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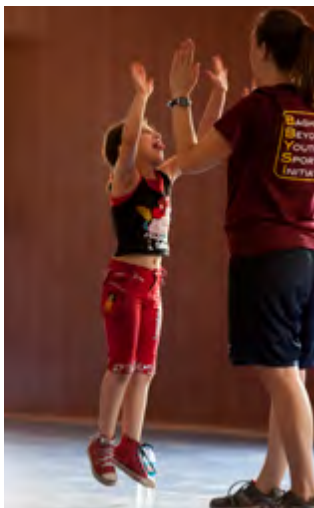
RESEARCH REPORT

Georgetown University M.A. Programme in Conflict Resolution

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with Meeghan Zahorsky, Amanda Munroe & Sarah Moran

Sport & Peace: Mapping the Field



www.generationsforpeace.org



About the Report

ACKNOWLEDGEMENTS

We would like to recognise a number of people who helped make this project possible. First, we owe our sincere appreciation to Generations For Peace and the Georgetown University M.A. Programme in Conflict Resolution for their strategic partnership and shared vision. Specifically, we extend our gratitude to HRH Princess Sarah Al-Feisal, HRH Prince Feisal Al Hussein, Jadranka Stikovic Clark, and Mark Clark of Generations For Peace and Dr. Craig Zelizer and Dr. Fathali Moghaddam of Georgetown University.

Thanks also to the number of organisations who opened their doors to us (see the Appendices for a complete list of participating organisations). Lastly, we would like to thank Patty Hester (Georgetown University and 2012 GFP Summer Research Fellow), Dr. Ashleigh Huffman (University of Tennessee), Alicia Johnson (University of Tennessee), Taylor Scott (University of Tennessee), Shawn Kelly (Monterey Institute of International Studies) and Elisa Platillero (Sport 4 Peace) who volunteered their time and talents to scale this project to even greater heights.

Supported by a partnership between Generations For Peace and the Georgetown University Masters of Arts Programme in Conflict Resolution, this report highlights findings from a one-year international mapping project conducted to identify promising practices in the design, implementation, and evaluation of Sport for Peace programmes. Sarah Hillyer served as the 2011 HM King Abdullah II of Jordan Generations For Peace Post-Doctoral Fellow and Meeghan Zahorsky as the H.H. Sheikh Hamdan Bin Zayed Generations For Peace Graduate Scholar. Amanda Munroe and Sarah Moran joined the team as the 2011 Generations For Peace Summer Research Fellows. Throughout this report, the four research fellows will be referred to as the “team.”

Generations For Peace (GFP) is leading global non-profit peace-building organisation based in Jordan and founded by HRH Prince Feisal Al-Hussein and HRH Princess Sarah Al-Feisal in 2007. Dedicated to sustainable conflict transformation at the grass roots, GFP empowers volunteer leaders of youth to promote active tolerance and responsible citizenship in communities experiencing different forms of conflict and violence. Carefully-facilitated sport-based games, art, advocacy, dialogue and empowerment activities provide an entry point to engage children, youth and adults, and a vehicle for integrated education and sustained behavioural change.

In the last six years, GFP has trained and mentored more than 8,100 volunteer leaders of youth in 46 countries and territories in the Middle East, Africa, Asia, and Europe. With GFP support, their on-going programmes address local issues of conflict and violence, and have touched the lives of more than 210,000 children, youth and adults.

Using the unique GFP curriculum and cascading model, GFP trains, mentors and supports carefully-selected volunteers to implement sustained activities and forge lasting local partnerships. GFP change-makers address issues of cultural and structural violence in their own community, where contexts include inter-tribal, inter-ethnic, inter-religious violence, gender inequality, exclusion of minorities (IDPs, refugees and people with a disability), post-conflict trauma response, and reconciliation and reintegration. Conflict sensitivity, and full participation and empowerment of girls and women are integrated in our approach (in implementation of UN SCR 1325).





GFP is extremely committed to field research, programme M&E (M&E), driving our own learning and greater innovation, quality, impact and sustainability. To facilitate, advance and promote collaboration and exchanges between the practitioners and academics engaged in conflict transformation, GFP established its research arm, Generations For Peace Institute, in 2010.

The Institute conducts, invests in, and disseminates applied interdisciplinary research and best practices in partnership with leading universities such as Georgetown University and The University of Oxford, as well as other institutes, research centres and individual academics and researchers. As well as research on GFP's own programmes, the Institute's research projects also examine peace-building interventions by other organisations, therefore making broader contributions to the fields of peace building and conflict transformation in general. The overall objectives of the Institute reflect the aspirations of GFP to make a practical difference to programme work on the ground, supporting a growing community of practice by demonstrating the impact of and advocating for increased use of sport-based games, art, advocacy, dialogue and empowerment activities for sustainable peace building.

GFP is ranked in the "Top 100 NGOs in the World" by The Global Journal. Their ranking is based on an assessment of innovation, impact, and sustainability. In addition, GFP is one of only two peace through sport organisations officially recognised by the International Olympic Committee.

For more information, visit www.generationsforpeace.org

Georgetown University M.A. Programme in Conflict Resolution The mission of the Georgetown University M.A. Programme in Conflict Resolution is to train the next generation of leading researchers and practitioners with the skills and knowledge required to effectively analyse and intervene in the most difficult conflicts that confront humankind. The Programme is guided by Georgetown University's historic commitment to social justice and a diverse, constructive environment that supports the holistic development of its students. As a world-class centre of training and research in conflict resolution, the Programme provides a multi-disciplinary path to academic excellence. A major focus of the Programme is conflict mainstreaming, which prepares students to apply conflict resolution skills and analysis across diverse sectors, ranging from domestic organisational and intergroup conflict to humanitarian emergencies and collective violence overseas.

SOCIAL MEDIA

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Research Claims

On the field, in the classroom, and throughout the literature, sports enthusiasts routinely tout the ways sports can improve lives, unite communities, and promote more peaceful societies. Unfortunately, much of the dominant thought regarding sport and peace relies too heavily on the “what” and the “why” and offers very little answers to the “how.” As we found in our research, most organisations could easily articulate “why” sports are an effective tool for peace and “what” sports can achieve for individuals and communities, but struggled to express “how” sports are different from other universal human interests (e.g. art, music) and “how” those differences provide a unique platform for building peace. The list below represents the claims that continue to be made about sports’ ability to significantly contribute to more peaceful societies. Through this report, however, we hope to move beyond the claims and toward a more theoretically-grounded and systematic understanding of the conditions and processes needed to promote peace through sport.

Sport brings...

- humanity to the other/enemy
- cultures and ethnicities together
- divided communities together
- individuals and communities together
- former opponents together
- large numbers of people together

Sport challenges...

- negative attitudes
- stereotypical perceptions

Sport creates...

- a feeling of self-worth
- a sense of belonging
- a sense of responsibility
- a spirit of enjoyment
- connections between communities
- freedom
- new networks
- opens doors
- positive coping mechanisms
- shared identities amongst opposing groups
- space for dialogue
- team spirit
- valuable partnerships

Sport develops...

- empathy between community members
- trust between opposing parties
- conflict transformation of youth
- life skills
- longer, healthier quality of life
- positive connections with peers and adults
- positive social values and life skills
- relationships among different communities
- role models

Sport helps...

- commitment to collective responsibility
- dismantle gangs
- facilitate reintegration into society
- heal psychosocial trauma
- children use time more meaningfully
- people maintain longer and healthier lives
- peers accept former child soldiers
- people forget the past
- stimulate social interactions
- the healing process
- rebuild social relationships
- develop citizenship values
- traumatised youth and adults sleep better
- youth overcome trauma

Sport improves...

- cognitive vitality
- quality of life
- self-confidence
- self-esteem
- superordinate peace objectives

Sport is...

- a building block for peace and stability
- a common denominator
- a dignifying means for empowerment
- a fundamental right
- a powerful agent of social change
- a tool for healing and reconciliation
- an effective icebreaker
- an essential part of education
- appealing
- flexible
- high impact
- innovative
- low-cost
- widely popular

Join the Conversation



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Sport promotes...

a culture of peace
a peaceful and nonviolent atmosphere
dialogue on gender-related issues
equality
fairness
forgiveness
friendship and reconciliation in armed forces
health
intercultural dialogue
mutual understanding
peace at inter & intra-community level
post-conflict reconciliation
self-expression
shared identity in symbols and rituals
sharing
social and gender equality
social and moral inclusion
social cohesion and harmony
solidarity
the children's resilience

Sport provides...

a space to play
a unique platform for communication
a unique platform for outreach
opportunities for persons with disabilities
an outlet to control aggression
empowerment for people for advocacy
empowerment to individuals
empowerment to communities
incentive for youth to leave gangs
non-traditional approaches to peacebuilding
peace building potential
psychosocial benefits
the ability to create new, shared identities

Sport reaches...

people universally
youth affected by war
youth who have been traumatised

Sport reduces...

aggression in former child soldiers
community violence among youth
communal tensions
depression
discrimination
gender barriers
number of youth joining gangs
roots of violence
social isolation and tension
stereotypes
tensions
conflict on a community-wide level
consequences of deprivation
consequences of traumatic experiences

Sport strengthens...

commonalities
national unity
passion
peoples' connection to their communities
capacity of sport coaches as active mentors

Sport teaches...

a culture of peace
communication
conflict resolution and management skills
cooperation
determination
discipline
fairplay
leadership
mechanisms for conflict resolution
resilience
respect for opponents and the rules
teamwork
tolerance

Introduction to Report

In recent years, the field of Sport for Peace and Development (henceforth SPD) has experienced unprecedented growth and attention. An international community of practice is emerging as coaches, scholars, donors, policymakers and other stakeholders, united by a belief in the power of sport for positive change, work to turn vision into action.

A field in its infancy, SPD, has yet to prove itself. Amid the birth of hundreds of new programmes employing sport for positive change, there exists an ongoing demand for evidence that sport can in fact catalyse, inspire, or otherwise contribute to peace and development.

This report contains the findings of one of the first attempts to address the dearth of research in the field of SPD. Narrowing to a particular emphasis on the use of sport for peacebuilding, the 2011 research project was an attempt to “map” the intersections between sport and peace. Our research team cast a wide net to identify programmes around the world using sport to build peace, to investigate how they were doing so, and to record the promising trends that recurred in practice across geographical locations.

The result of our research is published in this report, a physical and virtual map of the programmes, resources, and promising practices in SPD. We hope this document will be a practical, usable resource for practitioners (e.g. programme administrators, coaches and educators, volunteers, donors, and others supporters of SPD initiatives) as well as students, scholars, and others conducting research and/or practice in SPD.

State of the Field

Prior to the beginning of this research initiative in 2011, few scholarly resources existed in the field of SPD, even fewer tying sport to the work of peacebuilding and conflict resolution. Select conferences and symposia (such as the “International Forum on Sport, Peace and Development,” the “International Sport for Development and Peace Association – Power of Sport Summit,” and the “International Sport and Development Conference”) were convened to connect those interested in the emergent study and practice and begin to establish common practices. Most of the contributors to the field were “immigrants” from the neighbouring fields of international development, diplomacy, psychology and the social sciences, or physical education. At the same time, pioneer SPD organisations were growing rapidly. Some were beginning to establish and institutionalise their theories of change, training, and activity practices, although no existent publications that our research team discovered had compiled or compared them in such a global context.

By 2011, the most regarded and recommended published resource in the field of SPD was an extensive toolkit commissioned by the UN and compiled in 2008 by international sport organisation Right To Play titled, *Harnessing the Power of Sport for Development and Peace: Recommendations to Governments*. Aside from this document, a growing number of articles were nudging the field in the right direction (such as Barrio & Ley, 2011; Brunelli & Parisi, 2011; Coalter, 2010; Cronin, 2011; Darnell, 2011a; Darnell, 2011b; Donnelly, 2011; Doyle, Payne, & Wolff, 2011; Giulianotti, 2011a; Giulianotti,



2011b; Giulianotti, 2011c; Giulianotti & Armstrong, 2011; Hoberman, 2011; Darnell, 2011; Lyras, 2011; KICKFAIR & The Peres Centre for Peace, 2011; Ley & Barrio, 2011; Lyras, 2010; Lyras, 2011; Mahl, 2011; Osada, 2010; Ratobarrio & Ley, 2011; Ravizza, 2010a; Ravizza, 2010b; Ravizza & Matonak, 2011; Schnitzer, 2011; Schulenkorf, 2011; Sugden, 2010; Tuohey & Cognato, 2011; Wolff, 2011; Wolff & Targett, 2011).

As a result, 25 articles, book chapters, and theses were published in 2012 alone, including two groundbreaking edited volumes by Gilbert & Bennett (2012) and Schinke & Hanrahan (2012). These edited works demonstrate the growth of the field and the expanse and variation of contributing scholars and their expertise.

This movement, once comprised of disconnected individuals and ad-hoc organisations, is gaining momentum as scholars and practitioners realise the importance of the collective whole. Over the past five years, the field has found creative ways to self organise and respond to the need for more evidence-based research and meaningful collaboration.

As practitioners and scholars continue to professionalise and organise the field of Sport and Peacebuilding, there has been a dramatic increase in the number of degree programmes and courses offered, international conferences and workshops held, and journal articles and books published. In addition, several universities introduced new course offerings in SPD, developed certification programmes, and created academic centres designed to train and equip a new generation of SPD practitioners and scholars.

A few examples of important SPD contributions from 2011-2012 include:

Journal of Sport For Development:

The Journal of Sport for Development (JSFD) is a peer-reviewed, open-access journal focused on publishing research from the Sport for Development sector. JSFD's mission is to examine, advance and disseminate evidence, best practices, and lessons learned from Sport for Development programmes and interventions.

Books:

Darnell, S. (2012). Sport for development and peace: A critical sociology. New York: Bloomsbury Academic.

Gilbert, K., & Bennett, W. (Eds). (2012). Sport, Peace and Development. Champaign, IL: Common Ground Publishing.

Schinke, R.J., & Hanrahan, S.J. (Eds). (2012). Sport for development, peace, and social justice. Morgantown, WV: Fitness Information Technology.

Wilson, B. (2012). Sport & Peace: A sociological perspective. Oxford, UK: Oxford University Press

Conferences:

2nd International Forum on Sport, Peace and Development – Switzerland, 2011

Interdisciplinary Centre of Excellence for Sports Science and Development – 2nd

International Sport and Development Conference - Cape Town, South Africa, December 2011.

International Council of Sport Science and Physical Education - Sport as a Mediator between Cultures – Netyana, Israel, September 2011.

Sport and the Global South Conference – George Mason University, Washington, DC, 2011 & 2012

Academic Centres, Certificates, & Partnerships:

Generations For Peace and Georgetown University M.A. Programme in Conflict Resolution

The Generations For Peace Institute and the Georgetown University M.A. Programme in Conflict Resolution partnered together in 2010 to offer the following awards for the academic years, 2010-2012:

- HH Sheikh Hamdan Bin Zayed Al Nahyan Generations For Peace Scholarship for Graduate Studies;
- HM King Abdullah II of Jordan Generations For Peace Research Fellowship;
- Generations For Peace Field Research Grants.

By funding these awards, the Institute aimed to:

- Broaden research in areas that will lead to better programming and greater impact of SPD initiatives;
- Seed “advocates” and “thought leaders” to conduct cutting-edge research at both junior (graduate scholarship) and senior (research fellowship) stages of career; and
- Increase global awareness of its mission, accomplishments, and efforts in order to foster and improve its programming approach.

Generations For Peace and The University of Oxford

Generations For Peace Institute and the The University of Oxford established a partnership in 2011, which includes provision of scholarships and research grants to support multi-disciplinary research aimed at making a broader contribution to the peace-building community.

Sport and Development Project at Brown University

The Sport and Development Project at Brown University works with academic and community partners to better understand how sport can be utilised to improve the human condition on a local and global scale.

University of Tennessee Centre for Sport, Peace, and Society

The Centre for Sport, Peace, and Society is composed of faculty, staff, and students who believe sport can be used to support individual and community development. The centre aims to promote cultural understanding between students and diverse communities through sport-based service.

