PRACTICE MAKES PERFECT: AN ANALYSIS OF SPORT FOR PEACE AND DEVELOPMENT ORGANIZATIONS IN GHANA

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PRACTICE MAKES PERFECT: AN ANALYSIS OF SPORT FOR PEACE AND DEVELOPMENT ORGANIZATIONS IN GHANA

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ABSTRACT

The purpose of this study is to examine sport for peace and development organizations, Right to Play and PLAY SOCCER, in Ghana. The study seeks to look at their curriculum and its implementation, monitoring and evaluation practices, challenges faced in the field, and impacts seen through their work. The research was performed in Ghana in November and December of 2012 through a grant from Generations for Peace. This research seeks to address a gap in the existing literature on best practices for monitoring and evaluation for sport for development organizations, as well as the gap in research in sport for peace organizations in West Africa. A qualitative study was performed consisting of interviews, focus groups, site observations and a literature review; all of which helped to shape and inform the study. This thesis is the first step in my research on sport for development organizations in West Africa.
The research would not have been possible without Generations for Peace and I would like to thank them for the opportunity to perform this study. I would also like to thank Dr. Craig Zelizer, Dr. S. Ayse Kadayifci-Orellana, and Dr. Alexis Lyras for their support and encouragement throughout this entire process. I would also like to thank Dr. Sarah Hillyer for her mentorship and guidance through my graduate career. A special thanks to Right to Play and PLAY SOCCER for allowing me to come and do my research with their programs. This thesis is dedicated to all of you.

Many thanks,

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CHAPTER 1: INTRODUCTION

1.1 BACKGROUND

Sport is a tool that is becoming more frequently used around the world to support peace and development. Sport is unique in its ability to bring cultures and people together in a way that other avenues cannot. There are many actors getting involved with the concept of sport for development, from governments to schools and grass root organizations. People around the world are becoming more interested in this concept and the field has been growing substantially over the recent years. There are many reasons that sport is being used more often as a tool for peace building. According to Roger Levermore (2008), “There is evidence to suggest that sport has the ability to send out messages in a value-neutral manner and therefore reach communities where communication by development institutions and politicians are met with skepticism” (2008, p.57). In addition to scholars and practitioners recognizing sport, it has also been recognized by the United Nations as a human right. In a report by the United Nations Inter-Agency Task Force on Sport for Development and Peace (2003) it states:

Sport can cut across barriers that divide societies, making it a powerful tool to support conflict prevention and peace-building efforts, both symbolically on the global level and very practically within communities. When applied effectively, sports programmes promote the social integration and foster tolerance, helping to reduce tension and generate dialogue. (2003, p.v)

Sport for peace and development, hereafter referred to as sport for development, is a growing field with international recognition and with many more actors turning their attention toward it.
With more and more attention coming to the field there is a need to better understand the challenges and power of sport. Also, sport alone cannot always provide these impacts, therefore more analysis is needed to see what contexts and conditions are necessary for developmental and conflict resolution skills to be learned. It is with these ideas in mind that I chose to write this thesis.

1.2 Rationale for the Study

The idea for this research came to me before I came to Georgetown University to pursue my Master’s degree. I have always had an interest in West African culture, history, and politics and have wanted to pair that interest with my passion for sport for development. Once at Georgetown University I was able to learn much more about the field through my work with Dr. Sarah Hillyer as her research assistant. Through this position I was able to see the opportunities available through academia and the benefits to the field through research. I was awarded the Generations for Peace Field Research Award for 2012 and was able to pursue my interests in researching sport for development in West Africa. Generations for Peace is an organization based in Jordan that seeks to promote the field of sport for peace through research and trainings. They have partnered with Georgetown University to send Georgetown students to research and address gaps in the field. I proposed to go to Ghana and explore the curriculum development and implementation, as well as monitoring and evaluation practices of two organizations. Not only did my research meet the needs of Generations for Peace, but it also addressed two gaps in the literature. The first gap being the need for more research on monitoring and evaluation practices in the field. While there is existing literature on the fact that monitoring and evaluation practices
are needed, there is little literature explaining the best practices available for sport for peace and development organizations. The second gap I seek to address with my research is a lack of information on sport for peace and development organizations in West Africa, and more specifically Ghana. This all helped shape and inform my study for Generations for Peace. Some of the questions that led my research were:

- How is the coaching/ facilitation staff trained to implement the curriculum?
- In what ways is the curriculum implemented into your daily sport activities?
- What type of effects do you see on individual participants, their families, or the overall community as a result of your work?
- How do you monitor and evaluate the impact of peace education and sport?
- What are the challenges of evaluating success in such programs?

These questions are not extensive but they were the main questions that helped form my research. A complete list of questions can be found in the chapter on methodology.

While in Ghana I realized that my study had given me more information than I planned on gleaning and decided that the information would lead to my master’s thesis. Not only did I learn about the curriculum and monitoring and evaluation practices of these organizations, but also about challenges facing the field of sport for development in West Africa as a whole. Since I intend to continue in the field of sport for development, I wanted to make all of my research available for the field through this thesis. There are many themes that I found throughout my research that were unintended and those will be discussed in the analysis and conclusions chapters.

1.3 Purpose of the Study
The purpose of this study is to examine the ways curriculum is developed and implemented in sport for peace programs in Ghana, as well as look at their monitoring and evaluation practices. It is intended to add to the existing literature on sport for peace and development, sport for peace in a West African context, best practices in monitoring and evaluation, as well as challenges to the field of sport for development. This thesis seeks to contribute to the field as a whole and to help organizations working in similar contexts develop best practices.

1.4 Scope of the Study

This thesis looks at the Ghanaian context in which these organizations are working as well as the broad implications for measuring success in the field of sport for peace and development. According to Lyras (2011), “The absence of scientific evidence and an undergirding theoretical framework of how sport can work for social change indicate significant gaps between theory and practice” (2011, p.311). My research also explores these practices in a West African, specifically Ghanaian context, and hopes to address the gaps in the literature there. My research took place in Ghana in November and December of 2012. I worked solely with the two organizations, Right to Play and PLAYSOCCER, and performed several interviews before and after my field research. All of the interviews and on the ground research will be laid out in the methodology chapter. This thesis is only the beginning step for further research on the intersection of sport for development in West Africa.

1.5 Organization of the Study

This chapter has introduced the topic and reason for the study. The next chapter covers the background and history of Ghana to give the reader a better understanding of the context in which the research was performed. The second chapter will also give a brief history and
explanation of the two organizations where the research was conducted. The third explores the
literature on sport for peace and development, monitoring and evaluation, and sport for peace in
West Africa. The following chapter details the methodology used during and after the research.
The fifth chapter will analyze and present the data gathered during the study. The last chapter
will conclude the findings and give future recommendations to help build upon this research.
CHAPTER II: BACKGROUND

This chapter looks at the contextual background of the research. First, it explores Ghanaian history up until the present time. This section will examine the politics, culture, people and conflicts in Ghana. The next section will look at the background of Right to Play, one of the organizations that is working in the field of sport for peace and development in Ghana. The following section will introduce PLAY SOCCER, the organization that was researched for this thesis that is also working in Ghana. This chapter seeks to provide a brief overview of the context that the research was performed in as a whole.

2.1 GHANAIAN HISTORY

Ghana was in contact with Europeans from a very early point due to its coastal location. It transferred between many nations until the early 1800’s when the British gained control and made Ghana a trading post (Michigan State University, Ghana: History, para. 2). The country was divided into four main territories and became one nation at independence in 1957. Ghana was eventually divided into 10 regions, which it still identifies with today. Kwame Nkrumah was elected the first Prime Minister of Ghana and represented the Convention People’s Party, or CPP. Nkrumah promoted political and economic stability, but was seen as corrupt and oppressive by many. In 1966, after changing the government to make himself President, Nkrumah was overthrown in a coup (Michigan State University, Ghana: History, para. 6-8). According to the University of Michigan:

On February 24, 1966, the Ghanaian Army and police overthrew Nkrumah's regime.

