

**Can Sport Development Programmes Really Have An Impact On Peace In Local
Communities?**

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Abstract

The value of sport as a tool in sport for development and peace (SDP) initiatives is one which has been gaining significant recognition in recent years, however what tends to be missing is the views of volunteers and coaches who take part in these initiatives and their thoughts of the impact of these programmes. The study critically analysed research on the effect that sport can have on peace throughout these initiatives.

This study gathered the views of seven SDP volunteers from the Football 4 Peace initiative. The study was of a qualitative nature and gathered data through semi-structured interviews, using a comparative design and trying to find recurring themes in the data analysed.

The three main themes that recurred throughout the data analysis were as follows: the effectiveness of values based coaching, the effectiveness of sport as a peace tool and the need for sustainable SDP programmes. These themes were then discussed with current research on the area.

Opportunities and further considerations for SDP initiative research are also presented.

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Introduction

The idea of using sport for social, cultural and community development has been promoted for decades in both national and international contexts (Levermore and Beacom, 2011; Rossi and Jeanes, 2016). However, there is only limited empirical research that analyses the strategic potential of sport initiatives contribution towards conflict resolution, reconciliation and peace building in deeply divided societies (Schulenkorf and Sugden, 2011). Despite the interest in using sport to advance development and peace post conflict, it is poorly understood (Dyck, 2011). There is a lack of research in certain areas of Sport for Development and Peace (SDP) including race and masculinity in SDP (Forde, 2013); for girls, women and people with disabilities within SDP programmes (Kidd and MacDonnell, 2007) and considering coaches and volunteers views on SDP initiatives. Essentially previous studies have explored SDP initiatives in *general* (Kidd, 2008; Giulianotti, 2011a; Jarvie, 2011; Hayburst and Frisby, 2010).

This study will focus on collecting and evaluating views from coaches and volunteers within SDP programmes, as interrogate the SDP culture from the perspective of SDP workers occur minimally within current literature (Chawansky, 2015)

Previously, research on coaches' thoughts on the impact of Sport for Peace programmes and whether they are doing the best for the communities they are attempting to educate have been ignored. This may be due to the conflicting relationships between academics and practitioners (Donnelly et al, 2011).

Associations between researchers and sport coaches are sometimes not ideal due to the difference in working cultures and frustrations arise as they do not understand each other's fields of work, leading to clashes and lack of information (Sullivan et al, 2001). Furthermore, despite the overwhelming presence of sporting activities around the world, it has been largely neglected and seen as a frivolous activity by many international relations scholars (Van Tassell and Terry, 2012). Yet through sport SDP has the potential to reconcile torn communities (Beacom, 2008), making them a topic worthy of research. The groups delivering SDP need to be researched because of their first hand experience in witnessing the impact of programmes, making their views essential.

The term Sport for Development and Peace came to exist through a series of international conferences, through which different Non Governmental Organisations (NGO's) loosely linked together (Kidd, 2008). In the late 1990's a number of NGO's, for example UNICEF, were set up using sport to promote gender equity, combat HIV/AIDS and resolve conflicts, specifically in low and middle-income countries (Donnelly, 2011). Key institutions within the SDP sector include nation-states, such as Switzerland (Beutler, 2008), NGO's, such as the International Sports Academy Trust (United Nations, 2016), international sport federations, transnational companies, and grassroots community-based organisations (Giulianotti, 2011a).

In 2002, Kofi Annan, the former Secretary-General of the UN, expressed his belief that sport had the potential to have a significant role in improving not only an individuals way of life, but also entire communities (Obajimi et al, 2012). It is possible that in communities which are dominated by poverty, and lacking a range of welfare services, educational and employment opportunities, sporting organisations can make a much bigger impact than in more economically advanced societies (Coalter, 2010).

Within this study, these concepts of SDP programmes will be critically reviewed, and the data gathered will help to resolve a hypothesis on the question of whether sport can affect peace making locally.

Peace among and within nations is considered a fundamental human aspiration and a primary goal of the global development community (United Nations, 2008). Peace is a multifaceted and complex concept (Brinkerhoff, 2005), which has varying descriptions throughout the world. Peace throughout the West is described as an absence of war or other forms of violence (Anderson, 2004). Another interpretation of peace is having a well-lived life, which therefore would mean it is a common need for every human being (Dewo, 2013). On a global level it is generally accepted that peace is a relationship among people, based upon common agreement and understanding (Anderson, 2004), and this definition will be drawn upon throughout this study. As stated by Beutler (2008), the challenges that our world faces are greater than ever; wars, poverty, disease just some of the problems throughout, making peace enticing.

Disrupted peace does not happen only on an international, third world level. Nationally, the example of disproportionate 'stop and search' against black and ethnic minority groups, is considered a source of conflict (Committee for Conflict Transformation Support, 2009). For the London Olympic Games, the Truce 20/20 project was introduced identifying the risks of potential violent outbreaks, leading to training sessions for both police and young people, which along with other initiatives, led to a peaceful atmosphere (Peace Direct, 2016). SDP programmes therefore play a big part when bringing peace both to local communities as well as internationally.

This paper will first present a literature review, which will critically analyse and focus on reviewing previous research on SDP noting the main arguments and potential gaps in the studies, which will aid this current research. Following this, the project will be carried out by analysing data collected from focus groups, of coaches and volunteers involved with SDP. The results will then be presented, which will show what the coaches and volunteers think about the potential of sport programmes to achieve local peace. Conclusions will be made regarding how this project fits into the wider literature discussion on SDP.

The hypotheses of the study is that sport can indeed have an impact on peace building in local communities, due to the universal influence and popularity that it has, and its pull factor leading to different cultures understanding the same rules and using it as a "common language".

Literature review

Why sport?

Sport at both elite or community level, is increasingly being used in a wide variety of ways to promote inclusion, prevent conflict, and build peace in developed and developing countries (United Nations, 2008).

Sport is recognised to be exceptionally popular around the world leading to sporting figures, teams and sport events being particularly prominent in the media (Smart, 2005). In its modern day form, sport was born no longer than 150 years ago, and millions of people are captivated by it (Kobierecki, 2013).

Whether participating or spectating, sports excite billions of people, with intense effects on everyday lives, on views of race and gender, on moral ideas and in individuals and societies (Keys, 2006). It is considered to invoke a sense of passion, anticipation and pride in people that is difficult to match (Freeman, 2012). The definition of sport is provided by Bailey (2005: p.72) as a “range of activities, processes, social relationships and presumed physical, psychological and sociological outcomes”. In the UK alone, the number of people participating in sport at least once a week during 2014/15 stood at 15.74 million adults (Sport England, 2016), while professional sports events attracted more than 70m in the UK in 2015 (Deloitte, 2015).

Sport has become increasingly recognised in international development, with examples such the UN declaration of 2005 as the International Year of Sport (Kay, 2012); and is increasingly seen as a human right and useful to meet development goals (Darnell and Black, 2011).

Sport can have an effect on peace

Peace has become one of the most elusive conditions in today’s society (Bar-Tal, 2002). It is a fundamental human aspiration among and within nations, and is the primary goal of the global community (Hayden, 2002). The infamous Christmas Truce in World War 1, where a football match between the German and Allied soldiers took place on Christmas Eve in No Mans Land (Adams, 2015), provides an example of where sport has been used as a vehicle to promote peace.

The potential benefits of sport include improved physical fitness and health, improved mental health and psychological wellbeing, and broader societal impacts such as social cohesion, integration and an increased community identity (Dzarthor, 2003; Hassan and Telford, 2014). The communal language of sport has the potential to impact people by enhancing global awareness, respect and understanding of diversity in a safe context (Schinke et al, 2016). Sporting events can be used as a means to build trust between nations or communities that consider each other adversaries (Nygård and Gates, 2013).

Beacom (2008) implies that sport can build bridges between people, help overcome cultural differences and promote an atmosphere of tolerance. This is due to the positive traits commonly associated with sport participation, which include assisting young people to become better citizens, assist with moral development and instil a strong achievement orientation (Girginov, 2008). This is supported by Parry (2012) who states that if the account of the nature and the intrinsic values of sport are highlighted, then it is in a position to promote the values, which give it its peacekeeping potential.

Sport has historically been used as a key facet of humanitarian aid (Jarvie, 2011). The potential role of sport in promoting peace and understanding has been of topical interest for many centuries (Amusa et al, 2013). The earliest attempt of sport as a peace method can be traced to the ancient Greek Olympic Games, and the Olympic Truce, which started in 776 BC (Hoberman, 2011). This Truce allowed safe passage to Olympia for athletes and spectators before and post conclusion of the games (Crowther, 1999), and was observed by the ancient Greek city-states before, during and after the Games (Burlison, 2012).

More recently, following the creation of the Millennium Declaration, the United Nations officially recognized sports potential for the achievement of international development goals, as well as the encouragement of peace in conflict areas (Zanotti et al, 2015). The international community has only recently begun to gain consciousness of the full potential of sports when using it as a tool to achieve development goals and universal peace (Beacom, 2008). Sport has been known to promote peace and reconstruct a number of politically tense and fractured societies, which are plagued by conflict (Rookwood and Wassong, 2010). A practical example of this occurrence is

the Peace Players International (2016), who utilise basketball to unite young Arab and Jewish people in the Jerusalem area. One of the ways this could occur is through what Frey and Eitzen (1991) describe as using sport to create assimilation. Therefore, through this assimilation, Western ideals of what sport should be and its values could be said to be promoted throughout the globe (Riordan, 1986).

There has been a rapid growth of SDP programs across low, middle and high-income nations over the last 10-15 years (Svensson et al, 2016).

SDP programs target at risk populations living in impoverished conditions (Hayhurst et al, 2010; Bellotti, 2012), with the interventions aiming to facilitate social, environmental, economic and political change through structured sporting based activities (Lawson, 2010). These programs are also used as a tool to create projects that seek to use the values and essential conflict potential of sporting competition to teach values to people (Majaro-Majesty, 2011). Cárdenas (2013) describes sport as a ‘classroom’ where participants learn about social values such as teamwork, leadership and cooperation, thus leading to individual and collective development.

There have been various heartening success stories in sport promoting peace (Kidd, 2008). A study carried out in Sri Lanka found that a strategically designed sports programme helped promote the establishment of friendships and inclusive social identities among diverse populations (Schulenkorf, 2010). Furthermore, the victory of the South African rugby team in the 1995 World Cup, which was held in South Africa, is considered by many at the time to be symbolic of both the end of apartheid and the start of reconciliation in the nation (Farquharson and Marjoribanks, 2003). A further example is the French Government providing a Community Games in Antananarivo, Madagascar in 1960, as part of its mission to keep friendly ties between the French speaking countries in Africa (Combeau-Mari, 2011). Finally, the relationship between India and Pakistan, during which cricket diplomacy demonstrates the common interests shared through sport despite decades of bitterness (Murray and Pigman, 2014). Hartmann and Kwauk (2011) suggest that if a sport is to have a positive effect in development, it is when sport programmes are well structured in purposive, systematic ways. The evidence is that when they are conducted in responsible culturally appropriate ways, with community support, the initiatives have enhanced the education health and well being of participants (Kidd, 2008).

Sport cannot have an effect on peace

Violence provides one of the main challenges to the peaceful functioning of contemporary societies (Rookwood and Palmer, 2011). This can be assumed through different forms such as intrapersonal, such as drug or alcohol abuse or interpersonal violence such as national and transnational wars.

With the continuing wars and conflicts that exist throughout the global community in today's culture (Bar-Tal and Rosen, 2009), Olmert (2011) argues that peace is becoming an elusive condition in certain parts of the globe. The irony of ensuring peace is that there are many ways of understanding and proposing peace, and the diversity of the understanding may give rise to conflicts (Gasparini, 2008).

Attempts to use sport for peace building and conflict resolution are burdened with potential problems (Donnelly, 2011). It is considered ironic that sport is now being reinvented as a method for development and peace because historically, it used to be a tool to prepare for war (Webb and Richelieu, 2015). For example, between 1860 and 1914 the British Army underwent significant change, with the instilling of formal physical training and organized sport due to its physical and structural concepts (Campbell, 2000). Due to the history and potential for using sport for military training and promoting nationalism (Giulianotti and Armstrong, 2011), the socially exclusive elements of competitive sports (Tonts, 2005), and the fact that sports pits people against each other in competition or even combat (Christopoulos, 2013), takes away from making it a logical instrument for peace building and conflict resolution. Giulianotti (2011b) suggests that in the absence of war, mankind reassures themselves of self-worth through their performances on the sports field. Giulianotti (2011b) goes on to further describe that modern and ancient sports have both featured transgressive and violent practices among participants and spectators, underpinned by deeply antagonistic types of social cohesion.

Despite sport having familiar claims, such as universality, fair play and providing a level playing field, few of the initial supporters of modern sport had ever intended them to be universal and inclusive (Kidd and Donnelly, 2000). Maguire et al (2008) suggest that this might be due to the fact that global sport is commonly associated with the fault lines of gender, racism and geopolitics. A past example is that in British

Imperial outposts, sport was utilised to crush indigenous cultural identities and practices (Giulianotti, 2004).

Rather than sport being seen as a social construction, given meaning by participants and more powerful defining agents, sport is far too often presented only in positive terms (Donnelly, 2008).

Programmes in the Global South have a limit to what they can achieve (Kidd, 2011). The globalisation process of past decades has presented the Global South with a brain drain, where its best assets (athletes, coaches) have moved to the North, enriching one side at the expense of the other (Selassie, 2011). In many cases, Carter (2011) argues that the very best athletes and coaches are taken out of their own countries, and are lost as a source of leadership. Kidd (2008 p.372) delivers a judgemental suggestion “if sport has the potential to transform entire communities, these programmes do little to fulfil that potential”. The negative views of SDP’s are furthered by the implication that programmes have been criticised regularly as being neo-colonialist, due to the fact that they are often introduced into communities without consultation (Donnelly et al, 2011).

It is also considered that sport programmes are left with displacement of scope, where micro level effect is generalised to the macro level (Coalter, 2015). For example, Langer (2015) suggests that a simple micro level intervention such as sports is assumed to influence macro-level outcomes such as poverty reduction.

To further this, a majority of the programmes are conceptualised in the Global North and delivered in the Global South, which lead to the realities and inequalities present, not being taken into account (Mwaanga and Prince, 2016). The negative views are expanded by Kidd (2011) who states that for all its strengths, SDP is plagued by a number of NGOs who compete with each other for donors and even with government agencies. It is suggested by Coalter (2010) that it is probably the case that most SDP organizations and projects tend to be more concerned with individual and community development, rather than the main goal of ‘peace’.

The very nature of sport is questioned by Parry (2012), who enquires whether there has been change due to the external perversions from businesses and profiteering. International SDP is still in its infancy, being poorly underfunded, poorly planned and coordinated, and still largely isolated from mainstream development efforts (Kidd,

2008). SDP programmes have been criticized for a lack of clarity on their outcomes and measurements (Bailey, 2005; Crabbe, 2000). It is suggested by Levermore (2011) that in recent times, some NGO's have become more accustomed to 'working' the evaluation process, and therefore forgetting the initial development focus. Although there has been an increase in research on sports and development, sport-related decisions and policies still remain shaped by unquestioned beliefs founded on wishful thinking, such as the idealized testimonials of current and former athletes (Coakley, 2011).

Sport has also been used as a socio-cultural field to reproduce highly divisive or violent forms of social stratification and exclusion (Giulianotti and Armstrong, 2011). Historic examples of this are the upper class taking part in elitist game shooting (Durie, 2008), while the lower class played the 'peoples game' or football, which was described as violent and often unruly 'mob culture' (Hughson, 2009). The increasing popularity of SDP initiatives, particularly in Africa is well documented by Burnett (2009), although she argues that the growth has lacked coordination and has been driven by both governmental and corporate donors rather than the initiatives themselves.

