

Burnett C. (2013). The “uptake” of a sport-for-development programme in South Africa, *Sport, Education and Society*, 20(7), 819-837.

What is it about? (Aim/objectives)

- Intended/expected and unintended/unexpected results of a school-based sport programme in context of poverty in South Africa.
- The NGO-funded running programme requires learners to run one kilometre per week to earn incentives, and to learn life skills such as goal setting (weekly distance run), resilience and teamwork.
- Collaboration between teachers and NGOs; Involvement of parents in sport activities.

Where is it from? (Context/location)

South Africa- 15 schools from rural and township impoverished communities in the Western Cape and Eastern Cape Province.

Who are involved? (Research participants)

175 Children (learners) and 75 teachers

What are the readings and main concepts?

- Sponsors design programme and teachers deliver the programme in the schools.
- Donor-driven programme and indicators do not address many local needs and interests.
- Decision making between donors (the giver) and the local (the receiver) is not equally shared – where does the ownership lie?
- Social development cannot entirely be planned through logic frameworks and set indicators.
- Social development is the result of several and complex dynamics involving the individual, the family/household, the school, the community and the broader society.

What are the main findings? (Results)

- Intended results on school (*meso-level* of impact):
 - Increased recognition of the schools at local level as active schools
 - Better school attendance
 - Better sport performances
 - Decrease of anti-social behaviours
 - Parents empowerment and improved recognition of children achievements
- Unintended results on school:
 - Not adequate attention of teachers toward relational dynamics among children (episodes of bullying)
 - Collapsing Muslim children during fasting
- Intended results on children (*micro-level* of impact):
 - Everybody can be a winner during running (empowerment of children)
 - Perceived physical and psychological benefits/ behavioural changes at school (more discipline)
 - The impact on girls is higher compared to boys
- Unintended results on children:
 - Episode of bullying during running sessions/ episodes of violent revenge after running sessions

What are the main lessons? (Discussion/Reflections/Learnings)

- The environment influences personal changes in behaviours, attitudes and values.
- Positive unintended consequences like leadership development and negative ones (lack of commitment) should be utilised for change in implementation and design of programme.

Is it useful? (Chat room, knowledge sharing)

- Which are the unintended/unexpected and negative results of your programme? How can you use them to improve your practice? What role can incentives play in your programme?

- What external events or relationships influence your participants and can be hardly changed by your programme activities?