



SPORT AND LEISURE SHARING FOR PEACE BUILDING PROGRAMME



North East
PEACE III
Partnership



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ULSTER SPORTS ACADEMY

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Paul Kitchin & Rachael Brooks
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*A project supported by the PEACE III Programme managed for the Special EU Programmes Body
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Dateline: Saturday March 26th 2011, 3:50 p.m. One of the more interesting sights amongst the Ulster A Division Rugby match between Ballymena Rugby Club and Belfast Harlequins today was not just the match itself but the curious sight of Geraldine's Camogie's junior girls practicing their shots adjacent to the pitch. The girls were participating in a very successful cross sport partnership between Ballymena Rugby Club, All Saints Gaelic Athletic Club, Ballymena and Hockey Club of course Geraldine's Camogie Club. Throughout February and March 2011 junior participants from each of these clubs learnt some new skills by trying out each other's sports. This initiative is built upon existing relationships between the clubs and was the culmination of months of preparation to become one of the most successful initiatives in the Sports and Leisure for Peace Building Programme funded by the North East PEACE III Partnership.

Traditionally a great deal of learning from sport development never gets acted upon or passed outside local areas. The North East PEACE III Sports and Leisure for Peace Building Programme set out to address this issue.

Many of the participants who delivered sport and good relations activities during this programme reported back to The Sports Academy at the University of Ulster in March 2011. The result is the creation of this workbook which highlights and documents the learning that took place throughout the programme. The workbook can help community organisations in the future plan their actions and achieve similar levels of success as this programme.

Why have we created a workbook?

It is crucial to create a legacy from the North East PEACE III investment. Sport development is a field of activity that has an experience culture. Many activities are passed down from development officer to junior development officer, physical education teacher to tutor and so on. The knowledge base in this area is substantial but sometimes best practice is localised in one specific area. This workbook will ensure that all participants and tutors in the Sports and Leisure programme and all sports practitioners benefit from the learning that has taken place.

What does it aim to do?

The workbook documents the learning experience of the North East PEACE III programme. Club, school and Local Authority experiences and learning from the programme is captured and will form a resource for future individuals or organisations wishing to replicate these, or similar activities.

Who is this workbook aimed at?

The workbook is aimed primarily at those wishing to participate in similar sporting initiatives in the future. Members of sporting organisations from across the community, members of Local Government organisations and educators can learn from a knowledge bank based on what has gone before.

How can this workbook be used?

This workbook covers eight key topics from the North East PEACE III Sports and Leisure programme that can be used to facilitate future sport and cultural awareness events, programmes and activities. The cases within this workbook provide a summary of the experiences of a number of the initiatives that took place during the programme. The content can be used to support future endeavours in this field. Individuals involved in the design, implementation and review of future programmes can use this as a starting point for new ideas.

Background to the Project

The North East PEACE III Partnership is the delivery mechanism for Theme 1.1 of Priority 1 of the PEACE III Programme in the council cluster of Ballymena, Ballymoney, Coleraine, Larne, Limavady and Moyle. The PEACE III programme aims to challenge attitudes towards sectarianism and racism and to support conflict resolution and mediation at the local level.

The Sports and Leisure programme is one of the initiatives rolled out in phase 1 of the North East PEACE III programme 2007-2011.

The objectives of the Sports and Leisure programme are:

- To implement, co-ordinate and manage the North East PEACE III Sports and Leisure for Peace Building Programme.
- To develop reconciliation through the Sport & Leisure programme.
- To promote the sharing, expression and experiencing of different cultures, including the indigenous and ethnic minority communities, across the North East area by participating in different types of sports and leisure activities.
- To engage and participate at least 300 people through awareness raising, engagement programmes to reduce sectarianism and racism across all 6 Council areas.

The work managed by The Sports Academy incorporated the following elements:

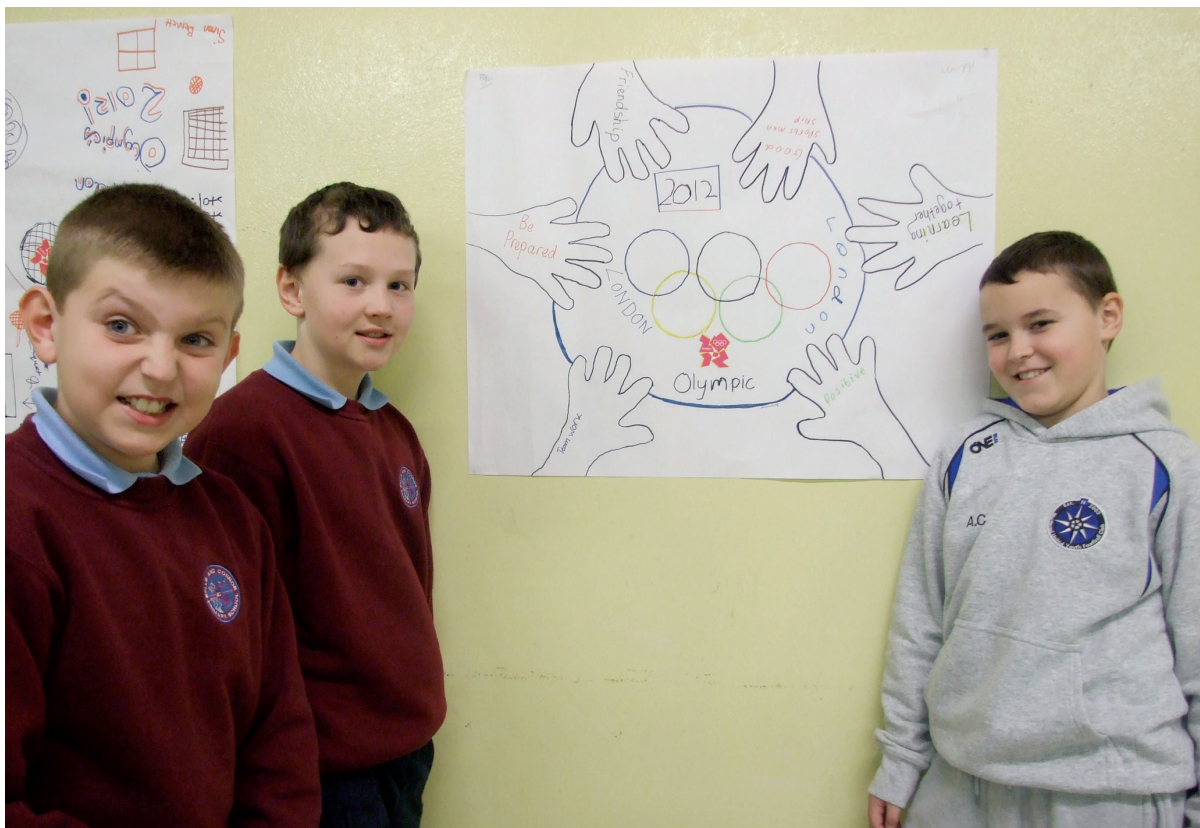
- It targeted engagement activities specific to locations across the North East Council cluster area
- It delivered individual training workshops
- It combined cross-cluster workshops and conferences
- It identified role models to motivate involvement by participants
- It involved up-skilling of individuals
- It created structures and a plan for future development