Nkrumah and all his ministers were dismissed, the CPP and National Assembly were
dissolved, and the constitution was suspended. The new regime cited Nkrumah's flagrant abuse of individual rights and liberties, his regime's corrupt, oppressive, and dictatorial practices, and the rapidly deteriorating economy as the principal reasons for its action. (Ghana: History, para. 7)

The coup ushered in a government led by the National Liberation Council, or NLC. The NLC had committees of civilians set up to run the country until an election in 1970 saw Edward Akufo-Addo elected as President. During his brief two-year rule as President, Akufo-Addo faced many economic challenges and growing inflation that led the country to begin to want new leadership. In 1972, Akufo-Addo was overthrown in a coup led by the military (Michigan State University, Ghana: History, para. 9). The leader of this coup, Colonel I.K. Acheampong, took power of Ghana and formed the National Redemption Council, which promoted nationalism and self-reliance. This council eventually became the Supreme Military Council, SMC, and slowly began losing power with the inability to give the Ghanaian people a better way of life. Acheampong was arrested in 1978 and his chief of staff, General Frederick Akuffo, took power and tried to give the government back to the people. Akuffo was inheriting a weak economy and although he tried to return to a democracy he was eventually overthrown in a violent coup led by Jerry John Rawlings (Michigan State University, Ghana: History, para. 10-12). Rawlings led the Armed Forces Revolutionary Council, AFRC, and his first order of business was to execute former government officers and establish Special Tribunals. This was Rawlings attempt to wipe out the corruption that came before him, even though this process was seen as corrupt by many. In 1979, elections were held again and the AFRC handed over power to the new leaders of Ghana (Michigan State University, Ghana: History, para. 13).
Along with a new President and Prime Minister, Ghana also received a new constitution that was made to mirror Western democracies. The new President, Dr. Hilla Limaan, was from the People’s National Party, PNP, which was the new version of the CPP of Nkrumah’s time (Michigan State University, Ghana: History, para. 14). Under Dr. Limaan individual rights were promoted and steps forward were made, however, the economy never flourished and a coup was quick to follow. In 1981, Rawlings led a coup and took power from the PNP. Rawlings did away with the constitution and created the Provisional National Defense Council, PNDC, to rule Ghana. He kept with his plans to rid Ghana of corruption but also began erasing political parties and with them, people’s rights. Slowly, the international community forced Ghana and Rawlings to return to a democracy (Michigan State University, Ghana: History, para. 14-18). A new constitution was drafted and political parties were allowed back into society. In 1992, multi-party elections were held and the former PNDC, now known as the National Democratic Congress (NDC) was elected. In 1993, Rawlings was sworn in as the President and parliament, which was mainly NDC, took office as well. Rawlings won re-election in 1996, even with boycotting by the opposition. The year 2000 saw the first change in power since the new constitution was drafted, the New Patriotic Party (NPP) took power with John Agyekum Kufor at the lead (Michigan State University, Ghana: History, para. 19-20). Michigan State University explains, “The December 2000 elections ushered in the first democratic presidential change of power in Ghana’s history when John Agyekum Kufuor of the New Patriotic Party (NPP) defeated the NDC's John Atta Mills, Rawlings’ Vice President and hand-picked successor”(Michigan State University, Ghana: History, para. 20). President Kufor won re-election in 2004, and although many opposition parties contested the results, it was declared free and fair by the international community and
observers. The 2008 election ended in a run-off between the NPP and the NDC with John Atta Mills barely winning for the NDC. This was the second change in power that occurred since the adoption of the new constitution (University of Michigan, Ghana: History, para. 21-22).

In July of 2012, just months before the Presidential election, President John Atta Mills passed away from throat cancer in Accra. His Vice President, John Dramani Mahama took over the Presidency and began campaigning for the NDC for the 2012 election. The 2012 election came down to two main candidates, John Dramani Mahama from the NDC and Nana Akufo-Addo of the NPP, and the results were very close. In the end the NDC won by a very small margin and the NPP contested the results. However, the results stood and John Dramani Mahama is now President of Ghana. Ghana is a country rich in political history and this has both been a source of great violence and democracy. Ghanaian people exercise their rights to form parties and run for office, however, in almost all of the recent elections violence has occurred in some region in the country. Political parties in Ghana were formed based on political ideologies but also ethnicity, religion, and region all played a role.

Most conflict is found in the northern region in Ghana. “The Northern Region, one of the six administrative regions of Ghana, covers almost a third of the country’s and area and is inhabited by 18 ethnic groups”(Assefa, 2001, p.165). It is in the northern region that most ethnic conflicts occur as well as political and religious conflict. In 1994 there were major clashes between two ethnic groups, the Konkomba and the Nanumba, over what started as a fight between two men over a guinea fowl. Eventually, this would become much more than just an argument and it would result in a devastating conflict. This conflict ended up involving more ethnic groups and displaced over 100,000 people in the north (Assefa, 2001, p.166). These issues in the north
extend to more than just ethnicity. According to Assefa (2001), “Hidden under the issues of chieftaincy and title for land are deep resentments based on perceptions of economic and political inequalities, social and cultural prejudices, and competition for limited resources” (2001, p.166). These divides only deepen the ethnic tensions already there. The political culture since independence also strengthened the feelings of animosity in northern Ghana. “Moreover, the era of multiparty politics in Ghana has made population a sensitive issue” (Assefa, 2001, p.166). The higher the population of an ethnic group, the more representation they have in government. When different groups populations would increase, other groups would see this as a means of gaining more access into the political arena, which would only increase tensions. Adding to all of these problems is also the issue of religion. The north is comprised of both Muslim groups and Christian groups and these tend to separate clans and tribes even further. Assefa (2001) states, “To complicate issues further, religion also played a role in reinforcing the fault lines in the conflict. The leadership of the acephalous groups is predominantly Christian, having close connections with Western churches and missionaries, while the chiefly groups are primarily Muslim” (2001, p.167). All of these factors, religion included, have furthered the conflict and divides between all ethnic groups and peoples in the north. The hostility in the north continued to increase from that moment on, and in 1994 and 1995 there was so much violence in the north that a curfew was imposed in the region (BBC News Africa, Ghana Profile, 2013). Also, the Ghanaian military was set in to help restore the peace. Sporadic violence continues through today, though not at the same rate.

The violent outbreaks in the early 1990’s was the start of peace making, peace building, and conflict resolution organizations going into northern Ghana, and in some cases, throughout the
country. “In response to the 1994-1995 conflict, NGOs focused on economic development activities and poverty alleviation (hereafter known as development NGOs) coordinated a largely effective bottom-up emergency response and peace building effort that addressed many of the key grievances of the warring communities” (Kaye, 2011, p.418). This was a huge peace process that drew in NGOs from all fields, from development to economic and peace making, all with the same goal of ending the violence in the north. It was after the wave of these organizations and peace processes that sport for peace and development NGOs began entering Ghana. The history is detailed in order to demonstrate the complexities that exist in Ghana and the issues that the sport for peace organizations are trying to resolve.

2.2 RIGHT TO PLAY

Right to Play began when an Olympian named Johann Olav Koss took a trip to Eritrea in 1993. What he saw there made him realize how disadvantaged many of the countries around the world were and what life was like for children who lived in poverty. Koss made this trip as an ambassador for an organization called Olympic Aid, what is now known as Right to Play. According to Right to Play, “Traumatized, these children had lost family and friends to the violence, and yet, surrounded by a legacy of war, they only wanted one thing – the opportunity to play” (Right to Play, Our Story, para. 3). This experience remained with Koss and he made a promise to the boys he saw playing, that the next time he came he would return with a proper ball for them. After winning three Olympic medals in the Winter Olympics that year, Koss gave his entire Olympic medal bonus of $30,000 to Olympic Aid (Right to Play, Our Story, para. 5). Koss also asked his fellow Norwegian citizens to donate money to Olympic Aid and within days had raised 18 million dollars. Later Koss returned to Eritrea with sports equipment. Koss
explains, “I met the President of Eritrea and said to him ‘You need food and I have brought sports equipment. I made a mistake. I’m sorry.’ He looked at me and said ‘This is the greatest gift we have ever received. For the first time, we are being treated like human beings – not just something to be kept alive. For the first time, my children can play like a child’” (Right to Play, Our Story, para. 6). This is where Koss developed the inspiration for starting Right to Play and in 2000 Right to Play became an on the ground NGO instead of just a donor. Right to Play is now in 19 countries and headquartered in Toronto, Canada. “Right to Play’s mission is to use sport and play to educate and empower children and youth to overcome the effects of poverty, conflict and disease in disadvantaged communities” (Right to Play, Mission, Vision and Values, para. 2).

In 2001 Right to Play entered Ghana and partnered with the Ghanaian Ministry of Health to help promote vaccination campaigns and community mobilization events for refugees. In 2006, Right to Play began implementing its traditional activities around the country (Right to Play, Ghana, para. 2). They implement various curriculums in different areas that range from development based to conflict resolution. Right to Play Ghana partners with schools and implements the lessons and activities during the school day. According to Right to Play, “The goal of the program in Ghana is to create a safe and interactive learning environment conducive to the active participation of children and youth, particularly girls” (Right to Play, Ghana, para. 4). This goal extends to all of their programs at all of their sites. In the north they also focus on peace building and conflict resolution, while in Accra the curriculum might be more life skills based. “The expected results of Right to Play programs in Ghana include: a reduction in violent behavior, increased cooperation among children, and an increase in healthy behavior relating to
HIV/AIDS prevention” (Right to Play, Ghana, para. 4). Right to Play is one of the few organizations working in sport for peace and development in Ghana.

