



**University of Brighton**

Chelsea School

***'I take this frustration and try to bring to it something stable –  
a more reasonable and more optimistic view for the future'***

## **The impact of motivation on the agency of facilitators of the Football 4 Peace initiative in Israel**



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A Dissertation submitted in partial fulfilment of the requirements for the degree of  
Master of Arts (Honours) in International Sport Policy

**This dissertation has been edited to make certain identities, anonymous.**

17,408 words

Supervised by **Dr. Thomas F Carter**

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### **Declaration of Originality**

I, the undersigned, declare that this dissertation is my own, original work and has not been submitted in any form for another degree or diploma at any university or other educational institute. Information, thoughts and opinions derived from both the published and unpublished work of others has been acknowledged within the text with a list of references clearly stated in the Bibliography.

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22<sup>nd</sup> October 2010



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### Abstract

There has been extensive reporting and evaluation on the Football 4 Peace (F4P), a Sport for Development and Peace initiative in Israel. Over the years and various papers, dissertations and books have been published. Little, however, has been researched into the impact upon the F4P initiative by those facilitating it. Data gathering was conducted during 2010 programme of F4P activities in Israel. Using grounded theory tools, results and conclusions were gained from the analysis of 46 interviews from 39 individuals involved in the facilitation of 14 cross CCSP's across Israel. Discussion focuses on findings from the within the data that have little in common with the literature review. Highlighted is the power key individual's have on the delivery and impact the project has through agency and examines the effects both intrinsic and extrinsic motivation has on an individual's choices. It ends with a series of key findings, considerations and recommendations for the Football 4 Peace Initiative in Israel.



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### Abbreviations

CCSP	Cross-Community Sport Partnership
F4P	Football 4 Peace
FA	The [English] Football Association
FIFA	Fédération Internationale de Football Association
GDP	Gross Domestic Product
GNP	Gross National Product
GT	Grounded Theory
IOC	International Olympic Committee
ISA	Israel Sports Authority
IWG	International Working Group
MDG	Millennium Development Goals
MUFC	Manchester United Football Club
NGO	Non-governmental Organisation
SDP	Sport for Development and Peace
UK	United Kingdom
UN	United Nations



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## Introduction

*'I take this frustration and try to bring to it something stable, a more reasonable and more optimistic view for the future'*

Ghazi Nujidat, July 2010

Ghazi Nujidat sits inside the cabin with the door open. The Sea of Galilee can be seen in the near distance and the sound of children playing outside. The 2010 project has just ended, and as the interview begins he gives a sigh of relief and says 'now we can smile' (A3).

The Football 4 Peace Initiative (F4P) in Israel focuses on contributing to peaceful co-existence through an initiative that involves the very people within the conflict. It harnesses 'the power the people of Israel have, 'to make or break the peace process by their acceptance or rejection of what is happening around them' (Lea-Howarth 2006, p6). Using connections through partners and the dissemination of academic research, it centres its attention on grassroots interventions and opening up communication channels right up to the highest levels of power. Whilst there are many sport for development and peace projects in Israel, F4P has succeeded in growing from one small project in 2001 to 14 Cross-Community Sport Partnerships (CCSP) involving nearly 50 communities and nearly 1,400 children in 2010.

There has been extensive reporting and evaluation on F4P over the years and various papers, dissertations and books have been published. These have focused on the impact on the children participating in CCSP projects (Hippold 2009); curriculum development (Sugden 2006a, Stidder et al 2006, Stidder & Haasner 2007, Lambert 2007, Lambert & Gardiner 2010); volunteer coaches' experiences (Howarth 2007, Liebmann & Rookwood 2007, Townsend 2007); cultural challenges (Whitfield 2006, Caudwell 2007, Wallis 2007, Sugden 2008); practical challenges (Whitfield 2006, Sugden 2006b, Heilman 2007, Damierius 2008) ;and theoretical concepts and methods of evaluating the work (Prenzlau & Rordorf 2008, Sugden & Haasner 2006, Sugden 2010a, 2010b). Little, however, has been researched into the impact upon the F4P initiative by those facilitating it.

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This dissertation started off as an investigation into determining to what extent those facilitating the initiative are listened to. Just how far does their feedback go up the chain of command? Does what they think really change things? Grounded Theory methods were used to collect and analyse data. The very nature of the methodology was to find the answers from those at the very heart of the initiative.

Soon into the research new questions emerged. Why do communities join the initiative? What influences the decisions the facilitators make? How do their choices impact on the success of a CCSP? The focus of the analysis became centred on delving into the hidden links and connections of what was being expressed – the motivations behind those facilitating the project. Due to how the study was conducted and its secondary goal of informing the researcher's professional practice, little was reviewed into the psychology of motivation. Instead, the discussion focuses on the broader categories of extrinsic and intrinsic motivation. It makes reference to these through the concepts of reward, ownership and relationships – hidden codes found within the data.

This paper makes no claims and produces no theory. Instead, it concludes with key findings and makes recommendations and highlights considerations for the Football 4 Peace Initiative.



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# Literature Review

This literature review evaluates relevant chapters, books, articles and websites. It provides the researcher with a basic understanding and critical overview of the relevant concepts, theories and experiences of the subject matter for this study. The literature has been accessed via the researcher's professional life with sport for development and peace as well as through their scholarly life. It outlines many of the terms used throughout this dissertation.



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### **Conflict v Peace.**

In 1984, the United Nations General Assembly adopted a resolution on the right to peace, and appealed to 'all states and international organizations to do their utmost to assist in implementing the right of the people to peace through the adoption of appropriate measures at both national and international level' (U.N. 1984). The idea behind the resolution was that 'life without war serves as the primary international prerequisite for the material well-being, development and progress of countries' (U.N. 1984).

The declaration assumes that a nation state is either at war or is in peace. This simple viewpoint does not take into account that 'not all conflicts are national in scale' (SDP IWG 2008), and occur in many shapes and forms. Different groups with different languages, ethnicities, religions etc. often have differences which can manifest in skirmishes, terrorism or even full scale armed conflict which can be localised. 'The absence of interstate wars no longer means peace' (The Japan Foundation 2008).

Calling it 'immature conflict philosophy', Galtung points to the myth that conflict is often seen as 'sender and receiver', a 'them or us' mentality where there are 'two parties and one issue' (1998, p21). Lederach states that conflict is not a static phenomenon and is 'born in a world of human meaning and perception. It is constantly changed by ongoing human interaction and it continuously changes the very people who give it life, and the social environment in which it is born, evolves and perhaps ends' (1997, p63). With this in mind, a simplified definition of conflict can be of a form of competitive behaviour between individuals or groups, occurring when they compete over perceived or actual incompatible goals or resources (Serena 2009).

There is no single reason why conflict can evolve into violence, which is why there is no one single response or method for conflict transformation, peace building or reconciliation (Kvalsund 2006). Whilst the negative state of conflict is violence (Kvalsund 2006), conflict is often seen as an essential ingredient of social change and does not necessarily need to be negative (Serena 2009). Galtung distinguishes three forms of conflict - direct violence, structural violence and cultural violence. Figure 7.1 demonstrates the relationship between the three forms of conflict. The visible, direct violence (war, riots, hostilities, skirmishes etc.), can only occur when its 'roots' are present but which are hidden: cultural violence which can be in the form of patriotism,

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nationalism, religious clashes etc; structural violence which can be in the form of repressive or exploitative governments, lack of basic fundamentals such as water etc.

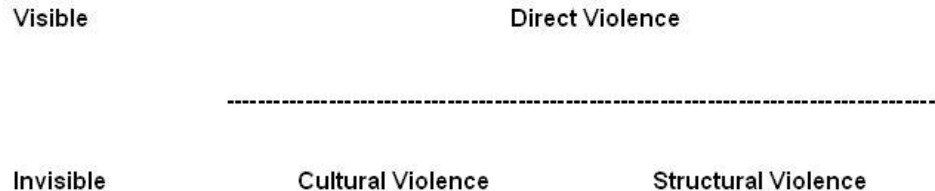


Figure 7.1 Galtung's (1998) 'ABC Triangle of Violence'

Attention in peace keeping tends to focus more on preventing direct violence (protecting life, ending war etc.), and less on tackling its causes - structural and cultural violence. Often, it fails to answer the question 'what is needed to sustain a constructive process' (Lederach 1997, p66). To emerge from conflict and into peace, attention needs to be given to all three forms of violence.

Peace, however, is also complicated to define. Galtung points out that 'peace is not just the absence of violent conflict' (1998, p2). Lederach states that the peace process is a longitudinal process where 'conflict moves along a continuum from unpeaceful to peaceful' (1997, p65). The International Working Group for Sport for Development and Peace (SDP IWG) defines two types of peace— negative and positive. Negative peace refers to the absence of violence but the continued existence of the sources and structures of violence, whilst positive peace refers to the absence of both violent conflict and structural violence, offering the best conditions for development (SDP IWG 2008).

Peace is clearly a state of mind that needs to be maintained. Galtung expands his 'Conflict Transformation Theory' to include the '3R's - Resolution, Reconciliation and Reconstruction.

- Resolution is seen in two forms. The first is to aim to solve problems and mediate issues in the short term (such as ceasefires, military intervention, mediation and international aid etc.) Galtung states that the word "peace" 'is used by the naïve who confuse absence of direct

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violence with peace and do not understand that the work to make and build peace is now just about to start' (1998, p2). The second form is to eradicate the roots of conflict and look forward to a solution for a lasting peace.

- Reconciliation is a long process aimed at the building of positive relationships between antagonistic groups and bringing healing and closure to those immersed in the conflict. This is done in many ways but the most notable are international criminal courts to bring justice for war crimes or special local tribunals and truth and reconciliation commissions set up to break the cycle of hate, deep suspicion, resentment, and revenge.
- Reconstruction is aimed at rebuilding society – the political, economic, ecological, physical, cultural and social infrastructure. Galtung (1998, p.53-61) divides reconstruction into four subcategories: rehabilitation (e.g. trauma healing), rebuilding (e.g. rebuilding homes, roads etc.), restructuring (democratisation or elimination of pre-conflict structures undermining the peace process) and reculturation (changing a cultural of violence into a culture of peace).

The cycle of the violence triangle can be broken and turned into a 'virtuous cycle' with the 'joint' action of the '3R's' because if 'you do only one of these three without the other two you will not even get that one' (Galtung, 1998, p8). Traditional approaches to peace tend to focus on state-level solutions, often excluding the people on behalf of whom peace is being made and ignoring the power that populations have to make or break the peace process (Sugden 2010b). Building positive social networks through relationships is central to many of the processes underpinning each of the "3Rs". Guest (2009) reiterates this by stating development-through-sport occurs through an indirect process of socialisation and 'depends upon providing opportunities and resources rather than values and life skills'. Sport initiatives work best when conceived as a site where 'meanings are negotiated' (p1347).

## **Defining S, D and P**

In 2003, the U.N. Inter-Agency Task Force on Sport for Development and Peace defined sport as 'all forms of physical activity that contribute to physical fitness, mental well-being and social

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interaction, such as play, recreation, organized or competitive sport, and indigenous sports and games” (U.N. 2003, p3). The Secretariat organisation to the task force, ‘Right to Play’, defines sport in their summary document of ‘Harnessing the Power of Sport for Development and Peace’ as possessing ‘unique attributes that enable it to contribute to development and peace processes. Sport’s universal popularity, its capacity as one of the most powerful global communications platforms, and its profound ability to connect people and to build their capacities make it one of the most cross-cutting of all development and peace tools’ (2008, p2).

Sport, in all its forms, is clearly one of the most popular leisure activities across the world (Kvalsund 2006, SDP IWG 2008) and has been described by many as an international language bringing people together to overcome cultural differences, awakening hope and spreading an atmosphere of tolerance (Schulenkorf & Edwards 2010, Beutler 2008, Levermore 2008a). These attributes make sport an effective, low-cost means of preventing and addressing a broad range of social and economic challenges as well as advancing human rights in areas that traditional forms of development find difficult to access (Jackson & Haigh 2008, Levermore 2008a). The power comes from its popularity which is why the world’s largest sporting organisations are claiming sports’ holistic qualities as their own. FIFA claims the game of football has a positive effect on participants in terms of mental and physical wellbeing as well as serving ‘as an effective tool in community programmes for social development’ (Federico Addiechi, Head of FIFA Corporate Social Responsibility in FIFA 2005). The International Olympic Committee, however, has taken a more cautious approach stating that ‘sport alone cannot enforce peace. Sport alone cannot maintain peace. But we can collaborate with other organisations who are better equipped for that like the United Nations.’ Jacques Rogge, IOC President (IOC 2007)

The word ‘development’ often comes with a prefix such as economic, social, community or sustainable and dictionaries use words such as ‘growth, improving, expanding, enlarging or refining to help define the word. The word ‘developing’ as in ‘developing countries’ is often ‘a euphemism for the absence of economic development’ (Mintzberg 2006, p4) and often measured in terms of Gross National Product (GNP) and Gross Domestic Product (GDP) (SDP IWG 2007, p162). The UN Declaration on the Right of Development in 1986 (cited in SDP IWG 2007, p162) stated that development was a ‘comprehensive, economic, social, cultural and political process, which aims at the constant improvement of the well-being of the entire

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population and all individuals on the basis of their active, free and meaningful participation in development and the fair distribution of benefits therefrom.’ The declaration fails, however, to define development.

Escobar (1995) defines development as a ‘historically singular experience’ (p10). He refers to the inaugural address of Harry Trueman in 1949 as initiating ‘a new era in the understanding and management of world affairs, particularly those concerning the less economically accomplished countries of the world’ (p3). Trueman’s doctrine stemmed from the desire to ‘relieve the suffering’ of people living in countries with high poverty, high disease and stagnant economies. This moment defined the ‘third world’ where countries are considered ‘underdeveloped’ when compared to ‘developed’, ‘First World’ countries. Development stems from the discourses, practices and regularity of those in power (the first world) and the ‘forms of subjectivity fostered by this discourse’ create the third world as people ‘come to recognize themselves as developed or underdeveloped’ (p10).

Henry Mintzberg (2006) notes three forms of development (illustrated in Figure 7.2).

