

Institution: University of Brighton		
Unit of Assessment: C24, Sport and Exercise Sciences, Leisure and Tourism		
Title of case study: Football4Peace (F4P): Building bridges in divided, unequal and unjust societies		
Period when the underpinning research was undertaken: 2007 – 2018		
Details of staff conducting the underpinning research from the submitting unit:		
Name(s):	Role(s) (e.g. job title):	Period(s) employed by submitting HEI:
John Sugden	Professor of the Sociology of Sport	1996 – 2017
Daniel Burdsey	Principal Lecturer (2012 – 2016), Reader (2016 – to date)	2004 – to date
Thomas Carter	Senior Lecturer (2006 – 2014), Principal Lecturer (2014 – 2020), Reader (2020 – to date)	2006 – to date
Alan Tomlinson	Professor of Leisure Studies (1993 – to date)	1975 – to date
Marina Novelli	Reader (2013 – 2015) Professor of Tourism and International Development (2015 – to date)	2002 – to date
John Lambert	Senior Lecturer (2004 – 2015), Principal Lecturer (2015 – 2016)	2004 – 2016
Period when the claimed impact occurred: August 2013 – December 2020		
Is this case study continued from a case study submitted in 2014? N		
1. Summary of the impact <p>University of Brighton (UoB) research led to the creation of the Football4Peace (F4P) initiative using a values-based coaching methodology and delivery model to promote peace-building in divided and post-conflict societies. Further research enabled adaptations and adoptions of the methodology and model, creating an open-access resource delivering impact across four continents. F4P has extended its earlier work in Northern Ireland, Israel and South Africa, and developed new interventions in The Gambia, Colombia and South Korea. It has led to the formation of NGOs, redesigned physical education/activity programmes, and influenced policy discourse internationally. The model has been applied to sports beyond football (soccer), including rugby, cricket, netball, volleyball and surfing, directly benefitting, since 2014, 532 coaches/volunteers and 4,699 young people, as well as residents and pupils in 87 local communities/schools and citizens of 7 major cities.</p>		
2. Underpinning research <p>The UoB's Sport, Development and Peace (SDP) research is characterised by interdisciplinary and cross-cultural study of sport's capacity to contribute to conflict-resolution and peace-building in divided, conflict-affected, and unequal societies. F4P was established by the UoB and national and international partners in 2001. The F4P staff and researchers have used the SDP research to support sports coaches, community leaders and volunteers to work alongside each other to bring divided and unequal communities together, initially through (association) football, more recently in an increasingly diverse range of sports and physical activities.</p> <p>UoB research established the principles of values-based coaching in an ongoing programme of research, evaluation, reflection and further research that confirmed the centrality of the core principles of the F4P model [references 3.1 and 3.2], as manifest in the 2007 coaching manual. Five principles of fair play constitute the values-based methodology: neutrality; equity and inclusion; respect; trust; and responsibility. The principles based on the research shape the</p>		

coaching manual and continue to guide the delivery model of F4P in the training of all users of the methodology. UoB researchers co-authored the manual and all F4P coaches are trained by UoB staff in the F4P methodology, or cascade-trained by UoB-certified F4P coaches, providing a direct link between research, implementation and impact. Ongoing cycles of research and evaluation have framed F4P developments, with new knowledge and viewpoints from key actors and stakeholders in divided, unequal and unjust societies used to refine applications of the methodology and delivery model to build peace and contribute to conflict-resolution [3.1].

The research has generated an accumulative research-based understanding of the efficacy of peace-building and F4P initiatives in divided societies such as Ireland and Israel [3.1] and then in further locations worldwide. Research in The Gambia [3.3] showed the value of working with a local foundation in targeting communities. Analysis of the post-apartheid educational system in South Africa [3.1] demonstrated the limitations in an unequal society of sporting opportunities and physical education curricula in state-run schools, and stimulated F4P-based initiatives in partnership with the University of Johannesburg. UoB's research and F4P initiatives generated approaches from peace activists in South Korea and Colombia where the methodology and delivery model of F4P and Rugby4Peace (in Colombia) have been introduced in partnerships sensitive to the 'contested terrain' of such developments in divided societies [3.4].