Lastly, it is strongly implied by Hoberman (2011: p.17) that "global sport has been and remains a form of show business internationalism that must be distinguished from legitimate international humanitarian organizations such as the Red Cross and Amnesty International". Many NGOs involved in SDP compete with one another and the state for resources (Sanders et al, 2014), usually with no concern for the nations they are meant to be aiding. In a further critique of NGO's, Tiessen (2011) argues that the leaders don't produce any commodities, but function to produce services for the donor, mainly by trading domestic poverty for individual perks. Sport and Development (2016) warn that research and practical experience has instilled caution when essentialising sport when designing and implementing sport programmes in a conflict or post conflict situation. This is due to what (Sugden and Haasner, 2009) describe sport as having no real intrinsic value, rather is a social construction, which is, moulded according to the social forces that surround it. Therefore, in a conflict or post conflict situation where there have been bad experiences, there may be a more violent mentality in the communities.

NGO's

In recent years, a wide variety of organizations have used sport as an intervention tool to promote peace making across divided communities (Giulianotti, 2011a). Over 400 sports for development NGO's have formed in recent years, and operate in more than 125 countries across the globe (Kidd, 2008; Giulianotti and Armstrong, 2011). It is implied that the use of sport in pursuit of global development goals is broadening, with support for sports-based programmes that promote social, educational and health goals (Kay, 2009). This is enhanced by the suggestion that the faith in sport as a tool of reconciliation has been promoted in large by powerful organisations (Giulianotti, 2011b).

The SDP movement has emerged as a significant element within global civil society, and has experienced both a sudden expansion and increasing differentiation and coordination since the late 1990s (Giulianotti, 2011a). The rise of globalisation has improved communication structures and the opening of the most remote regions in the world (Schrag, 2012).

However, different NGO's identities and mandates and historical roots, as well as politics in sport in individual donor countries affects how they justify and carry out their development aid efforts (Hasselgård, 2015). NGO's who have a big influence on the SDP programs are also criticised due to policy decisions in the initiatives often being made by those who are detached from the day-to-day running of the program (Nicholls et al, 2010). Therefore, it is important to be able to collect the views of the people who volunteer and coach in these initiatives, which is what the study aims to provide.

Negative impacts of SDP

Hartmann and Kwauk (2011) are critical of sports initiatives, by suggesting that they are a powerful social force, however, not necessarily a positive, pro-social one.

Sport programmes have been conducted for the creation of social capital and change within and between communities (Skinner et al, 2008; Kay, 2009).

Using sport in reconciliation initiatives requires a great deal of planning and caution Donnelly (2011). Donnelly follows this up by suggesting that under controlled circumstance, sport can accomplish a great deal of "good" but there is also the

destructive potential always lingering. SDP programmes seek to empower the participants and communities by engaging them with the designing and delivering of activities, and pursue sustainability through partnerships and collaboration with the local community (UN, 2016).

If a sport initiative is to have a positive effect in development, it is when sport programmes are well structured in purposive, systematic ways (Hartmann and Kwauk, 2011).

The ability to combine sport with other social forces has facilitated an increased profile for sport with humanitarian and international aid organisations (Jarvie, 2011). This is backed by Kidd (2011) who indicates that the most respected SDP programmes follow the accepted ‘best practices’ of development: they are community-planned, need and asset-based initiatives, with close links to other interventions, usually education and health.

It is also suggested that sport potentially provides a resource of hope for many people and places. (Jarvie, 2011). There should be a real period of consultation between NGO’s and the local community that they aim to aid, so that the needs are correctly highlighted (Donnelly et al, 2011).

Although varying in size focus and type, SDP programs usually and often uncritically accept that sport is considered “good” (Conelissen, 2011).

Donnelly (2011) suggests that SDP initiatives rely on volunteers who are enthusiastic, well intentioned and knowledgeable about sport, but who may be less informed when it comes to development and local cultural and political issues. It is suggested that the key people in SDP programmes are increasingly Western-based young people who volunteer in developing countries (Tiessen, 2011). They promote their known Western values in a way that is similar to the experiences during the colonial era. Although this is difficult for initiatives dealing in other areas of development, it may be disastrous for peace building because of the aggressive nature of sport (Donnelly, 2011). The dissatisfaction of current SDP programmes is due to a lack of action on what the participants require, focusing rather on what the volunteers/coaches perceive is needed (Spaaij and Jeanes, 2013). Although there have been numerous international policy declarations supporting the principle of SDP, insufficient support mechanisms, delivery instruments and resourcing are problems which currently exist in many

member countries to get the most of SDP initiatives (Dudfield, 2014). Dudfield suggests that a major factor is that there are ministers, who while highly supportive of SDP, have to balance provision alongside elite sport and sport development from an overstretched resource pool.

It is clear that SDP outcomes are conditional from country to country based upon conditions of conflict, poverty and other factors (Schnitzer et al, 2013).

Development of sport and development through sport in an SDP environment can be mutually advantageous (Giulanotti, 2011c); at everyday level, the programs can aid coaches to learn how to use sport as a development tool.

Past research

Although the peaceful potential of international sport has been accepted by sporting bodies and gradually coming to acknowledgment from political international organizations have consistently accepted the pacific potential of international sport, it is still largely ignored academically (Hough, 2008).

There is a previous study on the motives of volunteers who take part in Sport for Development initiatives undertaken by Peachey et al (2014) who also acknowledged that there have been very few studies on the volunteer motivations for participating in sport for development programmes. Peachey et al (2014) found that the motivations for volunteers taking part in SDP programmes included social reasons, self-enhancement, improve career prospects and giving back to the organisations.

Coalter (2012) infers that the rationale for public investment in sport has been centred on the moral component of sport, and its ability to teach 'lessons for life' and its contribution to 'character building'.

Bailey (2005) focused his research on the impact that sport could provide within the UK, regarding the participation of young people and in sport.

Coalter (2012) highlighted the Positive Futures initiative, taking place in England, which initially started as a sports-based national youth crime prevention programme funded by the Home Office, which aimed to target and support 10-19 year olds to prevent them being drawn into crime. The impact was a reduction in crime, serious

youth violence, and drug and alcohol misuse, while also increasing the number of young people who entered education, training or employment (Catch-22, 2013).

As Coalter (2012) states, during his interviews and data collection, participants felt that staff had more interest in them as people, rather than sports participants. He follows up by stating that the opportunity for people to integrate was a lot easier due to the cooperative nature of teams. Hartmann and Kwauk (2011) support this by suggesting that socialization and development are seen essential for young people lacking in the basic resources and social supports that are available to most, targeting specifically 'at-risk' communities and populations. Coalter (2015) follows this up by implying that sports attraction for policy makers has been the perception that it can offer a range of remedies to seemingly difficult social problems. Big examples of this have been seen on the Olympic Games throughout the decades.

Olympism, the philosophy developed by Baron de Coubertin, the founder of the Olympic games, emphasizes the role of sport in world development, peaceful coexistence, and social education (Spajj, 2012). In de Coubertin's views, a major contribution of sport towards peace making is that it provides an opportunity for people to meet each other while engaging in a common activity (Martínková, 2012). Most of the Olympic Movement outreach efforts are focused on helping developing countries improve infrastructure and Olympic level performance (Guest, 2009). Until recently, there has been a lack of attention from the Olympic community towards grassroots levels in developing countries (Green, 2007). However, this was changed in the London 2012 Games, where the bid from the UK consisted of using the games to inspire and promote sports participation across the country for all (Girginov and Hills, 2008).

Although the Olympic Charter states that the Games are competition between athletes and not countries, it provides a stage for the expression of international rivalry, which potentially breeds nationalism and divisiveness (Reid, 2006). At first glance, it seems as though athletes in competition are not at peace with each other, rather at war and trying to overcome the other (Martínková, 2012). A further criticism of the Olympic Games, questions the introduction of morally compromised people, and asks whether

the Olympic Committee can be taken seriously as a peace lobby (Hoberman, 2011; Bowersox, 2016).

Football as peace method

Arguably, while association football is an English invention, it is also a universal game (Sugden, 2010). Academic research on football has tended to focus either on its capacity to inspire hooliganism amongst its followers or on how politicians have exploited it for nationalistic purposes (Hough, 2008).

Rookwood (2008) suggests that sport, and soccer in particular has the potential to facilitate social development and peace promotion in a range of politically and socially tense environments. The founder of the football World Cup, Jules Rimet, was nominated for the Nobel Peace Prize in 1956 and believed that ‘soccer could reinforce the ideals of a permanent and real peace’ (Hough, 2008). Soccer-based programs have been developed in order to build relationships between communities, promote integration and strive for peace in a variety of contexts for a number of years (Rockwood, 2008). An example of this is the Open Fun Football Schools (OFFS) that takes place in the Balkans. In a five-day grassroots football program, which brings children together from different ethnic groups to play football together, OFFS aims to develop their confidence, skills and teamwork (Gasser and Levinsen, 2004).

One of the well documented initiatives is Football4Peace (F4P), which Sugden (2008) describes as a programme which aims to use values-based football coaching to build bridges between Jewish and neighbouring Arab towns and villages in Israel.

Rookwood and Palmer (2011) suggest that due to its simplicity and global popularity, a number of NGO’s have noted footballs suitability as a tool to help build peace and promote social development in post-conflict societies.

It is important to note the popularity of football worldwide. According to CONMEBOL (2013), there is a total of 270 million, or 4% of the world population who actively participate in football. It must be noted that the number since then will have grown due to the 2014 World Cup. Adding to that, FIFA (2015) stated that the 2014 World Cup reached 3.2 billion viewers, while one billion watched the final, while UEFA (2015) showed that their TV audience was at an estimated 180 million over 200 different countries for the 2015 Champions League final.

The world governing football organisation, FIFA has supported more than 200 projects over 60 nations worldwide, while also contributing €800,00 to the Nobel Peace Centre to support its activities (FIFA, 2012).

Despite FIFA successfully using the power of football to promote social development and peace throughout the 1970's by João Havelagne, his time in office was found to be corrupt (Cleland, 2015). More recently, there has been a FIFA scandal that has led for major sponsors such as Coca-Cola and Adidas calling for reforms (Jameson, 2015). This corruption scandal has led to senior figures such as Michel Platini and Sepp Blatter to be banned for unethical behaviour (BBC, 2015).

Initiatives in the UK

Up until the 1980s sports development in Britain was a minor branch of voluntary governing body business with the aim of supporting elite athletes and providing facilities for the growing interest of sport, which came mainly from the middle class (Collins, 2010). In the UK, sports based intervention strategies have been used to aid various social benefits, such as community cohesion, crime reduction and social integration (Giulianotti, 2011d; Green, 2006). The UK government, through UK Sport promotes a wide array of initiatives that range from enabling youth education to developing sporting infrastructure (Levermore, 2008). The role being attributed to sport in the search for solutions to particular social problems and broader issues of social regeneration and community development in the UK is seemingly important, if often intellectually incoherent, (Coalter, 2007). In the development of sports policy in the UK, there have been several research reviews commissioned by the British government to examine the extent of the evidence to support the claims that sport can exercise a wider social impact beyond the level of mere participation (Coalter, 2008). It is well recognised throughout the UK that volunteers provide the core support for sport, thus ensuring that communities have better social capital (Eley and Kirk, 2002). One example where sport has been used in Northern Ireland as an instrument to try and involve the joint participation of Catholic and Protestant participants with each other, but usually ended up being them playing against each other (Sugden, 1993; Bairner, 2001).

It is recognised that in communities which are dominated by poverty, lacking a range of welfare services, educational and employment opportunities, sporting organizations can make a much bigger impact than in more economically advanced societies (Coalter, 2010). This opens up a gap in the literature, as there is little research on the belief of what sport can do in a 'first-world country' which does have communities as described in Coalter's suggestion.

Methodology

This study will undertake a comparative design approach, examining and comparing the answers given by the volunteers and coaches from a Sport for Peace and Development initiative.

The study will use a phenomenological research design. Cresswell (2014) states that this approach involves the researcher evaluating how particular individuals perceive their lived experiences regarding a specific phenomenon. In the case of this study, the particular participants will be coaches/volunteers and the specific phenomenon will be the sport programmes.

This study will use qualitative data, collected through interviews with the coaches/volunteers involved with the SDP programme. Qualitative research methods provide rich descriptions of a complex phenomena by asking relevant individuals to describe, in their own ways, experiences of a certain situation or issue (Ritchie and Lewis, 2003). This aids in the development of theories, generating and testing of hypotheses, and the movement towards an explanation of a contested matter (Sofaer, 1999). Additionally, qualitative research uses strategies to collect data through objective analysis of subjective topics (Johnston, 2010). The researcher has a duty to remain objective and unbiased when collecting data (Bahn and Weatherill, 2012). Throughout this study, the researcher will use non leading questions to ensure the unbiased criteria are met.

The collection of data in qualitative studies should occur in a natural setting sensitive to those partaking within the study (Cresswell, 2007: p. 35). Use of a natural setting provides the opportunity for participants to answer as would occur in normal practices (Aitken and Mardegan, 2000).

Interviews are a popular technique for collecting qualitative data among a wide range of academic and applied research areas (Morgan, 1996). Within this study, semi-structured interviews will be used. DiCicco-Bloom and Crabtree (2006), state that structured interviews often produce quantitative data, while semi-structured interviews are organised around a set of predetermined open-ended questions with other questions emerging from the dialogue in the interview (Alvesson, 2010), which is favourable for qualitative data.

Design

As this study is of a qualitative nature, the study design will use an inductive approach. The inductive approach involves analysing data with little or no predetermined theory or framework and uses the data collected to derive the structure of analysis (Burnard et al, 2008). Due to the lack of framework, the interview questions (see appendix 2) were designed with intentions of exploring coaches' views on the effect of SDP initiatives on peace. This allows the participants to expand on their own experiences without being limited to a certain topic area.

Participants

The participants in this research were all football coaches or volunteers who have participated within a 'Sport for Peace' initiative either in the United Kingdom or internationally. For the purpose of the research, specific sport for development and peace organisations were contacted, and interviewees were volunteers from Football 4 Peace. Participants were selected through non-probability sampling, meaning that the researcher used subjective judgments in the selecting of the sample to decide which participants to use, allowing greater control of the selection process (Tansey, 2007). During the interviews there were 3 males and 4 females who took part in the study. The age of the participants ranged from 18-21 years. The experience of the sample varied, both in qualifications and level of experiences. The interviewees mainly coached football in their initiatives, however some of the sample moved onto different sports such as rugby, netball and local games in the various countries where the programme was taking place (see appendices 3-8).

All the participants were university students, they had all coached in their local area, as well as having at least one experience of travelling abroad to coach.

Some of the most experienced participants had volunteered within programmes taking place in various continents, with different groups and with different aims. Inevitably the group experiences were wide ranging and provided for interesting and broad results.

Ethical Implications

For the purpose of this study, the main ethical implication concerned participants comfort with the questions. Due to this, participants were provided with a consent form (see appendix 1), which stated the interview process and intentions of the study, and providing the right for withdrawal for all the participants. The researcher also followed the approved guidelines used by the British Educational Research Association (BERA) for further guidance.

Instrumentation

The instrumentations that were used throughout the interviews included a voice recorder with a back-up smart phone device to record the interviews on two different systems.

Procedure

At the outset of the study, the coordinator of Football 4 Peace was contacted in order to ensure their engagement and support of the study.

Following this, potential participants who were interested were forwarded the contact email and timings of when the interviews could take place, alongside the location.

There were five interviews that were carried out with participants who came from the Football 4 Peace initiative. Three interviews were of a one on one nature, while the other two consisted of the researcher having group interviews with two interviewees. Participants were asked 13 questions each. Most questions had follow up discussion reflecting the semi-structured nature of the interviews. The list of questions (see appendix 2) was devised with intentions of exploring the topic in depth with participants. These question types included (see appendix 3 for definitions): introducing questions, follow-up questions, direct questions, indirect questions and interpreting questions (Kvale, 1996).

