

MAPPING SPORT'S ROLE IN REDUCING RACIAL INEQUALITY IN THE U.S.



**BEYOND
SPORT™**

**PLAY
EQUITY
FUND**

CONTENTS

03

INTRODUCTION

A reminder of the scope of the research & Executive Summary

07

METHODOLOGY

The survey and the responses

09

RESULTS: PROJECTS

Background information about the projects

15

RESULTS: LOCATIONS & BENEFICIARIES

Where the projects take place and who benefits

20

RESULTS: IMPACT MEASUREMENT

How projects assess their success in reducing racial inequality

23

RESULTS: SUCCESS FACTORS

The elements that the projects feel are vital for success

27

RESULTS BROUGHT TO LIFE

Case studies

42

CONCLUSIONS

Emerging themes and gaps

01

INTRODUCTION

A reminder of the scope of the research & Executive Summary



CONTEXT

As conversations around systemic racism, inequality and injustice dominate the public consciousness, we see this as an important opportunity to pivot our focus on how sport can address a serious need for change within the United States. While athletes and sports organizations have played a key role in advancing important conversations and making positive social change, community sports organizations – without that same resources and platforms – are still trying to find where they are best suited to make an impact.

Beyond Sport and the Play Equity Fund believe that grassroots sports organizations can play a key role in bringing communities together and finding positive solutions going forward. While there are many organizations using sport to address issues that have risen as a result of systemic and institutional racism, it is unclear as to which and how many organizations specifically have programs that address the issue head on - and have methodologies to do so.

Therefore, there is an opportunity to both support organizations striving for racial justice and equity through sports, as well as to create useful guidelines and a curriculum that can be widely distributed and used by the community sports world to further the impact we can have on racism in this country.

In 2020, with the support of The DICK'S Sporting Goods Foundation and The Laureus Sport for Good, Beyond Sport brought together a group of the very best community sport organizations across the United States to collaborate in finding the best ways to harness sport to address racial inequities and support black and minority communities. Using the framework of Collective Impact, these organizations will utilize significant grant funding, a suite of capacity building tools, strategic guidance from Beyond Sport and the assistance of a range of experts to enhance the ways in which they are using sport to promote racial equity in the areas they serve.

In doing so, this group will also provide Beyond Sport with insights in developing guidelines and tools that will be available for both Beyond Sport and The DICK'S Sporting Goods Foundation grantees in the future.

In order to support this project in its work, Beyond Sport, in partnership with Play Equity Fund, conducted a mapping process to assess existing work in this space, and to understand what and how organizations are using sport to address issues around racism.

This report brings together the results and analysis of the mapping.

SCOPE OF MAPPING

The scope of this work was threefold:

- 1.** To establish the who, what, where and how of sport's approach to reducing racial inequalities in the U.S.
- 2.** To identify where gaps exist in order to ensure that any outputs (guidelines, curriculum, programming etc.) from the Beyond Sport Collective Impact Award for Reduced Racial Inequalities will provide something that is needed by the sector to fill a gap(s).
- 3.** To collect data via an open survey, as well as through analysis of the applications made for the Beyond Sport Collective Impact Award for Reduced Racial Inequalities.



EXECUTIVE SUMMARY

The survey was distributed across all Beyond Sport channels, as well as via those of partners. 49 responses were received, which were combined with the 38 applications received for the Beyond Sport Collective Impact Award for Reduced Racial Inequalities.

The majority of responses identified addressing racial inequalities as an indirect outcome of their work.

All respondents agreed that sport has the ability to break down barriers in a unique way.

Organizations are, in the main, not using that unique ability to directly tackle systemic racial inequalities.

As such, there is a gap where sport can play an intentional, direct role in doing so if it were to have the mechanism to do so, e.g. best practice guidelines, programming, curriculum etc.

At a topic and audience level, there are gaps that need to be filled through this process.

Existing projects, programs and initiatives that use sport to tackle racial inequalities are, on the whole, focused on supporting those who are discriminated against because of their race, to:

- Access opportunities that are normally unavailable to them, due to structural inequities e.g. lack of funding in public schools for sports
- Develop the skills (educational, vocational, social and emotional) needed to support them to create their own social mobility

These projects, programs and initiatives seem to have a long-term play in terms of structural change by virtue of changing the demographics of those structures over time.

This sort of structural change will take generations to truly happen without significant policy changes that fundamentally dismantle and rebuild structures that position equality at their core.

While a small percentage of respondents referred to working with the perpetrators of racism, there is a clear gap in provision around sport-based interventions that work with the dominant community - in this case white Americans, to educate a wider community about the causes and impacts of institutionalised racism. In addition bringing together communities for shared learning and experiences to contribute to dispelling the prejudices that exist, and to engender behaviours and beliefs that are firmly based in anti-racist actions.

02

METHODOLOGY

The survey and the responses



1. Tell us about your Organization



Beyond Sport and the LA84 Foundation are endeavoring to map best practice within our network of those using sport to address racial inequality. This will inform the work we are doing with Dick's Sporting Goods Foundation and Laureus Sport for Good Foundation, which will bring together a group of the very best community sport organizations across the United States to collaborate in finding the best ways to harness sport to address racial inequities and support black and minority communities.

Your organization has been highlighted as contributing to this agenda, and so we would appreciate you taking the time to complete this survey to tell us more. The result, once shared, should be a clearer understanding of what works well and why, which should then inform everyone's work to make it even more effective in addressing racial inequality through sport.

* 1. Organization name

2. What is your Organization's website?

Survey:

- Online survey to the Beyond Sport Network
- 16 Qualitative and Quantitative questions

Main focuses:

- Project details – how they deliver
- Locations – where they deliver and background of beneficiaries
- Impact Measurement – how they assess success
- Best Practice – lessons learned

Some key points around the survey responses:

- 49 respondents in total, of which 17 completed all questions. The sample size therefore varies depending on the question.
- The data was supplemented by information from the 38 applicants to the Beyond Sport Collective Impact Award for Reduced Racial Inequalities, supported by The DICK'S Sporting Goods Foundation. The application form included questions that were identical to those in the survey.
- All questions with multiple choice answers were randomized for each respondent to help ensure more reliable results.

03

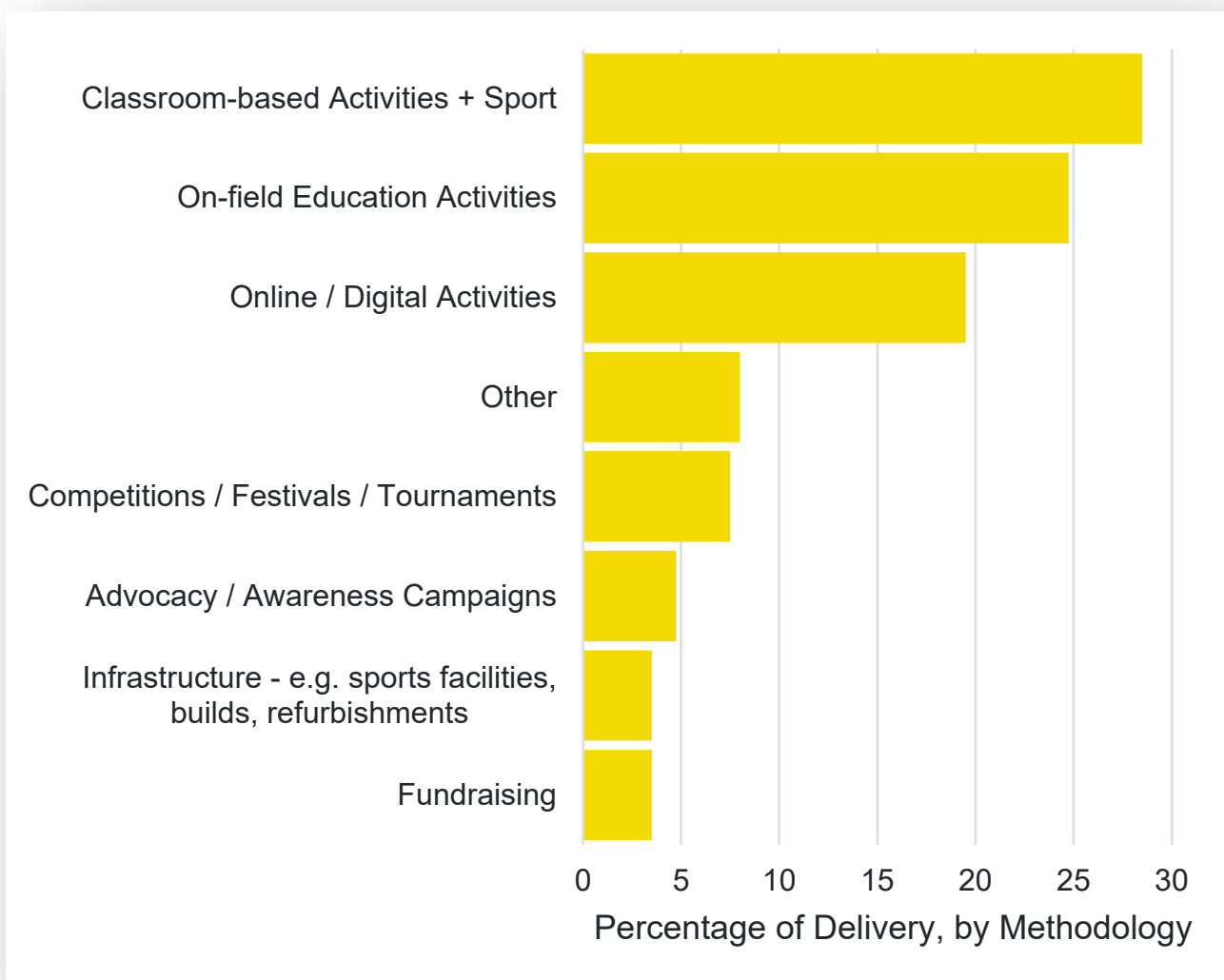
RESULTS: PROJECTS

Background information about
the projects



“What methodologies do you use to deliver your project?”