For more information:

<http://conflictresolution.georgetown.edu>



Joint Master's Degree Programme in Sustainable Peace through Sport

This programme is the result of a partnership between three institutions that have established a solid expertise in their respective fields (Sport and Peace, UPEACE and International University of Monaco). This Master's degree is a multidisciplinary programme, which seeks to educate and train graduate students to harness the potential of sport for building and promoting sustainable peace across the globe.

Research Goals

- To locate individuals and organisations intentionally using sport as a tool for peacebuilding and
- To identify recurring promising practices in the design, implementation, and evaluation of SPD across the globe.

Research Team

In 2010-2011, GFP and the Georgetown University Master of Arts Programme in Conflict Resolution partnered to provide four funded research fellowships to research intersections between sport and peacebuilding. These included one full-time post-doctoral fellowship, one full-time master's degree fellowship and two summer research fellowships. While each fellow proposed a unique project focus for individual research, the team worked closely together from spring 2011 through spring 2012 to compile comparable data and contribute to mapping the field internationally. Before departing to conduct the field research, the team established a set of common research instruments to fit a mixed-methods investigation framework. This mixed-methods approach included online surveys (quantitative), practitioner interviews, ethnographic field notes, photographic documentation, and auto-ethnographic records (qualitative).

Sarah Hillyer, Ph.D.

HM King Abdullah II of Jordan Generations For Peace Post-Doctoral Research Fellow

Wishing to examine the role of sport to advance peace in conflict settings, Dr. Hillyer visited several sport and peacebuilding programme sites in Iraq during the summer of 2011, including adaptive coed sports camps for youth (ages 8-28) and girls' and boys' basketball camps (segregated). She also designed and co-facilitated a pilot programme aimed at training university physical education students to mainstream peace education and conflict resolution skills into existing physical education curriculum, adding to the programme the creative use of technology.

After spending almost three months in Iraq, Dr. Hillyer visited two townships in Zimbabwe that were experiencing continued political and gender-based violence. Her project used the team's mixed-methods investigation framework, supplemented by desk research on sport in conflict situations, peace education, gender-based violence and the use of technology in peacebuilding initiatives.

Currently, Dr. Hillyer is the Director of The University of Tennessee Centre for Sport, Peace, and Society and the non-profit organisation Sport 4 Peace.



Left to right: Meeghan Zahorsky, Sarah Moran, Amanda Murnoe and Dr. Sarah Hillyer make up the 2011 GFP team at Georgetown University.

Meeghan Zahorsky

HH Sheikh Hamdan Bin Zayed Generations for Peace Graduate Scholar for Graduate Studies

Through a series of site visits in Northern Ireland, Israel, Palestine, Cyprus and Jordan, Meeghan focused her attention on M&E methodologies and examined how transnational organisations function in the field of SPD. She utilised the team's mixed-methods investigation approach, and conducted desk research about current challenges and trending practices in M&E and the role of transnational organisations in SPD projects.

Currently, Meeghan is a consultant with Vera Solutions in Mumbai and Nairobi, Kenya.

Amanda Monroe

Generations For Peace - Field Research Fellow

Amanda Munroe's research concerned if and how peace education theory is being used in sports programmes focusing on intercultural integration in Germany and France. Amanda used the team's mixed-methods framework for research in the field and conducted concurrent desk research on European integration, peace education, critical pedagogy and education against extremism with an "iterative" (Hesse-Biber & Leavey, 2006, p. 348) or "constant comparative" (Creswell, 2007, p. 64) mode of data analysis. She finally analysed the field data and presented her findings in her Master of Arts thesis, "Peace Education through Sport: Critical Pedagogy for Conflict Literacy" which included a framework of promising practices for practitioners of SPD programmes and posited a connection between peace education through sport and education for countering violent extremism.

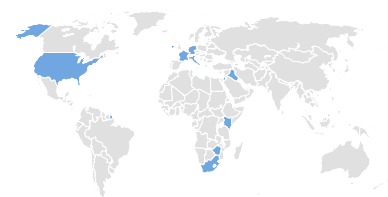
Currently, Amanda is a Distance Learning Project Coordinator at the United States Institute of Peace and a Senior PeaceMover for the non-profit organisation, Move This World.

Sarah Moran

Generations For Peace - Field Research Fellow

Travelling to three provinces and several townships throughout South Africa, Sarah explored the ways in which peace and conflict resolution practices were already integrated into sport for development programmes. The purpose of her research was to derive a better idea of promising practices from practitioners in the field of sport for development that could (or should) be adapted for those who aim to use sport for peacebuilding. Sarah added desk research on sport for development programmes in divided societies, (with an emphasis on the role of sport in the South African context) to the team's mixed-methods research framework.

Currently, Sarah is a Programme Officer for Southern and East Africa at the National Democratic Institute.



Countries visited during our study:

Cyprus, France, Germany, Iraq, Ireland, Israel, Italy, Jordan, Kenya, Northern Ireland, Palestine, South Africa, and Zimbabwe.



Research Methodology

On the whole, the team sought to identify not only where sport for peacebuilding was taking place but also to identify the most commonly and well respected practices in the design, implementation, and evaluation of these programmes. These might be called common trends in promising practices. We will refer to them in this report as “trending practices.”

Our team used a grounded theory (Glaser and Strauss, 1967) approach to compiling data and analyzing the research. Rather than beginning with a hypothesis to prove or disprove, we looked for emergent themes while compiling, comparing, and analyzing the data, in order to identify and bring attention to trending practices in the collected findings.

Data Collection

This report draws upon several sources of data collected by our four-person research team over the course of one year, including the results of a substantial literature review, media analysis, field research, and finally the organisational mapping process, an initiative so extensive that it extended into a second year of research.

Literature Review: A thorough consultation of literature, including scholarly books and journal articles, published and unpublished reports on SPD, as well as related interdisciplinary fields such as sport sociology, education, conflict resolution and political science was conducted before, during, and after the field research. In the final stages of the research project, reflecting the growth of scholarly contributions to the field, a particular emphasis was placed on locating articles with exclusive attention to sport and peace, as defined by the following key terms: peace or peacebuilding, conflict resolution, management, or transformation, integration and re-integration, and/or social inclusion.

Ethnographic Field Research: During the summer of 2011, the GFP research team visited sport and peacebuilding programming sites in Cyprus, France, Germany, Iraq, Ireland, Israel, Italy, Jordan, Kenya, Northern Ireland, Palestine, South Africa, and Zimbabwe. Ethnographic field notes focused on the parameters and nature of the activity, as to reflect design, implementation, and evaluation. Using a variation of Spradley’s (1980) “Nine Dimensions of Descriptive Observation,” we recorded: Space, Actors (e.g., participants, audience, and coaches or facilitators, externally relevant actors), Activities (e.g., the kind of sport in practice; the nature of the activity and any focus on conflict resolution or peacebuilding processes during or in relationship to the activity), Objects (e.g. equipment, monitoring instruments, resources), Acts, Events, Time, Goals, and Feelings. Field notes were hand-written and also made use of photographic and video documentation. The ethnographic observations allowed our research team to situate each programme within a cultural context and to “triangulate”, or compare the findings from multiple angles to one another.

Semi-Structured Interviews: The GFP team interviewed more than 75 SPD practitioners and scholars using a semi-structured set of guiding questions that were generated by the team before departure. Based on a thorough review of the literature and reflected the overall aims of the study (see Appendices), the interviews explored aspects of design (for example, purpose of programme design and theories of change,

implementation (for example, location and audience), and monitoring evaluation (for example, existence of and methods for M&E). We also asked interviewees to share their perspectives on the current state of the field, including challenges and recommendations.

Participants: Practitioners and programme coordinators were identified through a variety of channels. First, GFP research team members identified a geographical region or area of focus depending on their own academic interests and/or expertise. Once the countries and organisations were identified, team members met to determine if the geographical and programmatic variance represented a “fair” distribution of coverage for a “global mapping project.” Once the team agreed upon the countries and organisations to be visited, each member reached out to programme administrators to introduce themselves and the purposes for the research project. Organisations were invited to participate in the project and in many cases made recommendations for additional organisations in the area or in the region to be considered (snowballing technique).

Media Analysis: Using Google keyword alerts and social media keyword notifications, our team compiled information on the current media discourses (both formal and informal) on “sport and peace” and “sport and conflict or violence.” Analysis of these conversations allowed for a broader and real-time understanding of prevailing opinions about how media shapes the public perception of sport as a site for conflict and/or sport as a site for peacebuilding.

Mapping: The collection of electronic media, literature, and organisational names, locations, and descriptions was compiled into excel spreadsheets, organised alphabetically by geographical regions, and inserted into tables to be used as resource guides for future practitioners. The majority of organisations represented in the tables were found by combining Internet searches on web platforms including sportandev.org, streetfootballworld, Beyond Sport, Peace and Sport, Google search, Twitter, and Facebook.

Autoethnography: While in the field, each member of the GFP research team took time to reflect on her personal journey and the nature of interactions with practitioners, participants, and academics over the course of the study. Through these introspective observations, we gained a greater understanding of our own biases, as well as deeper insight into the challenges and successes of individual programmes, painting an experiential picture of how the field was unfolding. Many of these reflections were shared through our field research blog and social media posts:

Blog:	www.sportandpeace.wordpress.com
Facebook:	www.facebook.com/SportAndPeace
Twitter:	@sportandpeace



Data Analysis

Field Research and Interview Analysis: Interviews were digitally recorded and transcribed. Upon return, each team member manually coded her own interviews for trending practices, jargon, and emergent themes. The codes were not shared between members of the research team before the conclusion of the field research in so as not influence each others' coding processes in the field. Upon returning to Washington, D.C . and concluding the field research component, the team met several times to compare notes and to identify emerging themes shared between the geographically disparate interviews and ethnographic observations. Through an iterative process of data sharing and analysis, we began to identify certain trending good practices and lessons learned. At this point, the quantitative survey data and empirical interview results were aggregated into categories and supplemented by qualitative ethnographic field notes and desk research. We remained as close to the data as possible to extract recurrent themes across the data.

Media Analysis: Every three to four months, the articles were reviewed for content, and trends and patterns were identified and recorded. Qualifying information (such as organisational name and purpose, geographical region, etc.) was entered into Excel spreadsheets, in order to increase awareness of the growth of the field and particularly those organisations and regions we were unable to physically visit during the field research.

Literature Analysis: Scholarly resources were collected and organised by categories (topic and subtopic, then chronologically within each subtopic). Then we took detailed notes to identified key and common definitions, theories, frameworks, and methodologies regarding programme design, implementation, and evaluation. The research team highlighted relationships amongst authors, subtopics and publications in order to identify trends and gaps in the literature.

Limitations

The research faced several limiting factors. The most salient include:

- The line between sport and development and sport and peace was frequently blurred. It often seemed impossible to clarify the difference between the two. This reality made it challenging to identify promising practices “exclusive to” sport as a tool for conflict resolution or peacebuilding, and resulted in a more nuanced understanding of the relationship of development to peace and peace to development on the part of our research team.
- Similarly, many organisations were not self-professed “sport for peacebuilding programmes.” Often they devoted some (or significant) resources to conflict resolution, peace education, or integration through sport, again making a differentiation between “who is doing Sport for Peace” and “who is doing sport for development” seem artificial.
- Many programmes were in the midst of dynamic and rapid growth, which underlined the fact that that our short-term site visits and field records were merely snapshots of programme operations, a varied and transforming process.
- The research team was limited to conducting research in certain geographical locations, determined by time and financial constraints and language capabilities.

Although the scope of the quantitative research survey included participants from almost every continent, the team was unable to conduct field research in Asia, Central and South America. However, the team was able to secure video conferencing (Skype) interviews with practitioners from each of these regions.

- Some organisations allowed the research team greater access to data and activities than other, sometimes limiting the amount of data we were able to gain from every organisation.
- Many organisations are small ad-hoc programmes, most outside the United States, which made web-based searches to find them difficult. Thus, it is possible despite the comprehensive Internet review and local connections, that we did not contact or gain data from many existent organisations practicing SPD. Note: Our team is fully aware that we could not possibly identify every single organisation, programme, or effort devoted to sport and peace in just one year.

Roadmap

This report takes a serious and practical look at the demand for high-quality research to identify promising practices and challenges related specifically to peacebuilding and conflict resolution in the field of SPD. In the first half, the authors present the findings of a global mapping project that aimed to identify trending practices in the design, implementation, and evaluation of various sport and peace programmes around the world. In the second half of this report, we highlight the most pressing challenges facing sport and peacebuilding organisations, and conclude with recommendations from practitioners in the field.

It is our hope that this report will encourage you to consider certain methods, high-leverage strategies, and theoretical frameworks that you will be able to apply and adapt to your own context, whether you are a practitioner, student, researcher or policymaker. The analysis of our research findings are presented here in a way that intends to make promising practices, challenges, and recommendations accessible, transparent and memorable to a globally diverse and curious audience. The #hashtags in each section are used to encourage readers to continue the conversation regarding good practice, challenges and recommendations on Twitter and other forms of social media.

Section Summaries

Section I: Programme Design, Implementation, and Evaluation

Section I highlights the most effective and efficient methods of programme design, implementation, and evaluation using trending practices and case study exemplars from the SPD field and from scholarly literature. The four examples in this section were selected because of the holistic nature of their approach (i.e. conceiving of design, implementation, and evaluation as a unified whole instead of three distinct parts) and because of the intentional, flexible, and reflective attention given to every programmatic detail.

Also in this section are recommendations from the field, specifically regarding context, curriculum, coaches, and community, concluding with a list of recommended readings.



The goal of this section is to provide a research-driven snapshot of trending good practices in the sport and peacebuilding field and to offer recommendations for scholars, practitioners, and policymakers to consider.

Section II: Challenges and Recommendations

Section II illuminates the three greatest challenges facing sport and peacebuilding organisations today: Competitive and consistent funding, a lack of empirically proven methods, (in other words answering the “how” question), and the difficulties of M&E. In this section, each of these challenges will be expanded upon and addressed with field and literature exemplars that highlight specific strategies for addressing each challenge. Also included within each sub-section are recommendations for practice and recommended readings that illustrate demonstrated successful methods for addressing some of the most persistent challenges in the field.

Programme Design, Implementation & Evaluation

Keywords:

- **Intentional:** deliberate; done on purpose
- **Flexible:** ready and able to change so as to adapt to different circumstances
- **Reflective:** relating to or characterised by deep thought; thoughtful

New Oxford American Dictionary 2nd edition © 2005 by Oxford University Press, Inc.

Through the opportunity to be 'embedded' in the culture and day-to-day operations of dozens of participating organisations, our team started to decipher the high-leverage strategies of success used by practitioners and programme coordinators. Upon returning from the field, our team amassed all of the data, transcribed the interviews, compared ethnographic observations and analysed our individual and collective findings. Much to our surprise, what emerged was a beautiful mosaic of trending good practices that transcended cultural, geographical, contextual and programmatic differences.

In this section, we will highlight three organisations and one literature exemplar that challenged us to think differently about the way sport and peace programmes are constructed. In many cases, social development interventions are created with at least three phases in mind: *Programme Design, Programme Implementation and Programme Evaluation*. Our findings revealed that the most 'efficient and effective' programmes avoided the temptation to envision the process as three distinct and separate phases; but rather, they conceived the entire process as an inseparable whole, completely informed, dependent, and in direct relationship to one another. In other words, these organisations interpreted the design, implementation and evaluation as one entity that must function holistically in order to stand a chance for affecting positive social change. Moreover, our findings revealed that within this holistic and iterative approach, the three most common characteristics for good practice included: *Intentional, Flexible and Reflective* attention given to every programmatic detail.