**2.3 PLAY SOCCER**

PLAY SOCCER Nonprofit International began in 2001 with its first program in Ghana. Since then, they have spread to six countries in Africa and two sites in the United States. PLAY SOCCER states that it is “A unique, sport-inspired program that empowers children and youth to lead change in the world’s most underserved communities” (PLAYSOCCER Nonprofit International, Home). PLAY SOCCER works with children ages five to fifteen and provides them with health, self and community, and soccer skills for the future. The health component covers “how the body works and how to best care for it with good nutrition, sanitation, clean water, hygiene, and disease prevention” (PLAY SOCCER Nonprofit International, Home). The self and community aspect covers “How self-esteem, teamwork, respect, conflict resolution, and cultural awareness lead to change for us and our communities” (PLAY SOCCER Nonprofit International, Home). The skills and lessons they from soccer are described as “How the rules, techniques and sportsmanship of the world’s most popular game empower us to work as a team and master the skills for a successful life” (PLAY SOCCER Nonprofit International, Home).

PLAY SOCCER Ghana was the first PLAY SOCCER program and is now one of the most successful. The headquarters for Ghana is currently in Cape Coast at the Oguaa Football for Hope Centre, which was donated to PLAY SOCCER one year ago. They now operate at nine sites throughout the country, with two new sites opening in the north. Similar to Right to Play, PLAY SOCCER is one of the few organizations working in Ghana in sport for development.
CHAPTER III: LITERATURE REVIEW

This chapter defines the terms used in the research and thesis as well as reviews the literature. The literature review looks at existing literature on sport for peace and development, monitoring and evaluation processes and sport and peace in a West African context.

3.1 TERMINOLOGY

For the purpose of this thesis the following words will be defined: sport, development, peacebuilding, monitoring, evaluation, youth, and gender.

**Sport**

“All forms of physical activity that contribute to physical fitness, mental well-being, and social interaction. These include play; recreation; organized, casual or competitive sport; and indigenous sports or games” (United Nations, 2003, p.2).

**Development**

“A process of enlarging people’s choices and building human capabilities (the range of things that people can be and do), enabling them to: live a long and healthy life, have access to knowledge, have a decent standard of living and participate in their community and the decisions that affect their lives” (United Nations Development Programme, ”Definitions”, p.3).

**Peacebuilding**

“Activities undertaken on the far side of conflict to reassemble the foundations of peace and provide the tools for building on those foundations something that is more than just

**Monitoring**

“Is the regular, systematic, collection and analysis of information relates to a planned and agreed programme of action…This provides evidence of the extent to which the programme is being delivered as intended, meeting its targets and making progress towards the achievements of its objectives” (Coalter, 2008, p.9).

**Evaluation**

“Is the process of undertaking a systematic and objective examination of monitoring information in order to answer agreed questions and make judgments on the basis of agreed criteria” (Coalter, 2008, p.9).

**Youth**

Youth will be defined as all persons 18 years or younger.

**Gender**

“Gender refers to the socially constructed roles ascribed to women and men, as opposed to biological and physical characteristics. Gender roles vary according to socioeconomic, political, and cultural contexts, and are affected by other factors, including age, class, and ethnicity. Gender roles are learned and negotiated, or contested. They are therefore changeable” (Bannon, Bouta, and Frerks, 2005, p.3).

**3.2 Sport for Peace and Development Literature**

“Sport is a part of every man and woman’s heritage and its absence can never be compensated for.” - Pierre de Coubertin
The importance of sport to man is becoming widely recognized. Its power to be used as a tool for peace and development is being harnessed and explored all over the world. Lyras (2011) explains:

We can broadly define SFD as the use of sport to exert a positive influence on public health, the socialization of children, youths and adults, the social inclusion of the disadvantaged, the economic development of regions and states, and on fostering intercultural exchange and conflict resolution. (Lyras, 2011, p.311)

Sport for peace and development is a growing field and the literature is growing as well. It is now narrowly defined, as seen above, and more people are coming to study and practice it. In 2003 the United Nations adopted Resolution 58/5 entitled Sport as a means to promote education, health, development and peace. This was a big step forward for the field and it brought more attention to the potential of sport as a vehicle to promote development. Many international groups, NGOs, academics, and practitioners have since begun researching the field and contributing to the literature.

In 2007, the European Council wrote a white paper on the power and potential of sport. In it they explained, “It generates important values such as team spirit, solidarity, tolerance and fair play, contributing to personal development and fulfillment” (p.2). Sport can teach these values in ways that other tools cannot. In sport participants are made to form teams, work together, and reach goals and these activities all help promote social development and conflict resolution skills. A benefit of sport is that while working toward achieving a sporting goal, participants are also working on life skills simultaneously. Roger Levermore (2008) states:
Some perceive sport as a ‘pure’, non-political vehicle, with an almost mythical expectation that it can contribute profoundly to development. Even if this is not the case, there is evidence to suggest that sport has the ability to send out messages in a value-neutral manner. (Levermore, 2008, p.56)

Sport is seen to have many benefits as a tool by itself. However, when sport is paired with facilitation, in ways that many sport for peace organizations are doing, it goes beyond this and makes connections at the next level. According to Lyras, “It is universally accepted that sport, under certain conditions, can play an important role in promoting a culture of peace” (23). Sport needs to be used in tandem with sufficient facilitation and goals in mind for it to meet its peace and development aims.

The United Nations Inter-Agency Task Force on Sport for Development and Peace also highlights the benefits of sport in their 2003 report:

Sport provides a forum to learn skills such as discipline, confidence and leadership and it teaches core principles such as tolerance, cooperation and respect. Sport teaches the value of effort and how to manage victory, as well as defeat. (p.v)

The United Nations has recognized the potential of sport and is now using it to help reach the Millennium Development Goals. The positive aspects of sport have been seen in areas all over the world and are now being used as a tool to drive forward the goals of the United Nations. The United Nations (2003) went even further and stated, “Access to and participation in sport is a human right and essential for individuals of all ages to lead healthy and fulfilling lives” (2003, p.1). Sport and play are seen as human rights that should not be denied to anyone. However, sport does need to meet the right criteria, as stated above, to achieve these goals.
Sport has both a positive and negative side, and when not performed in the right conditions can go against the work of development. According to the United Nations (2003), “Sport, however, is a reflection of society. It should be acknowledged that sport, like many aspects of society, simultaneously encompasses some of the worst human traits, including violence, corruption, discrimination, hooliganism, excessive nationalism, cheating and drug abuse” (2003, p.2). Sport is neutral in itself; however, it can be used for both good and bad. Sport organizations need to work within the right context and meet criteria that enable them to harness the positive aspects of sport. The United Nations (2003) goes on to explain, “These negative aspects of sport by no means outweigh its potential positive benefits” (2003, p.2). To prove the efficiency of sport as a tool for development, as well as how much positive impact they can have, organizations need to realize the importance of monitoring and evaluation.

3.3 Monitoring and Evaluation literature

Monitoring and evaluation in peacebuilding is a relatively new topic that has entered the field. Cheyanne Scharbatke-Church explains that Mary Anderson and Lara Olson “challenged the field to assess their contribution to “peace writ large” (PWL)” (p.461). This publication and the others that soon followed helped to make monitoring and evaluation the next big concentration in peacebuilding. Programs and organizations were being evaluated but mainly at an outcome level. This led to the need for all programs to show their efficiency as well as their contributions. The field of sport for peace and development was no different. According to Fred Coalter (2006) in his Monitoring and Evaluation Manual, “This rapid growth has been accompanied by a desire to monitor and evaluate the effectiveness of such programmes” (2006, p.1). Sport is seen to be doing many great things for conflict resolution and development projects
around the world, but for the field to continue to grow, its success needs to measured. Coalter (2006) quotes the UK Government’s Department for International Development (2005) when he says; “The over-arching goal for evaluation in international development is to foster transparent, inquisitive and self-critical organizational culture…so we can learn to do better” (2006, p.10).

The need for more and better monitoring and evaluation is not only so organizations can continue to be funded, but also so organizations can learn from their successes and failures. Lyras (2011) explains that, “While many SFD programmes claim significant impact on society, in many cases, the sport programmes are poorly planned and do not provide scientific evidence about their effectiveness” (2011, p.311). The field is growing but its monitoring and evaluation practices have not grown with it. More extensive monitoring and evaluation is needed, and desired, to help the field grow.

