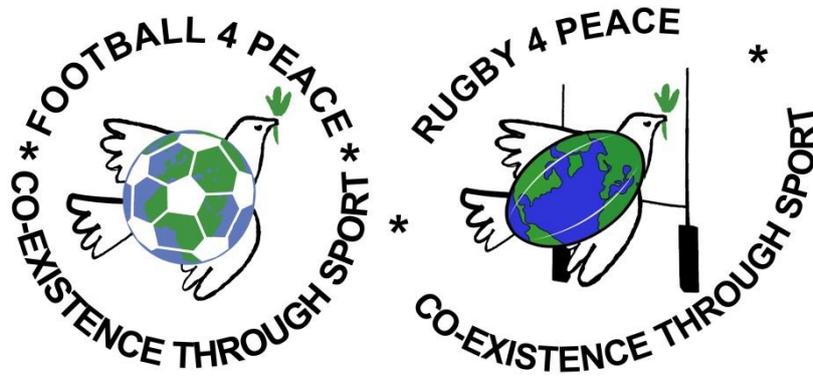


FOOTBALL 4 PEACE INTERNATIONAL  
TRAINING CAMP  
02-03 APRIL 2016



REPORT ON PARTICIPATORY EVALUATION SESSION  
Project assistant JAEBEOM KIM



## REPORT ON PARTICIPATORY EVALUATION SESSION

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### INTRODUCTION

This report provides a summary of the critical evaluation exercises that were conducted at the Football 4 Peace International (F4P) Ireland training camp held at the Peace Link which is located in Clones Monaghan Ireland in April 2016. In total, there were 25 participants (44% male, 54% female) that were trained up consisting of:

- 2 UoB staff: - Dr Garry Stidder; Graham Spacey
- 2 UoB postgraduate students – MA Sport and International Development (2)
- 5 UoB undergraduate students – BA Physical Education (1); BA Physical Education with QTS (3); BA Sport business management (1)
- 3 representatives from partner organisations – Irish football Association (1); Korean Sharing Movement (2)
- 13 external participants

All the participants were trained under the F4P methodology of teaching values and life skills through sport and ranged in their F4P coaching abilities. In particular, 13 participants were classified as Tier 1 (novice F4P coach). 5 participants were at the Tier 2 (experienced coach and leader) level, and 7 participants were Tier 3 (trainer / mentor). In addition, The Clones training camp consisted of about 18 hours of contact time over two days of training (Sat 02 – Sun 03 April 2016, 09:00-18:00). Furthermore, 12 individuals were certified at Tier 1 (Coach); 6 participants got Tier 2 (Leader).

The training camp covered theory sessions, practical sessions in the Peace link which included football and alternative activities such as team building, trust building and problem solving activities and new games such as Gaelic football and foot golf. By the end of the day, it is expected that participants in the F4P training camp should:

- Possess a working knowledge of values based coaching;
- Begin formulating / considering their own personal philosophy of teaching / coaching and its place in their future;
- Identify gaps within their own experiences of values based learning and SDP; and

- Be challenged to know, understand, appreciate and experience SDP in action within their community and/or beyond.

## OVERVIEW OF PARTICIPATORY EVALUATION SESSION

By the end of the training camp day, F4P carried out a participatory evaluation session with participants in the F4P Ireland training camp. The two main objectives were:

- 1) To provide an evaluation of F4P training camp that would contribute to ongoing learning for F4P and;
- 2) To introduce participants to the basic notions related to monitoring and evaluation (M&E) within the Sport for Development and Peace (SDP) sector.

Most significantly, a participatory evaluation offers Football 4 peace staff to obtain specific feedback on their training and suggestions on how to develop future training camps and the quality of training sessions. In addition, this activity includes the stakeholders in some elements of the evaluation process. Namely, it shows the clarity that underpinned all elements of the sessions. In terms of strengths of a participatory evaluation method, it can vest participants with authority, build the magnitude of participants, and maintain organisational learning and increase. However, the disadvantage of such application of the evaluation approach is that the participation was limited to the date of the collection phase. The crucial analysis and write up on this evaluation session were organised by Jaebeom Kim with support from Graham Spacey.