- ‘Top Down’ or Planned Development is driven by the state and is often the method of choice for communist countries implementing long term plans on a national level.
- ‘Outside In’ or ‘Global Development’ is based on imitation and is considered a major factor in globalisation. It is driven by foreign organisations ‘descending on the host economy with their money and experts’ as well as domestic organisations and corporations ‘subscribing to an imported set of beliefs.’
- ‘Inside Up’ or ‘Indigenous Development’ often referred to as ‘Bottom Up’ or ‘Grass Roots’ grows out of personal enterprise and local ownership.

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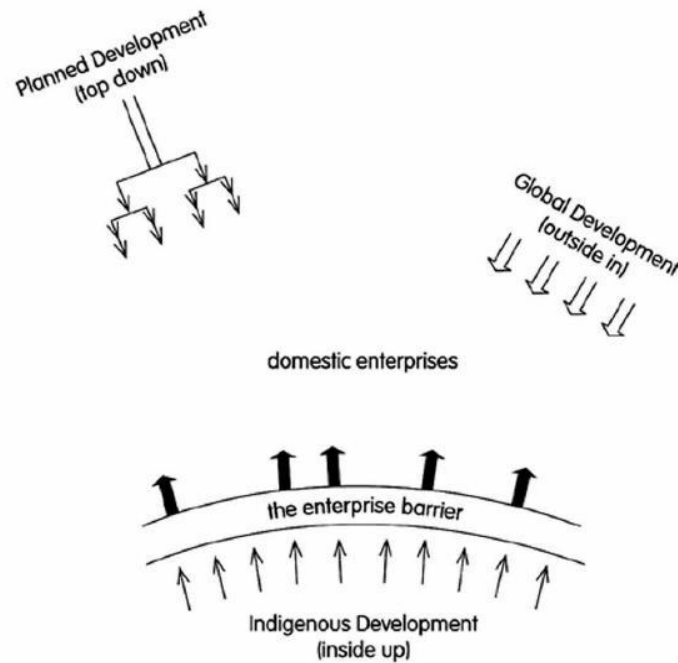


Figure 7.2 Mintzberg's 'Approaches to Development'

It is a combination of all three, however, that is often seen as the best approach. 'Indigenous development, supported by the concerted intervention of the state, reinforced by the appropriate use of outside help' (Mintzberg 2006). Schulenkorf claims that in a developing world context, 'communities often do not possess the trust, skills, knowledge and expertise to conduct reconciliation projects by themselves' (2010a, p279) and external 'change agents' help support local development under the principle of 'help with self-help' or 'guided self help' (Schulenkorf 2010b, p119). The success of any collaborative work hinges on the quality and effectiveness of partnerships - 'collective association and goal achievement within a particular network of partners' (Burnett 2009, p1202).

This is a similar approach to Lederach (1997, 2005) who identifies the role of relationship as a critical element. He argues that without incorporating the dynamics of, and space for, relationship building at grass roots level as well as leadership level, political peace accords and agreements cannot translate into reconciliation. His theory is centred on the construction of social networks that cut across the conflict divide, suggesting these relationships can be

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nurtured by watching 'for hubs where the cross linking relational spaces connect the 'not like-minded' and the 'not like-situated' people' (Lederach, 2005, p85).

In 2001 Kofi Annan, the former UN Secretary-General, appointed Adolf Ogi, former President of Switzerland, as his special advisor on 'Sport for Development and Peace'. A year later a task force was established and in 2003 the inter-agency task force published 'Sport for Development and Peace: Towards Achieving the Millennium Development Goals'. The MDG's were established at the U.N. Millennium Summit in 2000 in an effort to highlight the need to eradicate global poverty. Eight goals were identified each with a series of targets to monitor success by which the World Bank and national governments accepted as the primary framework for measuring development and progress and now guide the international assistance system (SDP IWG 2008, Hayhurst 2009). The goals are:

- Eradicate extreme poverty and hunger
- Achieve universal primary education
- Promote gender equality and empower women
- Reduce child mortality
- Improve maternal health
- Combat HIV and AIDS, malaria, and other diseases
- Ensure environmental stability
- Develop a global partnership for peace

The SDP IWG refers to 'sport for development and peace' as the 'intentional use of sport, physical activity and play to attain specific development and peace objectives, including, most notably, the Millennium Development Goals' (2008, p3). Sport for development and peace is different to 'sport development'. The former seeks out those not already involved and is unconcerned about their affiliation to sporting organisations, whilst the latter is defined as 'programmes designed to assist those engaged in organized sport – and to strengthen the infrastructure of facilities and institutions within which organized sport takes place' (Kidd 2008, p371).

The MDG's do not have any direct link to sport but over the years following their creation, a series of events and publications surrounding the 'International Year of Sport and Physical

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Education 2005' were produced to highlight to governments and NGO's the importance of sport in development work (Beutler 2008). Together, this literature actively encourages governments, NGO's and large corporations to back projects and finance them. This has been done despite the U.N. itself admitting that 'the potential of sport as a tool of development and peace has yet to be fully realized. The use of sport remains outside the mainstream of thinking among United Nations agencies... sport is seen as a by-product of development, not as an engine' (U.N. 2003, p2)

Sporting governing bodies often implement worldwide SDP programmes, often in partnership with Non-Government Organisations (NGO's) who dominate SDP programmes. These NGO's are divided into two types, 'Operational' which establish programs for development and 'Advocacy' which engage in policy making (Levermore 2008a, p57). SDP work can be categorised in three ways based on how sport is used to achieve development aims and objectives (Levermore 2008a, p57).

- 'Plus sport' – programmes using sport to attract participants to reinforce a scheme with specific development goals such as HIV/AIDS prevention or reconciliation programmes. Sport development is rarely a strategic aim.
- 'Sport plus' – sports are orchestrated to deliver development goals or to run alongside parallel programmes to maximise developmental aims and objectives.
- 'Sport first' – the traditional provision of sport primarily to stimulate participation and increase elite performers. Developmental properties are assumed, are unintentional or poorly articulated.

Figure 7.3 portrays Sugden's 'ripple effect' – the level of influence and impact F4P CCSP's have at local, regional and trans-national levels in practical and policy terms (Sugden 2010a). The model appears to be based on Strauss and Corbin's (1990) Conditional Matrix shown in Figure 7.4. The Conditional Matrix is a diagrammatic representation of the 'conditional features' of a category and is used as a tool for transactional analysis which is used to 'examine action / interaction in relationship to their conditions and consequences (p158).

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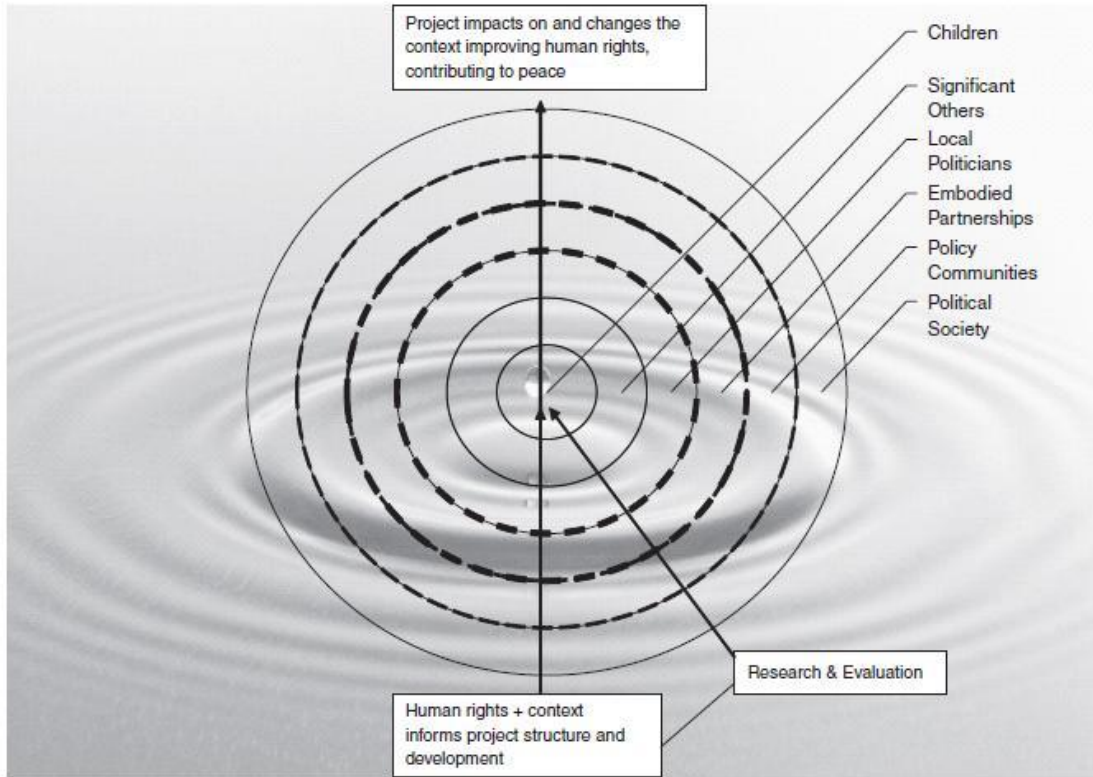


Figure 7.3 Sugden's (2010a) 'Ripple Effect' Model

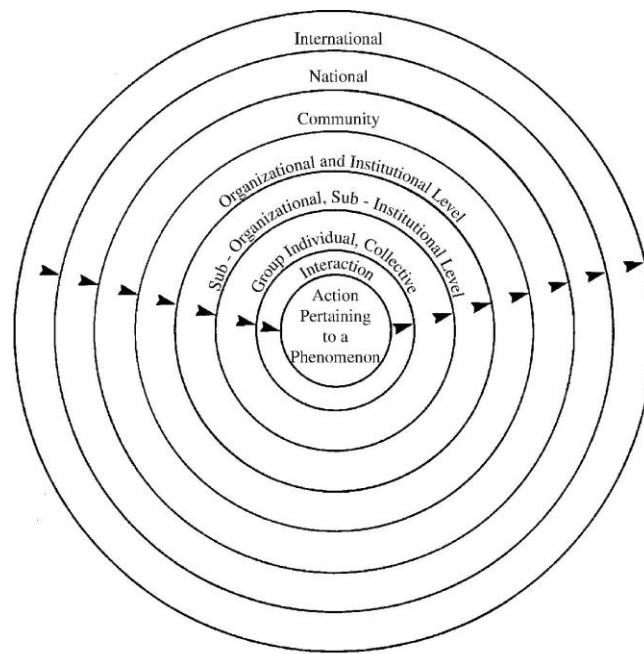


Figure 7.4 Strauss and Corbin' (1990) 'Conditional Matrix'

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'The different thicknesses and permeability of the concentric circles is to indicate that, just like a stone dropped into a still pool of water, the ripple effect of an intervention like F4P dissipates as it moves further from the centre where the impact is more obviously felt and more easily measured' (Sugden 2010a, p48). The inner circle, at the centre of the 'Ripple Effect Model', symbolises the child participant (children). The second circle represents their parents, relatives, peers etc. (significant others); and flowing outwards the effect begins to decline as it passes through circles representing community leaders (local politicians); NGO's, local and national governmental departments (embodied partnerships); network partners, international organisations (policy communities). Finally the impact reaches the wider Middle Eastern context, peace process and the international human rights agenda (political society). Network Partners are those controlling the budgets, facilities, resources and manage the projects. Policy Communities are national and international NGO's and government departments responsible for sport, development and peace policy. Often the Network Partner is also the policy maker.

Sugden claims that this approach to research and evaluation has enabled the project to grow 'organically from the bottom up' and has 'helped to facilitate growing local ownership and sustainability' (Sugden 2010a, p46). He states that the British Council, the [English] Football Association (FA) and, most importantly, the ISA, have all adapted and developed their own work with sport through engaging with and learning from F4P' (Sugden 2010a, p46).

The model also combines Mintzburgs' approaches to development and can be seen as an attempt to answer criticisms of SDP by demonstrating the extent F4P is 'needs and asset based', catering for local circumstances and resources and made sustainable, rather than controlled 'top down' (Kidd 2008, p377, Levermore 2008). By incorporating an international and trans-national level within the model, Sugden is also adding to the 'modest body of research' that examines how international influences manifest at domestic policy levels in an effort to show that a process of policy transfer is occurring (Houlihan 2009, p57).

Sugden, however, is also looking to expand and improve the model. He suggests that is has much in common with Lederach's (2005) 'web process' (Figure 7.5) where different stakeholders in the project make personal connections at varying different levels that interact. This interaction between the participants, practitioners, Network Partners, Policy Communities and beyond informs the structure of the project. The relationships that are established at varying levels

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strengthen the project with the intention that strength is built by 'creating a co-ordination at the hub without centralization' (Lederach 2005, p83). 'Like a real spider's web, the more threads there are, the thicker they get and the more anchor points they have, the more robust the web will thus become, enabling it to better withstand potential damage and be more amenable to repair should damage occur' (Sugden 2010a, p48).