Trending Good Practices

Field Exemplars

#USA, Coaches Across Continents

Peace and Sport Finalist 2011

Beyond Sport - Best New Initiative 2009

In a Skype interview with Brian Suskiewicz, he discussed the Coaches Across Continents' (CAC) "innovative vision that allows experienced football coaches to work and assist developing regions using a designed soccer education curriculum." At the time when Brian spoke, CAC was currently running approximately 35 programmes in 15 countries. When asked if it was "a lot to manage," Brian responded by saying, "Yes it is and no it is not, all at the same time." Then he explained just what it is that makes the CAC model so 'innovative.'

Join the Conversation



@sport4peace
#gfp

For more information:

<http://www.coachesacrosscontinents.com/>



generationsforpeace
institute

It is what CAC refers to as the Hat Trick Initiative and it works across the various focus areas of CAC, including 'Soccer for Conflict Resolution.' The Hat Trick Initiative is a three-year commitment to create locally owned and sustainable community development programmes using soccer as the vehicle for social change. Unlike any other organisation in our study, CAC exemplified a holistic approach to programme design, implementation and evaluation that included what most transnational organisations have not yet seriously considered, a successful and carefully planned 'exit strategy.'

CAC's Hat Trick Initiative is based on a 'three goals in three years' philosophy that includes the following objectives:

Goal 1

- CAC sends trained coaches to community partner sites to assess local needs and train local teachers, volunteers and coaches for up to four weeks per year over three consecutive years – each year builds on the previous year's objectives and accomplishments (intentional).
- CAC coaches develop a local 'Chance to Choice' curriculum and 'Chance to Lead' volunteer programme based on the community needs assessment. The 24-week curriculum is co-designed with local coaches and according to the context-specific needs of the local community. CAC draws from a menu of soccer and educational activities and adapts content and delivery accordingly (flexible and reflective).
- CAC provides online mentoring to establish and ensure continuous programme improvement (intentional and reflective).

Goal 2

- CAC obtains funding for selected community teachers and coaches to train in other developing communities around the world to gain valuable educational and social experiences. This training includes support for up to 12 weeks through the Community Impact Coach programme (intentional and reflective).
- CAC shares ideas and best practices throughout its network of partner programmes (reflective).

Goal 3

- CAC provides soccer kits and educational supplies through the Equipment Across Continents project and helps to develop sports educational facilities in local communities in order to ensure the likelihood of greater sustainability (intentional).
- CAC uses its WISER (Workable, Impact, Situated, Educational, and Results) M&E system to develop each partner programme with local challenges, resources and capacity in mind (intentional, flexible and reflective).

In the first year, CAC coaches train local teachers, coaches and volunteers using the 'Chance to Choice Curriculum.' The curriculum is based on the notion that every child experiences similar stages of development throughout her/his life (chance, conformity, conflict, certainty, contradiction, challenge, and choice). CAC uses the soccer pitch as the classroom and trains coaches to be the teachers.



In the second year, at least one coach/teacher from the local community is fully supported to travel to the UK or USA to gain cultural, social and soccer-related educational experiences. The idea is to expose them to new ideas, resources, experiences and networks and for the coaches/teachers to pay it forward when they return home.

In the third year (some programmes last four years), CAC helps to provide soccer fields, equipment and school supplies in order to support the community and encourage them to fulfill a self-sustaining status by the end of the agreed upon term (3-4 years support).

When the three or four years are complete, CAC physically leaves the community but remains an integral part of continued professional and social growth through on-going and year-round mentoring and on-line support (including 3D images of the games and drills and a space to ask questions and discuss issues with CAC staff and other coaches). CAC spent three years designing an on-line curriculum programme in order to provide the resources necessary to support and nurture a new generation of community leaders, coaches and teachers using soccer to promote social change.

After learning about CAC's big picture approach, Brian explained more specifically about the Football for Conflict Resolution programme and why CAC believes sport can be used to promote more peaceful communities. He shed light on the importance of intentional, flexible and reflexive attention across every segment of CAC's approach. Below is an excerpt from the interview:



Sustainability is the single greatest factor for us and in order to create sustainable programmes, we have to be intentional about what we do and we have to be able to adapt our curriculum and approach at every stage. We have to be intentional about the way we partner with local organisations – we can't design programmes with a 'White Man's Burden' approach and we don't do handouts – so we design, implement and evaluate based on our 'go in, listen, assist, empower, educate, then disappear' philosophy. We are also really flexible because we always adapt our skill set to what the community needs and every community is different. It requires us to be flexible and creative – we reflect on what similarities this community shares with other communities we have worked in and then we adjust based on previous lessons learned. Sport demands flexibility – its part of what makes it so great for peacebuilding. It is interactive, individuals express themselves, and when it's done intentionally the experience can be positive and engaging for everyone involved. Because in soccer things happen in real-time, it makes a great 'classroom' for conflict resolution skills. We can even intentionally alter the games, rules or drills to create situations that force the kids into finding non-violent solutions to frustrating circumstances. They want to play and have fun so usually they find a peaceful solution to move forward – they know if they don't then they can't play any more – and this



doesn't serve anyone well. Afterwards coaches can facilitate questions and answers with the kids so they can reflect on why the conflict happened and how they resolved it so that everyone could continue playing. Then we intentionally use that to make the connections between soccer and real life – or what we call life skills development.

It's also important that our local staff and trainers are aware that we work in really complex and challenging environments that are constantly changing. In order to be successful in these environments we all have to be knowledgeable, know how to use good judgement and be incredibly flexible so we can adapt to the specific needs and context. It's really about training coaches to be intentional about educating the kids and community and soccer is our classroom. We use a cascading model in order to promote sustainability but quality control is always a concern – that is why being intentional is so important and it's also why reflecting on lessons learned is critical at every stage.

I can't emphasise enough that we are not a cookie cutter programme – the implementation of our programmes is equally, if not more, flexible than the way we design them. When we implement programmes, we learn that no matter how intentional we were about planning based on community assessments and input that things always need to be adapted in real time. We record that, discuss it with the local coaches and use it to make things better the next time. I guess this is daily monitoring and talking about things at the end of every day is really important for us since our environment changes so much and since we are developing a new generation of empowered local leaders.



CAC provided an exemplary case of holistic design, implementation and evaluation. Every aspect of their model reflected the need to be intentional – when designing the programme based on local needs and partners; when implementing the programme to make the lessons learned through drills, games and competitions to real-life situations explicit and applicable (building capacity for life skills and conflict resolution); and when monitoring and evaluating the programme based on the intended outcomes and three-year objectives (theory of change).

Furthermore, CAC highlighted the need to be flexible at every stage – when designing the programmes they emphasised that they are not a cookie cutter curriculum organisation. Rather, they design and implement programmes based on the local issues



and adapt their curriculum and its implementation accordingly. Flexibility seemed to play a significant role in their ability to deliver quality programming and meet their three-year objectives. Flexibility is also built into their M&E system – they are measuring how the programmes are Workable, Impactful, Situated, Educational and Results-driven. The goal is to use M&E to realise and capture the complexity of sport for social change programmes and to be flexible enough to serve the needs of the local community first and foremost – even if donors are not interested in the stories – the stories need to be captured and told.

Lastly, CAC values reflexivity at every stage of programming, much in part to an in-depth understanding of just how complex and challenging the environments they work in can be. Overly simplistic solutions based on pre-determined objectives do not accurately reflect the realities CAC has experienced on the ground. Through years of reflecting with local community leaders, the Hat Trick Initiative embodies a highly reflective approach during the design, implementation and evaluation of its programmes worldwide.

At the end of our interview, Brian reminded the team why working in so many communities across so many countries is 'not so much to manage all at once.'



It's because our model is based on promoting locally owned and sustainable programmes – we are there for 3-4 years and then we are into another community based on another invitation. We are receiving more requests than we can possibly fill – there is a tremendous need for sport-based programmes to help meet the needs of local communities and do so in a way that intentionally helps the kids connect the dots between sport and real life situations. Practitioners should be able to adapt in real-time to a variety of challenges and obstacles while also able to capture every teaching moment through sports activities and games. Organisations have a lot to learn from one another as field is still trying to define itself – none of us get to see other organisations in action because we are all running our own programmes – a research project like this one is important so we can learn from one another, identify best practices and consider new ways to improve the field as a whole.



#Northern Ireland, Peace Players International **Best Sports Non-Governmental Organisation for Peace of the Year** **Winner 2011 - Peace and Sport Awards**

From its beginning, Peace Players International (PPI) discovered that the best way to effect long-term change in a community was to be fully engaged in that community for the long run. While many sport and peace programmes are carried out as short-term interventions, weeklong camps or one-off tournaments, PPI partners with schools and community centres to provide programming throughout the year and over the course of multiple years.

For more information:

<http://www.peaceplayersintl.org/our-programs/northern-ireland>



After PPI's earliest years, they discovered that the best way, and in their opinion - maybe even the only way, to be accepted by a community, to build trust with local partners and to influence change was to "set up shop for the long haul."

For example, PPI has been operating in Northern Ireland for more than a decade and during the visit there, it was evident. When the PPI coaches walked into a school the principals and teaching staff greeted them like old friends. During the research team's first visit, they visited two schools, one a private Catholic school and the other a Protestant school. The two schools had been caught in the fray of a march that erupted into violence a few years prior. The schools were literally across the street from each other, but separated by a long history of conflict.

Unlike most 'outside' peacebuilding organisations, PPI remained committed to the community during intense times of struggles and demonstrated that they cared deeply enough for the children and the community to continue programming year after year, despite the political climate at any given time.

It takes a great deal more resources and forethought to make a long-term commitment to a programme. For PPI, it meant finding sustainable funding sources, honing their skills on partnership development in each region and ultimately having more local staff than foreign staff working at each site. While PPI continues its fellowship programme for American coaches to work at each of their sites, ultimately identifying and training local staff is their priority.

No matter the context of peacebuilding work, 'local is lekker' holds true. External support, including financial investments and leadership development has been key to building the capacity of each site; but the key to sustainability can be found in PPI's commitment to local staffing and partnerships. Furthermore, local staff engenders a deeper trust within the local community and extends the reach of peacebuilding efforts beyond the youth participants into the wider community (leaders, elders, families, decision-makers, etc).

PPI has seemed to strike the delicate balance of local-knowledge and community trust on one hand, with the external perspective and fresh energy from the outside on the other. As long as the local staff continues to guide the programming, the American fellows can serve alongside them to draw participants out of the energy of the conflict using an external perspective. This is what PPI's Northern Ireland Director termed, "added value," and at its core, the shift toward local capacity building is the real key – "If it's to be sustainable in the longer term, if these skills that are necessary are maintained here, if the relationships and networks that are established during the short term are to be continued, we need to have that local capacity." Building local capacity requires a significant dose of intentionality, flexibility and reflexivity in order to be successful.

In regards to context-specific programming, beyond the local staff, PPI's four sites are noticeably distinct in their structure and methodology. While the core objective of PPI is to bridge divided communities, early programme implementation in South Africa revealed that the more urgent need in the community was HIV/AIDS prevention and education. While PPI headquarters was wary of straying from their mission, they simultaneously were committed to tailoring each programme site to its local context and local needs rather than transplanting the US-designed curriculum regardless of the locality (flexible and reflective).



As such, the South Africa programme has taken on this new slant, slightly outside of PPI's original logic model, to appeal to the needs of the community. Similarly in each of the other three sites, the programme has evolved organically to fill the niche that it finds itself in. In Northern Ireland, basketball in the traditional sense has been scaled back in favour of more basketball-based 'games' and curriculum about cross-community understanding.

In Cyprus, the physical divide between the North and South has been such a barrier; PPI has set up a new office in the buffer zone (the UN-sanctioned border between the two sides) to make cross-communal events possible.

In the Middle East, the programmes are focused on competitive basketball and the "peacebuilding" piece has much more of a subtle and inferred role that creatively adapts to the volatility in the region.

While this may present a challenge for preserving a succinct mission in the headquarters and evaluating impact across programmes, it is the necessary route to ensuring that programmes adhere to "do no harm" principles and continue to be a sustainable element of the community. For transnational programmes seeking to scale beyond a single context or stay within a community over time, the need to adapt continuously requires intentional, flexible and reflective attention to detail across space and time.

#Germany, football3

Football3 is an innovative sport for conflict resolution programme originally launched in Colombia that exemplifies intentional, flexible and reflective attention to detail in the design, implementation and evaluation of its programmes worldwide. What makes the design and implementation of football3 programmes distinctive from others is the absence of referees from the games and the addition of a 'third half' that is completely dedicated to dialogue between participants. Through this unique philosophy, it is the players who are empowered to define the parameters/rules of the games and manage potential/actual conflict through self-initiated dialogue. As one programme designer highlighted,

“ When one uses soccer intentionally, then you can use this ambiguity as a chance to learn, right? So, what is fairness, is it this or that? What is a rule, why is a rule important? How do I negotiate a rule in fact? What do I do when people don't stick to the rules? What possibilities do I have for dealing with that? ...and sometimes the normal, traditional understanding of soccer gets turned on its head. We intentionally use football3 ... as an educational approach. And there is a specific set of rules, that is the first point. And the second point is that it starts with play, and it also always returns to play. But the essential part of learning is the discussion that takes place between the games, meaning outside of the field.

”

For more information:

http://www.streetfootballworld.org/knowledge_centre/football3



The way football3 programmes are designed and implemented provides numerous opportunities for participants to enjoy playing while at the same time learning to negotiate fair play, rules and infractions, and finding solutions through mediated dialogue and a safe space to do so within a bounded timeframe.

Football3 programmes also demonstrate how flexibility is key, particularly when a programme scales beyond its original context. The research team observed these programmes in several forms in Germany, far from its origins in Medellín. Some sites were pop-up “tournaments” where the participants freely defined the space, while others were more of a “drop in-type system” at a school’s established facilities. How strictly a programme adhered to its origins or even to the game of soccer varied widely. Regardless of the variety within specific contexts, each site provided a safe space for dialogue during the ‘third half’ (after the game). This dialogue was a space for both teams to resolve issues that emerged throughout the game by returning to the fair play rules that they had initially set for themselves.

Football3 demonstrates the power of intentional and reflective design in creating safe spaces for interaction and development without losing the allure of sports-based programming. The pedagogical focus helped to shift the participants’ experiences from a focus on winning the game to a focus on enjoying the game and playing with others. The flexibility allows the participants to co-create the rules, expectations, scoring, and resolution to any conflicts or infractions that occur throughout the match. Football3 participants are empowered to embrace diversity, consider all the voices on the field, and to govern their own spaces. This is made possible through the intentional design and the flexible, and reflective implementation of the football3 methodology and approach.

Literature Exemplar

#imagination Creation

Social change in Sri Lanka

In Schulenkorf’s (2010) article titled, “Sport events and ethnic reconciliation: Attempting to create social change between Sinhalese, Tamil and Muslim sportspeople in war-torn Sri Lanka,” the author provides a thorough description of the design, implementation and evaluation of a two-day inter-community sports event aimed at improving relationships between divided communities. Children between the ages of 8 – 16 were targeted and their respective families were invited to participate in the weekend activities.

The Intercultural Sports Meeting (ISM) was organised by a team of locals from each community and the Asian-German Sports Exchange Programme CEO, including a few volunteers from European universities. Planning and preparation for the event (Programme Design) began a few months before the gathering and included “intensive negotiations” with key government and ministry stakeholders to ensure “institutional support from all sides.” The local organizing committee made plans to share marketing responsibilities aimed at each respective group, while the AGSEP arranged travel permits, transportation, teachers, supervisors, coaches, event experts, and social workers to implement and supervise the events.



The two-day inter-community* event included:

Football to promote teambuilding and cooperation (intentional)

Creative Sports to promote self-expression and opportunities for new experiences (intentional and reflective)

Swimming to teach a new and valuable skill (intentional and reflective – a response to the 2004 tsunami disaster)

Cultural Performances and Dance Shows to share different cultural traditions (intentional)

Educational Workshops to promote a better understanding of the social impact of sport (intentional)

Free Time to provide opportunities for the children to play with new and old friends and to choose what activities they wanted to play again (intentional and flexible)

Case Study Research to examine the development of social change (or absence of) through the use of a two-day inter-community sports event. Social change was defined as, “the development of superordinate social identity feelings and inclusive socio-psychological group categorisations between members of the Sinhalese, Tamil and Muslim communities” (intentional and reflective).