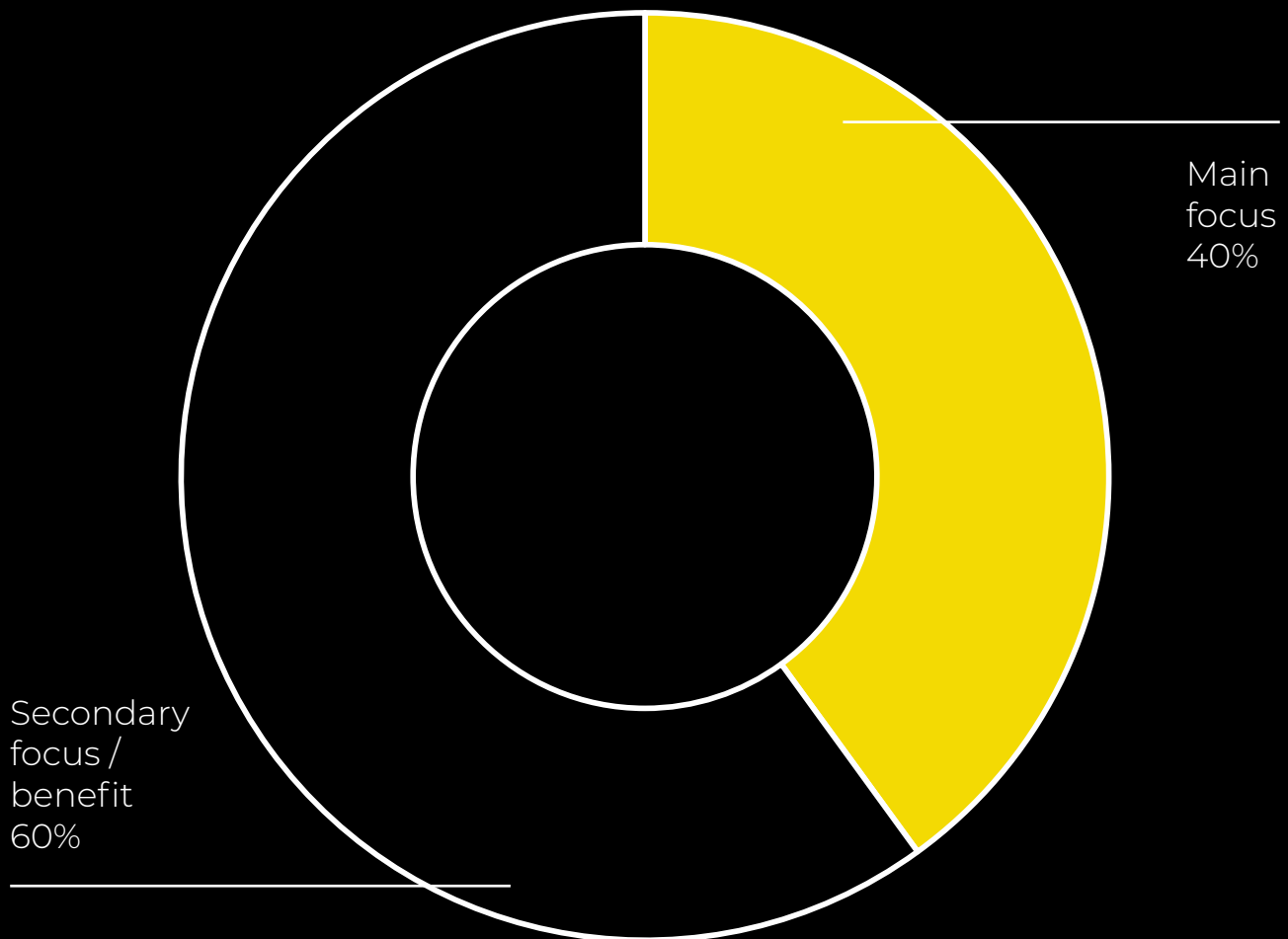
- Predictably, the main delivery methods were classroom-based using sport, or on-field education
- Online was also used, although Covid-19 would have undoubtedly influenced this result



RESULTS: PROJECTS

“Is addressing Racial Inequality the main focus of the project, or a secondary focus / benefit?”

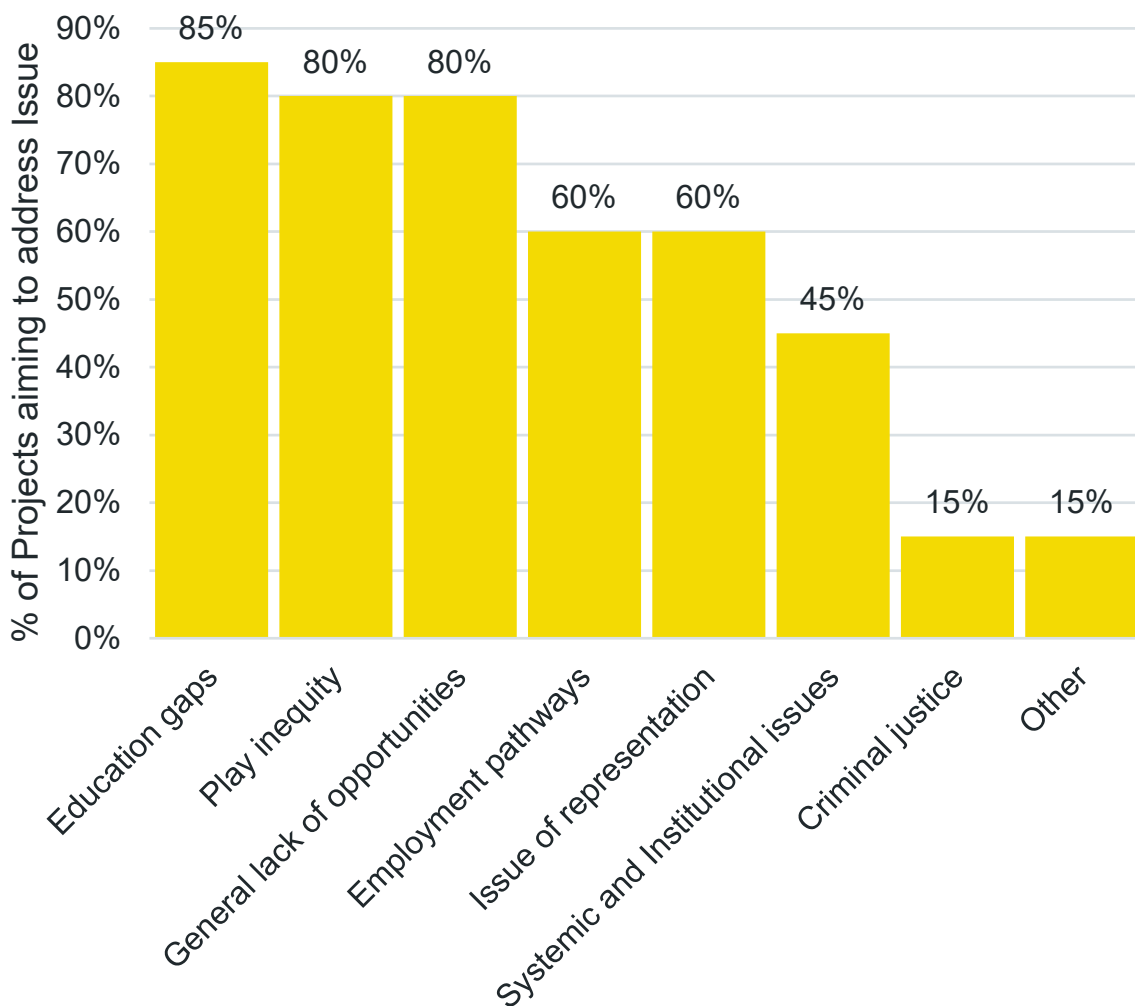
- The majority (60%) regarded addressing Racial Inequality as a by-product of their project, as opposed to the main focus
- We used this finding to split out some of the other analysis to see if this affected other parts of their project



RESULTS: PROJECTS

“What racial inequities and/or social justice issues do you aim to address?”

