



Foto: Orlik w Maszewie Dużym

MSIS & Fair Play Program

1st Online GloKnoCo conference – 15th May 2020

dr Paweł Zembura
Sportimpakt



Project number:
2019-1-CZ01-KA203-061224

Poland



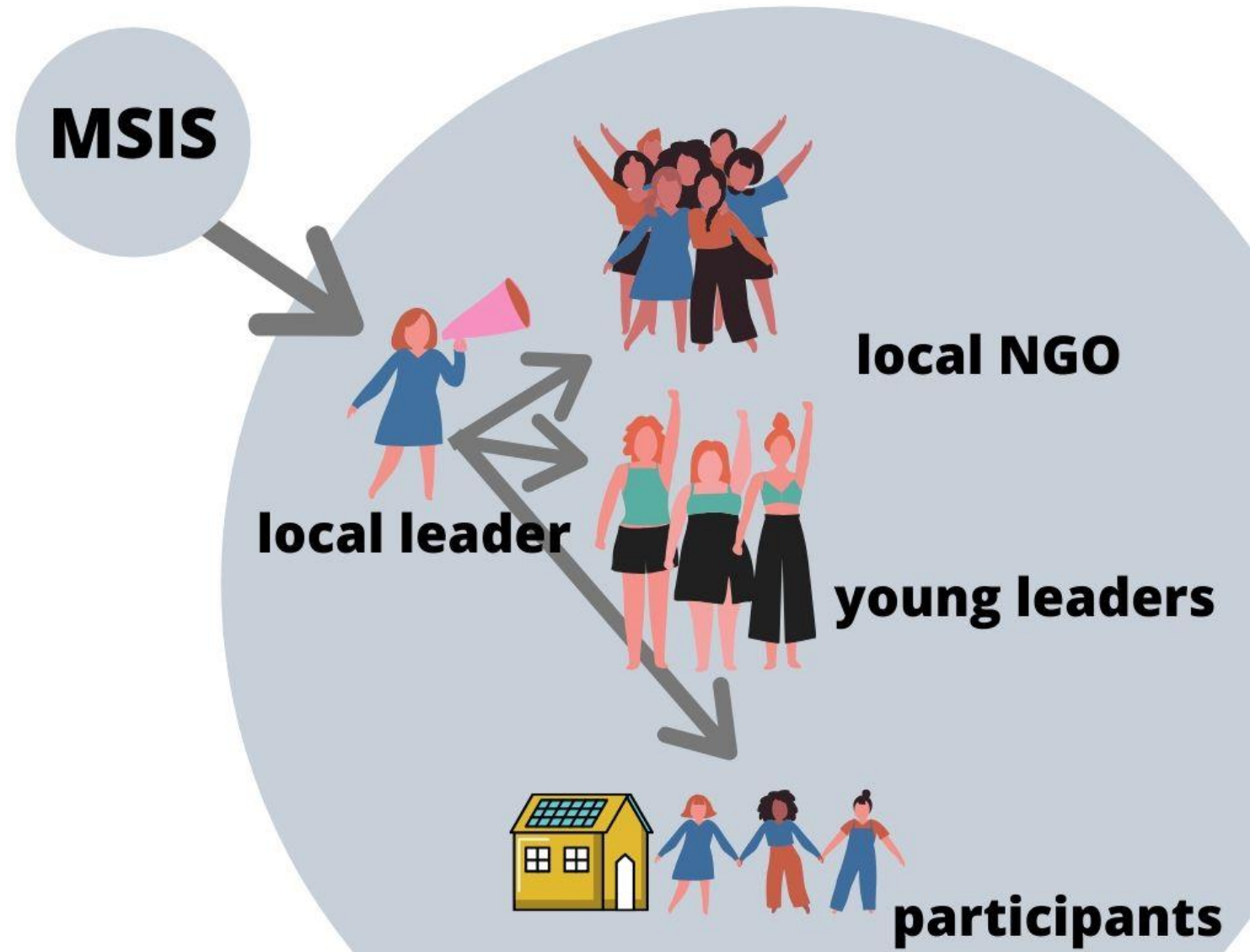
The organisation & the program

MSIS coordinates **Fair Play Program**

In the Fair Play Program local sport leaders and young leaders participate in gamification, where teams from each region in Poland organise:

- football3 sessions for children, charity actions related to 17 Sustainable Development Goals and the FAIR PLAY Festival integrating local community

Fair Play Program



Expected outcomes of the program

- **Local leader** – building institutional support around their work, adding new tools to the skillset (sport as a tool for development, teaching life skills), increasing their local role through working beyond sport
- **Young leaders** – becoming active citizens (volunteerism), improving life skills, self-esteem
- **Participants** – improving communication skills through football3 sessions

