The current model of a donor-recipient relationship puts too much weight on the donor's strategic objectives as opposed to the mission and programmatic needs of the recipient, in most cases the local organisation meeting the needs of the respective community. It should not be a taboo as long as acknowledging mistakes is part of a constructive criticism/evaluation process – followed up by concrete measures to improve these mistakes. One way to overcome any such sentiments is to build a sense of common interest – it is in all our interests as a global S&D movement that we are open with each other, and even more importantly, donors and funding bodies need to ensure the focus is as much on transparency and monitoring as it is on 'success'. S&D organisations should not be in competition, and we should be open about sharing our strengths and weakness and about offering and accepting help and criticism. Only by confronting 'what went wrong' can we know where to improve."*

Kylie Bates: *"As individuals and organisations in the sport for development arena start to get to know each other better and programs are reviewed more rigorously, the tide seems to slowly be starting to turn in terms of quality of information that is shared. A few ways to make more progress are:*

- 1. The role of athlete ambassadors needs to extend beyond simply promoting benefits of sport or telling their personal story to contributing well evidenced information to building the case for sport. It would be ideal to see fewer athlete ambassadors who have a greater commitment to and more thorough understanding of sport for development.*
- 2. Conferences, forums and platforms need to be places of debate, discourse, and learning not simply self promotion. Organisers of these forums need to set the agenda in a way that encourages sharing of opinions about challenging issues rather than simply reports on activities. This means the stage needs to be given to people at the coal face, not just high level representatives or athletes.*
- 3. Programs should undertake rigorous reviews which incorporate the observations of an outside party and ideally, share information with the sport for development community.*

4. Donors should form long term partnerships with implementers of programs and share responsibility for both the success and failure of the activities. "

Mogens Kirbey: "Reporting mistakes and failures will never be the most popular part of S&D. However, with an increased focus on monitoring and evaluation, and having created a more qualified environment for exchange of knowledge and experiences, I believe we move towards a more open discussion of successes and mistakes. I think this is one processes that the Platform clearly assist and support."

Cees Versteeg: "At CIOS College in Haarlem, the Netherlands we are using the concept of 'Train the Trainer at the Job'. We train sport leaders to become Sport & Development trainers and coaches using the methodology of 'intervision': to learn and to advice from each other; students, trainees and teachers in practice and on grass roots level. This is a very effective and transparent method, accepted in a naturally way by all involved on basis of reciprocity, equality and dialogue.

Yes, there is a taboo in S&D programmes and we should be ashamed of that because at the same time, organisations are using slogans as 'changing life by sports' but keeping 'how we are doing that' exclusively for themselves.

Let's have real 'intervision meetings' on grass roots level and let's really use a bottom up approach. There is too much focus on organisational and institutional development; 'managers' are forgetting that it is the sport leader on grass roots level - often with old equipment and leaking balls - who at the end makes the difference!"

Jan Rijpstra: "It should not be a 'taboo' to talk about mistakes, you have to face it when things went wrong because you can learn from it. Unfortunately, media pay a lot of attention to mistakes. Newsmagazines, TV and Internet often put mistakes as headlines. It's better to openly speak about things that went wrong and at the same tell how mistakes will be avoided in the future. Be honest about what went right and what went wrong. I believe that if organizations tell each other openly about mistakes and failures, future mistakes can be prevented."

Astrid Aafjes: "In general organizations prefer to not discuss mistakes or failures. They fear sanctions from donors or a 'bad' reputation. Women Win realizes that 'sports' is a relatively new strategy. Therefore, it is important to acknowledge mistakes and failures, but also to identify 'good practice' and 'success stories'.

Women Win documents good practices in close collaboration with our programme partners in the field, this will enable other organizations to learn from existing good practices, designs and strategies. This will prevent reinventing the wheel and will contribute to the bottom up development of clear guidelines. Only when organizations are able to identify their mistakes and failures, they are also able to identify their good practices and learn from it all. Therefore, it is important that organizations share, exchange and are ready to adapt and revise."

