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Signature:

Margaret Jean Bale

Date

Monitoring and Evaluating Sport for Peace Interventions:
Ultimate Peace for the Middle East

By

Margaret Jean Bale
Master of Public Health in Global Health

Hubert Department of Global Health
Emory University

Dabney Evans, PhD, MPH
Committee Chair

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Ultimate Peace for the Middle East

By

Margaret Jean Bale

B.A.
Middlebury College
2010

Thesis Committee Chair: Dabney Evans, PhD, MPH

An abstract of
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Abstract

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Background: The lack of peace caused by armed conflict or social injustice leads to poor health among affected populations. Peacebuilding through intergroup contact interventions brings individuals from warring parties together in a manner that humanizes the 'enemy.' The transfer effect allows the effects of these programs to be transmitted to families and communities. Sport has been used as a tool within these interventions to teach conflict resolution skills. However, little evaluation has been done to provide evidence for the success of this theory. Ultimate Peace, an NGO in the Middle East, uses Ultimate Frisbee as a tool of teaching conflict resolution skills through the sport's value system called Spirit of the Game, but has yet to establish a monitoring and evaluation system.

Objective: The goal of this thesis is to design a quantitative survey tool using qualitative data collected at Ultimate Peace's Camp UP in summer 2011 and to design a monitoring and evaluation plan that incorporates the survey.

Methods: Grounded theory was utilized to analyze the qualitative data from interviews and focus groups. Themes included participant satisfaction, learning as a result of the program and behavior change. The monitoring and evaluation plan was modeled after evaluation plans from other peacebuilding organizations.

Results: The qualitative data showed positive results in terms of participant satisfaction, learning as a result of the program and behavior change. However, the quantity of data was small so a formal evaluation could not be done.

Monitoring and Evaluation Plan: This thesis outlines three levels of monitoring and evaluation that includes both quantitative and qualitative data collection. Quantitative data will be collected using participant and coach surveys. Qualitative data includes focus groups, interviews and observation. Analysis will use a non-equivalent group design to look at difference in knowledge, attitudes and behavior between groups of differing participation at three points in time throughout the year.

Implications and Recommendations: It is recommended that Ultimate Peace adopts the monitoring and evaluation plan outlined in this thesis. Monitoring and evaluation will allow Ultimate Peace to ensure that their programs are working. This plan will also contribute to the body of evidence for Sport for Peace programs in the Middle East.

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Acronym List

BBfP: Building Bridges for Peace

Camp UP: Camp Ultimate Peace

DALYs: Disability-adjusted life years

GNP: Gross National Product

ICF: Institute for Conflict Research

M&E: Monitoring and Evaluation

NEGD: Non-equivalent group design

PPI: PeacePlayers International

PTSD: Post-traumatic stress disorder

SDP IWG: Sport for Development and Peace International Working Group

SOTG: Spirit of the Game

UP: Ultimate Peace

WHO: World Health Organization

Chapter 1: Introduction

1.1. Introduction

Ultimate Peace (UP) is a non-profit organization that utilizes the sport of Ultimate Frisbee (Ultimate) to promote peacebuilding in the Middle East. Started in 2008, UP has yet to establish concrete monitoring and evaluation due to lack of funding, staffing and expertise. The organization recognizes the importance of measuring the impact of their programs among participants to ensure the activities employed to teach peacebuilding skills are successful and do not cause harm. In addition, UP understands the value in understanding how the skills learned by participants in their programs are transferred to families and communities, leading to more peaceful societies. As a result of this project, both short-term impacts and long-term transfer of skills and beliefs from participants to those with whom they interact will be measured in a robust M&E system that UP will initiate in the summer of 2012.

UP is an example of a Sport for Peace program within the broader context of intergroup contact interventions, which bring individuals from conflicting parties together. The theory states that intergroup contact provides an effective way of encouraging improved attitudes and beliefs by exposing these groups to each other in a manner that humanizes the 'enemy' (Bar-Tal & Rosen, 2009). In creating more long-term, lasting peace, intergroup contact interventions rely on the transfer effect, the idea that participants will relay the skills they learned and the changes in attitude they experienced to the people with whom they interact in their home communities (Vezzali & Giovannini, 2012). Sport for Peace and intergroup contact interventions have been initiated in conflict areas, including the Middle East, Northern Ireland, Sierra Leone and

Chad, but few of them have robust monitoring and evaluation (M&E) systems that analyze the effects of the program on the participants and their communities.

Peacebuilding programs, such as Sport for Peace interventions, are important in promoting more peaceful societies. Lack of peace, both in terms of armed conflict and social injustice, leads to negative health impacts including death and disability due directly to conflict as well as indirect effects, such as breakdown of health services and long-term mental health effects.

1.2. Statement of the Problem

Around the world, lack of peace, including the occurrence of armed conflict and human rights violations, causes a substantial public health impact. Many different peacebuilding interventions have been designed, including intergroup contact interventions which aim to bring members of warring parties together to promote understanding and an improved perception of the 'other.' One form of intergroup contact interventions is Sport for Peace programs that use sport as a vehicle for peacebuilding. These interventions include Ultimate Peace (UP), an intervention using Ultimate Frisbee (also referred to as Ultimate) to promote peacebuilding skills in adolescents in Israel and Palestine. Although the theory behind Ultimate Peace and other Sport for Peace programs is strong, little monitoring and evaluation (M&E) has been done to prove that these interventions work effectively to build peace. Evaluation is particularly important in the long-term to see if intergroup contact interventions actually do 'transfer' these peacebuilding characteristics from participants to their communities.

1.3. Purpose

The main goals of this project are to:

1. Analyze qualitative evaluation data collected in July 2011;
2. Use results from qualitative analysis to design a quantitative tool for use in future evaluation of Camp UP and other Ultimate Peace programs; and
3. Incorporate this quantitative tool into a larger, long-term monitoring and evaluation plan for continuing and future Ultimate Peace programs.

1.4. Significance

Building lasting peace in the Middle East will substantially contribute to improved health among Israeli and Palestinian populations, as the ongoing conflict has many negative impacts on public health. Sport for Peace programs, such as Ultimate Peace, utilize a unique tool to teach conflict resolution and leadership skills. These skills will ideally be transferred to participants' families and communities, eventually leading to more peaceful societies. Monitoring and evaluation is important for any type of program or intervention to ensure that no harm is done and that the intervention has the intended outcome, but little M&E has been done on Sport for Peace interventions. Methods for M&E have not been standardized for peacebuilding programs and more research and implementation is required to establish a set of Best Practices for the M&E of such programs. This research project will expand Ultimate Peace's monitoring and evaluation of their activities, helping to determine whether and how the programs are working, as well as contribute to the broader field on M&E of peacebuilding interventions which can be shared with other organizations, researchers and institutions.

1.5. Definition of Terms

Conflict Resolution: specific acts, such as dialogue and mediation that mitigate violence, conflict or war.

Intergroup Contact Interventions: bringing individuals from warring parties together with the objective of encouraging a change in motivation, belief and attitude by exposing groups to each other in a manner that humanizes the ‘enemy.’

Negative Peace: the absence of war or armed conflict.

Peacebuilding: a “set of initiatives by diverse actors in government and civil society to address the root causes of violence and protect civilians before, during, and after violent conflict” (Dambach, 2012).

Positive Peace: not only the absence of war, but including elements of general wellbeing such as human rights, economic fairness and opportunity, democratization and environmental sustainability.

Spirit of the Game: “Ultimate relies upon a spirit of sportsmanship that places the responsibility for fair play on the player. Highly competitive play is encouraged, but never at the expense of mutual respect among competitors, adherence to the agreed upon rules, or the basic joy of play. Protection of these vital elements serves to eliminate unsportsmanlike conduct from the Ultimate field. Such actions as taunting opposing players, dangerous aggression, belligerent intimidation, intentional infractions, or other win-at-all-costs behavior are contrary to the spirit of the game and must be avoided by all players.” (“11th Edition Rules,”)

Sport for Peace: a set of interventions and field of study in which sport is used as a tool for teaching peacebuilding and conflict resolution skills through its “intrinsic values such as teamwork, fairness, discipline and respect for the opponent.” (“Sport and Peace,” 2012)

Transfer effect: the transfer of skills, beliefs and attitudes from individuals who participate in an intergroup contact interventions to the people with whom they interact in their home communities.

Twinned: referring to a pair of schools or communities of different backgrounds that are matched to share in peacebuilding activities.

Ultimate: “Ultimate is a non-contact disc sport played by two teams of seven players. The object of the game is to score goals. A goal is scored when a player catches any legal pass in the end zone that player is attacking. A player may not run while holding the disc. The disc is advanced by passing it to other players. Any time a pass is incomplete, a turnover occurs, resulting in an immediate change of the team in possession of the disc.” (“11th Edition Rules,”)

Chapter 2: Literature Review

The World Health Organization (WHO) recognizes peace, which includes the absence of war and the promotion of general wellbeing, as a human right and a fundamental condition for health (*Preamble to the Constitution of the World Health Organization*, 1946). Promotion of peace includes interventions focusing on both conflict resolution and peacebuilding working at different levels, from governments to the individual. Individual-level interventions focus on youth to instill conflict resolution skills and positive attitudes towards peace in the future leaders of warring communities. One common type of individual-level intervention is intergroup contact interventions which rely on Contact Theory, the idea that contact between youth from different communities or backgrounds leads to the breaking down of stereotypes and friendship between these groups (Allport, 1954).

Sport has been explored as an effective tool for these contact interventions as it is a universal and popular activity providing opportunities for cooperation toward a common goal. However, many potential limitations have been identified, particularly the competitive nature of sport which may exacerbate or reignite conflicts between communities. Because of these limitations, monitoring and evaluation are vital to ensure that Sport for Peace programs are producing positive and peaceful change among individuals and communities. Ultimate Peace (UP) is an organization following the Sport for Peace model in Israel and Palestine with plans to expand to other parts of the world. UP's primary intervention is a week-long camp, Camp UP, for Jewish Israeli, Arab Israeli and Palestinian boys and girls. Qualitative data were collected during the July 2011 Camp UP in order to identify the benefits of the camp on the understanding,

attitudes and behavior of the participants. These data will allow UP to make changes for a more effective intervention and inform the creation of a more robust M&E system.

2.1. Peace as Public Health

In discussing peacebuilding initiatives, it is important to understand why peacebuilding can be considered a part of public health. Peace is very complex and therefore difficult to define. Peacebuilding has primarily been described as the prevention or absence of armed struggle, which David Barash denotes as ‘negative peace’ (Barash, 2010). However, peace involves more than solely the absence of war; ‘positive peace,’ and therefore, includes elements of general wellbeing such as human rights, economic fairness and opportunity, democratization and environmental sustainability (Barash, 2010). Health is often described in a similar manner as peace; both are typically defined by an absence of something; peace as an absence of war and health as an absence of illness. However, just as peace includes ‘positive’ elements of general wellbeing, the WHO defines health as “a state of complete mental, physical, and social wellbeing and not merely the absence of disease or infirmity.” (*Preamble to the Constitution of the World Health Organization*, 1946).