**All activities included ethnically mixed groups and the spirit of competition was minimised in order to highlight the fun aspects of playing sports together.*

Schulenkorf’s (2010) article provides an excellent glimpse into the construction of a two-day inter-community sports event aimed to promote cross-cultural understanding and dialogue. The emphasis placed on the details of how the event was designed, implemented and evaluated offers valuable lessons and examples of good practices, especially in regards to ‘one-off’ special events. By way of intentional, flexible and reflective practices the author concluded, “inter-community sport events have the capacity to function as active and exciting vehicles for inclusive social change...[and are] conducive to people making interpersonal and intergroup contact with ‘others’ on a community level;” but also warned that, “it is too much to expect sport events to have a major impact on overall community relations in the absence of a political settlement in divided societies” (p. 291).

Recommendations

We closely observed programme coordinators, practitioners, coaches, facilitators and participants to identify the high-leverage strategies used to promote attitudes and behaviours reflective of peaceful individuals, teams and communities. In other words, we went “looking for peace” and the ways practitioners and participants promoted peace through sport-based activities and programmes. What we found was consistent across a variety of cultural, religious, contextual, and geographical differences - coaches, parents, youth, and administrators who embodied new ways of teaching, playing, discussing, and modelling “sport” were the most effective at challenging individuals to think about conflict and peace differently. The most successful individuals at teaching peace through sport were consistently intentional, flexible, and reflective in every phase of programming, implementation, and evaluation.

Below we have provided additional recommendations and examples based on interviews and ethnographic observations*. For the sake of demonstrating the precise ways intentional, flexible and reflective practices were operationalised across the spectrum of programme design, implementation and evaluation, we have separated the phases into their own distinct categories. Furthermore, we situate the recommendations and examples within the four most salient sub-categories discussed and observed during our field research: Context, Curriculum, Coaches and Community. In no way should this representation be interpreted as anything more than our attempt to help organise the data in a way that facilitates greater understanding within each phase. It is also important to note that no category discussed below is hermeneutically sealed and there is a tremendous amount of crossover between the intentional, flexible and reflective nature of good sport and peace programmes. Ultimately, the success of the programme is contingent upon the iterative and dependent relationship between the design, implementation and evaluation of programmes that holistically reflect intentional, flexible and reflective practices at every stage.

**The following recommendations and examples are not exhaustive but do represent a comprehensive list based on our efforts to map promising practices in the field. For more information see the Recommended Readings list at the end of this section.*

Recommendations for Programme Design

Context

- Conduct a thorough needs assessment in the community and with key community partners – allow enough time to ensure a 'do no harm' approach.
- Identify existing safe and 'neutral' spaces that already connect the community together – ensure that your programme is accessible to your target audiences.
- Be aware of past colonial practices and be transparent about your intentions.
- Check in early and often with local stakeholders and respected community leaders to ensure your programme is never perceived as an 'outsider imposition' on the local community.
- Scale the programme to meet your existing resources (human and financial).
- Base your criteria for starting the programme in direct response to local input and with culturally sensitive planning at the forefront of your mind.
- Consider the timing of your programme – monitor this consideration early and often (e.g., is it safe for the targeted population to participate? What time of day/week should the programme be offered?).
- Observe current and changing barriers and adapt the programme accordingly and in cooperation with local input and direction.

Curriculum

- Examine local definitions of peace and conflict and identify 'what peace' and 'what conflict' the local community aims to address.
- Create a shared language and strong programme branding based on your theory of change.
- Consider which sport(s) you plan to use and the purpose behind using it (e.g., either as a 'hook' or as a means to gain access to different and/or diverse environments).
- Spell out exactly how sport addresses the conflict, the barriers, the divisions.
- Mainstream peace education, conflict resolution and other peacebuilding tactics directly into your sport activities and games.
- Decide how competition will be minimised or leveraged to promote peacebuilding efforts within the local context.

Coaches

- Identify leaders/coaches in the community that have already demonstrated a significant commitment to or desire to be involved in peacebuilding efforts.



- Set aside ample time to train local coaches – they should be experts on the local and historical context; able to understand and articulate peacebuilding theories that inform your theory of change; skilled in positive coaching and facilitation pedagogy; and well-informed on the M&E system(s) you will be using.
- Equip local coaches to handle conflicts within the community and within your programme.
- Provide ample opportunities through a variety of interactive training activities for coaches to 'practice' their role as a mediator and peacemaker.
- Avoid the temptation to assume coaches know how to handle conflict and how to facilitate peaceful resolutions - remember most of them have been a part of the conflict to some degree themselves.
- Provide professional training and development opportunities for your coaches – include opportunities for them to learn more about their strengths, personalities and areas of improvement.
- Facilitate safe and supportive opportunities for your coaches, facilitators and mentors to reflect on their own life experiences.
- Create a culture that teaches, encourages and expects fairness, consistency and open communication.
- View the opportunity to train local coaches as a serious investment in the local community – this investment will require significant time, energy, resources and effort if done correctly, but the return on investment can yield lifelong dividends.

Community

- Conduct a thorough needs assessment in the community and with key community partners.
- Encourage community buy-in and seek out opportunities for cost-sharing with key community partners.
- Identify local strategic partners and networks to complement your programme's efforts and vice versa.
- Promote holistic peacebuilding efforts across a variety of community sectors – partner with schools, places of worship, and other organisations working with your target audience.
- Allow the local community to define and steer the long-term programming process; Consider ways to effectively include or focus on marginalized groups (girls, disabled, minorities, etc).
- Build a plan for sustainability into the programme – rely on local stakeholders to contribute local knowledge, resources and ideas.

- Take time in the beginning to identify hardware and software necessary for the sustainable delivery of programming.
- Adapt to the challenges and needs of the programme participants, within the context of the local community.
- Build sustainability into the programme by including the local community in every facet of the programme – funding, M&E, decision-making, marketing, etc.

Recommendations for Programme Implementation

Context/Community

- Build upon the notion of physically safe and 'neutral' spaces by creating psychologically, emotionally and socially safe spaces for participants to communicate or contemplate new ideas, concepts and expectations.
- Avoid the temptation to over-state or over-promise the deliverables of the programme, despite any and all good intentions.
- Remain true to the local community and the agreed upon terms and conditions of the programme.
- Actively listen for clues to confirm or challenge that the local community continues to feel validated, respected and honoured by the programme.
- Refuse to become too comfortable and/or passive during the programme's high points – always be alert and aware of your surroundings, sensitive to the subtlest indicators of disappointment or compromise on behalf of the local community partners and participants.

Curriculum

- Continue to find new and creative ways to mainstream peace education, conflict resolution and other peacebuilding strategies into the execution of your curriculum.
- Promote a shared language and strong programme brand based on your theory of change – work to create a new shared identity among participants.
- Visit and revisit how, why and when sport(s) are being used to promote/teach peace – be willing to adapt in real-time based on a keen awareness of participants' responses to the planned activities.
- Refuse the temptation to stray away from curriculum goals and objectives due to participants' boredom or inability to focus – instead, draw upon learned strategies/ pedagogies to adapt the activities so that you still meet the intended objectives, but with a renewed sense of energy and enthusiasm.
- Find a healthy balance between competition and cooperation, depending upon the maturity of the participants and the current 'conflict temperature' in the community.



Coaches

- View yourselves as the most ideal role-models you can possibly become – your commitment to peace and consistent demonstration of leadership will significantly impact the programme’s success.
- Embrace every moment as an opportunity to teach, challenge and reflect on how sport can be used to teach peaceful responses to conflict.
- Refuse to let a teaching moment pass you by – the participants are dependent on your leadership, insight and wisdom – despite how exhausted you may feel.
- Actively look for opportunities to reinforce positive behaviour – focus on the process, not on the outcome – especially as it relates to sports performance and peacebuilding activities.
- Highlight every act of kindness, forgiveness, and effort – use positive reinforcement and teaching moments to provide the substance of every activity you do together.
- Create a culture of accountability – to one another (peer to peer) and between coaches and players – use this as a means to teach our need for one another to succeed in sports and in life.
- Commit to consistency in everything you do – consistency provides the healthy boundaries, realistic expectations and uncompromising structure needed in societies that have experienced conflict.
- Be open and honest with your colleagues – if you are having an ‘off-day,’ ask someone to take your place – allowing yourself to be vulnerable for the sake of the community you serve is an honourable decision.
- Protect the community participants you serve by being transparent, honest, and careful in the ways you communicate with them – words are incredibly powerful and your responsibility to uphold the ethical commitment you made to promote peace is dependent on the way you choose to speak or not to speak with the participants (verbal and nonverbal communication are equally important).

Recommendations for Programme Evaluation

Context/Community

- Consider participatory approaches to collecting, analyzing and reporting data that are situated within the appropriate cultural context and sensitive to culturally specific conditions.
- Ensure that your system protects everyone involved.
- Include a mechanism that allows your organisation to gauge distribution of resources and opportunities.

- Make a commitment to provide equal access and opportunities – remember that perceptions supersede realities – take this into account at every stage.
- Include the voices of all local participants involved in or affected by the programme when possible – this should be orchestrated in a manner that is empowering to the local community and all participants.
- Provide a thorough report that includes information relevant to all local stakeholders, including financial information – transparency is critical to building trust in local communities.

Curriculum

- All sport and peace programmes should be reflective by the very nature of their objectives. Through consistent M&E (systematic), critical reflection will continue to define and refine the organisation's theory of change.
- Organisations dedicated to reflexivity may be subject to slower growth processes, but typically this model leads to more sustainable growth. Only honest and critically reflective M&E will contribute to programme improvement.
- Programmes owe it to themselves and the communities they serve to openly and honestly evaluate their efforts. Programmes that are co-created and help meet the self-identified needs of the local community should be the ultimate goal, above and beyond any promises made to donors.
- Examine theories within your programme design and implementation through your M&E efforts – focus on how programmes are created to work for peace.
- Create systems that help identify the causes and effects within SPD programming.
- Commit to revisiting and revising your curriculum as often as necessary and in direct response to M&E results.

Coaches

- Include the voices of all local coaches throughout every aspect of M&E.
- Involve the local coaches in data collection, analysis and reporting.
- When coaches, referees, players and other participants are encouraged to reflect on the dynamics of the game/activities, then they are more likely to understand and communicate better with the participants.
- Meet regularly with coaches and staff to review M&E feedback – allow the coaches enough time to reflect on the results and provide them a safe space to discuss good practices, lessons learned and challenges they are facing.



Recommended Readings

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Challenges & Recommendations

Keywords: Sunflower Effect, Jay Leno's Garage, Monsters & Elephants

After a heavy focus on locating sport and peace organisations across the globe and exploring the most promising practices in the design, implementation and evaluation of programmes, the team turned their attention to a third objective: 'To encourage collaboration and knowledge sharing between key stakeholders.' For this, the team asked practitioners and programme coordinators to speak about the most pressing challenges they face in the field. Surprisingly, these conversations were the most candid, energetic and exemplary of the spirit that embodies some of the most creative personalities and organisations in the field of sport and peace.

In this section, the three most commonly discussed challenges facing practitioners and organisations in the field will be highlighted: Funding, communicating, and M&E. All three challenges are introduced and discussed using a different metaphor, with hopes that the concepts will become more memorable to the reader and more appealing to a non-academic audience. According to Clandinin & Connelly (2000), metaphors help the researcher think about their work. It is our hope that the metaphors also encourage the reader to think differently about the challenges and recommendations offered from the field.

Sunflower Effect

The dangers of relying on the 'sun' for life

Keywords: Sunflower Effect, Do No Harm, Social Entrepreneurship, Rubbish for Reconciliation, Mutual Dependency - Reciprocity, Turf Wars for Peace, Debunking Dependency

One of the most common and daunting challenges facing sport and peace organisations is the need for sustainable funding. Organisations, big and small, cited funding as an impediment to growth and a serious concern for creating sustainable, local programmes. Beyond this, many expressed a desire for best practice resources to help navigate the delicate and all-too-often one-sided relationships 'between' donors and locally-owned organisations. Some even called for 'advocates' to act on the behalf of local NGOs to 'change the mindset of donor-organisation relations.'

In this section, we will highlight the voices of practitioners, programme directors and academicians to contextualise the Sunflower Effect. By turning our attention to a diverse range of case study exemplars from field research interviews and the literature, we will not only identify the challenges related to locating and securing resources (financial and human), we will also share some of the most creative solutions that exist in the field today. Lastly, we offer our own recommendations for local and international organisations to consider. Perhaps after reading this section you will find new ways to think about funding or strategies to articulate your very own commitment to avoid the Sunflower Effect.

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#Sunflower Effect

Pakistan, Just Peace Initiatives

During an interview with the founder of a peace organisation in Pakistan, he identified some of the challenges his organisation faces in regards to local peacebuilding efforts. His response impacted the interviewing team in a profound way, not necessarily because the content of what he said was surprising per se, but rather by the way he articulated his deep concerns.

For more information:
<http://www.justpeaceint.org>



You have asked a very important question. Of course, we all face many challenges related to development or building societies in pursuit of peace. Listen carefully to my words because they are very important. Too many times, outside agencies [foreign aid] plant themselves in our local communities like sunflowers. They appear beautiful at the beginning – their colours are radiant, their stalks are tall and upward growing and they attract the attention of everyone passing by. Perhaps they are useful to us at first – the seeds provide nourishment and the oil has many uses. The leaves can be used for feeding cattle and the stems for producing paper. But as everyone knows, the sunflower, like every plant, is dependent on the sun for life. These outside organisations I am speaking of are also dependent on the ‘sun’ for life – and the sun I am speaking of is donor funding. When the sun disappears (the funding runs out), the sunflower becomes heavy and burdensome and eventually dries up, dies, and withers away. The only thing left for the local community is decaying rubbish. Some sunflowers live longer than others because the sun is now coming from a different direction. So naturally the plant turns its face toward the direction of the life-giving energy. What this really means for us is a compromise in ethics – even with the best of intentions the local context and specific needs of the local community are forgotten and a new direction is justified. The damage done to our communities is sometimes unthinkable.



According to Coalter (2010), “The most radical critiques tend to be aimed at top-down forms of intervention by external agencies, often with little accountability [especially to the local community]...rapid growth in influence of locally non-accountable NGOs represent new forms of neo-colonialism. With their main leadership and strategies being formulated in the West, they are viewed as having the potential to promote new forms of dependency” (p. 298).

Fortunately however, there are a number of inspiring role models living in the trenches that were are to compromise their ethics or jeopardise the long-term impact for a short-term burst of funding and support. Here’s what some of them had to say during interviews in the field or via Skype.



Trending Practices

Field Exemplars

#Do No Harm

South Africa, Amandla EDUFootball

Just one year after the FIFA World Cup, Florian Zech, Managing Director of AMANDLA EDUFootball in Khayalitsha, South Africa admitted that he had been tempted to take funding that was “rolling in to South Africa in advance of the 2010 festivities.” Many – if not most – sport-based development programmes were accepting funds from corporate sponsors looking to stretch their influence to emerging markets. Coca-Cola, Budweiser, and FIFA were looking for local partners through which they could funnel money for sport-based projects leading up to 2010; many organisations interviewed for this report benefited greatly from that money. But Florian Zech refused to accept the millions of rands offered to him for short-term programmes meant to occur throughout the year 2010. Instead, he was more concerned that the money would be short-lived; that the glut of cash flowing in would not be sustained; and that he would be unable to maintain the same programming effects for the long-term. He faced a difficult decision: If he accepted money now, expanded programming in the short-term, reached a greater number of young people; but later on be forced to scale down and retract opportunities - he opted to decline the money in favour of his conviction to “do no harm” in the community he loved.