Programme Rationale:

To ensure programme participants developed a better understanding of the reasons why racism and sectarianism exist and how a programme of sport and leisure activity can assist in the future with bridging the barriers between different groups in society.

Based on the research conducted in the first phase of the North East PEACE III Sports and Leisure programme and consultation with key stakeholders, it was determined that the focus of the programme should be based on the key findings:

- Create better understanding of cultural differences
- Help find a common ground between people from different cultures, backgrounds and communities (e.g. a love of or talent for sport)
- Help create trust and build trust between cultures as new relationships form round this new 'common ground'
- Help to develop confidence in own cultures, and ultimately trust and respect for and with other cultures
- Help to dispel myths and perceptions about unfamiliar cultures with long term aim of eliminating sectarianism and racism
- Create lasting structures to ensure sustainable legacy





The Cases



Delivering cultural awareness through sport

Introduction:

This case presents an overview of how individuals, groups and organisations can use sport as a tool for developing cultural awareness. The case has been built by examining initiatives that have been delivered through the North East Sports and Leisure programme and through an examination of the best practice literature. The case introduces two strategies for delivering sport and outlines the various advantages and disadvantages of these. The reader can then determine which approach best suits their own ideas and circumstances. This case will conclude with some recommendations for future initiatives.

Aims:

- To explain what is meant by the programmes Sport+ and PlusSport and why they are beneficial for future work in developing cultural awareness through sport.
- To highlight simple steps to creating better social-sport initiatives.

Content:

Sport+ programmes are typical sport programmes delivered by clubs, charities and other community organisations. The relationship that exists between the programme organisers and the participants is the most important factor. Sport+ programmes allow these relationships to occur and provide a space to discuss cultural awareness.

Sport+ programmes also act to address key social issues but do so in a manner that avoids participants feeling the messages are imposed or 'tacked-on' to the sport sessions. This method requires staff to be creative when addressing the key message. Many situations exist where these messages can be established. Some situations are formal or they can be informal, for instance travelling on a team bus from competition to competition can be a suitable venue to discuss understandings of alcohol and drug use, anti-social behaviour or any number of issues.

Organisations can also use these programmes to assist in developing not just the participants but also the organisation. Peer leaders play an important role in sports+ programmes. Peer leaders not only assist the sports programme in a general way but they can play a greater role in providing role models for younger participants to look up to. Peer leaders can become effective ambassadors for the organisation and good examples of the benefits of continued participation in sports programmes.

Sports+ local example: Ballymena Rugby Club and All Saints Gaelic Athletic Association

Over the past few years these two clubs, located less than a mile apart, have established a relationship that seeks to gain mutual understanding of each other's sport. As sport is a distinct part of culture, cross-community involvement in another community's sport is not commonplace. The Under 16 squads from each club have been involved in a series of joint training sessions which have focused on how players in each sport can learn and apply the other's skills in their sports. This focus on sporting similarities and differences has brought these young people together and has met all the principles of good cross-community work, without having to use explicit messages. From these initial steps the clubs are working towards a long-term mutually beneficial partnership where each sport compliments the other. This type of collaboration will ideally work to bring local communities together using the sports organisations as the hook.

Many sport+ programmes are delivered over a medium to long term time frame, which provides the participants the advantage of allowing longer-term relationships to blossom. Short-term programmes may

also work, however time is needed to establish relationships which can provide the foundations of any future development.

Plussport

An alternative to the sport+ approach is a delivery method called plussport. Plussport models use sporting initiatives to highlight important social messages. These programmes are characterised by bringing target groups together to engage in a sport programme that has a clear social message. Sessions communicate a clear message. There has been a dramatic increase in the number of organisations operating internationally that use sport plussport to focus on such issues as HIV/Aids and sexual health, healthy living and peace and reconciliation.

