

# Football 4 Peace Ireland

A Review of tutor training and programme  
delivery in Ireland



INTERNATIONAL FUND FOR IRELAND



DEPARTMENT OF FOREIGN AFFAIRS  
AN ROINN GNÓTHAI EACHTRACHA



2013

University of Ulster

# Football4Peace

## Tutor Training Programme Evaluation

By: the Ulster Sports Academy, University of Ulster

Kyle Ferguson, Dr Rachael Brooks, Jim Lowther



May 2013

<b>Contents</b>	<b>Page</b>
• <b>Past:</b>	
➤ Contextual background of Football for Peace (F4P)	3
• <b>Present:</b>	
➤ Evaluation of current training provision	9
➤ Summary of International Tutor Training Participants Feedback	24
➤ Summary of School Participant Review	30
• <b>Future:</b>	
➤ Future – Policy	33
➤ Process	37
➤ Specific Tiered Structural Tutor Training	38
➤ Conclusions	43
• References	49
• Appendix 1	51
• Appendix 2	54
• Appendix 3	56
• Appendix 4	60
• Appendix 5	63

# Past

- Contextual background of Football for Peace (F4P)

## **Background:**

In both Ireland and Northern Ireland over recent years a range of sporting forms have been utilised as tools to achieve wider European policy goals relating to the promotion of peace and reconciliation in divided societies. The very notion that funding is being channeled from Europe to service local communities for these purposes is significant because, as Coalter (2011) highlights, sport has become an increasingly important aspect of local, national and international social policy. Indeed 'sport for development and peace' (SDP) has become an increasingly important topic for the management of community sport initiatives worldwide with its influence particularly pronounced in certain European countries where inter-ethnic violence has been a defined aspect of their recent history (Coalter, 2010; Kruse, 2006; Lyras & Welty Peachy, 2011; Schulenkorf, 2010; Sugden, 2006).



*Children from the local clubs in Limavady, Derry/Londonderry and Inishowen involved in the community development programme. In attendance was the Lord Mayor's of Limavady and Derry/Londonderry, together with partners and funders.*

## **Building on previous success: The Gateway Soccer Programme for the Future: Limavady, NI**

The Gateway Project was the preceding manifestation of the now named F4P Ireland programme. This Gateway Project was a joint venture involving The Inishowen Rural Development Limited group (now Inishowen Development Partnership), the Irish Football Association (IFA), Limavady Grass roots section of the IFA, Football Association of Ireland (FAI) and the Inishowen school boys league. This projects main aim was to bring children from Limavady and Inishowen together through football. The project promoted the use of values based coaching within a cross border partnership, in creating the project two key elements were part of the initial planning: The development of an evaluation framework which sought to assess success over a sustained period of time and secondly a project philosophy which helped them to identify what they wanted to achieve during and after the football programme.

***“Bringing young people together through the medium of football, a sport which provides a common interest while also being representative of divisions on the island, can help break down barriers between participants and build cross-border and cross community relationships.”***

This philosophy acted as glue that held together the programme objectives, the conditions in which the programme was carried out, and the monitoring and evaluation of the programme once completed. Programme philosophies can guide programmes and are a useful tool for identifying what you want to achieve.

### **Partnerships**

As the project progressed numerous meetings were held with key stakeholders regarding the future sustainability and direction of the project. A partnership was developed with Football 4 Peace International and embedded the values based coaching at the core of the project. Funding was provided through Cooperation Ireland from Peace II with this Gateway Soccer Project concentrated on secondary schools and special schools within Inishowen and Limavady and provided a safe environment for coaching with coaches trained in the delivery of this new values based coaching model.

*‘The programme follows a unique values based coaching methodology which uses a holistic model of coaching whereby participants intrinsically learn fair play, good relations and citizenship through sport. Learning by doing and following the example set by positive role models in the form of trained coaches, teachers, youth / community workers and volunteers’. Graham Spacey (University of Brighton).*

Following an independent evaluation carried out by Justice Associates (2008) and funding from the International Fund for Ireland a three year plan was established and the project was renamed “Football 4P Ireland” (F4P Ireland). This project expanded to



more schools as well as providing a club based element which was further aided by coach education training funded by the British Council in Northern Ireland.



*Children and coaches from the local clubs from Limavady and Inishowen from the F4P Ireland cross community sessions.*

The University of Brighton maintains the overarching leadership of Football 4 Peace International (for more details of Football 4 Peace International see appendix 1). It has been the connection to other programmes overseas pioneering the development of the methodology, curriculum and training. In Ireland the partnership with the Inishowen Development Partnership provided a base for a newly appointed coordinator recruited from within the community with responsibility for sourcing funding opportunities and establishing and maintaining relationships with partners. The football associations of both Northern Ireland and the Republic of Ireland allowed their networks and coaches in the North West to be trained and utilised in the delivery of the programme (Inishowen Boys League, FAI / IFA). The structure led by this full time employee has enabled the programme to develop and expand. Through developing the team philosophy in the programme as in sport, each partner has a purpose but no one of these is greater than the objective of good relations and peaceful co-existence.

Football4Peace Ireland links into Football 4 Peace International which is an emerging non-governmental organisation which provides training and delivery of activity based community relations and reconciliation initiatives. Along with its partners it currently provides a wide range of sporting programmes in England, Germany, Israel, Jordan, Republic of Ireland and Northern Ireland to children, sports coaches, community leaders, teachers and volunteers working alongside each other to bring differing

communities together through sport and aspects of outdoor education. In the specific context of Northern Ireland F4P is therefore an activity-based community relations and reconciliation initiative which uses football to bring together children from both sides of the border.

## Aims

The aims of the programme are to:

1. Provide opportunities for social contact across community boundaries;
2. Promote mutual understanding;
3. Engender in participants a desire for and commitment to peaceful coexistence;
4. Enhance soccer skills and technical knowledge



*Jim Lowther University of Ulster, Graham Spacey University of Brighton, President of Ireland Michael D Higgins, Prof John Sugden University of Ulster and Founder Football 4 Peace, Damien McColgan Football 4 Peace Ireland.*

## Local Context

To achieve these aims, F4P must design and implement programmes that contribute to providing people (especially children) with pathways and options for personal development and understanding to create equality and peaceful co-existence. Indeed the draft Cohesion, Sharing and Integration strategy in Northern Ireland (2013)

highlights the importance of promoting community cohesion in a number of areas. In particular this document indicates that policy must promote cross-community relations wherever possible through youth work, schools, health and social care provision, regeneration, culture and indeed sport. This policy initiative also filters through into the thinking behind 'A Shared Future' in that although it is important for government to tackle unfairness and inequalities in people's lives; a key challenge for government is to build strong cohesive communities.

The last eighteen months has seen the biggest expansion of the F4P Ireland project, with more than 200 local coaches trained in the values based coaching model, made possible by funding from both the International Fund for Ireland and the Department of Foreign Affairs Reconciliation Fund. Local financial support has also been secured from City of Culture 2013 and Derry City Council's Good Relations department which enables the organisation to deliver programmes showcasing the values based coaching model in sport (examples of other sports) with the aid of both Irish Football Associations.

The culmination of this phase of work was the four day international training held in March 2013, in collaboration with F4P International and delivered by F4P Mentors to promote the values based methodology of coaching sport in Derry / Londonderry, Northern Ireland. The workshop was a pilot to demonstrate the impact the methodology could have, provide possible stakeholders with an example of the F4P work as well as train Irish volunteer coaches, teachers and youth workers from across the divide in the methodology. Participants gained the skills to develop and adapt their learning to multiple sports in various contexts. The event was primarily funded by the International Fund for Ireland (IFI) and the Department for Foreign Affairs.

## **Rationale**

The project now faces a crossroads as with the recent international training event comes the end of the International Fund for Ireland's present funding and the project must assess the way forward in terms of its objectives, structure and sustainability.

F4P Ireland have therefore commissioned a review of the current tutor training programme to ascertain its effectiveness in delivering the aims of this programme specifically in terms of delivering these community cohesiveness goals through this sports coaching programme (as stated in the aims above). The Football4Peace Training Development Programme develops coaches in three distinct tiers based on training in the specific areas related to value based coaching linking sport and community cohesion learning.

The aim of the report to follow is to establish the impact of the F4P Ireland tutor training highlighting the extent to which tutors have incorporated the F4P philosophy into their coaching and how this translates into actual practice at a grassroots level through



participation programmes. This analysis will lend itself to establishing relevant learning points and areas of development which will help inform the future dissemination of F4P tutor training as well as the design of participation programmes aimed at developing children's understanding of community relations and integration.



*Children and teachers from Belmont House School Derry/Londonderry being presented some equipment by the David Blood President of the Football Association of Ireland, Jim McConnell Football Association of Ireland Board Member, Alan Crooks Irish Football Association Disability Officer, Andrew Ward Manager of Inishowen Development Partnership, Paddy Harte International Fund for Ireland and Damien Mc Colgan Programme Manager for Football4Peace Ireland*

This report will also highlight opinions of stakeholders and makes clear recommendations identifying strengths and weakness (in terms of operations, implementation and potential partnerships) and opportunities to maximize efficiencies and effectiveness in future training developments.

# **Present**

## **Evaluation of current training provision**

From 22<sup>nd</sup> – 26<sup>th</sup> March a Football4Peace tutor training residential event took place at St. Columb's Park, Londonderry, Northern Ireland. The data collected at this event sought to investigate:

- 1) the extent to which the training process creates a medium for the aims of the tutor training to be delivered in practice
- 2) the extent to which the project values were evident in training delivery
- 3) stakeholders and potential partners' views

Data was collected via the following methods:

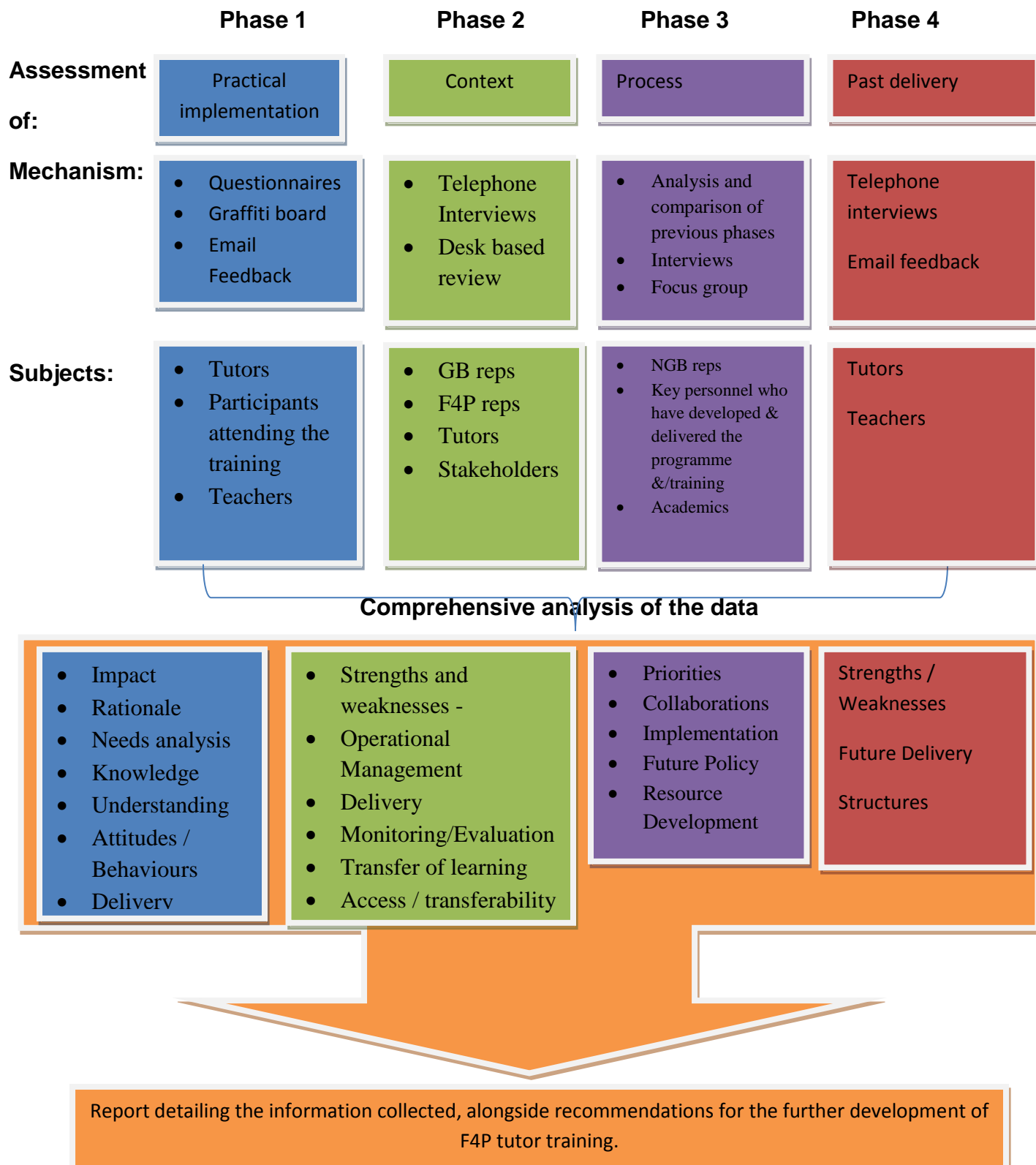
- 1) questionnaires with participants (coaches being trained)
- 2) interviews with the programme organisers and stakeholders
- 3) focus group with tutors, stakeholders and relevant governing body representatives
- 4) follow up telephone questionnaires with governing body and tutors
- 5) feedback from school teachers who attended the festival day with their pupils
- 6) desk based critique of programme aims and impact related to relevant policies

Participants included in the study were coaches who were participating in the tutor training, tutors delivering this training, sporting governing body representatives or various stakeholders of the F4P programme who have had experience related to the design and implementation of the programme. Anyone not directly involved in the design, delivery or participation of the tutor training for the F4P programme or anyone who is not a participant or stakeholder was not included in the data collection.