UoB research has consistently demonstrated that the depth of understanding of the social context in which research and F4P initiatives are undertaken is vital to their effectiveness [3.1, 3.4, 3.5]; that informed and sensitive connections with communities in which the F4P delivery model and the coaching manual are employed must be established; and that sustained relationships with partners are critical to the positive outcome of interventions [3.5]. Such interventions must be understood and promoted on the basis of a sensitive 'ethnographic sensibility' of both the researchers and the volunteer participants working with the researchers [3.6]. These principles are essential to the success of the F4P ripple-effect model of cultural intervention and socio-cultural change. This provides the wider framework for effective and positive collaborations between researchers and communities, building co-operative relationships within communities by consensus-seeking and addressing division, inequality and injustice [3.1, 3.7]. The research has reaffirmed that successful F4P initiatives are dependent upon ongoing research and evaluation of the values-based coaching methodology. Effective implementation of the delivery model requires integration of theory and practice in cycles of reflective analysis and critique, a form of critical pro-activism [3.1].

3. References to the research

- [3.1] Sugden, J., and Tomlinson, A., (2018). *Sport and Peace-Building in Divided Societies: Playing with Enemies* (London and New York: Routledge), pp.168. ISBN: 978-0-415-53268-6. [Quality validation: authoritative research monograph on evolution of the F4P model, situated and contextualised within the broader SDP (Sport for Development and Peace) debate].
- [3.2] Lambert, J., (2007). A values-based approach to coaching sport in divided societies. The Football for Peace coaching manual, in Sugden, J., and Wallis J., (eds). *Football for Peace? The Challenges of Using Sport for Co-existence in Israel*. (Aachen: Meyer & Meyer), pp.13-33. ISBN: 978-1-84126-181-2. [Quality validation: established reference point on the origins of F4P].
- [3.3] Novelli, M., (2016). *Tourism and Development in sub-Saharan Africa: Contemporary Issues and Local Realities* (London and New York: Routledge), pp.225. ISBN 9781138559103. [Quality validation: authoritative research monograph].
- [3.4] Schulenkorf, N., Sugden, J., and Burdsey, D., (2013). Sport for development and peace as contested terrain: Place, community, ownership. *International Journal of Sport Policy and Politics*, 6(3), 371-387. [Quality validation: output/journal article in leading international peer-reviewed journal, based on plenary in international conference at Sydney, Australia].
- [3.5] Sugden, J., Spacey, G., (2017). SDP partnerships and the Government sector: Mana from heaven or Faustian pact? paper presented at University of Illinois Symposium, *Sport for Development and Peace*, 7-8 March 2017. [Quality validation: now a published book chapter].
- [3.6] Carter, T., (2018). Disciplinary (per)mutations of ethnography, *Cultural Studies, Critical Methodologies*, 18(6), 392-399. [Quality validation: leading peer-reviewed international journal].

[3.7] Sugden, J., (2012). Turning splashes into ripples and ripples into waves. Critical pragmatism and social change through sport in deeply divided societies', in Lidor, R., Schneider, K., and Koener, K., (eds), *Proceedings: Sport as a Mediator Between Cultures* (Berlin: International Council of Sport Science and Physical Education). [Quality validation: ICSSPE major conference].

4. Details of the impact

F4P has stimulated partnerships for the delivery of its research-informed values-based methodology to build peace and address division in national settings across four continents and in an expanding range of sports and cultural practices beyond (association) football. Since 2014, established F4P partnerships in Israel, Northern Ireland and South Africa have embedded the methodology and delivery model in community, sporting and educational settings to address division, inequality and injustice. New partnerships in the conflict-affected countries of South Korea, The Gambia, and Colombia have been developed with established bodies (South Korea), and through the creation of new NGOs (The Gambia, Colombia). Working from the grass roots with partners from the private, public and voluntary sectors, F4P supports the adoption of the methodology and delivery model by agencies and institutions. This approach generates sustainable processes and a viable basis for continuity and long-term action that are required to heal social divisions in unequal and unjust societies.