The communication of these messages is delivered in two main ways. First, the message is often inserted as a formal section in the programme where all the participants devote their attention to the topic. Typically the message precedes or follows the sport and activity session. The second method is to theme an event around a social issue. This approach can brand the event to increase awareness of the issue. This message can be reinforced throughout the programme by inserting clear messages during the introduction, within the activities and in the summing up of the session.

Plussport local example: Coleraine Cricket Club

Bobby Narasimha Rao M.B.E is an experienced cricket coach originally from Hyderabad in India who moved to Strabane 22 years ago. Apart from his experience in the sport Bobby also works on behalf of the Alltogether-NoW.org which provides cultural awareness training for groups within local areas. Coleraine Cricket Club used Bobby's cricket coaching services and, following weeks of training Bobby took the club through a series of cultural awareness workshops to examine the group's understanding of cultural difference and integration. Bobby's experience and credibility as a cricket coach emphasised the importance of examining difference in a new light.

Even though the club has a long history of diversity (drawing many players from the international students at the local university), the club's participants felt the sessions were ideal for examining their own personal understandings of cultural awareness.

Both approaches (Sport+ and Plussport) have advantages and disadvantages that need to be recognised at the outset. These are highlighted in table 1 below:

Table 1: Advantages and Disadvantages of Programme Design Options

Sport+	Plussport
Advantages	Advantages
Developed in-house therefore less labour intensive	Good for spreading awareness of issues
Local context adds to credibility	Easy to deliver in short timeframes
Building upon existing relationships	Growing knowledge base of best practice
Increases organisational sustainability by developing peer leaders	Can use neutral venues and delivery agents not bound by historical associations of certain sports
If implemented over the long-term can influence attitudes and beliefs	
Disadvantages	Disadvantages
Can appear 'tacked-on' to sport	Can detract from the participants focus on the programme
Difficult to implement in the short-term	Not suited to altering targets' attitudes or beliefs
Difficult to measure success unless medium to long-term	Over-reliant on external delivery and funds delivered

Key Points:

- Sport provides a useful tool for developing cultural awareness and exploring community issues.
- Sport+ and Plussport are two useful approaches to using sport to convey an important message.
- Both approaches have advantages and disadvantages; it is by understanding each model's limitations that future initiatives can learn to ensure the programme objectives are met.



Development Notes:

How was this case created?

- This case was created through a mixture of primary research with local stakeholders involved in the design and delivery of sport related projects and secondary research using relevant literature.
- A number of sports initiatives were examined and two were selected for good examples of each model.
- The authors observed and evaluated these programmes.
- By observing the sessions and speaking with the participants primary information was gathered and then used to build examples of local cases.
- Secondary research was compiled by reviewing best practice in programme formulation from a review of relevant literature. Although much of this information occurs outside a Northern Irish context it can still be applied locally as it is simply a framework to examine programme design.
- This collection of information was analysed to create the case material.

How can this information be used?

- This information should be used at the start of the programme design process.
- It can be the basis for discussing how a partnership of organisations may seek to provide resources to develop a series of initiatives that can address a number of aims. However a couple of key points should be made;
- If the programme seeks to develop the individual's or sport/community organisation itself then sport+ is recommended.
- If the programme seeks to spread certain messages then plussport is recommended.



Where can more information be sought?

For information on the Ballymena programme please contact;

Ballymena Rugby Club: Tom Wiggins - Community Development Officer
(adriennetom@yahoo.co.uk) or Scott Muir muirsotalktalk@googlemail.com

All Saints GAC: Sean O'Brien sheacal1888@hotmail.com

Ballymena Hockey: Mary Glass maryglass05@hotmail.com

Geraldine's Camogie Club: Marie Doherty marie_doherty@hotmail.co.uk

For information on the Coleraine Cricket Programme please contact;

Stephen McCartney Stephen.mccartney@colerainebc.gov.uk

Bobby Narasimha Rao M.B.E. through

http://alltogethernow.org/personalstories/item/2-bobbys_story

or a full profile at

http://www.cricketeurope4.net/CSTATZ/irelandall/bio/n/narasimha_rao.html

For more information on the studies, terminology and theoretical background;

Fred Coalter's Sport-in-Development: A Monitoring and Evaluation Manual which is available free on-line

<http://www.toolkitsportdevelopment.org/html/resources/56/56853A82-146B-4A3F-90D6-5FC719088AE5/Manual%20monitoring%20evaluation.pdf>



Designing educational materials to support school programmes

Introduction:

During the project a series of good relations workshops were delivered in schools across the North East council cluster area. These sessions used sport for teaching primary school children about good relations themes (integration and inclusion through numeracy, literacy, art and sport). This educational element was designed realising that sport used on its own has little impact on changing young people's awareness levels on such complex issues. This case will briefly outline how an educational workbook was created; the outcomes achieved and feedback received. It is hoped that these experiences and the development notes can be useful for others designing educational materials to support cultural and educational initiatives.

Aims:

- To record the experience of designing classroom materials.
- To make recommendations for future work in this area.

Sport and Good Relations School Workbook

The Sports Academy team commissioned academics from the School of Sport Studies to devise a workbook that would compliment an integration and inclusion themed sports session. A workbook was designed to incorporate sporty educational themes that would facilitate learning.

Students at P7 were the target group for the sessions. The N.I. curriculum was consulted for learning activities on the area of personal development mutual understanding curriculum for the Key Stage 2 level. From here the designers reviewed existing materials that were used to support similar educational activities, particularly in the area of good relations.

The importance placed on literacy and numeracy in schools justified the inclusion of worksheets in mathematics and language skills as it was deemed that this would be supported by teachers. An art and design activity was included to encourage those who may be more creative thinkers and those that were not interested in numeracy and literacy.