The preamble of the Constitution of the WHO acknowledges health as a human right and states that “the health of all people is fundamental to the attainment of peace and security and is dependent on the fullest co-operation of individuals and States.” (*Preamble to the Constitution of the World Health Organization*, 1946). The WHO’s Ottawa Charter for Health Promotion outlines the fundamental conditions and resources for health, including peace, a stable ecosystem and social justice and equity (*Ottawa*

Charter for Health Promotion, 1986; *Preamble to the Constitution of the World Health Organization*, 1946). Professional public health associations across the world have also acknowledged the importance of peace for public health, including the World Federation of Public Health Associations which passed the *Peace for Public Health Initiative* in 1993, recognizing that war “is the most serious of all menaces to health” and that “peace is not only the absence of war but also a positive feeling of wellbeing and safety for people of all countries.” (*Peace for Public Health Initiative*, 1993). The WHO and other health institutions, therefore, recognize the importance of both ‘negative peace’ and elements of ‘positive peace,’ including environmental sustainability and human rights, for the promotion and maintenance of good health. Thus, in talking about peace as a prerequisite for health, we can talk about the health impacts of the absence of ‘negative peace’ (or the health impacts of civil and international war, terrorism, and other armed conflict) and health impacts of the absence of ‘positive peace’ (or the health impacts of lack of fulfillment of human rights even in the absence of violence).

2.1.1. Absence of Negative Peace: the Health Impacts of Armed Conflict

The public health impacts of armed conflict have been studied extensively. Wars and other forms of violent conflict cause direct impacts of death and disability to combatants and civilians, but also indirect impacts such as displaced populations, the break down of health and social services and increased disease transmission (Murray, King, Lopez, Tomijima, & Krug, 2002). Although specific numbers of deaths and related disabilities usually cannot be determined due to a breakdown in health information systems, the negative health impact of armed conflict is substantial; an estimated 200

million deaths were attributed directly or indirectly to wars in the 20th Century (Murray, et al., 2002; Sidel & Levy, 2008).

The direct impacts of armed conflict include death and injury and affect both combatants, and increasingly, civilians. Historically, wars and infectious diseases have been one of the leading causes of premature death. Despite medical advances that have saved many lives by preventing or treating infectious diseases, the age of science has only increased humans' ability to cause harm to each other (Foege, 1997). Since World War II, risk of direct death and injury due to conflict has increased with an estimated nine civilians, many of them children, injured or killed for each soldier (Foege, 1997; Grant, 1997). Injuries sustained from armed conflict leave survivors scarred and disabled (Sidel & Levy, 2008). It was estimated that two million children were killed due to armed conflicts globally between 1985 and 1995 (Grant, 1997; UNICEF, 1996).

Indirect effects of armed conflict include many long-term effects for both sides of the conflict: suicide of those involved in the conflict, injury due to leftover landmines, psychological effects such as feelings of helplessness, anger and resentment and post-traumatic stress disorder (PTSD), broader societal effects such as decreased quality of life, gaps in education and property loss (Foege, 1997). Wars destroy infrastructure and take money away from other vital social programs, such as health, education and nation-building (Foege, 1997).

Wars create substantial numbers of refugees and internally displaced persons, creating vulnerable populations that deepen social inequalities and injustices (Sidel & Levy, 2008). Families are often separated and children make up between one-third to one-half of refugees (Grant, 1997). Camps that are created to temporarily house refugees

and internally displaced persons lack healthcare, food, clean water and shelter (Grant, 1997). The social disruption that war causes also leads to malnutrition, crowding and breakdown of sanitation systems, facilitating the spread of infectious diseases (Garfield & Neugut, 1997).

War entails a substantial financial cost which diverts money away from crucial social programs in order to support conflict (Sidel & Levy, 2008). In developing countries, military expenditures are substantially higher than health expenditures (Sidel & Levy, 2008). People directly impacted from conflict, such as trauma patients, are given priority in the health services that remain intact, directing time and resources away from those already suffering from disease (Foege, 1997).

Combat and the diversion of resources to wartime activities lead to the destruction of health infrastructure (Foege, 1997). Public health activities halt or slow down during conflict. For example, Guinea worm eradication campaigns have been largely successful throughout Africa, except in regions suffering from civil war (Foege, 1997). In South Sudan, security incidents and other results of war, such as mass movements of displaced people and loss of personnel frequently disrupt eradication efforts (Hopkins, Ruiz-Tiben, Diallo, Withers, & Maguire, 2002; Hopkins & Withers, 2002). As a result, South Sudan is one of the last holdouts of the disease, accounting for over 90% of the Guinea Worm cases in the world (Hopkins & Ruiz-Tiben, 2011; Hopkins & Withers, 2002). In conflict areas, health providers flee to cities in order to escape combat and in search of greater opportunity, leaving the few remaining health posts useless (Foege, 1997). Conflict causes health information systems to breakdown, and with incomplete or no data collection and reporting, public health programs lack information on the needs of

communities or populations that are the most impacted that guide the objectives of their interventions (Murray, et al., 2002). The majority of armed conflicts occur in developing countries, where the per capita gross national product (GNP) is very low, providing very few resources for recovery post-conflict (Grant, 1997).

Wars cause psychological and emotional problems including withdrawal, silence, aggression, anxiety, replaying of traumatic memories and guilt (Grant, 1997). One study of Israeli youth evaluated during the El-Aqsa Intifada (2000-2005) found that adolescents exposed to greater levels of violence, danger or terror by living in settlements in occupied territories had higher levels of PTSD symptoms than youth living in the Israeli cities of Jerusalem and Gilo (Solomon & Lavi, 2005). Similarly, Palestinian youth exposed to greater levels of violence during the Intifada had higher levels of PTSD symptoms than Israeli-Palestinian adolescents (Lavi & Solomon, 2005). Despite the severity of mental illness caused by armed conflict, mental health services are a recent development and are severely lacking in many developing countries (Grant, 1997).

2.1.2. Absence of Positive Peace: the Health Impacts of Social Injustice

Because peace is not simply the absence of war, it is important to explore the health effects related to positive peace. The absence of positive peace generally refers to social injustice, or the “denial of economic, sociocultural, political, civil or human rights of specific populations based on the perception of their inferiority by those with power or influence.” (Levy & Sidel, 2006). Social injustice leads to an increase in risk factors for poor health including poor nutrition, exposure to unsafe water, environmental and occupational hazards and infectious disease agents, complications of chronic disease,

decreased social support, lack of access to health services and lower quality healthcare (Levy & Sidel, 2006).

The achievement of negative peace at the end of a violent conflict does not guarantee a more secure or safe environment and cannot immediately reconcile relations nor resolve inequalities that exist between the two groups. In a study exploring differences in PTSD symptoms and correlates of PTSD between Israeli Jews and Israeli Palestinians, it was found that although the two groups were exposed to different levels of violence using objective measures, there was no difference in the amount of perceived fear (Hamama-Raz, Solomon, Cohen, & Laufer, 2008). Hamama-Raz et al (2008) hypothesize that this could be because both groups may perceive danger not only “from a physical threat to oneself and to significant others, but also from a threat to one’s social and national identity.” Regardless of the amount of physical violence experienced, an atmosphere of fear or threat to one’s identity has negative effects on groups’ social and emotional health.

Further, it is estimated that more casualties occur after wars are over than those that result during them (Garfield & Neugut, 1997). In a multivariate analysis using disability-adjusted life-years (DALYs), Ghobarah et al found that civil wars greatly increase the risk of death or disability from many infectious diseases up to two to eight years after the conflict has ended (Ghobarah, Huth, & Russett, 2003). Even after violence has stopped, it may take many years for populations to recover from the conflict, through rebuilding infrastructure, reestablishing social programs, recovering economic development and increasing social cohesion through reconciliation.

Medical care issues arise with social injustice or lack of positive peace.

Inequalities in medical care can result from access, cost or quality issues with socially disadvantaged populations having less access, lower quality and an inability to afford medical care (Geiger, 2006). This can lead to outbreaks of infectious disease due to vaccine preventable diseases in disadvantaged areas where vaccine coverage is low, lack of prenatal care causing higher rates of maternal and neonatal mortality, and increased rates of death due to preventable illnesses of both communicable and non-communicable nature (Geiger, 2006). Lack of access to medical care as well as other socioeconomic inequalities, such as the living conditions in which people live or wages earned are also associated with higher rates of poor health status due to infectious disease, poor nutrition and chronic disease (Brown, 2006; Mukherjee & Farmer, 2006; Yach, 2006).

The health of populations is greatly affected by the absence of both negative and positive peace. Through direct and indirect negative effects of conflict, such as death, the breakdown of health infrastructure, diversion of resources, impacts on development due to lack of human rights fulfillment, and unstable and unsecure communities, the absence of negative and positive peace due to the numerous conflicts occurring throughout the world have a substantial impact on the health of populations. Therefore, interventions related to conflict resolution and peacebuilding can help to create stable communities and societies, a pre-requisite to addressing public health in regions where conflict is ongoing or threatening to occur.

2.2. Prevention of War and Building of Peace

Ensuring good health through peace can occur in two different types of interventions: conflict resolution and peacebuilding. Conflict resolution involves specific acts, such as dialogue and mediation, to mitigate violence, conflict or war ("Conflict Resolution Program," 2012). According to the Alliance for Peacebuilding, peacebuilding is a "set of initiatives by diverse actors in government and civil society to address the root causes of violence and protect civilians before, during, and after violent conflict" (Dambach, 2012). Although both conflict resolution and peacebuilding are necessary in solving and preventing war, violence and conflict, this analysis focuses solely on peacebuilding interventions, which may contain elements of conflict resolution in skill-building.

2.2.1. Peacebuilding Through Intergroup Contact Interventions

Interventions addressing war and armed conflict face many challenges, largely because conflict is between collectives, but interventions address the individual (Salomon, 2002; Salomon & Nevo, 2002). However, resolving intractable conflicts, those which have gone on for over twenty-five years, are violent and seemingly unsolvable such as the ongoing Israeli-Palestinian conflict, requires more than political agreement (Bar-Tal & Rosen, 2009). Motivations, goals, beliefs and attitudes that prevail in large segments of society regarding the conflict and the members of the conflicting parties must also be addressed (Bar-Tal & Rosen, 2009). Peace education in the context of intractable conflicts focuses on four interrelated outcomes: legitimizing 'the other's' collective narrative, critical examination of one's contribution to the conflict, empathy for 'the other's' suffering and engagement in non-violent activities (Salomon, 2002).

Peace education interventions that involve intergroup contact provide an effective way of encouraging changes in motivations, beliefs and attitudes by exposing conflicting parties to each other in a manner that humanizes the 'enemy' (Bar-Tal & Rosen, 2009). Most intergroup contact interventions involve indirect methods for addressing peacebuilding, particularly in areas with ongoing conflicts. Instead of concentrating on the conflict directly, indirect methods focus more on skill-building, such as conflict resolution (Bar-Tal & Rosen, 2009).

In his Contact Theory, Gordon Allport (1954) outlined necessary conditions for successful contact interventions, recognizing that the idea that contact itself could solve problems was overly simplistic (Allport, 1954; Tal-Or, Boninger, & Gleicher, 2002). Contact theory referred to the conflict caused by the division between an *ingroup*, to which an individual is a member, and an *outgroup*, to which an individual is not a member (Tal-Or, et al., 2002). Contact theory stated that interactions between the different groups can lead to the reduction in prejudice and hostility (Tal-Or, et al., 2002). The conditions necessary for positive and successful intergroup contact are a supportive environment, equal status, close contact and cooperation (Tal-Or, et al., 2002). Symmetry or equality between the different groups is a critical factor with more successful programs having an equal number of participants and facilitators from each group and participants coming from similar socio-economic backgrounds (Maoz, 2004). The equality between groups of different backgrounds balances the power relations that are unbalanced in the wider community and limits control or dominance of one group over the other (Maoz, 2004).