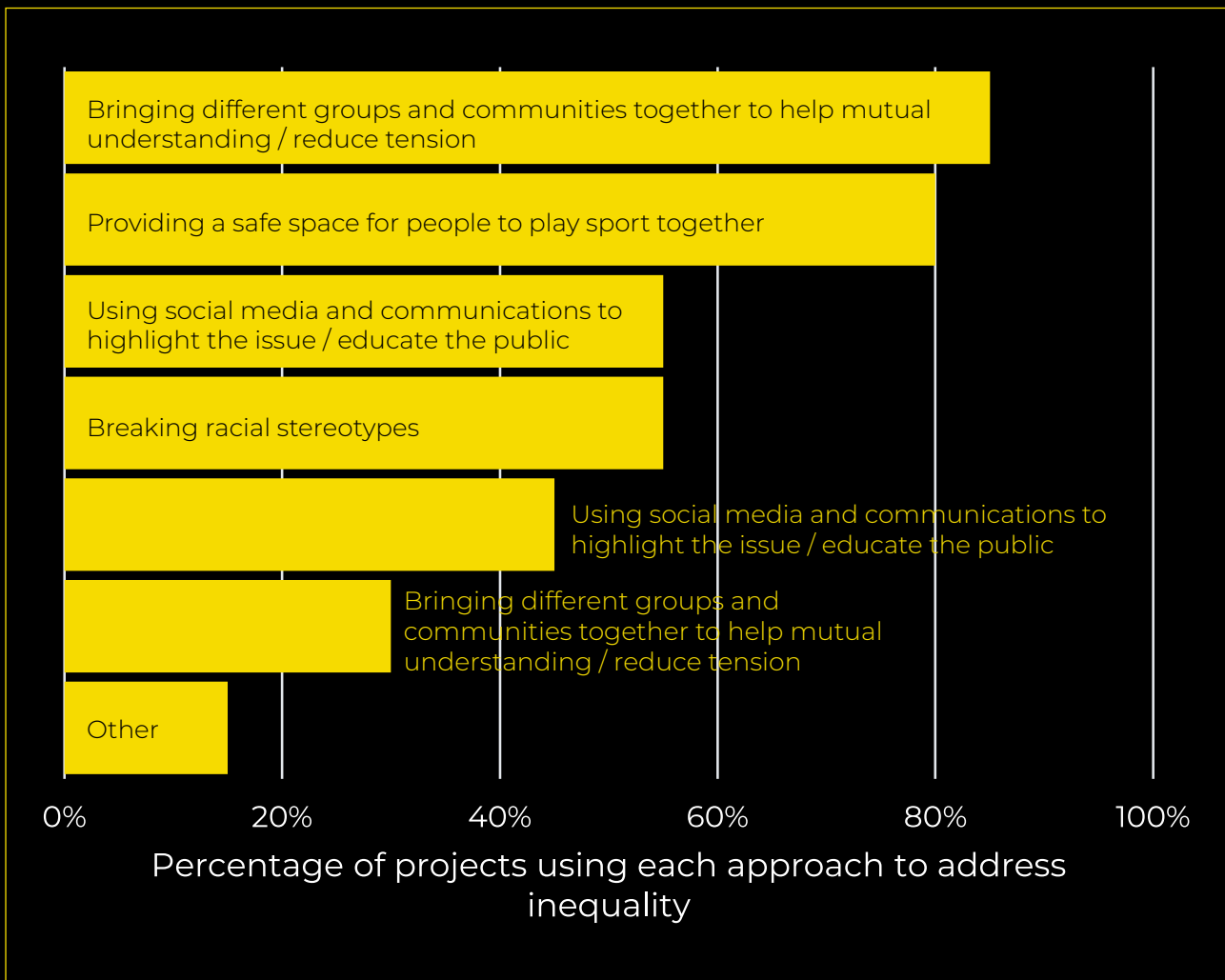
- The three main focuses were around inequality of Education, Play and General Lack of Opportunities
- Criminal Justice was very low on the list, which may reflect that anecdotally, most projects focused on looking to prevent societal prejudice



RESULTS: PROJECTS

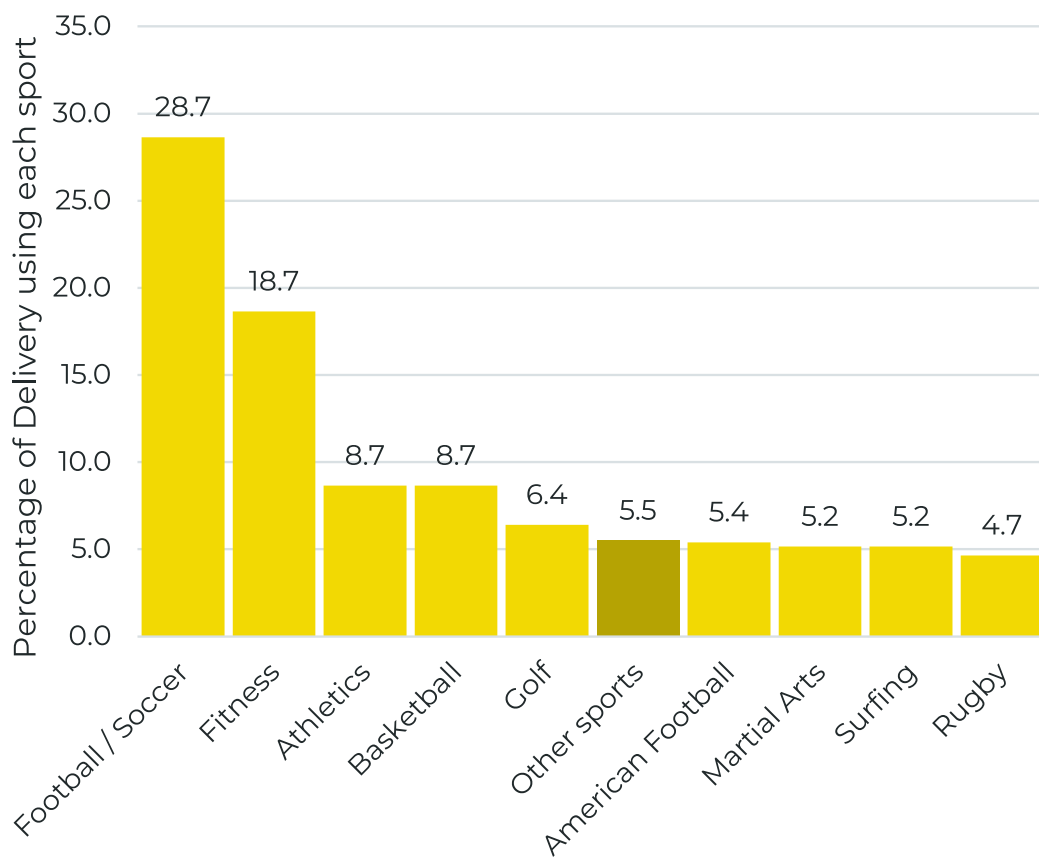
“How does your Project seek to address racial inequality?”

- There was a clear focus on using sport to bring people together in a safe environment
- This is reflected in a later question that examines why sport is an ideal medium
- Interestingly, almost a third work directly with perpetrators of racism, looking to directly remedy racist behavior



“Which sport(s) does your Project use?”

- Almost half (47.4%) of overall delivery used either Soccer or Fitness as a medium
- The 5.5% of delivery time that used ‘Other Sports’ consisted of 26 different sports and activities, although each was used by only one project.