Maya van Gent: "By not talking about previous mistakes and what went wrong, how will we be able to grow? And improve? Since being involved in this debate I started reading a lot more about sport development programs- I was surprised as to how little scientific evidence/research exist on what has been proven to be correct (implementation)- if you take all the various comments from all the participants in round 1 and 2 – it seems that we all have very different ideas of what should and shouldn't be done.

How do we overcome the taboo to talk about mistakes? Through discussions like this and through innovation in research into what actually does and doesn't work in S&D programs, especially longitudinal studies."

Daniela Preti: "There is perhaps still a large amount of resistance towards openly discussing mistakes, especially ones own. But we should ask ourselves why we are talking about mistakes: is the purpose of sharing these experiences simply limited to 'naming and shaming' certain interventions or will this information be used in a fruitful way to help improve the interventions and find solutions?"

There is a certain amount of competition in the field of S&D and sharing learning experiences (because making mistakes is a part of learning) could be seen as potentially detrimental to the image or approach of the organisation in question. Furthermore, this competition sometimes prevents organisations from sharing their experiences in order to avoid giving up their 'intellectual property'.

Nevertheless, there is definitely movement towards recognising the strength in sharing experiences (good and bad) within the field of S&D – we are maybe not yet at the stage of rewarding those who choose to be open about their experiences...this might be one way to break the taboo."

Marion Keim: "I always talk openly about mistakes, otherwise we can not improve. For overcoming this challenge I propose that everybody else does the same. Some organisations keep quiet in order not to scare funders off and funders don't like to talk openly about mistakes as they see it as a weakness. Critical thinking skills are basic to the success of any programme or undertaking. Critical evaluation applied from an external source or critical self reflection are processes to be honoured and never feared.

Maybe sports awards should include the category , best identified challenge and proposed solutions."

4 Active measures for the field of S & D

With the final question of the Sport & Development e-Debate we hoped to draw an agenda for the near future :

What three active measures do you recommend the S&D community to take as a collective in the next 3-5 years to address the biggest challenges outlined earlier in the discussion?

Professionalism demands interdisciplinary curricula and education

When planning for a year, plant corn. When planning for a decade, plant trees. When planning for life, train and educate people. Chinese Proverb

The field of S & D is young, this becomes clear analysing the answers. There is not yet an accepted body of knowledge nor guiding principles backed up by scientific research. Bridges between disciplines still have to be built. A mutual language needs to be developed. Crucial is the development of curricula for education and training on all levels: coaches and sport leaders, programme designers; managers of NGOs and academics. Clearly the most important challenge and active measure to be undertaken –the mantra for the coming years-, is: educate, educate, educate!

This is a process not accomplished over night. However, this is the time to make the effort. After two decades of programmes and projects, we can still hardly prove the impact of our efforts scientifically. There are only a few true interdisciplinary S&D courses. Academics special-

ised in sport and development are scarce. So it is urgent to join forces, move forward to professionalise the field and offer organisations strong training and education for all levels, both in developed and in developing countries.

Rally expertise around education programme

Yves Vanden Auweele pleads to rally expertise around an educational programme to be developed by S&D stakeholders. Currently, there is a lot of expertise, but it remains scattered. We need to bundle it. We need a strategy and plan to attract and focus this S&D expertise, mine it and develop building blocks suitable for the global dissemination. A collaboration to develop an education and training program seems a suitable way to overcome many challenges in the field.

Reflection requires monitoring & evaluation

The field still needs to gain insights on what works and what does not work. Monitoring and evaluation is crucial to get these insights. Not only should we make M&E an integral part of programmes and projects from the start; we should also use M&E efforts on the programmes already implemented. We need to start to improve our ability to learn today, using not only our future experiences but also our past experiences, stresses Maya van Gent. Many lessons to be learned are out there waiting for us to extract.