For more information:
<http://www.edufootball.org>

#Social Entrepreneurship

Brazil & United Kingdom, Fight for Peace

In a Skype interview with Luke Dowdney, Founder of Fight for Peace, he talked passionately about an idea he had been working on for some time to address the never-ending concerns for funding programmes, staff, and organisational growth. His non-profit organisation was already growing at a rapid pace – they were running two centres, opening four more, and doing trainings all over the world in collaboration with USAID and UN Habitat. His workforce had grown to 80 staff (full and part time) and his budgetary needs were exceeding \$1 million dollars annually. Luke didn’t want to “compete” for funding “against” other programmes; in fact, he said, “I want to flip the SPD funding model on its head and give away everything we know based on years and years of research. It is worth it to take this risk – we believe it will help us grow and that we won’t lose support for our vision to share what we have learned with others.”

For more information:
<http://www.fightforpeace.net>
www.luta.co.uk
www.luta.us
<https://www.facebook.com/LUTA.US>

Luke was right and his entrepreneurial spirit now leads the way for other SPD organisations to consider. In 2011, he joined up with private investors and some of the best sports apparel designers and performance technicians to design and launch his very own LUTA brand. LUTA was founded with private investment capital with the objective of creating a future income stream for Fight for Peace – making the NGO self-sustainable.

LUTA is much more than performance and lifestyle clothing: LUTA is a social enterprise that has a 50% profit share scheme with the charity Fight for Peace International.



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Here is what Luke has to say on his website about why he founded LUTA:



First, I felt there was a need for really advanced performance fightwear and trainingwear designed by fighters for fighters and those who are serious about getting fighting fit.

Second, I wanted to pay homage to the positive energy in the favelas and the real strength I'd witnessed training young champions there since 2000. The Brazilian Portuguese word 'luta' means to fight, to struggle, to never give up, and that is what LUTA is all about.

Third, I wanted to support those young champions, and others like them around the world in communities that suffer from crime and violence, by providing Fight for Peace with a profit share in the company. Over-polished stories of sports celebrity are everywhere, LUTA is about a real story of real strength.



Advocacy and Partnerships **Jordan, Generations For Peace**

By promoting local funding and ownership, GFP is uniquely committed to making every GFP project self-sustaining. Community buy-in through locally sourced funding is a key to GFP's long-term success and commitment sustainable impact. One of the ways GFP confronts the challenge of local funding and ownership is through a part of the curriculum titled, "Advocacy and Partnerships." This portion of the training is dedicated to empowering Delegates and Pioneers to pursue their own funding, while building their capacity for outreach and leadership. Despite the unique challenge of programming that spreads across the globe, GFP has maintained a strong brand, born by each of the volunteers, entirely due to efficacy of this component of their curriculum. Though seemingly disconnected from the mission of peacebuilding, the ability of an organisation's members to clearly present on and advocate for their work is crucial to their success. Lastly, always on stand-by, GFP headquarters continues to provide expert technical assistance and seed funding when needed to support and sustain programmes.

#Rubbish for Reconciliation **Timor Leste, Action for Change Foundation**

In a Skype interview with Jose de Jesus, founder of Action for Change, he told the team about the creative ways his organisation is using garbage (bottles, tyres, soda cans, plastic bottles, and plastic bags) and local natural resources to reach thousands of children through sport and peace programmes. Action for Change was designed for youth and is led by youth – and with the help of Peace and Sport, they are teaching children adapted athletics, gymnastics, and softball –on a very small budget. Youth are learning how to shot put with coconuts and are bravely pole-vaulting with bamboo

sticks. Not only are youth using the adapted equipment for their own programmes, they are also using the products to generate income for the centre. Jose de Jesus hopes this model will lead to more sustainable programming for the targeted youth being served and that eventually his organisation will gain access to 'proper equipment' and facilities to reach an even greater number of underserved children.

#Mutual Dependency - Reciprocity

West Liberia, L.A.C.E.S.

In a conversation with Founder and Director Seren Frost-Fryat, she talked candidly about the day she realised that her volunteer coaches were serious about needing to be compensated for their time, energy, and contributions to the organisation. Be certain, Seren wished to provide her volunteers compensation for their work, however she was unable to gather the funds to do so.

She recounted, "They kept coming to me and saying, 'Ms. Seren, we have to have money to take care of ourselves and our families. We do not have any other work and we are here to help the children in our community; but we must put food on the table to care for our own children and parents.'" Seren worked tirelessly to identify donors, but it was a time-consuming and expensive process in itself – she kept telling her volunteers, "Please be patient, I am working on it."

One day she showed up to the field, ready for the activities to begin. All the children arrived and prepared themselves for the lesson and that is when Seren realised what was happening. The volunteer coaches boycotted – they did not show up for the training that day; not out of spite, but to help Seren understand that they both needed each other equally and that her vision to provide sport, education, and enrichment activities for the children was just as dependent on the locals as they were on her.

Seren was thankful for learning such a valuable lesson – now her staff is compensated for their time and the programme continues to grow broader and deeper, under the leadership of the local community.

Literature Exemplars

#Turf Wars for Peace

Salesians of Don Bosco

In Armstrong's (2004), article titled, "The Lords of Misrule: Football and the Rights of the Child in Liberia, West Africa," the author provides a rich and descriptive narrative about how sport was used after the civil conflict to promote reconciliation through sport-based education. During football tournaments armed rebels laid down their weapons to watch or participate in the competitions. The hopes were that football (and other sports) would provide alternative career opportunities and provide a legitimate means for youth to turn away from the militias. In 2002, the football programme boasted 120 employees through the project. UNICEF recognised the programme as the only one in Liberia that was "effectively working with the youth." Bosco projects were considered locally owned, innovative and well run; rather than as ideas "imported as neo-colonial philosophy."

For more information:

<http://www.lacesport.org/Index/index.php>

*Don Bosco's programme is also highlighted in: Ley & Barrio's (2012) chapter titled, "Sport and recreation as educational and diagnostic it means: Don Bosco's vision and the Salesians' mission in Eastern and Southern Africa."



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In 2001 another well-known organisation announced that they would be moving into Liberia too in order to locate and build football teams in order to “save the children.” Father Joe, director of the Don Bosco programme, became incredibly concerned with the prospect:



They’ll swamp the area. Give out footballs willy-nilly and have photos taken of kids with balls for their brochures. After six months it’ll all end, the balls will burst, or get lost and there won’t be any replacements. The kids meanwhile get the idea that what they want some Western agencies will get for them – free. Some NGOs are without shame, they start an idea, spend a fortune in the short term and don’t follow it through. But then their duty is to their policy makers...



The Don Bosco projects operated without formal funding, tapped into what was available locally and relied heavily on contributions from international well-wishers. Eventually the micro-level successes could not outweigh the macro-level injustices and the programme faded away, despite the honourable and significant contributions made by Sean Devereux and Father Joe.

#Debunking Dependency Peace and Sport

In Hubler’s (2012) chapter titled, “Adapted equipment and practices: A tool for popularising sport for peace” he draws attention to the four categories local stakeholders identify as obstacles to development (and peace) efforts:

- Funding
- Equipment
- Training
- Facilities (p. 55)

For more information:
[http:// www.iaaf.org/](http://www.iaaf.org/)



Throughout the world, regardless of the individual social problems encountered from one continent, country or community to another, these four categories of needs remain immutable and absolute. Although the financial need is often the first expressed and the one which represents the main challenge for stakeholders in the field, lack of funds should not prevent the poorest communities [from] having access to sport.

(Hubler, 2012, p. 55-56).



Peace and Sport, “L’Organisation pour la Paix par le Sport,” (since 2007) promotes sport as a tool for peace education and social integration for some of the world’s most vulnerable youth. One best practice that has emerged throughout their work



is the creative use and design of adapted exercise and equipment. Please see the example of Peace and Sport's creative adaptations through their partnership with the International Archery Federation, which teaches people how to make bows and arrows from bamboo (pp. 56-58):



Creating adapted equipment enables local actors at the centre of the process to become empowered and self-sufficient instead of falling into the classic pitfall of waiting for donations of equipment. This strategy promotes independence above its dependence on financial providers or donors – and with it ownership and sustainability. Limits to the widespread implementation of sports should not be money, or equipment donations... but creativity, inventiveness and imagination.



(Hubler, 2012, p. 57).

Recommendations

After more than 75 interviews with organisations around the world, it became apparent that regardless of size or geographical region, funding is the single greatest challenge for SPD organisations. With limited number of funding streams available, it is easy to see why so many organisations become the “sunflowers” of local communities. The sun is necessary for their survival. Unfortunately, despite the best of intentions, NGOs that operate as sunflowers have created a system of dependency and disappointment. Unlike the sunflower, the best NGOs are firmly planted in the local community and collaborate with other agencies and institutions to provide the best resources for the people they serve alongside. Please see the recommendations below for specific lessons learned and best practices.

Local Organisations

- Maximize a local stakeholder base (through appeals to local industry and government), integrate social entrepreneurial aspects into programme design, and solidify effective networks with overseas donors (when relevant).
- When collaborating with outside agencies, approach the partnership with a detailed plan demonstrating local ownership in the programme design, implementation, and evaluation.
- Despite the good intentions of everyone involved, there must be locally motivated change agents equipped and empowered to pick up any ‘leftover sunflower seeds’ to plant for a new harvest.
- Do not be afraid to discover what it is that works best in the pursuit of peace for your life, your family, and your local community, despite the modest resources you may currently have or the ideas that others may have for you.



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- The most 'successful' programmes are rarely, if ever, the biggest or wealthiest programmes. Commit yourself to finding an eclectic mix of partners that are committed to whatever peace requires of us— think outside the box.

Ask yourself questions like:

- Who else cares about peacebuilding in our community?
- How can we meet with them and tell them our story/vision for peace?
- Where does peace exist in my community where it logically should not?
Go there. Ask them. Study their movements. Visit their schools. Markets. Hospitals. Public Transportation. Sports Clubs. Ask them how peace exists in their midst.
- What factors make peace possible in situations where conflict should exist?
- Identify positive deviants – who is “doing peace” and how are they doing it?
- How can you tell your stories of peace through sports to audiences that matter?
- Which audiences matter and why? Ones that care about youth? Who else?
- Who are the community influencers? Decision makers? Respected movers and shakers?
- How can we make the undiscussible discussible? Be creative. Tell/show stories.

Do all of this with the intention of making your case for peace – and your case for peace will require modest, but sustainable funding. Brainstorm with others unique ways to create meaningful partnerships. Think about how to promote peace projects that generate awareness and funding resources/networks. The answer for securing funding lives within the same creative spirit that allows you to believe that sport can actually promote more peaceful lives and communities in the first place. Now, go and tell your story.

International Organisations

- Avoid the temptation to turn toward the sun (follow the funding) at the expense of the local community. This requires transparency, integrity, and a commitment to the original mission, vision, goals – and most importantly, the community in which you work.
- Commit to using sport as a 'new' approach to challenge old models of development and aid, most of which can be labelled as noble attempts at best and epic failures at worst. Embrace the way sport is already embedded into local communities and work to promote the “home team” advantage. Think creatively about ways to free the local leadership from the burden of securing sustainable funding without asking them to “leave it up to you.”
- Spend quality time with your partners, asking them to identify local sources of funding and support. Spend quality time in the community, asking them if peace is worth the 'cost' and if they believe they can actually achieve it. Study organisations that are similar to yours – ask them for advice; ask the tough questions; be willing to share your own lessons learned (be they failures or successes or accidents).
- Then, find organisations that are dissimilar to yours (in content) but share your values, morals, ethos, and scope of reach. Invite them to a “let’s learn from each other” date. Be willing to be vulnerable on behalf of the people you love and hope to serve alongside.

- Listen, actively listen, to the way people talk about peace – are they using words that empower? Do they choose language that reflects reciprocity? Do they sound genuine about the humanity that makes up their mission or do they sound like they are trying to 'land the next big deal?' Decide who you want to align yourself with based on the language they use and the spirit in which it is delivered. Genuine people find ways to make peace happen through a variety of channels.
- These are tough questions – it is business – and we all know it. It is business because it requires goods, services, resources, and capital. But more importantly, it is the business of humanity. It is about creating hope and the experience of peace in the life of one child, one family, one community.
- Above all, make yourselves accountable to one another - to the local communities you serve and your partners standing by your side - work hard to support modest, realistic, measurable steps to make individual lives and communities more peaceful.
- Let go of the utopian idea that sports will bring about "world peace" by the year 2015 and instead commit to seeing one life changed at a time – it is all about scaling the expectations to meet the self-identified needs of the community – does the community think world peace is possible in the next year or so? If not, find out what peace they do think is possible and go for it together.
- Lastly, convince donors and stakeholders, through innovative, collaborative, entrepreneurial ideas, that peace is achieved over time – through webs of networks that are strong yet flexible, with enough time to be formed (however much the case may be – peace is worth long-term investing).



Recommended Readings

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Jay Leno's Garage

Just because you stand in a garage does not mean you will turn into a car

Keywords: Theory of Change, Definitions, Theoretical Frameworks, Conceptual Frameworks/Models, Mainstreaming, Sport for Development Theory

'Super-critics' have labelled sport as an inherent harbinger of conflict and violence while 'sport-enthusiasts' have made claims that sport can practically 'save the whole world' (Wolff, 2011). This polarisation was evident on the ground during the field research and represented a true reflection of the debate that persists throughout the literature, with particular emphasis on the need for more research guided by theory (Armstrong, 1997; Chappell, 2004; Coalter, 2005, 2007, 2008, 2010; Darby, 2002; Girginov, 2008; Giulianotti, 2004; Hartmann, 2003; Jarvie, 2003; Kidd, 2007, 2008; Kidd & Levermore, 2008; Lawson, 2005; Lyras 2007, 2009, 2010; Maguire, 1999, 2000). Unfortunately, this tug-of-war continues to negatively effect policies and widespread programmatic funding. On one hand, there seems to be an unfounded aversion to using sport, and on the other hand, an over-eagerness to use sport everywhere and anywhere.

Perhaps not surprising, individuals typically take 'one side or the other' based upon their own sport experiences. Suffice it to say that evidence-based research (or the lack thereof, whichever the case may be) is not the primary driver of which side one lines up on in this debate, and both sides are 'guilty' of the consequences. The 'sports evangelists' seem to be responsible for the implementation of many well-intended but misguided SPD programmes. Proper preparation, reflection and care for the local community are absent and the results can negatively affect wider peacebuilding efforts. On the other hand, cynical critics dismiss any legitimate role sport could play in building more peaceful individuals, living in more peaceful communities. Because SPD has been so highly polarized and not fully understood from a theoretical perspective, valuable opportunities are being lost, dismissed or never even realised. Overcoming this 'conflict' peacefully by finding some middle ground (based on rigorous methodologies of inquiry) should be one role of research in the field moving forward.

In this section, we will highlight the persistent challenges organisations face regarding theories of change, theoretical frameworks/underpinnings, conceptual models, and mainstreaming sport into wider peace efforts. We will connect these challenges and recommendations back to the importance of intentional, flexible and reflective attention in programme design, implementation and evaluation. For sport to be an effective tool it must be coupled with thoughtful and conflict sensitive planning and frequent adaptation to the current context within which it is operating. Not only does the lack of theoretical underpinnings in sport and peace programming leave room for unintentional harm, it also presents a serious challenge that continues to undermine the field as a legitimate consideration in wider policy peacebuilding efforts and infrastructure (Coalter, 2010; Hayhurst, 2009; Kidd & Levermore, 2008; Kidd, 2008; Levermore, 2008; SPD IWG, 2007). Theory legitimises the field, links us to other fields and informs systematic planning and/or creates blueprints that can be implemented and measured over time.