## EVALUATION EXERCISES

There were three evaluation exercises at the F4P session; Newspaper activity, MSC and Start, Stop, Keep. All the exercises will be described and their key intention will be explained clearly.

### *Newspaper activity*

The newspaper activity was completed by training participants. It instructed participants to work individually and to reflect on their learning during the two days. The task is:

*Be creative and produce the front page of tomorrow's paper. Name the paper, choose the headline, and draw the front page picture write the opening to the article.*

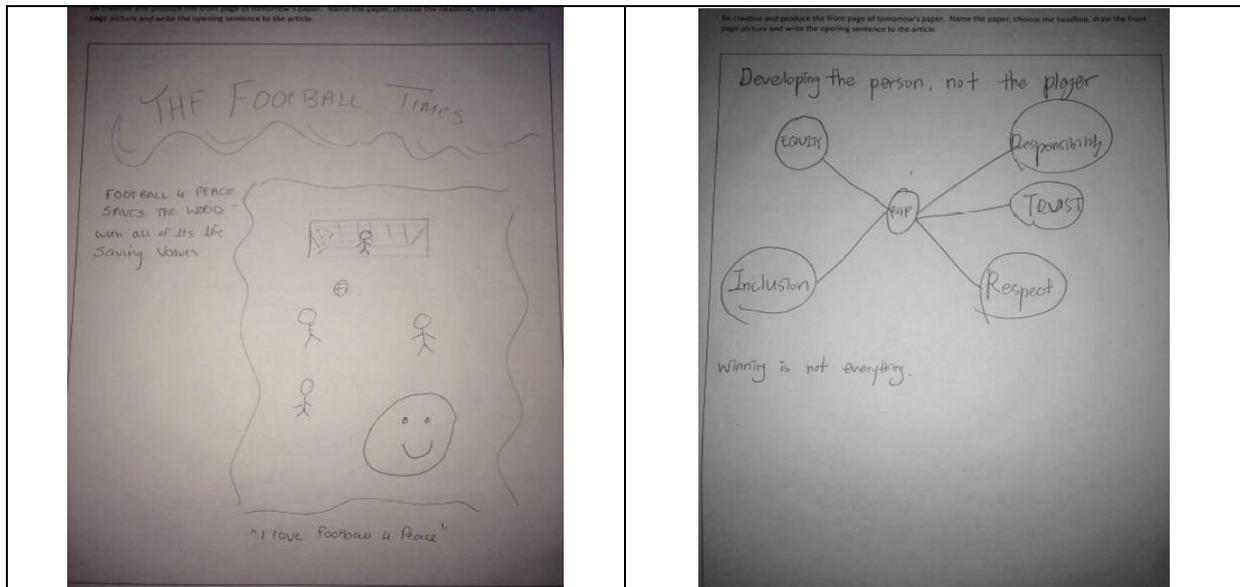
The aim of the newspaper activity is to understand whether the participants have achieved a basic understanding of F4P philosophy and the key principles of the programme. Furthermore, its activity facilitates the reflection on the experiences of the training camp in Clones by the participants. Below is the selection of relevant newspaper headlines as written by the participants which indicates that participants clearly understand the purpose of F4P training camp. Moreover, it is possible to ascertain the key values communicated through F4P.

Select Newspaper Headlines:

- Clones News – Football 4 Peace making changes

- The Football Times – Football 4 Peace saves the world with all of its life saving values
- The Colne Echo – F4P come to Clones: With participants from England, South Korea, Cyprus and Slovakia.
- Football 4 Peace international got award 'Best NGO' today: they have brought significant social cultural changes in the world.
- Peace times: why not get involved in brand new camp Football 4 Peace + start to understand the meaning of life.
- Peace Link in Clones: This great idea will go over the world!
- The Guardian: Sport for Change? Is it possible? F4P doing a good job again, back where it started.
- Developing the person, not the player: Winning is not everything.