04

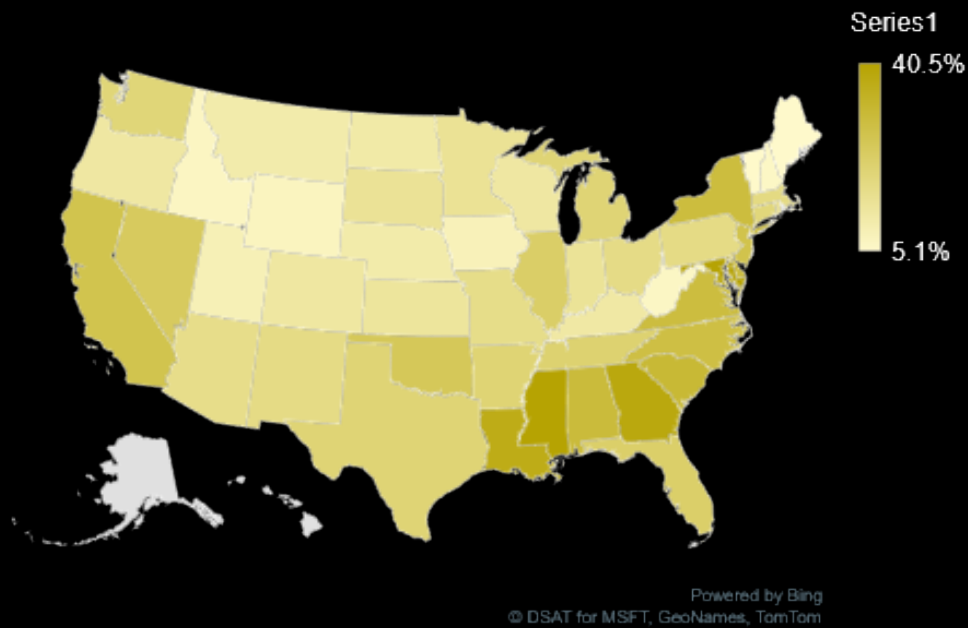
RESULTS: LOCATIONS & BENEFICIARIES

Where the Projects take place
and who benefits

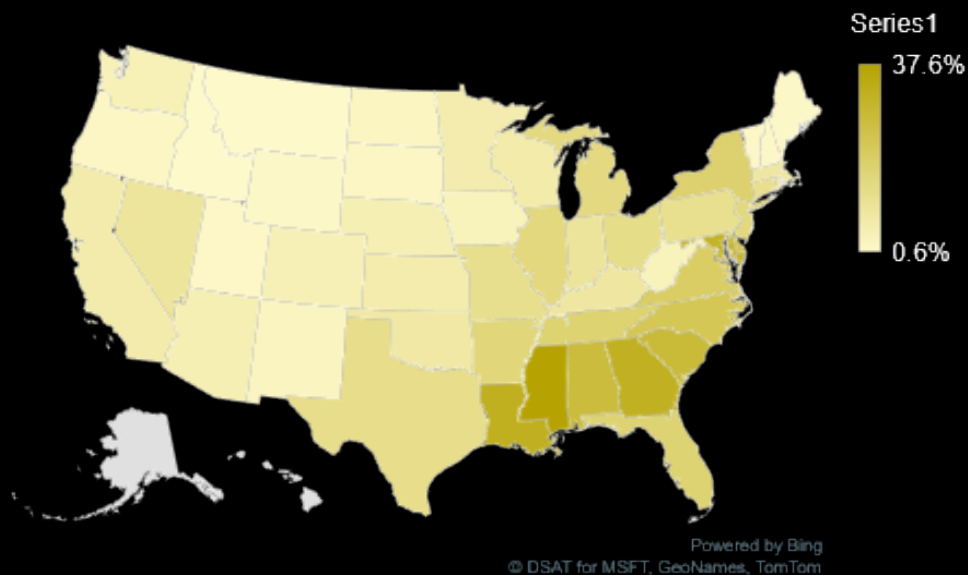


RESULTS: LOCATIONS

Percentage of Population who are non-white

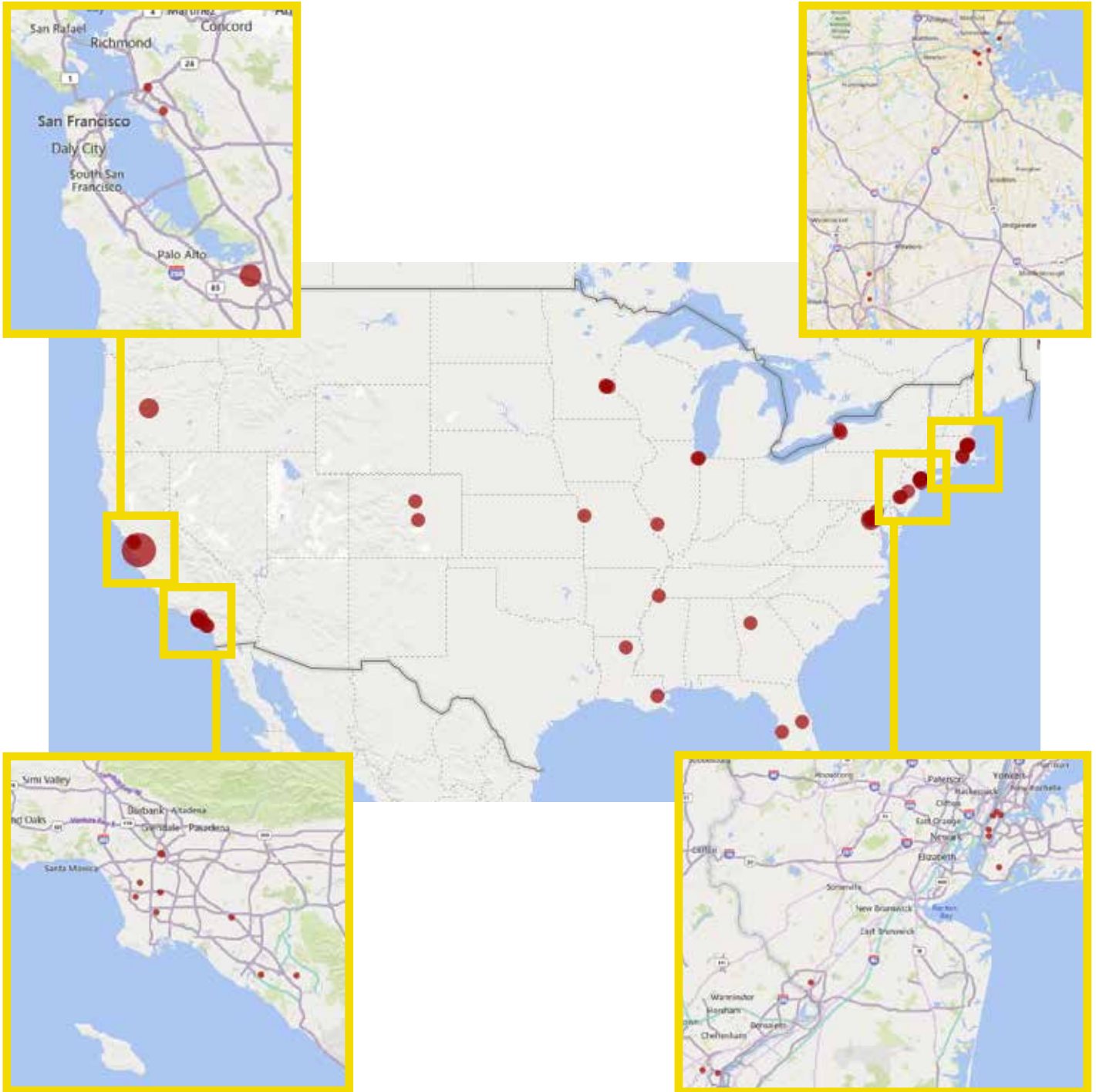


Percentage of Population who are Black or African American



- The maps show the relative population of non-white and Black and African Americans in each state
- The pattern is broadly similar, other than in California, which we infer is driven by a high Hispanic population

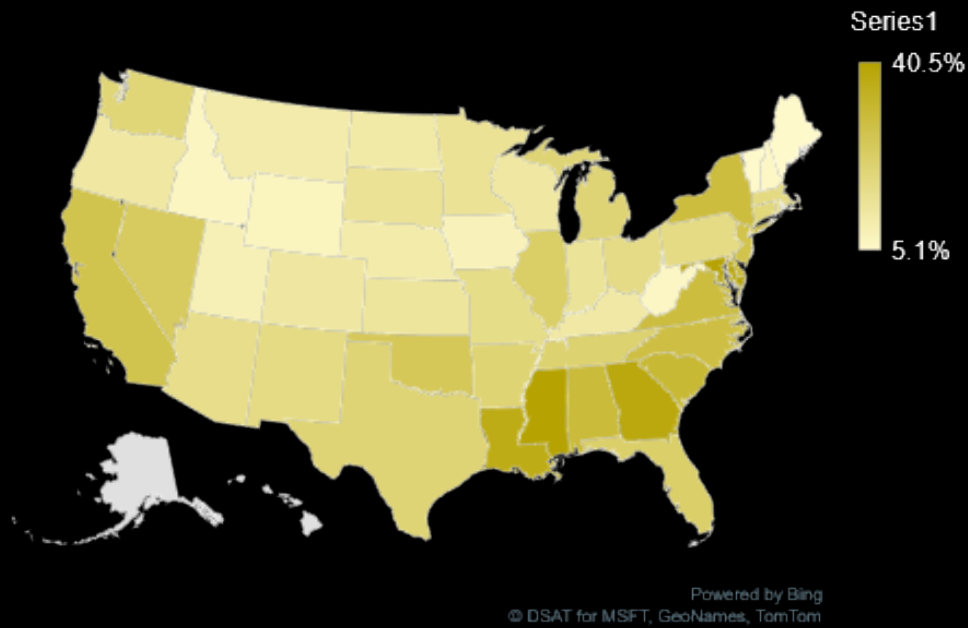
RESULTS: LOCATIONS



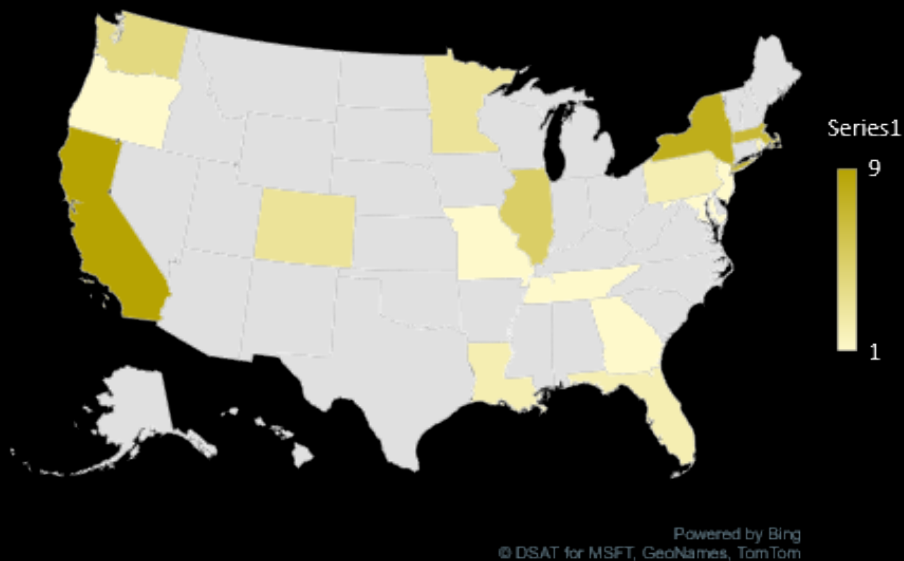
- 53 Project locations (including 2 online)
- Size of icon denotes relative number of beneficiaries