Another aspect of monitoring and evaluation that is requiring more research and growth is the theoretical framework that drives these processes. Lyras (2011) states, “The lack of a theoretical framework undergirding sport interventions hampers effective monitoring and evaluation, and that we should strive to advance theory to understand the conditions, structures and processes which can promote social change through sport” (2011, p.312). While many programs are based on theory, very few sport for development and peace organizations have their theories clearly articulated. Not having the theory articulated can be a hindrance to monitoring and evaluation because the theories help drive the program and allow stakeholders and program staff to see when the organization has reached its goal.

Coalter (2006) argues that a process-led evaluation is the way forward for sport for peace and development. He claims that a process-led evaluation process will lead to:
• Capacity building. To achieve sustainability, to achieve their many aims and to improve their programmes, organisations need to develop internal capacity.

• Greater ownership, understanding and integration. A broad agreement about and understanding of, the relationship between aims and objectives provides the basis for an integrated and coherent organizational culture and associated programmes.

• An ability to reflect on and analyze attitudes, beliefs and behavior (Shah et al 2004). The involvement of staff in the monitoring and evaluation of all aspects of organization and programme delivery helps to produce a self-improving organizational culture. (Coalter, 2006, p.10)

Not only is monitoring and evaluation requiring more attention, but also the type of process used is changing. A process-led style of monitoring and evaluation allows for not only the funders and stakeholders to see the progress made, but also for the organization to better learn from their own processes. In regard to monitoring and evaluation practices in the field, it is an area that needs improvement and expansion to be able to accompany the growth of sport for peace and development.

3.4 Sport for Peace and Development in a West African Context Literature

“Physical culture and sports have solid roots in the history of the African peoples.” - Melik-Chakhnazarov

Africa as a continent, and West Africa as a region, have sport and physical activity deeply imbedded in their culture and history. While sport for development has been widely studied in other regions and countries in Africa, like South Africa, it has not been widely studied in West Africa. My research aims to address this gap and give more literature regarding sport for
development in West Africa. “Millions of people in Africa follow sports and especially football. They invest time, energy, and scarce resources in it, they hope to gain fortunes from it, rejoice and despair over it, argue and feel a commonality with others through it” (Vidacs, 2006, 331). Sport is something that unites people around the world, and in Africa this role is no different. Throughout the continent people bond and come together over sports. While the literature tends to be mainly focused on Africa overall, the same can be said for West Africa. The people there also bond over and follow sports of all kinds. In many countries throughout West Africa sport is something that everyone can enjoy together. Emmanuel Akyeampong and Charles Ambler (2002) describe the scene in Senegal after the 2002 World Cup, “Crowded around televisions and radios or gathered in groups to discuss the relative qualities of particular players, Senegalese fans made it clear that they took their football seriously” (2002, 1). Sport is an important cultural aspect of life in West Africa.

Where research is done on sport for development in West Africa is mainly in Liberia. Due to the unique case that is Liberia, it has become widely studied for its peace programs. “Therefore, football programmes have been perceived to provide another mechanism for peace-building in Liberia, this being one that involves human contact, engagement and bonding” (Palmer & Rookwood, 2011, p. 189). Football programs have been successful in Liberia for post-war reconstruction and especially with youth. There are several NGOs working in Liberia that use sport, Right to Play included, and this has led to a greater focus on the tool of sport in Liberia. In a separate article by Joel Rookwood (2008) he looks at soccer programs in Liberia as well and states, “In Liberia however, soccer has been found to evoke a sense of unity and pride” (2008, p.2). Soccer is showing promise to help Liberia recover from its civil wars and
help youth reintegrate into society. What little research exists concerning sport for peace and
development in West Africa is mainly centered on Liberia and soccer. There is an opportunity
for the research to grow and look at more countries as well as more sports. While my research
will look at one soccer program, it also examines other types of play and does so in a Ghanaian
context. This will expand the existing literature on sport for development organizations in West
Africa.
CHAPTER IV: METHODOLOGY

This chapter will explain the research that was conducted in November and December of 2012 that shaped this thesis. It will also detail the methodology of the research that was performed.

4.1 METHODOLOGY

My research is mainly qualitative in nature and was done to help realize the challenges to sport for peace and development, as well as learn best practices in the field especially in a West African context. I chose to do a mainly qualitative approach to help understand the context and narratives that can be found in the field. “QUAL researchers and evaluators share a view of social phenomena as dynamic composites of many participants’ or stakeholders’ perceptions and experiences, strongly influenced by the contexts in which their experiences occur” (Bamberger, Mabry, & Rugh, 2012, p.290). In able to understand the context in which sport for peace organizations work in Ghana, my research was three-fold. My plan included interview, focus groups, and site observations. The site observations would help me better understand what I was learning in interviews and vice versa. Bamberger et al. (2012) state:

Interviews can help explain why participants act as they have been observed to do, and observations can confirm the extent to which interviewees’ statements of intent and beliefs actually inform their behavior. Observations can also support later interviewing by promoting the development of specific interview questions that probe for explanations of what was seen. (2012, p.307)
Site observations, focus groups, and interviews were all made to complement each other throughout my research process. I also would be traveling to multiple cities in Ghana to compare the work done in the north where the majority of the conflict occurs with the work done in the rest of the country. This research is to be the starting block for my future research on sport for peace and development in West Africa.

Before leaving for Ghana, fourteen research questions were developed for researchers and practitioners in the field. I was able to set up contact people with both organizations who organized my interviews, site visits, and focus groups. In addition to these preparations I also performed three pre-departure interviews with Right to Play and one with PLAY SOCCER. These interviews helped inform my expectations of what I would find on the ground in Ghana. During this preparation period I was also able to review some of the curriculum and information that had been given to me by the organizations. My plan was to visit at least three sites for each organization in each city, or as many as they had if it was less than three. I had also wanted to lead two focus groups per organization and at least six interviews per organization. I met and surpassed some of these goals but fell short on the site visits due to testing in schools and the holidays approaching. Also, I recorded all of my focus groups and interviews, with the participant’s permission.

**Site Visits**

The purpose of the site visits was to observe the curriculum in action. Also, performing site visits allowed me to become familiar with the coaches and participants and allowed them to feel more at ease with me. According to Bamberger et al. (2012), “Repeated observations may reduce the perceived threat of the observer and provide opportunity to document the ordinary scene, not
a version staged to look good”(2012, p.295). Being able to observe the coaches with the participants was an invaluable component to my research. The purpose of the site visits were to solely watch the instructors or teachers and see how they implemented the curriculum I had been reviewing. The intent was to see the curriculum in the context before the interviews with staff and practitioners. For PLAY SOCCER, I was able to do two site visits total. The first was outside of Accra and the second was in Cape Coast. The reason for not being able to do more was due to the fact that the program only ran once a week at each site and it is a 48-week program. The break in the curriculum is in December and January, which overlapped with my time there. I was unable to do site observations for Right to Play while I was in Ghana. This was due to the fact that the curriculum was taught during the school day and it was a testing period when I was in the country. Also, the fact that holidays were approaching played a large role in my ability to visit sites. In addition to traditional holiday, the Presidential election took place during the middle of my time there, which is a National Holiday, and it was hard to do any work around the election. However, with Right to Play I was able to visit the schools where they work and see the fields and facilities while I conducted my interviews. When I was able to do site visits, observations served as a way for me to have quantitative data. It allowed for me to see how many coaches were working as well as how many students they had and even how many female participants there were. Having this information helped inform my understanding of the programs and allowed for me to see the challenges in incorporating gender into a sport for peace program in Ghana. Bamberger et al. (2012) explain that quantitative observations can “be used as a principal data collection method and also as a complement to other methods as a part of a triangulation strategy to check the reliability of data”(2012, p.261).
Training Observation

While I was in Cape Coast with PLAY SOCCER I was able to observe their training of coaches. Kelsey Moore from PLAY SOCCER Non-Profit International led the training over a three-day period. This was a very unique experience for me because I was able to see how the coaches were trained and hear about the challenges they faced. It also brought a very unique aspect to my research because I was able to interact with coaches from all over the country in one place and was able to see the different challenges each region faced. For this training I was more than an observer but less than a participant, I was what Bamberger et al. (2012) consider a participant observer. Which is “someone who both observes and participates to greater or lesser degree in the activities being documented” (Bamberger et al., 2012, p.306). I was able to participate in some of the practical lessons they were performing as a way to better inform my study. Most of the time I only observed, took notes, and helped document the training. However, occasionally I was able to take part in the lessons and I found this very useful in my research.