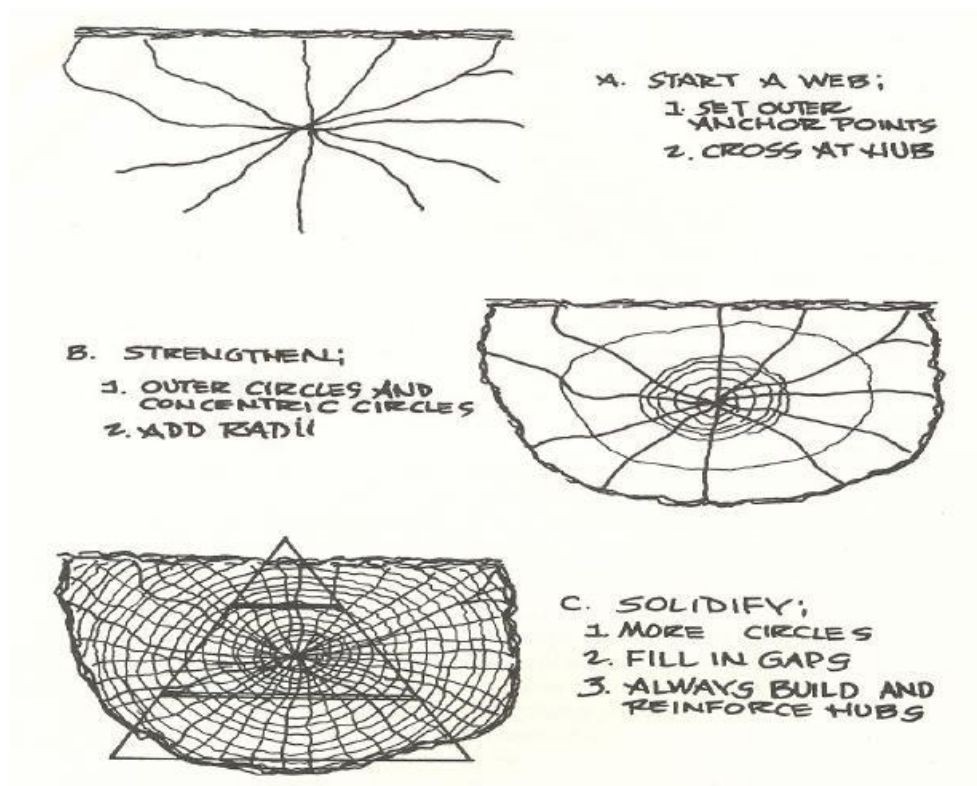


Figure 7.5 Lederach's (2005) 'Web Process: Doodle Three'

## Football 4 Peace – an SDP Initiative

Football 4 Peace (F4P) is a 'sport-plus' initiative that has been working in Israel for over ten years. Whilst now well established in Israel, F4P also works in other places and spaces across the world. For the purpose of this research it was decided to focus on the projects held in Israel where the primary aim is to bring children, coaches and communities together from Arab and Jewish populations together to play various sports and activities – most notably football. The

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communities are in the form of villages and neighbourhoods in towns and cities where those living within them have a communal language, heritage, culture or, frequently in the case of the Bedouin, family ties. It works with these communities which are divided by the unique set of circumstances in Israel which are outlined in the next section. Its specific aims are to:

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

(Football 4 Peace website – WWW1)

The curriculum is based on a coaching methodology which has a 'values based approach' (Lambert 2010) and is at the heart of the scheme. It is claimed that there are few SDP projects that are 'underpinned by a curriculum that develops technical and practical skills, while at the same time articulates, exemplifies and imparts the qualities and values upon which mutual understanding and reconciliation are built' (Stidder & Haasner 2007, p132). The drills, practices, games and competitions all focus around values of 'trust', 'respect', 'responsibility', 'equity and inclusion'.

A number of CCSP's (typically consisting of one Arab and one Jewish community) have been formed in Israel which run a number of projects across the country throughout the year using the F4P curriculum and methodology. The communities are partners at the 'local' level. At the national level is The British Council (a UK based international 'intercultural' NGO) and The Israel Sports Authority (a department of the Ministry of Culture and Sport). At the international or 'external' level is The [English] Football Association, The Deutsch Sporthochschule (German Sports University) and Chelsea School, University of Brighton. In various ways these partner organisations have helped the F4P initiative from funding, expert knowledge and training to basic resources such as footballs and kit.

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### **Israel in context**

While it is important to understand the historical, geographical and cultural context in which this research has been conducted (Schulenkorf 2010a), it is difficult to give a detailed account of the complex situation in Israel. Below is a brief overview of the root causes to conflict in Israel which has a wider impact in the Middle East region and beyond.

At the time of the 1917 Balfour Declaration, the British had the mandate to rule Palestine and Transjordan (now Jordan) after the fall of the Ottoman Empire. This was an area populated mostly by Arabs, Christian and Muslim with small minorities of Jews, Druze and Circassians. It declared that 'His Majesty's Government view with favour the establishment in Palestine of a national home for the Jewish people, and will use their best endeavours to facilitate the achievement of this object, it being clearly understood that nothing shall be done which may prejudice the civil and religious rights of existing non-Jewish communities in Palestine, or the rights and political status enjoyed by Jews in any other country' (Zionism Israel website – WWW6).

After the Holocaust of World War II, Zionists continued to claim their 'biblical right' to the land and with the backing of the UN, the state of Israel was created as the 'Jewish homeland' out of British Mandated Palestine. The same land was claimed by the Arab communities that had lived there for centuries. The Arab world protested despite the idea of creating two states - one Jewish and one Arab. In 1949, Israel's Arab neighbours invaded but were beaten back and in the conflict had more land taken in what is known by Jews as the 'War of Independence' and by Arabs as the Al-Nakba (The Catastrophe). The Six Day War or 'An-Naksah' (The Setback) occurred in 1967 when Israel made a pre-emptive strike on its Arab neighbours with the result of gaining more land.

Figure 7.6 is a map depicting the extent to which Israel has expanded with each armed conflict. It also shows some of the cities and areas involved in F4P CCSP's including, Akko, Nazareth Jerusalem, Tel Aviv and Beer Sheeva.

Since 1948, the Israeli government has actively promoted migration to Israel to anyone Jewish leading to a population expansion from a few thousand to over six million in the present day.

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Before the 1949 war, the Arab population of the area was over 1.3 million. It is estimated that between 520,000 and 957,000 Arabs fled or were deported during and after the war. Many of those that remained ended up as refugees in Gaza, the West Bank and neighbouring states (Moore & Aweiss 2007). Those that remained within the borders of Israel were called upon to maintain peace and 'partake in the building of the country on the basis of full and equal citizenship' (Moore & Aweiss 2007, p8). The 1967 conflict brought more Arab communities, such as Nazareth, within the borders of Israel. Since then, the Arab population has grown and makes up nearly 18% of the overall population (Sugden 2008).

The notion of Israel as the 'Jewish homeland' is highly problematic as its Jewish identity is poly-ethnic whilst its civic identity as a democratic nation state is supra-ethnic and 'both Palestinians and Jews claim that Palestine is their homeland, and neither is prepared to concede the other's claim' (Kellas 1998, p170). Today the conflict between the Arab and Jewish people has manifested itself in terrorism, constant skirmishes, outbreaks of fighting and Israel being unrecognised by almost all of its neighbours in the Middle East. Communities are divided along religious with separate school systems and councils etc. Children very rarely meet their peers from 'the other side'. It is within this context that the F4P initiative was established with the broad view 'that Israel will be better placed and more willing and able to move towards a peaceful settlement with the Palestinian Authority and its neighbouring Arab-dominated countries, once it has grown equitable and harmonious relations between the 20 percent Arab and 80 percent Jewish populations living within its existing boundaries' (Sugden 2010b, p265).

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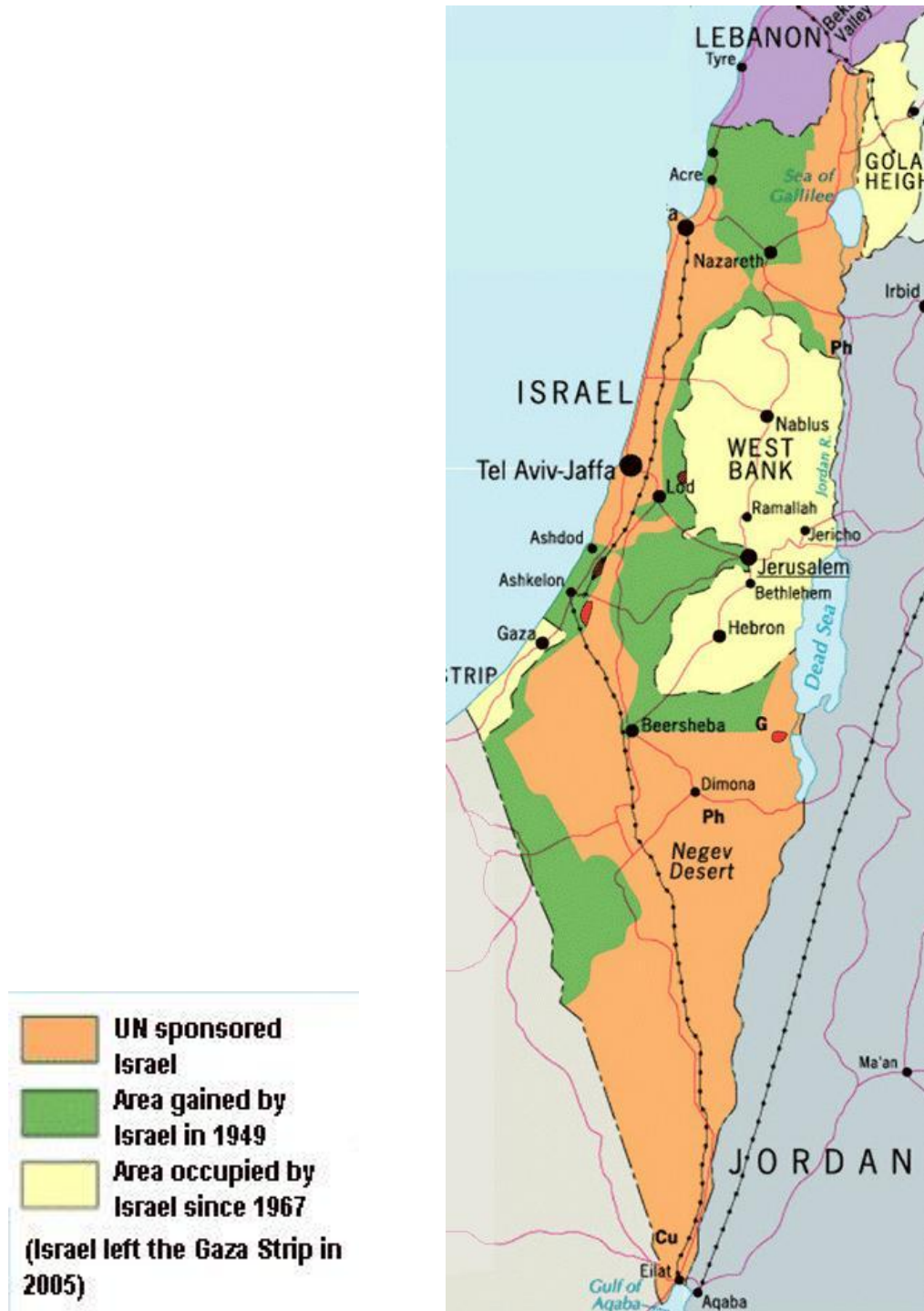


Figure 7.6 'Map of Israel and Palestinian Territories' (Harper College website – WWW2)

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### **Criticisms of SDP**

To advocate the use of sport as an agent of peace, those working in SDP need to understand how it can be an agent of conflict as well. George Orwell noted that 'serious sport has nothing to do with fair play. It is bound up with hatred, jealousy, boastfulness, disregard of all rules and sadistic pleasure in witnessing violence'. He summarised by describing sport as 'war minus the shooting' (1970 p63) whereby sport replaces war, allowing communities an opportunity to express their collectiveness and identity without disrupting the wider social order (Sugden 2010b). Sport is not innocent and has a history of being linked to violence (football hooliganism, athlete aggression), political tensions (events and athletes becoming terrorist targets, extreme displays of nationalism), the raising of controversial ethical issues (match fixing, doping, gender testing) and in one case, armed conflict between two nations based on the outcome off a football match (Honduras and El Salvador in 1969). Sport includes and excludes, and in many games it is 'them' against 'us'. There are more examples of 'international sport damaging relations as there are instances of it making a positive contribution to peace and understanding' (Sugden 2010b, p260).

All sports are based on competition against opponents trying to reach similar goals. Just as conflict hinges much on human emotions, sport exists to produce winners and losers and to evoke emotions from within the body stemming from physical activity and its association to achievement (Galtung 1998). Kvalsund (2006) sees these emotions as basic human characteristics and needs which are often overlooked within peace processes.

Bruce Kidd points out that despite a huge endorsement of SDP programmes across the globe, the movement is 'still in its infancy, woefully underfunded, completely unregulated, poorly planned and largely isolated from mainstream development efforts' (2008, p376). Governments and large corporations, preoccupied with high performance and the rhetoric of development promises, plow the majority of funding into sport development and sport for the talented as opposed to sport for development (Kidd 2008, Jackson & Haigh 2008, Beutler 2008). The major development agencies such as International Monetary Fund and World Bank have been accused of failing to embrace SDP, focusing instead on economic growth over social objectives and seeing sport as a by-product of development (Levermore 2008a, 2008b). This has led to

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SDP initiatives heavily dependent on financial backing from others and fighting for the same small pots of funding (Kidd 2008, Coalter 2010).

It is true that many successes in the promotion of peace and reconciliation in deeply divided areas of the world have been attributed to the role of SDP projects (Sugden 1991, Sugden 2010b, Schulenkorf 2010a, Serena 2009, Burnett, 2009). But most of this research notes that sport alone cannot solve problems and can even exacerbate the situation.

F4P has been criticized for being utopian, ephemeral, unsustainable, patronizing, neo-imperialistic and overly supportive of the Israeli state and the status quo. Israel is a highly contentious place and every detail of day to day life is highly politicized and sport is no exception (Sorek 2003). There will always be 'curiosity about the motives of governments and state agencies' (Houlihan et al 2009, p5). The experience of 'Belfast United' is often similar to the experience in Israel where the majority community (and traditionally most powerful), view with suspicion any initiative that promotes the interests of a minority community in case it may undermine their position of power (Sugden 2006, p233). Likewise, because the ISA is a department within the Ministry of Culture and Sport, its involvement in F4P often leads to the assumption that F4P is supporting the status quo. 'Sectarian values are easily sustained in the heart of polarised communities, in a context of ignorance and in situations where people are not accountable for their beliefs' (Sugden 1991, p78).

Many organisations like F4P have their roots in 'developed' countries such as Germany and the UK where SDP has been a consistent theme in public policies (Coalter 2010). The SDP work from these bodies is often perceived as being a new form of colonialism, promoting new forms of dependency (Coalter 2010) through 'outside in' approaches, thus playing a significant role in globalisation (Mintzberg 2006). Schulenkorf notes that projects initiated or guided by those from outside the community may 'unconsciously or consciously' employ a 'dominant, paternalistic approach' (2010b, p119).

The curriculum used by F4P has been developed by academics involved in teacher training at Chelsea School, University of Brighton. It is aligned to England and Wales' National Curriculum's for Physical Education and Citizenship. This, coupled with the British Council's involvement as a partner often leads to the suggestion that F4P is a tool for neo-colonialism

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(Sugden 2008). Commenting on national identity, Houlihan points out that 'so closely intertwined are the notions of Englishness and sport that sporting behaviour has become almost synonymous with the virtues of the English way of life' (Houlihan 1997, p119). F4P's 'values based approach' stems from the notion of 'fair play' - the encouragement of a respect for authority and the rules, self-control, self-discipline and good 'sportspersonship'. The values taught within the practical activities clearly demonstrates this where the children are encouraged to respect each other, trust their team mates, include everyone and have the responsibility of refereeing their own matches during games and competitions. This focus on 'values' has led to questions of motive, criticism and accusations of F4P being a new form of cultural imperialism - a concern often raised by those involved in the initiative themselves.