Data Analysis

The data recorded on the devices was transcribed by the researcher and manually thematically coded (see appendices 3-7). Codes are usually attached to varying-sized words, phrases, sentences or paragraphs, whether they are connected or unconnected to a specific setting, and help organise and make sense of textual data (Basit, 2003). Open coding was used, which Burnard et al (2008) described as the researcher

reading through transcripts and making notes in the margins of words, theories or phrases that amount up what is being said in the text.

Results

Throughout the interview transcriptions (see appendices 3-8) and the thematic coding, certain themes kept on standing out with every one of the participants. This section will discuss the ones that the researcher believes are the most relevant to the research question and the set aims of the study.

<i>Theme</i>	<i>Occurrence</i>
Value based coaching	16
Effective peace tool	12
Sustainable programme	9

Discussion

The data found in the transcriptions, and the themes highlighted in the results will be discussed, including some quotes from the transcripts that support the arguments throughout this section.

Value based coaching

Throughout all of the interviews, the most common theme that kept arising was the need for value based coaching on the sport for peace and development initiatives.

For example, one participant in the interviews stated:

“My initial experience with the initiative started in the UK working with local schools to kind of deliver a values based education using team building and things like that”.

The interest in the development of life skills, especially in children and youth, has led to many sports organisations having social-emotional development as one of their primary goals (Gould and Carson, 2008). Larson (2000) argues that sport, if properly structured can foster positive youth development, which emphasises the promotion of life skills and values. As suggested by Gould et al (2007), many of the world’s best coaches are committed not only to teach their athletes about athletic excellence, but life skills as well. The building of values through sport has a historical context, as the philosopher Plato (1920) cited by Brunelle et al (2007 p.43) stated that “the moral value of exercises and sports far outweigh the physical value”. This is furthered by the suggestion that the lasting value of the sport experience lies in the application of the principles learned through participation in other areas (Danish and Nellen, 1997).

Programs that focus on recreation participation at early ages create an attitude in

young people that reflect a healthy lifestyle that allows them to develop individually and socially (Calloway, 2004).

One of these areas is education. Education plays a massive part in the way that it fosters, enables or impedes the action that underpins the social outcomes that the SDP programmes are trying to accomplish (Spaaij et al, 2016).

However, there is the suggestion that there is little empirical research on how values are developed and are linked to coaching (Callary et al, 2013). Another limitation of the values based coaching is the fact that the Football 4 Peace initiative aims to try and instil values on adult coaches. This can prove difficult as one participant stated: “The problem comes is when its adults, it’s how do you get them to change something that they have been doing for years now and they think they’re ok with, but in fact it’s going against what you’re trying to teach the children sometimes.”

Taking part in sport does not contribute towards personal development; it is the experience of taking part that may have a contribution towards the result (Papacharisis et al, 2005). Therefore, the importance of the structuring of a sport programme cannot be questioned either. Mahoney and Stattin (2000) found that social behaviours in youngsters improved in highly structured sport activities, compared to an increase in antisocial behaviour in poorly structured ones. Therefore, it is important to try and focus the teaching of values to the next generation, so that the mentalities can be formed to try and achieve the social skills the SDP initiative focuses on.

Sport as an effective peace-tool

It must be stated firstly that peace is a broad term, with many ways of understanding it (Gasparini, 2008). This statement was supported by two of the interviewees throughout the interviewing process.

Although the nature of sport is described as violent practices among participants (Giulianotti, 2011), views from interviewees supported that although the nature of it is violent, the way that the coaches moulded the practices had an influence led on the mentality of the participants. For example, one of the interviewees stated:

“So sport does have that nature of competition that can create violence. But I do believe in terms of peace, proof in projects in Israel, Ireland, Gambia and Korea as well, we have been able to make that tiny bit of difference”.

Throughout the interviews, the interviewees suggested that different sports helped promote life values. Spacey (2015) reinforces this by suggesting that rugby is a sport that teaches values and helps mould behaviour. This is further supported by one of the interviewee’s suggestions, as they stated that:

“Rugby for example, I mean it is a violent game, you know you go and tackle but the sort of morals, and values that underpin rugby is respect and fair play”.

This touches upon the values that are taught not only to the participants on this initiative, but also introduced to the coaches on the programme so that they can deliver them efficiently and in a manner that the initiative aims to.

Another part of sports that aids its influence when peace-building is its universal nature. For example, interviewees stated that a main strength of the SDP programme using football was what Sugden (2010) describes as a universal game, even though it’s an English invention. One of the interviewees indicated that:

“So in terms of sport everyone knows the rules like they don’t have to be able to speak the language of the rules”.

Throughout the transcriptions, the views of the participants also argued against Donnelly et al (2011) statement that sport is of a neo-colonialist nature; citing their experiences as contradicting the view. The initiative would go into countries when they were asked to, supported by one of the interviewees who said:

“Our experience with it, we’ve always had connections with the places we work with, so schools with Eastbourne, Ireland, we work with the Irish FA, The Northern Ireland Football Association, in South Korea we work with Korean Sharing movement and they’ve always been the ones to approach us rather than we’ve gone and said right, we want to work there, etc.”.

Throughout other interviews, the common theme was that even before the initiative would go into the countries, there would be consultation with the local population and community, and there would be a structured plan on what would be occurring throughout the programme. SDP should have an approach of aiding ‘decolonisation’

given sports implication in the colonising relationships (Darnell and Hayhurst, 2011), and Football 4 Peace followed this approach.

It's also important to note that although the programme is called Football 4 Peace, the interviewees stated that they coached more than just one sport, often even including local sports to try and incorporate all of the participants on the initiative. This disproves Donnelly et al's (2011) statement surrounding the neo-colonialist nature of sport, as integrating a local game would help the participants feel more at ease with the coaches and would present them with an opportunity to share their culture.

Sustainable programme

As suggested by Sugden (2006) those wishing to use sport to promote non-sporting social reform need to firstly carefully dissect the nature of the sport experience in both its natural setting and its broader and historical framework. This was supported in the interviews as participants suggested that the Football 4 Peace initiative was a long-term sustainable one; as they returned to the countries they had been prior to see the evidence of their work. As one participant stated:

“If you look at us within the Gambia, with Israel, with Ireland, South Korea, were going to keep on returning to these countries”.

This statement supports the fact that the initiatives are of a long-term, sustainable method. The initiative looks into teaching adult coaches the values based coaching methodology that works so well for Football 4 Peace, and return to see what the impact of the methodology has been. There was a brief description by one of the participants about the Football 4 Peace cycle:

“actually from our first people we've coached, that were young children, they may be coaches and leaders now so they've gone through the Football4 Peace cycle which is what sport for development programmes need to do, they actually need to set their target, achieve it, but then what's beyond that”.

The fact that the initiative was sustainable was supported by every one of the interviewees, who praised the initiative for its long-term views.

However, one of the problems that should be considered is the migration of the best assets from the Global South to the North (Selassie, 2011), and the fact that although

these types of initiatives build leaders for the countries, they may not be able to keep them for the future.

Does the perfect SDP initiative exist?

Throughout the interviews, there were varying responses to the question on whether there was such a thing as the perfect Sport for Peace initiative. Answers ranged from one participant stating:

“I don’t think there could be one perfect project that will solve every problem”.

Another participant suggested that:

“Principles wise I think that peace projects are, I could be contradicting myself here but I think they should be allowing people to believe in what they want to believe but without making what someone else believes irrelevant like everyone should be entitled to have their own beliefs without being dismissive of others beliefs so it should go about it that way”.

Due to the research and the implications that come with SDP, previous research would support the fact that there could not be the perfect Sport for Development and Peace project due to the complexity of social problems throughout any communities, and the potential for new ones to arise at any moment. However, the interviewees suggested that through constant consultation with other initiatives, communities, and the access to funding, there could be a positive impact from SDP initiatives.

Although the belief that sport has the ability to make society more socially cohesive and peaceful (Spaaij, 2009), it can be argued that sometimes sport cannot help at all in countries in conflict. An example of a limitation is the extent of political corruption and appropriateness of economic policies chose by political leaders affect governments ability to prevent domestic violent conflicts (Hegre and Nygård, 2015). Therefore, there will be situations were even SDP initiatives would not be able to help a community until after the conflict ends.

Can sport have an effect locally?

Throughout the transcriptions, the positive effect that the sport initiative had in different countries, such as Gambia, South Korea, and in the local community in Eastbourne was highlighted. In some of the interviews, the participants stated that focusing on the individual in short-term goals would help the community in the long-

term view. Setting up local clubs throughout the societies that SDP is trying to aid has the potential to help residents enhance their belief of worth of the community (Siegfried and Zimbalist, 2000).

All the participants in the interviews were asked whether there should be more peace initiatives throughout the United Kingdom, and the answers varied with some supporting the idea, while others suggested that it was not needed.

There has been proof of various initiatives working positively in the UK, for example the 20/20 Truce working throughout the London Olympics (Peace Direct, 2016). This leads the question as to why there haven't been more high profile initiatives or programmes that try and promote the positive social values throughout the country.

The relatively lean welfare state of the United Kingdom has allowed the society to become increasingly multicultural (Koopmans, 2010). However, this doesn't mean that there isn't any conflict in the country regarding the variety of cultures in the UK's society. In a survey produced by YouGov, there were more Britons believed that multiculturalism affected the country negatively than those who believed it had a positive impact (Doré, 2015).

This leads to the suggestion that through the SDP programmes, especially if integrated locally throughout the UK, there could be more understanding of values, and there would be more integration of different cultures through sport. As one of the interviewees stated:

“Yes, there should be I think in some of the most deprived areas around the major cities and in the local communities it would help hugely, I mean our country is definitely not perfect by no means, there are problems in society and how people say things and that is an issue that needs to be addressed”.

If the methodology and the values based coaching that the Football 4 Peace initiative were used around the UK, then from proof of how it has worked in Gambia, South Korea, Ireland and Israel, it could be argued that there would definitely be a positive impact in the local communities throughout the UK.

Limitations of the study

One of the main limitations of the study was the sample size. Although rich, relevant data was collected from a sample whose characteristics met the requirements for the

study, further data would support the arguments further. The study was meant to interview coaches/volunteers in Walsall, however, due to clashes in schedule between the researcher and the initiative, a suitable arrangement could not be met. The fact that this initiative also focused more on the coaching locally in the Walsall area would have provided the research with a different perspective on the interview answers. A further limitation was the fact that out of the five interviews undertaken, three were of a one on one basis. When the other two interviews took place, with two participants each, the answering of the questions was more thorough, due to the fact that they could elaborate on each other's answers and provide with further data that they may have forgotten had they not had a prompt from the other interviewee. Had the interview been of a focus group nature, with all seven participants being asked the questions at the same time, then the answers would have been even richer in data, and the participants would have been able to help each other out with different ideas. The final limitation is the fact that due to the interviews being face to face, there was the chance of social desirability bias. This is the tendency of individuals to answer the way they believe is most ethical, and the way the researcher would most likely like them to answer questions (Chung and Monroe, 2003).

Conclusion

The study found that there were 4 main recurring themes which centred around the Football 4 Peace initiative: the importance of values based coaching, the effectiveness of sport as a peace tool, the need for a sustainable programme and the suggestion that sport is universal. The findings indirectly supported the hypothesis around the proposal that sport can have a positive effect in local communities.

The fact that peace is considered a fundamental human aspiration and primary goal of the global community (United Nations, 2008) and the findings and previous research on the impact that sport can provide, should support the theory of the need for more SDP initiatives throughout the globe.

The ideal scenario of an SDP programme would be for an internationally accountable partnership, which would involve governments, NGO's and sport federations, which would be in charge of the recruitment training and deployment of volunteers and professional sports leaders to programmes of priority (Kidd, 2008).

The recommendation for further research would be to attempt to interview a bigger sample throughout different initiatives, as the findings may vary with different programmes. Another suggestion is that there could be an analysis of the views of participants who are coached within these initiatives. This would give very rich data and furthermore, would allow the NGO's who run the initiatives to have a critical analysis of the effect that their programmes are having on the participants themselves and any further recommendations. Lastly, a longitudinal study in a community that has not experienced a SDP could be undertaken, to fully understand the extent that the SDP initiatives either positively affect or negatively hinder the community.

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Appendices

Appendix 1



INFORMED CONSENT FORM AND PARTICIPANT INFORMATION SHEET

Project title

Can Sport Development Programmes Really Have An Impact On Peace In Local Communities?

Thank you for showing an interest in this project. Please read all the information in this leaflet carefully. Then please consider whether you wish to take part in this project. Participation in this study is completely voluntary. If you decide to take part, you will be asked to sign this form. If you decide that you do not wish to participate, then please appropriately discard this leaflet or hand it back to the researcher. Regardless of your decision, I thank you for your time.

What are the aims of the project?

The main aims of the project are:

To identify and discuss whether sport for peace initiatives have any real effect on peace making and to what extent.

What will you be asked to do?

Procedures

If you agree to take part, you will be asked to take part in a small group semi-structured interview that will require approximately 30 minutes of your time. This will involve questions about your experiences and roles as a coach or volunteer within

the sport for peace projects, and your perception on the effectiveness of such programmes.

Risks and discomfort

This research should not provide you with any physical or psychological discomfort, as the nature of the questions are not of an invasive nature. However if at any point during the research you feel any discomfort of any kind you have the right to withdraw from the study with no explanation needed.

Safety

As the chief researcher I must consider your physical and psychological well-being, therefore at any point during the data collection, you as participants have the right to withdraw. The data that is collected will be anonymous and confidential, and it will be disposed of safely once the data is written down.

Injury

It is highly unlikely that you would get physically injured during the study as there is no physical requirement. However if at any point you feel uncomfortable with being part of the interview you can withdraw anytime without explaining your reasons.

Benefits

This study hopes to increase the knowledge in the area of sport initiatives and their effects on peace making. The benefits you will gain by taking part in this study are a critical overview of the effect that the work sport does for peace making and how much it has helped.

Can I withdraw from this study?

You can change your mind and decide not to take part any time. If you decide to withdraw from the study, you do not have to give any reason for your decision, and you will not be disadvantaged in any way.

What information will be collected, and how will it be used?

This project will require a qualitative data collected from interviews that will be compared, to other views. The data will then be analysed, interpreted and written up as part of an independent study.

The findings of this project may be published, but the information will not be linked to any specific person. Your anonymity is carefully guarded and I promise full confidentiality. A copy of the interview transcript may be given to you upon request. The raw data will be discarded after the completion of studies.

Should you require further information please do not hesitate to contact the Chief Investigator, Paul Hurrell, at any of the testing sessions or via e-mail (hurp1_12@worc.ac.uk) or Amanda Newbold, academic supervisor, at (m.newbold@worc.ac.uk).

Statement by participant

- I have volunteered to take part in this project
- I know I can withdraw at any time without being disadvantaged
- I am satisfied that the results will be stored securely
- I know that the results may be published, but they will not be linked to me
- I am aware of any possible risks and discomfort
- I agree to inform the researcher immediately if I feel uncomfortable
- I have had the chance to ask questions regarding the study
- I know that I will not receive any money for taking part

If you have concerns about any aspect of this study you should ask to speak to the researcher(s) who will do their best to answer your questions. However, if you have further concerns and wish to complain formally about any aspect of or about the way you have been treated during the study, you may contact Dr John-Paul Wilson on (01905) 54 2196.

I have read and understood this form it. I agree to take part in the project entitled: Can Sport Development Programmes Really Have An Impact On Peace in Local Communities?

Participant Signature:

Date:

Parent/Guardian Signature:

Date:

(If appropriate)

Witness Signature:

Date:

Appendix 2

Greetings,

My name is Paul Hurrell, and I am a 3rd year Sport development and coaching student at the University of Worcester. As part of my research towards my final independent study I am conducting a focus group interview, which will aim to get your thoughts and views on your experiences when working with your organisations, and gather information from it.

Thank you all for taking part in it.

Just to remind you that if at any point during the interview you feel uncomfortable with the questions or simply do not want to take part, then you have the right to withdraw.

1) Can you tell me about your experiences with your initiatives and where they have taken place?

2) What drove you to become a volunteer/coach in these sport initiatives?