The time planned for the workbook session would have made it difficult for any one child to do all the workbook activities so in practice they were allowed to choose whichever ones they were interested in. The worksheets covered a number of areas, such as;

- **Sporty Maths:**

One worksheet involved a series of activities that developed calculation and problem solving skills while the other focused on interpreting data.

- **Language and Literacy:**

The first of these worksheets required students to find sport and good relations words in a word search. The second worksheet sought to get students to write creatively. Their task was to devise an oath. An oath that would be taken by all athletes and coaches competing in sport in Northern Ireland. This activity was based on the Olympic Oath which is used to ensure that all coaches and athletes at each Summer and Winter Games uphold a series of Olympic values.



- **Art & Design:**

This worksheet required students to design a mural that could be placed anywhere in Northern Ireland and represent the best values of sport and community. This was a very popular worksheet with the children and led to some fantastic images being created.

- **A final worksheet:**

This worksheet ensured that any students who finished the other sheets early could tackle a sport Sudoku chart. Instead of using the number 1-9 the Sudoku sheet used 9 pieces of sporting equipment from a variety of sports. In each box there was a blank cell that required the children to use their logic to work out which piece of sporting equipment was missing.

The workbook was used in the second part of the session after the sporting activities were concluded. The student teachers and the classroom teachers worked together to assist the children choose activities that they were interested in.

Outcomes

Many schools across the partnership enjoyed and appreciated the inclusion and integration sessions. The student teachers reported that the children were well engaged and some even asked when the student teachers would be coming back.

An evaluation survey was administered to the teachers and of those that completed the evaluation (7) nearly all agreed that the workbook session was a valuable component of the programme. Of those who did not agree (2) their qualitative comments suggested that more time was needed to manage the activities properly.

Outcome Issues

Ability levels: One of the most important issues we faced was pitching the book at the right level. As not all the students were P7 as originally planned the book proved to be too difficult for some, and inaccessible for others. When delivering these programmes in the future a workbook that caters for different abilities and for those from different backgrounds should be considered.

Teacher support: The workbook received a mixture of teacher's opinions. While many were complimentary;

“Superb workbook with great activities although a few of the activities were pitched too high for the ability levels of P5. Again a differential workbook along with this one would meet everyone's needs”

others felt that there were some issues;

“[The] workbook did not compliment the fun sports activities. Not very appealing or childfriendly, needed better graphics.”

Getting the book to support the everyday curriculum while also suiting the needs of the sport programme is difficult but with more planning, it should be attainable. The failure to consult with teachers during the planning phase of the workbook led to the workbook not being able to cater to any differences in learning styles. A learning lesson for the future is to bring teachers on board at the beginning to assist with the participant workbook design.

Better support for students: It was revealed through the feedback sessions that the instructions for the activities should include some visual guidelines also. Providing visual prompts, and encouraging group activities would cater to a greater variety of children's learning styles.

Key Points:

- Input from current teachers and the education board should have been sought before the workbook was planned. This would have allowed the workbook to compliment not just the sport sessions but also integrate into other units of the curriculum. If this was done therefore it could have more adequately served the everyday activities of the teaching staff.
- This greater detail during the planning phase would have prevented the shortcomings of the current workbook. The participant workbook did compliment the sessions it was intended to support, however it is clear that there was a missed opportunity to compliment existing delivery mechanisms.



Development Notes:

How was this case created?

This case was created over a number of steps and involved a series of practical sessions, and follow-up interviews to gather data about the case.

1. A schools workbook that supported the training sessions was devised.
2. A sport education session by Sports Outreach Ulster to be delivered in the training session was created.
3. Training sessions were delivered to the student teachers who would be delivering the programme.
4. The participating schools were contacted and supplied with an overview of the programme aims and any supporting documents.
5. Student teachers delivered session to the participants.
6. Evaluation: receiving feedback from the teachers and undertaking qualitative interviews with the NEELB staff.

This process results in a series of recommendations for an updated sport session and workbook accompaniment.

How can this information be used?

- The design of education materials needs careful consideration. Many of the steps taken in our approach were realistically too short.
- The planning and design phases need to be done in consultation with regional education boards and school teachers delivering the Northern Ireland curriculum.
- The information in this case provides a useful knowledge base in developing educational resources for others interested in school delivery of sports programmes.

Where can more information be sought?

For organisations seeking to design materials the North East Education & Library Board - <http://www.neelb.org.uk/> is an excellent first step for advice and guidance on design and operational issues. For those outside regions, contact your education boards.

Evaluating Development Projects

Introduction:

What determines success? Is it the number of participants taking part, the number of coaches trained; is it an increase in the target group's awareness of key issues? Or is it friendships formed, or changes in behaviour and attitudes that could lead to a better future for all. Whatever the desired outputs and outcomes of these initiatives many of us require some way of measuring our success. Monitoring and evaluation can provide important and useful learning information about how to run successful programmes in the future.

The monitoring and evaluation of sport programmes is becoming increasingly important. The need for monitoring and evaluation is often seen as something that needs to be done to satisfy funding agencies, however effective monitoring and evaluation can increase learning that could benefit even the smallest organisation. To be effective, evaluation should link the programmes' aims and objectives to the outputs and outcomes. This case examines the evaluation and monitoring process, the language used and an example of how a programme evaluated its success. This can be used as a starting point for those wishing to incorporate these methods into their work.

Aim:

- To highlight the principles, rationale and language of the process of monitoring and evaluation.
- To demonstrate how effective monitoring and evaluation can benefit sport programmes such as those delivered in the Sport and Leisure for Peace Building Programme.