4.1 Building inclusion across communities through F4P in conflict-affected societies: The Gambia, Colombia, South Korea

In The Gambia the F4P delivery model, initially implemented in 4 villages in December 2013 and led by UoB-trained coaches, was formally adopted through the registration of a non-profit, non-governmental organisation F4PGambia (F4PG) in March 2019. This was facilitated by UoB researchers under the lead of Carter, Director of Football4Peace. Initial initiatives were in villages characterised by latent ethnic conflict. In Kartong, historical conflicts stemmed from dominant Mandinka leadership, and lack of inclusion of other ethnic groups. In December 2013 6 UoB coaches ran a F4P programme in Kartong, working with 146 children in football, rugby, cricket and netball. The UoB then partnered with the Sandele Foundation to expand the initiatives, introducing F4P's values-based methodology across communities and schools. As a result, over 100 Gambian coaches were trained using F4P methodology and more than 1,000 children have received coaching using the F4P delivery model. In 2016 the founders of the Sandele Foundation observed: *'student coaches work collaboratively with Gambian trainee coaches and [...] F4P Gambian coaches will contribute towards the training of young learners causing a ripple effect reaching far beyond sport'* [Source 5.1]. This has succeeded in bringing together youth from different communities and ethnic groups, giving leadership roles to men and women from previously marginalised ethnic groups, thus challenging the assumed power of the Mandinka. F4PGambia has introduced values-based coaching to ten schools, organising monthly training sessions and running annual inter-house events for the schools. The F4P values-based delivery model and methodology has been introduced into four communities, where F4P projects have *'lessened cultural tensions between sub-sections of a community'*. The NGO F4PG credits UoB with enabling people within and across communities to live peaceably [5.2]. The NGO has also brought workers from different environments together for annual celebration of May Day sport; facilitated an annual academy tournament in Kombo South, in 2018; introduced training camps for international schools, 2019; and filled leadership roles on sport committees of communities. During the COVID-19 pandemic F4PG liaised online with F4PKorea to share strategy and development plans. It has also completed a UNESCO proposal to extend teaching of F4P values to 20 further schools through the formation of UNESCO clubs based upon Brighton F4P initiatives in the schools. Discussions have taken place in 2020 with The Gambia West Coast Region Football Academy Association, on the wider adoption of the F4P delivery model [5.2].

In Colombia, F4P training began in 2018 following an invitation from Fundación Buen Punto (FBP) to form a partnership based on the success of F4P research. With an extensive gang culture in the communities within its region the core mission of FBP is to *'combat the inequalities of social class and race'*. FBP seeks to work through rugby, surfing and volleyball in Bogota's metropolitan municipality of Mosquera and the coastal Chocó region to build stakeholder capacity for developing more socially just forms of inclusion [5.3]. In May 2018, F4P trained 18

Colombian professionals from a range of social service providers, local government agencies, and sport-related grassroots organisations, in F4P's specialized values-based Rugby4Peace programme. The UoB initiative was essential in building FBP's capacity to deliver training to 75 teachers, social workers, and coaches working for the Instituto Regional de Deporte y Recreación, the government agency responsible for delivery of sport and recreation in the Bogotá Federal District [5.4]. FBP has also developed and delivered a training programme in 3 communities along the Chocó coast for surf clubs using F4P's methodology. Across these programmes this pedagogy has been used to reach 1,800 children. The values have been key to the programme with success measured against those values using a range of evaluation methods. It has transformed the life of some of those children who may otherwise become entangled in the gang culture that pervades. One child participant, asked what it brings, replied *'it gives me strength'* [5.3]. The training has enabled FBP to obtain international recognition via an award given by Peace and Sport in Rhodes in 2018 [5.4].