3) Peace projects often use sport as a vehicle for development. Why do you think so?

3.1) Is sport the best vehicle for this? What experiences do you have that either back or contradict it?

3.2) Do you believe that sport really is the best way to promote peace due to what Giulianotti (2011) describes it to be as ‘violent practices among participants’?

4) What do you believe are the strengths and weaknesses of the Sport for Peace initiatives?

5) Do you think that Sports for Peace initiatives need to be linked up to other development areas such as education, health, etc. to get the most of the programmes, and why or why not?

5.1) Coalter (2010) states that sporting organizations can have a more vibrant effect in communities which are dominated by poverty, lacking a range of welfare services and educational and employment opportunities. Do you believe that it is only these types of communities or countries that can be beneficiaries of Sport for Peace projects?

6) Coalter (2010) suggests that most SDP organizations and projects tend to be more concerned with individual and community development rather than the main goal of peace. What are your views on that statement?

7) Have there been any instances where you believe that the initiative you were working on hasn't achieved the main goal and why was this?

8) Donnelly (2011) suggests that SDP programs are introduced into communities without consultation.

What do you think about that, and what experiences have you had that either support or dispute it?

9) Do you believe that there should be an introduction of more Sport for Peace initiatives nationally in the UK and why?

10) What do you believe the perfect Sport for Peace project should include?

Appendix 3

Introducing questions- questions which start the interview, and need to be opened well to allow the interviewee to speak freely, allowing for further clarification or following up on any points (Kvale, 1996).

Follow-up questions- questions that are used to extend the interviewee's answer to previous questions (Kvale, 1996).

Direct questions- questions which are very direct, often used in the later parts of interviews (Kvale, 1996).

Indirect questions- Described as projective questions, often lead to further questioning to determine exactly what the interviewee means (Kvale, 1996).

Interpreting questions- rephrasing the interviewees answer to try and attempt to clarify their answers (Kvale, 1996).

Appendix 4

PH- Interviewer

P1- interviewee

PH: can you tell me about your experiences with your initiatives and where they have taken place?

P1: 2 weeks ago I went to Belfast in Northern Ireland, and then I have also coached children in South Korea, my country, where the environment is very different.

PH: Why is this?

P1: The coaching environment is different cause normally my countries children look shy, not like they're active, compared to the Irish and English children who were different. Obviously I felt like, cause its my first time coaching children, so if I coach something value based, such as responsibility, inclusion, I can change their minds, which is the most important part I believe.

PH: Would you say the difference is mainly due to the culture?

P1: Yeah, in my country, we are very strict, we need to follow the orders. So if we say something, you need to stop and then we need to pay attention to the coach. But Ireland, and also in my coaching with Challenger camp, I have been surprised, if I use something point, when I learnt and studied from the coaching activities I can use in my country and then I believe I can change their mind.

PH:What drove you to become a volunteer/coach in these sport initiatives?

P1: Without question my answer is identity. When I was young, I suffered an identity crisis because my grandmother, she came to South Korea, to a city which is called Busan, when the Korean Cold War happened in 1950. Some people say the two Koreas are separate countries and still face conflict. I think this point makes me want to change peoples mind. So that is why I wanted to become a volunteer and coach in Football 4 Peace, because I think we are the same people and we have the same identity. So the only difference is the ideology, so I mean, democracy vs. communism, so I'm looking to bring change to South Korea by becoming a volunteer coach even if I go back to South Korea.

Paul Hurrell 3/5/2016 15:28

Comment [1]: Belfast, NI

Paul Hurrell 3/5/2016 15:28

Comment [2]: South Korea

Paul Hurrell 3/5/2016 15:28

Comment [3]: Different environments

Paul Hurrell 3/5/2016 15:28

Comment [4]: Values based coaching

Paul Hurrell 3/5/2016 15:28

Comment [5]: identity

Paul Hurrell 3/5/2016 15:28

Comment [6]: war

Paul Hurrell 3/5/2016 15:28

Comment [7]: wants to change perception on South Korea's relationship with North Korea

Paul Hurrell 3/5/2016 15:28

Comment [8]: same people, same ideals

Paul Hurrell 3/5/2016 15:28

Comment [9]: wants to bring change

PH: Peace projects often use sport as a vehicle for development. Why do you think so?

P1: As you know peace projects are value based coaching and every program has positive values or id like to describe the caption like a thousand herrings. I mean the peace projects influences diverse activities.

Paul Hurrell 3/5/2016 15:28
Comment [10]: values based coaching

PH: Is sport the best vehicle for this? What experiences do you have that either back or contradict it it?

P1: I believe that sports could change a lot of things rather than for example attending a lecture.

PH: Any examples?

P1: When I was ah high school student in South Korea I was involved in interscholastic sports camps against our school partner in Japan. There was a rule to make equal teams with Japanese and Korean in the team. So, personally I hated Japanese people deeply because of Japans colony and rules in 1950s. However I changed my mind and I realised my thoughts were completely wrong due to their students, when they expressed their minds and said to me, sorry about that, but its not our problems, it's the people who lived before, we can change. This made me change my perception.

Paul Hurrell 3/5/2016 15:28
Comment [11]: personal feelings

Paul Hurrell 3/5/2016 15:28
Comment [12]: feelings changed through sport

PH: Do you believe that sport really is the best way to promote peace due to what Giulianotti (2011) describes it to be as 'violent practices among participants'? For example, football is sometimes seen as a war between 11 vs 11, do you understand?

P1: Yes, I think sports is better education cause I'm not sure people actually enjoy for example attending lectures or listening, but if someone attended a PE or sports event, they can change, such as 11 a side football. Through 11 a side someone can learn what a team is and then through team sport, we can teach fair play and other values.

Paul Hurrell 3/5/2016 15:28
Comment [13]: sport captures more attention than other type of education

Paul Hurrell 3/5/2016 15:28
Comment [14]: learn values through football

PH: OK. What do you believe are the strengths and weaknesses of the Sport for Peace initiatives?

P1: Sport for Peace project has different coaches and volunteers from different countries. I think that is the biggest strength of these projects.

Paul Hurrell 3/5/2016 15:28
Comment [15]: various cultures in coaching, different ideas.

PH: So you don't believe that there are any weaknesses?

P1: No.

PH: Do you think that Sports for Peace initiatives need to be linked up to other development areas such as education, health, etc. to get the most of the programmes, and why or why not?

P1: Actually I don't think so. if there are some programmes in our methodologies in initiatives or objectives we can develop our methodology but if we would be linked with other development I think it loses its complexity, it becomes too much. I think it makes it confusing for volunteers, coaches and people who participate in the project.

Paul Hurrell 3/5/2016 15:28

Comment [16]: doesn't believe that sports for peace needs to link up with other areas.

Paul Hurrell 3/5/2016 15:28

Comment [17]: too complex

PH: Coalter (2010) states that sporting organizations can have a more vibrant effect in communities which are dominated by poverty, lacking a range of welfare services and educational and employment opportunities. Do you believe that it is only these types of communities or countries that can be beneficiaries of Sport for Peace projects?

P1: I think it can in situations actually. For example in the United Kingdom, has a good welfare policy. But for example in North Korea they don't have any welfare policy and there is poverty and disease and I think it helps more.

PH: Do believe it can work in any country?

P1: Yeah I think it should be followed by the situation depends on the country, that is the best way to see where a sport for peace project initiative is needed.

Paul Hurrell 3/5/2016 15:28

Comment [18]: policies in countries have a big effect.

Paul Hurrell 3/5/2016 15:28

Comment [19]: SDP can work anywhere

PH: Coalter (2010) suggests that most SDP organizations and projects tend to be more concerned with individual and community development rather than the main goal of peace. What are your views on that statement?

P1: I think that it definitely does. Organisations and initiatives have the big project or plans to try and help the individuals. If we apply SDP to some communities I think we can make a bigger influence, conclusion from that.

Paul Hurrell 3/5/2016 15:28

Comment [20]: helping individuals-short term to help communities long-term

PH: Have there been any instances where you believe that the initiative you were working on hasn't achieved the main goal and why was this?

P1: First lesson is the eligibility of the coaches or volunteers cause if the coaches or volunteers have a responsibility to take care of the participants in the project but I think that the first lesson. Second lesson is the participants cause if he or she doesn't try to change their mentality, then it makes it hard.

Paul Hurrell 3/5/2016 15:28

Comment [21]: coaches eligibility participants mentality

PH: So to have a good initiative you have to link and interchange?

P1: The most important thing is the ability of coaches and volunteers to teach values to the participants.

Paul Hurrell 3/5/2016 15:28
Comment [22]: values based coaching.

PH: Donnelly (2011) suggests that SDP programs are introduced into communities without consultation.

What do you think about that, and what experiences have you had that either support or dispute it?

P1: Well obviously when I was in Korea I was volunteering as a coach in the military, and I was surprised cause they were 5 North Korean children, who were kept from the North Korean. And when I said something like 'stop, you cant do that' they just paid attention, they would look at me and after the training they would ask me when you see North Korean people, have you had any concentration problems. But I said no, we are the same people, but they think that North Korean people are regarded as the poor people.

PH: Do you believe that there should be an introduction of more Sport for Peace initiatives nationally in the UK and why?

P1: Obviously I'm from South Korea, but the UK sports policy is perfect I think. Its better than South Korea, you don't need the introduction of different initiatives such as Football 4 Peace or Rugby4 Peace. So if we take the methodology in sports nationally in the UK it will be great and it will become more modern to some countries and could become a global methodology.

Paul Hurrell 3/5/2016 15:28
Comment [23]: perfect model.

Paul Hurrell 3/5/2016 15:28
Comment [24]: no need for SDP in UK

Paul Hurrell 3/5/2016 15:28
Comment [25]: could become global methodology

PH: What do you believe the perfect Sport for Peace project should include?

P1: I believe that sports for peace project have updated by volunteers and coaches. Volunteers and coaches in sports initiatives who keep updating it will help it to become more perfect.

Paul Hurrell 3/5/2016 15:28
Comment [26]: constant updating

PH: So you think that coaches should be let to develop their own initiatives and methodology?

P1: Yeah, cause of the sports projects and initiatives its bigger at the top areas, but the other problem areas, coaches and volunteers can help change. I mean we need to focus on people. The coaches and volunteers can help change cause they have the ideas and I think that they can help update and improve the initiatives.

Appendix 5

PH- Interviewer

P2- Interviewee

PH: so, can you tell me about your experiences with your initiatives and where they have taken place?

P2: My initial experience with the initiative started in the UK working with local schools to kind of deliver a values based education using team building and things like that, and then going abroad I've worked within the Gambia 3 times on one of the sort of big trips out there and then obviously the development trips. Since then I've also been to South Korea to work with the initiative and also to Ireland and Northern Ireland.

Paul Hurrell 3/5/2016 15:54
Comment [27]: Local coaching
Paul Hurrell 3/5/2016 15:54
Comment [28]: values based coaching

Paul Hurrell 3/5/2016 15:54
Comment [29]: Gambia, Ireland, Northern Ireland

PH: what drove you to become a volunteer/coach in these sport initiatives?

P2: initially the programme it had a massive reputation before I came to uni and then it died a little bit. Then in my first year the opportunity opened up and I just kind of like the idea and concept of values based education, I thought I'm training to be a P.E teacher so it would really good to kind of getting involved with that and see a different approach and then all of a sudden the call to come to Gambia was a very much a are you in are you out, 6 weeks later you're on the plains, so that's kind of where it started.

Paul Hurrell 3/5/2016 15:54
Comment [30]: reputation of programme

Paul Hurrell 3/5/2016 15:54
Comment [31]: values based education- aspiring PE teacher.

PH: Peace projects often use sport as a vehicle for development. Why do you think so?

P2: I think sport it has such a big pull, its such a popular thing so especially with football, wherever you go in the world, football is a universal sport and is played all over the place, um I think it can be fun, enjoyable, gets you out and active. I think its quite an important thing for people so I think a lot of projects use that to gather their participants and then going and stuff.

Paul Hurrell 3/5/2016 15:54
Comment [32]: sports are universal, enjoyable-football

PH: Have you only coached football in your initiatives?

P2: No I've also coached rugby, that's been starting up since I've started in the program. We also do a range of other sports such as netball and cricket and also team-building and off pitch activities, so its not all just about kind of one sport as such, we try and do a range of stuff.

Paul Hurrell 3/5/2016 15:54
Comment [33]: variety of sports coached

PH: Is sport the best vehicle for this? What experiences do you have that either back or contradict it?

P2: I think sport is a good opportunity of development if it's carefully managed. I think that you can see these companies that go in and they go for one week wonder hit, give all these footballs out and then they leave, and they actually cause more harm than good. Whereas the approach we take is very much we are there to educate the local coaches so they can carry on when we go.

Paul Hurrell 3/5/2016 15:54
Comment [34]: management of programmes crucial

Paul Hurrell 3/5/2016 15:54
Comment [35]: big reputation companies-more harm than actual good

Paul Hurrell 3/5/2016 15:54
Comment [36]: long-term. Sustainable

PH: do you believe that sport really is the best way to promote peace due to what Giulianotti (2011) describes it to be as 'violent practices among participants'?

P2: I think I disagree with that, mainly because I've seen it work and I've seen how effective sport can be in delivering that. However I don't think that you can give it just to the tangible, it's very much you also have to give knowledge and education alongside the sport, which is what actually makes it work. So I think yeah I do disagree with that.

Paul Hurrell 3/5/2016 15:54
Comment [37]: sport is not violent

Paul Hurrell 3/5/2016 15:54
Comment [38]: need other areas alongside sport

PH: What do you believe are the strengths and weaknesses of the Sport for Peace initiatives?

P2: I think one of the strengths is that you kind of you get two main [pauses] you're killing 2 birds with 1 stone, you're getting kids active and you're teaching them skills but also you're teaching them kind of about peace and peace for development, conflict resolution, depending on where we're working. And actually were giving them a further education that they may not be getting at home and then I've seen it. Having been to the Gambia 3 times, the first time you go you have a group of kids and you teach them, you kind of talk to them and relate it to home life and then next time you go you see things are starting to change and the villages are starting to change so that's probably one of the strengths of it. A weakness however I'd say would be that it's very difficult to go into a context straight out and know exactly what you're working in, you know so in our first year we went out and we thought we knew [pauses] I mean we didn't think we knew but it takes a while to learn about the local community and the culture and knowing the right ways to do things so I'd say until now which is probably 2 years later since we first went, only now are we really beginning to understand what we're working with and getting to grips with so.

Paul Hurrell 3/5/2016 15:54
Comment [39]: getting kids active while also educating them

Paul Hurrell 3/5/2016 15:54
Comment [40]: has seen the long-term effect

Paul Hurrell 3/5/2016 15:54
Comment [41]: weakness- difficult to go straight in and know what you're working with

PH: Do you think that Sports for Peace initiatives need to be linked up to other development areas such as education, health, etc. to get the most of the programmes, and why or why not?

P2: It does depend on the concept, the context you're working, so for example when we go to South Korea, it is a very developed country, so things like health and stuff is not necessarily as important because they're looking in other areas such as sport for conflict resolution. Whereas when you go to the Gambia, you're using sport for development and peace so yeah, education, you know health, is very important and linking in and teaching things through that method is very important, but then compared to Ireland, Northern Ireland its not necessarily needed cause they get that education elsewhere.

Paul Hurrell 3/5/2016 15:54

Comment [42]: The country where the initiative is working provides the context needed.

PH: Coalter (2010) states that sporting organizations can have a more vibrant effect in communities which are dominated by poverty, lacking a range of welfare services and educational and employment opportunities. Do you believe that it is only these types of communities or countries that can be beneficiaries of Sport for Peace projects?

P2: No, I don't think they are. I think that actually it's a misconception that they're the only people that need kind of the help and the communities to go into, because when we go to South Korea I've seen the impact it can have when educating people who don't realise they're at fault, they don't realise the way they thought and the way they're teaching is wrong, well not necessarily wrong, but not necessarily for the best. So going out there and working with them and delivering peace education, were actually starting to see the development impact, the same with Northern Ireland.