Friendship, an important element of interventions focusing on the individual, are often formed following homophily, making friends with similar people (Kadushin & Livert, 2002). Research has shown people generally prefer relationships with people that are like them and feel pressure to make friends with similar people based on the societal structures; friendships form with those similar contacts (Kadushin & Livert, 2002). In order for friendships to occur between groups, close contact is necessary. Contact may be most successful when it leads to cross-group friendships, which are stronger bonds than simply mutual understanding (Kadushin & Livert, 2002).

Intergroup contact interventions have potential to contribute to peacebuilding in intractable conflicts by allowing members of an ingroup to interact with, acknowledge and understand members of the outgroup. These interactions encourage participants to change their beliefs, attitude and behavior by humanizing the ‘enemy.’ Contact interventions often focus on skill-building, such as conflict resolution, which teaches participants to positively deal with conflict in their daily lives. However, despite promising results from intergroup contact interventions, the limitations of these interventions must also be acknowledged.

2.2.2. Challenges Faced by Intergroup Contact Interventions

Allport and subsequent researchers in this area recognized that contact under some conditions may actually make things worse (Tal-Or, et al., 2002). If used too early or without cognizance of the politico-societal conditions, methods which directly address the conflict and try to change societal beliefs, attitudes, values and behaviors, such as focusing on the history of the conflict or presentation of the rival, can exacerbate negative

views of the conflicting parties (Halperin, Russell, Trzesniewski, Gross, & Dweck, 2011).

Long-lasting effects are challenging for peacebuilding interventions. For instance, during contact interventions, positive perceptions of the 'other' are often created, but after the intervention, they may not be generalized to the outgroup in general and may not be maintained (Tal-Or, et al., 2002). Interventions that focus on individuals work to reduce category boundaries by focusing on the individual thus reducing the power of group distinction; however, generalization only takes place if individuals are seen as representative of the group as a whole (Tal-Or, et al., 2002). Conversely, interventions that focus on cross-categorization or superordinate categories may focus on categories that do not have much significance outside of the contact encounter because societal categories are more concrete making it difficult to find distinctions that mattered as much (Tal-Or, et al., 2002).

One of the primary challenges faced by peace education interventions, including intergroup contact interventions, is the ability to change behavior (Harris, 2002). Peace education programs have been shown to change attitudes, but proving behavior change is much more challenging (Harris, 2002).

Intergroup contact interventions are a promising method of peacebuilding interventions by creating opportunities for participants from different backgrounds to interact with and learn to understand one another. However, these interventions face many challenges, including creating long-lasting effects and the difficulty in changing behavior. Further and more robust monitoring and evaluation of these programs will help to identify the benefits and limitations of intergroup contact on peacebuilding efforts.

2.2.3. Examples of Intergroup Contact Interventions

There are examples of intergroup contact interventions implemented in many countries that are experiencing or have recently experienced armed conflict. Results from the limited monitoring and evaluation of these programs have shown a number of successes of intergroup contact. Similarly, these results identify limitations in the theory and programs specifically that need to be addressed for intergroup contact interventions to have lasting effects on peacebuilding efforts.

The Canada International Scientific Exchange Program (CISEP) seeks to integrate “project-specific goals for improving health services, clinical, and population health outcomes with meta-level goals for building cross-border cooperation and knowledge exchange.”(Sriharan et al., 2009)

Building Bridges for Peace (BBfP), the flagship program of the organization Seeking Common Ground, brings together youth from Israel, Palestine and the United States to combat “hate, discrimination and violent conflict by connecting individuals face-to-face to those they have been taught to fear and mistrust.” (“About Seeking Common Ground,” 2012). Their internal evaluations have shown BBfP to be effective at facilitating youth to gain self-esteem, find inspiration and hope and learn to feel empathy for the ‘other’ as well as develop skills in communication, leadership and conflict resolution (“About Seeking Common Ground,” 2012).

Nevo and Brem’s (2002) summary of evaluations of contact interventions found that the majority of interventions proved to be effective, but they also identified a number of missing elements in evaluations of intergroup contact interventions. Nevo and Brem recognized that these programs and evaluations had similar emphasis on skill

development, rationality, short time frame, immediate posttests and specific populations (Nevo & Brem, 2002). They identified that few programs had indicators related to behavior, acknowledged that an increase in one skill may decrease another, focused on emotion, lasted longer than one year, carried out delayed posttests and were generalizable, leaving many areas to explore in future evaluations and new organizations and programs (Nevo & Brem, 2002). They recognized that evaluation is scarce in intergroup contact peacebuilding programs due to a lack of expertise and recognition of the importance, leaving a significant need for monitoring and evaluation (Nevo & Brem, 2002).

2.3. The Relation Between Sport and Peace

Sport has been used for centuries to encourage peace. The Ancient Olympic Games were held in Greece between the city-states of the Greek Empire and any conflict between these states was halted for the duration of the event to provide safety for anyone traveling to and from the Games ("Olympic Truce," 2009). The International Olympic Committee (IOC) revived the truce for the modern Olympic Games in order to "encourage searching for peaceful and diplomatic solutions to the conflicts around the world." ("Olympic Truce," 2009). The IOC aims to mobilize youth to promote Olympic ideals, use sport to establish connections between warring communities, offer humanitarian support to countries at war and to create opportunities for dialogue and reconciliation. Dr. Jacques Rogge, IOC President, said in October of 2007 that "Sport alone cannot enforce or maintain peace. But it has a vital role to play in building a better and more peaceful world." ("Olympic Truce," 2009).

The United Nations has also taken an active role in promoting peace through sport. In 1968 and 1970, the United Nations passed resolutions concerning apartheid sport in South Africa, including calling for states to boycott South African sports teams, reprobating the social injustices occurring in the country (Hunter, 1979). In 2003, the United Nations General Assembly adopted a special resolution to use sport for development and peace, calling on governments to incorporate sport into national programs and policies (Koss & Alexandrova, 2005).

2.3.1. Community-Based Sport for Peace Interventions

The Sport for Development and Peace International Working Group (SDP IWG) recognizes the potential for sport to be used as a method of peacebuilding ("Harnessing the Power of Sport for Development and Peace: Recommendations to Governments," 2008). Sport for Peace interventions can use sport as a tool to facilitate relationship building across divides, to connect individuals to communities and to create safe spaces for dialogue related to conflict ("Harnessing the Power of Sport for Development and Peace: Recommendations to Governments," 2008). Sport for Peace interventions provide an opportunity for indirect peacebuilding in which the intervention avoids topics directly related to the conflict and focuses on building life-skills instead (Bar-Tal & Rosen, 2009). Indirect peacebuilding interventions have been identified as ideal in continuing conflicts where there is potential for long-term conflict resolution (Bar-Tal & Rosen, 2009).

SDP IWG identifies a long list of potential impacts of Sport for Peace interventions, including fostering social inclusion, improving individual physical and mental health, integrating refugees, migrants, internally displaced persons and asylum seekers, providing an alternative to gangs or militias, reducing political tensions and

aiding in reconciliation, rehabilitation and reintegration ("Harnessing the Power of Sport for Development and Peace: Recommendations to Governments," 2008).

2.3.2. Challenges and Limitations of Sport for Peace Interventions

Many limitations and challenges have been identified for sport for peace programs, particularly related to the competitive nature of sport and its potential to exacerbate conflict. The SDP IWG recognized that sport can be and has been used to promote conflict, to terrorize opponents, to promote nationalism ("Harnessing the Power of Sport for Development and Peace: Recommendations to Governments," 2008). Sport for Peace interventions are also at risk of disempowering local people, diverting resources from more effective programs, reinforcing prejudice, discrimination and intolerance by neglecting to manage concerns from participating groups and communities ("Harnessing the Power of Sport for Development and Peace: Recommendations to Governments," 2008). The Utstein Study recognized that shifts in attitudes towards "the other" do not necessarily mean that prospects for peace are strengthened. For example, an increase in intergroup dialogue may lead extremist groups to increase violence before their political standing has declined (Smith, 2004).

Darnell and Black state that political and institutional pressure to prove that sport works for development and peace often leads to the exaggeration of the effectiveness of these interventions (Darnell & Black, 2011). Therefore, scholars and practitioners of sport for peace interventions recognize the importance of evaluation in order to determine the effectiveness of the interventions as to ensure that sport does not reinforce social and economic hierarchies and competitive relations, therefore exacerbating conflict and division (Darnell & Black, 2011).

2.3.3. Examples of Sport for Peace Interventions

Numerous Sport for Peace interventions have been implemented throughout the world. These interventions use sports like soccer and basketball as well as more general physical activity and play to help foster more peaceful communities. Sport for Peace programs have shown many different benefits that range from raising awareness of peace-related issues to encouraging change in behavior to more positive conflict resolution.

One of the most apparent benefits of Sport for Peace interventions is the creation of opportunities for members of different communities or background to interact. For example, in 2008 in Khanaqin, Iraq, the center of an ongoing power struggle between the Kurds and Arabs where both Kurdish Peshmerga fighters and Iraqi Army soldiers were seeking to establish control, Mercy Corps¹ organized a soccer games to commemorate the International Day of Peace (Haley, 2008). The teams were made up of both Iraqi soldiers and Kurdish fighters and 200 spectators, including high-ranking officials of both groups, attended to cheer on the players and there were small displays of unity throughout the match. Peace Players International (PPI)² found “positive trends in terms of providing opportunities for young people to become friends with other young people they may not normally have the opportunity to do,” in a 2010 evaluation of their programs in Northern Ireland done by Institute for Conflict Research (ICF) (Bell, 2010).

Through the creation of opportunities to interact with different communities, Sport for Peace interventions encourage participants to develop more positive attitudes

¹ Based in Portland, Oregon, Mercy Corps’s mission is “to alleviate suffering, poverty and oppression by helping people build secure, productive and just communities.” (“About Mercy Corps,”). Mercy Corps organizes soccer games around the world to celebrate the International Day of Peace on September 21st.

² PPI is a Washington, D.C. based Sport for Peace organization that uses basketball in conflict areas of Northern Ireland, Israel and Palestine, South Africa and Cyprus.

towards participants with whom they normally would not interact. A program in Chad focusing on social cohesion used frequent sporting events to diffuse potential tensions between communities, such as host and refugee communities in Chad, and one in Sierra Leone has seen an increase in civic engagement and changes in attitudes towards violence and human rights violations ("From the Field: Sport for Development and Peace in Action," 2007). A sport for peace curriculum that was implemented in urban high schools in the Eastern U.S. in order to promote peace at the "micropolitical level of everyday human relationships in schools" was effective in encouraging kids to feel responsible for their teammates and by showing their teammates respect and trust (Ennis et al., 1999). Similarly, Fight for Peace³ found that urban youth who participated in their programs in London self-reported being able to channel aggression through boxing, more likely to respect and cooperate with others and less likely to carry a weapon (Sampson, 2009).

