

FOOTBALL 4 PEACE INTERNATIONAL  
TRAINING CAMP  
21 - 24 SEPTEMBER 2015



# REPORT ON PARTICIPATORY EVALUATION SESSION

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DR. MEGAN CHAWANSKY



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## INTRODUCTION

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This report offers a summary of the four evaluation exercises that were completed at the Football 4 Peace International (F4P) training camp held at the University of Brighton (UoB) in September 2015. The camp was the first of six to be held in the 2015/2016 academic year across the world. In total, there were 86 participants (50% male, 50% female) wishing to be trained up consisting of:

- 4 UoB staff – Dr. Gary Stidder; Graham Spacey; Simon Green; Warren Smart
- 31 UoB postgraduate students – PGCE Physical Education including Schools Direct (28); MA Sport and International Development (3).
- 39 UoB undergraduate students – BA Physical Education (15); BA Physical Education with QTS (17); Troops To Teachers (1), BSc Sport Coaching (3), BSc Sport Science (1), BA Sport Business Management (1), BSc Physiotherapy (1)
- 7 representatives from partner organisations - Korean Sharing Movement (3); Peace Corps the Gambia (2); Irish Football Association (1); Right Resolution (1)
- 5 external volunteers (including 2 alumni)

Participants were trained in the F4P methodology of teaching values and life skills through sport and ranged in their F4P coaching abilities. 60 participants were classified as Tier 1 (novice F4P coach). 17 participants were at the Tier 2 (experienced coach and leader) level, and nine (9) were Tier 3 (trainer / mentor). The training camp consisted of 30 hours of contact time over three days of training (Monday 21 – Wednesday 23 September 2015, 09:00-18:00), and a one-day Rugby Festival for local school children, which was held on Thursday 24 September 2015 as part of the Rugby World Cup 2015 Festival of Rugby. Six experienced trainers / mentors led the week and upon completion of the camp, 60 individuals were certified at Tier 1 (Coach); 16 at Tier 2 (Leader) and 4 at Tier 3 (Mentor / Trainer).

The training camp included theory sessions, practical sessions in outdoor adventurous activities, rugby or football and alternative activities (including team building, trust building and problem solving activities and new games such as Kin Ball, Goal Ball, Street Surfing etc.), guest speakers from other NGO's and civil society groups, peer-to-peer mentoring sessions, formative feedback

sessions, a tour of the American Express Community stadium, group meals and a day long group-run schools rugby festival which is attended by local school children who were coached by participants and then played in a modified fair play tournament. By the end of the week, 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 experience of values based learning and SDP; and
- be challenged to know, understand, appreciate and experience SDP in action.

Facilities were provided by the School of Sport & Service Management and Sport Brighton in both Eastbourne and Falmer.

Over 200 children attended the final day R4P Festival from six schools from across Sussex: Longhill School (Rottingdean), Bishop Bell CE School (Eastbourne), Willingdon Community Academy, Downlands Community School (Hassocks), Cavendish School (Eastbourne) and Hove Park School.

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## OVERVIEW OF PARTICIPATORY EVALUATION SESSION

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During Thursday (day four) of the training camp, Dr. Megan Chawansky conducted a participatory evaluation session with participants in the F4P training camp. The two main objectives were:

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

One of the expected outcomes was that F4P staff would receive feedback on their training and suggestions on how to improve future training camps and training sessions. A participatory evaluation involves the stakeholders in some element of the evaluation process. In this instance, it refers to the transparency that underpinned all elements of the sessions. F4P participants were educated about each of the evaluation exercises whilst they were also asked to partake in them. The strengths of a participatory evaluation approach is that it can empower participants, build the capacity of participants and sustain organizational learning and growth. The key limitation in this application of a participatory evaluation session is that the participation was limited to the data collection phase. The analysis and write up on this session were conducted by Megan Chawansky with support from Graham Spacey.

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## EVALUATION EXERCISES

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There were four evaluation exercises conducted at the F4P session. In what follows, each exercise is described and its intention is delineated. The key insights are then presented, with recommendations offered when appropriate.