Content:

It is important at the design stage that all stakeholders agree on how programmes will be monitored against performance. Many people who deliver sporting programmes wish to measure their success against some standard. In many cases sport has the ability to demonstrate how good athletes are when they compete. Nevertheless those that use sport to address social issues face tougher challenges when evaluating the success of their programmes.

The language used in monitoring and evaluation poses one of the barriers towards effective evaluation. The glossary of this case on the next page presents the key terms used in evaluation and monitoring a programme.

The importance of objective setting

Getting the objectives correct at the beginning is a factor that makes monitoring and evaluation a much easier process. Objectives should be SMART (Specific, Measurable, Achievable, Realistic and Timely). The objectives should be achievable and realistic for those who are participating in the programme.

It is difficult to change attitudes through short-term interventions and a thorough monitoring and evaluation plan will help programme organisers to identify what is likely to be achieved in a certain time frame. Many programmes using sport to tackle social issues are managed over a defined amount of time. Programme designers can then see where the end point will be and the timeframe for meeting specific objectives.

Glossary

Term	Working Definition	Example
Objective	A target that the programme seeks to achieve.	12 young people from suburb X in a 6-month sport programme with the intention of developing positive feelings of self worth.
Input	The resources used in delivering the programme.	Staff resources: 1 coach for 3 hours per week for 26 weeks.
Milestones	A series of specific checkpoints to identify whether objectives are being achieved.	By the end of the third month, the participants will present information that builds or destroys teams in a sport environment.
Output	Indicators that provide evidence of products.	12 young people from suburb X attended a minimum of 85% of the sessions. 2 participants will be identified for peer leader training.
Outcome	The results of the programme - how effective the programme is.	There will be a measured increase in feelings of self worth for programme participants.
Monitoring	Collection of information on the programme and its participants.	At week 6 and week 24 focus groups will be held exploring participants' programme and its participants. Knowledge and skills in modifying sport to increase teamwork and cooperation.
Evaluation	Assessing the programme against its objectives.	A report will examine the programme's success in meeting its objectives and desired outcomes.

Measuring outcomes:

Many sports organisations measure outputs but there is sometimes confusion about the measurement of outcomes. How do we know that a young person's self-confidence has developed through the activities? Many staff would vouch for this development however unfortunately this is sometimes not robust enough.

Outcomes from sport based initiatives can either be sporting or non-sporting. These desired outcomes should be devised at the start of the programme and outcomes should be achievable and realistic for participants and timeframes.

During the North East PEACE III Sports and Leisure programme, a number of organisations expressed what they felt were their measures of success. However some programme managers were unable to outline how outcomes were developed through the programme.

From the work that was carried out, many individuals had their own definitions of success. However while many could pick an output, not many could really pin-down an outcome. A factor that works against the ability to measure outcomes is relatively short time frames in which much of this work is to be done.

Although not the only factor in programme success, the longer the programme the greater the opportunity there is to measure outcomes that could represent how effective the programme is.

One example of where this did occur is in the Gateway Soccer Programme for the Future, in Limavady who established an evaluation framework at the beginning of the work. This framework allowed them to measure project outputs and outcomes. Developing a programme philosophy 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.

Key Points:

The importance of clear objective setting is vital if programmes are to be established properly. However the inclusion of a philosophy can guide the actions of those delivering to ensure outcomes have a greater chance of being achieved.

The programme type can also have an impact on whether or not outcomes can be achieved; the types (Sport+ and Plusport) discussed in case 1 both have implications for outcome measurement.

Finally resource pressures present many organisations with challenges in designing and implementing sport programmes that seek to develop social goals. Current practice is to design a programme and then approach a model for evaluation. Hopefully this case can highlight that this can lead to difficulties and the focus on outcomes at the start of the process can benefit organisations interested in this work in the future.



Development Notes:

How do you create a solid monitoring and evaluation framework for your programme?

1. Step one should involve a discussion amongst partners of the philosophy of the initiative. This can be similar to establishing the vision and mission for those familiar with business planning principles. This discussion should be open and frank as over estimating what a programme can do can only lead to issues in implementation.
2. Step 2 involves the process of objective setting. Objectives should focus on milestones, outputs and outcomes.
3. Step 3 involves designing how the programme will be delivered so that these outputs and outcomes can be achieved (and ideally measured). This is a time-consuming stage for those using sport to achieve social goals, as the delivery sessions must encapsulate the wider programme philosophy. This means that if you were developing teamwork and cooperation you would not design sessions that could work against these principles.
4. Step 4 involves creating an evaluation framework. This should include a series of moments when information can be collected from the programme to ensure milestones are being achieved. Ideally frameworks should be tested but this can be time-consuming and if the organisation is committed to the programmes then experiential learning can take place.

How was this case created?

- This case was created through analysis of a mixture of primary and secondary data.
- A number of interviews with evaluators working on the North East PEACE III Sports and Leisure programme combined with a review of best practice on monitoring and evaluation research was conducted.
- Best practice literature was evaluated.
- From this information the most appropriate issues were drawn from the data to provide key points for practitioners.

How can this information be used?

If used in conjunction with case 1 this information can assist practitioners in considering the first steps to ensure programme effectiveness, for example: setting objectives and conducting effective evaluation.

Important notes:

Throughout the review it has become apparent that the current system of funding leads first with funds which create a situation where organisations rush into sport programmes in order to access funds that are of value to their clubs. This creates a situation where some programmes can be designed too quickly and make it very difficult to measure outcomes.