Focus Groups

While in Ghana I held one focus group for PLAY SOCCER and two focus groups for Right to Play. “A focus group is ‘a small group of people involved in a research interviewing process specifically designed to uncover insights regarding the research focus. The group interview is distinctive in that it uses a set of questions sequenced or focused to move the discussion toward concepts of interest to the researcher’ (Krueger 2005:158)” (Bamberger et al, 2012, p.263). All of my focus groups were centered on certain topics such as challenges to the field, and had questions that helped keep participants on topic. The first focus group was held at a three-day training with coaches from all over the country. The theme of the focus group was challenges to
the volunteers with the curriculum. This focus group was very large, with 20 people, but they were divided up by region. Each group explained the challenges they saw and how they thought they could be addressed. With Right to Play, I held a similar focus group with 10 volunteer coaches. The theme of the focus group was challenges they faced in the field and with the curriculum. This focus group was unique because they all worked in the northern region where the conflict has been highest for the past several decades. My second focus group was with teachers who implement the curriculum at their schools. This focus group had two main themes: how do you evaluate the success of the program and what are the challenges you face. All of these focus groups were very helpful to my research and also allowed for a more informal setting and open discussion. Another added benefit to the focus groups was the fact that participants were able to feed off of and build off of each other’s comments. “More information may be gained in a shorter time with group interviews, especially when members of the group respond to each other’s comments as well as to an interviewer’s questions. Interactive conversation may take the focus in highly informative and unanticipated directions” (Bamberger et al., 2012, p.309). I experienced this in my focus groups, especially when the unexpected themes of gender and misinformation emerged, both of which will be discussed in the following two chapters.

**Interviews**

My interviews were semi-structured in nature to allow for follow up questions based on the participant’s responses. “In semi-structured interviewing, the interviewer varies the questions in order to obtain the maximum information from each interviewee” (Bamberger et al., 2012, p.307). In doing semi-structured interviews I was able to use only the questions that pertained to the participant and their role, as well as change the order or way they were asked in order to help
the interview move smoothly. I conducted three pre-departure interviews with Right to Play and one with PLAY SOCCER. These were all conducted the week before I left for Ghana. Once I arrived in Ghana I conducted three interviews at the headquarters of Right to Play in Accra. I was able to speak to people who worked solely in monitoring and evaluation as well as staff that help adjust the curriculum to the context they work in. I was also able to interview seven more staff from Right to Play throughout the country, including volunteers. The next week I was with the second organization, PLAY SOCCER, and conducted four interviews with volunteer coaches and staff. Once back in the states I did a follow up interview with the staff member who was interviewed before my departure. Overall, I conducted nineteen interviews for my research. My interview questions were made up of the following:

- How is peacebuilding, or conflict resolution, incorporated into the design of your curriculum?
- How is the coaching/facilitation staff trained to implement the curriculum?
- In what ways is the curriculum implemented into daily sport activities?
- How do you measure the success of the programs peace curriculum?
- What types of effects do you see on individual participants, their families, or the overall community as a result of your work?
- What are the major theories or frameworks that guide your work?
- Are their certain organizations that you think are particularly successful in their integration of peace theory into practice?
- Why do you believe these organizations are successful?
- What is your opinion regarding the use of peace education in sport programming?
o What works?

o What are the challenges?

- How do you monitor and evaluate the impact of peace education and sport?
- What are the challenges of measuring success in such programs?
- If your organization works in more than one country and region, do you use the same model of peace education at all sites or is it modified by location? If so, how?

Not all of these questions were given to each interviewee due to the semi-structured nature of my interviews. Depending on the role they played within the organization as either a volunteer, coach, trainer, evaluation officer, program manager, helped to determine the questions that were asked.

**Wordle**

After my research finished, I transcribed all of the interviews to be able to see themes and analyze the information. I decided on transcription because it helps to see information that might have been missed by listening to the interviews. Once the information was typed I was able to put the information into an internet tool called wordle (wordle.net). Wordle places the text you have entered into a word cloud making the words that are most common larger. This tool is very helpful for thematic research and also gave a visual to what I was analyzing. This helped me to see the themes that emerged from my interviews. I did one wordle for all of the interviews total, I placed all nineteen interviews in a wordle to see what themes were most present overall. I also did each organization separately so I could see the themes that arose for each organization on their own. Lastly, I did wordless for the main questions asked to see the themes per question that
arose. These wordles helped me to visualize the information as well as pull the major themes from my interviews.

**Coding**

After transcribing my interviews and entering the data into wordles, I coded the data using Microsoft Excel. According to the Center for Disease Control (2007), “In general, qualitative data coding entails identification of the themes contained in specific text passages or segments (Bernard, 1994; Gorden, 1992; Miles and Huberman, 1994)” (Center for Disease Control, “Overview of Data Coding”, 2007, para. 1). Coding was another way for me to organize my data and see if the themes that I had pulled from the thematic tool wordle, were the same as the ones I was seeing with coding. Coding helped me see the themes and that they were much more vast than I had originally expected. “Themes may include beliefs, experiences, or opinions that the respondent was trying to communicate in response to the interviewer's questions. Different respondents may express the similar themes but state their ideas in different ways, or they may hold entirely different views”(Center for Disease Control, 2007). Many of the questions that were about challenges and context presented a wider variety of answers than the questions about curriculum and evaluation and this came through in the coding. For the coding process I analyzed three separate questions from my interviews; one on training, one on challenges and one on impacts. For the challenges section I placed the data into four categories: gender, volunteerism, perceptions, and M & E. With the impact data I used three levels of analysis; the individual level, the group level, and the community level. For the other two sections, training and recommendations, the answers were not varied enough to separate into categories.

**Data Analysis**
Since the research was mainly qualitative the analysis consisted of a comparison of themes and checking the data against the existing literature. I compared the themes discovered in wordle with the themes that emerged from the data coding. I found that these two sources of data analysis supported each other well. The visual word cloud from wordle helped illustrate what I had seen in the coding. I also used the existing literature to help support what was found. I looked at the themes from many different approaches such as, by region, organization, and question. This helped me to better understand the data and answers I had gathered during the research. I also used the transcriptions to find excerpts that would help support the analysis.
CHAPTER V: ANALYSIS

This chapter looks at the information that was analyzed from observations, focus groups, and interviews. Many of the findings were general for sport and peace organizations in Ghana while some were unique to each organization and the region they are in. The analysis will be presented by theme starting with the findings on the training processes and curriculum, then the challenges to working in sport for development in Ghana, followed by the impacts of their work, and then monitoring and evaluation.

5.1 TRAINING ANALYSIS

I will start by presenting my analysis of the PLAY SOCCER training I was able to observe while in Cape Coast. This was the first nation wide training for PLAY SOCCER Ghana since the creation of the program, as well as the first formal training that had been done for most coaches and volunteers. Kelsey Moore from PLAY SOCCER stated:

Formal training allows PSNI to introduce volunteer instructors to the program in a coherent and cohesive way. Not only can we teach them the content and approaches during a formal training, we can make sure they all understand the background, mission and objective of the Play Soccer program. Bringing everyone together in one place is the best way to do this. (personal communication, March 15, 2013)

From this training I was able to see how underprepared the coaches and volunteers are to work in the field of sport for development. Many of them had never seen the manuals before this training and even had wrong information regarding the topics they were to be teaching. This training was the first step in changing that and after the three days the coaches all left with the materials, as well as a much better understanding of what the goal and mission of PLAY SOCCER is. During
the training they went through the main aspects of the curriculum and also each region was able to identify and work on the topics that were most specific to them. These topics included gender, different games that incorporate social and health components, challenges they faced, and proper exercises to do with the children. The training started with an overview of the program to make sure the coaches were aware of the type of program they were working for. They went through the goals they each had for the program as well and saw how that intertwined with the goals PLAY SOCCER had. The next activity was that the coaches were divided up and each given a health or social topic, which they then had to create a game to go along with it and teach it to the rest of the coaches. The next day the coaches were divided up by region and each region listed their biggest challenges and then everyone worked on solutions to address them. This session was followed by more practical sessions outside, including how to do a proper warm up. The last day the coaches discussed the issue of gender and female participation in their programs and thought of ways to help bring more girls into the programs. The day ended with more practical sessions outside to work on incorporating health and social topics into the games. The volunteers also ran through many activities and did practical sessions everyday, which were received well by the volunteers. During interviews, all of the coaches I spoke with stated that they had received no practical training and that they learned on the job. One respondent explained that one of the biggest challenges they faced as an organization was training:

One thing I know – with the training I think they really have to go through a thorough training to really understand the concepts and how to go about it. Those teaching them to become trainers …have to really let them know what the concepts are so they can
implement them. (PLAY SOCCER respondent, personal communication, December 5, 2012)

This respondent is not a coach but a staff member who attended the entire three-day training hoping to help train trainers in the future.

