Sport and Physical Activity as Psycho-Social Interventions (SPAPSI)

Paris, France
October 26th-28th, 2012
Domains of ‘Sport and Development’ (S&D)

SPORT and...

- VIOLENCE PREVENTION
- HEALTH
- ENVIRONMENT
- HUMAN RIGHTS
- TRAUMA
- GENDER / EMPOWERMENT
- SOCIAL INCLUSION
- PEACE PROMOTION
- ENVIRONMENT
Sri Lanka: After Tsunami Dec. 2004
Bam/Iran: After Earthquake 2003
Malawi: HIV and AIDS Pandemic
Particularities of ‘sport for development’

- Attractiveness, popularity (media coverage)
- Worldwide outreach
- Relatively simple setting / infrastructure
- Leisure time and fun factor
- Historical link with masculinity
- Emphasis on body and its functions
- Claiming public space (visibility)
Potential of Sport and Physical Activity: Benefits and Competences

1. Physical/physiological
   fitness, motor abilities, cardio-vascular functions, muscles, orientation, balance, coordination, etc.

2. Emotional / psychological/ intrapersonal
   self-confidence, self-discipline, body awareness, dealing with emotions, winning, losing, accepting rules, etc.

3. Social / interpersonal
   fairness, mutual respect, trust, teamwork, communication, etc.

4. Cognitive
   Discipline, concentration, problem solving, creativity, tactics, etc.
Project Set-up

Aims:

1. develop a handbook for development workers in crisis and/or post-disaster settings
2. dissemination to agencies around the world ("open-source tool")

Timeframe:

November 2011 – September 2013
Four Project Partners

- IFRC Reference Centre for Psychosocial Support (Int. Federation of Red Cross and Red Crescent Societies)
- International Council of Sport Science and Physical Education (ICSSPE)
- Swiss Academy for Development (SAD)
- Technical University of Munich (TUM)

=> basic funding from the European Union
## Specific Tasks/Domains of Project Partners

<table>
<thead>
<tr>
<th>Organisation</th>
<th>City / Country</th>
<th>Responsibility / Core Knowledge</th>
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<tbody>
<tr>
<td>PSC (IFRC)</td>
<td>Copenhagen, Denmark</td>
<td>Administration, Management, Knowledge on Psychosocial Support</td>
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<tr>
<td>ICSSPE</td>
<td>Berlin, Germany</td>
<td>Literature Review, Knowledge on Sport (Science)</td>
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<tr>
<td>SAD</td>
<td>Biel/Bienne, Switzerland</td>
<td>Good Practice, S&amp;D Knowledge «from the field»</td>
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<tr>
<td>TUM</td>
<td>Munich, Germany</td>
<td>Testing the drafted Handbook, Knowledge on Sport Science / Evaluation</td>
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Starting Position for TUM

Main task:
Test of the drafted manual

1. check its applicability in the field
2. special focus on:
   a) user-friendliness
   b) didactical structure
Applicability “in the field”

1. What field/setting?

- **Theoretically**, any location (region/country) in the world which is facing ‘crises and complex emergencies’ including affected individuals (= beneficiaries)

- **Practically**, due to EU funding background: ‘European focus with global outreach’
Applicability “in the field”

2. What is understood by ‘applicable’?

- delivering theory into practice (theory = knowledge and skills)
- effectively planning, organising, implementing (conducting), and evaluating SPAPSI interventions with beneficiaries
Applicability “in the field”

3. Applicable by whom (target group)?

• trained staff/volunteers with psychosocial background (RC, NGOs, governmental agencies, etc.)
• ideally: experience to work with beneficiaries (groups) “in the field”
• no preliminary SPA knowledge/skills required
• motivation/interest (mind-set) regarding new tool (to use SPA)
## Target Group of Handbook

<table>
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<th>Psychosocial Background</th>
<th>Sport Background</th>
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Structure of Handbook


- Sense of safety
  - feeling of normality
  - moving to a safe space
  - rebuilding social networks

- Promote calming
  - normalising stress reactions
  - encouraging positive emotions

- Promote efficacy
  - learning emotional regulation techniques
  - engaging in individual and group problem-solving
  - working as part of a team

- Promote connectedness
  - reconnecting parents and children
  - reconnecting individuals and communities

- Instilling hope
  - developing optimism
  - making meaning
  - establishing community provision
Starting Position for TUM

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Test of the drafted manual

1. check its applicability in the field

2. special focus on:
   a) user-friendliness
   b) didactical structure
Since YOU are our target audience («users»), we kindly ask for your support to improve our tool:

• Is the handbook self-explanatory or is an introductory workshop needed?
• What is well and nice?
• What is missing?
• Can you use it for your everyday work as IFRC volunteer or staff?
• Ect.
Special Focus

a) user-friendliness

• structure, logic of chapters
• usefulness of sections (glossary, check-lists, case studies, activities, etc.)
• usefulness of content (relevance, etc.)
• generally appealing / motivating (language style, etc.)
• layout (format, pictures, etc.)
b) Didactical /pedagogical principles

- general => specific
- consistency of theory and practice
- task-oriented (solution-oriented) vs. result-oriented approach
- active learning (adaptability) vs. passive instruction
- facilitating transfer (metaphors, realistic examples, reflection opportunities, etc.)
Suggested Proceeding

• second draft of handbook is sent by e-mail (Nov. 2012)
• feedback is collected with a semi-structured questionnaire or phone interviews
• anonymity is guaranteed
• results are shared with respondents

=> further options for “field testing” to be discussed
THANK YOU!

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