Skill development is another important benefit of Sport for Peace interventions, particularly in facilitating the development of conflict resolution skills. In Rwanda, anecdotal evidence showed that participants were transferring conflict resolution skills they learned in sports during Espérance programs to their everyday lives and that as a result of regulating and refereeing their own matches, players learned to express their convictions and the incidence of fouls was very low ("From the Field: Sport for Development and Peace in Action," 2007). Right to Play's⁴ school-based intervention in

³ Fight for Peace is based in the United Kingdom and Brazil and uses boxing and fitness to promote life skills development and keep youth in Rio de Janeiro's favelas from being employed by drug factions as armed foot-soldiers, lookouts and sellers and youth in London from joining gangs.

⁴ Right to Play is a Toronto-based NGO whose mission is "To improve the lives of children in some of the most disadvantaged areas of the world by using the power of sport and play for development, health and peace." They began in 1992 as Olympic Aid to show support for war-torn countries, led by Olympic medalists.

the Khyber Pakhtunkhwa region of Pakistan has resulted in an increase in participants' ability to manage anger and resolve conflicts in a non-violent way ("An Evaluation of Right to Play's Programs with War-Affected Children and Youth in Pakistan (2003-2010)," 2011).

Sport for Peace interventions are also used to raise awareness of peace-related issues. For example, the organization Peace One Day, which tries to build peace by holding events and raising awareness around the International Day of Peace, September 21st, uses sport through its campaign One Day One Goal, which "encourages football fans all over the world to unite and play on Peace Day." ("What We Do,"). In 2010, there were 3,000 organized games in all 192 UN member states registered with Peace One Day.

Lastly, the ultimate goal of Sport for Peace interventions is to create sustained and positive peace, which can be achieved through long-term programming, focusing on peace even after conflicts have been resolved, and encouraging the development on nonviolent behavior. Mercy Corps uses sport in building positive peace; for example, seven years after the Kosovo war ended, Mercy Corps helped build a soccer field for the community of Grabovc to use sport to restore pride and trust in the community which had difficulty rebuilding since the war ("About Mercy Corps,"). In evaluating PPI's programs in Northern Ireland, Bell recognized the difficulty in assessing long-term impacts of PPI's programs due to the short-term nature of their school pairings and other programs. This finding has prompted PPI to move toward more long-term programming to promote the continuous reinforcing of skill development and conflict resolution (Bell, 2010). Although changes in behavior are difficult to identify or prove, some Sport for Peace interventions have shown improvements in participants' peaceful behavior. An

evaluation of the use of sport among adolescent ex-combatant refugees in post-conflict Sierra Leone found that sport, primarily soccer, led to a substantial decline in violence between the youth who came from warring parties (Dyck, 2011).

The successes of these programs have been highlighted through organizations' websites and publications, but few formal evaluations have been done. Some of the successes of organizations highlighted above were based solely on anecdotal evidence and because the publication about these programs was written to promote the use of sport for development and peace, the report does not offer any insight into the challenges faced by these organizations and programs. As highlighted throughout this section, Sport for Peace interventions hold substantial promise in promoting peacebuilding in conflict areas. However, there are also major limitations or challenges that need to be addressed in each of these programs. High quality monitoring and evaluation should be implemented in every Sport for Peace program to ensure that programs are beneficial and effective.

2.4. Ultimate Peace for the Middle East

Ultimate Peace (UP) for the Middle-East is an initiative to promote peacebuilding in the Middle East through the sport of Ultimate Frisbee (Ultimate). The program targets disadvantaged youth in Jewish Israeli, Arab Israeli and Palestinian communities. The program includes regularly organized games in these communities, a residential summer camp and training for local teachers and coaches. UP was founded by Ultimate Frisbee enthusiasts from the United States and Israel in 2008 with the goal of promoting peacebuilding through the "Spirit of the Game" (SOTG) component of the sport. Spirit of

the Game, the concept of sportsmanship, respect and responsibility in self-officiating the sport, was identified as a ideal tool to teach similar values to Arab and Israeli children.

UP's primary program is Camp Ultimate Peace (Camp UP), a week-long residential camp for youth to teach friendship and understanding through the sport of Ultimate. Youth are taught to play Ultimate Frisbee with a particular focus on the SOTG. Campers are divided into single-gender, multicultural teams in which they play, eat, sleep and compete. The long-term goal is to create an Ultimate Frisbee community in the Middle East that helps to build bridges of friendship across these communities that will allow kids to grow up with a new perspective about their neighbors and a new way to engage in dialogue in the complex issues facing their everyday lives.

2.4.1. The Context of Israel and Palestine

Ultimate Peace's events and programs over the past three years have taken place in Israel, promoting peace during the Israeli-Palestinian conflict. The Israeli-Palestinian conflict is part of the broader Israeli-Arab conflict over control of the shared religious homeland which has expanded to include conflict over mutual recognition, borders, security and water rights. Therefore, the Israeli-Palestinian conflict is an example of an intractable conflict being long-term, existential in nature, violent and seemingly unsolvable (Bar-Tal & Rosen, 2009). The Israeli-Palestinian conflict has included significant violence throughout the region and many failed peace negotiations between Israeli and Palestinian leaders, despite the majority of both Israelis and Palestinians who believe that a two-state solution would end the conflict (Yaar & Hermann, 2007). It has been suggested that in order to solve intractable conflicts, changing the motivations,

beliefs and emotions that prevail in the majority of society is necessary along with political agreements (Bar-Tal & Rosen, 2009).

There are many social factors that are a result of or contribute to the continuing conflict in the Middle East. The GDP per capita in Israel is ten times that in Palestine (\$29,800 compared to \$2,900) ("The World Factbook,"). Infant mortality is 4.12 deaths per 100,000 live births in Israel, compared to 17.12 in the Gaza Strip and 14.92 in the West Bank. Maternal Mortality shows a similar disparity, with 6 deaths per 100,000 in Israel compared to 46 in Palestine (Ahmad Abdo, Jarrar, & El-Nakhal, 2009).

2.4.2. The Importance of Monitoring and Evaluation

Ultimate Peace is a new organization with Ultimate-related peacebuilding programs that are still being developed. In order to continue making improvements to these programs, monitoring must be initiated to identify which components of UP's programs work well and which do not. Similarly, UP has created a new paradigm for peacebuilding and it is important to ensure, through results from monitoring and evaluation, that this paradigm is both successful and works as well, or better, than other peacebuilding activities in the Middle East. Particularly, UP needs to ensure that their programs are not exacerbating conflict related to the competitive nature of sports.

Monitoring and evaluation are particularly important for this organization because of their funders. The majority of donations are from U.S. ultimate teams and individuals, but some funding does come from grants. In order to ensure that funding can continue to be obtained, UP must show its funders that their programs are actually achieving their goals of teaching understanding and problem resolution skills to youth of diverse backgrounds through the use of Ultimate and Spirit of the Game.

Lastly, UP is planning to scale up their program to other parts of the world once the program is well established in the Middle East. In order to do so, there must be strong evidence of success in the Middle East with detailed information about the strengths and weaknesses of each component, especially with respect to cultural factors that exist in the Middle East so adaptation can occur to other conflict areas with different cultural backgrounds.

2.5. Conclusion

Peace within and between communities is integral to ensuring good health of the individuals within these communities. Lack of both negative and positive peace leads to negative health impacts such as death, disability, mental health issues and cause countries to be unable to provide for their populations health by damaging health infrastructure and perpetuating inequality. Many peacebuilding programs have been developed from the political to the individual level. Peacebuilding interventions in intractable conflicts, such the Israeli-Palestinian conflict, should include individual-level peacebuilding aimed at changing attitudes and beliefs of participants in relation to “the other.” Intergroup contact interventions, including Sport for Peace interventions, have shown some success in teaching conflict resolution skills, providing opportunities to meet people from different backgrounds, and raising awareness of conflict and peace issues. However, monitoring and evaluation of these programs is lacking and no standardized methods have been developed, so the full impact of these inventions has not been completely examined.

As a recently developed Sport for Peace program, Ultimate Peace has the need and desire to develop a monitoring and evaluation plan for their programs in Israel and Palestine. This plan will allow UP to monitor and evaluate the impact of their activities, appeal to funders, and continually make changes to ensure best practices. Their M&E plan will allow UP to contribute to the growing field of Sport for Peace intervention literature, ensuring that these programs are in fact helping create more peaceful societies and are not causing harm.

Chapter 3: Methods

Ultimate Peace recognizes the importance of evaluation to ensure that their programs are high quality and to provide evidence of the effectiveness of their activities for funders and policy-makers. Ultimate Peace planned for collection and analysis of evaluation data for Camp UP 2011, the third year of the camp's existence. However, due to time and fiscal constraints, they were unable to analyze the data that was collected. Independently, the researcher chose Ultimate Peace as a case study to design a monitoring and evaluation plan for a school project. Through this earlier project, the researcher and Ultimate Peace combined both efforts to create this thesis project.

The main goals of this project are to:

4. Analyze qualitative evaluation data collected in July 2011;
5. Use results from qualitative analysis to design a quantitative tool for use in future evaluation of Camp UP and other Ultimate Peace programs; and
6. Incorporate this quantitative tool into a larger, long-term monitoring and evaluation plan for continuing and future Ultimate Peace programs.

3.1. Sample Population

Ultimate Peace targets youth aged 12-18 in Israeli, Arab-Israeli and Palestinian communities. Youth from these communities convened in Acco, Israel. Kids are selected with the help of the Israeli Ministry of Sport and local coaches in schools.

3.2. Data Collection

Evaluation data were collected through a number of different qualitative and quantitative methods during Camp Ultimate Peace 2011 which ran from July 10-18, 2011 in order to evaluate the effectiveness of Camp UP on the promotion of peace. Because data were not collected by the researcher, IRB approval was not necessary. Demographic information, including age, ethnicity and gender, were collected from participating youth through camp registration on the first day of camp. Focus groups were conducted the second day of camp and two days prior to the camp conclusion. Each focus group lasted 25-40 minutes. There were four focus groups at each time period, which divided boys and girls and new and returning campers. More focus groups were planned, but could not be facilitated due to lack of time and man power.

Campers were selected for the focus groups based on the demographic information provided at registration as to provide a group with diverse backgrounds as well as recommendations from coaches to ensure talkative participants, since limited time was available to get the kids talking. Questions were posed to the groups around themes of community, friendship, Ultimate Frisbee, language and Spirit of the Game. Each focus group was also provided with a poster board with the themes written and pens to provide a different medium to express their thoughts throughout the focus groups. The focus groups were conducted in English by an Ultimate Peace staff member in charge of evaluation and some of the local coaches. The questions and summaries of the focus groups were provided to the researcher for analysis; the focus groups were not recorded and thus, transcripts could not be provided. The focus group question guide can be found in Appendix 1. One-on-one video interviews were done with four campers to discuss

their experience, including positive as well as challenging aspects of camp. The transcripts from these interviews were provided for analysis.

Qualitative data was the primary form of data collected because of the nature of the program. Peace is a relatively abstract concept and peacebuilding interventions focus on a transfer of learned skills or concepts, thus indicators signifying a successful program are difficult to define.

Daily questionnaires were given to the coaches of each team to complete with three questions regarding team dynamics on a scale from 1 to 7 in order to document the gradual change of each team and of the camp as a whole, by averaging all teams. However, many of the coaches failed to return these questionnaires, so the data are incomplete and the progress of each team could not be documented. Overall progress was visualized, but more complete data are required to make any definite conclusions.