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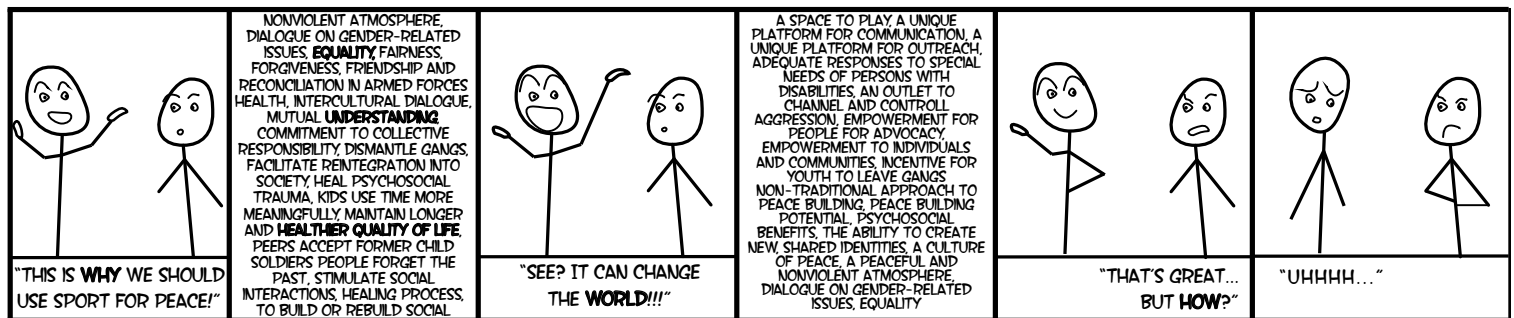


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#Jay Leno's Garage

Stand-up comedian and late-night television talk show host Jay Leno is famous for his ability to make audiences laugh, his characteristically protruding chin, and his world-class collection of vehicles. Jay Leno's garage, which takes up about 17,000 square feet of space, is home to approximately 150 cars, motorcycles and trucks. And (hopefully) to no one's surprise, not one of those motorised machines ever started off as a living, breathing human being. In other words, just because someone stands in Jay Leno's garage (no matter how long), they will never turn into one of his famous collectible cars.

Likewise, in order for the field of sport and peace to professionalise, organisations must be able to clearly articulate, operationalize and measure their theory of change – based on sound theoretical frameworks. Simply referring to the most basic assumptions about sports “ability” to bring people together is no longer sufficient or accepted. Similarly, and metaphorically speaking, our Jay Leno analogy applies to the field of sport and peace: “Just because you roll a ball out onto a field does not mean peace between divided communities will automatically happen.” None of the organisations researched made such wildly explicit claims, but many did express the persistent challenge of how to clearly articulate their mission, methods, and evaluation strategies in ways that moved beyond seemingly over-simplified descriptions or explanations.



Cartoon Creators:

Sarah Hillyer, Ph.D. (author)
Elisa Platillero (illustrator)

As depicted in the cartoon, there is no shortage of reasons for 'why' sport should be used in peacebuilding efforts; and neither is there a dearth of claims about 'what' sport can accomplish in the name of peace. But when it comes to answering the 'how' question, there seems to be an almost deafening silence.

Critical scholars continue to call for more research to address the urgent need for responding to the “how” question (see word cloud below for phrases most often used in the literature).



In the following section, we provide case study exemplars from the field and literature to demonstrate how organisations and scholars are beginning to address this challenge. In order for sport and peace to move beyond small-scale, individual, locally based initiatives that only affect a nominal number of youth, the Jay Leno challenge will have to be addressed. In other words, key stakeholders will need to understand the theories that inform their actions and acquire a more sophisticated ability to articulate the why, what, when, and how sport can be used to promote positive personal and social change for peace.

Trending Practices

Field Exemplars

#Train the Trainers

Jordan, Generations For Peace

Effective curriculum requires forethought and planning that seeks to control and predict the interplay between sport and peace objectives. The curriculum of GFP demonstrates just that. Through a multidisciplinary approach to peace, GFP bridges the philosophical underpinnings of peace education to tangible and applicable ways of designing and implementing programmes.

At a community hall in Nablus, Palestine, with the background of purple flowers left over from the previous evening's wedding festivities, one of GFP's most experienced Pioneers walked a new cohort of volunteers through the curriculum in Arabic. Around the room binders were filled with copies of a thorough and meticulously researched curriculum based on peace education, conflict resolution and intergroup theories. The binders included everything from sport specific skill instruction to best practices in facilitation to mainstreaming messages of peace throughout a variety of sport-based activities. These particular sessions are called "Train of the Trainers" and are critical to GFP's model of disseminating their programmes globally.

For more information:

<http://www.generationsforpeace.org>

GFP's curriculum is a powerful tool for two reasons:

1. It serves as a roadmap for global training, which permits scalability and
2. It empowers volunteers to self-educate through new and creative business tools, programme design and peacebuilding theories.

On the first point, time and again, training of "peacebuilders" has been a challenge for organisations. There is a tension between providing enough of the conceptual/theoretical framework in which to implement activities, while at the same time providing step-by-step instruction on the teambuilding and sport-based skills and activities – the nitty-gritty part of effective programming. Only with these two elements, though, can the programme actually achieve its goal of promoting peace through sport in a variety of contexts around the world.

Each module that GFP has created, employs bit-sized pieces of theoretical knowledge and then follows that with actionable pieces – as the curriculum defines its purpose to "assist GFP Pioneers in developing and understanding of the conflicts you face in your own communities and preparing you for action" (GFP Peacebuilding Curriculum, p. 1).



At a training session in Amman, trainers learned and talked about the definitions of conflict, negotiation, peace, and so on. The definitions served as transformative learning moments for the Delegates engaging with the curriculum. While they have all experienced conflict in their lives and/or communities, learning the language and the definitions that define cycles of conflict (e.g., De-escalation Curve) helped them make sense of the curriculum as a whole (rather than seeing the modules as disconnected or separate parts).

This new theoretical knowledge helps the trainers/Pioneers conceptualise what it is they are doing and why. Throughout training, it was repeatedly illustrated how Delegates started to link the definitions and theories to their own experiences and thereby formulate resolution methodologies through understanding more about the processes of conflict and peace.

From the high level stage of definitions and theories, the curriculum drills down into specific case studies and then specific tools/games by which the trainers/Pioneers can engage at each level, depending on the cycles of existing or escalating violence. Thereby, individuals became empowered to take action and understood the tools by which to do so.

Ultimately, the curriculum defines the culture and language of the community they are building through the integration of sport and peace theories in practice. It systematically provides a roadmap for motivated volunteers around the world to implement similar programming and tailor it to their specific cultural context.

For more information:
<http://www.peaceplayersintl.org>

#Out of the Box

PeacePlayers International (PPI), Arbinger Institute

PPI's original objective - To bring youth together through basketball in divided communities - could have easily remained at the "superficial level" (or what PPI leadership referred to as, 'being content with Contact Theory and not going any deeper than that'). In other words, they very well could have arranged basketball games and tournaments, used the basketball court as the safe and neutral meeting space, included children and youth from 'both sides of the conflict' and been satisfied with their contribution towards peace. Instead, the organisation dug deeper into what it means, physically and psychologically, to engage young people and build lasting relationships of understanding and respect. In this endeavour, they sought out the Arbinger Institute to provide the philosophical/theoretical framework to their work and revamp their coaches' training to achieve this higher (and deeper) level of engagement.

Through this partnership, PPI trains the coaches and staff at each of their country sites to embody what Arbinger refers to as "out of box" thinking. "Out of the box" thinking allows for individuals to re-define the "Other" - "I am most happy when I am alive to their needs (Arbinger Institute, 2002 b, p. 36). Therefore, I am most successful as a coach when I shine light on my clients' aliveness to others' needs" (Arbinger Institute, 2002, p. 15). In peacebuilding language, this is also referred to as empathy.

The effectiveness of this training was demonstrated in two ways during the site visits to Northern Ireland PPI programmes:

1. Arbinger's philosophy encourages and teaches a new 'language' for coaches, facilitators and participants to adopt as part of their everyday interaction with one



another. In Belfast, there were several moments where the philosophic elements of their training blended into ordinary conversations between PPI staff, even off the court. For example, one day while two coaches were loading basketballs into the trunk of a car for the upcoming training session, one coach teased the other coach about “coming from the wrong side of town” - in which the second coach responded (while laughing), “Man, you’re just living inside the box.” This is one of many examples of how the theoretical foundation of the entire organisation’s mission became a new part of the ritual and shared language between coaches.

2. This shared way of thinking and new language also equips the coaches to facilitate meaningful discussions with the youth participants. In the Northern Ireland context, everyone belongs to a ‘side,’ whether they like it or not. This ‘truth’ positions local coaches as ‘no different than the kids’ who participate in the programmes and provides countless opportunities for them to ‘be the bridge’ between participants during different activities and discussions. One example is worth highlighting – a young PPI coach was working with a group of small children who were discussing holidays celebrated by Catholics and Protestants. One of the children asked the PPI coach, “Are you a Catholic or a Protestant?” The coach provided an answer (recognizing that she is part of the dynamic that exists in the community and she cannot deny that fact) but then quickly shifted the focus on her ‘identity’ as a way to recognise, appreciate and respect the similarities and differences between the religious holidays. Her ability to think and speak ‘outside the box’ allowed her to highlight the ‘union’ she shared with the “Other” and ‘be the bridge’ the children needed to see in this particular moment.

PPI and Arbinger’s training is effective because it presents “theory” as language and experiences that are easily understood and readily accessible to individuals at each site, despite the diverse contexts. As a result, it has become part of the DNA of the organisation and defines PPI’s theory of change (design, implementation and evaluation as a whole, rather than the sum of its individual parts). The common language also encourages a new, super-ordinate identity and important rituals that are crucial to the success of sport as a peacebuilding tool.

#PE² Mainstreaming Peace Education into Physical Education El Salvador, Salud Escolar Integral Programme

For more information:

<http://www.tgfu.info/research/projects/el-salvador-salud-escolar-integral>

In a Skype interview with Jamie Mandigo, professor of Physical Education & Kinesiology at Brock University, he introduced the team to the unique work he is doing in partnership with the Universidad Pedagógica de El Salvador. Since 2005, Mandigo has been helping to train a new generation of physical educators in El Salvador as a way to address some of the causes and effects of a nation that has the highest homicide rate amongst adolescent males in the world.

Mandigo named several key components of this programme, starting with the creation of a new undergraduate Physical Education Programme at one of El Salvador’s largest teacher development universities. The goal of the new physical education programme is to equip a new generation of students to feel more confident and to gain the competencies necessary to deliver quality physical education programmes, while at the same time promoting positive human development, peace across the curriculum, life and conflict resolution skills needed to resolve conflict in non-violent ways.



The name of the programme is very roughly translated as the Whole, Healthy Student. Mandigo and his colleagues are continuing to build the programme with multi-sectoral support and are dedicated to collaborative approaches. They continue to integrate prevention models into social and educational policies, an exemplary case of mainstreaming peacebuilding efforts at the systems level based on theories in peace education and humanistic approaches to education. The programme reflects a strong collaborative spirit as demonstrated by its partners – which include a broad range of Salvadoran government ministries and agencies, international cooperation between Salvadoran and Canadian universities and governments, and the private sector support of corporate sponsors within the country. This programme is one of the very few in the world that effectively mainstreams peacebuilding efforts based on peace education theories through physical education at the macro, meso and micro-levels.

Literature Exemplars

#The Doves Project

Sport for Development Theory (SFDT)

In Lyras & Peachey's (2011) article titled, "Integrating sport-for-development theory and praxis" the authors provide, the single most comprehensive, holistic and important theoretical contribution to the sport and peace literature to date.

Using a grounded theory approach, Lyras (2003, 2007, 2009) designed and assessed several SPD initiatives that aimed to uncover interdisciplinary approaches to understanding the conditions and theories that might affect personal and social change. This action research/grounded theory yielded "The Doves Project" – "a platform for theory building based on an interdisciplinary theoretical foundation drawn from organisational theory, humanistic psychology, intergroup contact theory, educational psychology, and theory and methods of research" (Lyras, 2011, p. 2).

The authors do an excellent job of providing a thorough examination of the undergirding theoretical framework(s) that should be considered when using sport for social change. After providing a comprehensive explanation of the theories that contribute to holistic and effective programme design, implementation and evaluation, they compare two programmes using the framework described in the first part of the article.

Below, we will only introduce an abbreviated outline of Lyras and Peachey's (2011) findings and encourage the reader to examine this article in much more detail, as we believe this literature exemplar has the potential to serve as the turning point for interdisciplinary research in the field.

Sport for Development Theory Outline

SFDT: Building Blocks – lays the theoretical foundations and assumptions

- A. Inter-group acceptance based on Allport's (1954) Contact Hypothesis
- B. Human Development based on Maslow's (1970) humanistic psychology theories

SFDT: Interdisciplinary Model for Non-Traditional Sport Management Practices (5 components)

A. The Impacts Assessment Component

(Burnett & Uys, 2000)

Sport intervention programmes for positive social change should be measured using the macro, meso, and micro levels of analysis.

B. The Organisational Component

(Beer & Nohria, 2000; Slack, 1997; Slack & Hinings, 1992)

Organisational Change Theory

Resource Dependence Theory

Institutional Theory

Organisational Culture

Transformational Leadership Theory

E Theory (top-down approach)

O Theory (bottom-up approach)

C. The Sports/Physical Activity Component (Five Principles)

(Beedy, 1997; Bredemeier & Shields, 2001; Devereaux, 1971; Ebbeck & Gibbons, 2003; Gibbons & Ebbeck, 1997; Lyras, 2007; Saunders & Sugden, 1997; Sugden, 1991, 2006, 2008;)

1. Inspiring moral philosophy (e.g., Olympic values, 'out of the box,' etc);
2. Educationally oriented engagement of sport experience;
3. Inclusive teams;
4. Quality experiences (promoting excellence, fun and peak experiences);
5. Linking sport with cultural enrichment activities and citizenship.

D. The Educational Component

(Bandura, 1989, 1994, 2000, 2002, 2004; Brown & King, 2000; Csikszentmihalyi, 1990, 1996; Lyras et al., 2008)

Social Cognitive Theory

Flow Theory

Constructivist Pedagogy

Problem-Based Learning

E. The Cultural Enrichment Component

(Binder, 2001; IOC, 1994; MacAloon, 2000, 2008)

Olympism

- Moral philosophy to existing sport practices;
- Provide a healthy, educational environment for young people to grow and develop;
- Inspire humanity for the development of a peaceful world.

At the end of the article, Lyras and Peachey (2011) remind the reader that there is no such thing as a "one size fits all" model for sport and peace. This article serves as another example that the way sport and peace programmes are designed, implemented and evaluated are most effective when they are based on theoretical principles that promote a holistic view of social change, rather than isolated parts based on overly simplistic assumptions and explanations.

#Sport for the Disabled

Adaptation of Galtung's Triangle of Violence

In Brittain's (2012) chapter titled, "Sport for Disabled as Social (Re) education and a (Re) builder of lives," he presents an adaptation of Johan Galtung's triangle of violence to highlight the varied ways that persons with disabilities have suffered (and continue to suffer) different kinds of violence. Drawing upon three models of disability (medical, social and bio-social), Brittain demonstrates the relationship between forms of violence and the various ways it effects persons with disabilities.

A. Direct Violence

The most extreme forms are extermination through abortion, euthanasia and 'modern genetic engineering' such as in the case of the Nazis; and Ridicule by way of language, such as 'Freak Shows,' 'cripple,' 'retard,' etc. More mild forms include physical attacks and bullying.

B. Direct Violence & Sport Participation

Ridicule can act as a huge barrier to sport participation by persons with disabilities. Dominant views and understanding of modern sport centre around the notion of physical perfection, physical conditioning, superior strength and coordination, etc. Often times these perceptions lead to fear of failure, low self-esteem, low self-efficacy and a host of psychological barriers to be overcome.

C. Structural Violence

The most dominant images of structural violence come in the form of poverty and environments that prevent access to a host of daily functional and social activities. Other less realised forms of structural violence come as a result of families "hiding away" the disabled person(s) living in their home due to cultural/religious reasons such as "losing face," embarrassment, humiliation, or accusations of evil spirits that may bring harm on the community as a result of the disabled person in their midst.

D. Structural Violence & Sport Participation

According to Brittain, structural violence "has the biggest impact upon all areas of the lives of people with disabilities. Unequal access to opportunities and services, poverty and an inaccessible built environment make affording to participate in sport and gaining access to the requisite sporting facilities and coaching a real problem for many people with disabilities" (p. 287).