Hayhurst asks why SDP programmes are delivered in communities as opposed to conceptualised within them (2009, p216)? Many complain that recipients often lose out as SDP programmes make little sense as bureaucratic policy makers, making key decisions, often impose their 'first world, middle class' values, ignoring local nuances and contexts (Kidd 2008, Hayhurst 2009, Schulenkorf 2010b). 'Right to Play' have acknowledged that in order to work, SDP programmes need to take a combined developmental approach; 'the informed consent of participants and not just of their political representatives' and implementation in ways that enhance local peace building efforts and do not operate in a way that undermines local values, customs and processes. They should be tailored so that they are sensitive to the political, economic and socio-cultural context of the place they are delivered ([www.sportanddev.org](http://www.sportanddev.org)). As an advocacy NGO, however, Right to Play's recommendations reflect governmental contexts, experiences and priorities rather than the 'subject' of its policies (Hayhurst 2009, p208).

In complex situations where a combination of political, social and military conflict, SDP can make 'small, but nevertheless significant contributions to the cessation of hostilities, encourage reconciliation between the conflicting sides, promote co-existence, and bring support through sport and physical activity to victims of conflict' (Sugden & Haasner 2009). SDP should be seen as a highly effective tool within wider programmes of peace and reconciliation, reconstruction and development and be 'applied in a holistic and integrated manner with other interventions and programs to achieve optimal results' (SDP IWG 2008, p13).

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F4P has a wider agenda. By making 'pragmatic and incremental grass-roots interventions' (Sugden 2009) within cross community sport, it intends to bring communities together and develop lasting networks that will contribute to a lasting peace settlement within Israel. Through academic research, it also intends to contribute to policy debates around sport nationally, regionally, and internationally. 'The challenge for peace activists is to discover ways to join up specific grass-roots, civil society, interventions with more broadly influential policy communities and those elements of political society that hold the keys to peace' (Sugden 2010b, p268).

### **Monitoring and Evaluation – proving SDP's worth**

SDP is very much 'donor defined' with little local accountability. Those producing SDP work have huge competition for funding and have to mould their programmes to fit a pre designed formula or funding criteria (Beutler 2008, Kidd 2008, Levermore 2008a, Coalter 2010, Burnett 2009, Hayhurst 2009). The pressure on sponsors, donors and governments to get results, meet development objectives such as the MDG's and gain tangible evidence for accountability often leads to tenuous claims of success made in the short term, despite a long term strategy needed (Levermore 2008a, Burnett 2009, Coalter 2010, Fukushima 2010). Houlihan et al (2009, p3) reiterate this by stating 'public policy expresses implicit assumptions about the relationship between the variables often based on limited or poor quality evidence.'

The biggest hurdle for SDP work to overcome is the need to prove its worth (Beutler 2008). It is not always clear how sport will help deliver development aims and objectives more affectively than another vehicle might (Levermore 2008a). Monitoring, evaluation and research play a critical role in the process of learning how sport can be used as a tool for development and peace as the perception of sport is often that it is 'rarely valued for its intrinsic qualities but rather for its capacity to ameliorate or camouflage problems ranging from poor cardiovascular health and juvenile delinquency to low tourist volume' (Houlihan 1997 p113). It is seen by governments as a highly visible yet cost effective response to 'non-sport problems ranging from nation-building to social welfare' (Houlihan et al 2009, p5, Schulenkorf 2010a).

The SDP IWG was a 'four-year policy initiative that includes representatives from 25 national governments, the UN and civil society actors, all working to develop policy recommendations on

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incorporating sport as a tool for development in national and international programs and strategies' (SDP IWG 2007, p3). In 2006, the secretariat commissioned a research team from the University of Toronto to investigate the current, peer reviewed literature on sport for development and peace. When it came to reviewing literature concerning sport, peace and conflict resolution, the team found that there was a limited amount of information available and stated it could not claim 'the same level of confidence for this review as for the other four reviews' and therefore was 'more cautious in its conclusions' (SDP IWG 2007, p3). Levermore supports this finding stating that the role of SDP is 'largely absent from social sciences literature' (2008b, p184).

Evidence is needed by organisations to prove aims and objectives such as the MDG's but there is 'little evaluation from development experts or academic analysis of SDP initiatives, which limits our understanding of precisely how effective and serious the sport-development relationship actually is' (Levermore 2008a, p62). This ultimately undermines SDP's credibility. Research also needs to be conducted to determine if policy encourages, promotes and assists SDP work or if it undermines it. While policies are a statement of aims and policy speech often refers to things that need to be done, a clear link between aims, decision making and implementation has to be made within the overall policy agenda. Who is benefiting, being empowered or marginalised (Hayhurst 2009)?

The effects of SDP projects cannot always be quantified. Current literature is mainly practitioner led and is 'largely descriptive, and unrelated to many of the evaluation techniques employed by development agencies' (Levermore 2008b, p189). It is 'very difficult to measure a change of heart or a softening of attitude through pencil and paper tests' (Sugden 1991, p67) which is why many academics have used a range of qualitative methods (Sugden 1991, Schulenkorf 2010a 2010b). Qualitative evidence is often overlooked by development and funding agencies, however, and the proving of success becomes a 'tick box' exercise alongside the accumulation of participation figures (Levermore 2008, Hayhurst 2009). The facts that assessments of 'cultural activities not only take time to bear results', and that the results are hard to identify (Fukushima 2010, p16) are ignored. Qualitative methods of monitoring, evaluating and reporting are not considered as valid or reputable despite being a recognised and widely used method for collecting and analysing data.

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# Research Design - A Grounded Theory Approach

Grounded theory was outlined by Glaser and Strauss in 1967 and 'many of its core processes such as coding, memos, and the very idea of allowing theoretical ideas to emerge out of ones data, have been hugely influential' (Bryman 2004, p408). The researcher realised early on that new research questions would appear through the data rather than via prior hypothesis (Silverman 2006). The following section outlines which methods and tools for data gathering and analysis were selected for this study, and addresses some the methodological issues and complications that arose along the way.



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### **Initial Thinking**

The literature review revealed that very little research has been done on how SDP work is influenced by its facilitators. In the context of F4P, facilitators are those implementing the initiative 'on the ground' and include Sports Directors, Community Co-ordinators and coaches. They are tasked with the job of putting funds, facilities, coaches and children in place and making everything happen. These facilitators have a significant effect on the impact shown in Sugden's Ripple Effect Model, but are not overtly represented.

The initial starting point of the researcher was to look into this 'missing' link and to determine to what extent the local facilitators' influence has within and upon the impact of the project. Tools of grounded theory (GT) were selected with the naïve prediction that the results would yield a definitive answer. As more reading was conducted into the grounded theory approach as a result of the first few interviews and initial coding, the researcher realised that this would not be the case.

Silverman states that researchers 'should be wary of an over-simplistic distinction between methods that are contrived and those that are 'natural' (2001, p113). He argues that all depends on what it is being researched. The researcher discounted methods such as surveys and questionnaires as they are not tools closely related to grounded theory. Observation was discounted as a principle tool primarily because of time constraints. Interviews were selected as the primary tool because the researcher wanted to find out about the interviewees opinions, attitudes and values. Silverman (2006) states that interviews are particular accounts of an individuals view and opinion and cites Byrne (p114) who asserts that interviewing allows researchers 'to explore voices and experiences which they believe have been ignored, misrepresented or suppressed in the past'. McFee suggests that the 'person' should be the focus of any qualitative research (2009, p307).

The individuals interviewed represent themselves and the community and organisation they belong to. They are integral to the F4P initiative as what they think, feel, say and instigate has a major impact on what happens on the ground.

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### **Interviewing**

Structured interviews limit deviation from the set sequence of questions. Opinion passing from the researcher is avoided and clarification is looked for in answers rather than an interpretation being given. Semi-structured interviews allow the researcher to instigate a conversation in order to build rapport with the interviewee, gain their opinion and insight, as well as allowing the researcher to probe and direct the dialogue (Silverman 2001). With this in mind, semi-structured interviews were selected as the control was primarily in the hands of the interviewer which enabled them to steer the discussion whilst still allowing open ended and in depth exploration (Charmaz 2002). Semi-structured interviews has often been the chosen as the most appropriate tool for data gathering within qualitative research, as it allows the interviewer to 'be prepared to adapt to the scenario and personality at hand rather than determined to stick robot like to an established script' (Odendahl & Shaw, p311).

What was asked within the interview was based on findings from, and analysis of, the literature review. Through the process of 'constant comparison' (discussed within the analysis section), results were used to inform where, what or who to look to next to gain clarity / corroboration etc. More literature was reviewed and questions were adapted, withdrawn and new ones added to the second set of interviews. The results from interviews were analysed as soon as possible 'allowing data collection and analysis to proceed in tandem, repeatedly referring back to each other' (Bryman 2004, p40). The experiences of the participants informed both the process of collection and its subsequent analysis (Shulenkorf 2010). Interviews were overtly recorded and transcribed verbatim.

The first two sets of interviews were conducted by the researcher during two weeks in June / July when the projects were running 'summer camps' where volunteers from overseas worked alongside local coaches. The first was done as a practice run but the results were included in the analysis. They were conducted in English (with the exception of one) and so only those with a good level of English were accessed. The third set of interviews conducted by Ariel Huler, the F4P Project Manager in Israel, occurred between the end of July, three weeks after the projects ended and early October 2010. It formed part of the projects' evaluation process. Whilst this gave everyone time to reflect on the summer projects, it meant that distance had been created

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between the events and the feelings surrounding them. This may be one explanation for some contradictions between the two sets of interviews.

The third phase of interviews were included because 'grounded theorizing involves the collecting of data in episodes punctuated by periods of data analysis; it cannot occur if data collection takes place at a single point in the research process (Seale 2004, p241). This was not the initial plan, but the opportunity to access this data from could not be missed. In this case, a lack of formality allowed for a greater pool of data to be achieved.

This lack of formality, however, did mean a lack of control about how the data was collected. Whilst the researcher did discuss how data would be gathered in Phase 1 and 2 with Kelly Hunter and Jack Sugden, there was no discussion or input in Phase 3.

Phase 3 interviews were conducted in Hebrew and transcribed from notes, rather than recordings, and then translated into English. English is Ariel's second language. The researcher, however, felt that the translation would be no less valid than the words spoken by interviewees in Phase 1 and 2 where English was also their second language. Ariel was able to get the whole meaning from the interviewee and then translate. An email from Ariel outlining the questions asked and addressing some of the language issues he had can be found in the Appendices (A.16) alongside transcripts summarising his interviews (A.14 & A.15).

Whilst all phases used semi-structured interviews with primarily open ended questions, Phase 1 and 2 asked about community, family, background etc. This was absent in Phase 3, which focused more on gaining feedback on project specifics such as logistics, participant numbers and evaluation. This data proved valuable and gave an insight into how those interviewing in Phase 1 and 2 may have been perceived by those being interviewed, and how their very presence may have affected responses.

In Phase 1 and 2, face to face interviews were chosen. In Phase 3, often for practical reasons, telephone interviews were conducted as well. This was because each of the facilitators had to be spoken to as a matter of course and distance and availability factors prohibited some face to face meetings. The advantages and disadvantages of the two types of interview are listed in Table 8.1. It is clear at first glance that there are more positives and less negatives for face to

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face interviewing than by using the telephone. Telephone interviews, however, can be just as valuable as many of the disadvantages can be negated through good planning and preparation. Glaser states that ‘uniformity of data is not required for comparing’ and that ‘diverse data from other emergent sources can be compared’ (Glaser 2007, p3).

	<b>Advantages</b>	<b>Disadvantages</b>
<b>Face to Face</b>	<ul style="list-style-type: none"> <li>• Very good response rate</li> <li>• Targets respondent</li> <li>• Accessible</li> <li>• Suitable for complex questions</li> <li>• Good for open questions</li> <li>• Control over question order</li> <li>• Allows the use of visual aids</li> <li>• Enables probing</li> <li>• Difficult to record covertly</li> <li>• Allows interviewer to see personal surroundings</li> <li>• Allows for ‘off the record’ contact</li> <li>• Documents, photos etc. can be transferred.</li> <li>• Can use non-verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• Travel expenses</li> <li>• Availability</li> <li>• Interruptions</li> <li>• Does not minimise impact of interviewers characteristics</li> </ul>
<b>Via telephone</b>	<ul style="list-style-type: none"> <li>• Low cost (compared to travelling)</li> <li>• Good response rate</li> <li>• Target respondent</li> <li>• Unsuitable for complex questions</li> <li>• Control over question order</li> <li>• Enables probing</li> <li>• Can record covertly and overtly</li> <li>• Easy to fit into schedules</li> <li>• Both in comfortable surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>• Availability</li> <li>• Unable to pick up non-verbal communication</li> <li>• No visual aids</li> <li>• Can confer / consult others</li> <li>• Interruptions</li> <li>• Bad connection / technical problems</li> <li>• Timing – both need to be at telephone</li> </ul>

Table 8.1 Interviewing Advantages and Disadvantages. Adapted from Bryman 2004, p486-487

## Analysis

Strauss and Corbin (1998) suggest that grounded theory analysts ‘work to uncover relationships among categories’ by ‘answering the questions of who, when, why, how, and with what consequences’ and ‘to relate structure with process’ (Strauss & Corbin 1990, p. 127). They do not, however, specify how this is to be accomplished (Scott 2004, p113). In order to determine what was relevant and what could be discarded, open coding was selected as ‘the preliminary process of breaking down, examining, comparing, conceptualizing and categorizing data’ (Silverman 2006, p96).

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Coding is only a part of analysis and primarily a tool for reducing the amount of data. To fully analyse, the researcher must interpret the findings 'which means attending to issues like the significance of coded material for the lives of the people being studied, forging interconnections between codes and reflecting on the overall importance of findings for research questions and the research literature that has driven the data collection' (tense changed, Bryman 2004, p399).