The four phases outlined (table 1) were carried out in parallel and were cross-referenced to inform the other. This included a comparison and examination of best practice to evaluate its ability for implementation in practice within NI. This aspect enabled recommendations to be made highlighting operational and logistical efficiencies which may affect future successful delivery of the tutor training.

## Methodology

Table 1: Methodology of study



## **Structure of International Training**

A summarised agenda of the international tutor training can be found in appendix 2.

## **Ethos of the International Tutor Training**

Coaches are trained in the methodology alongside activities designed to develop leadership and mentoring skills in order for them to progress and, over time develop skills and acquire experience to be able to train others within their own communities creating sustainability.

## **Participants**

During the international tutor training the tiered pathway was used to develop understanding and promote sharing of knowledge.

Tier one is new coaches, who are introduced to the values based coaching approach and means with which create an environment to implement the values.

Tier two coaches will have worked in the community delivering values based coaching and provided with training to mentor tier one coaches.

Tier three coaches will have worked with the values based coaching framework for a number of years, acting as mentors for tier one and two coaches and coordinating training and delivery programmes, to include participations on international exchange programmes within f4p or partnership programmes

At the International Tutor Training there were 116 participants mostly from Ireland/ Northern Ireland with significant numbers of guests from England, France, Germany, USA, Cyprus, Columbia and South Africa. Twenty-two students enrolled on sport and physical education related courses from the University of Brighton also attended. NGO's and governing bodies from Northern Ireland and Ireland took part and sent delegates or observers, these included: Peace and Sport; Coaching for Hope; Streetfootballworld; Show Racism the Red Card; Commonwealth Youth Exchange Council; Irish Football Association; Ulster Hockey; Ulster Boxing Council and the Gaelic Athletic Association.

## **Overview of Approach**

Day one of the international training involved an introduction to the values based coaching philosophy lead by tier three coaches, day two promoted the use and implementation of the values into practice lead by tier two coaches, day three involved external coaches from governing bodies, University of Ulster, Nerve Centre and coaches of minority indigenous games. This day allowed tutors to see how the values could be introduced into other sports as well as provide workshops in leadership, communication and the historical context. Day four was the festival day with more than 100 children from local schools coming together to St Columbs for a F4P festival day which provided the opportunity for coaches to embed their learning into practice.

The international training was held in the 2013 UK City of Culture Derry/Londonderry at St. Columbs Park House. St Columbs is a facility with both indoor and outdoor training and lecture facilities, operated with the specific remit of encouraging good relations and reconciliation between the conflicting communities of Derry/Londonderry and beyond.

The event was visited by President Michael D. Higgins of the Republic of Ireland on his state visit to the city. The President praised the work of St. Columbs Park House and F4P, stating "We need groups from all religious and cultural backgrounds to build vibrant societies based on the principles of equality, respect for diversity and an openness to work in solidarity with other communities."

Therefore in order to gain a full understanding of the situation in terms of the F4P training we need to review not just the international tutor training but also review opinions of those involved in recent training, both in terms of programme delivery (participants' and teachers' opinions) and tutor training delivery (tutor trainers). Tutors from previous tutor training held in the past year by F4P were interviewed via telephone to obtain their attitudes towards future implementation. Teachers whose schools had attended past F4P Ireland festival days and schools training were asked to provide summary feedback by email of the impact of the courses and their thoughts on future delivery.



## Phase 1

At the end of each day of the international training, participants were asked to complete a graffiti board based on three questions:

*Comment on the values based coaching approach?*

*Comment on Content and Delivery?*

*Miscellaneous comments?*

Responses were then collated and reported according to the tier coaching group.

## Findings from International Training:

- Overview of delivery and organisation of training comments (participants' responses)
- Content of the training & the values based coaching principles

## Content & Delivery of the Tutor training Findings:

### Strengths

- excellent organisation & resources provided
- progression of content appropriate over the 3 days with addition of indigenous games insight particularly insightful on day 3
- off pitch activities complimented the practical sessions
- fun to participate and learn
- coaches enjoyed meeting new people and creating future networking contacts
- coaching of other coaches useful

### Lessons learned:

- a lot of content to cover, very tiring and demanding at times

## Values Based Coaching Approach aspect of the Tutor training

### Strengths:

- straight forward and easy to apply
- interesting new insights provided
- link to everyday life is appropriate
- examples and teachable moments are excellent and insightful for future implementation
- approach excellent for developing children's interpersonal skills
- A focus on values rather than focusing on ability will enhance engagement by all children in future sessions and make them feel fully included even if they aren't as technical good as others
- impact in the wider community will be interesting to watch

### Lessons learned:

- more emphasis on each value is needed with examples of each and a clear definition of each needs to be provided ('neutrality' was an issue)
- more time to practice coaching using this approach would have been good and an opportunity to teach some children would have been beneficial
- questionable whether this approach will be effective if introduced after children have reached the grassroots level
- difficult to switch between teaching sporting skills and reinforcing the values
- need to develop this approach over time and reinforce it consistently
- structuring guidance and take away resources would be help for coaches e.g. coaching cards for different sports

	<b>DAY 1</b>		
	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Content and Delivery</b>	<ul style="list-style-type: none"> <li>• Great introduction into what F4P is all about</li> <li>• Explained very well</li> <li>• Very enjoyable</li> <li>• Excellent tutors</li> <li>• A lot of content</li> <li>• The best way for me to learn was through participating</li> <li>• Great handbook</li> <li>• Content was excellent and fit for purpose with some great ideas but proper pre-activation warm up exercises would be good</li> </ul>	<ul style="list-style-type: none"> <li>• Content well taught and demonstrated</li> <li>• Tutors very confident and showed great knowledge</li> <li>• One problem identified – tutors didn't identify key factors along with the campaign moments they identified</li> <li>• Content good as tutors used personal experiences to deliver on the ground session that could be recreated</li> <li>• Great first day everything covered but maybe a bit more emphasis of tier1's role and importance of values so they clear.</li> <li>• Great to meet new people from different backgrounds</li> <li>• Great to share new experiences with coaches with different opinions , ideas and stories</li> <li>• Great use of off pitch activities</li> <li>• Very informative</li> <li>• Easy to implement</li> <li>• Fun</li> </ul>	<ul style="list-style-type: none"> <li>• Good variety of exercise</li> <li>• Coaching of the coaches useful</li> <li>• Good opportunity to mix with other participants</li> <li>• Introduction in the morning very good as it involved contact and getting to know the group members immediately</li> <li>• Instructions were clear and precise and each game had an appropriate timescale</li> <li>• Never boring</li> <li>• Suitable content that was clearly signposted</li> </ul>

		<ul style="list-style-type: none"> <li>• Great way to meet new people</li> <li>• Clear and concise</li> <li>• Talk in the morning too long</li> </ul>	
	<b>DAY 2</b>		
	<ul style="list-style-type: none"> <li>• Better theory this morning but would have been better after the outdoor session</li> <li>• A bit too unstructured</li> <li>• Enjoyable and easy to follow</li> <li>• Straight forward process</li> <li>• Need more time for debate and discussion</li> <li>• Just the right amount of time per speaker</li> <li>• A lot of mixed views in the indoor session and I feel too many people were talking</li> <li>• The info on Israel, Africa and girls participation while brief was very informative and made me excited about possibly working in one of these countries and implementing the ideas in my own community</li> <li>• Communication barrier</li> </ul>	<ul style="list-style-type: none"> <li>• Indoor great content especially the girls section</li> <li>• More time needed for morning session</li> <li>• T2 meeting more in depth</li> <li>• Longer guest speaker</li> <li>• Wanted more time to coach T1s</li> </ul>	<ul style="list-style-type: none"> <li>• Really informative bringing other perspectives from other cultures about inclusion</li> <li>• Enjoyable, worthwhile activities that stretched thinking</li> <li>• Indoor content was well delivered and very interesting</li> <li>• Great to hear about a variety of models of SD</li> <li>• T3 training was useful, informative and interactive</li> <li>• Interaction in the practical sessions better today between the different communities and countries</li> <li>•</li> </ul>

	<ul style="list-style-type: none"> <li>– accents</li> <li>• Nice to hear new voices and coaching styles</li> <li>• Good chance to practice using the balls however some off pitch equipment would have been useful</li> <li>• Good balance of indoor and outdoor activities</li> <li>• Too long without a break</li> <li>• Talks in the morning too crammed and got information overload</li> </ul>		
	<b>DAY 3</b>		
	<ul style="list-style-type: none"> <li>• Fun</li> <li>• Loved the indigenous games</li> <li>• Multisport approach was very good and especially the Gaelic football gave it a bit of context since we are in Ireland</li> <li>• Like the adaption of games for disabled people</li> <li>• More focus needed on values</li> <li>• Gave lots of new ideas and showed how simple objects can be used for</li> </ul>	<ul style="list-style-type: none"> <li>• GAA and hockey just ok as didn't need another sport to demo values – just apply for your own sport</li> <li>• Helped to relax before festival tomorrow</li> <li>• Exhausting but enjoyable</li> <li>• Informative and intuitive</li> <li>• Great to see how difficult it is with a language barrier</li> <li>• Great to see how to adapt with little equipment or facilities available</li> <li>• Good mix of international sports</li> <li>• Excellent as a source of new materials and making new</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous activities were brilliant for bringing the values out</li> <li>• Realise just how privileged we are</li> <li>• Always great to see another perspective</li> <li>• Initiative inspiring from African examples</li> <li>• Enables relationships to be built</li> </ul>



	<p>a game</p> <ul style="list-style-type: none"> <li>• Good to experience different cultures</li> <li>• More thought in terms of the activities needed i.e. hockey and more emphasis of values</li> <li>• Very good variety in today's content</li> <li>• Enjoyed learning about Derry</li> <li>• Great to learn a lot of new games</li> <li>• Shame that there were not more from NI participating</li> <li>• Great facility to host sports courses like this</li> <li>• Will use ideas in my coaching back home</li> <li>• Don't want to see it stop and hope to pass info on</li> </ul>	<p>contacts</p> <ul style="list-style-type: none"> <li>• Easy to have a fun, value filled session with little equipment</li> </ul> <p>Will definitely integrate into own on-going programmes</p>	
--	--	--	--