E. Cultural Violence

Cultural Violence manifests itself when non-disabled persons interact with disabled people through fear, hatred, dismissiveness or pity. The results for persons with disabilities (especially disabilities acquired after birth as a result of accidents for example) is challenging and sometimes results in withdrawing from social life altogether, including and especially sports participation.

F. Cultural Violence & Sport Participation

In the dominant 'culture' of sports, one of the most important aspects is to distinguish oneself as superior to others by way of physical strength, speed, endurance, agility, and power – just watch Sports Centre to be reminded of how we 'consume' sport for non-disabled persons. Because of this, persons with disabilities receive messages

that reflect 'there is no need for sports or competition for disabled persons' and that the only 'logical' need for physical movement, improvement and participation is for rehabilitative/therapeutic purposes.

Brittain's theoretically grounded and thought-provoking chapter serves as an important contribution to the literature. He provided an excellent example of integrating and adapting peacebuilding theory into sport and peace for the disabled as social (re) education and (re) building lives.

Recommendations

The field of sport and peace is still in its academic infancy. We find this very encouraging. While there is still a great need for scientific evidence and theoretical frameworks to define and inform the field, we are witnessing a growth spurt that is just as exciting as watching an infant learn to take her first steps.

For the past decade, it seems as if we were stuck vacillating somewhere between the debate that sport was nothing more than a hook or nothing less than a panacea. On one hand, sport as a 'hook' was simply embraced as a popular activity amongst youth all over the world and a way to get them involved in social agendas that might not otherwise be appealing. And on the other hand, sport was sometimes presented as a panacea - as the missing link, Holy Grail, secret code, or magic carpet to help solve all of the world's problems by 2015, including world peace.

We are learning through a growing body of literature that sport is more than a hook and we must look no further than the popular media to know that sport remains less than a panacea. It is, however, a popular, universal, cost-effective endeavour that when implemented intentionally and with reflexivity, can bring about positive social change.

We believe the mapping project demonstrated this shift in conversation. For the first time, sport enthusiasts willingly acknowledged the inadequacies of sport to address all societal ills, while the critics admitted the positive influence of sport that had been increasingly documented through more scientific M&E efforts. Our research located a growing number of open and honest conversations. We found practitioners and scholars working together and co-creating new knowledge through praxis. To learn more from the field, please refer to the following recommendations based on lessons learned and promising practices.

- If we stop at Contact Theory (Allport, 1954), then sport is nothing more than any other programme used to bring people together. We can talk about conflict resolution and promote peace through dialogue groups, educational exchanges, poetry, drama or art programmes – you name it, we can use anything that is of interest to the human race to get people to come together – and they are all worthwhile. The secret is - how do we identify and articulate what is different or unique about why sport can contribute to individual and community peace. We do not believe we are there yet, but we are getting much, much closer.
- Consider the language we use when we define our theories of change and the way we frame sport and peace programmes – our words directly reflect our ontological and epistemological views:



1. Partnerships connote that the programmes are community driven, locally owned and designed in direct response to local needs and requests (empowering).
 2. Interventions connote that the outsider has the resources, wisdom, power, and answers to solve local issues on behalf of the powerless recipients (disempowering).
- We need to equip practitioners with a more grounded theoretical understanding of peace and a better ability to articulate how sport can be a valuable addition to other social services – social work, juvenile corrections/rehabilitation, schools – physical education and recess; and other relevant communities partners dedicated to the holistic development and growth of individuals, families, schools, and communities. It is going to take all of us, not just one or two organisations.
 - Remember, when speaking about “peace” with the participants – some of them have never experienced “peace.” Sometimes they do not know what we are talking about and other times “peace” is a “bad word.” If the participants do not have a frame of reference for “peace,” sport is a great way to introduce them to the concept. Our understanding and ability to naturally “show” peace or provide opportunities for “peace” requires a deeper understanding of the concept for sport and peace practitioners. Our understanding of why, what, how, when, where is crucial – we need to understand theory in our own language so we can translate it into the many different ‘languages’ of our participants.
 - For example, when we assume that we are describing activities and outcomes related to “peace,” we are trying to tap into that frame of reference. The sad reality is, there may be no frame of reference. Therefore, we need to focus on sport as a means for people to “create new experiences.” Sports are really about “trying peace” for many of our youth. This should remind us that the ways we (practitioners and programme directors) understand the deeper meanings of peace should inform how we design, implement and evaluate our programmes – keeping in mind to be highly reflexive and intentional throughout while maintaining the flexibility to adapt to new challenges and situations.

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Monsters & Elephants (M&E)

Big and scary but too big to ignore

Keywords: Monitoring & Evaluation, Leverage Accessible Technologies, Meaningful Partnerships, Lessons of Failure

M&E remains a persistent challenge to sport and peace organisations, just as it does for the field of development and peace more broadly. In order to ensure that programmes do no harm and for the field to achieve legitimacy, M&E should be a critical focus of both programme implementers and funders. It is essential, though, that the burden of carrying out M&E is not born solely by programmes with limited capacity, but alleviated by funders and supported by academia when possible.

In this section, we will suggest that M&E is not about complexity; rather it is about self-reflection and paving a path to the intended impact. In establishing a solid M&E routine, practitioners should not have to reinvent the wheel; they should seek out existing resources, share knowledge with other organisations, leverage accessible technologies, and support M&E through partnerships (e.g. research institutions and other organisations). Moving forward, the field should continue to acknowledge the importance of M&E and prepare itself to be rigorous in its efforts.

At its most basic function, M&E is the process through which an organisation evaluates its programming (impact) with regard to its intended goals (outcomes). These outcomes can be long-term and thematic or short-term and specific. Often in the case of sport and peace, disaggregating the small, short-term outcomes from the long-term one is remarkably difficult. Peace, after all, is as much a process as it is an end-state, and it is difficult to measure and quantify.

Some organisations think M&E is a waste of time; others simply cannot find the time to collect and analyse the data and report the findings. What too few organisations realise is that the legitimacy of the entire field of sport and peace rests on the ability of these exact organisations to demonstrate that sport can have a positive and measurable impact on conflict (or development, as the case may be).

As a result, organisations operating in the space of sport and peace have found it incredibly difficult to design and implement effective M&E systems that allow them to:

- a) Evaluate programmes for their own knowledge and programme improvement sake; or
- b) Demonstrate impact to stakeholders - including funders, participants, communities and policy or decision-makers.

While the challenges of constructing an M&E routine for sport and peace programmes are many, there were a few that topped the list. Namely, organisations identified the process of collecting data effectively, consistently and efficiently as particularly daunting. The absence of “in-house capacity,” coupled with the dearth of financial and human resources seemed to be the most overwhelming. Lastly, many organisations continue to search for the most effective ways to disseminate messages of success while also addressing lessons learned.

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Trending Practices

Field Exemplars

For more information:
<http://www.grassrootsoccer.org>

#Leverage Accessible Technologies **Grassroot Soccer**

There are organisations, large and small, doing a good job with M&E. Many have tapped into existing, open-source or low-cost technologies in order to facilitate their M&E systems. Simple cell-phones, with SMS capability, have improved data collection in rural South Africa. Online platforms such as Salesforce have revolutionized M&E in others. Perhaps the most successful example of technology-enabled M&E is Grassroot Soccer. They have adapted a Salesforce platform into their “Scoreboard,” a user-friendly data collection and analysis tool with clean interface and instantly up-to-date information about participation, pre- and post-data, coach evaluation and feedback, etc. What is equally important about leveraging existing resources is creatively combining them to match the needs and circumstances of an organisation; if an organisation does not have the funding or human resource capacity of Grassroot Soccer – and most do not – there are still scalable lessons they can learn about combining easily accessible technology with incentives to encourage reporting, and do so in real time. A lot of Grassroot Soccer’s success stems from a lot of self-identified mistakes and failures, but it takes experimentation and risk to finally find out what works in your very own complex situations.

*This is not an exhaustive list of research partnerships that exist in the field – the list we have provided is only a small sample of mutually beneficial partnerships as they relate to M&E.

#Meaningful Partnerships **NGOs, Universities and Civic Organisations**

There are some remarkable examples of organisations that are outsourcing their M&E in partnership with universities and think tanks in a symbiotic relationship. The benefit of these types of relationships is that they are mutually beneficial, and often do not cost cash-strapped nonprofits money they feel they cannot afford to spend. It allows them to tap into already existent expertise.

For example, Ubumbo Rugby in South Africa is working closely with the University of Cape Town to design and eventually implement a plan that will do the most basic M&E requirements, including counting the number of young people participating in their programmes (outputs).

PeacePlayers International is partnering with the Arbinger Institute to refine its theory of change and corresponding evaluation framework.

L.A.C.E.S. is working with Ball State University to evaluate the current needs of the participants and to revisit their theory of change based on the changing needs of the communities where they work.

Finally, Rotary International is partnering with Amandla EduFootball in Khayalitsha to do a four-year longitudinal study on the impact of its sports programmes on student performance in school.

These types of partnerships allow NGOs to outsource M&E while allowing other



organisations to learn from case studies and roll out experiments in a variety of cultural contexts. Networking is a key component to finding where these partnerships can flourish, and even the smallest NGOs should be able to benefit from expertise elsewhere.

#Learn and Improve: Lessons from Failure and Success

Move This World

For more information:
<http://movethisworld.org>

During our research, we found many organisations that were “struggling, repeatedly, to establish and manage their M&E.” Some organisations lacked any form of data collection or analysis, while other programmes had succeeded in finding innovative ways of collecting and capturing M&E data - some of these were mentioned in the previous section.

The global non-profit organisation Move This World (or “MTW”, previously titled Dance 4 Peace), by its own description, “uses creative movement to transform conflict, violence, and bullying in communities.” pursues peace through movement-based programmes in schools and community centres in Colombia, the Philippines, the United States, and Western Europe. Despite limited resources, the organisation made a strong commitment to meticulous M&E design and records, from the beginning. During the early stages of the organisation’s development, MTW made two important “admissions” about M&E:

1. Failure is a powerful learning tool and
2. M&E should be integrated and true to the programme’s core values.

Move This World’s staff say that the first attempts to conduct M&E were “near complete failures.” The data was unreliable and often unusable. Subsequent rounds improved slowly and with each iteration the programme grew immensely. Although subsequent rounds and drafts of M&E plans improved slowly, the programme grew immensely with each iteration. Through the very process of evaluation, MTW could reflect on its theory of change, their organisational practices, common challenges across MTW sites, and reaffirm their intended impact and organisational values. Had they continued to implement ineffective surveys or had they given up entirely, they would have missed an incredible opportunity to learn from the lessons of failure. MTW, at its very core, is about movement. Its incorporation of movement into every action of the organisation sets the programme apart. Thus, MTW affirmed that their M&E structures should recognise this as well. Despite the challenges of designing and implementing new strategies, MTW creatively pursued implementing movement-based evaluations at their programme sites, allowing their M&E structures to embody the organisation’s core values.

Literature Exemplars

#Outcomes and Impact

Between Claims and Reality

In Preti’s (2012) chapter titled, “Monitoring and Evaluation: Between Claims and Reality,” she highlights the recent “fundamental paradigm-shift from input-output oriented project planning towards a focus on the levels of outcomes and impact...”



which has “led to a need for complex and sophisticated monitoring tools and evaluation methods” (p. 309). The result of this paradigm shift has increased the pressure on NGOs to invest more in M&E, especially in SPD.

The author turns her attention to three theoretical approaches to project planning and M&E: the Logical Framework Approach (LFA), Outcome Mapping (OM) and a “synthesis model between LFA and OM.” The synthesis model attempts to draw upon the strengths of LFA and OM and posits that “the proposed synthesis model does not see the results-oriented nature of LFA and the capacity building focus of OM as mutually exclusive, but rather complementary approaches... To date, however, the synthesis model remains a theoretical model that will need to be tested and adapted based on practical experience” (p. 312).

Preti’s conclusions remind the reader that local context, local ownership, and genuine empowerment (Sunflower Effect) are equally as important in M&E as they are in programme design and implementation (seeing Design, Implementation and Evaluation as a whole, rather than its distinct parts). Lastly, she warns that participatory approaches to M&E require a tremendous amount of time and resources but are worth the investment. At the end of the day, the author says M&E should serve “the purpose of improving the projects – not to please donors, but to increase the benefits to target groups” (p. 316).

#M&E Techniques

A State of the Art Analysis

In Biermann’s (2011) thesis titled, “Claims and effects of sport-in-development projects – A state-of-the-art analysis,” she provides an excellent survey of existing research projects conducted under the banner of Sport for Development and Peace. She situates her thesis within the call for more literature devoted to M&E in SPD and highlights several “qualitative and quantitative intervention studies” from a variety of sectors (e.g., health promotion and disease prevention; promotion of child and youth development; gender equality and empowerment of girls and women; and conflict prevention and peacebuilding). Her research provides a helpful overview and sampling of M&E methods and results in the SPD sector, with a short section devoted Sport and Peacebuilding (Football for Peace and The Pinelands Project as case studies).

Recommendations

These challenges, while significant, are not insurmountable. In our research, we identified four unique practices that can greatly improve even the smallest organisation’s ability to conduct M&E and tell their story better:

Static M&E is Dead Data

M&E must account for the complex nature of engaging in peacebuilding, the importance of intentionality and context, just as rigorously as the organisational structures and curriculum. If M&E remains a static and distant dispeller of bad news, it is nothing short of counterproductive. M&E are cyclical; they feed into each other, into the programme, and are constantly engaging with the broader context of operations. An ideal M&E strategy is constant, evolving and adapting in sync with the world around it.

Partnerships Build Capacity

The shift to a cooperation paradigm is broader than just M&E processes, however, it is a great starting point to build that paradigm. The burden of M&E can be greatly reduced and the efficacy of M&E can be enhanced through the development of partnerships. M&E cooperation can take several forms: academic/research institutions and practitioners, funders and the funded, organisation to organisation, cross-sector learning, and so on. What is key here is that information flows both directions in any relationship and when it is flowing between all these entities, it becomes a web of knowledge sharing. Starting out, while trust is fragile, implementing organisations should be encouraged to build relationships with academic and research institutions. By linking theory to practice, this relationship is also tackling broader challenges in the field.

Leverage Technology

The peacebuilding field has capitalized on the transcendancy and connectivity of new technology. It has allowed for more engaging networks of organisations, access to resources, and increased advocacy tools. However, in general, technology has not been fully leveraged to tackle the challenges of M&E. For many, new technologies are just as scary, though. Much like the myth of M&E being this overly complicated and terrifying monster, technology for M&E has rarely been made accessible to those who actually use it, so the fear is understandable.

Peacebuilding programmes are dynamic and nuanced. For M&E to capture the impact of a programme, it needs to be dynamic, as well. Where the social sciences have been dominated by on-paper pre and post evaluations or lengthy surveys, by quantitative research experts and evaluators, technology allows for a much more vibrant M&E approach. What do we mean by “vibrant” M&E? The obvious answer is that through technology, M&E can be captured in photos, on video, audio recordings, online surveys and quickly graphed, drawn and shared. Another whole layer of vibrancy comes from the opportunity to empower all stakeholders to participate in the M&E process. A ten year old participant can take a picture, SMS technology in even the most rural parts of the world can provide updates from a coach on how many participants showed up for an event, cloud-based systems can provide a constant stream of data from the field to the office, from sites to headquarters and back again. These technologies do not have to be expensive, they do not have to require a staff of developers, rather they should provide a more accessible platform for all members of an organisation to engage with the M&E process.

Something Is Better Than Nothing

If M&E still looks like Monsters and Elephants, there is no harm in starting small. Something, even if it is simply a record of beneficiaries and attendance, is a start. Monitoring should be the primary goal of any organisation, allowing that evaluation may take more resources and planning. Monitoring is the key piece to ensure that no harm is done and the organisational mission is still being pursued. An organisation with some amount of legacy data can continue to build on that foundation and eventually have a robust M&E system. However, this does not, and more often than not should not, happen overnight.