3.3. Research Design and Data Analysis

Quantitative demographic data were analyzed descriptively in order to understand the breakdown of participants based on age, gender and ethnicity. Qualitative data were analyzed using grounded theory in order to identify key themes in the data. MAXQDA 10 software (Berlin, Germany) was used for textual analysis in order to identify the key themes. Grounded theory methods, coding to find repeating ideas and grouping them into broader themes and theoretical constructs, generated hypotheses (Birks & Mills, 2011). Sport for Peace programs are recently-developed interventions for peacebuilding, thus there is little evaluation literature on the subject and no evaluation criteria or standards have been established. Similarly, Ultimate Peace is the first Sport for Peace

intervention to use Ultimate Frisbee as the vehicle for teaching peacebuilding skills, so it is important to do some background work before designing more robust evaluation tools.

The primary purpose of collecting qualitative data from Camp UP 2011 was to evaluate the impact of the camp on the participants. Although the data were limited, some conclusions could be made. The analysis was done looking at three components: participant satisfaction of the camp, learning and behavior change as a result of the camp. The data were coded using these three components as codes. The data were also coded using recurring themes that were determined using grounded theory. These themes and their descriptions can be found in Appendix 2.

Themes identified through the qualitative data analysis were used to inform a quantitative survey to be implemented in future Ultimate Peace programs. The data were also analyzed with the goal of identifying recurring and important themes on which to base questions in a quantitative survey tool. This analysis focused mainly on the Theme Codes which were created using grounded theory (See Appendix 2). Survey questions were developed using other evaluation tools from organizations implementing peacebuilding and Sport for Peace interventions, but all those included reflected themes that arose in the qualitative data from Camp UP 2011. Key informant interviews with Ultimate Peace staff and Camp UP coaches were also used to develop the quantitative tool.

Aside from themes identified in the qualitative data, the quantitative survey tool was designed with two factors in mind: ease of administration and ease of analysis. Because the questionnaire will be administered to every youth that participates in UP's programs, it must be simple, understandable and short (Fowler, 2002). There is little time

and funding for a long, extensive survey and staff may not be available to clarify questions. Similarly, youth will likely have little patience for a survey that takes a lot of time and requires a lot of reading. Like administration, currently there is little time, funding or expertise for data analysis at UP, so analysis must be kept fairly simple, at least in the next few years as UP begins to expand. Finally, the results must make sense and be intuitive, influencing the use of binary, likert scale or statement containing surveys (Fowler, 2002). A sample of the survey was piloted with undergraduate Ultimate Frisbee players who play on Emory University's women's team, Luna. The students took the survey and participated in a focus group aimed at survey and question structure, ease, time and comprehension.

Because Ultimate Peace is currently completely volunteer-run, it is important to design a monitoring and evaluation program that is feasible and not very costly, since there is no budget for an evaluator's salary. A quantitative tool, which can be given to everyone who participates in any of Ultimate Peace's programs, can be easily utilized by the local and international coaches that have already volunteered their time without any extra training or time commitment, unlike qualitative methods which require more time and training and reach a smaller number of participants. Quantitative tools are also more widely accepted and understood in public health research, so results based on a quantitative tool may have more weight for policy-makers and funders compared with qualitative results.

The development of the expanded monitoring and evaluation plan was directed largely by Seeking Common Ground's report on theory, best practices and evaluation of their "Building Bridges for Peace" intergroup contact intervention and Search for

Common Ground's "Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs" (Church & Rogers, 2006; Feldman & Breeze, 2009). Mixed methods were used in the M&E plan, including both quantitative and qualitative data collection and analysis. Quantitative data are used due to ease, general appeal and to fulfill grant requests, as described above. Qualitative data are used for the intangible subject matter of peace and changes in knowledge, attitudes and practices. The two methods are complimentary with the qualitative data supporting the quantitative results by identifying the underlying factors for the results collected through the surveys or questionnaires (McDavid & Hawthorn, 2006).

3.4. Limitations

This study has a few limitations. First, although grounded theory focuses on inductive theme development whereby themes emerge from the data, questions were designed to address certain topics in the interviews and focus groups. Second, the amount of data that were collected from Camp UP was minimal. The focus groups were not recorded and therefore only summaries of the focus groups could be provided. Similarly, the girls' and boys' focus groups were facilitated by a female and male leader, respectively. Because two different people facilitated the focus groups, the summaries are not consistent in length, content and quality and any interviewer bias may differ. The one-on-one interviews only consisted of a small number of questions and were designed to take only a couple of minutes so that the participants did not miss much of the other camp activities going on at the same time. For these reasons, the amount of qualitative data provided for analysis was little and saturation was likely not reached. However,

because the goal of the qualitative analysis was to design a quantitative tool and inform a future monitoring and evaluation plan, the data were sufficient to guide tool development.

Third, the qualitative analysis was done by a single researcher due to the nature of the project as part of a master's thesis, and no other coders were available. However, feedback on the results was provided by the evaluator, CEO and international coaches who were present at Camp UP 2011 and participated in the interviews or focus groups.

Lastly, due to the nature of the program and research methods, the results from the qualitative data and the quantitative tool that was designed are not generalizable. Results may be similar from other Palestinian, Arab-Israeli and Israeli youth participating in a Sport for Peace intervention using Ultimate Frisbee, but because of non-random selection both for camp participants and for interview and focus group participants, this may not be the case. Because cultural context is important to the conflict in this area, these results cannot be extrapolated to other regions or conflicts. Similarly, Ultimate Frisbee is unique compared to other sports, so results may differ compared to soccer, football or basketball interventions.

Chapter 4: Results

4.1. Quantitative Results

Camp UP 2011 had 176 youth participants from 12 communities (Table 1). Sixty-three percent of the participants were male. Of the 12 communities, six were Arab Israeli, three were Jewish Israeli, two were Palestinian; kids from the U.S. made up the final community. Almost 50% of the participants were Arab Israeli, 26% were Palestinian, 23% were Jewish Israeli and 3% were American (Table 1). However, the gender-specific distributions are quite different. Two of the communities, Manof and Kfar Tavor had no female participants.

Table 1: Demographics of Camp UP 2011 Participants

	Boys n (%)	Girls n (%)	Total n (%)
Arab Israeli	51 (45.9)	44 (67.7)	95 (54.0)
Jewish Israeli	38 (34.2)	2 (3.1)	40 (22.7)
Palestinian	18 (16.2)	18 (27.7)	36 (20.5)
American	4 (3.6)	1 (1.5)	5 (2.8)
Total	111	65	176

Symmetry or equality between the different groups has been recognized as a critical factor for success in intergroup contact interventions (Maoz, 2004), but Ultimate Peace has not yet achieved symmetry in the number of participants from each group (Table 1). The inequality in participation between the groups may hinder the effects of the Camp UP, particularly if the disproportionate numbers leads to one group receiving more attention or support compared to another group. The lack of equality in proportional numbers of participants may be balanced by the level playing field in terms of Ultimate skills, since most campers, regardless of ethnic or cultural background, come to Camp UP without prior knowledge of the sport.

As stated in the methods, the quality of the data from the daily coach surveys was too poor to make any major conclusions. None of the teams had complete data, in which all three questions were answered for all six days. Averages of all the teams were calculated and graphed to show trends across the camp as a whole, assuming that trends between the teams would be similar and that non-respondent bias⁵ did not exist. These camp-wide averages show a positive trend in team interaction, team participation and use of Spirit of the Game throughout the course of the camp.

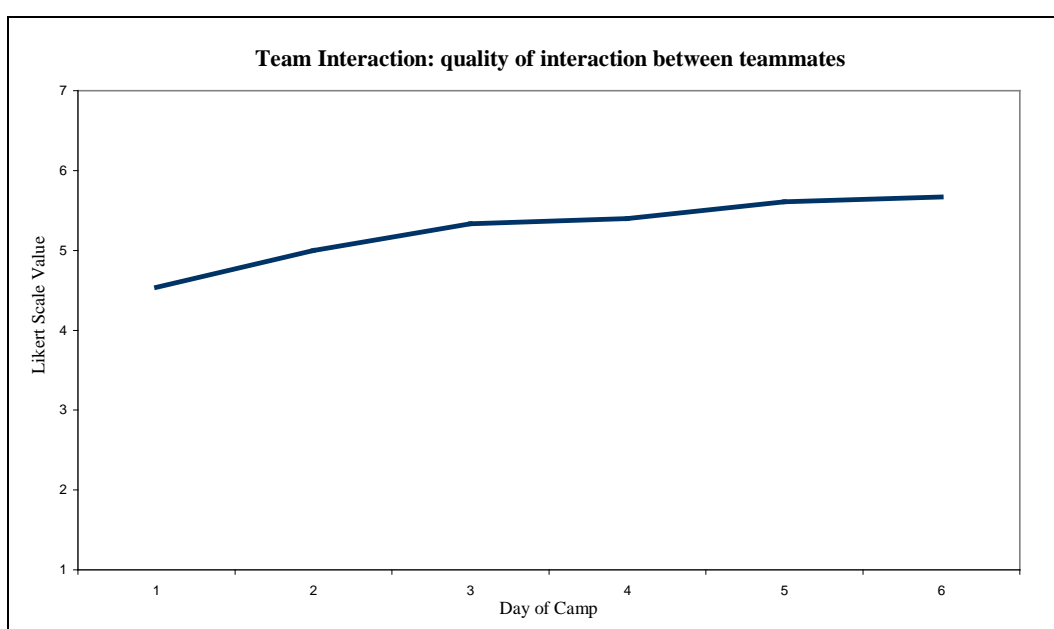


Figure 1: Trends in team interaction over the course of Camp UP 2011.

As seen above in Figure 1, coaches were asked to describe the quality of interaction between teammates, such as talking, playing Ultimate, sharing meals, and giving high-fives from 1 (no or negative interaction) to 7 (highly frequent and positive interaction). The figure shows an increase in positive interaction over the course of the camp.

⁵ Non-respondent bias is bias experienced when those who chose not to respond differ in important ways than those that did respond.

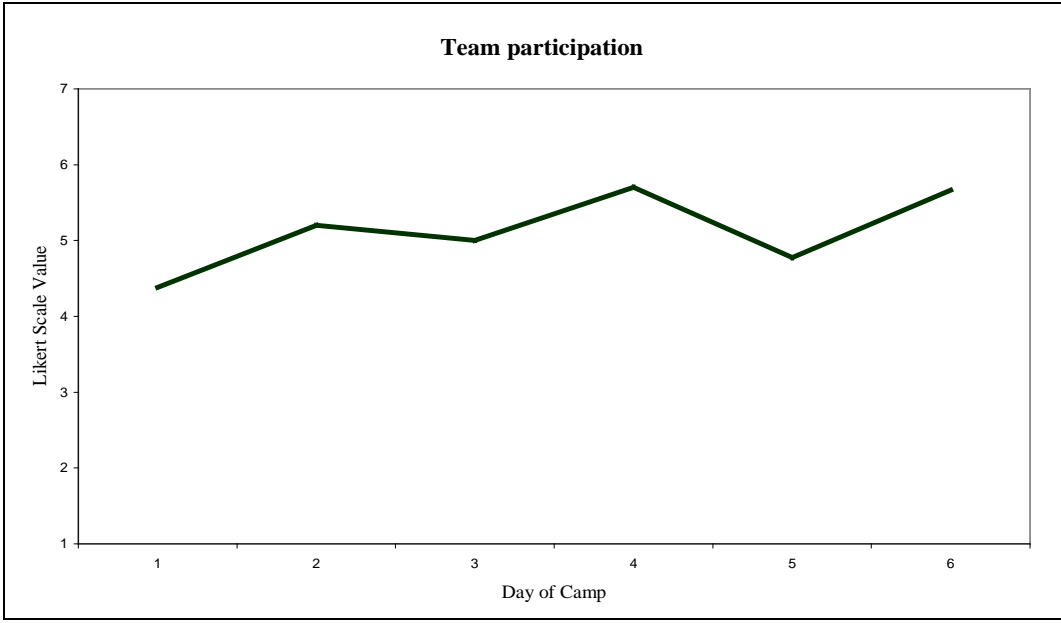


Figure 2: Trends in team participation.