Paul Hurrell 3/5/2016 15:54

Comment [43]: seen changes in developed countries such as South Korea and NI.

PH: Coalter (2010) suggests that most SDP organizations and projects tend to be more concerned with individual and community development rather than the main goal of peace. What are your views on that statement?

P2: I kind of do agree with that because for example again when we go out to the Gambia we are focusing on the communities and we are focusing on their development, and we are looking at the people within that area. In terms of searching for peace, its quite a broad term, so I think its difficult to say that anyone is making any good, but you have to start somewhere, so it's a bit like you start in the local community and you hope it expands. It depends on where you're coaching really.

Paul Hurrell 3/5/2016 15:54

Comment [44]: peace is considered a broad term.

Paul Hurrell 3/5/2016 15:54

Comment [45]: Focus on the individuals and hope that it expands.

PH: Have there been any instances where you believe that the initiative you were working on hasn't achieved the main goal and why was this?

P2: Ill say back to the first trip to the Gambia, because we didn't know fully the context. We went out there and we didn't get it right first time basically and I think that's where I kind of thought is this really working, are we really getting through to them. But then having been back and seen developments then yeah, so initially after the trip I would've said we kind of did but kind of didn't but now id say yeah, were having an impact.

PH: So you'd say long term?

P2: Yeah a long term impact.

PH: Donnelly (2011) suggests that SDP programs are introduced into communities without consultation.

What do you think about that, and what experiences have you had that either support or dispute it?

P2: I kind of agree with that, cause of what you read in the news and stuff you often see that these big companies with all these ambassadors just go into communities and say were going to do this, and the kids are so pulled towards it, different sports such as football. So yeah I can understand where that comes from. Our experience with it, we've always had connections with the places we work with, so schools with Eastbourne, Ireland, we work with the Irish FA, The Northern Ireland Football Association, in South Korea we work with Korean Sharing movement and they've always been the ones to approach us rather than we've gone and said right, we want to work there, etc. In Gambia, there was already links with the university setup through tourism links, so a lecturer from tourism had already had links there and that's how we got to link with that. So I'd say as our own sports initiative we don't necessarily go in and bombard them but I can see, I do think that some people do.

PH: Do you believe that there should be an introduction of more Sport for Peace initiatives nationally in the UK and why?

P2: Yes, I do because I think that in the current state of our nation, in the UK there's such an international diversity in communities that actually people are not getting the education at schools, not getting the education at home and with all the facilities we have and all the great resources we have I think that more sports for peace initiatives

Paul Hurrell 3/5/2016 15:54

Comment [46]: no short-term impact

Paul Hurrell 3/5/2016 15:54

Comment [47]: long-term impact

Paul Hurrell 3/5/2016 15:54

Comment [48]: evidence support the suggestion.

Paul Hurrell 3/5/2016 15:54

Comment [49]: Football 4 Peace are asked to go into the countries.

could be educating our young children. Like I've said I've seen the effect of just working with school kids in Eastbourne, last 3 years I've seen years 7, 8, 9s see them progress through and they get it and its having an impact.

PH: Is that mostly centred around inclusion?

P2: Yeah, so just basic things such as in year 7 you turn up and you don't know anybody, so things such as teambuilding, get to know people and then you go meet them again in year 8 and they're good as gold same in year 9 and you get no behaviour issues and then you can start kind of relating the values to more relevant things, so for example in year 7 its all about making friends, year 8 about not doing cyber bullying, year 9,10 looking at relationships with parents, home life, how you can be a good older sibling and just about the progress really.

PH: What do you believe the perfect Sport for Peace project should include?

P2: That's a great question [pauses]. I think that the perfect sports for peace project needs to be able to understand the environment and context that it's working in. I think that you can't go out and say right lets do this, because it doesn't work. I think you need to have a team of people who are there full time to work with you whether they are international, or they're local English people staying out there. I think you need to have support from, I hate to say it but you need to have financial support behind you because you know trying to get sponsorship from everyone is very difficult, and if everyone suddenly turned to sports for peace initiatives there'd be no money left. So I do think you need to have some financial backing and I think you need to have some sustainable approach to recruiting people for it. So you can't kind of go and say 'right us 5 were best mates were going to go and do this project' and then we get 'we have families' and it can't carry on. So I think yeah it has to have a sustainable approach to it and I think it has to have long term, short term and medium term goals, I think you cant kind of go somewhere and set something up without any sets of achievement or sets of aims. I think the main thing is you have to work with the people on the ground, you can't set long term goals for a country that you're not in and with people that aren't in that country or aren't working there.

Paul Hurrell 3/5/2016 15:54

Comment [50]: need for initiatives due to the multi-cultural population in the UK.

Paul Hurrell 3/5/2016 15:54

Comment [51]: it can help with inclusion and better understanding of each other.

Paul Hurrell 3/5/2016 15:54

Comment [52]: understand environment and context its working in.

Paul Hurrell 3/5/2016 15:54

Comment [53]: financial support

Paul Hurrell 3/5/2016 15:54

Comment [54]: sustainable with different goals.

Paul Hurrell 3/5/2016 15:54

Comment [55]: set goals from people working on the initiatives.

Appendix 6

PH-Interviewer

P3-Interviewee

PH: Can you tell me about your experiences with your initiatives and where they have taken place?

P3: So I have taken part in Football 4 Peace run by the University of Brighton, I have been to Gambia, and I've also been to Ireland. So two different contexts, Ireland a lot about conflict resolution, and then there's still a lot going between [pauses] distance between Catholics and Protestants and the way our initiatives work, is we train other adults to use our methodology, teaching and coaching through values, so its using values such as respect, responsibility, trust, equity, and through playing football, which is one of our main sports, but we've branched out to rugby, netball etc. But football is one of our main sports because everyone plays it and football is a universal language, and it is one way to unite people and through that and through team building alongside it we try and get to teach simple things such as learning other people names and then not judging them or who they are, where they come from, but just for them being an individual. So yeah that's what I've done in the past.

Paul Hurrell 3/5/2016 16:20
Comment [56]: Gambia and Ireland

Paul Hurrell 3/5/2016 16:20
Comment [57]: teaching other adults to use values based coaching

Paul Hurrell 3/5/2016 16:20
Comment [58]: variety of sports

Paul Hurrell 3/5/2016 16:20
Comment [59]: football is universal

PH: What drove you to become a volunteer/coach in these sport initiatives?

P3: So I'm training to become a P.E teacher. One of the biggest things with me, the ethos I believe in as a teacher is that I want kids to learn values and being themselves, and develop them as people through sport rather than developing them into athletes, so it really interested me to become involve in these initiatives, and It helped me broaden my horizons which I hope will help me when I'm a teacher as well.

Paul Hurrell 3/5/2016 16:20
Comment [60]: training to become a P.E teacher- believes values based coaching

PH: Peace projects often use sport as a vehicle for development. Why do you think so?

P3: Like I said with the football, it is universal, so. Especially in somewhere like Gambia in Africa, where I was they spoke 3 different languages. They spoke English, Wuluk and Madinka. So in terms of sport everyone knows the rules like they don't have to be able to speak the language of the rules and its where political and other things are put to the background and they just focus on playing sport, sort of taking that away from it and just think about being themselves.

Paul Hurrell 3/5/2016 16:20
Comment [61]: People spoke different languages but still knew the rules

PH: Is sport the best vehicle for this? What experiences do you have that either back or contradict it?

P3: Sport as a whole like obviously, is very beneficial, because especially the way we do it, we try and get them to think about values and getting them to think about respect it works really well, people really have the inherent values through sport. But one of the biggest things for me is outdoor activity, a huge thing is the curriculum, but getting to do things such as trust building, I think that side of things is almost more important than the sport side of things.

Paul Hurrell 3/5/2016 16:20

Comment [62]: sport as a whole can help with the values of sport

Paul Hurrell 3/5/2016 16:20

Comment [63]: the values side of things is more important than the sport

PH: Do you believe that sport really is the best way to promote peace due to what Giulianotti (2011) describes it to be as 'violent practices among participants'?

P3: So sport does have that nature of competition that can create violence. But I do believe in terms of peace, proof in projects in Israel, Ireland, Gambia and Korea as well, we have been able to make that tiny bit of difference where I could lead to villages in Gambia, and Muslim and Christian children could have lived 5 metres from each other, and never have spoken with each other and now they get together to play. It's just that little change, and they're starting to respect each other. I think there's always going to be that element of sport that not encourages violence but shows that side of things, more that competitive instinct that takes over, and the gamesmanship and breaking rules. But I do think that peace is a really good vehicle to be used through sport.

Paul Hurrell 3/5/2016 16:20

Comment [64]: violent nature

Paul Hurrell 3/5/2016 16:20

Comment [65]: there has been proof that it can make a difference

Paul Hurrell 3/5/2016 16:20

Comment [66]: always going to be the negative side of sports

PH: What do you believe are the strengths and weaknesses of the Sport for Peace initiatives?

P3: So again, a strength of the initiative that I'm part of and volunteer for, is that it helps develop me and I also have helped develop other adults. So going back to Ireland, where there were 2 days training adults out there to try and run their own projects. We ran it in a centre that is in the Republic of Ireland but it was the only place where a Northern Irish team play their home games. And its just little things like that so we train up these adults and its very rewarding when they're then thinking of doing their own projects and trying to expand. In terms of weaknesses its very difficult, so all of these trips do cost and as a volunteer I have had to raise money, and its quite time consuming, obviously when trying to study, trying to save, get work

Paul Hurrell 3/5/2016 16:20

Comment [67]: Helps develop coaches through values based coaching, and is sustainable.

done, its quite time consuming to keep going keep doing it. But its important, especially for someone like me who's being part of it for 3 years now, to keep doing it so I can help train other people who are coming. There were load of youngsters who weren't interested and it almost came to a halt.

With funding it does create some issues, we are looking to go to other places, but can't do it, access and were trying to find cheap places to stay it becomes difficult through that side of things.

Paul Hurrell 3/5/2016 16:20

Comment [68]: Cost is a negative, and also time consuming.

PH: Do you think that Sports for Peace initiatives need to be linked up to other development areas such as education, health, etc. to get the most of the programmes, and why or why not?

P3: So we had a link from Africa. So not much peace, but they tried to teach people about HIV/AIDS through using football. The development links massively to peace, and that's half the reason we go out to Gambia, to get kids to realise how much they are worth something, not just kids in a village that are going to have to grow up and be like the housewives and the men doing work as builders, so that they can do something. So massively sport can help develop things through the peace side cause a lot of the times like that we are working in some very deprived areas and its crucial you're able to give them the development as well as the element of peace.

Paul Hurrell 3/5/2016 16:20

Comment [69]: The development side is why they go to Gambia, to make a difference.

Especially in this country it nice to feel involved, so all of these projects are amazing going to other countries, but personally I want to have them in the country that I'm

Paul Hurrell 3/5/2016 16:20

Comment [70]: deprived areas lead to variety of development areas.

living in; so I do it in placement school here. Kids here are very affluent, go to a very good school, but a lot of the times, the kids can get a bit arrogant and a bit pompous at time. So it was nice to bring the element of that to local schools, whereby every week I would teach one lesson of Football 4 Peace, such as problem solving. So I was able to put various sides of initiatives and have the kids be very thoughtful. I put a kid in detention, and in the last week, I got a letter apologising about their behaviour and I thought well they clearly have taken into what I had been trying to teach. And they all started with inclusion and being nice to each other.

Paul Hurrell 3/5/2016 16:20

Comment [71]: Believes in initiatives in UK.

PH: Coalter (2010) states that sporting organizations can have a more vibrant effect in communities which are dominated by poverty, lacking a range of welfare services and educational and employment opportunities. Do you believe that it is only these types of communities or countries that can be beneficiaries of Sport for Peace projects?

Paul Hurrell 3/5/2016 16:20

Comment [72]: can bring the element of values based coaching to local schools.

P3: I don't at all. So what I said about the high school, so Eastbourne, it is for the most part affluent, on the other side there is a less affluent side. The university tries to understand what is going on. It makes people think about other areas. I know peace does tend to have relationships with research that suggests it would work better in places such as Gambia and Korea. But I do think in England there is a place for these initiatives because there's such a diverse, just because you're upper class you're not allowed to speak to lower class, you're still equal, the only difference is the money but you could still be best of friends. So yes I think that every country can be a beneficiary of sport for peace.

Paul Hurrell 3/5/2016 16:20
Comment [73]: local coaching in Eastbourne.

Paul Hurrell 3/5/2016 16:20
Comment [74]: research shows that it is more impactful in conflict areas.

Paul Hurrell 3/5/2016 16:20
Comment [75]: can benefit every country.

PH: Coalter (2010) suggests that most SDP organizations and projects tend to be more concerned with individual and community development rather than the main goal of peace. What are your views on that statement?

P3: I think peace is a very broad general term, and every place whether it needs peace whether it needs development needs it in a different way. So you have to look locally you have to look at the community to where you need it. So for example in Ireland peace isn't so much needed now, it needs to be maintained, through the younger generation, those kids need to almost need to start on a blank line, and mutual respect and keep that peace going. Maintaining the peace is key. For example you'd read out names of stadiums in Ireland and Northern Ireland and some kids wouldn't answer because they consider themselves Irish so its getting the kids to think well actually why should I be thinking like that when they know nothing. It's that maintaining of the peace; it's a different type of peace. So I do think that there needs to be more of a focus on the local development.

Paul Hurrell 3/5/2016 16:20
Comment [76]: Peace- a broad term

Paul Hurrell 3/5/2016 16:20
Comment [77]: needs depend on the community

Paul Hurrell 3/5/2016 16:20
Comment [78]: sometimes it's about peace keeping rather than peace building.

PH: Have there been any instances where you believe that the initiative you were working on hasn't achieved the main goal and why was this?

P3: so when I went out to Gambia, I didn't really know what I was going into, I knew that it was all about peace about development and values, but I didn't realise quite how much the focus would change when we got there towards the development. So in that side of things, it was a big shock for me and made me think a lot more about that element, or how it can vary from place to place, but I wouldn't say massively, I think we have always achieved a goal, even if its one that we have set later on during the program. Not every place would have the same goal so our goal in Ireland was a lot

Paul Hurrell 3/5/2016 16:20
Comment [79]: not fully understanding the context they were going into.

Paul Hurrell 3/5/2016 16:20
Comment [80]: Always have achieved a goal

Paul Hurrell 3/5/2016 16:20
Comment [81]: different goals in different countries.

about us learning about the country by going to people, but also trying to get kids to get to think about values, and how we can unite them, through things such as shaking hands, say thank you and well done, little things like that. Even at that age starting something that can get built up. And then yeah it's about helping coaches.

PH: Donnelly (2011) suggests that SDP programs are introduced into communities without consultation.

What do you think about that, and what experiences have you had that either support or dispute it?

P3: So I don't have much experience of that cause I went out to Gambia after there had already been links and they were very happy for us to come in. The village elder welcomed us and we were welcomed with a local dance in the village, and the coaching had already been going on for 10 years. So in terms of that statement, from my experiences I don't understand too much about it, but when we did branch out to go to Korea, we had Koreans come to us, to our training camp, they saw and experienced it and they asked us if we wanted to come out to their university and it so happened that went really well and now were going again into August. So rather than just going straight into it, its more about do they really need it, what level do they need it, is it going to be relevant. I think that most of the time.

But once again I don't know too much.

PH: Do you believe that there should be an introduction of more Sport for Peace initiatives nationally in the UK and why?

P3: Well, I do think it should be like inherent in teachers especially. If it's inherent in teachers it would make it easier for everyone, rather than us having to go out to coach it, if it's done through teacher training it can be easier. People should be involved or even have an understanding of values based coaching. So if we were made aware of how it can be done, people would be more aware of going out to areas and helping out.

PH: What do you believe the perfect Sport for Peace project should include?