The F4P delivery model was first adopted by the Korean Sharing Movement (KSM) in association with Football4Peace Korea (F4PK) in September 2013. KSM is a national peace-building NGO engaging in humanitarian development in North Korea, thereby bringing together people with conflict-based differences and stimulating inter-cultural understanding across the Korean Peninsula. F4PK's work in peace education with children aged 9-13 has been pioneering in devising a new peace-oriented discourse for sport challenging nationalism and inter-Korean rivalry long associated with sport. Supported by the Seoul Metropolitan Government's commitment of KRW128,400,000 (GBP86,718) between 2015 and 2020 for what the city recognised as a public beneficial activity project, F4PK has run annual coaching camps and since 2019 a university student coach development programme, using the F4P coaching methodology, training 235 coaches to date. In 2018, female coaches outnumbered male coaches for the first time (27 out of 51) in the annual training programme - a trend repeated at the annual coach training in 2019 and in the university student coach development programme in 2020. School-partnered F4PK projects have run in cities beyond Seoul including Suwon, Daegu, Dongtan and Pyongtaek. A total of 753 children have participated in F4PK programmes since 2013 [5.5]. F4PK has also undertaken new projects in light of COVID-based restrictions. These include: expanding the UoB's coaching manual to include detailed game lesson plans with step-by-step operating instructions and specimen values-related questions; an online conference between F4P projects based in Colombia, Ireland, The Gambia and Israel, for Koreans to learn from the experience of grassroots peacebuilding programmes in other conflict-affected societies (October 2020); and development of a values-related peace education video provided to schools as a teaching aid for remote learning [5.5].

4.2 Embedding the F4P model across divided societies: Israel, Northern Ireland

The F4P delivery model in the Israeli Sports Authority's Sport4Life programme, initially set up in 2013, was officially recognised by the Ministry of Culture and Sport in May 2019. Since 2014, 50 communities have participated in F4P/Sport4Life. In 2017 the Ministry's former Deputy Director/Sport Authority Director said of F4P/Sport4Life: *'the experience learnt from the project is that sport can serve as a wonderful tool to enhance social, sport and cultural relationships between Jewish and Arab communities focusing on the children, the next generation who will have to live together in years to come'*; Ministry and Sport Authority Directors supported the project 'along the duration' of the work, including financing of USD100,000 annually [5.6].

The F4P methodology and delivery model established in 2007 has since 2014 achieved cross-community bridge-building throughout Northern Ireland (NI) and in the Republic of Ireland. The Director of Football at the Irish Football Association (IFA) recognises the values-based model of coaching of F4P as *'unique in how it uses sport to build trust and respect. At the Irish FA we have embedded the F4P philosophy into our Football For All work at grassroots level to try to help create a fun, safe and inclusive culture. Northern Ireland remains a deeply divided place but we feel multisport programmes like our Sport Uniting Communities programme which have values-based based coaching pillars can make a meaningful difference'* and are *'great examples of how we use values-based coaching to promote peace and reconciliation'* [5.7]. The F4P methodology underpins 100 annual community football camps and is assimilated into joint Sport4Peace days with the Gaelic Athletic Association and Rugby. Regional Grassroots Football Officers in the IFA deliver F4P training rooted in F4P principles to clubs and community groups

in areas of NI and surrounding areas including in the Republic of Ireland, so, as one officer states, contributing to '*community cohesion which is vital*' in challenging sectarianism [5.7].