Coaches were asked to rank team participation, including peer instruction, providing encouragement, peer leadership, and following directions from 1 (never willing to participate in team activity) to 7 (highly excited to participate in team activities) as seen in Figure 2. The trend was not linear, but overall showed an increase.

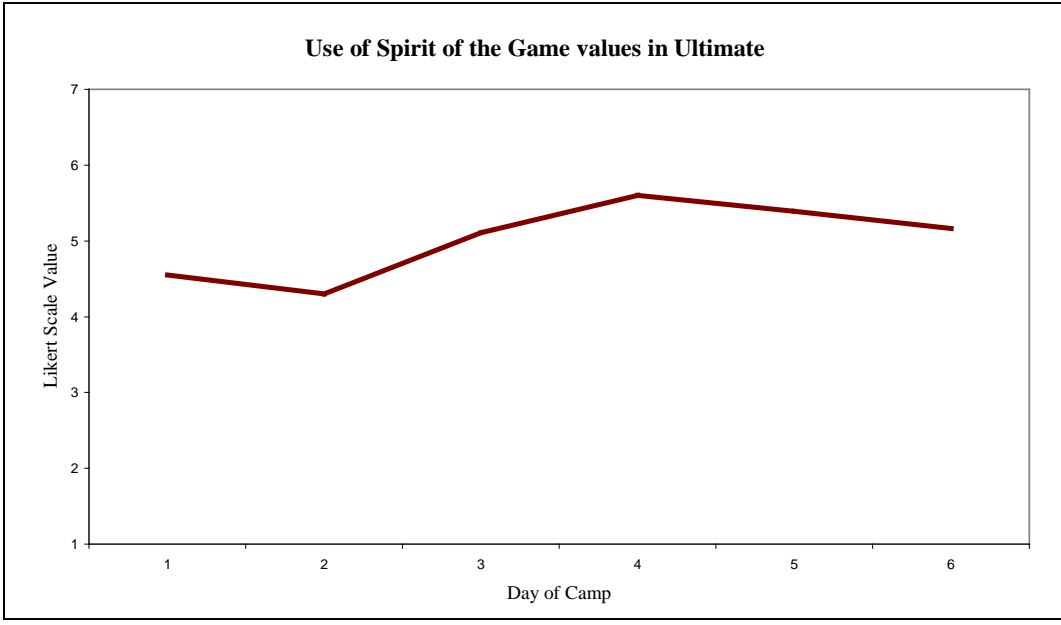


Figure 3: Trends in the use of Spirit of the Game in Ultimate game play.

Figure 3 shows how coaches were asked to describe the independent game play conflict resolution on their team and utilization of Spirit of the Game values during practices and games from 1 (never capable of resolving conflict independently) to 7 (always capable of resolving conflict independently). These results show an overall positive trend, but may indicate a lower ability to resolve conflict in the final few days of camp, perhaps as the level of competition increases.

4.2. Qualitative Results

The three evaluation codes revealed important impacts on the participating youth. Satisfaction was primarily expressed through enjoyment of the camp overall. Learning as a result of the program related to Ultimate skills and the values of SOTG. Lastly, behavior change was expressed in references to activities outside of camp such as playing Ultimate in home communities and communicating with camp friends during the year through Facebook and other internet technology. Of the small number of interviews and focus groups, there was very little negative commentary, except for one participant who experienced two incidents that negatively impacted him.

4.2.1. Participant Satisfaction

Overall, participants were very satisfied with Camp UP 2011. Youth said they enjoyed the camp, specifically the sport of Ultimate and activities like All Sports Day, on which campers can choose to play a large variety of sports. A few of the participants expressed that the more they learn about Ultimate and the more skills they develop, the more they enjoy the sport. “At first, I didn’t love the sport, but when I started to learn how to play... now I love it! It’s so much fun.” (BZ, 18). Campers were also pleased

with the facilities and non-violent environment. “I came back because it’s a very good camp... the teams and games are very good. I like camp, everything here is good: rooms, old friends, new friends, the atmosphere of friendship and non-violence.” (BA, 14).

Coaches were another element of participant satisfaction and were a substantial influence in returning to camp for those who had attended the year before. “Coaches are the reason I came back,” said one of the returning girls who participated in a focus group on July 11th (FG GR1, 13). Campers enjoyed the coaches because they were caring, friendly, excited, happy and kind. “The coaches are very good; they are caring, they speak to us instead of screaming and they are kind. I love my coaches.” (BA, 24).

One participant expressed dissatisfaction with the camp, related to two incidents that negatively impacted them. After getting his phone taken away by his coach, the participant was unhappy with his coaches. His cousin was sent home for bad behavior, which the participant felt was unfair. However, aside from these incidents, the camper seemed satisfied with the camp, saying “I’m doing really well with the other kids... We work well together and assist one another it’s really nice. In short, the two things that made me unhappy at camp were the fact my phone was taken away and my coaches.” (BR, 34).

Finally, campers showed their satisfaction with Camp UP 2011 by expressing desires to return the following year. One interview participant said, “Of course I will come back next year! I want it to be even longer next year – 10 days or 15 days!” (BZ, 25).

4.2.2. Learning as a Result of the Program

Learning as a result of Camp UP 2011 is another important element in determining the impact of the camp. Focus group and interview participants expressed learning as it related to a number of different themes. The most prominent were learning Ultimate skills and the values of Spirit of the Game, including mutual understanding.

When asked about their experiences at camp, focus group participants discussed learning new Ultimate skills (FG GN2, 16). Many campers discussed specific characteristics or elements of Ultimate, suggesting that they had learned much about how the game is played and had plenty of time to hone their skills. This was also exemplified in their descriptions of how Ultimate Frisbee differs from other sports. Kids liked that Ultimate “is very active with jumping, running, catching and throwing.” (FG GR1, 18). Participants used Frisbee terminology in their interviews, demonstrating acquired knowledge of the game, “...I started to learn how to play, how to throw forehands and backhands...” (BZ, 18) and “...now I can throw forehand and backhand.” (GA, 22). Campers also recognized the importance of Ultimate skills in competition and game play. “It can be hard to win against other teams with skills.” (FG BN2, 7). “This year we are better because we learn from our mistakes...” (FG BR2, 42). Participants credited coaches with helping them learn strategy and throws (FG GN2, 38). However, one camper was dissatisfied with his coaches, saying “I feel like my coaches are not in the same level as others. I feel like they are not interested in helping me improve my game. I guess they think I’m a problematic kid... I don’t think my coaches are good enough to get things moving.” (BR, 22).

Another important component of learning as a result of Camp UP 2011 was learning Spirit of the Game (SOTG) values. Campers demonstrated their understanding of SOTG by describing the values in their own words. For example, some female focus group participants explained that the values of Ultimate enable them to treat each other with respect and “teaches us how to solve problems in a non-violent way.” (FG GN1, 17). In their second focus group, these same girls explained that SOTG means “you can help the other team, even during the game.” (FG GN2, 27). Youth discussed that SOTG means supporting each other, no fighting, trust, cheering on the other team, playing more for fun than to win, fairness and non-violence. One interviewee explained, “Spirit is when you push someone, then you help him or her up, you hug, say sorry and move on. This is spirit for me.” (BZ, 20). Participants also demonstrated understanding of SOTG by discussing the intention to apply SOTG to other sports and activities outside of Camp UP. Female focus group participants said they would “take spirit back and have fun in other sports.” (FG GN2, 31). “When I go home, I will keep on the spirit... When I come back to my school, I can play with the boys every sport, and if someone pushes me, I don’t come to him and say why did you do that, I will say, no problem, if you want to say sorry, or not, that is okay, whatever you prefer.” (BZ, 20).

There were a few less desirable results in relation to learning about SOTG. The phone incident camper explained, “Truth is, I don’t really know what ‘spirit’ we are talking about. I’ve made one mistake and was disqualified.” (BR, 24). When asked about whether there could be an Ultimate World Cup, boys new to camp explained that “once everyone would want to win, players will be greedy and it would never work.” (FG BN2, 17). Although, Ultimate Peace stresses good spirit and fun as more important than

winning, they do not see them as mutually exclusive. Similarly, Ultimate Peace believes that SOTG is possible even at highly competitive levels of Ultimate (Spears, 2012). Similarly, the returning boys discussed how one of the teams was more skilled but had less spirit (FG BR2, 45); again showing that the kids may see an inverse relationship between skill or competitive level and SOTG.

Mutual understanding was a key element in learning from Camp UP because one of the main objectives of the camp is to expose kids to different cultures. Mutual understanding is an element of SOTG, but deserves more attention. Campers had positive experiences meeting new people and being exposed to new cultures. One focus group explained that sleeping in ethnically-mixed rooms enabled “them to get some downtime together and strengthen their relationship.” (FG GN1, 14). Youth also discussed being able to approach anyone, making new friends from new places, including villages they had never heard of (FG GR2, 16-20). Returning boys recognized that one purpose of playing Ultimate was “to strengthen Jewish-Arab relationships.” (FG BR2, 47). One camper explained, “We don’t talk or even remember the whole Arab Jewish issue. We simply don’t have time for it. We work well together and assist one another and it’s really nice.” (BR, 34). Kids recognize that there is difficulty in making friends from different places, but that the difficulty is not prohibitive, “I like to make new friends, and I made a few here. It’s not easy, but also not too hard.” (GA, 18). Ultimate Camp even impacted learning each other’s language; one focus group discussed that they improved their language skills while at camp (FG BR1, 11).

4.2.3. Behavior Change

Behavior change as a result of the program is one of the most desired outcomes of a Sport for Peace intervention because behavior change ideally will translate into the building and maintenance of peace. Because the evaluation data were collected during Camp UP 2011, the analysis of behavior change was based on what campers described about their time outside of camp. This included maintenance of communication between campers from different communities, primarily via technology platforms like Facebook and e-mail, and playing Ultimate in home communities. There was also discussion of the desire or potential for other behavior changes when campers returned home.

Returning campers discussed staying in communication with their new camp friends via Skype and Facebook. One female camper explained that she signed up for Facebook “right after camp in order to stay in touch.” (FG GR1, 14). The girls who returned to camp for a second year discussed that their parents were reluctant to send them to camp the first time, but were much more supportive the second year because they have “seen the positive feedback the girls came back with.” (FG GR1, 12). These girls discussed how SOTG values help them “become more aware of people around them and have more patience and respect when running into different situations.” Similarly, Ultimate Peace taught them that “eye contact helps them connect and understand the people around them better. Ultimate teaches them how to work better with classmates and friends as part of a group.” (FG GR1, 20). Campers showed behavior change through playing Ultimate throughout the year between Camp UP 2010 and 2011. Returning male participants discussed playing Ultimate with friends, family, local coaches, club teams and in school (FG BR1, 15). In a discussion of Ultimate and SOTG,

female focus group participants said that “kids who play Ultimate in school tend to listen more to one another.” (FG GN1, 17). This demonstrates that kids are both playing Ultimate in school and home communities throughout the year and that the kids who understand SOTG may be applying it to other aspects of their lives.