P3: I definitely think an element of values based methodology. So teaching them core values and its about facilitating sport rather than actually coaching, so taking that step back and I feel like every time I am on placement, it makes me a better teacher. It

Paul Hurrell 3/5/2016 16:20

Comment [82]: personal experience shows that the initiative was well received in communities.

Paul Hurrell 3/5/2016 16:20

Comment [83]: should be more inherent in teachers.

Paul Hurrell 3/5/2016 16:20

Comment [84]: values based coaching

Paul Hurrell 3/5/2016 16:20

Comment [85]: values based coaching

Paul Hurrell 3/5/2016 16:20

Comment [86]: facilitating rather than coaching.

helps me to make mistakes, and then reflect and think about it, and some of the answers we got in for example Gambia, on some questions such as how can we be respectful, some of the answers were silly, but some of them were really thoughtful, such as everyone needs to be part of a team. So I definitely think valued based methodology is one of the biggest things, for me anyways [pauses] can't think of anything else.

Appendix 7

PH- Interviewer

P4- Interviewee

P5- Interviewee

PH: Can you tell me about your experiences with your initiatives and where they have taken place?

P4: Initiatives with what sport for peace?

PH: Yes sport for development and peace.

P4: It all started really when the University ran the project of Football 4 Peace and getting involved with that basically it was, you hear a lot of word of mouth about it around the campus, it's a good program to get involved with and people with like experiences of going away on trips and so you're keen to get involved with that because it's very good it gives you a lot of experience, the coaching side of things and experiencing cultures and environments really.

Paul Hurrell 3/5/2016 17:06

Comment [87]: Involved with F4P

Paul Hurrell 3/5/2016 17:06

Comment [88]: new experiences

P5: Yeah I heard about it as well pretty much since coming to the university, I do a lot of football coaching back at home and I do a management degree in sports so I thought it would be interesting to sort of combine both of them together, you know using sort of the same management side of the sport for development organisation or initiatives and also the coaching sides of it.

Paul Hurrell 3/5/2016 17:06

Comment [89]: combining both sport coaching and management.

PH: What drove you to become a volunteer/coach in these sport initiatives?

P4: I think it was the fact that actually you don't need a [pauses] I didn't really need a reward at the end of it because the reward was what you get off the children and the enjoyment you see them having when you go to them.

Paul Hurrell 3/5/2016 17:06

Comment [90]: intangible rewards- sense of achievement

P5: I'd say the same thing you're also going off to a new place and it allowed me to go to Gambia, South Korea, so its experiencing completely new cultures and also like he said you get the reward, it's you know, you're immersing yourself into a different culture you're seeing the kids smile, they're happy they're playing and you know you also doing thing out of; sort of the trips you go on, you sort of also it makes you

appreciate things a lot more, so if you saw people who don't have it and you do have it, so it makes, well for me it made me appreciate things a lot more than I did before.

Paul Hurrell 5/5/2016 01:55

Comment [91]: intangible rewards-sense of achievement.

PH: Peace projects often use sport as a vehicle for development. Why do you think so?

P4: I think cause its sport as a whole is a very inclusive aspect that actually can involve people from different communities that have had conflict in the past to create peace because actually there's this whole thing around now of this peaceful world and it would be very nice and the people who initially thought of it and how sport can be used as a tool for development, developing conflict and creating peace is that sport is inclusive, its internationally known and it's something that actually everyone in their life have been influenced around sport.

Paul Hurrell 3/5/2016 17:06

Comment [92]: universal aspect, everyone influenced by sport.

P5: Yes, most of us probably grew up playing sport you know, it's so, it's the same language you know, you can pick up a ball and you can go into a park you can start playing you know you can bring people from you know different areas background just by kicking a ball around.

Paul Hurrell 3/5/2016 17:06

Comment [93]: same 'language' brings people together.

P4: Even kids that don't go to school in developing countries actually do have an influence on sport I mean, previously when I was in the Gambia, there are children that don't go to school but they know sport, they know football, they know various other games so actually that shows that sport internationally is important and has a wide participation rate.

Paul Hurrell 3/5/2016 17:06

Comment [94]: Coached in Gambia

P5: I mean it doesn't have that sort of limitation, I mean if you wanted to go and say you could say to someone, try and use music, I mean for some they would say pick up a guitar and say you should be able to play really well but they have to learn a lot about it and how to play it whereas sport you can go and see you have the elite level but you go to grassroots level where you don't need to have a lot of the skills, nothing really limiting you from playing it.

Paul Hurrell 3/5/2016 17:06

Comment [95]: no education, but know about sport

PH: Is sport the best vehicle for this? What experiences do you have that either back or contradict it?

Paul Hurrell 3/5/2016 17:06

Comment [96]: nothing limiting to participating in.

P4: I think it [pauses] it is probably one of the best, but I don't know if it is the best, there isn't research out there to say that it is the best. But there certainly is a lot of research that supports that actually, what, using sport as a means for development is huge, is absolutely massive I mean the work that we've done in the, I think it is 10 countries we've been to has been absolutely incredible and the response we've had from the local communities the local environment, the local council, the guardians and parents of the children actually has had, we've had a massive impact on them and actually has worked really well.

Paul Hurrell 3/5/2016 17:06

Comment [97]: believes it may be one of the best

Paul Hurrell 3/5/2016 17:06

Comment [98]: no research to prove it is

P5: I think with sport also, you got such a wide range of sports that you know, if one sport isn't working for example you get out of it, with certain group for example football you know the boys won't pass to the girls cause they think that the girls would lose the ball and they wouldn't be able to win, so we introduced rugby and the boys then played with all the girls, and played also with boys who backed down to you know the first step, and they built on from that and you could see at the end of the week or 2 weeks that you know what you've been trying to teach them has come through.

Paul Hurrell 3/5/2016 17:06

Comment [99]: using sport as a means for development is backed up by research and personal experiences.

P4: That was massive for me in Israel because, when we did play football, the boys would actually only pass to the boys and the girls would end up sitting down on their phones. So we had to pin it right back to the beginning and just to start to get boys and girls playing tag with each other, holding hands, if they didn't want to hold hands hold wrists, hold their clothes, you'd try something you really pinning back the basics to try and build it up slowly, and sport I would say is probably one of the best things that you can pin back and build up so easily because there are so many steps to it and you can break it down.

Paul Hurrell 3/5/2016 17:06

Comment [100]: the wide variety of sport can help include everyone.

PH: Do you believe that sport really is the best way to promote peace due to what Giulianotti (2011) describes it to be as 'violent practices among participants'?

Paul Hurrell 3/5/2016 17:06

Comment [101]: experience in Israel, pinning sport right back to basics to promote values.

P4: I think, yes it is. I think it's the way you deliver it. Actually because you can deliver a [pauses] any type of sport to be rough, to be violent, to have angry participants, not play fairly, to be bias if you're umpiring. But actually the way of

delivery is massive and that's why when we do our training camps, we are so thorough with the new coaches on how you have to deliver something so that actually you are delivering in a manner that it doesn't get perceived in a wrong way, that actually the way you're delivering, it is all for one, one for all and everyone is on the same plan, no one is different and actually the way you have to coach need to be that its fair.

Paul Hurrell 3/5/2016 17:06

Comment [102]: the delivery of sports can mould it

P5: You see it, I mean with rugby for example, I mean it is a violent game, you know you go and tackle but the sort of morals, and values that underpin rugby is respect and fair play. That's you know a violent game but at the end of the day you can walk off the pitch and yeah you go and have a beer with the other team and there's still that level of respect that's there and you know obviously you can see some sporting contexts where violence does break out but more cases than not it's you know...

Paul Hurrell 5/5/2016 01:55

Comment [103]: Thorough when training new coaches about the way to be fair.

P4: I think it's coaching them, coaching the values of the game before you're coaching the game. If you coach them how to play the game correctly before you coach them how to play the game, these issues don't arise.

Paul Hurrell 3/5/2016 17:06

Comment [104]: values of violent games still underpin it.

PH: What do you believe are the strengths and weaknesses of the Sport for Peace initiatives?

Paul Hurrell 3/5/2016 17:06

Comment [105]: values based coaching prior to the coaching of the game itself.

P4: I'd say one of the flaws is actually how the UN have recently set, in 2000 set the Millennium Development Goals and actually these goals were very, so farfetched in my opinion, no one could ever achieve them. And every sport development project was aiming to try and achieve one of these goals to get a funding grant or to get something from that one but it was never successful, so then when in 2015 when they made the Sustainable Development Goals and there's 17 of them actually now how they're are masses of sport for development and peace projects popping up all over the world and how they're specific to one or a number of the goals, but I think that was one of the main things where the UN went wrong for a little while, the first set of goals was so far-fetched but now they've reeled it in and there's a lot more specific action being taken to try and do something about this.

Paul Hurrell 3/5/2016 17:06

Comment [106]: MDG Goals, 2000, not achievable through sport, too farfetched.

Paul Hurrell 3/5/2016 17:06

Comment [107]: 2015 SDG Goals, more specific, aid sport initiatives.

P5: I think one of the challenges towards you know the initiatives is the fact that there's so many projects out there and the funding pot for them is so small. So it's, they're all competing for the same pot of money but its then determined why does it go to them and no to someone else. But I mean one strength for them is that using sport you can reach a wider and infinite amount of people.

Paul Hurrell 3/5/2016 17:06

Comment [108]: funding is a weakness.

Paul Hurrell 3/5/2016 17:06

Comment [109]: through sport you can reach a higher rate of people.

P4: There is so much money in sport, we probably couldn't put a figure on it but actually there are other routes of funding that people could access certain sponsors or someone.

PH: Do you reckon there's too many SDP initiatives now, is it just the norm that a SDP initiative to come out, not specific, just doing it to make themselves look good in the public eye, do a bit of good work and then leave without sustainable long term goals?

P4: I think there are a few, I don't know, but there may be one or two programs that literally go 'let's try and do something with a one hit wonder' and their programs that are actual doing more damage than what they are doing good, because they're not leaving any afterthought or steps for the people who they helped to develop without them being there. If you look at us within the Gambia, with Israel, with Ireland, South Korea, were going to keep on returning to these countries. Last year in December just gone, in Kartung in Gambia we actually had a Gambian running the initiative. So we actually made the small steps to get there and we now have Gambians delivering lectures, we have recently in the September training camp we actually had a Gambian over here delivering a lecture to UK students that were getting trained up and I think they're the footsteps that these programs need to be taking to actually have a lasting impact on where they've gone. Like if you go out there for a week, yes you may do very well, you may give 50 children the experience of a lifetime for a week but actually, you only helped 0 children, where we've been going to different countries now since 2001, we've actually been touching a decade and a half of people we've touched and actually from our first people we've coached, that were young children, they may be coaches and leaders now so they've gone through the Football4 Peace cycle which is what sport for development programmes need to do, they actually need to set their target, achieve it, but then what's beyond that. There's no point stopping

Paul Hurrell 3/5/2016 17:06

Comment [110]: no afterthought once they leave.

Paul Hurrell 3/5/2016 17:06

Comment [111]: returning to countries.

Paul Hurrell 3/5/2016 17:06

Comment [112]: sustainable.

Paul Hurrell 3/5/2016 17:06

Comment [113]: long-term development F4P cycle. children become the coaches.

once you've done it because, Rome wasn't built in a day, were not going to cure the 17 Development Goals overnight, the way you set your program out to be has got to be logistical, and you got to make sure you got a good plan and structure to how you're gonna do it.

Paul Hurrell 3/5/2016 17:06

Comment [114]: programmes must be logistical and have a good structure.

P5: I think one thing with loads of sport for development programs is that they might have you know the top football player names that act as ambassadors, such as what David Beckham is doing on the 7 different continents. And his aim is to play a football match in each continent I mean it's like, yes you're going there you for a period of time but what's continuing once you leave, you're going to leave, your team is going to leave but what's going to be left for the people who you played the football match with or you have touched, there's not that sustainable long-term mind-set. A lot of the initiatives will end up, you could even saying closing down because they'll reach a certain point were ok, we've gotten you this far, but if we don't have anything else for you were stuck. It's having that long-term mentality and mind-set that will really drive and I think keep sport for development initiatives running in the long term.

Paul Hurrell 3/5/2016 17:06

Comment [115]: big name ambassadors.

Paul Hurrell 3/5/2016 17:06

Comment [116]: no long-term mind set.

P4: What the UN have done well actually is that for you to get the money in the small pot that is available, you actually have to prove what you're doing, what you're going to do and what's the future. That actually is trying to stop these people that are going to go out to Africa for a week that may be fantastic but has no backbone to it.

Paul Hurrell 3/5/2016 17:06

Comment [117]: long-term mentality which helps initiatives run on.

Paul Hurrell 3/5/2016 17:06

Comment [118]: UN now asking for the initiatives plans

PH: Do you think that Sports for Peace initiatives need to be linked up to other development areas such as education, health, etc. to get the most of the programmes, and why or why not?

P5: I think its relative on what you're trying to look at, I mean with us, we look at social aspects through our coaching of sports were looking at social values.

Paul Hurrell 3/5/2016 17:06

Comment [119]: values based coaching

P4: They take on elsewhere.

P5: It's not just applicable in sports, it really it's what we talk about in university transferable skills it's exactly that, the values are transferable whether you're looking in a sporting context, educational, health, but I think one issue is that when it comes for example to health, in a lot of the countries that the initiatives are set up and it's very hard to talk about so the problems that are occurring within society regarding to health.

Paul Hurrell 3/5/2016 17:06

Comment [120]: transferable skills

P4: I think that comes across in the methodology in the way you deliver, you're coaching because actually when you're delivering your coaching and when we question the children about our 5 values and how they use them in sport we take it the one step further and go 'ok where do you use this in school, where do you use it in your home life, where do you use it in your community' so then were getting them to think what they're learning on the pitch off the pitch so that when they're off the pitch we hope that they're using what they learnt off the pitch which is one of our main things.

Paul Hurrell 3/5/2016 17:06

Comment [121]: values learnt on the pitch, used off pitch

PH: Coalter (2010) states that sporting organizations can have a more vibrant effect in communities which are dominated by poverty, lacking a range of welfare services and educational and employment opportunities. Do you believe that it is only these types of communities or countries that can be beneficiaries of Sport for Peace projects?

P4: No. You can go anywhere, you don't have to go to the place that there is poverty, because yes you are trying to do that but we are working in Gambia recently quite a lot, but there is no reason for, we've now gone to South Korea that is a very developed countries but has got massive conflict issues. So then that, we've tried to go there to form bridges build bridges between South and North Korea and getting the two of them playing together. I think you go to wherever the problem lies; it doesn't have to be because there's poverty, because there's a high number of AIDS there because there are issues. You go where you think your resolution can work the best.

Paul Hurrell 3/5/2016 17:06

Comment [122]: go where the resolution works best.

P5: Yeah I mean so you know I was gonna say about the whole South Korea, it's a developed country, and we went there, worked there for 2 weeks but you know people, I would even argue that some of the coaches who we were working with in South Korea were more motivated than some of the ones we worked with in Gambia and its really, I think it's not necessary sort of the demographic of the country, of the

places you're going into its more the recipients you know? Do they really want to let you help or do they want your help for a bit and then take it on their own? And so working with them to figure out how and to what extent can your initiative actually develop them and then also the wider problem.

Paul Hurrell 3/5/2016 17:06

Comment [123]: South Koreans more motivated than Gambians.

PH: Coalter (2010) suggests that most SDP organizations and projects tend to be more concerned with individual and community development rather than the main goal of peace. What are your views on that statement?

Paul Hurrell 3/5/2016 17:06

Comment [124]: working with recipients to see how much the initiative can help.

P4: You've got to address the issue where you're working. Because the element of peace and for peace to be peaceful is a huge step so that you may have to take smaller steps and go off at different tangents to achieve that goal. I don't think that Fred Coalter's goal of just going straight to peace is sometimes maybe not the best idea because you need, you may have to go elsewhere before you can achieve that goal as soon as they get out there. But I think, peace will start in my personal opinion in the local communities and the surrounding towns because if we can get them to get along then actually I think it will work its way upward. I think there's no point in us trying to talk to presidents of countries because they don't know the people. We actually talk to populations of countries, and then slowly hopefully word of mouth can travel faster than us around the country.