RESULTS: LOCATIONS

Percentage of Population who are non-white



Number of Projects per State

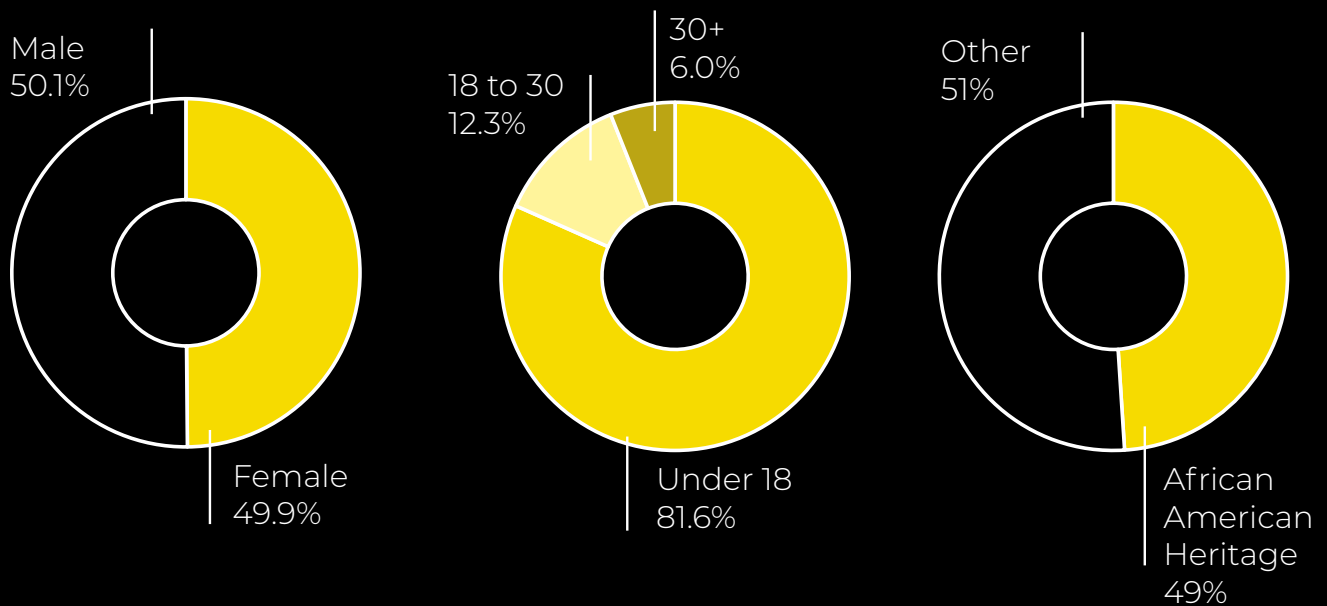


- The maps show the relative number of projects compared to areas of high ethnic diversity
- There is a loose correlation, other than in some of the southern states where there is an apparent absence of projects with a focus on racial equality. i.e. there is a loose correlation between level of ethnic diversity and number of projects
- It should be noted, however, that the sample size limits firm conclusions

RESULTS: BENEFICIARIES

“Overall, how many people directly benefit from your project, each year?”

- The roughly 50-50 gender splits and strong bias to under 18s was largely expected and typical of sport for social change projects
- Of particular interest was the even split of African Americans vs other ethnicities
- While this was, in part, skewed by one large project that was delivered online to large numbers of white beneficiaries, there is still a more even balance than expected
- When excluding the above online project and just looking at projects with a direct focus on racial inequality, the ratio was around 75:25 for those of African American heritage



Total of 366,290 beneficiaries across 18 projects in 21 cities

05

RESULTS: IMPACT MEASUREMENT

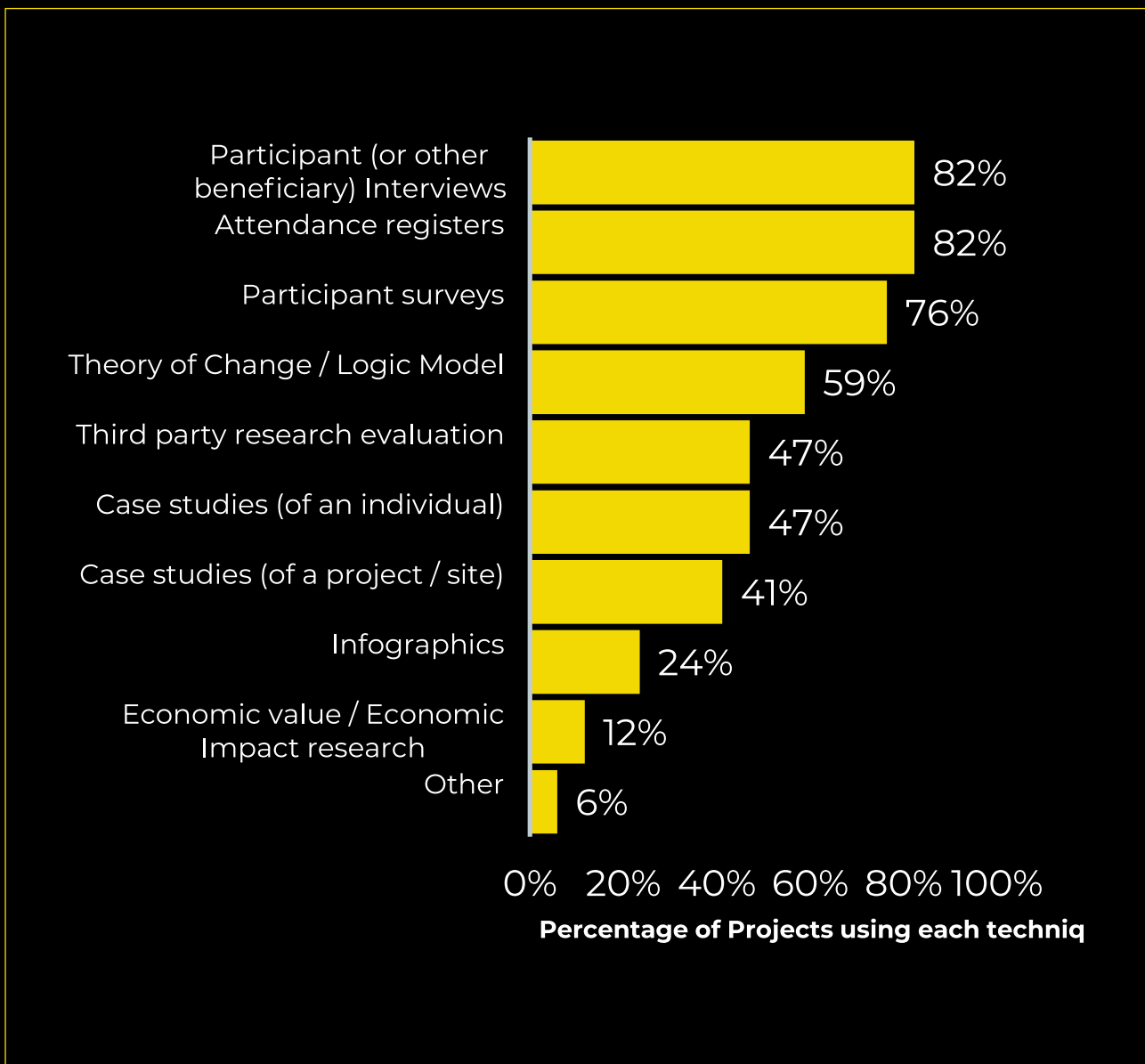
How Projects Assess their success
in reducing Racial Inequality