It is difficult to determine the appropriate terminology to use and precise system to follow. Scott (2004) puts 1908 categories into 54 'elemental categories'; Glaser (2007) talks of concepts and phenomena; Strauss and Corbin (1990) refer to codes, concepts and categories interchangeably and add that each has properties and dimensions; Omar et al (2010) simply discuss their initial codes. Despite this, it is clear that whatever they are called, they are 'the basic building blocks of theory' and open coding 'is the analytic process by which concepts are identified and developed in terms of their properties and dimensions' (Strauss & Corbin 1990, p74). For the purpose of this analysis, conceptual labels or 'concepts' were discovered, each with a number of properties and dimensions. These were then grouped under a 'category' with a name that emphasised the causal conditions that gave rise to it (Strauss & Corbin 1990, p114). This enabled the researcher to 'remember it, think about it, and most of all begin to develop it analytically' (Strauss & Corbin 1990, p67).

For example the concept of 'Local Control' consists of several dimensions – including a scale of too little / not enough control (amount), high to low commitment levels (commitment) and properties such as statements relating to feelings of ownership (ownership) and perceptions of who is controlling the project (perception). 'Local Control' was then grouped together with others such as 'External Control', 'Partners' and 'Individuals' under a category simply named 'Control'.

Over 35,000 words of data were collected during the data gathering phases. One of the biggest stumbling blocks of grounded theory methods is the large volumes of data they produce as 'any one item or slice of data can and often should be coded in more than one way' (Bryman 2004, p409). Feedback from EU coaches was omitted to limit how much would be coded and so the focus would be on the local facilitators. Phrases rather than words or terms were coded to reduce the amount of concepts that might be discovered. This also enabled the researcher to identify 'critical instances' from key passages in the transcripts and helped limit bias as it ensured that context was not lost (Strauss & Corbin 1990). The researcher was then able to

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periodically step back and 'reflect on the initial aims of the research project, and to take into account any unexpected issues that emerged during the data collection' (tense changed, Seale 2004, p313). Figures 8.1 – 8.5 show concepts within each category and Table 8.2 shows the dimensions and properties of each concept.

Axial coding is the process of exploring data and putting it 'back together in new ways', making 'connections between categories' (Silverman 2006, p96). These connections are called 'axial codes' and reveal hidden patterns of interaction, contexts, causes and meanings behind the phrases. Figure 8.6 illustrates the researcher's conclusion of axial coding. The codes evolve from the constant comparison of data which is a 'systematic tool for developing and refining theoretical categories and their properties' (Seale 2004, p241) or a 'process of maintaining a close connection between data and conceptualization' (Bryman 2004, p403).

Coding began as soon as possible and as new data was gained, codes were reviewed and revised as qualitative analysis 'tends to be in a constant state of potential revision and fluidity' (Bryman 2004, p402). Transcripts and recordings were returned to, to ensure that nothing was missed and the context had not changed from the original meaning and memo's were used as reminders and a method of keeping track of the data. This enabled the researcher to meet 'the analytical challenge presented' of 'how to move beyond simply recounting what people said to the interviewer or what the researcher saw' (Long 2007, p144) – going further than simply making a hypothesis and finding an anecdotal statement to back it up and through induction, move from the particular to the general in order to make a universal statement.

## **Findings**

The diagrams and tables that follow outline the various codes found through the analysis. Each is a brief overview of the common concepts discovered from the interviews.

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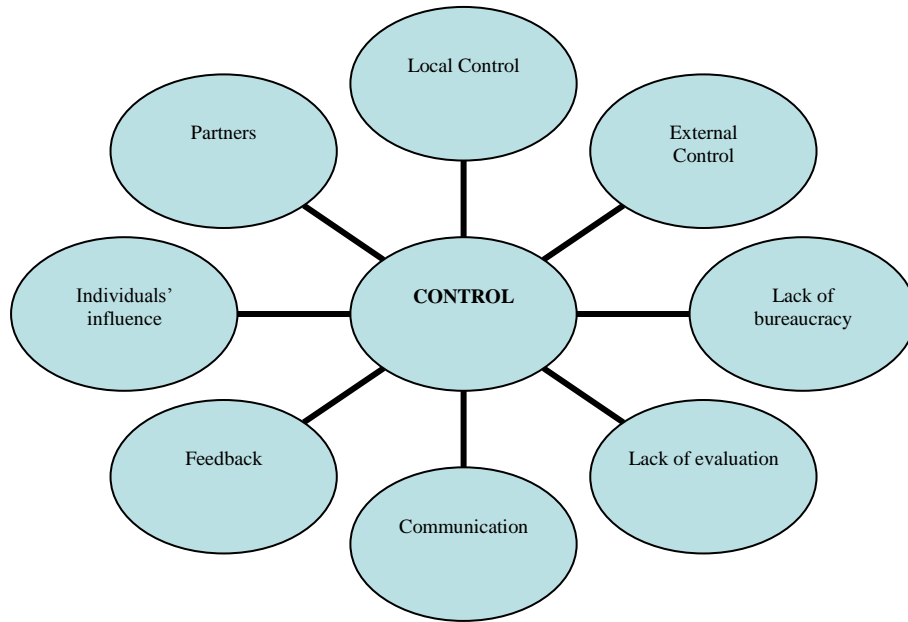


Figure 8.1 Control Category

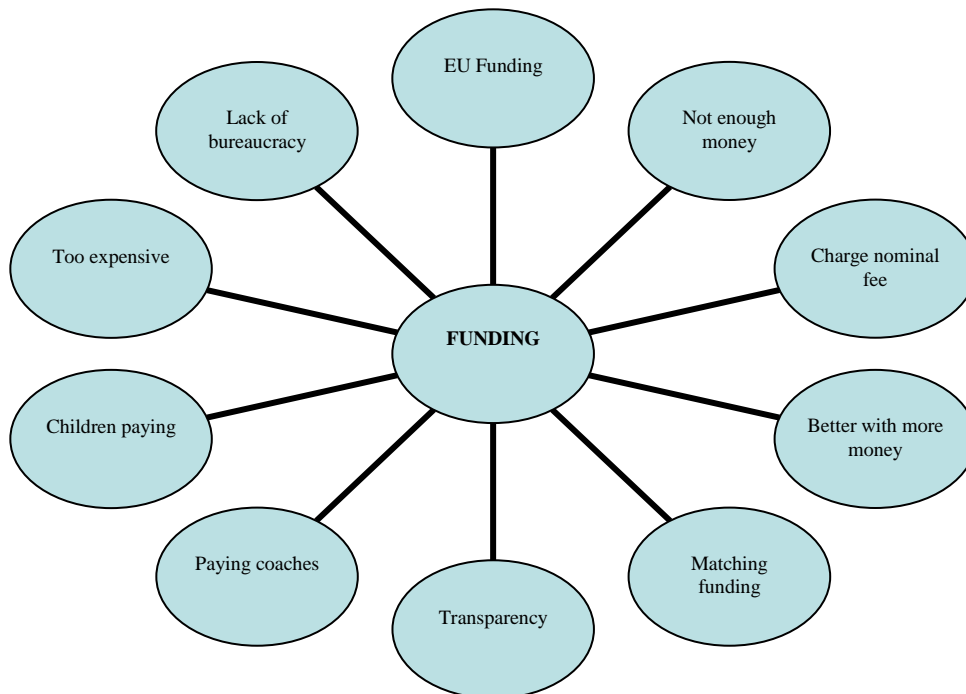


Figure 8.2 Funding Category

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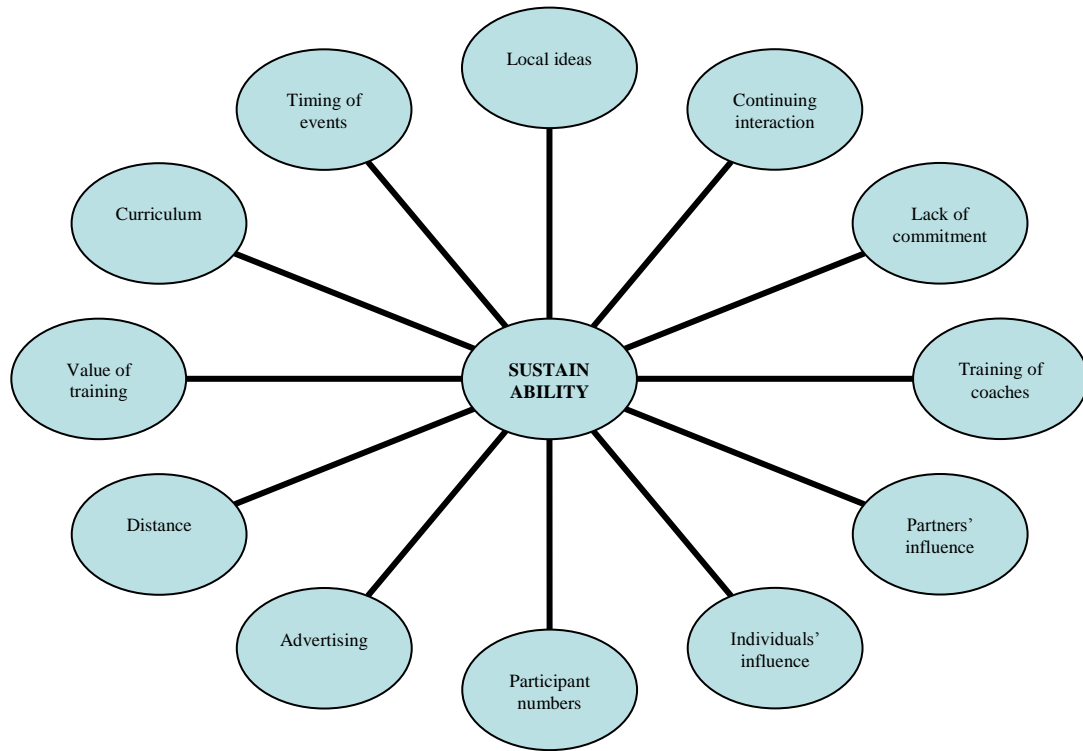


Figure 8.3 Sustainability Category

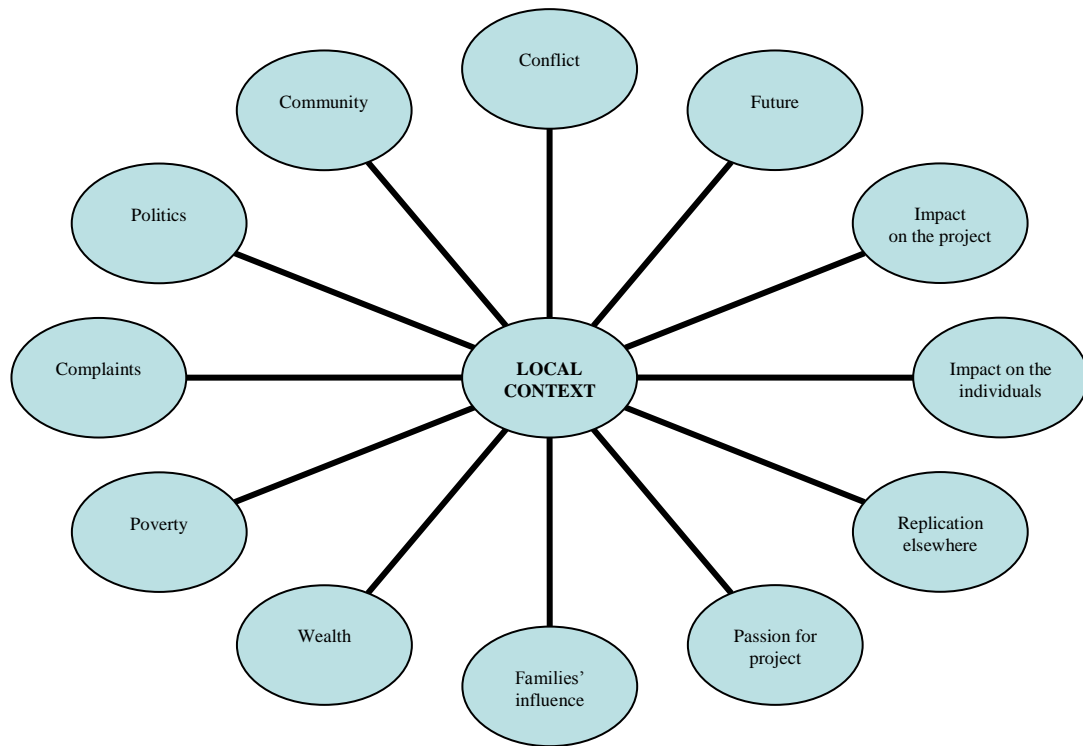


Figure 8.4 Local Context Category

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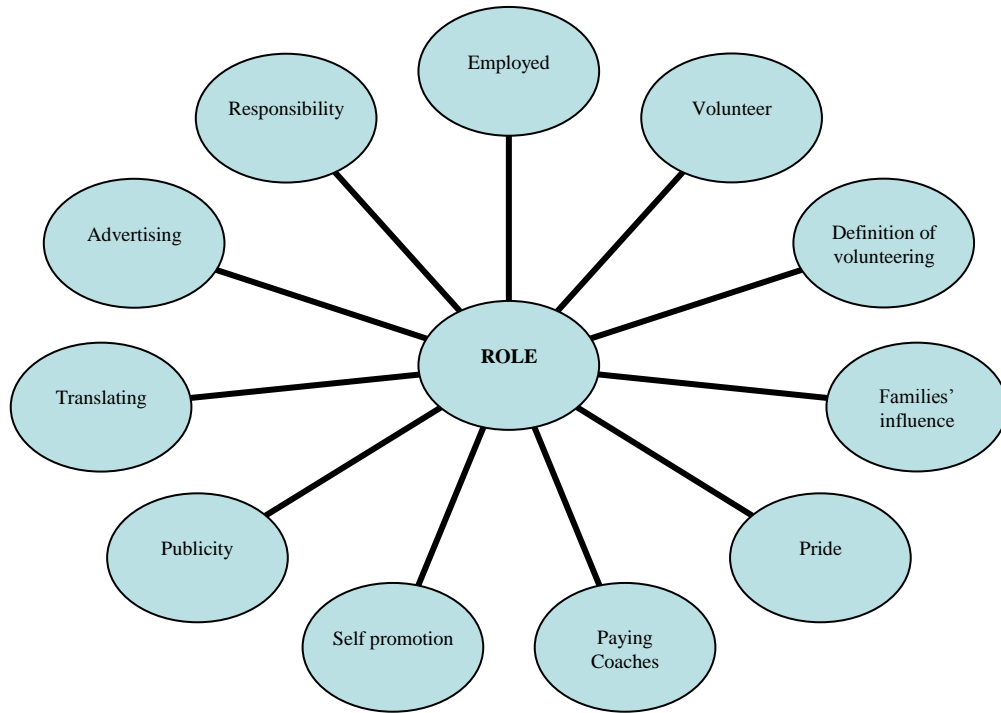