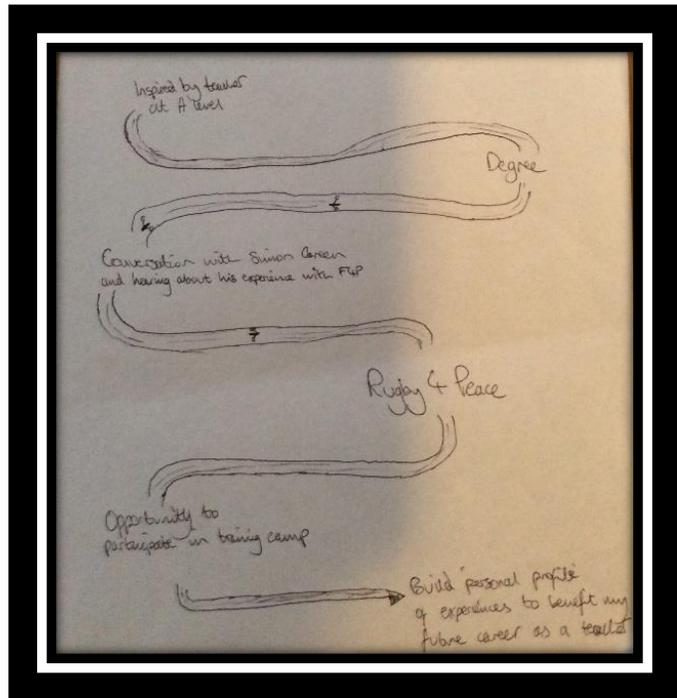
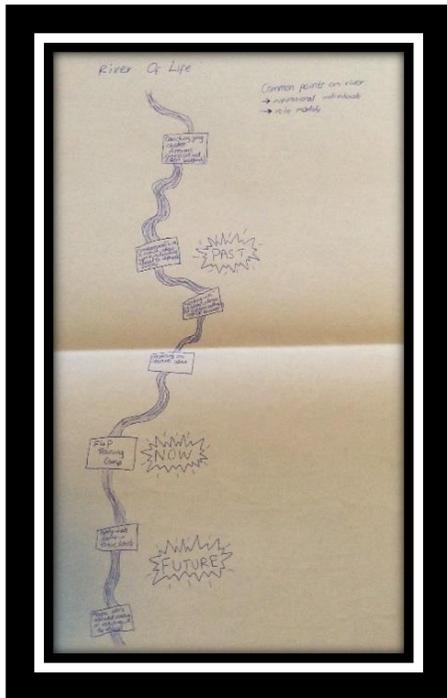
### River of Life

This exercise asked each participant to draw their 'River of Life'. They are instructed to identify and then list five key moments in their lives thus far that contributed to their decision to attend the F4P training camp. They are also asked to think about their futures and to consider how this training will help them or will be useful in their future aspirations. After each participant completes this task, they are instructed to form small groups and share their drawings and life experiences. The purpose of the group activity is to try and understand commonalities among the varied participants and to establish an understanding of the 'typical' F4P training camp participant. It also seeks to better understand who the attendees are and what motivated their attendance at the F4P training camp. It is hoped that an increased understanding of the motivations and experiences of training camp participants will allow the organisation to better meet the needs of the attendees.

Based on the exercise, it was found that many of the attendees had a sporting background, were enrolled on a sport or PE course at the University of Brighton and were planning to travel to The Gambia or participate in F4P activities in the local (UK) schools.

Notably, most who had aspirations to complete a PGCE and become teachers planned to use the F4P methodology in their work as teachers. Several indicated that a conversation with Graham Spacey, Simon Green or a fellow F4P student inspired their participation in the training camp. Some hoped that the training camp would provide opportunities to build their personal and professional networks, which would serve them well in their future careers either within the SDP sector or as PE teachers.

Two examples of the *River of Life* exercise:



### Newspaper Activity

The newspaper activity is the second exercise that students were asked to complete. It instructed students to work with a small group and to reflect on their learning for the week. It offered the following prompt:

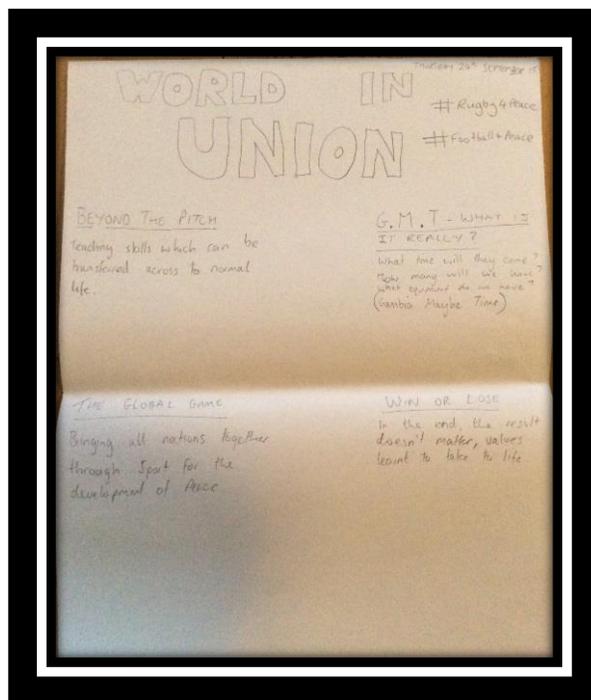
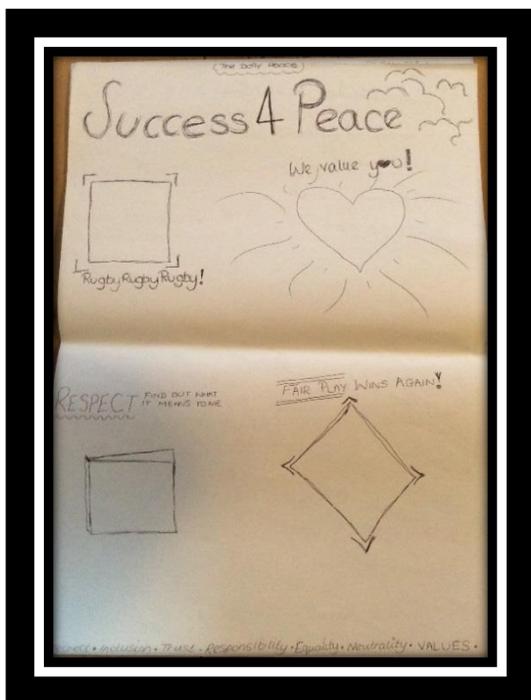
Imagine that you are creating a 'front page' of a newspaper based on the key ideas/themes/stories that emerged from this week's F4P training. Use catchy headlines and sketch drawings to capture main ideas. Come up with a name and price for your newspaper.

The exercise seeks to ascertain if students have acquired a basic understanding of the week's lessons and it provides a quick way for F4P staff to check if participants recognised the key principles of the programme. It also facilitates creative engagement among participants as it provides a space to reflect on the experiences of the week. Below are a selection of relevant newspaper headlines, indicating that participants clearly understand the purpose of F4P training, recognise the larger SDP movement within which their training resides, appreciate the utility of the experience for participants and can identify the key values communicated through F4P.

Select Newspaper Headlines:

- Developing the person, not the player
- UN joins together for 'Sport for Peace'
- Football 4 Peace training camp proves a valuable experience
- The value of values: F4P shows us the importance of values
- *Trying* for values [\*pun on Rugby 4 Peace emphasis for this camp]
- RESPECT: Find out what it means to me
- Fair Play wins again!
- Football 4 Peace: Top of the League...Again!
- Beyond the Pitch

Two examples of the *Newspaper Activity* exercise:



### Most Significant Change

The *Most Significant Change (MSC)* exercise is an individualised activity that asks participants to reflect on the most significant change that has occurred for them as the result of the training camp. Participants are expected to answer this question in one concise sentence. It provides insights on the impact of the training for individuals and offers a way to assess the utility of the training as a whole. However, there is no value judgment placed upon the different types of changes that can occur for individuals. Participants are encouraged to identify a change that is relevant and appropriate to their experiences. Below are a selection of responses to this activity, indicating the various ways in which the F4P training camp experience can impact individuals:

- Learned how to question-just don't give answers [to children] and allow them to make their own decisions
- How to teach the values, [which is a] different approach to teaching and coaching
- Improvement of communication skills through delivering lectures
- Coaching confidence\*
- Meeting loads of different people from different experiences
- Being able to adapt the values coaches in F4P and apply them to the Rugby 4 Peace curriculum
- Learning to lead other coaches
- Being able to observe sessions to see what improvements can be made
- Running the festival component as opposed to just helping

\*Reported by two participants.

### Start, Stop, Keep

This exercise allows participants to offer specific suggestions for improving the delivery of the F4P training camp. It asks participants to respond to three prompts and provide specific suggestions for enhancing the programme in the future. These three prompts are:

- Start: What should the F4P training start to do? [What is missing?]
- Stop: What should the F4P training stop doing? [What is unnecessary or counterproductive?]
- Keep: What should the F4P training keep doing? [What is it doing well or is especially useful for your learning?]