## DAY 1

### Values Based Coaching

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• The coach should be the key to this approach as they should be the one setting the values in place</li> <li>• Interesting and different</li> <li>• Very important – if I had not of been here I would have no idea it existed</li> <li>• Very easy to do once given the right pointers</li> <li>• Great examples of teaching moments from the coaches - really helped to highlight the core values</li> <li>• I have a much better understanding after day 1 of how the values are implemented in practice</li> <li>• Values are very important in everyday life and in sport and need to constantly apply these</li> <li>• Excellent – based on values rather than ability which allows the coach to specialise on that</li> <li>• I think the values are easily incorporated amongst adults and I'm curious to see how they</li> </ul> | <ul style="list-style-type: none"> <li>• Need to leave coaching head at home. Lots of opportunities to teach values</li> <li>• Great variation in sessions relating to the values, well planned</li> <li>• Make T1s speak and answer more to know they have understood and are confident with values</li> <li>• Coaches could of used 5 values more while identifying campaign moments</li> <li>• More emphasis on each individual value needed with specific examples on how enhanced</li> <li>• Go through each value with its meaning</li> <li>• 5 values are relevant and easy to transfer to everyday life</li> <li>• Campaign moment a great way of including participants who have less technical ability</li> <li>• Each person is told to emphasise the values and relate them to sport and everyday life- great way forward</li> <li>• Values brought out through the session rather than falsely created – great work</li> <li>• Difficult to switch between</li> </ul> | <ul style="list-style-type: none"> <li>• Very good at a grassroots level but I'm just not sure how effective it is at a higher more competitive level I'm just not sure but I do think it would help maybe just not as drastically as it will with kids. Values great at a young kids level</li> <li>• Values based coaching provides a wealth of opportunity for important inter-personal skills to be delivered through sport and can have a huge impact on children's understanding of key life skills and values</li> <li>• Simple but effective</li> <li>• Eminently transferable to community and life applications</li> <li>• Excited about the potential impact it could have in my community</li> </ul> |
|---|--|--|

	<p>will work with kids and what challenges there will be</p> <ul style="list-style-type: none"> <li>• I like the concept as by nature I would be competitive and so this has opened my mind</li> <li>• I like it that this will progress my coaching skills</li> <li>• Completely different approach with greater significance of developing individuals within the sport so they can relate and take the values into the community</li> <li>• In relation to the education system schools may not appreciate values over skills skill development to meet their targets</li> <li>• 'teachable moments' very good</li> </ul>	<p>sport focus and values focus</p> <ul style="list-style-type: none"> <li>• Whilst it was obvious when the value was identified I found it difficult to pick up on some of the less obvious values</li> <li>• Need to run for a period of time to get into the frame of mind</li> </ul>	
--	--	--	--

## DAY 2

- |  |  |   |  |
|--|--|---|--|
|  | <ul style="list-style-type: none"> <li>• Enjoyed the chance to teach using this approach</li> <li>• Don't think it is effective when over emphasis or jokes are made of the values and sometimes values should be explained more</li> <li>• Still have a lot to learn but it is becoming more valuable and I am starting to see its importance</li> <li>• Innovative approach and I'm looking forward to seeing its application</li> <li>• Really impressed</li> <li>• Learned a lot about making everyone feel welcome and to give each child the same chance regardless of ability</li> <li>• I enjoyed coaching the F4P values. It has changed my view on how important the values are within sport</li> <li>• More detail should be added to how we structure activities according to</li> </ul> | <ul style="list-style-type: none"> <li>• Don't over-coach values</li> <li>• Good to coach session</li> <li>• Good learning demonstrated by T1s</li> <li>• Values getting easier to implement</li> <li>• Values could definitely be brought in at a senior level</li> <li>• Great to have more emphasis and to share knowledge with T1s</li> <li>• Feels good when coaching the values</li> <li>• Include some skill related content for safety reasons</li> <li>• T1s need to ask better questions and need to include more values in their delivery</li> <li>• More confidence needed</li> </ul> | <ul style="list-style-type: none"> <li>• Emphasis of checking what kids know about values important</li> <li>• Excellent idea to bring people together through the vehicle of sport as it enables people to communicate together and show cooperation as they work through the challenges to overcome problems which can be replicated in everyday life – transferability of learning</li> </ul> |
|--|--|---|--|

	communities and their needs/issues <ul style="list-style-type: none"> <li>• Value based coaching is vitally important for bending the tree whilst still young</li> <li>• It bridges divides</li> </ul>		
<b>DAY 3</b>			
	<ul style="list-style-type: none"> <li>• Should be rolled out to other organisations</li> <li>• Excellent philosophy</li> <li>• Learned a lot</li> <li>• Appropriate holistic approach to developing a person</li> <li>• Good to see the values transferred to other sports today</li> <li>• Values based coaching is very different to what I'm used to but it's been a great leaning experience and been enjoyable</li> <li>• Highly useable in so many situations</li> <li>• Only value that needs clarification is 'neutrality'</li> </ul>	<ul style="list-style-type: none"> <li>• Time after sessions to make notes and evaluate in depth</li> <li>• More activities if possible</li> <li>• Learning through doing</li> <li>• Sometimes the best leaning takes place informally just talking to other people and getting ideas</li> <li>• Transferable skills</li> <li>• Important to be mindful of many different personalities and abilities</li> <li>• Talks were easy to relate to</li> <li>• Because it's called football for peace people don't realise that it's not about coaching football – it's about the values of everyday life and within sport in general</li> <li>• 45 mins session better than an hour especially by the 3<sup>rd</sup> day</li> <li>• Possibly a better way to coach children</li> <li>• Outcome less important</li> <li>• Continued reinforcement but ensure we are coached as</li> </ul>	



		coaches rather than players/participants <ul style="list-style-type: none"> <li>• Values need to be remembered at all times</li> <li>• Knowledge needs to be passed on to the schools and clubs to really keep this going</li> </ul>	
<b>DAY 1</b>			
<b>Misc.</b>	<ul style="list-style-type: none"> <li>• Everything we did could be introduced into other sports</li> <li>• Felt one guy wasn't here for the right reasons</li> <li>• Had an enjoyable and educated day</li> <li>• Really cold and terrible rain /sleet/snow</li> <li>• Great catering facilities</li> <li>• Great cooperation between participants</li> <li>• Looking forward to getting involved in the coaching</li> <li>• I really enjoyed the trainers' energy and despite the cold they continued with all involved</li> <li>• I felt very welcome today from the F4P staff to the hotel staff and the others</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor venue really good, lots of equipment</li> <li>• Nice hoodies</li> <li>• Indoor facilities excellent</li> <li>• Well organised and clean conditions</li> <li>• Great atmosphere</li> <li>• Indoor facility would have been a great asset</li> <li>• Amount of content was very good, not overwhelming. Too many courses cram too much into one day and I lose focus however the 2 x 2 hour outdoor sessions with little classroom time was a suitable amount</li> <li>• Great instructors</li> </ul>	<ul style="list-style-type: none"> <li>• Everybody enthusiastic</li> <li>• Great day despite the weather</li> </ul>

## Summary of International Tutor Training Participants Feedback

- The feedback from participants on the training has highlighted the importance of informal learning on training events whereby participants learn from the experiences of others through informal networking.
- Taking this further tutors own experiences were seen as a means to make learning more realistic, highlighting the importance of the tiered training approach.
- In terms of 'train the trainer activities' it is important to treat the participants as coaches rather than players.
- The mix of practical and theory was seen as important to embed learning. The duration of the sessions needs to take account of the workload and the participant's ability to retain information.
- It was difficult for coaches to move from coaching the sport to coaching the values, especially to coach the values in a natural way, training in observing the coachable/teachable moments was very important, while the use of simple games with little rules and coaching points highlighted the values based approach.
- The values need to be remembered at all times in the formal approach and informally.
- Time needed for self evaluation
- Important to both learn through being taught and to learn through teaching.



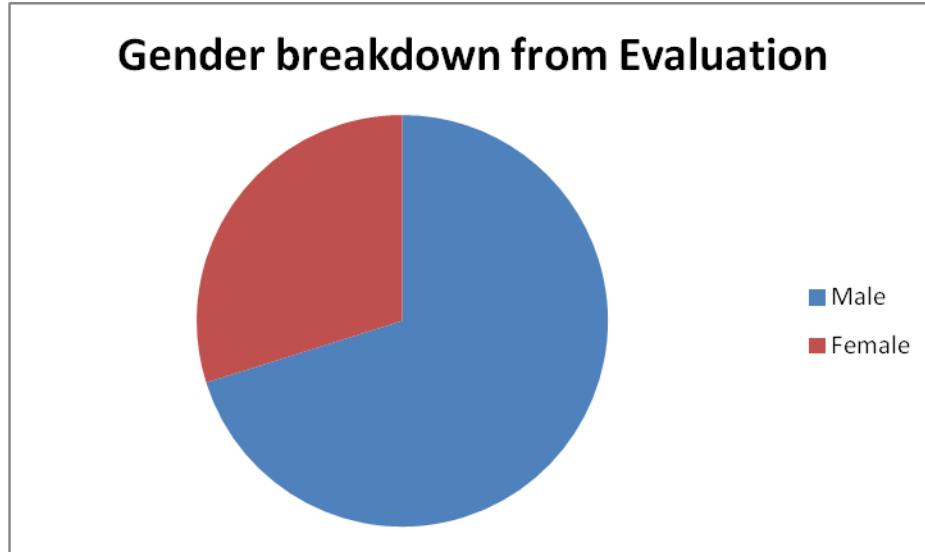
*Local and International Coaches during their evaluation session hosted in St Columbs Park House, Derry/Londonderry*

## Participant Questionnaire

On the final Day each participant was asked to complete a questionnaire (See Appendix 3), Below is a summary of the participant questionnaires Feedback

67 questionnaires were returned, out of a total participation of 116, a return rate of 58%  
The returns broke down as follows:

**Chart one**



30% of the questionnaires were from females and 70% from males, this provides a reflective review based on the attendance level of 28% females and 72% males.

**Chart two**

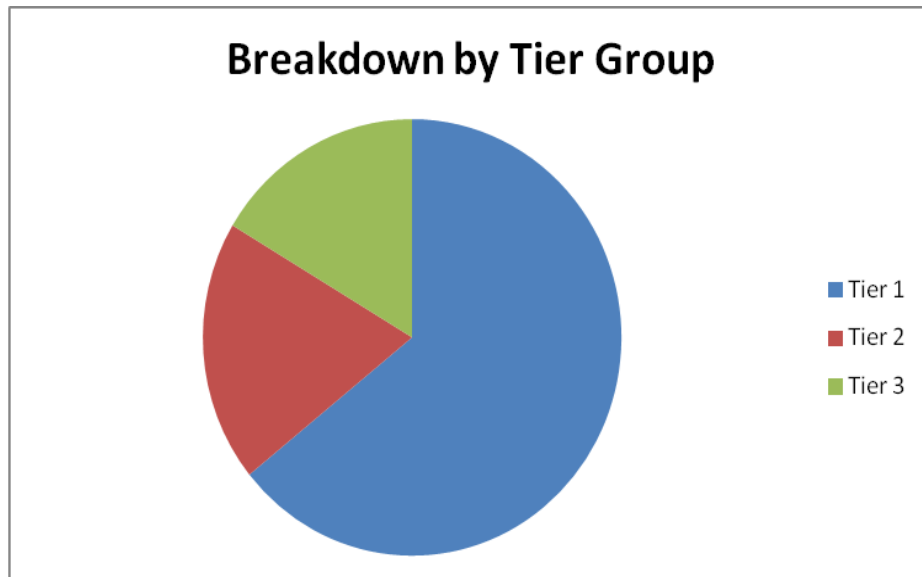


Chart two shows the breakdown of responses from the questionnaires by tier coaching group, this shows 64% came from tier one, 19.5% from tier two and 16.5% from tier three coaches. This compares to actual attendance of 73% from tier one, 17% from tier two and 10% from tier three coaches