Figure 8.5 Role Category

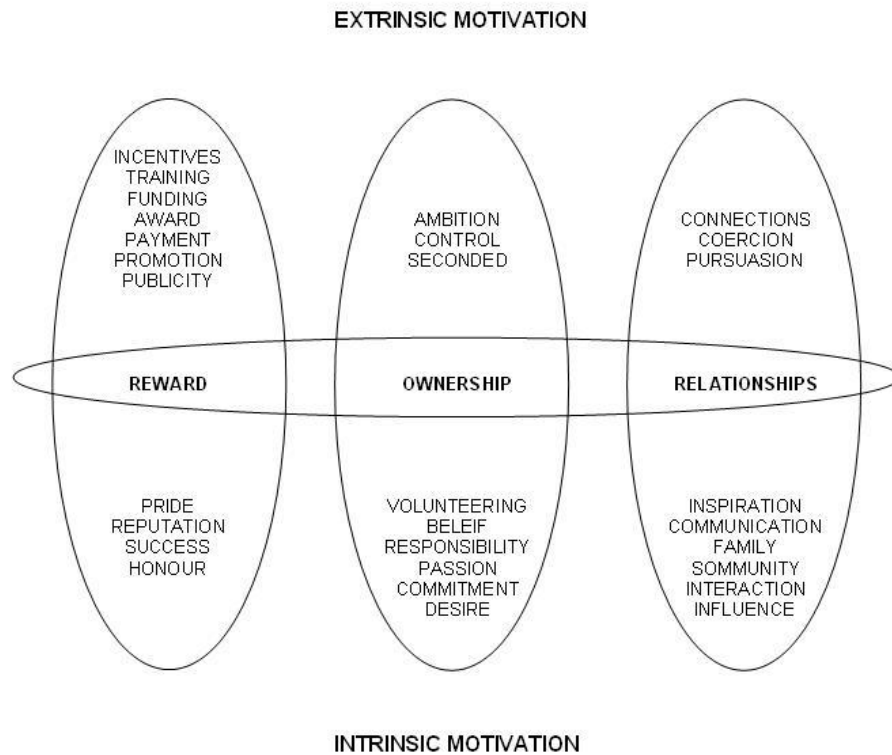


Figure 8.6 Properties of concepts within axial codes relating to motivation.

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CATEGORIES	CONCEPTS	DIMENSIONS / PROPERTIES
Control	Local control External control Partners Individuals Feedback Evaluation Bureaucracy Communication	amount / commitment / ownership / perception too much / interference / colonial / perception NGO / Government / Community / influence / rotation interaction / inspiration / commitment / influence not sought / ignored / too little too little / anecdotal / complaints too little / informal too little / good / interaction
Local Context	Conflict Impact on the project Impact on individual Replication Families' influence Economy	national / personal / politics / scale difficulties / bureaucracy / motive / scale difficulties / frustration / community / relationships single model / unique / passion / future / desire support / inclusion / future / inclusion wealth / poverty
Funding	EU funding ISA funding  Community funding  Coaches Value	unwelcome / bureaucracy / motive / formal not enough / matched funding / informal transparency / incentives / lack of bureaucracy / communication charge nominal fee / children paying / matched funding / economy / sponsors paid coaches / volunteer coaches better with more money / expensive / questioning / success
Sustainability	Local ideas Interaction Lack of commitment Training of coaches  Partners influence Individuals influence Participant numbers Advertising Distance	feedback / claims continuing / other sports families / summer camps / timing consistent / localise more / valued / curriculum / fairness / reward / award / communication / interaction systems / reputation / timing / expansion inspiration / persuasion / communication / interaction too little / summer camps / commitment / timing unclear / false / coercion too far / partnership unrealistic / rotation
Role	Employed Volunteer Benefits  Disadvantages Duties	role / responsibility / paid / seconded / belief / ambition responsibility / definition of volunteering / belief pride / families' influence / success / reward / payment / publicity / valued / promotion / self development / awards / funding / honour / connections time / bureaucracy / effort translating / organising / paying staff / recruiting children / recruiting staff / other commitments / advertising / responsibility

Table 8.2 Dimensions and properties of concepts within their categories.

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### Discussion

The discussion focuses on the interpretation of the axial codes resulting from the analysis. It looks in detail at both intrinsic and extrinsic motivation in the context of different concepts and will look at how they affect agency. The study will be critically evaluated and proposals made on how to improve future practice for the researcher. The researcher has quoted the words of the interviewees verbatim.

It is followed by the Conclusion where considerations and recommendations are made to F4P on how to use the key findings and develop tools for motivation. New research questions are suggested for future studies.



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### **Revealing Hidden Data**

Agency is the capacity of individuals to make choices and act independently. Motives are the 'reasons people hold for initiating and performing voluntary behaviour. They indicate the meaning of human behaviour, and they may reveal a person's values' (Reiss 2004, p179). Intrinsic motivation is driven by a desire, interest or enjoyment of the task itself. It comes from within the individual whereas extrinsic motivation relies on rewards such as money, prizes, coercion or threat of punishment. Motivation can change with time and is affected by a number of different things. Structure, referring to factors such as class, gender, religion, ethnicity, culture etc., limit and influence the opportunities individuals have within their environment (Barker 2005).

Very little on the influence of agency, 'free will' or motivation was found during the literature review, whilst plenty was discussed on structure. It was decided to focus on these absent phenomena as the advice from Strauss and Corbin (1990) is to not 'run back to the published literature to find validation for everything that you are seeing' (p53).

The three main axial categories (ownership, reward and relationships) illustrated in Figure 8.6 relate to motivation. Concepts fall into each of these axial categories which can be divided between extrinsic and intrinsic types of, and / or tools for, motivation. It is difficult to group the findings into three sub headings matching the three codes - the links to each are numerous and it is difficult to discuss one in isolation from the others.

It is also important to discuss the data with the structures in mind. From the data, an informal hierarchy can be mapped out to aid context. Figure 9.1 exemplifies this, helping the reader to decipher where an individual is placed within the hierarchy. In some cases the hierarchy is less of a chain of command and more of a visual representation of the influences an individual has upon them (excluding personal factors such as culture, religion and family). It does not, however, reflect the two way process in Sugden's 'Ripple Effect' model (2010a), showing only a descending representation of influence.

There are four 'umbrella' influences on individuals working with CCSP's – The Israel Sports Authority (ISA), the British Council, F4P and the communities themselves. Much of the

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discussion focuses on those within communities working at the local and project levels – the Sports Directors, Community Co-ordinators, EU Leaders and coaches.

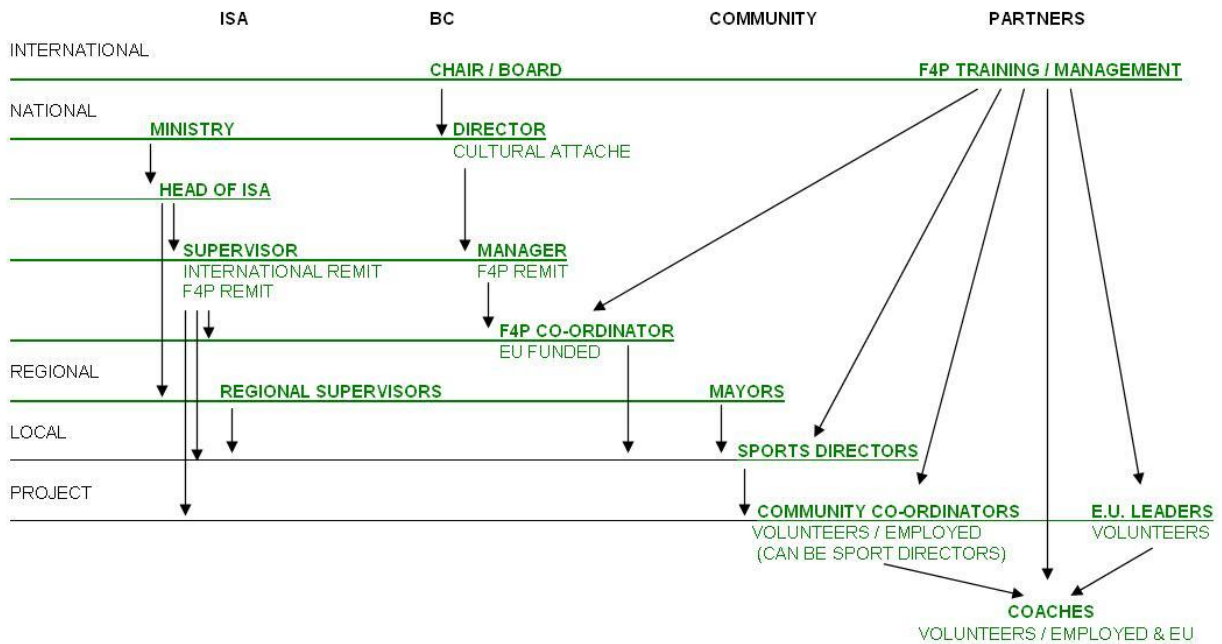


Figure 9.1. Informal Hierarchy of F4P

The ISA does not mention cross community sport, conflict resolution or peace building on their website (WWW3). It does, instead, state that it ‘strives to develop the all various fields of sport in Israel at all levels’ and intends to do this within ‘various populations’. Ghazi Nujidat is the ISA Supervisor with the remit of implementing international programmes and F4P across the country. He interprets the ISA’s objective as twofold – the provision of ‘sport for all’ and ‘sport for the talented’.

Ghazi believes that the reason why the partner organisations are involved in the first place is because of the individuals within the initiative and the relationships they have with each other.

*‘The first cycle is the individuals who are representing Associations. So this is the main cycle there. The other cycle is the umbrella of these organisation which is important there, but its, you know, connected with one each other, so being there, using the reputation of these partners, it’s important, talking about academic institutions with a very high level of reputation, talking about governmental umbrella which is important for*

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*facilitating several things, talking about associations like the British Council with a reputation, so it's very important but you can't isolate the term of the individuals here and this is the main point here, that you see a committed individual which is the important thing, without him it won't continue further. Connected to the cycle of the associations this is the point here. We as a facilitator we try to keep all the time this association on board for them it's important to be there for them and it's important but everyone with its own belief and its own vision' (Ghazi Nujidat, A3)*

This view is echoed by Jim Buttery, Director of the British Council in Israel – *'there is a personal investment in it... whether it's the coaches from Brighton or whether it's the community leaders from the different communities within Northern and Southern Israel. It's the personal investment which makes it special' (A6)*

This 'personal investment' can be described as a personal desire for, and pro-active perspective on, a peaceful solution to the conflict in Israel. Ghazi is distinctive in the fact that he is a Bedouin Arab with a high position within a government department of the State of Israel. Ghazi explains why he is involved in the initiative and how he has used his position to promote it.

*'I'm coming from a... I call this – it's not a question of nationality, its question more of way of life. A Bedouin way of life. We used to live in the nature, in the mountains, a simple life. We have contact with the Jewish, with other foreigners, and I get to know from the beginning that to be, you know, to be extremist or to be with hostility feelings aren't what's supposed to be. My relatives has been expelled out of the land here. Part of them in Jordan, part of them in Syria. Still I can see the places where they live but coming and looking to these places with arousing hostility feelings, I'm not sure it will bring any solution to the situation.*

*I take this frustration and try to bring to it something stable of more reasonable and more optimistic view for the future that although it's a small country, a small land, it could be shared and it could give a wide future for our generations to live the life in a peaceful way, respecting each other and giving everyone the opportunity according to his abilities, not according to his background, not according to his colour. And according to this I've, grown up and shared my belief in this way, so today I am trying to deliver this to my children. I find it very easy through my job to use my job through delivering these beliefs and when I see this project with the values like, respect, trust, responsibility and neutrality, you know, all these things could fit the humanity other than sport activity, so it obviously was natural that I get to be involved and try to promote this' (A3)*

This feeling of 'having' or 'needing' to do something about the political situation is not exclusive and is echoed by many of the interviewees creating a sense of ownership of the project. ■■■■■

■■■■■ explains that he joined the initiative to help provide a better future for his children (who have

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all been involved in the project) and [REDACTED] states that *'It's my idea that if we live here with the Arabics, we must do something together with hopes that will be good some day'* (A2).

[REDACTED] stance is *'that if we leave it just to the politics, I don't believe that they will do a solution for us. We need to have a solution; we need to change our ideas from the Arab to the Jewish and the other side... its our main thinking to think how to change the ideas and this project with its values, if we do it good we can see that there is changing... it will change the kids'* (A9). [REDACTED] is Arabic. [REDACTED] and [REDACTED] are Jewish, and unlike their Arab counterparts, they do not voice criticism on the Israeli government.

[REDACTED] opinion is reiterated by [REDACTED] who describes how easy it would be to organise sport projects between Arab communities in Israel and Palestine. He feels it would begin to bridge a divide between those communities and lead the path to creating dialogue between Palestinian and Jewish communities. Whilst he has the will and the drive, it is the government that stops this from happening by putting in place obstacles like road blocks and permits to travel – *'I think it is a difficult conflict. The peoples – when you speak with the people – the people say its ok but the Government is the problem'* (A11). He explains the same issues and problems occur within Israeli territory, most notably in Jerusalem where the city is divided by the Green Line (the 1948 internationally recognised divide between East and West Jerusalem) as well as the border (the 1967 divide bringing Jerusalem within Israel's borders). Each is lined with checkpoints, boundary markings and varying levels of policing and administration – *'the Government, although it supports the peace project and peace in general, it makes it difficult for it to progress...'* (A11).