RESULTS: IMPACT MEASUREMENT

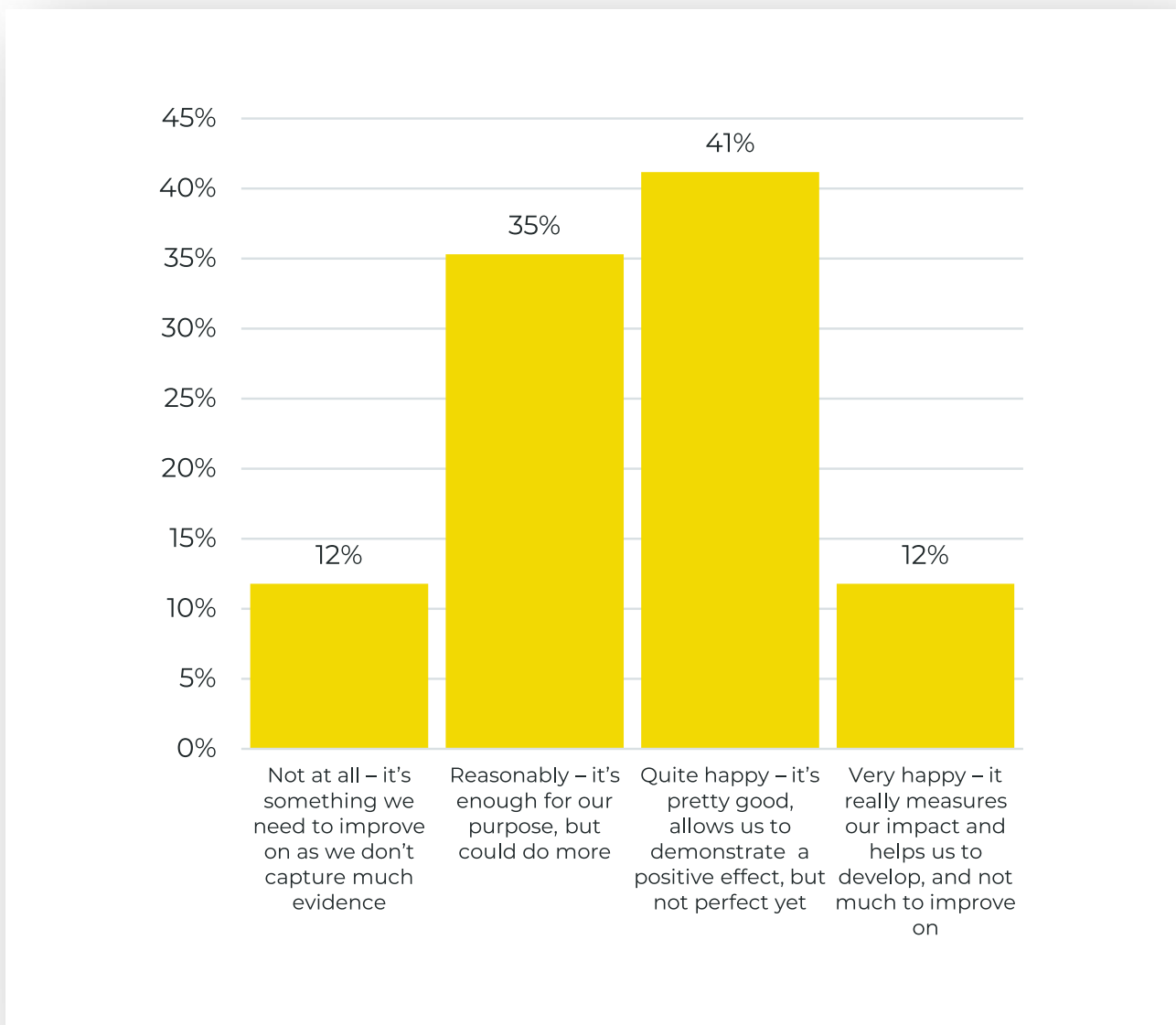
“What do you do to measure or evaluate the impact of your project?”

- Predictably, most projects are reliant on the basics of attendance registers, participant surveys and interviews
- While high, this suggests around 20% do not carry out this basic work



“How happy are you with your current project impact monitoring systems and processes?”

- These results, viewed in combination with the previous review of techniques used, suggest there is massive room for improvement
- Further research might be useful to uncover the blockers to better MEL: lack of time, expertise or desire for better practices



06

RESULTS: SUCCESS FACTORS

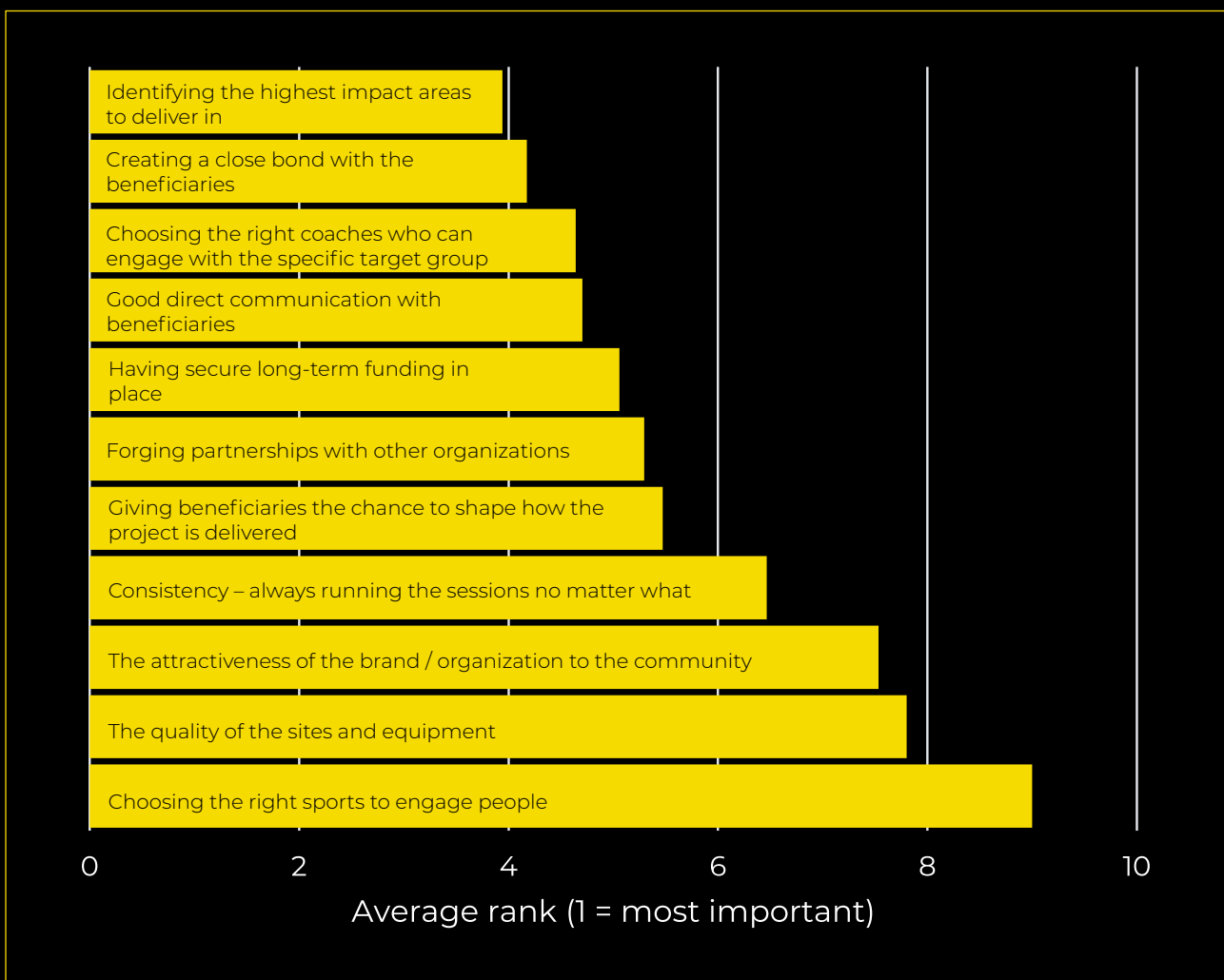
The elements that Projects feel
are vital for success



RESULTS: SUCCESS FACTORS

“Place the following elements in order of importance for delivering a successful project.”

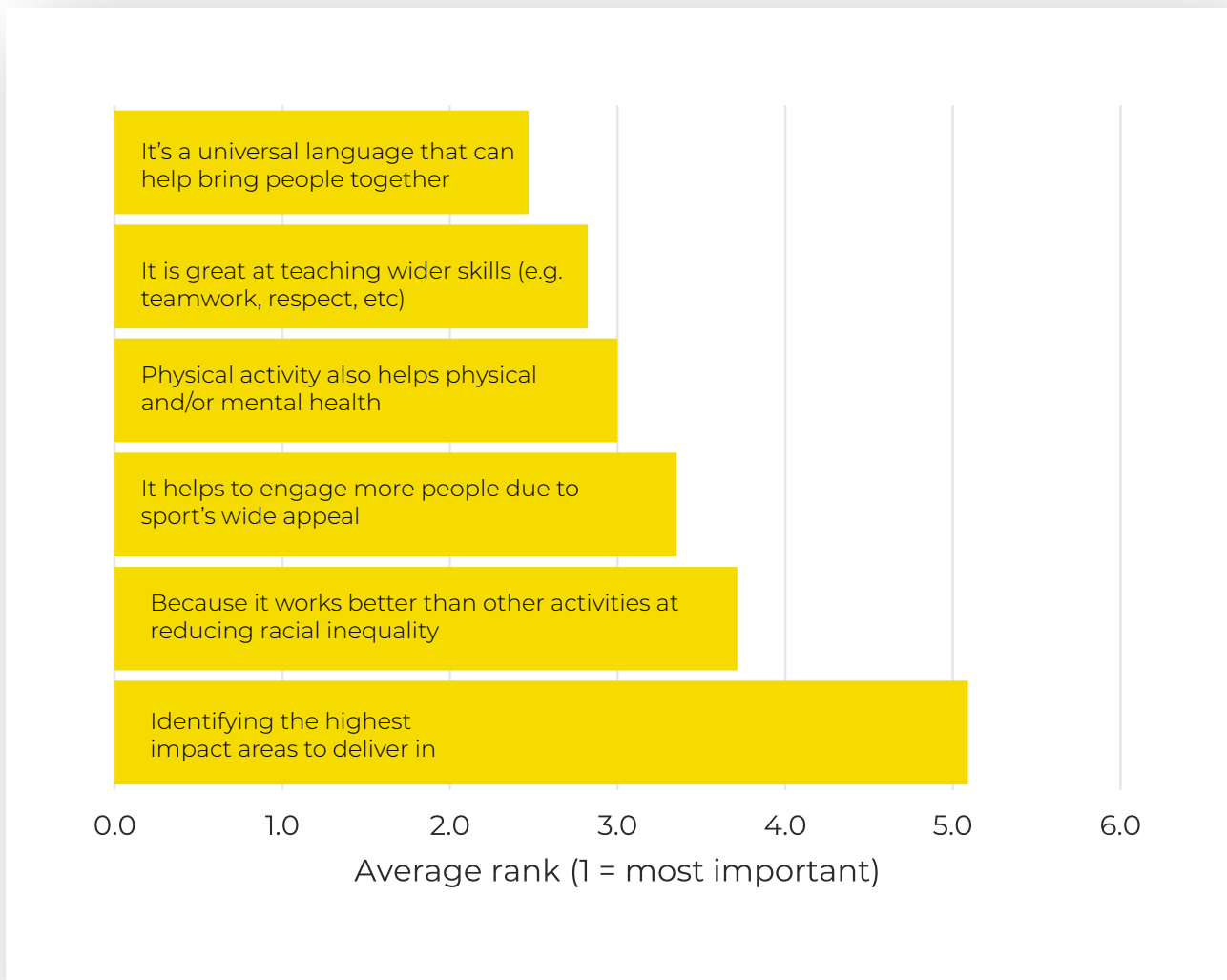
- There was significant variance in respondents’ ranking of importance
- While the top 7 were relatively close, identifying the right areas to work in and creating a close bond were the top scoring elements
- Interestingly, the chosen sport was deemed the least important element