Public value framework & the strategic triangle

2. the authorising environment

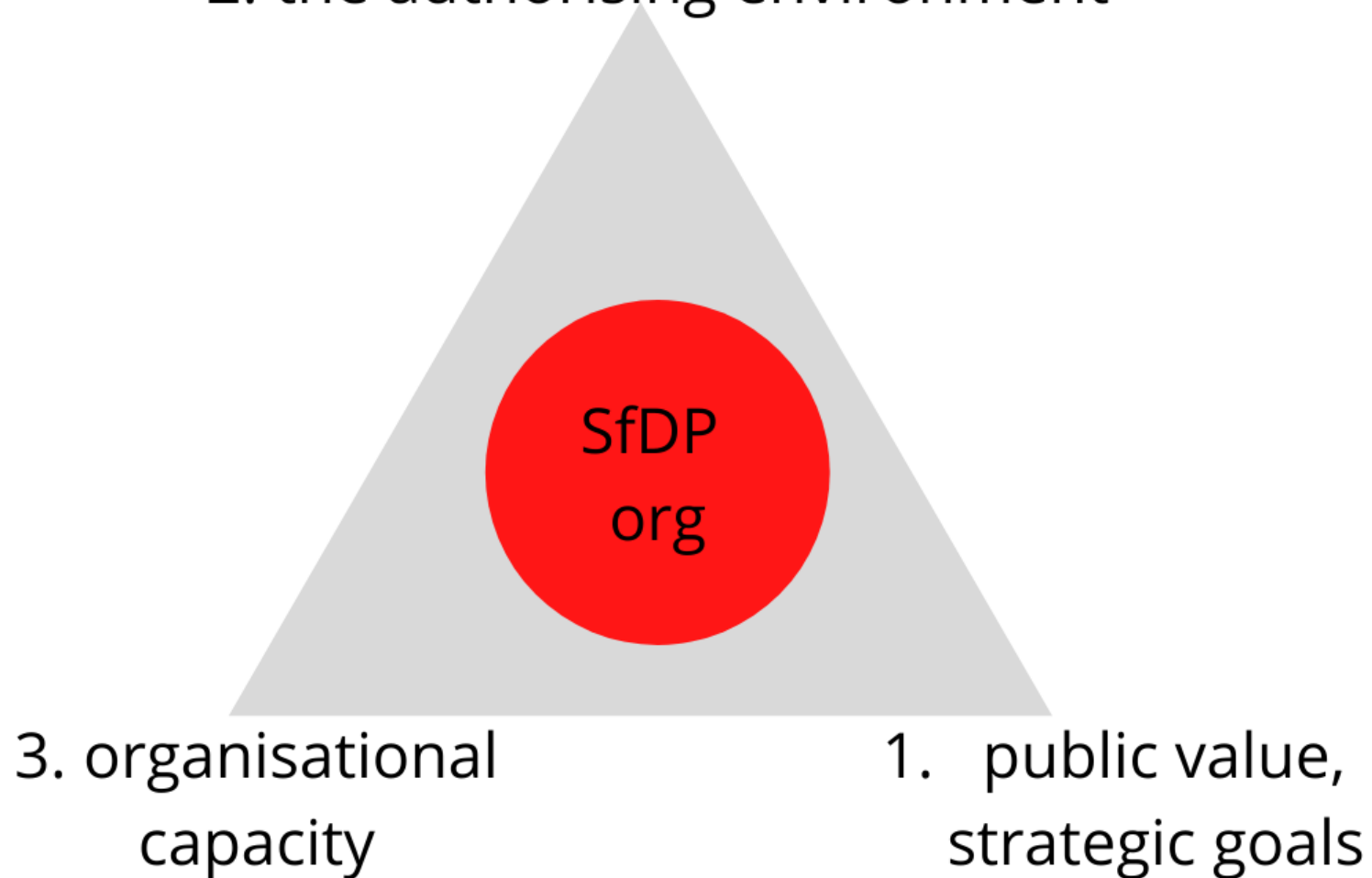
3. organisational
capacity

1. public value,
strategic goals

The strategic triangle (Moore, 1995)

The strategic triangle (value co-creation)

2. the authorising environment



The strategic triangle (Moore, 1995)

Case study: Fair Play Program in formal education system

Recognised needs

- Weak 'global education' in primary school curriculum, hard to find attractive (for pupils) context to teach it
- PE taught by primary education teachers who commonly are not in their element

Opportunity for value creation

- Attractive way of conducting educational activities (school, children), especially merging sport and education (ex. about SDGs)
- 'Reversing' PE lessons

Authorising environment

- To reach school SfDP has to become a **visible part in (formal) curriculum**, and (informally) reach teachers / directors with a message about SfDP value
- To do so – building partnerships with agencies responsible for educational curriculum
- Those can be developed through **relationship with a respected intermediary** (such as an university)

A partnerships with research institutions (authorising environment)

- Use expertise to **clearly define value** (through theoretical underpinnings of the SfDP programs / ToC, defining outcomes & impact, M&E) – currently a limitation
- **Validation of SfDP** from external, recognised institutions (such as universities), that have direct influence on educational curriculum
- Research institution – **opportunity to link education & sport**, which (in Poland) are consistently separated

More about the Fair Play Program

<http://fairplayprogram.pl>

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<http://sportimpakt.org>



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