- Improved levels of trust and tolerance among Programme beneficiaries;
- Decreased levels of prejudice;
- Increase in the percentage of adults who think relations between Protestants and Catholics are better than they were 5 years ago,
- Increased awareness/understanding of other communities,
- Increased understanding/awareness of the ethnic minority community

These goals are very ambitious and should be limited to wider programme delivery involving many partners. As was intended through this programme those from smaller organisations should seek to examine less specific goals.

Where can more information be sought?

There are a number of organisations delivering monitoring and evaluation work that can be of assistance in this area;

Justice Associates
C/- Brian Gormally
12 Knock Eden Park
Belfast
BT6 0JF
+44 (0)771 8336147
bgormally@yahoo.co.uk

Wallace Consulting
59 Carrickblacker Road
Portadown
BT63 5EB
+44 (0) 28 9038 394492/ +44 (0)7921 331007
www.wallaceconsulting.org
joanne@wallaceconsulting.org

Otium Leisure Consultancy
155, Finvoy Road
Ballymoney
BT53 7JN
+44 (0) 7711 582513
info@otiumleisureconsultancy.co.uk

The Sports Academy
University of Ulster, Jordanstown
Shore Road
Newtownabbey
BT370QB
www.sportsulster.com/aboutus.php
sport@ulster.ac.uk

Blu Zebra
8 Danesfort Park Close, Danesfort Park
Stranmillis Road
Belfast
BT97RJ
+44 (0) 9066 7772
info@bluzebra.co.uk
www.bluzebra.co.uk

Development Work for Clubs: Tips and Advice

Introduction:

For clubs who want to know how to take the first steps in developing sports programmes that can create positive social outcomes this case contains useful tips, advice and knowledge. The plethora of activities in the Sports and Leisure programme has enabled us to collect a knowledge bank of information that could be of particular use to others looking to replicate this work. Many of the quotes contained within are from programme managers who have extensive experience in their sport which will hopefully benefit others. This case is structured into three parts; first, there is a description and a discussion of what worked well, following this there is an examination of where things can be improved upon and finally a brief review of things to avoid.

Aims:

- To inform those wishing to use sport to deliver cultural awareness activities of the learning on this programme.
- To provide a knowledge bank for discussion of further funding initiatives directed at similar aims.

Things that worked well;

- Using sport to bring young people together in a social and cross community setting: Below are quotes captured from qualitative interviews with participants – both young people and sports club organisers - on the Sports and Leisure programme.

‘Sport is the best; there is nothing you can compare to it and it works in practice, it doesn’t just sound good’

‘Sport is definitely a cross community blender’

‘We have had many international students from the local university play at our club for a number of years. The multi-national appeal of cricket has always provided us with a wider awareness of different cultures. Having Bobby here coaching is just a natural extension of this.’

‘[It is the] team ethos of rugby, the players depend on each other and it’s hard to be on a rugby team of people that you don’t like!’

While these quotes relate to personal beliefs the programme success suggests that the ability to examine the soft skills required to play a certain sport can make sport leaders more aware of how their sport, if managed properly can achieve more than simply sporting goals.

- Managing the sport message:

‘[It] depends if you want to be politically correct you would say you are doing something ‘cross community’ but I think people are bored of hearing that and I know I’m bored hearing about it. For my boys I never presented it as a cross community thing but called it ‘cross-over’ skills and that sold it to’

There were also benefits to the clubs taking part as they were able to position themselves within their own sports as trail-blazers:

‘[It] makes our club look like they are forward thinking.’

- Good partners made considerable contributions to programme success and publicity. All programmes designed in this manner need supporting agencies who can see the bigger picture across regions; Some local government staff were excellent at alerting clubs to sources of funding that was available.

‘She is very organised and driven to make these things happen.’ This gives the clubs the incentive to further develop programmes ‘the last thing we did got as far as the NY Times and that was the scale of the reaction that we got to what we were trying to do.’

Things that could be improved upon;

- Overcoming barriers: Many of the programmes found themselves working against negative assumptions from both within their clubs and from external parties. They suggested that sports clubs need a little bit of a ‘thick skin’ when managing stakeholders; ‘Politicians here are living in the 1950s. You need to push on yourself and think years ahead of what they are doing or else nothing would get done or achieved.’
- The management and meetings that take place before the programmes are delivered are an area for improvement.

‘The meetings at the start were drawn out. We needed one or two meetings to organise a residential’ [and to then be let get on with it.] More initial and on-going support was needed: ‘We were left to organise everything; from the format of the letters to what each session would entail. The local Sport Development Officer helped as she was a facilitator and gave plenty of guidance.’

- The funding system and partnership approach caused some confusion. In some programmes clubs were working with local governments, consultancy organisations, universities and others. The number of partners and processes for gaining funding were confusing ‘The Peace funding had been around for quite a while, so why was it coming to us only in the last 6 months?’ ‘if we had 6 months to plan this with this money we could have done a lot more instead of you have 6 weeks – go!’
- The process of administration was seen to be labour intensive; ‘it took so much time to fill in the forms, time that we felt could have been used by other partners who were meant to be supporting us.’
- Programme design: Despite the positive range of activities being held club managers still felt that elements of the programme could be managed more effectively next time;

‘Kids need to get more out of it. Not just a sweatshirt. Our kids said ‘it would have been great if we had have had a residential’ instead of our format; one full day of rugby not 4 hours rugby, 4 hours Gaelic football; and then in the evening canoeing, team building exercises and you could have had the best of both and you would have got even more kids interested who weren’t even bothered about sport’ – kids could have got to know each other better but money is an issue but if they had to give up their t-shirt they would have done it!!