We also learned that there is no secret recipe to great M&E. The answer that was repeatedly proven in the field is simple: Programmes need to start small, ask the



basic questions, everything comes from a well-thought out and constantly adapting logic model and theory of change – articulate what the organisation is doing and why. Though less than profound, simplicity and clarity really are the secret to creating an effective M&E system. Also, the word “system” is all too frequently overlooked. Organisations need to define more than the data they are collecting; they also need to clearly understand the system, the full process, of:

- 1) How and when data is collected
- 2) Who collects the data
- 3) How the data is organised and stored
- 4) How data is shared

If all organisations can start with a logic model and a “logical” system model, some of the trepidation of M&E will be mitigated. Thinking creatively about M&E and using creative tools that are fun, motivating, co-created and co-analysed by the participants are also ways to intricately weave M&E into your programme design and implementation – reducing the anxiety about the process and increasing the investment from the most important stakeholders – the target group you are serving alongside.

The bottom line of M&E is that doing something is better than doing nothing at all. Even doing small-scale impact evaluation – and then telling people about it – is a way to improve programming and gain better access to sustainable funding options. Taking small steps to improve data collection and analysis; better leveraging technology; finding appropriate platforms for story telling; and remembering to use that information to improve programming – these are things all organisations, non-profit or private, large and small, battle with daily. But they are also the reasons M&E is important. Above all, programmes should focus on starting simple and pursuing a course in their M&E as their insurance of doing no harm.

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Conclusions

The findings presented in this report are a snapshot of the field of sport and peace-building. The project sought first to identify the location and core components of programs working at the intersection of sport and peacebuilding. Secondly, it identified trending good practices, challenges, and new ideas for the design, implementation, and M&E of SPD programmes. A project that relied primarily on the perspectives of practitioners working in the field every day, this report is intended to give voice to the thoughts and actions of those individuals and teams who continue to work diligently to create positive change and build peace through sport.

It is evident that this field continues to grow rapidly. Despite challenges like “the Sunflower Effect,” an increasing number of organisations are navigating funding, theory, and M&E successfully while staying true to their commitment to locally-owned programming. A shift is occurring in the field, increasing the value of locally-owned and implemented programming. Indeed, during the research, our team came across a handful of international networks whose mission is to support SPD organisations in their quests for funding, partnerships, and programme support. These resources may also be of help to SPD programmes, and include, amongst others, Beyond Sport, the International Sport for Development and Peace Association (ISDPA), The International Olympic Committee, the Laureaus Sport for Good Foundation, sportanddev.org, and streetfootballworld.org.

Looking Forward

The authors of this report firmly believe that if the field of SPD does not move beyond basic assumptions about sport’s power for unification and social change by articulating how sport meaningfully contributes to peace in specific circumstances, its programmes and their proponents will miss an enormous and finite opportunity to benefit from the field’s current status of popular favour. This report is an initial attempt to compile data demonstrating the design and impact of SPD programmes, presenting it as a base of knowledge to encourage informed action within the field. Now is the time for sport and peace programmes to demonstrate the theories of change behind their actions and invite a wider audience to witness sport’s transformative power for good. To this end, we hope that our work will connect scholars, practitioners, and donors to one another, equip them with the tools they need to meet common challenges, and inspire them to continue making a significant difference in the lives of others and in the building of more peaceful communities.

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Appendices

Participating Organisations

The entirety of the mapping project hinged on the identification and investigation of organisations conducting sport for peacebuilding programmes around the world. The participating organisations were the knowledge base for the team's observations and the empirical substance to the best practices and challenges that have been identified throughout the report. The organisations listed in this section are the core references for the research and provide key examples of pioneers in the field of sport and peacebuilding.

Organisation	Location	Website	Mission
Action for Change Foundation	Timor Leste	http://www.actionforchangefoundation.info	Action for Change Foundation (ACF) is a local non-profit organisation based in Dili, created by Timorese youth from different backgrounds who help each other through constructive activities. ACF engages vulnerable young people, teaches them new skills and helps them find employment. It promotes peace and non-violence through sports; and provides job-skills training to help transform lives.
Agence pour l'Éducation par le Sport (APELS)	France	www.apels.org/	Dedicated to developing education & promoting more sport & physical activities.
American International School of Cape-town (AISCT)	Cape Town, South Africa	www.aisct.org/	To provide its students with the opportunities, resources, instruction and environment to pursue academic and personal excellence through an international school curriculum with a US orientation and to help them form the basis from which to become lifelong learners and productive, involved citizens in a changing, global society.
AMANDLA Edufootball	Cape Town/Khayelitsha, South Africa	www.edufotball.org	To tackle social inequality through the innovative fusion of education and football.
Coaches Across Continents	United Kingdom and United States	http://coachesacrosscontinents.org	Coaches Across Continents is a UK and US based NGO aimed at improving the quality of life in low-income countries through soccer for social development.
Dance 4 Peace	Washington, D.C.	movethisworld.org	Dance 4 Peace, a global nonprofit that uses creative movement to address and transform conflict, violence and bullying in communities,
Dreamfields Project	Cape Town, South Africa	www.dreamfieldsproject.org	We believe soccer is a team game, and teams build better schools — so we provide DreamBags, full sets of kit, to schools across the country.
Fight For Peace	Brazil & United Kingdom	http://www.fightforpeace.net	Fight for Peace uses boxing & martial arts combined with education and personal development to realise the potential of young people in communities that suffer from crime and violence.



Organisation	Location	Website	Mission
Fussball Ohne Abseits	Germany	www.fussball-ohne-abseits.de/	To further the integration of socially disadvantaged children and young people (of an immigrant background) through movement, sport, and education.
Generations For Peace	Jordan, Palestine	www.generationsforpeace.org	Identifies and brings together leaders of youth from divided communities around the world and gives them the skills to provide organised peace-through-sport activities for children and youth as a way of helping to heal the divides.
Girls & Football SA	Cape Town/Khayamandi/Lynedoch, South Africa	www.girlsandfootballsas.com/	Promoting equality for girls on the field.
Grassroot Soccer	Cape Town, South Africa	www.grassrootsoccer.org	Uses the power of soccer to educate, inspire, and mobilize communities to stop the spread of HIV.
Hoops 4 Hope	Cape Town/Gugs, South Africa	www.hoopsafrica.org	Committed to providing children and young adults in challenged environments with a safe, nurturing place where they can develop more than just skills for the playing field: they can develop Skills 4 Life and grow up to be healthy, influential, contributing members of their communities.
Interdisciplinary Centre of Excellence for Sports Science & Development (ICESSD-Kicking for Peace)	Cape Town, South Africa	www.icessd.uwc.ac.za/	Research centre at the University of Western Cape. KfP is a model grassroots initiative that uses soccer as a vehicle for social transformation, conflict prevention and peace-building in South Africa.
Integration through Sport	Germany	www.integration-durch-sport.de/de/integration-durch-sport/	Stands for performance, health, joy of living and the conveyance of values.
JAG Foundation	Cape Town, South Africa	www.jagfoundation.org.za/	Using sport as a catalyst to teach children to engage in physical activity, absorbing its values and benefits, in order to produce holistically healthy individuals who believe in themselves and their future.
Just Peace Initiatives	Pakistan	http://www.justpeaceint.org/home.php	Just Peace Initiatives, a non political, non religious, nonprofit, civil society initiative, aims to work for JUSTICE & PEACE through conflict Transformation methods in order to protect and promote constructive peace by assisting, advocating and empowering the grass roots communities, organisations, governments and the civil society to enable them to allow judicious, sustainable and productive interaction to realise maximum human potential in an environment of peace, justice and dignity.
Kick for Girls	Germany	www.kick-for-girls.de	
Kickfair	Germany	www.kickfair.org/	Uses the potential of football to develop various projects in the areas of education, learning and upbringing
L.A.C.E.S.	West Liberia	http://www.lacesport.org/Index/index.php	To establish mentorship-based sports leagues as an avenue for teaching children morals and values based on the teachings of Jesus Christ.



Organisation	Location	Website	Mission
Le Plus Petit Cirque du Monde	France	www.lepluspetitcirquedumonde.fr/	
Lifzone Soccer	Kensington/Factreton, South Africa	www.lifzonesoccer.co.za/	Uses soccer as a tool for personal and social transformation in schools and "high-risk" communities in various townships in Cape Town - Coaching 4 Life & Future Now!
Peace through Education and Sport	Pakistan	https://www.facebook.com/pages/Peace-through-Education-and-Sports-Pteas/269079063114212	PTEAS is a non-governmental and non-profitable community based organisation working for the development and social stability of poverty hit, neglected children, women and youth age in rural and urban areas of Faisalabad and Tehsil Dasooha.
PeacePlayers International	Durban/KZN, South Africa, Cyprus, Israel, Northern Ireland, US Interview	www.peaceplayersintl.org/	To unite, educate and inspire young people in divided communities through basketball.
Salud Escolar Integral Programme	El Salvador	http://www.tgfu.info/research/projects/el-salvador-salud-escolar-integral	The Salud Escolar Integral programme in El Salvador is focused around using sport and physical education as a tool to combat youth violence by focusing on the development of life skills.
Search for Common Ground (SFCG)	Zimbabwe	www.sfcg.org	To transform the way the world deals with conflict: away from adversarial approaches, toward cooperative solutions.
Soccer4Hope	Cape Town/Gugs, South Africa	www.soccer4hope.org	Teaching girls life skills through sport & mentorship.
Songo.info	Khayamandi, South Africa	www.songo.info/	To run a consistent and sustainable sports development programme providing children with opportunities to participate in recreational and competitive sporting activities while contributing to the social upliftment of the community
Street Football World	Germany	www.streetfootballworld.org	Supports a worldwide network of organisations that use football as a tool to empower disadvantaged young people by engaging private and public partners to create social change.
Ubumbo Rugby	Cape Town, South Africa		
UCT Centre for Conflict Resolution	Cape Town, South Africa	www.ccr.org.za/	Aims to contribute towards a just and sustainable peace in Africa by promoting constructive, creative and co-operative approaches to the resolution of conflict through training, policy development, research, and capacity-building.
Unnamed Programmes *Per security requests	Baghdad & Basra, Iraq		To instill sensitivity (tolerance and inclusion) and responsibility (discipline and ethics) through basketball and adaptive sports camps for boys and girls within culturally appropriate settings.
Young Achievement Sports for Development	Hatcliffe Township, Harare, Zimbabwe		Seeks to tackle the social ills of drug/ substance abuse and illiteracy through sports. youth who abuse drugs and substances and who are also not interested in pursuing their education become instruments of political violence, crime and terrorism during national elections.
Youth Centre t1	Germany	www.eje-esslingen.de/index.php?option=com_content&task=view&id=25&Itemid=69	German equivalent to a YMCA.



Semi-Structured Interview Guide

At the onset of the research project, the research team developed a structured set of interview questions to be administered at each of the organisational sites that were visited. As each member of the team developed individual themes for their research, the questions and interview structure was adapted and refined to meet those updated objectives. Furthermore in the field, each member of the team discovered certain interview practices were more suitable for contexts, including individual or group interviews, traditional interview structure or more open-ended conversation. Each of these interviews were recorded and subsequently integrated into the research findings.

Practitioners & Programme Coordinators

1. How is peacebuilding and/or conflict resolution incorporated into the design of your curriculum/programme activities?
2. How is the coaching/facilitator staff selected and trained to implement the curriculum/programme activities?
3. How do you monitor and evaluate the programme, curriculum, and/or staff?
4. Would having access to other programmes in the field be helpful to you? What would this kind of network look like ideally?
5. Can you tell us about your understanding of the current state of sport and peacebuilding?

Peace Education Researchers & Educators

1. In your experience, what pedagogical models for peace education (i.e. experiential learning teacher/trainer to student ratio and relationship, forms of evaluation, learning objectives) are most popular?
 - a. In your opinion, which models are the most successful?
 - b. In regards to peace education for integration (cultural, ethnic, and social-economic status), what models have in your opinion generally proven successful? Why?
2. How often do you see peace education theory in practice?
 - a. Are there certain organisations that you feel are particularly successful in their integration of theory into practice?
 - b. Why do you feel that these organisations are successful?
3. Do you feel like that sport programmes are a good place to practice peace education?
 - a. If yes, why?
 - b. If yes, in what ways? Using what key practices?
 - c. If no, why not?
4. Have you attempted to monitor and evaluate peace education models in your programmes? Please share what practices and instruments you use to carry out this evaluation?
5. Please tell me about your most recent research projects in peace education. What interests you?

Ethnographic Observation Checklist

In order to standardize the team's field research, an ethnographic observation checklist was developed. This ensured that the team was collecting similar data points despite a very diverse and global data set. The observations that were derived from this framework informed the best practices and challenges that were aggregated across sites in this report. These observations also provided a much-needed backdrop to the interviews conducted and contrast to what was accepted about the field verses what was actually occurring at the programmatic level. This framework should also provide a resource to subsequent student research teams who are seeking guidance in their fieldwork.

I. Date, time, location, duration of program (local hours) (Time)

II. Physical Environment (Space, Objects)

1. Draw/photo
2. Describe facilities (limitations, use, safety)
3. Access (who provides, how?):
4. Equipment (new/old, amount, borrowed, etc.)

III. Demographics (Actors)

1. Age of child
2. Gender (ratio)
3. Ethnic/racial composition
4. Facilitator demographics

IV. Curriculum (Events & Activities)

1. Order of events
2. Level of integration of concepts
3. Level of integration of participants (leadership)
4. Scripted, adlibbed, free-form, concepts built (structure)

V. Facilitation (Activities)

1. Participation proportion
2. Illicitive/proscriptive facilitation
3. Youth delegated or voluntary leadership

VI. M&E (Goals)

1. Attendance tracking
2. M&E incorporation

VII. Other comments (Feelings)

1. Positive and negative externalities
2. Reflect on observations in terms of interviews



Sociological Codes: Research Analysis

Design

- Community assessment: Driven by the voice and participation of local stakeholders
- Sustainability: Long-term view (e.g. development, gradual growth, funding, vision)
- Professionalizing: Roles of volunteers, programme and research
- Local ownership: Community involvement, parental buy-in, decision-making, funding
- Funding: Planning, vision, sustainable, local
- Flexibility: Driven by context, includes ideas, creative thinking and problem-solving
- Defining Purpose: Identify a clear and well defined mission and theory of change, intentional
- Raising Consciousness: Every level is important, empowering, reflective practices

Implementation

- Space: Establish common safe spaces/contact with awareness of situations
- Rules and Democracy: Make rules (game?), reinforce democratic decisions, collaboration
- Reflection: Reflect, introspection, facilitation (identity and social learning theory)
- Building Norms: Bridge sport and life through programmes; new identities, new language
- Local, Local, Local: Participation, coaches, leaders, buy-in (literally)
- Intentional: Immediately address issues, reinforce positive attitudes and behaviour, proactive
- Positive Reinforcement: Specific feedback, consistent, thoughtful, empowering language

Monitoring and Evaluation

- Absent: Overwhelming, time-consuming, intimidating, waste of resources
- Identify Indicators: Choose wisely, part of your theory of change, peace is not an indicator
- Intentional: Plan, adapt, embed into programme design and implementation (measurable, narrow)
- Technology: Utilise technology and available (open-source) resources
- Accountability: To participants, to local community, to stakeholders, careful
- Feedback Loops: Use monitoring to improve programming, adapt, flexibility
- Partnerships: local, educational, cross-sector

Yellow/Red Flags

- Mission Creep: Sunflower metaphor/chasing the funding
- Networks: Poorly designed networks – take time and resources away
- Language and Framing: How participants, practitioners, organisations frame the “work”
- Interventions: White man’s burden, white people, neocolonialism
- Lack of M&E: Anecdotal, overlooked, hostile to, etc
- Intentional: Sport loses power without intentional, thoughtful, consistent everything

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Please Note: Entries are listed in alphabetical order by author's last name. Unless requisite information could not be found, each entry is cited in APA style (6th edition), as follows:*

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