Beware of accountants perspective on monitoring and evaluation

A remarkable experience of Dik Bol, is that the stress on accountability can lead to bureaucracy and data reporting without truly learning and improving. Beware of measuring without a cause but accountability. Learning should be the main motive.

Educate staff and trainers

On management level and on grass root level – and all levels in between – organisations and personnel active in the S&D field, need to reflect on their capacities and need to learn new know-how and skills.

Government capacity building

Johann Olav Koss also stresses the need to educate policy makers. This is necessary to ensure funding and to ensure high quality policies and programmes backing S&D efforts.

Strategic partnerships and consortia

To realise the measures mentioned above, strategic partnerships are needed. We should develop consortia of NGOs, donors, sport organisations, universities and other education institutes. Due to competition, most organisations still operate in isolation instead of in cooperation. Pro active measures to lift the field to a higher level remain scarce. Equitable partnerships on different levels and scales should be initiated to tackle identified obstacles.

Transparency and networking

Vladimir Borkovic believes that we also need a commitment within the S&D community for transparency and networking. We need to work towards a situation where information and expertise are freely available and co-operation is intrinsic to our work. It is both a matter of culture change and of (re-)organising ourselves in new partnerships and networks. Rewards and allocation of resources for these efforts would speed up these processes. A collaboration of government, civil society and academics is key. The corporate sector should be involved as well.

Involve local communities

Abundantly stressed in previous rounds, now only a few participants point to the importance of local ownership. Programmes need to be tailored to the context. There is no one-size-fits-all S&D recipe.

Public Recognition

Kate Cowan points to the lack of public recognition of the field. This is partly a result of the shatteredness of efforts and of public communication. When we communicate similar messages and when we focus our communication power, much can be won.

The quotes below illustrate the active measures suggested by the registered e-Debaters.

Frank van Eekeren: *"1) Develop and support strategic partnerships between the various stakeholders (North-South, South-South, North-North) – to influence power relations and to 'learn'.*

2) Invest in structural academic research and M&E – to 'learn' and (indirectly) influence power relations.

3) Invest in partnership and exchange of knowledge with other sectors, such as health care and education. –to 'learn' and (indirectly) influence power relations."

Yves Vanden Auweele: *"1. My major recommendation is a plea for (an) educational program(s) (Masters programme?) for both NGO 's working with sports programmes and sports organisations (management level and grassroots level) both in the North and in the South. There is enough expertise (both academic knowledge and practical experience) already to develop such a program, however the expertise is scattered.*

2. My second recommendation therefore is to rally the existing expertise round an S & D educational program.

3. To realise the former recommendations, Universities, NGOs and sport organisations should create a workable consortium."

Kate Cowan: *"Creating Sport and Development Program Standards – This field needs standards, this will provide a framework by which sport and development programs are designed and executed. These standards would foster discussions aimed at creating policies for Sport and Development programs.*

Recognizing potential value and putting aside political differences for the benefit of strengthening our programs for children and communities - Everyone has some value to add, however recognizing this value can often be challenging as we become attached to our programs and develop connotations about other programs. As a field we are stronger together then we are apart therefore developing a holistic approach in S&D programs means recognizing the values of others and the importance of working together.

Public Recognition – As a fraternity, we have great programs that accomplish remarkable results, however the field of Sport and Development has not been able to achieve the level of public recognition that it deserves – We are all committed to what we do yet we don't always market our accomplishments to the world – we need to start talking loud and proud! "

Dik Bol: *"I experience that there a big pressure from outside to be accountable. As a result, nowadays we all use formats, logical frameworks, Planning-Monitoring-Evaluation-Tools, et-cetera. But we must realise that those instruments are what they are: instruments and mostly developed for the World Bank and not for small organisations. More and more it seems likes accountants are ruling the world. Good administration and control of finances*

are important, but it is also important that the men and women on the ground are involved in the policymaking process and that the project stays their project.

