

Propositions

attached to the thesis

**CHANGING THE GAME OR DROPPING THE BALL?
SPORT AS HUMAN CAPABILITY DEVELOPMENT FOR AT RISK YOUTH IN
BARBADOS AND ST. LUCIA**

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1. Sport for development programmes generally function as gender *in* development, rather than gender *and* development.
2. Conceptualising gender as a non-binary and dynamic is key to creating sport for development programmes that challenge restrictive gender norms. The lived body experience is a useful concept for researchers seeking ways to understand gender more holistically.
3. The lack of female role models in sport in Barbados and St. Lucia is one of the most significant barriers to challenging restrictive gender norms in sport and often reinforces negative gender role attitudes. (*This thesis*)
4. This study suggests that the UN programme's *He for She* approach is useful in sport for development. Male coaches and mentors are able to promote gender equality by serving as gender-sensitive role models.
5. The proposed Zipp model is useful in examining how macro-level factors, often overlooked or de-emphasised in sport for development scholarship, influence capability development at many levels and stages. In particular, the concept of adapted preferences is useful in sport for development because sporting preferences are heavily impacted by neo-liberal, hegemonic gender norms. (*This thesis*)
6. The human capability approach and Zipp model, as proposed in this thesis, is useful to researchers in sport for development because it focuses on capability development, rather than outcomes, and applies a gender lens across several layers of analysis. (*This thesis*)
7. In this study, social affiliation is more important for most female participants than for male participants. (*This thesis*)
8. In this study, self-efficacy development for boys is centred on improving sport-related skills. However, girls are more likely to focus on self-efficacy as overcoming challenges based on their experiences playing male-dominated sports. (*This thesis*)
9. A key step toward upending the restrictive narrative of gender in sport for development is to create more opportunities for female role models.
10. Sport for development is uniquely positioned to help participants develop self-efficacy, based on skill development and a clear context for progress.
11. Cheerleading should not be considered a "sport" and is an inherently sexist activity.