RESULTS: SUCCESS FACTORS

“Rank the reasons why you use sport in your program delivery to address racial inequality, instead of another potential medium or activity.”

- Again, there was variance in people’s ranking of reasons
- However, the top scoring answer reinforced sport’s unique ability to break down boundaries between groups in a safe environment



SURVEY RESULTS

Some key points around the survey results:

- There are significantly more projects that indirectly look to address racial inequality than those with a direct focus
- Soccer and Fitness were comfortably the most used sports, although respondents consistently ranked the sport used as a very minor factor in a project's success
- Overall, projects worked predominantly with people under the age of 18, with an equal split in terms of those of African American heritage and others
- The latter was skewed, however, by a far-reaching online project - when excluded the ratio was nearer 75% African American
- Sport has a unique ability to break down boundaries and bring communities together in a safe environment
- There is clear scope for improving organizations' ability to evaluate their impact

Photo courtesy of PeacePlayers



07

**RESULTS BROUGHT
TO LIFE**

Case Studies



Los Angeles Dodgers Foundation (LADF) *Bigger than Baseball*

Los Angeles

PARTNERS

Up2Us Sports, Positive Coaching Alliance in LA, LA County Department of Mental Health

WHO

- Youth with special needs
- Black Women and Girls
- Black Youth aged 13-18
- Black coaches, parents and caregivers
- Low-income, racially diverse communities with a reliance on social service agencies
- Those who cannot afford traditional pay to play sports
- 80% of participants are Black and Latino
- Over 80% are eligible for free and reduced-price meals at school
- 71% live in a community with a median household income less than \$50,000

WHAT

LADF runs and funds programs aimed at tackling social inequities, levelling the playing field and investing in on-the-ground solutions, driven by the community

which includes free coaches' training, parent workshops, fitness/nutrition activities, baseball drills videos and college-prep sessions. LADF makes baseball more accessible to racial/ethnic minority youth, refurbishing dilapidated fields in undeserved areas, and delivering healthcare, educational resources and trauma informed coaching approaches.

A six-part episode series, Courageous Conversations, offers resources to help Black and Latinx understand and navigate the world, helping youth increase their knowledge about wellness while building confidence and resilience. Including more Black perspectives in coaches training and inspirational speaking about how sport can battle racism, is valuable and makes an impression on Black youth.

LADF are also unveiling their largest Dodgers Dreamfields project to date in the city of Compton, where one third of residents are Black. The project will build three Dreamfields.

CASE STUDIES

WHY

- Access opportunities that are normally unavailable to non-White communities due to structural inequities e.g. lack of funding in public schools for sports
- Develop the skills (educational, vocational, social and emotional) needed that will support them to create their own social mobility

HOW

Each year, LADF, selects Dodgers RBI Affiliate Partners located in low income and racial/ethnically diverse areas, to encourage more Black youth to participate in Dodgers RBI. LADF works closely with schools and community-based organizations that predominantly serve Black youth, in addition to recruiting local partners in areas with high Black populations, to

promote Dodgers RBI across the community. Black coaches, parents and caregivers encourage Black youth to participate in baseball, with LADF offering virtual skill-based coaching and parenting workshops centered around trauma-informed approaches, alongside their partners Up2Us Sports and Positive Coaching Alliance of LA. Coaches, parents and caregivers receive training on how to create healing environments where youth can grow social-emotional learning attributes, such as positive identity and pro-social connections. LADF also create a safe space where participants, parents and coaches can discuss race and racism. Through their Courageous Conversations series and Negro Leagues 100th Anniversary Celebration Virtual Conversations, LADF elevate Black voices in their programming to further their commitment to uplift the Black community.



Photo courtesy of the Los Angeles Dodgers Foundation

Memphis Inner City Rugby (MICR)

Memphis

PARTNERS

Teach for America, A Step Ahead Foundation, 11 School & 8 Strategic Community Partners

WHO

- 2019/2020 served 286 students aged 8-22
- 216 high school, 31 middle school & 39 elementary students
- 44% are girls
- 98% African American & 2% Latinx population
- More than 50% students are from single parent households
- Less than 30% have a family member who attended college
- More than 85% live below the poverty line
- 70% of coaches & mentors are MICR alumni

WHAT

MICR expand academic and athletic opportunities in under-resourced communities using the sport of rugby. The specific issues they address are food insecurity, educational inequity, academic deficits, health & fitness,

inclusion in & access to rugby, yoga and CrossFit. They partner with local health organizations to speak to students about health and diet and provide academic support through strong school partnerships and talented coaches and volunteers. Through weekly 'Rugby College Prep' sessions, students are held tightly to team standards in order to earn playing time, travel opportunities and other incentives.

WHY

- Access opportunities that are normally unavailable to non-White communities due to structural inequities e.g. lack of funding in public schools for sports
- Develop the skills (educational, vocational, social and emotional) needed that will support them to create their own social mobility

CASE STUDIES

HOW

The students are impacted through dynamic wraparound services including nutritional assistance, academic mentoring, college/career counselling, leadership development and employment opportunities. These are free services delivered through school partnerships and coaching.

The student athletes spend an average of 175 days per year in MICR programming. In a typical week, each team in MICR

participates in 2-3 rugby practices, 1-2 academic tutoring sessions, 1 alternative fitness session (yoga or other sport) and 1 competitive match. Each session is uniquely designed to prepare each student for their next phase of growth in school and with MICR. Most classes are taught by MICR alumni. Students who meet certain MICR behavioral standards earn rugby travel experiences. These experiences familiarize students with travel, different cultures and give further education and experience. Each season ends in competitive 'playoffs'.



Photo courtesy of Memphis Inner City Rugby

America SCORES New York *Literacy in Action*

New York City

PARTNERS

Public Schools, NY District Attorney's Office/Saturday Night Lights, Columbia University, NYC Mayor's Office, Soccer Without Borders, Street Soccer USA, U.S. Soccer Foundation, NYCFC, Change for Kids, Uptown Soccer, Play Study Win, Boys & Girls Club, YWCA, South Bronx United, NY Edge, Laureus Sport for Good NY, America SCORES National

WHO

- 1,500 students annually
- Students from 25 elementary and middle public schools (14 Manhattan, 6 Bronx, 7 Brooklyn)
- 90% Black or Latinx
- 48% female, 52% male
- 88% qualify for free/reduced price lunches
- 25% English language learners

WHAT

America SCORES New York (ASNY) programming addresses Black youth needs linked to racism: poverty, school absenteeism, low self-confidence, lack of safe spaces and lack of access to organized

Photo courtesy of the Los Angeles Dodgers Foundation

healthy activities. They take away the key barriers of cost (it is 100% free) and location (everything is held within the community or buses and MTA cards are provided if travel required) that prevent so many Black youth from participating. They offer a free after-school program called 'Literacy in Action' which consists of: Health through Soccer (practices and games); Power of Poetry (creative self-expression); Writing for the Community (service-learning); One Hen (social entrepreneurship); and Coaching from Change (leadership development). Each component is youth-led and provide academic results for the predominantly Black and Latino youth.

WHY

- Access opportunities that are normally unavailable to non-White communities due to structural inequities e.g. lack of funding in public schools for sports
- Develop the skills (educational, vocational, social and emotional) needed that will support them to create their own social mobility

CASE STUDIES

HOW

During the average year, programming takes place over 30 weeks; 10 weeks in the fall, 5 weeks winter, 10 weeks spring and 5 weeks summer. Trained teacher-coaches implement all the daily sessions, with support from ASNY Program Managers. Poetry and service learning and soccer each take place twice a week over 90 minutes. Soccer takes the remaining two days per week, each also 90 minutes.

Bringing organized sports into the lives of students for free and on a consistent basis has resulted in a high attendance rate of 80% and become an integral part of each school community. Due to COVID-19, soccer and poetry activities have become virtual, supplemented by socially distanced and in person program activities. In addition, students have access to ASNY's social workers and coaches to provide additional social and emotional support as needed.