The different levels of economic wealth between the different communities is also commented upon by [REDACTED] who describes a system used to rate the level of economic development a town or village has with ten being the wealthiest in society and one being the poorest – *'Our Jewish community is opposing to [REDACTED] and [REDACTED] that are our partners. They are much lower than us. We live at 9 and they live at 1 or 2. These are the gaps'* ([REDACTED], A12). This apparent lack of equality when it comes to wealth raises [REDACTED] suspicion of the government. He infers that wealth is not distributed equally - *'I believe for the relationship between the Arab and the Jewish because maybe in the future is be happy but about different between the Jewish village and the Arab village, I see this and I think the Government is*

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*supporting the Jewish village – not like the Arab village’ (A11). Jane Shurrush believes this inequality affects the Arab children in the project when they go into Jewish towns. She asks ‘do they not deserve to have a decent park? Do they not deserve to have a swimming pool or a football pitch?’ (A5) She points out that ‘you see the inequality and the prejudice and its, its unequal and I think kids see that’ (A5)*

Jane Shurrush is the Office Manager for the British Council offices in Nazareth. She is a ‘White American’ who married her husband, a ‘Christian Arab’, and moved to his home town of Nazareth where they raised their family. In the early days of F4P in Israel, Jane was instrumental in bringing people together to work on the project and many of the systems in place stem from her involvement. Her ability to speak Arabic and English and her ‘gateway’ into the Arab community were essential. Her experiences have led her to be deeply critical of her own motivations for her involvement in the project – *‘I’ve questioned for years, there have been times over the project when I’ve had to think... because in my own mind I don’t want to do something that’s not... that I don’t believe in, and so I had to say to myself, you know, this is not doing any harm – and I don’t think it is’ (A5).*

Jane has been an employee of the British Council for over twelve years. Whilst she makes no judgement on the initiative or the Council’s involvement in it, it was refreshing to the researcher to hear her speak openly and frankly of her views. Talking about the British Council, however, did seem scripted. Both Jane and Jim Buttery summarise the British Council in similar ways describing it as ‘a Non Government Organisation’ that are ‘very closely related to the Foreign Office and funded some by the Foreign Office’ and that ‘operate independently’ and ‘try to work in sync with what they’re doing’ (Jane Shurrush A5). This description labels the British Council as a quasi autonomous non-governmental organisation. Jim summed up best the motivation behind the British Council’s involvement in the initiative.

*‘We’re involved because we are fundamentally about sharing ideas and experience and building relationships between people in the UK and people overseas, but also sharing ideas and experience from UK partners. In the case of Football 4 Peace, there are 2 very compelling aspects to it. One, there’s UK sports expertise being provided by the University of Brighton and we have an interest in propagating and sharing that, because we do try and broker relationships between academic institutions in the UK and overseas. The other element is the place of sport in any nation’s culture and education. Sport... the value of sport in our cultural relations work is huge. It allows us to penetrate communities and areas of society in a way that is uplifting and not threatening and in a society as*

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*divided as Israel and in a region like the Middle East as wrought with conflict as the Middle East is, Football 4 Peace is, as a sport, a very powerful vehicle for us to bring people together. Our core business, bringing people together, making friendships, building relationships for trust and understanding and that's our work and that's why we do it' (A6).*

This 'penetration' of communities is a vehicle to promote the United Kingdom. There is value for the British to be seen in a good light at all levels and in all societies, as it ultimately fosters positive relationships. It is believed that forging links ultimately, at one level or another, has economic benefits or, in the case of the Middle East, helps to reduce anti-British sentiment and limit terrorism.

The British Council are not the only partner in the project using the initiative to promote themselves. The Circassian community of Kfar Kama is one of a few in the Middle East. The inhabitants are direct descendants of Circassian's from the Caucasus region in Russia who moved during the Ottoman Empires' occupation. The community live in 'exile' and have a maintained a distinct religion and culture, different to Jews, Arabs and Druze. [REDACTED] states that their motivation of being involved *'is that people will get to know more about the Circassian community. The more ambassadors I create, the more I'm pleased'* (A14, p1). The international dimension of the project serves their need of creating an awareness of the community's culture. Having international partners involved in their project is a key incentive – *'for us, as Circassians, it is very important to participate in it. I would encourage the project to involve more cultures, like a French university or a Spanish university'* ([REDACTED], A14, p1).

The international dimension is also appreciated by others. Comments made about the EU coaches' ability were all very positive. Some felt that *'they brought something different, something that is not typical to the Israeli method of coaching - a different thinking'* ([REDACTED], A14, p12). The prominence of needing a different approach was confirmed by others who felt that it was a key aspect of the initiative – *'I believe that the EU coaches are irreplaceable; their importance to the project is very high because they bring a different mentality and a much more serious approach. It wouldn't have been the same with Israeli coaches who run everything'* ([REDACTED], A15, p1).

This view isn't shared by all. While [REDACTED] feels that it is *'important that the project would be run by us as well, not only by the EU coaches'* (A14, p10), others feel that their

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presence is unnecessary and insulting – *‘they cannot and will not teach us what is going on in our country. We live here, we know our reality of life, we know our problems; therefore, in my view, only local coaches, Jews and Bedouins should run the program’* (██████████, A15, p2).

This judgment may, in part, be a result of the informal hierarchy of F4P. EU volunteers travel to Israel to coach on projects. Each coach is given a group of children and one Jewish and one Arabic coach to work alongside and who translate for them. One EU coach is always placed in overall control of the project by F4P management despite the EU Leaders and Community Co-ordinators having identical training. The characteristics of the two groups (Community co-ordinators and EU Leaders) are also very different. All the Community Co-ordinators are male, have had many years coaching and working professionally within sport. Many are the local Sports Director, running a municipal department. The youngest co-ordinator is in their mid twenties and the oldest in their late fifties. The majority of EU volunteers are an even mix of males and females, in their late teens / early twenties and studying at university. Society in Israel is localized and the culture of many of the partner communities is often very conservative, male dominated and one where age demands respect. Even the girl’s CCSP has only one female co-ordinator (██████████) out of three, who is only able to work the summer project so that the Sports Director can focus on the boys summer project. From this face value analysis, it is clear why there is resentment by some when EU coaching staff are given a position of responsibility over someone local, and with more professional experience and in some cases, male.

If the practice of the ‘external’ EU Leader controlling the summer project were to change, then a decision would have to be made as to who would lead. Would one of the co-ordinators within the CCSP take overall responsibility or would it be shared? Working together has proven to be one of the major stumbling blocks as partner communities and Community Co-ordinators are sometimes changed within a partnership.

In some cases, partner communities have rotated. Some would like to see this continue and a change made every year or every three to four years. ██████████ thinks this should be done *‘in order to get to know more communities and in order to keep things interesting for everybody... and also by doing that, you can match strong communities that are very*

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*experienced in running the F4P project with other communities and teach them this way'* (A14, p4).

There are reasons behind some of these requests that are not as forthcoming. [REDACTED], the Sports Director of the Bedouin town of [REDACTED] specifically requested to rotate projects every two to three years stating that *'there is an advantage in knowing new people and knowing new places'* (A14, p2). He goes on to specify that he would personally prefer *'to collaborate with [REDACTED] (a Jewish town close by)* (A14, p2). This is despite reporting a very successful summer project with the Jewish community of [REDACTED], having an annual programme of activities in place with their partner community, and making new links with a religious Jewish village 2km away from his community. [REDACTED], the Community Co-ordinator for [REDACTED] echoed this request. He stated that [REDACTED] does not have an annual programme of activities with their partners and he *'would rather do the continuing activities with [REDACTED]'* (A14, p5). Many of those interviewed complained about the costs of transporting the children and coaches from place to place because their communities are so far apart and that a change of partners should be brought about to link actual neighbours together as much as possible to help foster links and reduce costs. In this example, however, [REDACTED] is choosing to work with [REDACTED] – only three kilometers closer than the existing partner.

The true motivations for wanting to change community, however, arise when [REDACTED] points out his reasons for changing partners – *'I believe that each community should vary its partners to the project every two-three years for the following reasons: 1) there is value in getting to know new people and new communities. 2) There are communities that don't get along together'* (A14, p5). [REDACTED] second point is contradictory to the initiatives' aim of bringing together people and communities that do not normally communicate or 'like' each other!

An example of why [REDACTED] may wish for change is found in his assessment regarding an incident that occurred during one of the off pitch activity days.

*'In the off pitch activities at their village there was a tour of the village, through that tour some explanations that are related to the conflict between Jews and Arabs were given, I don't think it is appropriate. I also think that this was the reason for the absence of many of my kids in the following days – there were 40 kids and it dropped to 28'* (A14, p5).

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This incident was corroborated in the account of ██████ of ██████ where an apology was given and an acknowledgement of the offence it caused to the children and coaches from the Jewish community.

*'In our program there was a small problem with the tour they had in our village. The tour guide explained about a site in which people of the village were executed in the war of 1948 and the people from ██████ got offended. I believe it wasn't appropriate to give this explanation in the tour and I apologized for that. There is no place for politics in this program.'* (A14, p5)

There was another incident regarding a bus that the third partner community had failed to book, which caused a rift between all three communities as well as with the EU coaches as the planned programme was cancelled and activities adapted on the spot. Both these incidents were out of ██████ control but he was further disappointed when the EU leader appeared to blame him for the decline in Jewish participants as a result.

The communication between ██████ and ██████ is positive. Both have been in the project for a number of years and have trained together and already know each other in that capacity. ██████ motivation for changing partners, however, is different from ██████ in that his desire for a successful project is leading him to look for a partner who is already successful. The fact that ██████ is an hour closer to his community than his current partner appears to be the only 'push factor' for ██████.

██████, however, is a Sports Director and has decided to co-ordinate the project himself and as such, has control over the budget and makes all the overriding decisions. ██████ is the Community Co-ordinator and has been appointed by the local Sports Director. This puts him in a slightly weaker position in terms of being able to make decisions and he does not have the same influence as a Director when it comes to making decisions with the ISA about CCSP's, budgets and recruitment etc. Whilst some Sports Directors run the project themselves, many put co-ordinators in place to do the work on their behalf – *'it is not my duty as a Sports Director to accompany every project on the ground, for that I have the co-ordinators that are being paid for that.'* (████████████████████, A14, p12).

While the Sports Director is employed by the local / community council, holds the budget and is tasked at fulfilling the remit of the ISA, it is the co-ordinator that has the responsibility of

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implementing the initiative within their CCSP. In some instances, the co-ordinator is an employee of the sports department or local council and in others they are a volunteer who or do it as a second job.

Not everyone can give up their time freely to the project. Not having staff to run a project can affect a project just as much as not having enough children.

*'If I ask coaches to give 40 hours of their time during the week and if I want them to be good and experienced coaches I have to pay them. I do not compromise on the quality of the coaches. It is impossible to have them as volunteers' ( [REDACTED], A14, p10).*

*'It wasn't easy for me to find coaches for the week of activity, although we do pay them, I don't know, many are kind of lazy or just don't want to work too hard, but eventually I managed to get good people' ( [REDACTED], A14, p11)*

A project with too few staff from one community can affect the impact the work has on the children as they do not have a role model to look up to or someone to translate for them. [REDACTED] feels that *'the volunteering spirit that we might have had several years ago no longer exists'* (A14, p6). He describes how over the past several years he has found staff who have dedicated their time without any reward and that *'they used to go to the training abroad and in return dedicate themselves to the project in the summer'* (A14, p6). For him, using the training camp as an incentive is no longer a viable option. Some directors have taken the decision to pay coaches while others continue to seek volunteers.

Some Sports Directors are adamantly against paying – *'when I send a coach to the training abroad he / she needs to appreciate it. They have to feel committed to the project; they know that in return they have to run the activities during the week in the summer. They also come to appreciate that they get skills that improve their skills as coaches. I also send every year a different coach so they would feel it is fair and to enlarge the number of coaches who are equally involved in the project'* ([REDACTED], A14,p8). [REDACTED], however feels more thought needs to be given to *'increase the level of commitment of the local coaches'* because *'for some reason also the coaches who have been to the training abroad are not more committed as a result'* (A15, p1).

There may be reasons relating to the current political situation in Israel as to why fewer people are volunteering, but this is not spoken of. What is referred to recent developments in F4P. In

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2009 two significant events impacted F4P and both were commented on within interviews in terms of the notion of reward.

The first was a successful application by the British Council to the EU to secure three years funding. Jane Shurrush observes that *'since we got the EU funding a lot of the communities that came on new, thought that this was going to be like, almost like a money making project and didn't realise that – you know – in the beginning it was something you give your money and your time and your energy to, it wasn't something to make money off of'* (A5). After her interview, Jane points out that overnight there was money to pay for many aspects of the initiative but they were all behind the scenes. Very little is available to the Sports Directors as it is earmarked for improving the training of coaches and introducing new aspects to the initiative such as an international conference in year three. She says that some cannot understand why they can't have a share of it after F4P told everyone it would make things better.

The second event was the involvement of Manchester United Football Club. In July 2009, after the summer project the club hosted a special one off training session in Tel Aviv with coaches and children from the initiative working alongside Sir Bobby Charlton for a day. [REDACTED] tells of how *'it was great feedback'* (A2) for his CCSP to be selected to attend. The one off event led to MUFC staff giving input at the 2010 training camp and MUFC community coaches joining the EU coaching team in 2010. [REDACTED] was a new community in the initiative in 2009 and had a MUFC coach working on their project. [REDACTED], the Sports Director, talks about having a *'professional emphasis'* within the initiative which could be leverage to *'attract the attention of the media'* and that *'the big talents in this program will travel to Manchester United and be examined there, imagine if even one big talent comes out of this program, how great of an impact this would have!'* (A14, p3).

[REDACTED] has not experienced the same F4P initiative as others who have been in the project for a longer period of time. It is clear his expectations have been set at a very different level. [REDACTED] (involved for nine years) and [REDACTED] (involved for five years) think differently. They believe that if a person's sole motivation is money then they should not participate – *'the big money for me is when I see what it [the project] is going to do'* ([REDACTED], A13). They believe wholly that *'they need to look at the bigger picture...'* ([REDACTED], A9).

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Whatever the personal motivation for taking on the role of Community Co-ordinator, often the role rotates from one individual to another. There is no consistency from one project to the other and *'because there is no stability in the role of the coordinators it is impossible to build a program that has continuity'* (██████████, A14, p11).

Difficulties occur annually as people in top positions rotate - *'every year you have a new beginning'* (██████████, A14, p11) and so, in effect, new relationships, avenues of communication and working practices have to be established. This is seen as a hindrance – *'There is no reason why coordinators would be replaced every year. The coordinator should be the person in charge from A-Z and the director should support him and give him feedbacks when needed'* (██████████, A14, p11).