Paul Hurrell 3/5/2016 17:06

Comment [125]: peace-broad term-needs smaller steps to reach it.

Paul Hurrell 3/5/2016 17:06

Comment [126]: communities working together.

P5: The thing about politicians is that they have an agenda to fill. For them it might not be the top priority they might be thinking about other things. So working in the local communities and you know individuals, especially youngsters that are eventually going to be the people growing up to be leaders in the communities or countries and big organisations. Achieving peace doesn't happen overtime, you can't just go out there and be like can we have peace now, so it's really you know building that work up from the bottom of the pyramid upwards because at the end you can go and talk to a president and try and work with them and see how peace can be achieved but at the end you got the mass population that are beneath him who are actually the people who are making the country run and if they don't want to have peace, or they don't understand the concepts and values then there's no way for peace to be achieved.

Paul Hurrell 3/5/2016 17:06

Comment [127]: work with communities rather than leaders.

Paul Hurrell 3/5/2016 17:06

Comment [128]: concentrating on youth as they will become the future.

P4 :It can be achievable.

P5: Its more you know tackling the issue within the mass population which I think will have more of an effect than just going to one leader.

PH: Have there been any instances where you believe that the initiative you were working on hasn't achieved the main goal and if so why was this?

P4: We always have achieved the main goal, sometimes they have taken longer than expected which is one of the big things because some place where we've worked you don't really know who's gonna turn up, if they do turn up. I mean in Israel for me I was shocked when I asked a player playing tag and it was a warmup game, and a boy and a girl were out first and the girl was the tagger the boy came out first, but he refused to hold her hand to work together. And I sat there and thought 'you're just holding her hand what's going on here'. I think you just have to keep chipping away slowly bit by bit and eventually you do get there and I think working with children it would be easier than working with adults, because adults have lived their life that big longer there more set in stone with what they want to do and how they live their life so if you try and pin that back sometimes it's a bit harder. But I've never been in a scenario where I've walked away at the end of the programme and gone I don't think I quite got that.

Paul Hurrell 3/5/2016 17:06

Comment [129]: always achieved the goal, sometimes takes longer.

Paul Hurrell 3/5/2016 17:06

Comment [130]: working with children easier than adults.

P5: It's exactly the same. In Gambia if they turned up, they turned up and it was great but you never know how many are going to turn up because of the logistics of it all.

But one thing that did shock me the most was that one of the coaches one morning decided to stand on the side and was just having a cigarette. For us you'd never imagine it here in England, but it's he's already set in stone with their values. We need to challenge those values. When you're working with kids it's easier to teach them the values because they haven't sort of developed them yet. The problem comes is when its adults, it's how do you get them to change something that they have been doing for years now and they think they're ok with, but in fact it's going against what you're trying to teach the children sometimes. We saw it in Gambia, doing the

Paul Hurrell 3/5/2016 17:06

Comment [131]: not sure who would turn up.

Football4Peace festival, we'd be playing either games of football or rugby and the children would be understanding the values and giving the fair play points correctly

Paul Hurrell 3/5/2016 17:06

Comment [132]: adults already have values set.

but it would be sometimes the coaches who still did the competition side of it, like right if we give them more points it means one team will be ahead.

Paul Hurrell 3/5/2016 17:06
Comment [133]: in Gambia, children learning, adults not.

P4: Yes, it's really tricky to get around but you just got to get across it.

P5: It's like you said you keep on giving the message and eventually it does get into them, I've never been away from the program thinking we've never done anything here. It's always been positive responses and progression after the programs.

Paul Hurrell 3/5/2016 17:06
Comment [134]: always had an effect.

PH: Donnelly (2011) suggests that SDP programs are introduced into communities without consultation.

What do you think about that, and what experiences have you had that either support or dispute it?

P5: To be honest I think that for an initiative to run smoothly and appropriately you have to speak with the local community. I mean it's like when you...

Paul Hurrell 3/5/2016 17:06
Comment [135]: contact with local community.

P4: You have to work alongside the environment you're with and the people who run that environment. I mean we've never gone into a village without speaking to the sport committee. In Israel I didn't do anything unless I ran it by the project leader or the head teacher of the school I was working in otherwise you wouldn't get anywhere. They could come in and say why you are delivering in that manner, because the environment you're in the manner may not be correct, because of religion because we don't know anything about the religion, we don't know as much from us as we do from them.

Paul Hurrell 3/5/2016 17:06
Comment [136]: work alongside the community.

P5: I think one of the things as well is that especially coming from the West with a programme going into the Gambia it could be seen sort of you know white people coming in telling them what to do and how to do it. If you can't do that as a coach you can never get to the core of the problem because you wouldn't have taken the first step, they'd think they're just telling us what to do.

Paul Hurrell 3/5/2016 17:06
Comment [137]: need help from the local community.

P4: I think one thing we do really well is we work alongside them. This is cause we have to cause of the language barrier but a European coach delivering will always be

Paul Hurrell 3/5/2016 17:06
Comment [138]: neo-colonialism

with a Gambian coach, cause of the way the children may be, 2 people coaching 30 kids is around average, which I think is brilliant because, when they're planning they plan together. They both know the structure of the session, how it's going to run and that's where the European coaches come across a bit better cause obviously they have they done it before and they're educating them how to plan a session off pitch and on pitch to guide them which, and then they can break it down.

Paul Hurrell 3/5/2016 17:06

Comment [139]: support from local coaches.

P5: And then also the local coaches with the support they get, with the local games, the amount of local games we've learnt from going to the Gambia, and we even start a session with an activity, well use their activity and it makes them happy because it's a game that's fun and without consulting you know with the local coaches and talking with them we would have never learnt these games. On pitch activities we use the football 4 peace and then we'd do a local game and you could see they're loving both of them cause it's something we're introducing to them but also something they play on a daily basis and they can relate to, and that's what gives our initiative I wouldn't necessarily say credibility but that power out there because they're mixing what they know and don't know together, and it will help them not just enjoy the moment and learn from it even more.

Paul Hurrell 3/5/2016 17:06

Comment [140]: mixing local activities and F4P activities.

PH: Do you believe that there should be an introduction of more Sport for Peace initiatives nationally in the UK and why?

P4: Yes, there should be I think in some of the most deprived areas around the major cities and in the local communities it would help hugely, I mean our country is definitely not perfect by no means, there are problems in society and how people say things and that is an issue that needs to be addressed. There's no reason why we can't do it in England. We do work in local schools in the local area and we have had an impact on them, but I think its, we cant go up and down the whole country by ourselves doing it, there needs to be other projects, which there are other projects that are actually realising why have I got to travel thousands of kilometres across the world, when I can do something actually that might need to be done on my doorstep in England which is an issue I think that does need to be addressed because as I said our society definitely is not perfect.

Paul Hurrell 3/5/2016 17:06

Comment [141]: yes, due to problems in society.

Paul Hurrell 3/5/2016 17:06

Comment [142]: can't be done with limited numbers of initiatives.

P5: Well I'm not actually from England so I can't particularly say whether it's a yes or no answer but I mean you've been seeing now for a few years with football coaching for example starting their own community development programmes you know that is sort of a good thing because they do have an assured pot of money and they are taking responsibility on you know, making a difference to their communities but there is much bigger, so it comes back to what you're saying that a lot of people look at, where can we work in the world, but first look outside your doors see what's happening and then [pauses]

Paul Hurrell 3/5/2016 17:06

Comment [143]: focus on own country prior to going elsewhere.

P4: Expand. Expand later maybe. My advice is if you're a new NGO or around the sport sector, actually look in your own country first, what are the issues you need to address here and then once you've delivered that and you have a few years under your belt expand elsewhere and see where else you can deliver after that and if it would work. I mean I was having a chat with Graham (Football4Peace co-ordinator) the other day, is there countries that we wouldn't go to? He said that we'd go to every country, there's certain parts of countries we wouldn't go to that don't need it as much as other parts.

Paul Hurrell 3/5/2016 17:06

Comment [144]: new NGO's get experience in own country and then expand elsewhere.

PH: What do you believe the perfect Sport for Peace project should include?

P4: I don't think there could be one perfect project that will solve every problem [pauses]

Paul Hurrell 3/5/2016 17:06

Comment [145]: no such thing.

P5: There are too many problems.

P4: yeah, there's too many problems for one project to handle. I think it's going to take a number of, a large number of projects. Maybe collaboratively working together on different parts for then to achieve the main goal and I don't, I can't see the goal being achieved anytime soon. I think it's going to take a huge number of years to try and get it to where, people work in the initiatives. But, yeah I can't see there being one project that will solve everything because there are, there are flaws in every project, there have their very good points but also their negative points so it's where it's going to take the UN or a governing body to actually take a large number of SDP projects and other NGO's, governing bodies or whatever and to go 'right what do you do, you

Paul Hurrell 3/5/2016 17:06

Comment [146]: large number of projects working collaboratively over many years.

address that issue', its going to be a massive thing to do but then, it's the, its what's got to be done.

P5: Yeah I mean that's fair I completely agree. I don't think there'll ever be one perfect initiative cause at the end of the day there's nothing that is perfect, but its having you know different initiatives that can work together and know what each other would do beyond sport. Yet I was speaking to 2 guys who ran separate initiatives, looking and focusing on the same things in pretty much the same area, they were based I think they said 150 metres away from each other. These two initiatives were looking at tackling the same issues, and using the same sort of target group but they didn't know that each other were there. So there competing for funds, target groups and they're right next to each other. So its you know working together, at the end of the day were all working towards the same goal, and I feel like its very segregated, its like 'you might not have that so we wont work with you, you might not have that so we wont do it, but you do so well work with you'. So it's really the fact that now, at the end of the day were all working towards the same goal, but the question is why aren't we working together towards it?

P4: I think there will never be a perfect project because there's bound to be problems that arise once you've achieved a goal. I think problems arise so often that actually the project, the perfect project, will have to chop and change every number of years, and this would be such a massive job to uphold, you have to educate people on the different problems happening and arising that you probably couldn't do quick enough as the problems keep arising.

P5: I think one thing going back to what you said, having one of the big international organisations take hold of you know, be sort of the spearhead. I can't see that happening anytime soon because if you look at FIFA and corruption, UEFA corruption, the Olympics has had its period of corruption, you know its [pauses] all these big organisations they like to sort of you know, they do the talk saying we promote fair play, social development, etc. but they're not actually doing it themselves.

Paul Hurrell 3/5/2016 17:06

Comment [147]: no such thing, need different initiatives working together.

Paul Hurrell 3/5/2016 17:06

Comment [148]: competing for funds and target groups.

Paul Hurrell 3/5/2016 17:06

Comment [149]: all working towards the same goal.

Paul Hurrell 3/5/2016 17:06

Comment [150]: constant problems

Paul Hurrell 3/5/2016 17:06

Comment [151]: corruption in big organisations.

P4: So actually when it all becomes uncovered, the message that people remember [pauses]

P5: is the negative, its not that FIFA has done this and this. I think that a lot of the initiatives do need a lot of backing and also funding. I mean I always come back to funding, cause you need the money to make things work and its one problem is that you know when you're trying to work with big organisations they're corrupt, you cant really say you're in partnership with those corrupt organisations but well be trying to help you. It's counterproductive. It's going to take a long time [pauses].

P4- See where it goes.

Paul Hurrell 3/5/2016 17:06
Comment [152]: counterproductive using corrupt organisations funding.

Appendix 8

PH- Interviewer

P6-Interviewee

P7- Interviewee

PH: Can you tell me about your experiences with your initiatives and where they have taken place?

P6: What with like peace?

PH: Yeah.

P6: Yeah, well, basically we went to South Korea in the summer, which was the biggest thing that I've done since joining Football 4 Peace. That took place in August 2015, that was the biggest project I've been a part of but prior to that it was just Football4Peace around the university at challenge days and like children coming in and stuff that, but apart from that, that was pretty much it.

Paul Hurrell 4/5/2016 01:56
Comment [153]: South Korea with F4P

P7: Yeah which is like being part of events organised through Football4Peace so like, Football4Peace vs. homophobia day where they did like a football tournament like a fancy dressed tournament. So we kind of got involved in the arrangements of that and about us going into schools like Bishops Bell [pauses].

Paul Hurrell 4/5/2016 01:56
Comment [154]: Local coaching.

P6: Yeah, in local primary schools and secondary schools.

Paul Hurrell 4/5/2016 01:56
Comment [155]: F4P in local community

P7: Yeah we do sessions on like the values and things.

Paul Hurrell 4/5/2016 01:56
Comment [156]: Value based coaching

PH: What drove you to become a volunteer/coach in these sport initiatives?

P6: Its quite big around the university, like Football4Peace is a renowned and well respected thing around the university so hearing about it as something that I wanted to get involved with. I play football myself as well so to combine the two is sort of up my street really, so that's why I got involved.

Paul Hurrell 4/5/2016 01:56
Comment [157]: football player, enjoys coaching

P7: Yeah likewise, like how big it is around university but also like I don't really play football, I'm not very good at football, I'm training to be a P.E teacher so I thought having extra things under my belt like this and getting that knowledge would help me, its quite a nice way to see rather than you coaching someone exactly how to play football, its all about like the values you want to teach them.

Paul Hurrell 4/5/2016 01:56
Comment [158]: wants to be a P.E teacher; using values based coaching; extra experiences

P6: Yeah its like the learning that takes place, its sort of not hidden learning but the children think they're learning about the skill but actually they are learning other

things without even knowing it and I think that's probably a lot more effective way to learn and I think that's why it works as well. It's like a hidden agenda isn't it?

Paul Hurrell 4/5/2016 01:56
Comment [159]: Hidden learning

PH: Peace projects often use sport as a vehicle for development. Why do you think so?

P6: Just cause its not, if you tell children like 'you're gonna be learning about peace' it can be a bit, I don't know, its probably not as motivating or engaging for them. But if you do it around sport, like their first priority is centred around playing football and then all the lessons and learning that goes with it is like a fun activity and they associate that learning with the fun so its like creating enjoyment and it probably sticks with them for a longer period of time.

Paul Hurrell 4/5/2016 01:56
Comment [160]: sport is entertaining; sticks for a longer period of time.

P7: Yeah, I think it's about the inclusivity as well. You get people to be like, ok were gonna use maths and things, people really struggle in that aspect whereas most people, or a lot of people would be able to say if you had a ball would be able to head it, kick it, push it or something. They can do the sport in a roundabout way, there's no set way you have to do it, no set answers to it.

P6: Yeah, with all sports you can still modify it, so for most people you can differentiate to everyone, like the world-class football or the beginner.

P7: Yeah, lets say I learn better practically, that's how I learnt.

Paul Hurrell 4/5/2016 01:56
Comment [161]: inclusivity; no set way to do it.

PH: Is sport the best vehicle for this? What experiences do you have that either back or contradict it?

P7: I think in South Korea, we did kind of coaching and teaching our values through the coaching in practical applications and then we'd go to lectures, and we had some professors do a lecture on peace and like some of the South Koreans were actually asleep. Whereas throughout the day, even though it was hot, they were always engaged because they were applying it practically.

Paul Hurrell 4/5/2016 01:56
Comment [162]: values based coaching; sport engages learners.

P6: Yeah and I think sport as well is like international. No matter where you're from there is some kind of sport. I think football is obviously more world renowned than some other sports but there are sports in all different countries, so you can use whichever sport as a vehicle, it doesn't necessarily have to be football. We use rugby as well as a new one that's come in.

Paul Hurrell 4/5/2016 01:56
Comment [163]: internationally renowned; not necessarily football

P7: Yeah, even when we got there, the language barrier and things, not many of them could speak English; we couldn't speak Korean but like how they would literally just pick a football and do keepy uppies.

Paul Hurrell 4/5/2016 01:56
Comment [164]: language barriers; sport 'universal language.