‘[A] social element is needed’ to promote the cultural elements of the programme, ‘a residential would be well suited.’

- In terms of managing a number of sessions over a period of weeks, some felt that ‘it was too spread out. We had to call off training sessions because of the weather, as the facilities on those nights can be difficult. I feel it would keep them interested if [the activities] were closer together.’ Travelling between sessions was also a difficulty as one of the four Ballymena programme clubs was some distance from the area.

- When receiving feedback on the programme we enquired whether an educational strand be added to the sport delivery. Some thought the idea was satisfactory but others felt that it might compromise what is currently being done;

‘There is maybe an argument for a small educational component’ people like Cooperation Ireland do sessions already with kids in schools...or [on] weekends away. They ask kids who likes Mars bars, who likes this, who likes that to show the kids that their friends don’t all like the same things but you’re still friends.’ ‘But what you have to be careful about is that kids have come out to do sport and we have to be careful we don’t turn them off by doing too much [of an educational component].’

Many young people comfortably use social media tools to keep in touch with each other and to access information about things they are interested in. Developing online social networking opportunities for kids should be a priority for all clubs so that they keep in touch between sessions. This needs to be carefully managed but with the support of the club community it can be.

Things to be aware of;

- Some clubs expressed a need to persevere to overcome initial barriers. At the outset of any programme there are always the barriers experienced in the ‘getting to know you’ phase of inter-club work. Respondents from the Sports and Leisure programme provided some advice for others wishing to embark on this work. To break the ice clubs should ‘Invite other club coaches and committee members to social events, get to know them and get a bit of craic going.’

- Managing internal stakeholders was also noted as important for ensuring programme success. To get the programme off the ground;

‘you need to attack it from two streams, the first is for grassroots level coaches, you need to get them on board and the second stream you need at least 2 or 3 senior people at the club to drive it. This is because I know there are others sports clubs in this town who won’t engage with this sort of thing and I’m sure there are people in the middle of our club asking what are we doing this for? ‘If you don’t have ownership at both the grassroots level and at the director level it will never work’

- Clubs stated that others should be aware of resistance and persevere, after a while the barriers come down and everyone gets used to it;

‘It is a legacy [issue] and the GAA stance from the past [was a barrier] but like us they have thrown the history books out the window and said ‘ok it’s a new beginning we’re moving on.’ Moreover it was expressed that ‘coaches shouldn’t have their head in the sand, [they too] need to move with the times.’

- Also overcoming any preconceived assumptions of the participants was important;

‘We tried not to mention the differences in culture but focused on the differences between the sports, preaching about different religions would have made them shut off straight off.’

- Parental and other adult barriers weigh heavily on young people’s sporting options. Clubs need to work on convincing parents that the work will achieve more than they possibly have experienced.

“At the end of the day it is ‘just kids playing towards a common goal’ in this programme. ‘That in itself just makes them realise that there isn’t anything different about them, they are just the

same. They maybe go to a different school and the maybe have a different religion but at the end of the day they are as capable as one another and they can talk to each other and they find out that what people have been telling them isn't actually true. Kids don't have baggage, adults have baggage'

This commitment by the two rugby and Gaelic football clubs in the Ballymena Sport Programme provided the foundation for the work to be developed.

Key Points:

From the outset sports should examine their unique features to identify soft skills such as; cooperation, teamwork and leadership. This is then examined in relation to the hard-skills of playing the sport. These elements can allow different sports to establish programme links that provide a foundation for the initiative.

Club staff should endeavour to reach out and get other sports personnel involved in there social outings. This can provide a useful starting point for developing relationships further. Funding partners need to examine their support offer to local clubs who are essentially delivery agents. More support and closer working relationships, along with more time to plan, will strengthen programmes further.

A number of issues were identified for informing programme design, and in addition to those a series of points that all clubs should seek to build upon are revealed. While these points relate to specific examples of local programmes the themes are broad enough to cover any sport initiative in the North East partnership area.

Development Notes:

How was this case created?

- This case was created through a series of interviews and conversations of those delivering sport and leisure programmes as part of the Sports and Leisure for Peace Building Programme.
- The qualitative data gathered through evaluation was analysed and the key points are expressed above.

How can this information be used?

- Those seeking to replicate the work that has been done can use this information.
- It can provide recommendations on programme design, content and things to avoid.
- The feedback obtained may provide justification for clubs to develop their work or to establish links with other clubs.
- Ideally the information will provide other clubs with a list of things to avoid in the future, thus passing on valuable experiences.



Development Work in Schools: Tips and Advice

Introduction:

Working in schools using sport and leisure to develop cultural awareness issues is a different concept than working through clubs and community associations. The schools programme delivered by The Sports Academy and Sports Outreach (University of Ulster) provided us with an opportunity to examine the teachers' and the visiting student-teachers' experiences. They provide good advice for those from other organisations seeking to target primary schools. This case is structured into four parts; first is a description and a discussion of what worked well, following this is an examination where things can be improved upon. Following this is a brief review of things to avoid and finally some tips for further development. The quotes contained within are from teachers from the schools involved or student teachers working on behalf of The Sports Academy.

Aims:

- To inform those wishing to use sport to deliver cultural awareness activities within schools of the learning that current delivery staff experienced throughout the process.
- To provide a knowledge bank for discussion of further funding initiatives directed at similar aims.

Things that worked well;

- Sport was seen as a good medium to engage children;

‘When they come to sport they leave all the differences they have at the door. Kids at that age - their goal is just to be competitive and they don't care who they are with or what religion they are or what nationality or ethnicity they are. They just care that they have a certain person on their team and that they can win.’