**Chart three**

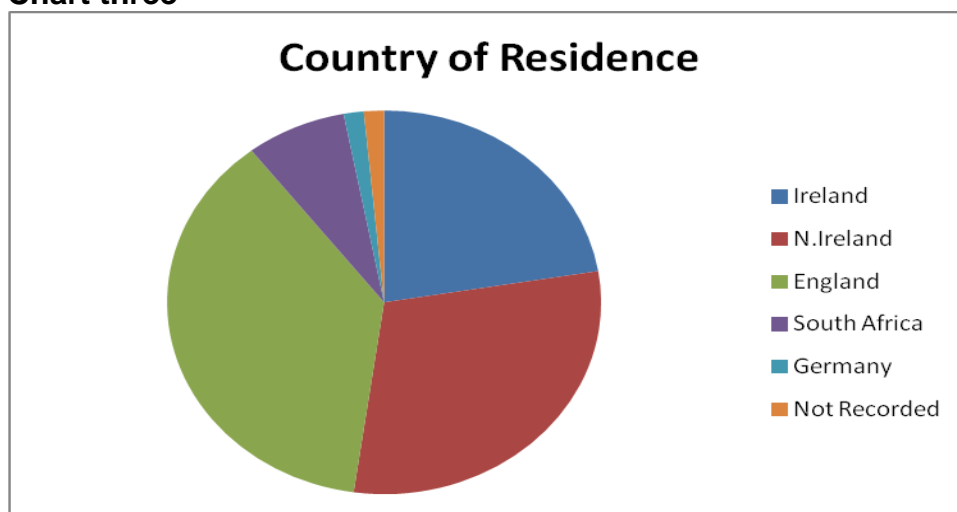


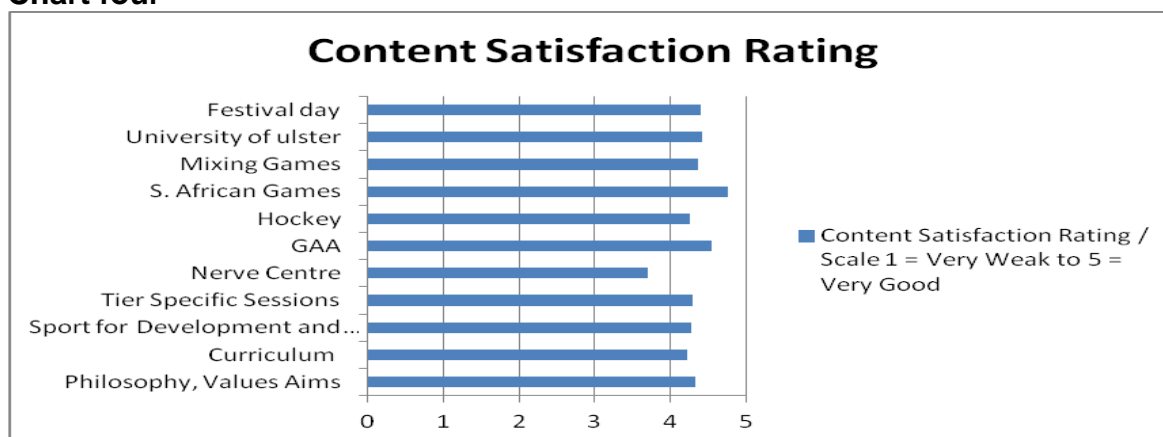
Chart three shows the return of questionnaires based on Country of residence – Ireland = (22%); N.I = (30%); England (37%); South Africa (7.5%); Germany (1.5%); Not recorded (1.5%), this compares to actual attendances of Ireland (22%); NI (45%); England (22%); South Africa (7%) and other overseas participants from France, Belgium, Cyprus, USA, Columbia and New Zealand.

### **Content Review**

As part of the final questionnaire participants were asked to rate their opinion of the eleven elements of the programme content. The rating scale used 1 = Very Weak; 2 = Weak; 3 = Average; 4 = Good; 5 = Very Good

The chart four below highlights the average response for each element of the training.

**Chart four**



It was clear from the responses that the S.African indigenous games and the GAA coaching proved the most popular (see Appendix four for table three showing the

average, standard deviation, mode, minimum and maximum rating for each activity. The biggest difference in rating came with the Nerve Centre training which focused on the history of Ireland. Some of the comments below under areas to improve in terms of historical context suggest that this area is important but needs refinement.

**Chart five**

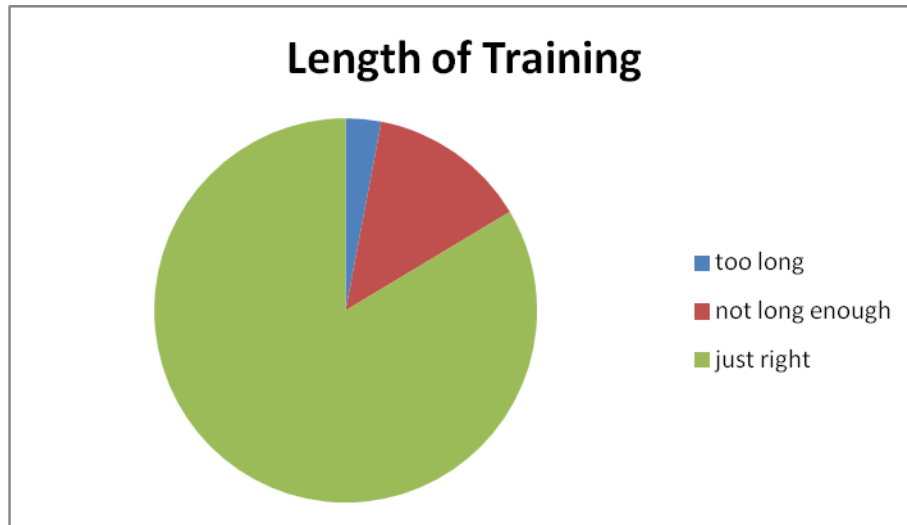


Chart five shows that the majority of people thought that the length of training was just right at 84%, with 13% feeling it wasn't long enough and 3% feeling it was too long, (See appendix four table four).

**Chart six**

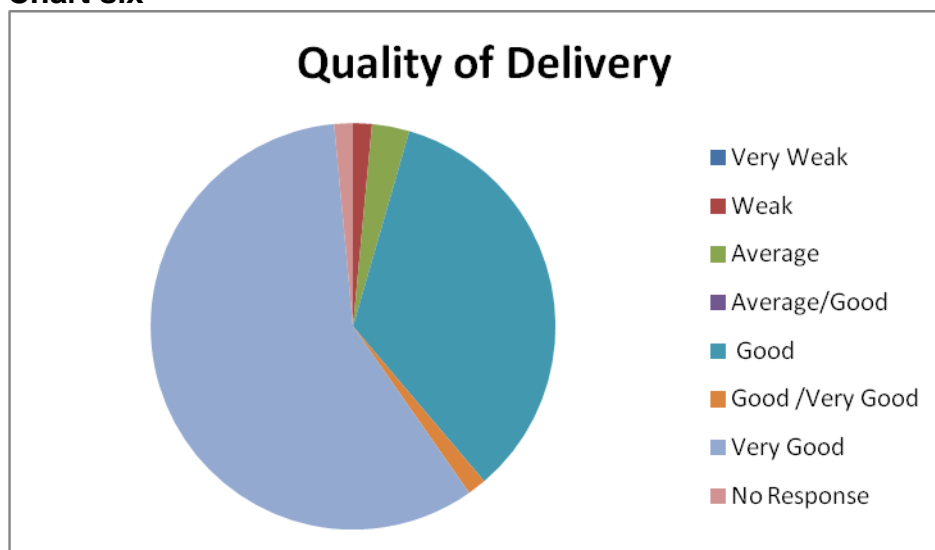


Chart six shows respondents opinion on the quality of delivery during the training with 93% viewing the delivery as either good or very good. (see appendix 4, table five)

**Chart seven**

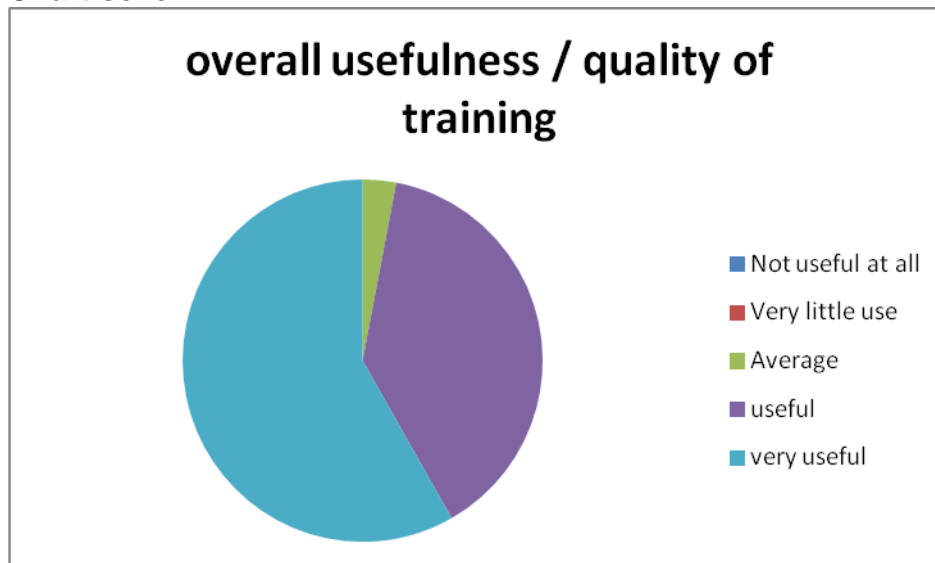


Chart Seven shows the respondents view of the usefulness and quality of the training with 97% viewing the training as useful or very useful. (see appendix 4, table six)

**Chart eight**

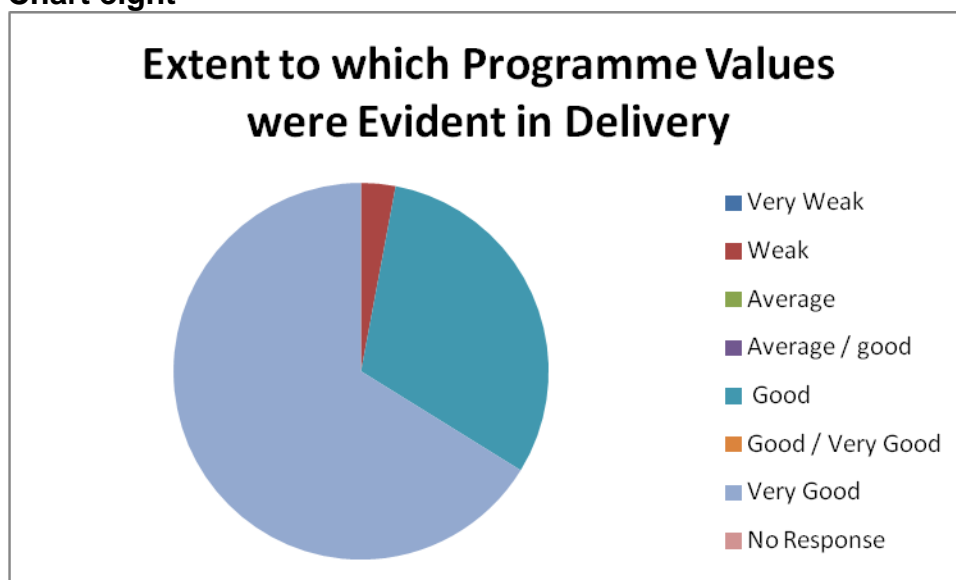


Chart right highlights the extent to which participants felt the programme values were evident in the delivery, from this 97% felt that the values were evident throughout the training. (see appendix four, table seven).

**Chart nine**

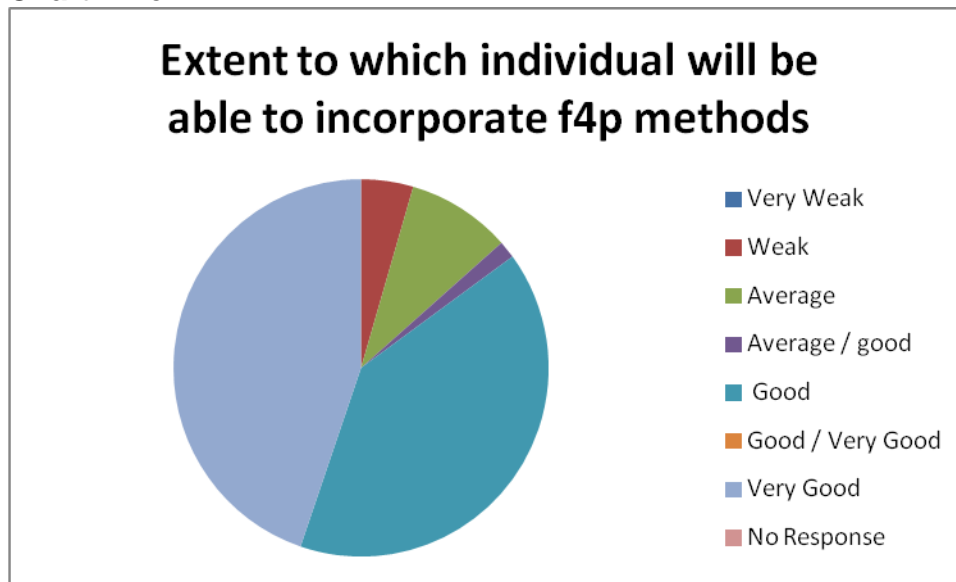


Chart nine shows the extent to which participants felt they would be able to incorporate football for peace methods in their future coaching / teaching, the chart shows that 85% of people thought that there was a good or very good opportunity to incorporate the F4P methods in their coaching / teaching. (see appendix 4 table eight)

### **Summary of Responses**

It is clear from the questionnaire responses that the training was both useful and delivered in an appropriate manner, the content on the whole met expectations, some areas of the training content was thought to be more relevant than others, going forward it should be a priority to link all training to key learning objectives.