The three-day training I attended incorporated practical sessions into everyday and every topic. The fact that the lead trainer, Kelsey Moore, allowed the participants to pick the topics helped keep the training contextualized for Ghana, and more importantly their specific regions. This helped me answer one of my questions from my interview list; which asks how is the curriculum contextualized. Seeing a training and watching the staff receive feedback from the coaches who work in the field gave me a glimpse at the ongoing process that is localizing the curriculum. In some areas in Ghana religion plays no role in the games and curriculum, however the coaches from the north had to take that into account when doing their practical sessions. I was able to see how Kelsey Moore helped them change the games to fit the context and worked with them to create topic appropriate games. The interviewees also expressed a lack of comfort with all of the topics and games due to a lack of training. Many of the coaches are very skilled in football but when combing football skills with development issues, stated that having more training would help. Unfortunately, since there have been so few trainings with PLAY SOCCER I was unable to look at their training in depth.

While I did not have the opportunity to observe a Right to Play training I was able to learn a lot about their trainings through my interviews. Almost all of the coaches that I spoke with had been to at least one of the formal Right to Play trainings. Right to Play does trainings in different topics such as Red Ball Child Play or Live Safe Play Safe. Each of these overall
curriculums relates to different content topics. For example, Red Ball Child Play works toward
the holistic development of the child while Live Safe Play Safe is more health oriented. I also
learned about their Ability First training since Right to Play works in schools with disability
children. When I asked about Red Ball Child Play one of my interview respondents answered:

All the aspects deal with the holistic development of the child. For example, the red mind
ball has to do with the children’s concentration skills. You have to pay attention in class
so there are games related to that aspect. Then you go to the blue peace ball that has to do
with social development, how to relate to your friends, how to communicate, how to
work together as a team. Yellow spirit has to do with emotions- if you are excited how do
you express that, if you are sad how do you express that. Black body has to do with the
physical development, how to keep your muscles flexible, your body moving. And then
the green health has to do with the environment – and an individual’s health as well, how
to prevent diseases, and all that. (Right to Play respondent, personal communication,
November 30, 2012)

This explains the various topics that fall under the Red Ball Child Play program. This is just one
of several areas that the coaches are trained in. The interviewees all stated that the trainings
lasted four days and they consisted of theory and practical sessions. One of the things almost
every coach mentioned was the Reflect, Connect, Apply methodology or the Experiential
Learning Cycle, that they learn at training. According to a Right to Play respondent, the
Experiential Learning Cycle helps the coaches see if the child is understanding based on how
well they perform each part of the cycle (personal communication, November 30, 2012). This
methodology helps the coaches to contextualize each session to the participant’s life and
circumstances. Each curriculum has its own training that goes with it. Most trainings are done once a year but refresher course are offered.

The Ability First program is very unique because Right to Play is one of the few sport for development organizations going into schools for disabled children. One of the coaches explained the curriculum for Ability First, “It is an intervention package and it helps children with disability” (Right to Play respondent, personal communication, December 12, 2012). The coaches are trained to modify the games so that all children can play them. One example of a modification that the coaches learned at training is the over-under game. A coach explained that some children are in wheelchairs and therefore cannot pass the ball to their classmates under their legs, so Right to Play modified this game to be an over-under game so children can pass the ball whichever way is easier for them. This is not only one of the ways that Right to Play does its training in a local context but also how it modifies its curriculum to work in various situations as well.

A unique aspect of the Right to Play training process is their certification program. Once the coaches are trained and have been implementing the activities for some time they can become certified by Right to Play. This is done if they have been doing well and staying involved. One of the respondents explained, “We don’t just certify we want quality work to be done” (Right to Play respondent, personal communication, November 30, 2012). This is a way of incentivizing their coaches as well as a monitoring tool. The Right to Play program staff let the coaches know at the initial training that if they are actively implementing the curriculum and improving throughout the year that they will be able to be certified. When the Right to Play staff observe the coaches they are making sure the coach is using the curriculum, using the
Experiential Learning Cycle, engaging the students, and helping them connect the games to their lives. Right to Play has very effective trainings, according to the coaches I interviewed, and respondents all stated that they felt well prepared for their jobs as coaches of the Right to Play curriculum. The certification process, that pairs with their training, is also a means of monitoring the coaches and program and ensuring correct implementation.

Table 1: Coded Data of Questions Concerning Training

<table>
<thead>
<tr>
<th>Right to Play</th>
<th>Manuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Sessions</td>
<td></td>
</tr>
<tr>
<td>Holistic Development</td>
<td></td>
</tr>
<tr>
<td>Health and Sanitation</td>
<td></td>
</tr>
<tr>
<td>Taught how to teach children</td>
<td></td>
</tr>
<tr>
<td>PLAY SOCCER</td>
<td>First nationwide training</td>
</tr>
<tr>
<td></td>
<td>No formal training</td>
</tr>
</tbody>
</table>

5.2 Curriculum Analysis

The reason for looking at the curriculum was to see what theories underpinned the work done by these organizations as well as to see how the curriculum was developed. Unfortunately, my interviews were not done with staff that had any role in developing the curriculum or defining the theories that would be used. However, one staff member from Right to Play was able to offer insight into this aspect of my research. She explained that if an area is identified that
Right to Play could be addressing in their curriculum that this can happen after discussions and dialogue:

Usually when there is a thematic area that requires some kind of a resource. There is normally a lot of discussion that happens with a training and management team at headquarters. Sometimes they even come to Accra and have discussions with the country or region that needs that resource. Then they have a lot of dialogue around understanding the social context in which that issue or thematic area or resource is being developed.

(Right to Play respondent, personal communication, November 30, 2012).

This is an excellent example of how Right to Play works to respond to the local needs and keep their curriculum relevant to the local setting. Unfortunately, my research did not provide more insight into the development of the curriculum because that is done at the international level.

5.3 Challenges to Working in the Field for Sport and Development

When analyzing this data I coded the answers and put the text for this question into wordle. I found several major themes dealing with challenges: resources, volunteerism, gender and expectations. I will look at each of these separately below. The coded data can be seen in Appendix A on page 53.

Resources

When speaking with both organizations a continuous theme was a lack of resources for implementing activities. These resources included funding, balls, proper fields, time, uniforms, and snacks. When I spoke with staff that worked in the office the main resource mentioned was funding and when I spoke to coaches it seemed to be equipment and fields. One coach for Right to Play explained, “There is only one field in the community and the community team – the
football team - uses that field. So a lot of times they go there and they realize the community team is coming to train so we have to go find a place” (Right to Play respondent, personal communication, December 11, 2012). In some cases there is a field for the children but it might be an unsafe field with rocks and sharp objects. Other times, there is only one field in the community and so it is hard to be able to hold activities there without being made to leave. Some of the resources Right to Play and PLAY SOCCER provide include balls, objects for the games, and snacks. However, these tend to not last very long and programs are in a constant need of obtaining more resources. Funding is also a major issue that all organizations working in development are facing. There are many organizations all over the world competing for the same money. According to Gani Aldashev and Thierry Verdier (2009) in the Journal of International Economics, “While until relatively recently development oriented non-governmental organizations (NGOs) raised funds in the countries where they had been founded, nowadays they heavily rely on raising funds through their foreign affiliates” (2009, p.198). This has only increased the competition for funding. Also, there has been an increase in organizations doing sport for peace and development work, which has led to an increase in competitors for funds. A last challenge that dealt with resources was time. Many of the coaches expressed a lack of time to be able to implement the activities, whether it is because they have other it commitments or because of limited access to fields. These were the main responses I received that dealt with resources.

**Volunteerism**

“Volunteers do not necessarily have the time, they just have the heart” Elizabeth Andrew
My interviews showed me that it is very hard to keep coaches motivated because the concept of volunteerism is relatively new in Africa. Many coaches want some sort of compensation for their work and organizations have a hard time motivating coaches without it. The coaches for both organizations are considered volunteers even though Right to Play implements in school and during the workday. Right to Play has worked around the motivation issue by creating their certification process, which gives the coach recognition and a sense of accomplishment and appreciation. PLAY SOCCER gives its coaches a monthly stipend as a means of keeping coaches involved in the program. However, staff from both organizations explained that this is still a problem and sometimes not seen as enough. One staff member from PLAY SOCCER explained:

Volunteerism – understanding the whole concept of volunteerism and understanding what is a volunteer and what you are supposed to do and what you are not supposed to do. I think my number one problem has to do with volunteerism. If people really understand what volunteerism is all about then going into it they know what they are supposed to do and what they are not supposed to do. (PLAY SOCCER respondent, personal communication, December 5, 2012)

The concept of volunteerism is one that both program staff and coaches are dealing with on an everyday basis. Many of my interviews with staff from the offices showed how if coaches understood the concept of volunteering then the funds from programs could go to other things instead of coach incentives.