For instance, the Mutare Haarlem sport leaders in Zimbabwe have now established their own organisation. The youngsters themselves formed the association and are the owners. This is difficult but much more favourable than when this grassroots organisation was controlled from the Netherlands. I believe that ownership is essential for development cooperation – give people in Mutare or Sudan control of their own situation.”

Peter Alegi: "1. Learn from previous projects and be culturally informed.

2. Form equitable partnerships with local people, communities, and institutions.

3. Develop a multidisciplinary, balanced approach and set realistic aims."

Johann Olav Koss: "In order to ensure that key decision-makers recognize and invest in Sport for Development and Peace, we need to act collectively. In the next 3-5 years our efforts should be focused on:

1) Building the evidence-base to support the use of sport for development and peace by investing in scientific research, monitoring and evaluation.

2) Designing and launching large-scale quality programs and ensuring outcomes are measurable and attainable.

3) Investing in government capacity-building (i.e. training ministries of health and education) to ensure that policy priorities support the scale-up of successful Sport for Development and Peace programs."

Vladimir Borkovic: "Earlier in the discussion we identified, from our perspective, the biggest challenges to be:

i) Developing specific knowledge of how sport can be used on the ground to affect positive social change.

ii) Having adequately qualified staff to implement S&D projects.

iii) Producing comprehensive curricula.

We also commented that the S&D community need to make concerted efforts to broaden the knowledge base about how programmes can and do operate on the ground, invest a significant amount of time in monitoring and evaluation, and put a great deal of effort into generating curricula that incorporate realisable lessons into sports. On this basis, the active measures required are a logical development from these earlier points.

Firstly, we need to strengthen our understanding of what can at times seem an amorphous field. This requires dedication within the community towards in depth monitoring and evaluation. M&E programmes will allow organisations themselves to assess their strengths and weaknesses (providing the above mentioned link to constructive criticism to mistakes) and develop their capacities internally. A prerequisite for meaningful (or 'relevant') M&E is the understanding by the organisations themselves of why they use sports (and even more so a specific sport) as opposed to a different principle to address a given social issue; this understanding is unfortunately not always given per se.

Secondly, we need research and analysis of consolidated M&E outcomes so we can a) produce the curricula and the training guides that are required on the ground, b) prove the effectiveness of programmes, and c) present the S&D community in the best possible light to potential funders.

Finally, we need a commitment within the community to transparency and networking. Ensuring that information and expertise are freely available and co-operation is intrinsic to our work is the only way to develop the capacities and sustainability of S&D programmes."

Kylie Bates: "1. Strengthen arguments for development benefits inherent in a quality sport program. That is, if it can be shown sport increases people's ability to organise, lead, network, communicate, co-operate, administer, evaluate, self determine, become more active, inform each other and develop a sense of responsibility and fair play, then there is a strong argument for the support of sport from a development perspective.

2. Apply high quality community development principles to implementation of activities.

3. Put sport on the agenda in the mainstream aid sector."

Mogens Kirbey: "1. Over the last years S&D has reached a certain level of acceptance and recognition. I believe it is time to define the next level of S&D and go for it.

2. To commit to and strengthen the existing structures of S&D, such as the Platform, to utilize the available knowledge and resources most efficiently.

3. To spread the ownership of S&D effectively to both the development sector and the sport sector. A lot more organisations and institutions need to feel ownership for the S&D."

Cees Versteeg: "Real intervention on basis of fairly reciprocity starting from grass roots level, full equality of all partners and open dialogue.

Being a global learning organisation. Nobody has the 'magic stick'. We have and we can learn from each other; let's do that!

Any competition between S&D organisations should be tackled by naming and shaming."

Jan Rijpstra: "1. Show more what you do and what the results are. Publish not only in our 'self fulfilling prophecy' magazines and websites! Use also opinion magazines/papers, glossy magazines and information magazines/papers which are read by millions of people. Use the forums in Internet as well.

2. Organize a centre/body of knowledge S&D in each country (development countries and donor countries) and develop educational studies S&D for Colleges and Universities. Make a network around one, two or three centres of knowledge in developing countries simultaneously with a few centres of knowledge from donor countries.