Photo courtesy of America SCORES

PeacePlayers United States

Building a Peaceful and Equitable Society

Baltimore, Brooklyn, Chicago, Detroit, Los Angeles

PARTNERS

Nike, Laureus

WHO

- People aged 9-30
- 100% Black and Latino
- Young people of color living in communities experiencing high levels of violence and disenfranchisement
- Ages 9-18: 67% male, 33% female
- Ages 18-30: 50% male, 50% female

WHAT

PeacePlayers United States use basketball to build and support a local and national network of young leaders and community partners who come together across divides to create a more peaceful and equitable society. Basketball lends itself to being a superordinate goal because of the importance of team play and the need to learn and grow as an individual player on a team. The coaches leverage sport and its inherent lessons of teamwork,

cooperation and communication to promote peace and understanding and to empower youth to become peace advocates in their communities and in the world.

WHY

- Access opportunities that are normally unavailable to non-White communities due to structural inequities e.g. lack of funding in public schools for sports
- Develop the skills (educational, vocational, social and emotional) needed that will support them to create their own social mobility
- Bringing together communities for shared learning and experiences to contribute to dispelling the existing prejudices

CASE STUDIES

HOW

PeacePlayers' peacebuilding through sport methodology is grounded in three progressive elements: shared superordinate goals, mindset shift and cultural/systemic change. The programs create a physically and emotionally safe space for youth to build positive relationships and access caring role models. They promote

a culture of teamwork, belonging and peer-to-peer support. As youth advance from the Middle School Peace League program to the Leadership Development program offered in high school, they are offered adult mentors from a variety of professional fields to learn from. Older participants can serve as volunteers within the programs, allowing them to become role models.



Photo courtesy of PeacePlayers

4wrđ Progress – iPlay, iLead Academy

Watts, South Central Los Angeles

WHO

- Participants range from age 4 to 17 years old
- 65% of participants boys and 35% girls
- The majority of children are in low-income single parent households, with their mothers or a female guardian being their primary caregiver
- Volunteer coaches
- Los Angeles Police Department officers
- Ex-Laker Kurt Rambis

WHAT

Due to the negative perception of Black individuals represented in the media 4wrđ Progress' program provides a platform where its community can see each other for who they really are. They advocate for all beneficiaries to reach their full potential, regardless of what outside perceptions make them believe they're capable of.

A basketball, life skills, and academic tuition-based program

of consistent, ongoing dialogue and rebuilding of trust between law enforcement and the residents of South Central Los Angeles, and in particular in Watts.

WHY

- Access opportunities that are normally unavailable to non-White communities due to structural inequities e.g. lack of funding in public schools for sports
- Develop the skills (educational, vocational, social and emotional) needed that will support them to create their own social mobility
- Bringing together communities for shared learning and experiences to contribute to dispelling the prejudices that exist

CASE STUDIES

HOW

Volunteer staff, coaches and LAPD officer-mentors meet with kids once a week at Verbum Dei High School in Watts. Each practice begins with free academic tutoring led by an all-volunteer group, which ensures that both kids and parents/guardians remain committed to academic achievement. Tutoring is followed by two hours of practice where coaches lead drills and games and use cooperation and communication as an opportunity to teach kids how to deal with obstacles they might face at home and in school. Most importantly, the last half hour is dedicated

to workshops and engaging in conversations around specific skills or topics of the week, such as building positive development traits to promote resilience, teamwork, leadership, and maintaining respect both on and off the court. These conversations inspire and challenge the kids to translate the lessons learned from basketball and apply them to everyday life to develop them into leaders in the community. Parent engagement and health and wellness workshops are also hosted, and feature accomplished guest speakers who grew up in the area and persevered toward professional achievements.



Riverside Impact – Riverside Hawks Hope, Health, and Hoops Corporation

New York City

WHO

- High school and college student-athletes from low-income households
- Majority of participants attend New York City Title I high schools
- These schools generally are highly segregated, having lower levels of attendance, higher suspension rates, and have a lower percentage of students entering and graduating from college
- Young men of color

WHAT

Riverside Impact is a cohort-based youth development program for young men of color from historically oppressed communities in New York City. The organization uses a competitive travel basketball team to engage youth, combining athletic programming with individual and group support focused on post-secondary readiness, the college process and future planning. The program is

completely free to all participants, with the cohort participating in each activity together to build a culture of shared success. College access professionals provide individualized support to each student and their family.

WHY

- Access opportunities that are normally unavailable to non-White communities due to structural inequities e.g. lack of funding in public schools for sports
- Develop the skills (educational, vocational, social and emotional) needed that will support them to create their own social mobility

CASE STUDIES

HOW

The organization works with student-athletes year-round on both academic achievement and athletic skill development. The programming keeps retention as the primary focus, as retention drives development. Equal emphasis on college access, college exposure, and youth development - including workshops, individual support and college trips. There are opportunities for all student athletes to participate in each activity together - from workshops, to college trips, to meals. All aspects of the program are provided free of charge and are carefully planned and scheduled beforehand. Student-athletes must apply to Riverside Impact

by completing an application that shares their background, the challenges they face and their future aspirations. Beginning in 11th grade, the team participates in practices twice a week. After each practice is either a workshop focused on college preparation or an SAT course. On weekends, the team competes in 8-10 tournaments and goes on "College Recruiting Tours," visiting 10-15 colleges while connecting with student-athletes, coaches and admissions staff on each campus.

In 12th grade, the organization shifts its programming to provide individual college application and matriculation support. Each student meets monthly with a college counselor and has access to funds for individual college visits.



Soccer Without Borders

Nationwide

WHO

- Youth from over 75 countries of origin speaking 59 languages, over 99% of whom are BIPOC youth

WHAT

This organization recognizes the importance of intersectionality in the United States' reckoning with racial inequities. They aim to contribute not only through their direct programming with refugee and immigrant youth and their transparency around internal organizational challenges, but also through a new Community Coach program that elevates BIPOC community leaders. This program has emerged organically by listening to program alumni.

WHY

- Access opportunities that are normally unavailable to non-White communities due to structural inequities e.g. lack of funding in public schools for sports

- Develop the skills (educational, vocational, social and emotional) needed that will support them to create their own social mobility
- Bringing together communities for shared learning and experiences to contribute to dispelling the prejudices that exist

HOW

The organization uses an evidence-based program model to leverage the universal language of soccer, the safety net of a team and a skill-building framework to empower newcomer refugee, asylum and immigrant youth to advance academically, develop personally, make healthy lifestyle choices, build social capital and develop language skills. These outcomes follow from their holistic activity model, which includes soccer, educational, and community-based activities with a high frequency: 35-45 weeks/year, with team activities 2-6 days/week. These activities take place in soccer practices, formal games in tournaments and leagues, off-field workshops and academic sessions, field trips, outdoor education, and

CASE STUDIES

other contexts. In a given week, a participant will have multiple soccer practices, one game, several touchpoints with their coach and teammates through group messaging or activities and 1-4 tutoring/academic support sessions. Over the course of a month they are likely to have a one-on-one goal-setting or mentoring session with a coach,

and during the season they are likely to be a part of restorative or social-emotional learning circles and team-building trips. This whole-person and multiple-context approach equips youth with the skills and support they need to reach their full potential on the field, in the classroom and in their communities.



Photo courtesy of Memphis Inner City Rugby

08

CONCLUSIONS

Emerging themes and gaps



CONCLUSIONS

While the sample size was relatively small, the findings demonstrate sport's unique ability to engage and help address racial inequality.

While all had sport as a unifying factor, there was a wide variety of projects, ranging from working directly with a small number of racism perpetrators, to working with tens of thousands of people in a more preventative and educational context.

Sport can be used in many ways to address many aspects of racial inequality, but the core attraction is its 'universal language' to unite communities in a safe environment.

Further research into why impact measurement capabilities are limited, and ways of addressing them, is needed, which would help future learning and improvement in the sector.



CONCLUSIONS CONT.

The majority of responses identified that addressing racial inequalities was an indirect outcome of their work.

All respondents agree that sport has the ability to break down barriers in a unique way.

Organizations are, on the whole, not using that unique ability to directly tackle systemic racial inequalities

As such, there is a gap where sport can play an intentional, direct role in doing so if it has some sort of mechanism to do so, e.g. best practice guidelines, programming, curriculum etc.

At a topic and audience level there are gaps that need to be filled through this process.

Existing projects, programs and initiatives that use sport to tackle racial inequalities are, in the main, focused on supporting those who are discriminated against because of their race, to:

- Access opportunities that are normally unavailable to them due to structural inequities, e.g. lack of funding in public schools for sports
- Develop the skills (educational, vocational, social and emotional) needed that will support them to create their own social mobility

These projects, programs and initiatives seem to have a long-term play in terms of structural change by virtue of changing the demographics of those structures over time.

This sort of structural change will take generations to truly happen without significant policy changes that fundamentally dismantle and rebuild structures with equality at their core.

While a small percentage of respondents referred to working with the perpetrators of racism, there is a clear gap in provision around sport-based interventions that work with the dominant community - in this case white Americans, to educate a wider community about the causes and impacts of institutionalized racism, as well as bringing together communities for shared learning and experiences to contribute to dispelling the prejudices that exist, and to engender behaviours and beliefs that are firmly based in anti-racist actions.

MAPPING SPORT'S ROLE IN REDUCING RACIAL INEQUALITY IN THE U.S.



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