### **Areas to Improve**

- The neutrality value needs more examples and further study
- More time is needed to assess the reasons for conflict in order to understand the past and build programmes to tackle the issues
- Provide more historical context but in a managed manner, using global case study based historical conflict significances, either by DVD or individual stories, being careful to ensure this is neutral, yet provides a clear picture of the reasons for the conflict on each side, the affects of the conflict on the society and individuals and changes made.
- Use more post intervention impact stories of F4P highlighting successes, barriers and risks
- Provide more time for debate and discussion rather than simply presentations
- More time to coach kids and therefore embed learning



### **Areas of Success**

- Continual feedback on the course and informal feedback from tutors was valuable
- Provided more confidence in an area / sport
- Focus on less goal oriented coaching

### **Future Considerations**

- Further pathways to develop
- Importance of qualification to build the stature and importance of the training
- Online resources
- Class based resources beyond the drills
- Target age related sessions starting at younger age
- Link the sporting values to every day life values
- Potential to develop resources for those with special educational needs

### **Planning**

- The importance of learning from other sports and cultures was highlighted; this needs to be taken into account when planning groups.
- Pre training information would set expectations prior to the training and also build confidence of ability.

### **Phase 1 Part 2**

#### **Summary of School Participant Review**

On day four of the international training a number of local secondary schools were invited to St Columbs to take part in a multi school, cross community festival day. The structure established involved tier one coaches teaching the lessons, with tier two coaches providing support and tier three coaches managing the organization of the event. After the festival an email was sent to each school for the attention of the responsible supervising teacher who had attended the festival day with their class.



*Pupils from the local schools from Derry/Londonderry with the local and international coaches at the training festival.*

Comments from pupils:

**Year 8 pupils:**

"I really enjoyed the day! I enjoyed getting to know new people and learned why it is important to have good manners and show respect"

"I enjoyed the day because I had lots of fun and met lots of new friends. It was really cold but that didn't matter, our coaches were lovely. I learned about values like cooperation and equality"

"I learned lots of new stuff about football. I had never really played football before but our coaches were really good and I enjoyed it. We talked lots about values like equality, and I learned why it is important that everyone is treated the same and not differently"

"I learned to listen and I learned new skills which will come in useful for the future"

"I made lots of new friends – they were all very nice and friendly"

"I learned a lot about good sportsmanship"

"The coaches were really good at helping us"

"We learned how to respect others. That's what it was mostly about"

"We learned to take turns and pass to people who were left out"

**Teacher Feedback - Relevance to Tutors**

"The day was a great success. It was very highly organised and the quality of coaching on display was fantastic"

"I thought the coaches were all really enthusiastic, well-prepared and spoke to the children in a very friendly, approachable manner"

"They all looked keen to put the children first and seemed to give their full attention to every member of their group"

"The way all the coaches interacted with not only the children but the visiting staff was something that impressed me"

"The instructors with the groups were excellent – they were very encouraging and taught the boys a lot. It was a very worthwhile event and exceptionally well organised"

**Relevance to Students**

"Many of the girls had never played football at all and they gained so much on the day. All of the students seemed to mix really well which was one of the main objectives of the day. They were delighted with their "goody bags" and were talking away about the values they had learned about on the way back to school"

"Many of the children I took were from our lower ability classes and the coaches were able to differentiate the activities appropriately"

"They felt very safe with each coach, while working with children from a number of different schools. All the drills involved seemed to have the desired effect in bringing all the children together, communicating well with each other, and they were all fun and enjoyable to do"

"The girls who take a little more 'persuading' in my school to get involved in football loved it and said they would love to do it again"

"They thoroughly enjoyed themselves – not one of them mentioned to me about religion even after they found out what other schools were there. There was no animosity and

no bad feelings”



*Representatives and Dignitaries attending the Festival Day at the International Training with the local children from Derry/Londonderry.*

# Future

## Phase 2: Context

### Future - Policy

- To answer how the future for F4P should look it was first important to look at the current policies in place in the jurisdiction for sport for development programmes.
- The F4P philosophy aligns to the current governmental policy development in Northern Ireland and international good practice. The table below shows the similarities when comparing the values of F4P with the Northern Ireland Sport Matters Strategy (2009-2019), The NI Draft Programme for Cohesion, Sharing and Integration and the Olympic and Paralympics.

**Table 2 Summary of Values**

F4P	Sport Matters	Olympic and Paralympics	The Draft Programme for Cohesion, Sharing and Integration
Equity & inclusion	Equity	Equality	Equality
Trust	Honesty	Friendship	Fairness / Rights
Responsibility	Integrity	Excellence / Determination / Courage / Inspiration	Responsibilities
Respect	Respect	Respect	Respect





*Children involved in the Football4Peace coaching sessions*

The Draft Programme for Cohesion, Sharing and Integration together with the Sport Matters Strategy should be the guiding documents for sport and inclusion projects on the island and it is important for F4P to align objectives in any future programme development in conjunction with the local need of the individual projects.

The PEOPLE Objective of the Programme for Cohesion, Sharing and Integration act as a guide to outcome requirements in the area:

- Promote fairness, equality, rights, responsibilities and respect
- Emphasise inclusion, interdependence, acceptance and understanding
- Embrace and promote better relations between all sections of the community participating in our society
- Encourage dialogue between and within all sections of the community, north/south and east/west
- Build on shared values of human rights and equality to build a society which honours rights and accepts our civic responsibilities to one another
- Promote a partnership ethos within our community which celebrates difference.
- The programme accepts that sport can play a key role in bringing about positive good relations outcomes but it can also contribute to traditional patterns of segregation.

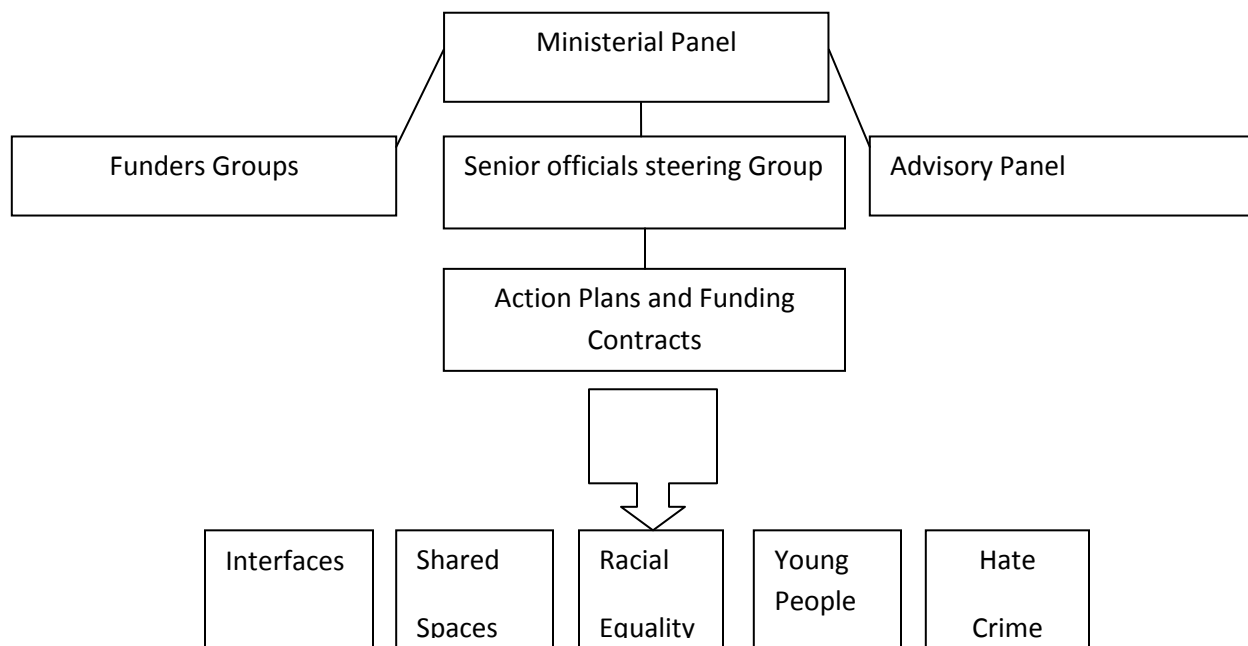
The Sport Matters Strategy specifically supports cross community projects to reflect the principles of the Draft Programme for Cohesion, Sharing and Integration to promote good relations outcomes. The programme and strategy is a long term approach with emphasis on engaging with young people to build a culture of mutual respect. This will involve coordination between The Department of Justice, Department of Education, Department of Social Development, Department of Employment and Learning and

Department of Culture Arts and Leisure, as well as local councils, this will be overseen by OFMDFM and its independently chaired all party working group.

### Mechanism for Implementation of Cohesion, Sharing and Integration in Northern Ireland

Chart ten below provides a framework for which to replicate a sport for development implementation mechanism with all key stakeholders involved in a strategic approach, collaborating in delivery, training, policy, research and evaluation. This would involve an appointed advisory panel, a steering group and sub groups targeting each of the five focused themes highlighted below.

**Chart ten**



The Programme for Cohesion, Sharing and Integration highlights the importance of coordinating work across Government to build the capacity of individuals and groups within the local community, to ensure all sections of the community will be empowered and better equipped for the future. This is replicated by the F4P philosophy.

The programme further highlights the important role which young people have to play. Their contribution to society will become more relevant as we move from a society of mistrust and division to one that is shared, inclusive and respects the rights of all.



Children involved in the Football4Peace coaching Festival.

The recently announced “Together: Building a United Community’ Programme in Northern Ireland presents opportunities to develop partnerships for F4P. The programme will involve the following relevant outputs:

1. The creation of 10,000 one year placements in our new “United Youth Programme” offering young people in the NEETS category structured employment, work experience, volunteer and leisure opportunities along with a dedicated programme designed to foster good relations and a shared future
2. 100 Shared Summer Schools / One or two week Summer Camps to be held across NI by 2015 for post primary young people
3. Creation of a significant Cross-Community Sports Programme
4. A 10-year Programme to reduce and eventually remove all interface barriers, working together with the local community

It is clear the existing work of F4P can coexist and link into the policy development proposed within NI and cross border areas.

## **Diversity in the Republic of Ireland**

In 1996, Ireland reached its migration "turning point," making it the last EU Member State to become a country of net immigration. Recent census figures show that the numbers of those moving to Ireland from other countries continued to rise during the period 2006 – 2011 (albeit at a reduced rate more recently), despite the impact of the economic downturn. 13.5% of Ireland's population now identify themselves with ethnic groups whose cultures are quite different to that of the majority population, while a further 0.7% at least are re-affirming their distinct Traveller cultural identity. The government published *Planning for Diversity* in 2005 as the National Action Plan Against Racism. It has as one of its core aims the development of Anti-Racism and Diversity Strategies (ARDS) by each of the 34 Local Authorities around the country. Diversity and inclusion feature in recent programmes for government. The programme for government in 2011 aimed to promote policies which integrate minority ethnic groups in Ireland, and which promote social inclusion, equality, diversity and the participation of immigrants in the economic, social, political and cultural life of their communities.

## **Academic focus group**

Feedback from two non UK based academics with specialist expertise in PE and research regarded the work of NGOs suggested that links with universities are very important in the strategic development of the Football 4 Peace project. Universities have resources that NGOs do not have access to and university students are a very suitable workforce to train in values based coaching. The training of students who later become teachers also adds sustainability to values based coaching.

## **Phase 3**

### **Process**

#### **Stakeholder Review**

The next section provides a summary of the Governing Body focus group and individual interviews with Governing Body Representatives.

*During the focus group and telephone interviews three questions were posed:*

- 1. Do you think the values based coaching model can provide benefits to your sport / organization?*
- 2. What considerations are required for implementing values based coaching?*
- 3. What structure is required for the future of sport for development locally?*

#### **Future - Relevance to other sports**

There was a board agreement that there is added value when working with other sports which creates transfer of learning. Not just in the sports coaching but in professional personal life skills.



The values based coaching model would have generic benefits through a range of sports **beyond simply coming together to play other sports**. However It was also highlighted that going forward it would be important to structure training with content on single sport only pathway and multi-sport delivery pathway as each method would have benefits to ensure the catchment was as large as possible and learning would be targeted and shared.

Resources and support structures are vital as the values based coaching model creates an opportunity to **provide alternative pathways** rather than playing within each sport. The values based coaching model could be adopted to build relationships and understanding among officials, players, coaches, managers and referees, supporters and parents.