P6: It was quite easy to bond even though you didn't really say anything, like your non-verbal communication, you're just passing with someone, building up a relationship without actually exchanging words which is why I think it works.

Paul Hurrell 4/5/2016 01:56
Comment [165]: building relationships through sport.

PH: Do you believe that sport really is the best way to promote peace due to what Giulianotti (2011) describes it to be as 'violent practices among participants'?

P6: I think its all about controlling it and creating a positive environment around sport like, I suppose there's a lot of football players out there, top premier league players like Agüero and Suarez, whoever, but I do think that if you can put it in an environment, which is quite a happy environment and enjoyable, you make sure that everyone is included and you do make sure you use the values to like ensure discipline as well, like if you praise one child a lot of the other children also want to be praised so they do good stuff, so you're creating this environment were people are aiming to be praised and by doing good stuff they will be praised.

Paul Hurrell 4/5/2016 01:56
Comment [166]: controlling it; inclusion and discipline; promote a positive environment.

P7: just as everyone wants to be peaceful all the time, helping all the time, if that was so we wouldn't have anything to contrast it to. So what did you say violent aggressive practice?

PH: Yeah violent practices among participants.

P7: So it, obviously we don't want to be seen as violent but if we do then that is the moment where we can stop and be like look, was that a peaceful act? Cause if everyone was always being peaceful then people would not know what not being peaceful was. You know what I mean?

Paul Hurrell 4/5/2016 01:56
Comment [167]: knowledge of what a peaceful act is.

P6: Its just I suppose, I don't know [pauses]

P7: You're trying to turn a negative into a positive aren't you.

P6: And its also about life lessons, you're not going to go through life without ever seeing violence or things that you don't want to see cause you probably are, so if you can instil that and say that is wrong you can use that to help.

Paul Hurrell 5/5/2016 02:00
Comment [168]: Instil values.

P7: And then we have like a point system, so if we play a tournament you get your Football4Peace value points and they can be worth more than what the score was. I think you go 1-5 and 5 would be your sportsmanship and how you played fantastic, but if they get the 2 you have to justify the reasons and progress onto the next game.

P6: Its just like a process isn't it, making sure that they're learning throughout really.

Paul Hurrell 4/5/2016 01:56

Comment [169]: learning values process.

PH: What do you believe are the strengths and weaknesses of the Sport for Peace initiatives?

P6: Strengths I think are how you can make it quite, I dunno, not easy... I do think it's a really strong way of bringing people together, everyone knows a certain sport so that's a commonality that you can use through like, to bring people together.

Paul Hurrell 4/5/2016 01:56

Comment [170]: way to bring people together.

P7: Not even just sport, we have trust games and things like that. Its still a practical application but not necessarily like having a specific sport attached to it. So you're still being active and you're doing all these trust falls, things like that.

Paul Hurrell 4/5/2016 01:56

Comment [171]: trust games

P6: Games you can only succeed in if you work together. So I think that's probably a strength.

Paul Hurrell 4/5/2016 01:56

Comment [172]: teamwork

P7: A weakness [pauses] you do get people that obviously don't want to participate in sport, like we saw it today we had to teach some children and most of them didn't want to do it, sat on the side. That way to actually motivate someone [pauses] once they get involved in it they really do enjoy it but it's the initial look.

Paul Hurrell 4/5/2016 01:56

Comment [173]: initial reluctance to take part

P6: Yeah, cause obviously there's people from all kind of backgrounds so not everyone is going to like sport.

Paul Hurrell 4/5/2016 01:56

Comment [174]: different backgrounds

P7: And its like the way yeah were doing it through sport and were going to have to try and observe and assess that way that there learning about peace and working together with one another.

P6: Yeah its quite immeasurable really isn't it?

P7: Yeah, its immeasurable really, at the end of the day when you've been coaching the children and things its like you have to have the trust that you've coached them well enough to know how we are using peace through sport.

Paul Hurrell 4/5/2016 01:56

Comment [175]: impact is unmeasurable

P6: Yeah, and to apply that to everyday life as well, like we say 'make sure you help your mum with the shopping', just little things like that so they can take it elsewhere.

P7: There's no written like aims, no assessment for it.

PH: Do you think that Sports for Peace initiatives need to be linked up to other development areas such as education, health, etc. to get the most of the programmes, and why or why not?

P6: I think probably, yeah it can be, but probably [pauses] I don't know it's quite difficult.

P7: I suppose when we went to South Korea like, we would have a debrief at the end of each day and we'd go to the lecture hall and we'd get told about the history between the North and the South. So it was always, you do always get background knowledge to ...

P6: To understand.

P7: Yeah, to support the reason why were actually here and things like that. But that's when were coaching the coaches. With like the children, they turn up, we coach, and we get assessed through the tournament at the end of the day. So I think in other things, maybe if we even did workshops, they have to do some task together...

P6: Yeah, together, like written tasks.

P7: Yeah, but well still do it in a practical way, which I think is still quite beneficial. Id say along the line is where they show that they're picking up what were trying to teach not just there to play football.

PH: Coalter (2010) states that sporting organizations can have a more vibrant effect in communities which are dominated by poverty, lacking a range of welfare services and educational and employment opportunities. Do you believe that it is only these types of communities or countries that can be beneficiaries of Sport for Peace projects?

P7: We haven't been to the Gambia, but we know that works really well out there. But when we went to South Korea we were expecting that whole, coaching like kids that come from deprived backgrounds, but that definitely wasn't the case. So we were coaching the coaches so they could then...

P6: Coach the kids.

P7: The facilities we were using were so...

P6: Seoul University wasn't it. The athletics track as well, was that based around the Olympics?

P7: Yeah.

P6: Yeah so it's using really good facilities.

P7: But I wouldn't say that was less beneficial to what they do in the Gambia, because what they gained from that was, equally or just as important because when we left

Paul Hurrell 4/5/2016 01:56

Comment [176]: different areas of development

Paul Hurrell 4/5/2016 01:56

Comment [177]: as long as its beneficial

Paul Hurrell 4/5/2016 01:56

Comment [178]: Gambia

Paul Hurrell 4/5/2016 01:56

Comment [179]: using initiative in South Korea-developed country.

Paul Hurrell 4/5/2016 01:56

Comment [180]: top facilities

South Korea we knew that there was a troop of 50 coaches that had that understanding to ...

P6: Take it off all of their different areas. Its like the saying catch a man a fish he'll eat for a day, teach him how to fish he'll eat for a lifetime something like that. It's around that principle isn't it?

P7: Yeah so we've kind of, I think were going back this August, its been a year and no ones been out there because were getting updates that they are using the values. They've been using the philosophy of Football 4 Peace out there. I think it doesn't matter that we were coaching in high tech facilities and things it was kind of the knowledge that you pass on as opposed to where and when you're coaching.

PH: Coalter (2010) suggests that most SDP organizations and projects tend to be more concerned with individual and community development rather than the main goal of peace. What are your views on that statement?

P6: Can you read that again sorry?

PH: Coalter (2010) suggests that most SDP organizations and projects tend to be more concerned with individual and community development rather than the main goal of peace. What are your thoughts on that statement?

P7: I suppose there is some element of truth but because you are working with the communities so I think by doing that, if you're working with different communities, which Football4Peace usually does then if you are actually trying to achieve peace between them and by doing that on a mass scale then you are actually trying to achieve peace in general. So I think its like a stepping stone. If you do that for one community, one person, then if you do it on a mass scale, then you'll be getting to those people and achieving peace to some extent.

P7: Yeah because when we were in South Korea and we went to the DMZ (Demilitarized zone) we saw realistically peace between North and South Korea isn't going to happen any time soon. But by going out and coaching, it was kind of getting the children aware of the situation and the peace situation in the long run.

P6: Their mind-set, to accept it that it's a good thing, so that they don't think that collaborating with the other country is bad, opening their mind to potential in the future.

Paul Hurrell 4/5/2016 01:56

Comment [181]: no less beneficial than in Gambia.

Paul Hurrell 4/5/2016 01:56

Comment [182]: Long-term work

Paul Hurrell 4/5/2016 01:56

Comment [183]: knowledge that's passed down as opposed to where and when its coached.

Paul Hurrell 4/5/2016 01:56

Comment [184]: focusing on individuals for the long-term mass scale effect.

Paul Hurrell 4/5/2016 01:56

Comment [185]: conflict situation; coaching new generation.

Paul Hurrell 4/5/2016 01:56

Comment [186]: changing mind sets.

PH: Have there been any instances where you believe that the initiative you were working on hasn't achieved the main goal and why was this?

P6: I don't know, I think there is usually [pauses] I think you always achieved a goal to some extent, even if its some kids or some coaches then you are still achieving something. Never in my experience, I have only been doing this for nearly 2 years, so there's not really much experience to go on but from the experiences I have had there is always some sort of success even if its with one child, then were actually getting somewhere. I haven't not seen it not work for everyone, so I suppose it was quite successful.

P7: Obviously, some people it doesn't work for. Like we were doing a training camp for coaches over in Brighton, and then, the whole week finished with a big festival, big tournament which allowed the local year 7's to play together. We'd done a big tournament, we were having the medal ceremony and there were 2 kids fighting. We were like we had just been trying to instil all these values all day, you've been playing so well in the games and then right at the end they just did that. That kind of did make you feel like, what have I been doing all day. It doesn't work for everyone but then you can't think that little minority, the majority of people did take that into consideration. You'd have really good football and rugby players on the teams who would sub themselves to let others play. If you look at it in that way yeah it's successful, but then it's like the negative things that are more poignant.

P6: Trying to cater to everyone isn't it, you are always going to get that minority aren't you, but that doesn't make it unsuccessful.

PH: Donnelly (2011) suggests that SDP programs are introduced into communities without consultation.

What do you think about that, and what experiences have you had that either support or dispute it?

P7: I think going back to South Korea, they knew what they were going to do and they knew what we were going over for so I think contrasting that they did get the consultation beforehand and they knew like, you could just tell from the variety of people you had that you were coaching. We had like, some women in their 50s who never really kicked a football in their life but they were still willing to be part of the movement and become part of Football4Peace establishment just thought the fact that

Paul Hurrell 4/5/2016 01:56

Comment [187]: always reach a goal.

Paul Hurrell 4/5/2016 01:56

Comment [188]: doesn't work for all, minority; does work for the majority.

they were coaching kids the values as opposed to the actual skills and it was like how they make that applicable to their games, what was the game they played?

P6: Kimchi.

P7: Kimchi, yeah. It's like where they do kick ups with little pompoms.

P6: Its kind of a puck with little plastic things, and they just kick it up.

P7: So when we gave them the freedom to deliver their own session, that's when you kind of see the individualities and how they progressed on the programs.

P6: Its quite difficult I suppose, us both, we've never been to the Gambia, so far. I suppose the people that show up, you never really know who is coming and from where, that sort of thing so. Consultation from them I suppose probably not cause were not aware of it but there is consultation in the coaches that work out there and stuff, but as for the people that go, they're probably not realising what they are actually [pauses]

P7: And if we go into local schools and things well always do a welcome assembly with a power point so it sets them up for the day, like what exactly is Football4Peace, what we are looking for throughout the day. That's kind of before we even go on to do the practical side of things, they kind of got that.

P6: The introduction.

P7: The consultation. But if you know you rocked up at a football club where they've got this like high level of skills without them knowing exactly what our intentions where they probably would just laugh at us.

P6: It would be a bit like, why are we doing this.

P7: A bit patronising, like the level of skill that we do with them [pauses]

P6: They're more like interactive games.

P7: The focus is on the values not the skills. But its like we target an audience that would appreciate it.

P6: Yeah so I think there definitely is consultation, like from our experiences anyways. I can't speak for everyone.

PH: Do you believe that there should be an introduction of more Sport for Peace initiatives nationally in the UK and why?

P6: I think there's quite [pauses] there are a few English peace establishments, I suppose the country we live in today is quite diverse anyways, we live in a multicultural society, where everyone has different beliefs so I think that there isn't

Paul Hurrell 4/5/2016 01:56

Comment [189]: knew they were going in South Korea; using local activities.

Paul Hurrell 4/5/2016 01:56

Comment [190]: seeing progress.

Paul Hurrell 4/5/2016 01:56

Comment [191]: not sure who will turn up; consultation needed

Paul Hurrell 4/5/2016 01:56

Comment [192]: locally use assemblies, explain their motives.

Paul Hurrell 4/5/2016 02:16

Comment [193]: Won't work at high level clubs; values based

Paul Hurrell 4/5/2016 01:56

Comment [194]: consultation in their experiences.

really that demand for it here but, I know that Football4peace is international, you do travel worldwide to try and do that but I suppose there is always [pauses]

P7: Sometimes I do think like why are we going far afield to try and coach these things when there's places in the UK that really could benefit from it, sometimes more really. I do think were Football4Peace at the University of Brighton but we do go to Ireland and stuff, and we go to areas that seem to be the most troublesome, conflicted areas. But I was actually thinking about this the other day, like the UK, the Midlands and I know in like Birmingham and stuff there's conflict in areas where people live, and I don't know why there's no sport to try and get them to collaborate together. So I think yeah, at a national focus I think; yeah international great [pauses]

P6: Yeah, no matter where you are there will always be some level of conflict so I suppose to help more peace institutions in the UK its only going to help isn't it.

P7: Yeah because the places where we go, that is where a lot of people already go to because its kind of, I don't want to say mainstream cause that's the wrong word but like where the big, big problems lie, its where other peace organisations would go whereas within, If we catered for the UK a little bit more then I think not only would it be more beneficial to us, because it would feel like were more hands on, but it's the little [pauses]

P6: We'd have more opportunities to do that as well because it's not a big thing, because when you travel abroad you have to make sure everything's organised, stuff like that and you're only there for a short period of time. So if you work more n the UK then it's easier and it's more accessible for a prolonged period of time. So yeah.

PH: What do you believe the perfect Sport for Peace project should include?

P6: What like principles or just anything?

PH: Anything.

P6: Principles wise I think that peace projects are, I could be contradicting myself here but I think they should be allowing people to believe in what they want to believe but without making what someone else believes irrelevant like everyone should be entitled to have their own beliefs without being dismissive of others beliefs so it should go about it that way.

P7: Obviously you need your basis of like, your principles, and values. At Football4Peace that's what we have, our 5 values, and that's kind of what we stick by and if we want to expand on each value then us as coaches we can expand on each

Paul Hurrell 4/5/2016 01:56

Comment [195]: multi-cultural country; different beliefs.

Paul Hurrell 4/5/2016 01:56

Comment [196]: areas in UK which could benefit; go to most troublesome, conflicted areas; conflict in areas where people live in the UK.

Paul Hurrell 4/5/2016 01:56

Comment [197]: always some level of conflict; more peace institutions will only help.

Paul Hurrell 4/5/2016 01:56

Comment [198]: catering in the UK might be more beneficial.

Paul Hurrell 4/5/2016 01:56

Comment [199]: more accessible for more coaches/volunteers.

Paul Hurrell 4/5/2016 01:56

Comment [200]: freedom of belief

area. I think yeah you need your kind of basis to what you work from, and that's kind of like our go to, so like when you gather all the kids back together what values did you notice there and its always like your responsibilities, respect, trust. And then its from that, then you can go on to ask them like further questions, like can you expand on this, justify using it, but without that I think you'd get a lot of obscure like contributions.

P6: I think the values can be altered, like to where its needed so like some values might be in higher demand in different areas, so I think yeah just building on that having your values at your foundation and using that as your building block to build up from.

P7: Yeah, because then its, like I know were called Football4Peace but like we don't always do football and stuff, you can take those values and apply it to another sport. Like you could do whatever sport you wanted as long as you've got those values alongside it.

Paul Hurrell 4/5/2016 01:56

Comment [201]: Value based

Paul Hurrell 4/5/2016 01:56

Comment [202]: Values as the foundation.

Paul Hurrell 4/5/2016 01:56

Comment [203]: the values can be applied to any sport.