- However there was recognition by the children in general that certain sports were played by certain communities. One of these reasons as to why sport is well suited to development work in schools is that it also provides some children with an opportunity to shine and socialise in different settings;

‘Sport is another medium to get them interacting together outside of the classroom – it levels the playing field’

- The mix of a practical session that promoted teamwork and integration complemented the classroom-based session;

‘The pupils thoroughly enjoyed the practical session and I could see evidence of them trying to use the team skills they had discussed and learnt.’

‘I think its great to have outside help on this as the children experience a different delivery and know that other adults support inclusion and integration.’

‘This workbook and the sport sessions was a gentle introduction to understanding differences and working together. This reflects the innocence of quite a number of pupils who have only a basic awareness of differences within Northern Ireland.’

‘Teamwork, communication and cooperation were the big messages I pushed with the kids and they really got on-board with those.’

Things that could be improved upon;

- The workbook itself was supported by some but highlighted by others as an area for improvement. Opinions differed from the some teachers' perspectives;

'Superb workbook with great activities although a few of the activities were pitched too high for the ability levels of P5. Again a differential workbook along with this one would meet everyone's needs'

'[The] workbook did not compliment the fun sports activities. Not very appealing or child-friendly, needed better graphics.'

It is clear that even from these two perspectives the workbook needs to be developed further. Ideally the NEELB should be consulted for best practice and an earlier case has been dedicated towards this theme.'

- Managing class size: Some of the teachers and student teachers felt that the size of the class impacted on the children's ability to take away the messages.

'My only negative view would be that due to numbers, the classes had to be split. It would have been nice to have two coaches so that both classes could avail of the full time provided.'

- Delivery staff need to ensure that numbers are manageable which comes down to pre-planning between the school.

Things to possibly avoid;

At some schools the children were very interested, right from the start, as to whether the student-teachers were Protestants or Catholics. Preparing a message to work around this focus would be advisable as any flippant comments about the importance of such information can possibly undermine the programme.

Dealing with the community issues behind integration posed some of the student teachers with an issue. The sport programme and workbook were initially designed as a one sized approach which in practice was not suited for every school in the region;

"People know how our country is so there is always going to be that issue in the background and certain but not all areas need to talk about 'community relations. Parental influences are showing them who they shouldn't be friends with because they are from a different religion. But then there are children who are completely naive and they haven't been influenced by it at all. They could [focus on] learning about difference in people because they would be more open to difference whereas in the [certain] areas of Northern Ireland, literally all that matters is the Protestant/Catholic divide"

The following section outlines some points for developing initiatives to avoid these issues.

Ideas for further development;

The original programme focused on working with one school at a time however some teachers and student teachers felt that it;

"might be an idea to bring different types of schools together to do these activities and to learn from each other while they are actually together and it would prove to the kids that what we are teaching them works and that even though your team is mixed you can still achieve the same things"

The sessions themselves also received some pointed feedback from school teachers that can be used to improve the delivery mechanism;

“[The] sport session was excellent and the children loved the experience. Possibly a few visual aids to help with each activity but it was right for this age group.”

“The children enjoyed the sessions. I do feel it was a bit short and more time would be beneficial. It would be good if the children could also put into practice what they have learned by integrating with different schools.”

The children were very interested in the different types of balls used in their activities. This bodes well for further ideas for using other sporting activities as well e.g. stick/racket related games if facilities permitted.

Greater focus may be needed for helping PE staff to see that this can be more than a ‘one off’ type of programme and promote the fact that they could develop this type of delivery over the long term. The mathematics and literacy skills needed to complete the participants’ workbooks along with cultural awareness lessons can be emphasized as added value of the programme..

Most teachers ‘loved the workbooks because of the cross-curricular elements’

Key Points:

Delivery agents should examine the region of schools to be targeted at the beginning. A number of issues were identified for informing school-based outreach work. The themes are broad enough to cover any sport initiative involving delivery partners targeting schools. With an increase in the number of governing bodies now delivering outreach work there could be opportunities for them to examine how this information could inform their practice.



Development Notes:

How was this case created?

- The case on designing educational materials for schools was created by examining qualitative data from the programme evaluation.
- The bulk of qualitative information was obtained through a post programme review.
- This review involved a focus group with a number of Sports Academy delivery staff and a teacher evaluation.
- This focus group provided an informal way of discussing the staff experiences of delivering the sport and education sessions in 23 schools across the North East council area.
- The classroom teachers evaluated each of these sessions and their feedback also informed this case.

How can this information be used?

- Ideally this information can be used by those wishing to replicate such work

Primary school teachers (who will have a unique perspective on organisations coming from outside their school and how the information compliments the curriculum) can also use this information.

Tips for managing the sessions;

- After the programme is established always call the school the day before to check the session is still required.
- When the work book is being created be prepared to simplify some of the worksheets or use certain sheets for shorter sessions.
- Attempt to assess base knowledge of the pupils first before deciding which worksheets to use
- A range of worksheets is desirable; according to some student teachers the children 'loved' the mural drawing. However students who weren't artistic really enjoyed the maths and Sudoku.
- Be prepared to share information with other teachers at break time as the student teachers found other staff very interested in what the students were doing and what the programme entailed. The Principal in one school was very interested in the programme and how to deliver PE in a different way for children.

Where can more information be sought?

More details about this programme can be found at The Sports Academy and Sports Outreach both at the University of Ulster at Jordanstown on www.ulster.ac.uk or directly on sport@ulster.ac.uk or contact North East PEACE III Partnership peaceiii@colerainebc.gov.uk

www.sportsulster.com
<http://www.northeastpeace.com/>