Campers described some behavior change during the week of Camp UP that is likely to continue when they return home. For instance, female focus group participants noted that they “can approach anyone” and that it is “not hard to feel comfortable with everyone.” (FG GR2, 16-17). Many campers mentioned cheering and helping the other team and that there was an absence of fighting which they had not experienced in other sports where winning is the primary focus (FG GN2, 24-27; FG GR1, 17).

Participants described their intent to maintain friendships via social networks or e-mail. However, the new female campers suggested at their second focus group that technology is not sufficient and that they want to visit and play Frisbee with each other after camp is over (FG GN2, 19-22). Other campers explained, “We will stay friends after camp by using Facebook, or we can meet.” (BZ, 14) and “I will be in touch on Facebook, messenger, and e-mail. I like these friends, I want to go visit them in Tamra, Arrabe, Ein Rafa and many other places.” (GA, 16). Campers also plan to play Ultimate in school and between towns, saying they “don’t have to wait for American coaches to play, we can make teams.” (FG GN2, 40).

4.3. Conclusion

The quantitative results show a relatively uneven breakdown of cultural groups, with the majority of participants coming from Arab Israeli communities.

Qualitative data showed positive results related to participant satisfaction, learning and behavior change as a result of the program. Focus group and interview participants expressed enjoying Camp UP, particularly their coaches who created a fun and encouraging environment. Campers learned Ultimate skills and the values of Spirit of the Game, with emphasis on mutual understanding between participants from different communities. Lastly, participants expressed behavior change in relation to playing Ultimate outside of Camp UP, utilizing the values of SOTG in other sports and staying in contact with their Camp UP friends from different communities.

Chapter 5: Monitoring and Evaluating Ultimate Peace

5.1. Intervention Overview

Ultimate Peace for the Middle-East is an initiative to promote the development of peacebuilding skills among youth in the Middle East through the sport of Ultimate Frisbee (Ultimate). The program targets disadvantaged youth as well as teachers, coaches, parents, and business community in Israeli, Arab Israeli and Palestinian communities. Ultimate Peace uses the values of Spirit of the Game (SOTG) within the Ultimate Frisbee to communication conflict resolution and peacebuilding skills to youth in the Middle East. Ultimate Peace does not directly address the ongoing intractable conflict in Israel and Palestine, but instead fosters friendship and community by bringing youth from different backgrounds together to play Ultimate and other sports, share cultural rituals and traditions, and have fun.

The short-term goal of Camp UP is to bring kids from different communities and backgrounds together to have fun, make friendships, and learn about Ultimate and the principles of SOTG that help guide interactions on and off the field. The long-term goals of Camp UP are to build an Ultimate community in the Middle East that helps to keep these camps and future Ultimate Frisbee interactions ongoing, and help build bridges of friendship across these communities that will help these kids grow up with a new perspective on their neighbors and a new way to engage in dialogue in the complex issues facing their everyday life. Overall, the goal of Camp UP is to have Ultimate be a tool for fun, friendship, and breaking barriers that will hopefully spill over into other aspects of life.

5.1.1. Ultimate Peace Activities

- **Camp UP:** Camp Ultimate Peace is a week-long residential camp for Israeli, Palestinian and Arab Israeli youth to foster friendship and understanding through the sport of Ultimate Frisbee. Youth are taught to play Ultimate with a particular focus on the Spirit of the Game. Campers are divided into single-gender, multicultural teams in which they play, eat, sleep and compete.
- **Coaches-in-training (CIT):** The CIT program was started for Camp UP to instruct coaches-in-training, youth Ultimate players who participate in UP's programs. The CIT program gives training and leadership experience to promising youth and provides each Camp UP team with a mentor of a similar age to serve as a direct role model. As the camp continues, CITs will likely be campers who are no longer eligible to participate, but want to remain connected with Ultimate Peace and Camp UP.
- **Ultimate Peace Youth League:** UP Youth League consists of weekly practice sessions and monthly league games in 12 Palestinian and Israeli villages. Practice sessions will be held each week in each village followed by monthly league games against other participating villages. These games and sessions are open to all youth in these communities and serve as a way to target youth for Camp UP.
- **Ultimate Peace Twinned Schools:** Schools in Arab Israeli and Jewish Israeli communities (eventually expanding to include Palestinian communities) will be paired. The twinned schools will have monthly community-oriented events involving the two schools, including Ultimate games and off-field cultural exchanges.

5.1.2. Target Groups

Ultimate Peace targets youth from Jewish Israeli, Arab Israeli and Palestinian communities as well as students from Israeli Youth Villages and refugees living in the West Bank. Participants from Jewish Israeli, Arab Israeli and Palestinian communities as well as refugees from the West Bank are selected with assistance from the Israeli Ministry of Sport and local teachers and coaches. Camp UP is held on the campus of one of the Youth Villages outside of Acco, helping to identify the high-risk students at these military preparatory schools as a target population that can benefit from UP's programs.

5.2. Organization Overview

Ultimate Peace was started in 2008 after a trip to Israel in which an All-Star Ultimate Team taught Israeli children how to play Ultimate. "While excited by the significant momentum generated in the world of Israeli Ultimate by facilitating clinics and a tournament, the Americans were dismayed by the realization that Ultimate was not being played in the neighboring Arab and Palestinian sporting communities." ("About Ultimate Peace,"). The team realized that the Spirit of the Game, the concepts of sportsmanship, respect and responsibility in self-officiating the sport, could be used to teach similar values to Arab and Jewish children. Through Camp UP and a host of other activities Ultimate Peace hopes to create "a future in which the youth of today drive the sustainable peace of tomorrow – sharing experiences, developing relationships, understanding one another, working together." ("Ultimate Peace in the Middle East,").

Ultimate Peace is currently completely managed and staffed by volunteers in the United States and Israel. The program was founded and is overseen by David Barkan and

Linda Sidorsky from their residences in the U.S. An implementation team was formed in 2011 to manage the year-round programs in the Middle East. An Advisory Committee is made up of experts in teaching and coaching Ultimate, education youth, marketing and business development and fundraising. Although working to secure some larger grants and funding, UP currently is almost completely funded by individual donors, including a large number of Ultimate players in the United States and around the world.

Aside from programming specifically focused on bringing youth from different backgrounds together to build friendship, Ultimate Peace's programming include fundraising and capacity building through various activities:

- **Ulti-Mates:** As one of the first UP programs, Ulti-Mates was formed with the goal of partnering donors directly with participants to create more personal relationships between donors and the recipients of their donations. Ulti-Mates are individual teams primarily in the U.S. (club, college, high school) who sponsor individual participants, donating money, team jerseys and other personal items.
- **Catalyst Program:** Lacking the capacity for global expansion at the moment, Ultimate Peace established the Catalyst Program to help people in other location begin similar peacebuilding programs by sending equipment including discs, jerseys or cleats. In addition, the Catalyst Program will become a global network of communities and organizations implementing peacebuilding activities using Ultimate Frisbee.
- **West Bank Ultimate Players Association:** In 2012, Ultimate Peace will design an organizational structure for an Ultimate Association in the West Bank. This

project will help to build the capacity of local Palestinian stakeholders to promote the sport of Ultimate Frisbee in the West Bank.

- **Ultimate Peace Expansion to Jordan:** In 2012, Ultimate Pace will explore opportunities for expansion into Jordan through identifying local stakeholders in Jordan and planning a kick-off event for 2013.

5.3. UP Monitoring and Evaluation Overview

Monitoring and evaluation (M&E) for Ultimate Peace's programs will utilize a number of methods, focusing on sets of outputs and outcomes for each component or activity. Outputs include number of participants in each activity, number and location of events held, and community participation such as number of local coaches and community partnerships. These numbers aim to maintain the participation from the previous year, but will increase as greater funding can be secured. Outcomes of UP's programs have been developed using the five core principles of the organization of mutual respect, friendship, non-violence, personal integrity, and fun. Many of the methods described here have been used in monitoring and evaluation of similar organizations, such as Seeking Common Ground (SCG), a Colorado-based organization that holds camps for Israeli, Palestinian and American young women (Feldman & Breeze, 2009).

The following outputs and outcomes illustrate the results we expect to achieve within the scope of this proposal:

5.3.1. Outputs:

- **Camp UP:** 200 Palestinian, Arab Israeli, Jewish Israeli and refugee youth and Israeli Youth Village students attend five days of UP camps each summer.
- **Coaches-in-Training (CITs):** 24 CITs are trained and complete their roles as leaders at UP camps and ongoing Ultimate events in their community, with all major ethnic and religious groups represented in each CIT class.
- **Year-Round Ultimate:** At least 200 people across at least 12 communities participate in UP Youth League practice sessions and games and UP Twinned School events.

5.3.2. Outcomes:

- 100% of participants demonstrate an increase in skills, knowledge, and interest of Ultimate Frisbee;
- 80% of participants understand the concept of non-violent conflict resolution through Spirit of the Game (SOTG) as it relates to Ultimate and life;
- 75% of participants have a raised awareness of and more friendships with other youth from diverse social and cultural backgrounds;
- 75% of participants understand how to solve disputes within Ultimate Frisbee in a non-violent and appropriate manner; and
- 80% of community coaches and Coaches-in-Training (CIT) build capacity to teach the values and the sport of Ultimate to others.

The M&E plan has been outlined in three levels based on the amount of funding, staffing and expertise Ultimate Peace is able to attain each year. Ultimate Peace should

plan to scale-up their M&E to Level 3 within the next five years, but this time frame depends greatly on the amount of funding UP is able to secure in the\ose five years.

5.4. Level 1 M&E

5.4.1. Monitoring

Monitoring of Ultimate Peace will focus on the assessment of each component of Ultimate Peace's program in Israel and Palestine. Monitoring will largely focus on outputs.

1. Camp Ultimate Peace

Outputs: Number of campers in attendance, number of coaches in attendance

Monitoring of Camp UP will begin with attendance at each year's camp. In the past, campers have been sent home because they are unable to cooperate, be respectful, or participate in Camp UP, so any changes in the number of campers throughout each camp will be noted. This will include descriptions of the reasons for campers being sent home as well as an in-depth interview with the participant to ensure that negative feedback is collected to limit selection bias of only including positive participants.

Outcomes: Positive team interaction and participation, use of Spirit of the Game (SOTG) in on-field conflict resolution, camper satisfaction and learning

Coaches will be asked to complete a daily survey (See Appendix 6) with questions of each team's cohesion, Ultimate skill level, utilization of SOTG, and any issues that arise during the day. Surveys like these were completed as a part of the evaluation of Camp UP 2011, but UP coaches said that they rarely completed the surveys. In order to ensure survey completion, surveys will be administered during the daily

afternoon staff meeting and collected at the end with an incentive, such as cookies, provided for each coach that completes their survey. Quantitative data will also include a pre- and post-test survey administered to all camp participants touching on themes of satisfaction, SOTG, Ultimate skill level and interactions with youth of differing backgrounds.