Two examples of the Newspaper Activity exercise:



### Most Significant Change

The Most Significant Change (MSC) exercise is an individualised activity asking participants to reflect on the most significant thing learnt during the training camp. It provides a reflection on training camp by participants and offers a way to assess the utility of the training in the aggregate. Nevertheless, there is no device to make a judgement for the various types of changes because it occurs individually. Below are selections of responses to this activity, indicating the diverse ways in which experiences can develop or impact on individuals during the F4P training camp:

- Values can transform children, develop their identity and drive their attitude to others.
- The understanding of values and teamwork.
- The importance of applying values to sporting activities, trust, teambuilding, respect, responsibility.
- How important all the values are to children and coaches
- T.E.A.M – Together Everyone Achieves More
- I also learnt how to use those values in a football session and how to take the focus off winning and focus more on fair play.
- Everyone has different view of what they think make a good leader

- Really liked the leadership lecture. In general I think the mix of theoretical and practical part is great

*Stop, Start, Keep*

This exercise allows participants to offer specific suggestions for developing the delivery of the F4P Ireland training camp. Its activity asks participants to respond to three questions and provide specific suggestions for contributing to the programme in the future training camps. These three Qs are:

Stop: What should we stop doing? [What is unnecessary or counterproductive?]

Start: What should we start doing? [What is missing?]

Keep: What should we keep doing? [What is doing well or is especially useful for your learning?]

All the participants provided their personal responses to three questions. This exercise embeds reflection into the F4P training and allows direct (and anonymous) feedback to be showed to the F4P staff. The responses are provided in the chart overleaf. All the answers are:

STOP	START	KEEP
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<ul style="list-style-type: none"> <li>•Cut down a little on the classroom bit</li> <li>•Learning it yearly</li> <li>•Putting pressure to us</li> <li>•A lot of games are very static – hard to do with small kids and keep their attention</li> <li>•All of the course was relevant an interesting</li> <li>•Lots of theoretical sessions</li> </ul>	<ul style="list-style-type: none"> <li>•The drain pipe game if equipment available (as a team builder)</li> <li>•Talk more about values, i.e. what vales are important and how would they fit into the certain situation.</li> <li>•Bring the kids in on the last day of the training</li> <li>•I think all of the activities are useful for any age group</li> <li>•Football golf</li> <li>•Communication, demonstrating and reviewing my coaching style</li> <li>•Making it more regular</li> <li>•Teaching in values</li> <li>•GAA</li> <li>•Including coaching with children</li> <li>•Having longer break time and lunch time</li> <li>•Having a GAA camp with children</li> </ul>	<ul style="list-style-type: none"> <li>•The trust Game / everything</li> <li>•Being friendly approachable /lovely group of guys</li> <li>•Go among the locals and give them ideas and hardens the locality with activities in deeply divided societies</li> <li>•Everything I thoroughly enjoyed it</li> <li>•Using the activities to promote values, helps the groups to connect these to their daily lives</li> <li>•Everything</li> <li>•Spreading the word on Football 4 Peace</li> <li>•Training is very good and fun</li> <li>•As you are</li> <li>•Teaching values</li> <li>•Keep working it's great</li> <li>•Everything</li> <li>•The practical part</li> <li>•Inclusion</li> <li>•Keep doing it warm-heartedly</li> <li>•Tier 1 coaches get a chance to practice before heading out on their own</li> <li>•Make new coaches to lead the session</li> <li>•Social time</li> <li>•Everything, well done!</li> <li>•Everything!</li> </ul>
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## RECOMMENDATIONS

It is based on the quantitative information which gathered thorough the specific questionnaires. It is sure that three of four crucial objectives of the F4P Ireland training camp have been accomplished. Participants showed understanding of working knowledge of the values based coaching and demonstrated that values based coaching is the key point of the F4P project. Furthermore, all the participants understood that coaching and teaching methodology would play a role in their future career. In addition, this training encouraged participants to compare their own knowledge with F4P Philosophy. However, much more information needs to be gathered in order to reflect and further develop the coaching and teaching skills.

The fourth objective was only a partial success due to the limited time of the training camp. It was difficult to assess who understood, appreciated and experienced SDP in action. There would also need to be more action research in order to asses changing patterns of behaviour.

The following four recommendations are based on feedback provided by participants and are meant to improve future training camps as well as participants' experience within Football for Peace International:

- Consideration of new exercises and sports depending on the project area needs and culture;
- Start to conduct action research with a view to changing patterns of behaviour;
- Consider extending the period of training to be able to get more qualitative evaluation from participants;
- Have more theoretical and practical sessions to understand the peace process.