By **influencing parents in support** of participation and reinforcing the learning, a **ripple effect** of the training will be created.

The range of partnerships that exist with sporting groups throughout Ireland creates a potential for both regional and international development, to include Canada, USA, Europe and through Irish aid in Africa. Working with these **existing links** will provide a platform to develop football 4 peace and open potential EU and International funding opportunities.

### **Future Training**

There is a need for a strategic approach to training within the area of sport for development. Any future **training must be accredited** with a qualification to build confidence and buy in.

Any qualification must **align within the existing coach education ladders** of each sport, as either a module within an existing award or as a pathway, based on the tiered level approach. This would enable an introductory education to all coaches as a requirement, while creating a pathway for coaches specialising in coaching within areas of social challenge.

Qualifications should be targeted at both coaches to deliver the values based award and administrators to establish the environment and policies to sustain and support the training.

The section below is based on telephone interviews with governing body and F4P coaches carried out after the international training.

### **Delivery content to participants**

It was thought that tiered age appropriate training over a longer period to sustain and support the participant would embed the values in the young people would be appropriate. It then follows that creating opportunities to follow up with the participants years after the programme will be beneficial both in terms of providing further training and a offering a pathway to become a peer leader.

Peace building and inclusion through sport projects have developed beyond engagement participation activities and bringing people together and there is a need for real substance in the projects to address the issues.

It was thought that the delivery could be community and or school based with the key requirement that the objective is inclusion and creating understanding as in some circumstances club based coaching can be hard to break away from the individual sport and performance.

### **Evaluation**

Follow up with past participants at agreed points after their participation as young people in the F4P programme would create an opportunity to assess the impact of the values based coaching programme over time with feedback on current issues able to shape future delivery and training.

### **Pathway**

The importance of parents, peers and community leaders was highlighted as a need exists to support the participants through support from these people. Specifically designed resources or training for these individuals is needed to sustain the learning.

### **Tutor Training Content**

There is a need to:

- challenge attitudes with further training
- create a standardised approach to design
- organise delivery and evaluation to enable sharing of information and learning.

Understanding the past is a key issue with regards dealing with the past with the history of the conflict in Northern Ireland and international conflicts playing an important part of understanding and any future training. The aim should be to build a mutual respect between groups and to do this the training needs to identify ways to build understanding and bring issues out in the open to dispel myths while not alienating anyone.

The importance of peer leaders and role models within the training process and as an engagement tool was highlighted.

There needs to be in a strategic way forward and it is proposed that training should take the form of both a standalone module, but flexible to be able to be added to the coaching structure already in place within each sport, i.e. a module that could be added to any level within the coaching pathway.

The training needs to challenge conventional thinking regarding coaching technical and tactical elements, to focus on the values thus creating a new way of thinking. Governing bodies and leaders should target specific coaches who work on projects targeting inclusion which would build a knowledge bank and forum to share experiences and inform future training.

The tutor training needs to cover indirect communication and how to present yourself as a coach, highlighting the differing approaching to coaching and values based coaching

which would include equipment and resources as well as subtle methods of managing a group, for example a coach may use a whistle to control a coaching session, however during a values based coaching method the coach may use peer leaders within the group to control the session.

The values based coaching method goes beyond the actual on field coaching and thus is vital that the tutor maintains the values in all contact with the participants.

### **Future - Structure**

It was thought that an independent body should lead the development of sport for development underpinning the values approach which all Governing Bodies could be part of. This would also need to include collaboration between departments responsible for sports development, community development and coaching development.

### **For example:**

- Department of Culture, Arts and Leisure
- Sport NI, Irish Sports Council as they are lead for sport development
- Coaching Ireland - UK sport – Skills Active for coaching qualifications
- Community Relation Council and Department for Social Development for community development and volunteering
- Governmental support from OFMDFM
- Need to establish governmental responsibility for sport for development and peace bringing all democracy stakeholders together.

### **Phase 4 Past Delivery**

In order to get an overall picture of the impact of the F4P training in schools, teachers involved in the schools based projects over the past two years were emailed and asked to respond to two questions:

*What are your views on the football 4 peace project?*

*What changes would you make to the future project?*

### **Feedback from teachers**

“The students really enjoyed visiting the different schools and meeting the other students”

“The not too competitive nature was positive”

“The standard of footballers was very good from some schools so some of the not so good footballers were a bit self-conscious and didn’t interact as much as they could”

“The group we were in wasn’t very diverse and maybe that could be looked at in the future”

“The students really enjoyed the activities and the values taught were very important”



*Children from Limavady, Derry/Londonderry and County Donegal that took part in the Football4Peace Ireland schools sessions.*

“The concept of bringing the values within expresses issues that they need to deal with more in this changing society. The population are for some time now more diverse than just the religious background”

“The familiarity that everyday’s basic mannerism can be extended to the field of play within the 5 values is excellent. This gives the kids the opportunity to explore the meaning’s of them more meaningfully and in a relaxed and fun atmosphere. This is important as we want all children in society to feel valued and welcomed, particularly through sport”

“If I thought the funding could be found an overnight programme would be excellent to set up more activities and workshops of how the values are required in everyday life”

“To meet for three hours is fine, but can easily be lost in the excitement of getting out for the day. Also, the kids get a short time to meet some new people, and although some of the bonds that have been forged are good, they do not get an extended period where they can meet more than a few within their group”

“The programme’s ethos and sustainability I feel is very good. This program is at the centre of breaking issues away from the sporting field and should be encouraged as much as possible by anyone who can help.”

“They particularly enjoyed meeting new people and interacting with others. This is especially true when they are not hosting the event. A better experience is gained when all schools are involved in hosting at least one session.”

“One very important factor that enables our school to participate in Football 4 peace is the funding. Without it we would not be able to sustain payment for substitute cover”

“Discipline was an issue”

“In addition to the physical activities I think it might be a good idea to get the children to collaborate together to present something at the end of the year.”

“Today in society there are many barriers to inclusion, so it is important to promote inclusion and integration in all primary settings and teach children to celebrate difference”

“Educating young children is crucial for them to have the knowledge and skills to become interdependent and embrace inclusion and integration. These values are not only important in football, but are valuable traits to carry into everyday life.”

“Children with any Special Educational Needs (SEN) got the opportunity to take part in a sports programme that catered for all.”

“The children made new friends from different communities and religions”

“It has taken three sessions for the barriers between the kids to start to come down.”

“We would envisage a combined senior school approach where teacher with the help of coaches would deliver the programme. It would be great to have a coach on hand every other week or once a month to keep everything running smoothly and for staff confidence/development.”

“Children with SEN take more time to break down social barriers and get to know others so meeting over a number of days was ideal in terms of consistency for the kids as well as becoming familiar with the expectation and other kids and adults there.”



*Children Involved in the Coaching sessions of Football4Peace Ireland*

## **Conclusions**

### ***Contextual***

When developing the future strategy for F4P it is important to consider the cross cutting themes which sports for development offers as in the Northern Ireland context the following Governmental Departments have responsibility for related aspects. As such attention should be paid to the Departments strategies and objectives when developing future F4P Programmes.

Linked Responsibilities:

- Department of Education – schools based projects;
- Department of Culture Arts and Leisure – Sports based projects;
- Department for Employment and Learning – Vocational Training
- Department for Social Development – Shared spaces and volunteering
- Department of Justice – Build safer communities
- Department of Health, Social Services and Public Safety – Public Health;
- OFMDFM - Promoting and monitoring implementation of equality of opportunity/good relations.

### **Delivery**

It is important to ensure that everyone is aware of the ethos of the project and to ensure that ability and competitive levels are taken into account and to remove any barriers faced by those who have limited ability or experience compared to those who play the sport regularly and have a high ability. This is especially important when working with those with special education needs (SEN).

Consideration should be given to:

- Ensuring groups with children around the same heights and same builds and of similar ability
- Enabling children with (SEN) can work with other children from mainstream classes
- Coaches and Special Needs Assistants (SNAs) helping coaches out with some one-to-one if needed
- Expanding the project to teach children from an early age.
- Longer contact time to develop and embed relationships.
- Ensure that the location of the delivery is taken into account, with sessions in neutral as well as familiar and unfamiliar environments, were participants get a change to host sessions as well as attend sessions in other peoples areas.
- Need to ensure strict discipline in line with the values based coaching model

### ***Tutor Training***

- Training should be developed into shorter module based elements, to be delivered as stand alone courses or as part of the qualification;
- Training specifically tailored to sit within existing governing bodies qualifications ladder;
- Training content development in conjunction with key stakeholders to include Sport NI, Coaching Ireland, Irish sport Council, Governing Bodies and Education boards. Schools based content should be mapped against curriculum;



- Need for appropriate qualifications pathway for tutors targeting 1. Coaches, 2. Administrator, 3. train the trainer and 4. Peer leaders;
- Use existing sporting partnerships to develop local and international development of the values based coaching model from football 4 peace with a medium to share and learn;
- Future training should take account of this informal learning mechanism. This would allow **more time for 'debate and discussion'** and therefore challenge attitudes and myths.
- Use realistic examples to enhance learning.
- Highlight the differences and impact of coaching the values rather than the tactical or technical.
- Highlight potential risks and barriers associated to sport for development projects as a background in training.
- **Focus on the values and how to naturally work these into training sessions with examples of pathways to challenge learning beyond the basic value.**
- Need to highlight the values based approach **beyond the sport** in everyday life. The coaches also need to reflect the values outside the coaching sessions.
- Consideration should be given to **tailoring the training to meet the needs of the target group**, this extends to hosting single entity group training and multi culture group training to target specific areas or to develop learning from within the group.
- Identifying coachable moments, together with communication and observation skills are key to the training, use these coachable moments to get teaching point across. Focus here should be on **asking the right question** to create debate and provoke thought!
- Thus training needs to include observation, communication and conflict management, problem solving, leadership and teamwork. Coaches need to be able to integrate the values without breaking the flow of the sessions.
- In terms of length of training, the evaluation indicates that shorter sessions of 45 – 60 minutes are ideal for learning.

### ***Tutor Training Pathways***

- The impact of the tutor training on coaches over time should be evaluated.
- Tutor training must include courses tailored to meet the needs of the participant with a tiered approach to create a pathway and share learning:
- This might involve:
  - Level one
  - Introduction for participants of values based coaching
  - Level two for active coaches
  - Values based coaching in coaching setting, with age appropriate pathways based on existing coaching ladder. This would assist to develop a long term approach and strategic pathway for learning.
  - Level two for club administrators / Policy makers
  - Values based implementation and policy development
  - Level 3 “train the trainer” – for advanced coaches to be able to train other coaches, this would need to be time limited to take account of the ever changing environment.

- Additionally a basic introduction and resource should be created targeting participants support structures and be aimed at either teachers, parents or community leaders to promote understanding of the values based coaching model and provide a resource to compliment learning away from the direct participation time with F4P tutors.

### ***Participant Pathways***

The pathway for tutor training should be replicated with a pathway for young participants. This will ensure learning is complimented over time with age appropriate delivery as well as a pathway to not only assess impact over time but create a mechanism for peer leaders. This would involve a structured programme of delivery with follow up sessions built in to assess impact and provide opportunities for tutor training.

### **Resources**

- Create learning resources for each stage of tutor training
- Need for both a single sport and multi sport themed games approach to F4P
- Create an environment of support for participants with an introductory module to the values based model aimed at parents / community leaders / peer leaders may develop the programme further with resources to aid support delivery by community leaders, peer leaders or teachers, this could be class / group based learning, to compliment direct learning from F4P tutors and embed impact.
- The importance of a local coordinator with knowledge of the local issues who can build networks both locally and internationally has been shown to benefit the programme as it has expanded since the employment of a full time manager, however additional support resources are needed to maximise impact both in local communities and in terms of the potential benefits of the international exchanges.

### **Collaborations**

As the brand and reach of F4P grows throughout the world, it is worth considering how to practically link those involved to share learning, this could take the form of annual activities and events where all participants in F4P programmes could take part in their own environment, but shared over the internet or through DVD

Interactive opportunities through e-learning and updated website to share knowledge

Key to the implementation of the Northern Ireland Sport Matters Strategy is collaborations between a number of partners based on the proposed framework of values and principles. In a similar way F4P will need to strategically develop a working committee of stakeholders to align the sport and drive the values based coaching model forward on the Island of Ireland.

Need to feed into the OFMDFM strategy for Cohesion, Sharing and Integration, with a specific sub working group focusing on sport within the context of cohesion, sharing and integration, with topics of: education, justice, employment and learning, research and evaluation.