4.3 Informing curriculum development for physical education trainees in South Africa

Since 2013/14 the University of Johannesburg (UoJ) has integrated elements of the F4P delivery model into its Physical Education (PE) programme, developing values-based sport education for pupils from all sectors of the population in a very unequal society. The UoJ coaching manuals draw upon the F4P methodology to promote equality of access to sporting activities. The manuals have been made available to multiple stakeholders, including through the UoJ's Global Master's programme which delivers sessions to students from Tsukuba University, Japan, and the University of Utrecht, Netherlands. Global Master's students have provided training in F4P coaching principles to personnel from the NGO Sportstek in Geluksburg South Africa, and these coaches, implementing principles of UoJ's Life Orientation/Physical Education programme, provided activities to over 1,000 learners in local community schools. The UoJ has made its manuals available as an open source for physical education teachers in a training programme supported by the South Africa Department of Basic Education, and to 104 members of the Sport for Social Change Network (South Africa). In the manuals F4P's focus on the 'teaching moment' is paramount in addressing developmental goals and teaching specific life skills and values [5.8].

4.4 Informing international peace-building policy discourse

In June 2018, as part of the preparations for the 73rd session of the United Nations General Assembly, Sugden presented at an expert group meeting and inter-agency dialogue organized by the UN's Division for Inclusive Social Development, presenting core arguments on contexts and conditions underlying peace-building in divided societies (from Sugden and Tomlinson's 2018 book on F4P (*Sport and Peace-Building in Divided Societies: Playing with Enemies*). The event – 'Strengthening the Global Framework for Leveraging Sport for Development and Peace' [5.9] – was cited in a report of the same name [5.9] reflecting 'the deliberations and recommendations' of the expert group meeting. The report was accepted at the UN's 73rd Assembly as a basis for updating its Action Plan on Sport for Development and Peace.

5. Sources to corroborate the impact

[5.1] Doel, P. P., August 2016. Interview with Geri Mitchell and Maurice Phillips from Sandele and The Gambia. Travindy. Transforming Tourism News.

<https://www.travindy.com/2016/08/interviews-with-tourism-social-entrepreneurs-10-maurice-phillips-from-sandele-foundation/> [Accessed on 12th January 2021]. This confirms the impact on coaches and young learners.

[5.2] Testimonial from the Project Lead Football4Peace Gambia, detailing uptake and outcomes of the F4P model in The Gambia and positive benefits across schools and communities.

[5.3] Biz Latin Hub, Breaking down divisions and creating unity: Fundación Buen Punto. July 23rd 2019. <https://www.bizlatinhub.com/breaking-down-divisions-and-creating-unity-fundacion-buen-punto/>. [Accessed on 12th January 2021]. This confirms the impact on children in Bogota.

[5.4] Testimonial from the President of Fundación Buen Punto, Bogota, Colombia, which confirms the details of the roll-out of the programme in Colombia.

[5.5] Testimonial from the Director of Football4Peace Korea, and Peace Education Project Manager, Korean Sharing Movement, detailing the evolution of the programme in South Korea.

[5.6] Testimonial from the Former Deputy Director and Sport Authority Director, Ministry of Culture and Sport, Israel that confirms numbers involved and impact through the programme.

[5.7] Testimonial from Director of Football Development, Irish FA Foundation, Irish Football Association (Northern Ireland) and his team, which confirms the IFA's commitment to the Football4Peace partnership and embedded values-based coaching methodology.

[5.8] Testimonial from a Professor at the University of Johannesburg, South Africa, that confirms how the methodology and manuals are used within schools and teaching programmes.

[5.9] United Nations: the event, <https://www.un.org/development/desa/dspd/2018-expert-group-meetings-and-panel-discussions/sport-development-peace.html>; the report to the General Assembly: [https://documents-dds-](https://documents-dds-ny.un.org/doc/UNDOC/GEN/N18/259/55/PDF/N1825955.pdf?OpenElement)

[ny.un.org/doc/UNDOC/GEN/N18/259/55/PDF/N1825955.pdf?OpenElement](https://documents-dds-ny.un.org/doc/UNDOC/GEN/N18/259/55/PDF/N1825955.pdf?OpenElement) [Accessed on 17th March 2021].