There are deliberate reasons for rotating co-ordinators. ██████████ aims to send different coaches every year to the training camps to enlarge his crew. He uses it as an incentive – *'I don't pay their travel and I don't pay them in the summer. They appreciate the fact that they travel to Europe for only 1500 Shekels with all costs covered and therefore are committed to run the project in return'* (A14, p1). ██████████ acts as the co-ordinator as well as being the Sports Director for ██████████ and clearly uses the training camp in Europe as a tool for motivation and for developing his coaches. This is similar to ██████████ where the Sports Director sends the co-ordinator to the Europe training camp, sharing out the opportunity by rotating the co-ordinator annually – *'██████████ delegates the responsibility of coordinating the F4P project to different people every year and that includes the trainings abroad'* (██████████, A14,p11).

There is clearly a debate amongst the facilitators over who should hold the co-ordinator's. The general consensus is that the position should be held by someone 'trained'. The notion that the training of the coaches, both in Europe and in Israel, is important to the sustainability of the project occurs frequently throughout the data.

██████████ refers to ██████████, a volunteer coach who reported that the cascade training in Israel was a success because it was residential, it brought everyone involved in the initiative in Israel together, and it gave her new ideas and motivation *'to do more new things'* (██████████, A13). He also spoke of the importance of sending new staff on the training as ██████████ has been involved

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now for four years – *‘Maybe I need to give to new staff to go to there. You need to know what is this project’* (A13).

There were some examples of how the training has made a difference in how activities are delivered by the Sports departments. [REDACTED], Sports Director and co-ordinator of one of the new CCSP’s tells of how they had attempted to bring his community together with their partner through football before F4P – *‘we had a game between one of the schools in [REDACTED] and one school in [REDACTED] and it such a co-existence – it not er, wasn’t training, it was a game between the teams and wanting to win the game’* (A12) Whilst a success in terms of bringing people together around the pitch, the event had no long-term impact. [REDACTED] claims that the event could be adapted to include ‘the values’ without losing the competition – *‘all the values could get inside also in such an activity that is a competitive activity’* (A12).

Jane Shurrush, however, thinks that the training is not working in terms of *‘getting the local coaches on board and really...enthused about the project. I don’t think they totally understand it and I think that that is really important if, you know, if the project’s going to be sustainable’* (A5). She describes how the training isn’t succeeding in preparing and equipping the co-ordinators

*‘When I hear about, for instance, a project that didn’t have an off pitch plan this year and yet they’ve had coaches in training every year since we’ve done the training camps– and they had two coaches at the training camp this year – what message did not get across? That concerns me!’* (A5)

Whilst Jane’s comment appears to be concerned about the training in terms of the content of the curriculum and how it is delivered, it may also refer to certain individuals. [REDACTED] reveals that he has always had difficulties with [REDACTED], the Community Co-ordinator he has been partnered with for the past five years – *‘I think that the off pitch activities ruined some of it. [REDACTED] says every year that he didn’t know that the off pitch activities are under his responsibility in his community, but he should have known better by now’* ([REDACTED], A14, p12). In his interview with Kelly Hunter, [REDACTED] was very defensive and answered the questions with as little information as possible. On a couple of occasions he is asked to clarify or exaggerate his answer and he returns the same reply. In response to the question ‘What do you think about the project?’ he disdainfully replies, *‘If I work in this project I feel you know what I think’* (A4). His responses are equally clinical when talking with Ariel Huler in Hebrew. When he reports on the

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off pitch activities to Ariel, he talks about a *'misunderstanding regarding the level of responsibility that the local coaches have over it'* (A14, p12). In addition, he talks of developing the off pitch activities by suggesting using the experience he has of an approach by another project – *'half an hour in every activity is dedicated to a discussion about values and other things, I think it is really good and maybe we should do something similar'* (A14, p12). It is common practice in all other CCSP's to bring the children in and discuss how the values have been demonstrated within each activity and are referred to as 'teachable moments'. This practice stems from the very foundation of the F4P curriculum. It is difficult to determine why [REDACTED] does not implement this practice within his project when he clearly has the knowledge and has been trained in how to deliver the F4P curriculum.

[REDACTED] also boasts about recruiting 20 children, despite his remit to recruit 50 as his community is the only Jewish one. He then claims he can only bring more children if given more money to run the project. He states the town has no other cross community projects like F4P and talks, briefly, about activities between Jews and Arabs in [REDACTED] *'which is a place of Arabs and Jews'* (A4) as if the city has no issues of conflict. He also complains that the project does not have a high enough profile and that there is nothing on the TV or Radio about it.

As a Community Co-ordinator, [REDACTED] appears to be unique amongst the others in his opinions and his apparent disruption to the smooth running of the CCSP. He is a clear example of how the agency of the facilitator can have a direct impact on the success of a project.

## Issues

The specific context in which the researcher gained data may have influenced responses. 2010 saw the tenth anniversary of F4P in Israel and the implementation of considerable funding from the EU allowing the employment of Ariel Huler to manage the initiative. The enthusiasm to celebrate coupled with the significant cash injection saw F4P grow from ten projects in the northern region of Galilee in 2009 to 14 across the state in 2010. The new projects were located

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in Tel Aviv, Jerusalem and in the south in the Nagev Desert and each came with a different set of local circumstances. At the macro level, this expansion created new challenges for the organisers in terms of logistics such as coping with the size and scale of the initiative whilst at the micro level, the task of bringing communities and individuals together to run a project was still prevalent.

The new EU funding also came with a requirement for monitoring and evaluating certain aspects of the initiative which needed to be reported on. In some cases this new dimension to the project was commented on. Elements of this dissertation will be used as part of the reporting of the monitoring and evaluation. This is because the researcher is the UK based Project Manager for F4P and works alongside Professor John Sugden, the author of the Ripple Effect Model who has been involved in the critical scrutiny of sport for many years and has spent 'almost as much time as an advocate and activist, attempting to use sport as a vehicle to promote mutual understanding, reconciliation and co-existence in deeply divided societies' (Sugden 2010b, p258).

This position within F4P and closeness to an individual whose life's work is based on proving sport as an effective tool for promoting peace and development raises issues and concerns about the ability of the researcher to exercise impartiality. This is because the 'researcher's interpretations of data shape his or her emergent codes' (Charmaz cited in Bryman 2004, p403) and it is 'persons, not eyes, [that] see what is going on; and persons are agents, making choices – and those choices inflect the world they inhabit' (McFee 2009, p298).

It is true that this standpoint will have influenced how data has been collected (e.g. the type of questions asked and not solicited, who is questioned etc.) to how it is analysed (e.g. selection bias - which statements are selected and which codes are focused on etc.). No researcher can ever be completely neutral as 'data is always suspected as bias, subjective, not objective, untrue, poorly interpreted, bad or contaminated and otherwise distorted and suspect. It is suspected humbly by the researcher, who wants to believe it anyway, and strongly by critics, who say it just is not what is' (Glaser 2007, p4). Because 'we see events from our own perspective, both literally and metaphorically' (McFee 2009, p304), the only way for anyone to be credible is to justify their reasoning behind the choices they made so the reader can then make their own decisions about what they have read.

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There is also an argument for being at the centre of the organisation being researched as 'gaining a sense of space, place, character and culture – which can only be achieved through spending some time in the living research environment – sharpens a researcher's critical gaze, helps the formulation of questions and enhances interpretation and theorization' (Sugden & Tomlinson, 1999, p387). The professional and personal experience of the researcher aided them at every level of the study. In the analysis the researcher used theoretical sensitivity – 'the attribute of having insight, the ability to give meaning to data, the capacity to understand, and capability to separate the pertinent from that which isn't' (Strauss & Corbin 1990, p 42). Taking this approach follows Glaser's belief that 'all is data' and 'for the GT researcher the world is totally empirical' (Glaser 2007, p1). Having knowledge of interviewees and the F4P initiative was an advantage to the researcher.

Research was conducted overtly whereby those interviewed knew the fate of the data (McFee 2009). In all cases those being interviewed, even when not the researcher, were told that the information gathered would be used for research purposes. This is perhaps why participants were more open and honest when speaking with Ariel Huler who was asking for feedback. Also, Ariel is a Jewish Israeli living in Israel with Hebrew as his mother tongue and Arabic and English as second languages. The researcher is British, speaks only English and is an 'outsider'. It is clear from simply scanning the transcripts that the participants are more critical of the initiative and the level of involvement from the EU coaching team.

This was apparent in interviews with [REDACTED]. When talking with the researcher he stated that in 2010 *'the Coach is more involved here and they help the English Coach or Germany Coach and they work more together and not like before only the Coaches from England and Germany do everything and we are only translating'* (A2). Yet in his interview with Ariel Huler he states *'we, the local coaches, are going through professional trainings and workshops but when it comes to running the project and leading it, it is all in the hands and under the responsibility of the EU coaches, they also don't respect our judgments of situations, this needs to be changed'* (A14, p5). This is a direct contradiction and one way to see this is the interviewee saying what they think the researcher wants to hear.

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This was obvious in the interview with ██████████ who throughout the interview with the research constantly praised the British and the British Council specifically. The admiration may have come from ██████ thinking that the researcher was a dignitary from the British Council. It was discovered later the researcher was apparently introduced as 'someone important from F4P who has come to see our project' by the volunteer coach from the UK leading the project. The researcher wearing an old F4P t shirt branded by the British Council may have also added to the confusion despite ██████ being told the nature of the interview and its purpose. One of many examples from the transcript is shown below:

*'Always I say, I need to say 'thank you – thank you' the British Council really... you ask, I ask myself "why do you do it? – Why do you do it?" and say look how much this good good council and good people there are. They come here every year to here and give here for volunteer to here. I say why, it's not country of the British people and I say "thank you and big thank you and thank you again" always' (A13).*

It wasn't just the researcher people wanted to impress. Often it was impossible to get interviews with individuals by themselves and others could listen in which, on occasion, influenced answers. One example was during the interview with ██████████ in a Arguila bar in ██████ on his day off. Beforehand the researcher enjoyed coffee and Arguila with him and his friend ██████, a local businessman who offered his positive opinions of the project and the British and spoke of his 'support the project'. Later, when talking about who he considers partners to his projects, ██████████ breaks off and adds *'even more than the local Council that one of my friends ██████ that he support us and funded us. He give us sometimes and push us in this project...'* (A9). A timely statement as ██████ walks up to say farewell to him during the interview and is in earshot of the conversation. There is no doubt that ██████ does provide some financial assistance to the projects ██████████ directs, but if it was significant assistance, its omission from an earlier part of the interview and his interview a couple of months later is noteworthy.

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# Conclusion

This study began as an attempt to determine the extent facilitators of the F4P initiative were listened to in relation to Sugden's 'Ripple Effect' model (2010a). It became an investigation into the effect various forms of motivation has on facilitators' agency. F4P is a creation of the agenda of the partner organisations and is implicit within its universally endorsed aims, objectives and curriculum. The personal agenda of individuals, however, heavily influences how policy decisions are implemented.

It is hard to achieve and run successful CCSP's when individuals fail to communicate, focus solely on extrinsic rewards, have a lack of reciprocal trust for each other and are undermined. An individual deliberately seeking to sabotage a partnership can cause further tension between communities. Conversely, successful CCSP's have a strong emphasis on intrinsic motivation. Individuals are resourceful and passionate about their work; feeling a sense of ownership of the project and that it is having a positive contribution to peaceful co-existence. They are rewarded by achieving success and not just through payment or incentives. Strong, lasting friendships and ties with others within the partnership have been made and collaboration has been extended outside of the initiative. No single CCSP is perfect and the following sections outline advice and suggestions to the F4P Initiative.



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### **Considerations / Recommendations to F4P**

- External volunteers and leaders cannot serve as a dictating force. While their presence is appreciated by most, for some it is not. The leadership of summer projects should be looked into with the role of the EU Leader becoming one of liaison. This may help Community Co-ordinators to communicate better as the emphasis would be on them to create a successful project and direct the coaching team and not on the EU Leader.
- Methods of increasing the commitment of coaching staff are needed. A 'commitment contract' could be signed by all those within a CCSP. The content can be drawn up by F4P in collaboration with the Sports Directors and Community Co-ordinators. This would get individuals communicating at a fundamental level and agreeing to minimum requirements of items relating to recruitment, budget and responsibilities which will be outlined alongside references of expectations of conduct and behaviour etc.
- The Hierarchy of the F4P Initiative in Israel needs to be made clear. Who do people ultimately report to and what is in place to remove individuals not meeting their commitment or deliberately seeking to sabotage partnerships or relationships?
- A clear definition of the Community Co-ordinator role needs to be put in place. What are their duties and responsibilities? What control have they got? Whom should hold this position and for how long? Setting these parameters will help enable Sports Directors to fulfil the requirements outlined by the ISA and F4P.
- Training is clearly valued. Through a 'F4P Association', coaches can gain formal recognition of their training and achievements and become members of the 'F4P Alumni'. This will also reward those seeking to gain status and opens up avenues for social opportunities.
- Perception management is key when entering new relationships with other organisations and funders. F4P management need to consider the ramifications of gaining new funding or receiving help from others on a case by case basis. Whilst funding from the EU has been positive, its celebration has over-exaggerated what it can achieve. Likewise, the input

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received from organisations like MUFC creates a heightened sense of expectation from some individuals. Opportunities like this are best used as a tool for rewarding those who achieve successful results which, when made clear why this is the case, will serve as an incentive to others, rather than creating an expectation.

- F4P needs to consider the impact of publicity upon those within the project. Some wish publicity should be encouraged more. The taking on of a 'Patron' should be considered carefully. They should be used as a source of inspiration to those within the initiative and have long term goals rather than providing a single 'one off' media event.
- There are many reasons for CCSP's changing partners regularly and for partners to be selected by locality. Some good suggestions by Sports Directors have been made including placing new communities with those with more experience and high success rates. Allowing communities to choose who they are partnered with may lead to some being left out or partnered inappropriately. The ISA should continue its practice of looking at partnerships on a case by case basis and in consultation with Sports Directors but make its reasons for the decision known.
- The analysis of data raised many other questions for further research. Many interviewed spoke of family involvement and the need for family or community support in their work. They also commented how family and community support is essential to recruiting and retaining a child into the project. Further research can be done to determine what effects, and to what extent, family and community have on the initiative. How funding was distributed from the ISA to communities; how communities matched funding or charged children for participating and how some communities were sponsored was discussed by interviewees. Further research could be conducted in determining exactly how CCSP's are funded.
- Future research on the project should take into consideration the standpoint of the researcher. Researchers or data gatherers from within Israel or the initiative have an opportunity to gain insight that external researchers or data gatherers cannot ever hope to achieve.

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