Within the context of Ireland and Northern Ireland, North/South and East/ West collaborations are essential for building a shared future, not only socially but economically within funding streams available for cross border and European wide projects.



It is clear that any approach to values based coaching needs to be longitudinal to embed learning and maximize impact, therefore it follows that any future project will require long term funding over at least five years to embed learning and assess impact. Within the framework it is key to develop a specific tiered structure for tutor training, an example of which is provided below as a guidance towards tiered content.

## **Specific Tiered Structural Tutor Training**

### **Football4Peace Training Development Programme Based on Governing Body and stakeholder feedback**

The training strategy outlined herein is designed to aid the local community groups and clubs enabling them to understand and reach out to all sections of the population living in their diverse localities. The overarching aim is to deliver effective and inclusive sport programmes in divided community settings in ways that emphasise the values that underpin good relations and good citizenship. The training programme will consist of four levels, the aims and contents of which are outlined below:

#### **Introductory Award;**

**Aim:** to introduce a values approach to delivering good relations through sport in diverse community settings

- This will be a showcase event of two sessions,
- 3 hours practical in the values with examples of the coaching,
- 3 hours in community relations awareness in sport,
- Communication in sport
- Case study examples of good practices
- Community issues related to sport
- Importance of leaders and role models

#### **Tier One;**

**Aim:** to equip participants with the knowledge, capacities, and technical abilities, enabling them to contribute to the practical delivery of programmes of good relations through sport in diverse community settings

- This will have more detail in the values based coaching and how to implement these in the sport,
- One day of coaching examples through the values based coaching in sport,
- One day of assessment with coaching other coaches in the sport,
- One day of conflict resolution and community relations in sport,
- Observation of training and identifying group dynamics
- Equality and diversity
- Self awareness and self reflection

#### **Tier Two;**

**Aim:** to enhance knowledge and practice in values-based coaching with an emphasis on mentoring and leadership skills

- One day mixing activities and games for working together (Old off pitch)

- One day of coaching values based coaching assessment with children coaching,
- One day of community relations in understanding the past and each region (Flags, Police, etc)
- One day of child protection, drugs, abuse, bullying etc
- Leadership training and aid in organising events for cross community and partnerships
- Conflict resolution
- Understanding community relationship to sport
- In depth values training, theory related to progressing and dealing with issues related to values
- Sport and conflict management

### **Tier Three;**

**Aim:** to impart advanced knowledge of programme design, development, management, delivery, and evaluation strategies, for values-based coaching programmes that promote social change in local and regional contexts

- One day of values based policy changing in their community or club,
- Tutor training for leadership
  - What is needed to be a good coach
  - What areas of understanding a coach should be looking for
  - Coaching practices
  - Examples outside the sport (everyday life)
  - Understanding evaluations for coaches
  - Communication
- Assessment of tutorship
- Event Management (organise friendship festivals and twinning partnerships)
- International visit (This will be joint with F4P and Development Perspective)
- Evaluations (methods of carrying out these and why they should be carried out)
- Identifying a teaching methodology
- Overview of tutor role as evaluator
- Business planning and event management
- Mentoring of potential role models

This training programme will have partnerships at different levels but will have its main focus on the present F4P Ireland partnerships but there is a need to build further more strategy partnerships with shared resources for those involved in the developmental work. This should be carried out alongside strengthening ties with the University of Brighton, where F4P International is based.

There is a need to map specific community targets according to the different needs of local and regional populations linked to the identification of funding streams. The whole programme is designed to be flexible and adaptable according to different individual and community needs however a longer term strategic vision is required set against available funding and resources to maximise impact.

The discrete elements of each level of the programme should build on each other and be offered piecemeal or as a whole package that dovetails with existing and planned training, offered as part of structured higher and further education or in the community. Elements of the programme may also be adapted in ways that dovetail with the present courses on offer within F4PIreland.

## References:

Coalter, F. (2011) Sports development's contribution to social policy objectives. The difficult relationship between politics and evidence. In: Houlihan G, Green M, editors. *Handbook of Sports Development* Routledge. Oxon: Routledge

Coalter, F. (2010). The politics of sport-for-development: Limited focus programs and broad gauge problems? *International Review for the Sociology of Sport*, 45, 295-314.

Lyras, A. and Welty Peachey, J. (2011). Integrating sport-for-development theory and praxis. *Sport Management Review*, 14, 311–326.

OFMDFM. Draft Programme for Cohesion, Sharing and Integration (2010), Belfast: OFMDFM

Schulenkorf N. (2010). The roles and responsibilities of a change agent in sport event development projects. *Sport Management Review*, 13, 118-128.

Sugden, J. (2006). Teaching and Playing Sport for Conflict Resolution and Co-existence in Israel. *International Review for the Sociology of Sport*, 41(2) 221-240.

The Sport NI (2008) survey of public attitudes towards sport and physical recreation in Northern Ireland,

Countryside Access and Activities Network (March 2008) Barriers to Participation  
Sport Matters: The Northern Ireland Strategy for Sport and Physical Recreation, 2009 – 2019

Justice Associates (2008) Evaluation Report, Gateway Soccer Pilot Programme (*Football4Peace Project*)

[http://www.taoiseach.gov.ie/eng/Publications/Publications\\_Archive/Publications\\_2011/Programme\\_for\\_Government\\_2011.html](http://www.taoiseach.gov.ie/eng/Publications/Publications_Archive/Publications_2011/Programme_for_Government_2011.html)

UNITING THE DIVERSE-KILKENNY INTEGRATION STRATEGY 2013-2017-Kilkenny Integration forum

[http://www.kilkennycoco.ie/eng/Services/Community\\_Culture/Community\\_Enterprise\\_News/Kilkenny\\_Integration\\_Strategy\\_2013-2017.html](http://www.kilkennycoco.ie/eng/Services/Community_Culture/Community_Enterprise_News/Kilkenny_Integration_Strategy_2013-2017.html)

Programme for Government 2011

[http://www.taoiseach.gov.ie/eng/Publications/Publications\\_Archive/Publications\\_2011/Programme\\_for\\_Government\\_2011.html](http://www.taoiseach.gov.ie/eng/Publications/Publications_Archive/Publications_2011/Programme_for_Government_2011.html)

GAA Inclusion and Integration Strategy (2009-2015)

<http://www.gaa.ie/clubzone/inclusion-and-integration/resources-and-publications/>

Ulster GAA Strategic Vision and Action Plan-Lifelong promotion of Gaelic Games,  
Culture, Community and Family  
2009 – 2015

<http://www.crokepark.ie/getmedia/2ebe7bec-d0e6-4fd6-8e53-6a1e4ae2c877/Ulster-Council-Strategy-2009-2015.pdf>

## **Appendix 1**

### **Background to Football 4 Peace Partnership**

Football 4 Peace International 2013

Dr Gary Stidder, Principal lecturer, University of Brighton, Co-founder & Deputy Director  
Football 4 Peace International

Professor John Sugden, University of Brighton, Co-Founder & Director Football 4 Peace  
International

Graham Spacey, International Partnership Manager, Football 4 Peace International

Since 2001 the University of Brighton's School of Sport and Service Management (previously Chelsea School) have been operating a pioneering and ground-breaking sport-based peace project called Football 4 Peace (F4P). A key emphasis of F4P is the teaching and practical application of five key values (neutrality; equity & inclusion; respect; trust; responsibility) that are designed to help to resolve conflict and promote community reconciliation among young people through sport-related activities and outdoor education. This article intends to inform you of the work to date and demonstrate where the work is heading in the future.

The initial task of the F4P initiative was to provide an opportunity for children from divided communities within the internationally recognised borders of Israel to meet and participate together in mixed teams and groups. A specific 'on-pitch' and 'off-pitch' curriculum was developed to provide the opportunity for them to learn to play and work together so that distrust might be overcome and bridges built for understanding and appreciation of each other in peace. By having children from different communities playing on the same team, the aim is to build trust and support, foster personal development, forge new friendships and encourage an appreciation of the skills and talents of others and the value of leadership.

Football 4 Peace expanded in 2006 by building upon the experiences of Israel and started working with coaches delivering a cross border programme in Northern Ireland / Republic of Ireland. In 2009 we delivered a pilot project in Bethlehem in the Palestinian Occupied Territories and in 2010 a programme was launched in Jordan through scouting organisations centred in and around the city of Irbid where there is a high population of recognised Palestinian Refugees. F4P has continued to make grass-roots interventions into the sport cultures while at the same time making a contribution to political debates and policy development around physical education, sport and outdoor education in both in the UK and overseas. This is been primarily done through keynote addresses at international conferences, our own seminar events such as 'Question Time: Cross Community Sport' held in Nazareth last year and training workshops.

In 2012 our European Union funding to develop training in Israel and Jordan ended along with the formal partnership with the Israel Sports Authority and the Deutsche Sporthochschule. The F4P regional networks in Israel were formalised under the Israel Sports Authority's leadership and rebranded as 'Sport 4 Life'. Jordan followed suit and set up the Irbid Centre for Football Training. The F4P methodology continues

to be used in a multitude of sports and activities. A group of former volunteers have formed an NGO called 'Sport Unites'. They work delivering training and programmes to disadvantaged children in Germany and overseas and continue to work in Israel, Jordan and the Palestinian Occupied Territories delivering mentoring and training.

The F4P programmes in Israel, Jordan and Ireland / Northern Ireland have provided a tried and tested formula that has been adapted to a range of local circumstances in other places and spaces.

Several schools in Sussex and Kent where former F4P volunteers work, now use the values-based teaching methods within an extended scheme of work and within cross-curricular teaching through thematic teaching and learning such as in Humanities and Citizenship education. Helenswood School for Girls in Hastings use elements of the methodology within their Physical Education classes and the programme has been used as an example case study of sport in society. Bishop Bell CofE School in Eastbourne each year in September take Year 7 off timetable and pupils spend the day working alongside F4P volunteers, teachers and Prefects experiencing the F4P activities and learning about the programmes overseas. The school now runs this day annually as the activities help to bond the new intake of pupils as well as giving them a 'physical' experience of the values the school holds central to their ethos.

Other schools such as William Parker and Hastings Academy in Hastings, Robertsbridge Community College, and Hayesbrook School in Tonbridge regularly visit the University to experience F4P activities, festivals and participate in Prefect Training where the F4P curriculum is used to demonstrate the values to pupils developing leadership skills.

The Justin Campaign have adopted and adapted the F4P festival model for student football tournaments to help promote awareness and tackle homophobia within football. The emphasis is now on celebrations rather than competitions. Fancy dress is worn, teams self referee / substitute and anyone and everyone is encouraged to come along, join a team and take part. The festival is different and possibly unique to conventional football tournaments in that it has a specific format that emphasises the core values of the F4P curriculum without de-emphasising competition.

During the Easter holidays, local children from all over Eastbourne took part in a free Football 4 Peace coaching camp as part of a community partnership scheme led by Eastbourne Town Football Club and backed by Eastbourne Borough Council and National Health Service. F4P coaches studying physical education and sport coaching at the University of Brighton ran the camp which culminated in a Festival of Football. The camp was aimed at not only improving football skills but, promoting health awareness, leading active healthy lifestyles, developing communication skills, enhancing interaction, helping children to appreciate the importance of equity and inclusion, breaking down inhibitions, developing responsibility, and building trust, cooperation and sharing.

The focus is now on developing bespoke and general training resources and workshops for individuals, groups and governing bodies with a view to issue recognised qualifications in the future. The emphasis being on giving others the necessary skills to use the methodology within their own existing work as well as creating opportunities for trained coaches to volunteer and gain experience in other settings through internships to help enrich their own work and programmes. This is a more sustainable model for F4P and will help to disseminate the methodology and enrich the sport for development and peace sector.

A partnership with the University of Johannesburg is forming and manuals for both primary and secondary schools have been developed based on the teaching of the values through indigenous African sports and games. The manuals have now been formally adopted in all state schools and are also being used widely in Namibia, Zambia and Lesotho.

F4P intend to seek partners and funding opportunities to deliver training and mentoring in Africa and beyond. In March 2013, F4P Mentors ran a week long training workshop in its values based methodology of coaching sport in Derry / Londonderry, Northern Ireland. The workshop was a pilot to demonstrate the impact the methodology could have, provide possible stakeholders with an example of our work as well as train up Irish volunteer coaches, teachers and youth workers from across the divide in the methodology. Participants gained the skills to develop and adapt what they have learnt during the programme to multiple sports in multiple contexts. The event was primarily funded by the International Fund for Ireland (IFI) and the Department for Foreign Affairs.