3. Let well known sportswomen and sportsmen adopt S&D and make couples from sportswomen and sportsmen from developing countries with their colleagues from donor countries. They can also be linked to the centres of knowledge. The international sports world will be obliged to fill in the policy for S&D in cooperation with the network of centres of knowledge."

Astrid Aafjes: "1) The S&D community needs to build their expertise around sports programmes for girls and women, because they have specific needs and challenges. If the program aims to improve the lives and position of girls and women, we need to take into account what challenges, cultural barriers, stereotypes girls and women face in everyday life. If this is clear, we can also better design a programme for this special target group.

2) Organizations should actively involve the community and relevant stakeholders in the community in their programs to ensure sustainability, outreach and impact (e.g schools, youth organizations, women's organizations, etcetera).

3) Organizations should train, recruit and involve skilled experts in their programs who are able to deal with the specific needs of their target group. When organizations include girls and women in their programs, or work only with girls and women, they have to make sure that the staff and volunteers (coaches, peer educators, referees, etcetera) are well-equipped and skilled to work with them."

Maya van Gent: "Developing a educational curriculum – it seems that many institutions do this on Master and PhD level- however I doubt that these graduates will go back to the

community and work at grass root level. Maybe developing short courses for some community members and educated and teaching them to assist and contribute to these programs might also help....

Developing longitudinal research and collecting data from S&D programs- I do realize that to measure some of these variables/components is very difficult, however I think an effort needs to be made to try and measure as much as possible. Even programs that have run for a couple of years can maybe have retrospective interviews with participants that were involved- what did the program contribute to their development?? Maybe data that is collected can be compared to others- what is the correlation? What are the differences? I would like to see more integrated approaches- not just sport Or just health- but maybe all of it combined? "

Daniela Preti: "1. Capitalise on the recent trends in S&D – e.g. awards, competitions and other forms of public recognition, to reward organisations who actively share their experiences and knowledge with the rest of the S&D community.

2. Strengthen regional (e.g. Africa, Asia, Latin America, etc.), thematic (disability, gender, peace-building, etc.) and methodology (research/M&E, social entrepreneurship, programme implementation, policy development) based networks in S&D to build capacities in various areas of specialisation. This should facilitate the deepening of knowledge and building of expertise using synergies instead of starting from scratch.

3. We should aim to continue to help programme designers and implementers to monitor and reflect on their activities and ensure they have the tools and support necessary to measure the extent to which they are reaching their objectives."

Marion Keim: "- Clear understanding of S&D for funders, organisations in development aid and beneficiaries

-Promote a collaborative approach of NGOs and other partners in S&D → formation of local networks.

- Clarify and define common values of participating organizations.

- Participatory research for S&D including civil society, youth and academics.

- Global interuniversity network of those engaged in S&D research and programmes."

Giovanni di Cola: "Follow up strictly the report presented to UN SG In March 2004."

Emmanuel Madonda: "1. There could be greater relationship between partners in the field. project exchanges should be encouraged where partners spend time with each other sharing ideas and areas that are not working in a safe environment.

2. There needs to be great focus on research and documentation on best practice that can be shared within the network.

3. There needs to be a step beyond conferences in some ways, although conferences are great there should be a focus on dialogue around gaps in the network. Smaller networks could be developed regionally or thematically that programmes can connect to."

5 How can we progress?

Important challenges have been identified during the final round of the S&D e-Debate: the willingness to be open, transparent and to learn from each others mistakes. Active measures to move the field of S&D to the next level have been suggested. Developing curricula and courses; developing capacity, know-how and skills are vital steps to reach the necessary level of professionalism according to the majority of e-Debaters. To accomplish this, partnerships are needed. We need to collaborate, search for support and resources and evolve to a next stage. We are

obliged to do so, for our beneficiaries. Hopefully, the e-Debate inspires this process. Again, we would like to thank the e-Debaters for their inspiring input!