Participants were asked to think about their individual responses to this question and then work with others to clarify or combine their ideas. This exercise embeds reflection into the F4P training and allows direct (and anonymous) feedback to be presented to the F4P staff. The responses are provided in the chart overleaf. Answers that are repeated are indicated as such with an asterisk (\*).

START	STOP	KEEP
<ul style="list-style-type: none"> <li>• More planning time for coaching session/festival ***</li> <li>• Creating own games in training*</li> <li>• Putting an emphasis on our coaching development</li> <li>• More opportunities to coach during the week</li> <li>• Feedback during week</li> <li>• Preparation for festival and children having an idea of what's happening before taking part</li> <li>• Build in evaluation for participants (festival)</li> <li>• If PGCE are going to take part, they need to be here all the time. Also, explain to them what the programme is as they just thought it would improve subject knowledge where they need to take up methodology.</li> <li>• More singing and dancing as when we go to Gambia, it is a big part of the sessions</li> <li>• Shorter days and [extend training] to 5 days</li> <li>• Keep all participants together for all week (meals)</li> <li>• 5 days instead of 4 days</li> <li>• Evaluate impact [of festival] on children</li> <li>• Have students 'act like children' during trial sessions</li> <li>• Make Tiers 1,2,3 more evident at the beginning</li> <li>• Approach local football teams and incorporate value-based methodology into their training</li> <li>• Everyone should be trained in every sport/activity and be a part of everything</li> <li>• Share roles equally (festival)</li> <li>• Bring in children earlier in the week so that coaches can learn in a more 'hands on' way</li> <li>• Allow access to resources including the powerpoint and lectures we have listened to during the week</li> <li>• Have signs for each pitch (festival)</li> </ul>	<ul style="list-style-type: none"> <li>• Repetitive practice sessions***</li> <li>• Being as repetitive with drills*</li> <li>• Keep the programme in one place for the whole week</li> <li>• More freedom for students to choose (e.g. jobs) at tournament day</li> <li>• Albion in the Community</li> <li>• Too many theory lectures</li> </ul>	<ul style="list-style-type: none"> <li>• Improved opportunities and connections (e.g. Gambia and Korea)**</li> <li>• Festival *</li> <li>• Teaching values through practical experiences</li> <li>• Getting free teaching, students to train students</li> <li>• Expanding projects across different countries</li> <li>• Leading by example</li> <li>• Keep the stadium as it feels like a reward and breaks the week up and is something different</li> <li>• F4P testimonials and the other country stories</li> <li>• Peer-to-peer learning (Tier 1 learning from Tier 2 and 3 coaches)*</li> <li>• Dealing with children who are naughty (behavior management in F4P)</li> <li>• Including people from different countries and cultures</li> <li>• Enhancing the values throughout. Keep it mainly practical so a deeper understanding is prevalent.</li> </ul>



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## RECOMMENDATIONS

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Based on the information collected through the participatory evaluation exercises, it is clear that three of the four objectives of the F4P training camp have been achieved. By the end of the training, participants demonstrated a working knowledge of the values-based coaching that is the core of the F4P project, and many had considered the ways in which this coaching and teaching methodology will play a role in their professional careers. Through their work with children at the festival, workshop participants experienced SDP in action and began to understand some of the challenges to this type of programming. This experience likely helped them to identify gaps in their own knowledge, but more information needs to be collected on this particular objective to ensure that enough opportunities for reflection are embedded within the training.

The fourth objective was only partially met as it was difficult to glean the extent to which participants were challenged to know, understand, appreciate and experience SDP in action. Whilst some hinted at this in their 'Rivers of Life', the best way would be to track Tier 1 participants after the training camp and see what new endeavours they get involved with. This can be easily done later by seeing who goes on an F4P Field Trip but at present there is no way of knowing who takes on further experiences independently of F4P.

The following five recommendations are based on feedback provided by participants and are meant to enhance future trainings and their experience within Football 4 Peace International:

- Further highlight and emphasise the links between theory and practice within the practical components of the training;
- Maintain F4P's tiered coaching certification process to ensure peer-to-peer learning opportunities;
- Retain F4P local 'field trip' opportunities within training and overseas 'field trip' opportunities for participants to gain further experience;
- Actively identify new international partnerships to meet student participants increased expectations of global learning opportunities. Embed them in the curriculum where possible.
- Consider extending the length of the training to integrate new sessions on monitoring and evaluation; reflection and case studies and to create an optimum learning environment. This extension would likely require administrative support and additional financial resources in order to ensure professionalism.