## **Appendix 2:**

### **Football 4 Peace International Training Residential Agenda**

**Date:** Saturday 22<sup>nd</sup> March 2013 – Tuesday 26 March 2013  
**Venue:** St Columbs

#### **Saturday 22<sup>nd</sup> March 2013**

7am – 9am Breakfast  
9.00am Welcome and opening address  
9.30am workshops one Values, Philosophy and aims  
11.00am Break  
11.30am Workshops Group 1 and Group 3 desk based  
Group 2 and Group 4 field based  
  
1.00pm Lunch  
2.00pm Workshops Group 2 and Group 4 desk based  
Group 1 and Group 3 field based  
  
4.00pm Group meeting  
5.00pm Dinner  
6.00pm Visit to Derry walls

#### **Sunday 24 March 2013**

7am – 9am Breakfast  
9.00am Tier 1 – Role of values based coach  
Tier 2 – Leadership  
Tier 3 – Cross community relations  
  
11.00am Break  
11.30am Workshops lead by tier 2 coaches on value based coaching  
1.00pm Lunch  
2.00pm Workshops lead by tier 2 coaches on value based coaching  
Workshops  
  
4.00pm Festival meeting  
5.00pm Dinner

#### **Monday 25<sup>th</sup> March 2013**

7am – 9am Breakfast  
9.00am Group 1 Nerve centre training  
Group 2 Sport for good relations  
Group 3 GAA for values  
Group 4 Hockey for values  
  
10.00am Group 2 Nerve centre training  
Group 1 Sport for good relations  
Group 4 GAA for values  
Group 3 Hockey for values  
  
11.00am Break  
11.30am Group 3 Nerve centre training  
Group 4 Sport for good relations

	Group 1 GAA for values
	Group 2 Hockey for values
12.30	Group 1 Nerve centre training
	Group 2 Sport for good relations
	Group 3 GAA for values
	Group 4 Hockey for values
1.30pm	Lunch
2.30pm	Group 1 and 2 Boxing for values
	Group 3 and 4 Mixing games for values
3.30pm	Group 3 and 4 Boxing for values
	Group 1 and 2 Mixing games for values
4.30pm	Festival planning
5.30pm	Dinner

### **Tuesday 26 March 2013**

9.00am	Festival preparation
9.30am	Children arrive
10.00am	Session 1 led by tier 1 coaches
11.00am	Session 2 led by tier 2 coaches
12.00pm	Session 3 led by tier 3 coaches
1.00pm	Lunch
2.00pm	Session 4 led by tier 1 coaches
3.00pm	Closing ceremony and pictures
4.00pm	Evaluation meeting
5.00pm	Dinner

## Appendix 3 Questionnaire Completed by Participants



### Football 4 Peace – Ireland

#### Community Relations Through Sport - Coach Training Programme

#### Participant (all Tiers) feedback regarding training event 22<sup>nd</sup>-26<sup>th</sup> March 2013

#### Review of the Football4Peace Ireland Tutor Training Programme carried out by Ulster Sports Academy

1) Name(optional)	2) Participant gender (Please select): Male [ ] Female [ ]
3) Country of residence	4) Tier attending
5) Please state your main sport:	6) What is your highest coaching qualification in this sport? (please specify)

### Previous experiences of training programmes

- 7) Have you attended a Football 4 Peace training event before?  
(Please circle) yes / no . If “yes”, please state event(s), year(s), and venue(s)?
- 8) Have you attended similar training events elsewhere linked to community relations and reconciliation initiatives? (please circle) yes no If “yes”, what event(s) , year , venue
- 9) How does the Football 4 Peace training compare to this training? (Please circle)
- |             |      |   |        |             |
|-------------|------|---|--------|-------------|
| Much weaker | Weak |   | Better | Much better |
| 1           | 2    | 3 | 4      | 5           |
- 10) Do you think sport is a good activity to use to help to deliver the message of peace and community cohesion? (Please circle) Yes /no Why so?

## Your experiences on this training programme 22<sup>nd</sup>-26<sup>th</sup> March 2013

- |   |                   |                 |         |                 |             |
|---|-------------------|-----------------|---------|-----------------|-------------|
| 11) What did you think about the length of the training programme? (please circle)  | Too long          |                 |         | Not long enough | Just right  |
| Please provide any comments you'd like to make about this aspect of the training    |                   |                 |         |                 |             |
| 12) Overall usefulness/quality of the training? (please circle)                     | Not at all useful | Very little use |         | useful          | Very useful |
|   | 1                 | 2               | 3       | 4               | 5           |
| Please provide any comments you'd like to make about this aspect of the training    |                   |                 |         |                 |             |
| 13) Quality of presentation and delivery? (please circle)                           | Very weak         | weak            | average | good            | Very good   |
|   | 1                 | 2               | 3       | 4               | 5           |
| 14) Was there an appropriate balance between theory and practical sessions? Yes /no |                   |                 |         |                 |             |
| Why so?   |                   |                 |         |                 |             |

15) Rating of programme content	Very weak	weak	average	good	Very good
Session 1 philosophy, values and aims	1	2	3	4	5
Session 2 U.14 curriculum	1	2	3	4	5
Session 3 U.12 curriculum	1	2	3	4	5
Session 4 sport for development and peace	1	2	3	4	5
Session 5 Tier specific sessions Tier 1 'Role of F4P Coach', Tier 2 F4P Leadership'      Tier 3 'Cross Community Relations'	1	2	3	4	5
Session 6 Nerve Centre	1	2	3	4	5
Session 7 GAA practical	1	2	3	4	5
Session 8 hockey practical	1	2	3	4	5
Session 9 S. African games practical	1	2	3	4	5
Session 10 Mixing games practical	1	2	3	4	5
Session 11 University of Ulster- C. Galway	1	2	3	4	5
Session 12 Festival Day	1	2	3	4	5

- 16) Was new knowledge obtained from the workshop?  
(please circle) Yes No

---

Please provide details:

17) What did you feel were the most beneficial areas of the training event?

18) What did you feel were the least beneficial areas of the training event?

19) In your opinion is there anything that could be added or changed to make this training event more effective?

Please specify

20) How familiar were you with a values based coaching model before this training event? (please circle)	Very unfamiliar 1	Unfamiliar 2	3	familiar 4	Very familiar 5
--	----------------------	-----------------	---	---------------	--------------------

21) Do you feel you are better equipped to coach using the Football 4 Peace methodology? (please circle) yes or no  
Why so?

22) To what the extent were the project values evident in delivery of the training?	Not evident 1	Somewhat evident 2	3	evident 4	Very evident 5
---	------------------	-----------------------	---	--------------	-------------------

23) To what extent will you be able to incorporate the Football 4 Peace methodology into your own coaching? (please circle) Why so?	Very difficult 1	difficult 2	3	easy 4	Very easy 5
---	---------------------	----------------	---	-----------	----------------

24) Are there any areas of the methodology that you would like more training or education on?

25) Would you like support after this event to help apply or deliver some of the content? (please circle) yes no  
If "yes", any specific areas?

26) How could the Football 4 Peace methodology benefit your sport?

27) How can the values based coaching model be used to challenge attitudes?

28) How do you think your colleagues at you club/organisation will respond to the Football 4 Peace methodology?

Very disengaged	disengaged		interested	Very interested
1	2	3	4	5

29) Would you recommend this programme to other coaches?  
(Please circle) yes no To whom?

Why?

30) Whilst you receive a certificate at the end of this training, consider the following;  
a) Do you think it should have official certification in its own right? (please circle) yes no

b) Do you think it (Football 4 Peace methodology) should be part of recognised NGB coaching awards?  
(please circle) yes no

31) Any additional comments you would like to make regarding Football 4 Peace methodology and the training you received?

**Thank you for completing this questionnaire**

# Appendix 4

**Table 3 Mean Standard Deviation, Mode, Minimum and Maximum**

	mean	st dev	mode	min	max
<b>Overall Usefulness / Quality of Training</b>	<b>4.552239</b>	<b>0.558233</b>	<b>5</b>	<b>3</b>	<b>5</b>
<b>Quality of Delivery</b>	<b>4.537879</b>	<b>0.634342</b>	<b>5</b>	<b>2</b>	<b>5</b>
<b>Philosophy, Values Aims</b>	<b>4.328358</b>	<b>0.561061</b>	<b>4</b>	<b>3</b>	<b>5</b>
<b>Curriculum</b>	<b>4.215385</b>	<b>0.672967</b>	<b>4</b>	<b>2</b>	<b>5</b>
<b>Sport Development for and Peace</b>	<b>4.283582</b>	<b>0.713633</b>	<b>4</b>	<b>2</b>	<b>5</b>
<b>Tier Specific Sessions</b>	<b>4.30303</b>	<b>0.722596</b>	<b>5</b>	<b>2</b>	<b>5</b>
<b>Nerve Centre</b>	<b>3.701493</b>	<b>1.141702</b>	<b>4</b>	<b>1</b>	<b>5</b>
<b>GAA</b>	<b>4.545455</b>	<b>0.683471</b>	<b>5</b>	<b>2</b>	<b>5</b>
<b>Hockey</b>	<b>4.257576</b>	<b>0.80976</b>	<b>5</b>	<b>2</b>	<b>5</b>
<b>S. African Games</b>	<b>4.757576</b>	<b>0.498015</b>	<b>5</b>	<b>3</b>	<b>5</b>
<b>Mixing Games</b>	<b>4.358209</b>	<b>0.689785</b>	<b>5</b>	<b>3</b>	<b>5</b>
<b>University of ulster</b>	<b>4.424242</b>	<b>0.609176</b>	<b>5</b>	<b>3</b>	<b>5</b>
<b>Festival day</b>	<b>4.402985</b>	<b>0.739773</b>	<b>5</b>	<b>2</b>	<b>5</b>
<b>Extent to which programme values were evident in delivery</b>	<b>4.641791</b>	<b>0.569463</b>	<b>5</b>	<b>2</b>	<b>5</b>
<b>Extent to which individual will be able to incorporate f4p methods</b>	<b>4.261194</b>	<b>0.813514</b>	<b>5</b>	<b>2</b>	<b>5</b>

**Table 4 Length of Training**

What did you think about the length of the training programme?

<b>Length of training</b>	<b>Participant Responses</b>
<b>too long</b>	<b>2</b>
<b>not long enough</b>	<b>9</b>
<b>just right</b>	<b>56</b>

**Table 5 Quality of Delivery**

What did you think about the Overall quality of the delivery?

<b>Quality of Delivery</b>	<b>Participant Responses</b>
<b>Very Weak</b>	<b>0</b>
<b>Weak</b>	<b>1</b>
<b>Average</b>	<b>2</b>
<b>Good</b>	<b>23</b>
<b>Good /Very Good</b>	<b>1</b>
<b>Very Good</b>	<b>39</b>
<b>No Response</b>	<b>1</b>

**Table 6**

What did you think about the Overall usefulness/quality of the training?

<b>Overall usefulness / quality of training</b>	<b>Participant Responses</b>
<b>Not at all useful</b>	<b>0</b>
<b>Very Little Use</b>	<b>0</b>
<b>Average</b>	<b>2</b>
<b>Useful</b>	<b>26</b>
<b>Very useful</b>	<b>39</b>

**Table 7**

<b>Extent to which programme values were evident in delivery</b>	<b>Participant Responses</b>
<b>Very Weak</b>	<b>0</b>
<b>Weak</b>	<b>2</b>
<b>Average</b>	<b>0</b>
<b>Average / good</b>	<b>0</b>
<b>Good</b>	<b>21</b>
<b>Good / Very Good</b>	<b>0</b>
<b>Very Good</b>	<b>44</b>
<b>No Response</b>	<b>0</b>



**Table 8**

<b>Extent to which individual will be able to incorporate f4p methods</b>	<b>Participant Responses</b>
<b>Very Weak</b>	<b>0</b>
<b>Weak</b>	<b>3</b>
<b>Average</b>	<b>6</b>
<b>Average / good</b>	<b>1</b>
<b>Good</b>	<b>27</b>
<b>Good / Very Good</b>	<b>0</b>
<b>Very Good</b>	<b>30</b>
<b>No Response</b>	<b>0</b>

## **Appendix 5**

### Abbreviations

F4P – Football for Peace

NI – Northern Ireland

OFMDFM – Office of First and Deputy First Minister (Northern Ireland Executive)

GAA – Gaelic Athletic Association

SEN - Education Needs

SNA - Special Needs Assistants

NGO - National Governing Body

DCAL - Department of Culture, Arts and Leisure (Northern Ireland Government Ministry)

ARDS - Anti-Racism and Diversity Strategies