Gender
Through my site observations with PLAY SOCCER I realized that girls were not as involved with the programs as PLAY SOCCER wanted them to be. The programs are advertised as being half female participants but in my site visits I never saw more than five. There is a stereotype in Ghana that if women and girls play sports they will be unable to have children in the future. This was told to me in several interviews and it was discussed in length at the training. The focus group that I held with PLAY SOCCER coaches helped me to see that gender was an issue all around the country. The respondents stated that because girls help more with the housework it can be difficult for parents to let them come to the program. Also, depending on the region the stereotype played a large role in whether or not the program attracted female participants (PLAY SOCCER focus group, personal communication, December 8, 2012). This stereotype makes it difficult for the organizations to attract girls and their families to the program. Also, in the north where Muslim is a main religion it is also hard to have female participants. The families do not want their daughters playing sports with boys. This is a challenge that Right to Play said they came across at the inception of their programs in the north, however more and more girls are playing now and their families and communities are seeing the benefits. Overcoming the obstacle of equal access to sport for girls and women is one of the biggest challenges facing sport for development organizations in Ghana. According to Kelsey Moore from PLAY SOCCER, “Right now, one of the biggest challenges for PSG is the involvement of young girls as participants in the program, as well as young women as volunteer instructors. Changing the stigma of girls participating in soccer has proven extremely difficult” (personal communication, March 15, 2013).

Expectations
“The other challenge has been higher expectations are not realistic – from the community, sometimes from the volunteers, and sometimes from the participants” (PLAY SOCCER respondent, personal communication, December 5, 2012).

One of the main themes I saw from my interviews, both coaches and program staff, was that it is very hard to meet the expectations of the people involved. Once these programs enter communities and succeed, the expectation is there that they will continue to grow and improve life in all aspects. With limited resources it is hard for both programs to grow at the rate that the community wants. Also, several respondents stated that many expectations are unrealistic and can never be met. The coaches explained that people expect them to bring peace to every community, provide job opportunities in the community, and help their students become professional football players. They explained that because they work for an international NGO, many people think they have unlimited money and power, which they do not have. It is very difficult for them to explain that they are working with limited resources and time.

5.4 IMPACTS SEEN BY RESPONDENTS

I coded this data, as well as placed it into wordle, and found that impacts were seen on multiple levels: individual, group and community. The perceived impacts were widespread and did vary by region. The coded data can be seen in Appendix B on page 54.

Individual Level

“As one person I cannot change the world, but I can change the world of just one person” Paul Shane Spear

The changes seen at the individual level were generally seen by coaches in their participants. Some of these included hand washing, increased school attendance, more focus
from the students with disabilities and certain students being less withdrawn in school. Lyra's (2011) states, “At an individual level, sport can serve as a vehicle for the acquisition of social and psychological skills” (2011, p.316). All of these changes, while they may seem small, are an indication of the bigger changes these organizations are making. The increased school attendance is one of the most common answers I received from Right to Play. A Right to Play respondent stated, “At first they were not going to school but because of the games we are doing with them it is now encouraging them to go to schools” (personal communication, December 11, 2012). Since their activities are done in school, it provides an incentive for students to go to school. Another major individual level impact seen was participants washing their hands more. According to a staff member at PLAY SOCCER, “We have instances where parents come to us and tell us my child now watches his hands before he eats, previously he wouldn’t do that” (personal communication, December 5, 2012). This change seems minor but it affects the overall health of the participant and reinforces good habits.

**Group Level**

The main theme seen at the group level was that girls and boys are now playing together. There were also comments made about increased school attendance, which was discussed in the previous section. When I interviewed Right to Play coaches in the northern region of Ghana, all of them stated that one impact they saw was the increased amount of playing seen between boys and girls. One of the Right to Play respondents explained that through their activities, “We have achieved that girls can play with boys and boys can play with girls” (personal communication, December 12, 2012). They explained that before Right to Play was in their communities the boys and girls would never play together during physical education. During a focus group held in the
northern region, the group members explained that during physical education the boys would go play football and the girls would go play other games that were seen to be more fitting for girls. However, since Right to Play has come, they now play together and realize that they all can play the same games (Right to Play focus group, personal communication, December 12, 2012). While this may not be the theory guiding their work, this is an example of the contact hypothesis, which was proposed by Allport. Lyras (2012) explains this theory to be, “Contact between diverse groups (any group of people who share similar characteristics such as sex, ethnic, or racial factors) is the most effective tool for reducing racism, prejudice, and discrimination” (2012, p.28). This works when bringing both genders together in the northern region of Ghana. Many of them share the same ethnicity, or at least religion, and then when brought together under the right circumstances, such as a Right to Play activity, they begin to see each other as equals. This has led to the decrease in discrimination between genders in the Right to Play programs.

Community Level

Most of the changes seen at the individual or group level translated into changes seen at the community level. However, with Right to Play in the northern region there very significant changes seen by the coaches. One of these is that there is now unity in the communities where they work. One of the respondents from Right to Play explained the situation in the north:

Unity at first… it was hard for us to meet and discuss issues in this community but because Right to Play is here we can meet and discuss what we can do to develop in this community. At first it was chieftaincy and politics – these people belong to NDC and these people belong to NPP and because of that they don’t want to sit down and discuss. And these people they will belong to one tribe and these to another and because of that
we find it difficult to meet together and discuss issues in this community. But it’s because of Right to Play activities we are able to solve all that kind of problems. We know that if you belong to party A and I belong to party B we are all the same. (personal communication, December 11, 2012).

This excerpt from the interview is a very moving narrative of the benefits and impacts seen in one community from a sport for peace and development organization. Results like these can sometimes be hard to prove but through sharing stories and qualitative research they are beginning to show the positive affects of sport for peace organizations. The United Nations explains, “Sport brings people together in a way that can cross boundaries and break down barriers, making the playing field a simple and often apolitical site for initiating contact between antagonistic groups”(2003, p.4). This can be seen in the example given above by the Right to Play coach. Another coach who works in the same community stated that bringing peace to the community was one of the biggest impacts Right to Play has had. This respondent explained the difference in violence levels from the 2008 election to the election that had been held the week before the interview, “In the previous election year, that would be 2008, people died in this community as a result of the political violence but since Right to Play came in those factions have died off”(personal communication, December 11, 2012). These are very big success stories for sport for development organizations working in Ghana. In addition to these, respondents from both organizations noted that a community level change was school attendance rates increasing for boys and girls. This is extremely beneficial to the participants, their families, and their communities and helps to promote the overall development of the child.

5.5 Monitoring and Evaluation
The themes I saw from placing the interviews on monitoring and evaluation in wordle varied greatly by organization. Therefore, I have decided to analyze both separately. First, I will look at PLAY SOCCER. The coaches all responded that their main tool of monitoring was observation and that they were required to fill out a sheet at every session that detailed attendance and lessons taught. Once this sheet was sent to the program office that was the end of the M & E process. One of the program staff at PLAY SOCCER explained their M & E system to be:

Our system is a basic one where we do a registration of kids – before every program they register to see which children are present or not so basically that’s how we get our information about who they brought and how many children were there and we use that for our analysis so I mean I would say that in terms of M & E it is a basic monitoring tool. (personal communication, Dec. 5, 2012)

This indicates that at most they are taking attendance and recording the lessons taught. Never during any of my interviews did a respondent state that they had a chance for feedback or to express their challenges. This is a problem in an M & E system if an organization is not growing and changing from its monitoring practices. According to Fred Coalter (2006), “M & E should be formative, undertaken to provide information that will lead to organizational and programme improvement” (2006, p.9). From the interviews and focus groups I conducted with PLAY SOCCER staff I did not have any respondent answer that they changed their sessions based on feedback. One of the coaches did explain that the manager of the site had an open door policy to allow for the coaches to come and talk to him. However, this is not a formal means of monitoring
and evaluation nor is it an accessible option for coaches throughout the country. PLAY SOCCER relies on the most basic form of M & E.

Right to Play has a much more detailed system of M & E. At Right to Play the coaches also have sheets to fill out to detail how the sessions went, topics covered, and attendance. However, they also are given feedback and helped to improve what they are doing. This is all of part of their certification process, which was discussed above. Right to Play also includes their program staff and coaches in their M & E process. “The involvement of staff in the monitoring and evaluation of all aspects of organization and programme delivery helps to produce a self-critical and self-improving organizational culture”(Coalter, 2006, p.10). This is something that Right to Play benefits from and all of my respondents, regardless of their positions, stated that they played some role in the M & E process. They have a daily M & E component that involves the coach recording attendance, lessons taught, challenges faced and any other items they decide are necessary. All of this information gets sent to the headquarters where an M & E officer keeps it in a record and reviews what was said. This information then becomes part of the semi-annual evaluation and the annual evaluation. In addition to the daily sheets, the M & E officer will also perform interviews and focus groups with the children, their families, their teachers, and community members (Right to Play respondent, personal communication, November 30, 2012). This is all combined to form Right to Play’s M & process.

Another theme I saw from my interviews with the staff that work in the office in Accra was that M & E is a part of the process from the beginning. One respondent explained:

It starts right from the design stage, where we involve all the stakeholders who matter so that we kind of infuse that idea of monitoring into them and then we do it side by side so
it is kind of a joint monitoring. (Right to Play respondent, personal communication, November 30, 2012)

This is a very important part of any program and it was something I saw in several interviews with Right to Play staff. Another theme I saw emerge from my interviews was that coaches rely heavily on observation and feedback from participants and their families. This helps them monitor their successes and challenges. A Right to Play office staff explained that they travel around to the sites in order to discuss the observations and challenges so that coaches can feel more comfortable in their work and move toward certification. Other answers I received from staff included different tools they use for M & E such as focus groups, surveys, observations, and interviews. These did not necessarily come through in my wordle analysis because not all staff handles this much of the M & E process. Having both surveys and other tools of observation help Right to Play have a mixed method approach to their M & E. Not only do they have the stories and perceptions from participants and their community but they have data that can help support it. “One of the main reasons for using mixed-method designs is to combine the strengths of QUANT and QUAL while at the same time addressing some of the inherent weaknesses of either monomethod approach”(Bamberger et al., 2012, p.320). Right to Play is taking advantage of this approach through its M & E.

These were the main themes that came through from my coding and wordle analysis. There was of course more information given in each interview than has time to be analyzed in this thesis. The coding helped me to pull out the major themes and trends, as did the wordle, however not all aspects of each interview could be discussed or needed discussion.
CHAPTER VI: FUTURE RECOMMENDATIONS AND CONCLUSION

This chapter offers the final conclusions as well as recommendations to the field and for future research.

6.1 RECOMMENDATIONS TO THE FIELD

After conducting my research and studying the literature I have several recommendations to the field of sport for peace and development in Ghana. The first is that monitoring and evaluation systems should be shared by organizations in the field to help learn best practices. Also, following Search for Common Grounds example, if organizations were to have a common forum where they can discuss what has worked and what has not than they will be able to learn from each other. According to Search for Common Ground (2013), “As our evaluations are intended to be learning tools, it is important that they foster a spirit of inquiry and honesty, regardless of how challenging this may be to the organization” (Evaluations, 2013, para. 2). In publishing their evaluations online they allow others to see their successes and failures, which allows them and other organizations to grow. This is a unique idea that the field of sport for peace and development could grow from. Another recommendation I have is for sport for peace and development organizations to encourage gender mainstreaming in their work. While some organizations, like Right to Play, are incorporating girls into their programs, the field as a whole has a long way to go. Gender needs to be a consideration from the start of the program design. In many cases girls and boys have different responsibilities and different barriers that may prevent them from attending programs like these, these issues need to be taken into account when designing a sport for peace program. “Gender mainstreaming is seen as the process of assessing the implications for women and men of any planned action, including legislation, policies, or
programs in all areas and at all levels” (Bannon et al., 2005, p.5). This process will need to start occurring for girls and boys to have equal participation in sport for peace and development programs.

Another recommendation for the field, in particular Ghana, is to help foster a sense of volunteerism amongst coaches so resources can be spent on programs rather than coach incentives, such as jerseys and gifts. This can be done by clearly laying out expectations for volunteers before they join as well as making sure that volunteers understand the program and its mission. Of course it is important to show volunteers and coaches that they are appreciated but a monthly stipend is not keeping with the idea of volunteering. In addition, curriculum should be developed on a national level so that people who have an understanding of the culture and context can help create and inform the curriculum. Right to Play does a good job of making sure that the office in Canada is in constant communication with the country offices when they are developing a new curriculum. However, if Ghanaian experts on the subject developed the curriculum it would have a greater impact on its participants. I feel that these recommendations will help improve the field as a whole in a Ghanaian context.

6.2 Future Research

My recommendations for anyone hoping to build off of this research would be to have a better sampling of people who work with the curriculum and program design as well as coaches. I mainly spoke with coaches and volunteers and learned their perspectives from the field, which were invaluable to my research. However, I was unable to find answers to some of my questions regarding theory and design. I would recommend that the next step in this research be to analyze the curriculum and speak with people who work on the development side of the project.
Additionally, I would recommend that if someone wanted to continue this research on the ground, to travel during the fall or spring but not over a holiday. Due to the fact that I was in Ghana near the winter holiday season limited my access to sites to observe as well as staff that may have been travelling. Since some of the programs run during school, to be able to adequately observe the sites, you should go during a time when there is no break from school. I know that having site observations from Right to Play would have greatly affected my research and helped inform me of their work. Lastly, I would expand my research to include interviews and focus groups with minors. Due to time constraints that was not something that was possible for this research, however, I think it would have added great value to the sections dealing with impacts. Those are my main recommendations for future research on this topic.

6.3 CONCLUSIONS

“The practice of sport is vital to the holistic development of young people, fostering their physical and emotional health and building valuable social connections” - United Nations, 2003

Through my research I learned that there are many challenges facing the field of sport for peace and development in Ghana. These include resources, gender, monitoring and evaluation, and volunteerism, amongst others. These challenges seem great, which they are, but they are not insurmountable. Many strategies can be taken to overcome these challenges to the field. I was also able to see the amazing impact that these organizations have on their participants and their communities. Some things seemed basic and simple, such as hand washing, while others seemed unbelievable, such as achieving unity. All of these narratives proved the positive way that sport can be used to promote peace and development. Kofi Annan stated, “Sport can play a role in improving the lives of individuals, not only individuals, I might add, but whole
communities” (Coalter, 2010, p.302). My research proved that statement to be true. However, now it is up to the field as a whole, both researchers and practitioners, to develop a system that allows organizations to prove their efficacy. Sport for peace and development organizations are a growing force in Ghana and will overcome the challenges in time and the impacts they have created prove that they have something worth fighting for.
**APPENDICES**

**APPENDIX A:**

Table 2: Coded Data of Questions Concerning Challenges

<table>
<thead>
<tr>
<th>Resources</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Time</td>
</tr>
<tr>
<td></td>
<td>Fields</td>
</tr>
<tr>
<td>Volunteerism</td>
<td>Volunteerism</td>
</tr>
<tr>
<td></td>
<td>Having the right volunteers</td>
</tr>
<tr>
<td></td>
<td>Coach motivation</td>
</tr>
<tr>
<td>Gender</td>
<td>Gender stereotypes and perceptions</td>
</tr>
<tr>
<td></td>
<td>Uniforms are not acceptable to parents of Muslim girls</td>
</tr>
<tr>
<td>Expectations</td>
<td>Not a soccer academy</td>
</tr>
<tr>
<td></td>
<td>Communities Demand a lot</td>
</tr>
<tr>
<td></td>
<td>People have so many and high expectations</td>
</tr>
<tr>
<td>M &amp; E</td>
<td>Difficult to follow up</td>
</tr>
<tr>
<td></td>
<td>Time</td>
</tr>
<tr>
<td></td>
<td>Accuracy</td>
</tr>
<tr>
<td>Other</td>
<td>Too many students</td>
</tr>
<tr>
<td></td>
<td>Difficult to control</td>
</tr>
<tr>
<td></td>
<td>Children have other responsibilities at home</td>
</tr>
<tr>
<td></td>
<td>Disabled kids need more time</td>
</tr>
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</table>
## Appendix B:

### Table 3: Coded Data for Questions Concerning Impacts

<table>
<thead>
<tr>
<th>Level</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Level</td>
<td>Hand washing</td>
</tr>
<tr>
<td></td>
<td>School attendance</td>
</tr>
<tr>
<td></td>
<td>Soccer skills improving (PS)</td>
</tr>
<tr>
<td></td>
<td>Focused attention from disabled kids (R2P)</td>
</tr>
<tr>
<td></td>
<td>Less withdrawn in school</td>
</tr>
<tr>
<td>Group Level</td>
<td>Increased school attendance</td>
</tr>
<tr>
<td></td>
<td>Girls and boys playing together</td>
</tr>
<tr>
<td></td>
<td>Boys helping with housework</td>
</tr>
<tr>
<td>Community Level</td>
<td>School attendance increasing</td>
</tr>
<tr>
<td></td>
<td>Female school dropout rates lowered</td>
</tr>
<tr>
<td></td>
<td>Sanitation and clean environment</td>
</tr>
<tr>
<td></td>
<td>Unity in the community</td>
</tr>
<tr>
<td></td>
<td>Different factions working together</td>
</tr>
<tr>
<td></td>
<td>Peace – no more political violence</td>
</tr>
<tr>
<td></td>
<td>Girls teams being formed in the north</td>
</tr>
<tr>
<td></td>
<td>Physical education is not just football</td>
</tr>
</tbody>
</table>
REFERENCES


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