Monitoring will also include qualitative data collection from interviews with campers and coaches. One participant from each team will be randomly selected each day to complete a very short interview as to not detract from the other activities occurring at camp. The questions will be simple, for example, “What was your favorite part of the day and why?” and “What was your least favorite part of the day and why?” These surveys will be administered by a native speaker of the campers’ native language and recorded. In-depth interviews with one randomly-selected coach per team per day will be no longer than 15 minutes and will reflect on the coaches’ daily observations, issues between campers, level of understanding of SOTG, and Ultimate skill level.

2. Coaches-in-Training (CIT)

Outputs: Number of CIT applications, number of CITs accepted and in attendance at CIT and other UP events

Monitoring of the Coaches-in-Training program will assess the number of applications each year which will identify the changes in awareness and popularity of the program. The number of CITs accepted to the CIT program will be monitored as well as CIT participation at CIT and other UP events throughout the year.

Outcomes: CIT satisfaction and learning

Quantitative data will be collected using a pre- and post-test survey administered to all participants touching on themes of satisfaction, SOTG, Ultimate skill level and interactions with youth of differing backgrounds. In-depth interviews with CITs will discuss strengths and weaknesses in the program with the goal of identifying necessary changes to the program that will then be implemented in subsequent years. Interviews will also touch on themes of leadership and peacebuilding to ensure that the CIT program is training youth to become role models for the younger generation of Ultimate Peace participants.

3. Ultimate Peace Youth League Practice Sessions and Games

Outputs: Number of people in attendance at each event

Monitoring of the monthly games and sessions will track who is coming to play. Attendance at the games will include detail on the number of players who have attended Camp UP, new players, returning players and players from each cultural group. Graphs will visualize the trends in attendance over time.

Outcomes: Participant satisfaction and learning

Monitoring of the league weekly practice sessions and monthly games will include voluntary qualitative feedback from coaches and participants. Participants and coaches will be encouraged to provide feedback after each league practice session and game in verbal or written form, particularly through e-mail or social networks, such as Facebook and Twitter. These qualitative data will allow monitoring of how each session is run and will provide feedback on what changes need to be made throughout the year as sessions are held. Informal interviews with local and mentor coaches who lead the sessions will address the changing popularity of Ultimate within the communities,

demographics of participants, skill level of the players, and utilization of Spirit of the Game during practices and games.

4. Ultimate Peace Twinned School Program

Outputs: Number of people in attendance at each session

Attendance will be taken by school teachers and coaches during the events, noting the number of new and returning youth as well as members of wider community who attend.

Outcomes: See description under section 3 on Community Practice Sessions outcomes.

5. Overall logistics and operations:

Outputs: Finances

Financial records will be used to monitor donations and spending. Financial records will be compared to the organization's budget to ensure that financial planning is sufficient and to identify any unforeseen expenses to accommodate them in the future. Donations will be monitored with a particularly focus on sources of donations.

Outcomes: Staff satisfaction, strengths and weaknesses of UP programming, effects of local and international partnerships

Other logistical or operations monitoring will be done through key informant and in-depth interviews. Key informants will be members of communities in which Ultimate Peace's programs occur to determine the image and perceptions of Ultimate Frisbee and Ultimate Peace within these communities. In-depth interviews with staff members as well as the board of directors will discuss the use of international coaches, logistics,

funding, interaction with the Israeli Ministry of Sport and other partners, possibilities for expansion and issues with travel between Israel and Palestine.

5.4.2. Evaluation

The general evaluation plan will use a pre-mid-post 4 group non-equivalent group design (NEGD). The evaluation of Ultimate Peace's programs will focus primarily on outcomes, with the evaluation of outputs relying completely on monitoring data. The outcomes listed below have been identified as important indicators associated with UP's programs through qualitative data collected at Camp UP 2011 and converted into a quantitative survey. As monitoring and evaluation data are collected and analyzed each year, the list of outcomes will likely change and expand and the quantitative survey should be adapted to reflect those changes.

5.4.2.1. Outcomes:

Participant-associated: mutual understanding of people from different backgrounds, friendships across cultural divides, maintenance of friendships beyond UP activities, knowledge of Ultimate and SOTG, application of core values and SOTG in sports practice and competition, demonstration of knowledge and practice of core UP values beyond sports. **CIT-associated:** ability to lead values-driven formal and informal activities for participants, viewed as positive role models among participants and communities. **Facilitator-associated:** ability of Camp UP coaches to teach Ultimate Frisbee and its values, ability of local coaches to lead and teach sessions.

5.4.2.2. Implementation

Evaluation will take place at a number of different stages. Yearly evaluations will be completed beginning just before Camp UP is held and ending just before the next years' camp. This evaluation will look at the effects of all of Ultimate Peace's programs, particularly Camp UP using our pre-mid-post four group non-equivalent group design (NEGD). Due to the nature of our program, randomization of youth to different programs is not feasible due to targeting strategies and lack of incentives or requirements for participation. Targeting for Camp UP is not random, but done by the Israeli Ministry of Sport. Attendance at Camp UP and year-long activities cannot be made mandatory and there is no monetary or material incentive for regular attendance. Similarly, it would be against UP's mission to exclude any youth from their programs, even if necessary for the evaluation design. Therefore, participants will self-select into the four different groups based on their level of participation. Due to funding and staffing constraints, a control group will not be used for Level 1 M&E, but analysis will focus on results pre- and post-intervention.

Table 2: Level 1 Evaluation Design: Pre-Mid-Post 4 group NEGD.

T1	CAMP	T2	YEAR-LONG ACTIVITIES	T3
A1	X	A2	X	A3
B1	X	B2		B3
D1		D2	X	D3

T1, T2 and T3 are the pre-, mid- and post-time periods at which data will be collected. Interventions include Camp UP and all UP's year-long activities. Group membership and size is determined by youth self-selection into intervention groups.

Surveys will be administered during registration on the first day of camp. After completion of the survey, interviews and focus groups will be facilitated by UP staff and

randomly selected youth. The surveys, interviews and focus groups will include themes of community, friendship, being a member of a team, language, Ultimate and Spirit of the Game.⁶

Because Camp UP is Ultimate Peace's most intensive activity, preliminary evaluation of each camp will occur after the week is over. This will include the same survey delivered before camp, touching on outcomes listed above, as well as an additional set of questions reflecting on Camp UP specifically. Interviews and focus groups with participating youth will also be conducted, discussing similar themes. Coach surveys and observations from the monitoring data will offer a non-participant, observational perspective in the camp evaluations.

Five and ten-year evaluations will be built into Ultimate Peace's budget to supplement the yearly evaluations with particular focus on interviewing participants after they become ineligible for Ultimate Peace's programming to determine continued friendships across cultural divides, use of Spirit of the Game in their daily lives, and long-term commitment to Ultimate Peace, such as becoming a coach or donor, to see if the goals of Ultimate Peace continue beyond participation in their programs. The five and ten-year evaluations should be done by an external evaluation team with a high level of expertise in order to reduce bias and have higher credibility to stakeholders and donors.

5.4.2.3. Indicators and Data Sources

The evaluation plan will rely heavily on monitoring data (See Appendix 4). The results of the evaluation will allow Ultimate Peace to see if their programs are working; however, when combined with the robust monitoring data, staff will be able to determine which specific activities are successful and which are ineffective. This will be

⁶ Based on questions from interviews and focus groups from Rona Yaniv's evaluation, Summer 2011.

particularly useful in evaluating Camp UP to see which activities of camp are more engaging, allowing Ultimate Peace to eliminate activities or programs that do not work and focus on successful and effective activities in their future plans. Similarly, data obtained in relation to the Coaches-in-Training (CIT) will aid in the understanding of how coaching skills develop over time. The evaluation will also determine how the CIT program supplements the activities occurring in Camp UP and at the UP Youth League and Twinned Schools Program.

The trust Ultimate Peace has built within the communities and the investment of the local coaches in bringing peace to the region will aid in truthful reporting of M&E data. Trust in UP as an organization will encourage participants to be honest in their interviews and focus groups. Local coaches, committed to bringing peace, are more concerned with finding a program that works than being committed to one specific program, making them provide honest answers to evaluation questions. The use of monitoring data will help ensure truthful reporting since long-term trends will not be able to be observed and manipulated.

5.4.2.4. Analysis Methodology

The main outcome measure is a changed perception of youth from different backgrounds, quantified through surveys, structured observations, and qualitative methods. For the quantitative results, an overall scale of the outcomes, including application of core values in sport competition and demonstration of knowledge and practice of SOTG beyond sports and use double-difference methodology to examine effects will be created. This will be conducted using a statistical program such as SAS 9.2

(Cary, NC, USA). Statistical significance will be evaluated at the $\alpha = .05$ level using two-tailed tests.

Qualitative data will be analyzed using the grounded theory approach using a qualitative data analysis program, such as MAXQDA 10 (Marburg, Germany) where key points in the data from our in-depth interviews and focus groups will be marked with codes and then grouped into larger concepts. These codes and concepts will then be evaluated into an overall theory of how participants in each group progressed over time. Additionally, basic frequencies of codes and categories will be compared before, after and between groups to further look at differences over time. Ultimate Peace is likely to utilize the skills of graduate students in the United States in the analysis of both quantitative and qualitative data whom they can find through the extensive Ultimate social network. If such student volunteers cannot be found and licenses to the aforementioned analysis software cannot be secured, UP will turn to open source programs, such as R (Vienna, Austria) and WEFT QDA (Surrey, UK).

5.4.2.5. Threats to Internal Validity

First, confounding could be present where the change in the dependent variable (opinion of and action towards youth from different backgrounds) is due to a third variable, rather than our intended intervention. Due to the lack of randomization in our evaluation design, we cannot completely rule out confounding. However, since data are being collected on a number of known confounders, these can be adjusted for in the analysis.

Second, there could be selection bias because youth self-select in to the program. Youth that are motivated and already have a more positive view of youth from different

backgrounds may participate at a higher rate than youth with an unfavorable opinion. The Ultimate Peace Twinned School Program will provide an opportunity to explore this idea since a great majority of students at the twinned schools will participate in the program, regardless of their opinions towards students at their partner school.

Third, diffusion of our program to the control group may occur. If matched by school, the youth who undergo the program will likely share some of the benefits of their changed view of youth from different backgrounds with their peers. However, using double-difference methodology, the bias will be towards the null by improving the control group above expectation, rather than away from the null, still allowing for confidence in the observed associations.

Finally, since it is not possible to blind the study, experimenter bias may occur. Since surveys are going to be delivered initially by coaches and staff, responses could be inflated over time and deflated or failed to improve for the control group subconsciously. Additionally, due to the nature of qualitative data, if the grounded theory coding and analysis method is not followed properly, one could inject bias into the qualitative data by choosing favorable quotes and ignoring unfavorable quotes. UP staff who aid in the M&E data collection and analysis will be trained on how to reduce experimenter bias prior to the initiation of the M&E system. External evaluations completed when funding allows will help eliminate experimenter bias because the evaluation team that is not associated with Ultimate Peace, will ideally be more open-minded and unbiased.

5.5 Level 2 M&E

The Level 2 M&E plan will follow Level 1 M&E plan with some minor changes. Primarily, the amount of data collected and analyzed will be increased to provide for more robust results. Other specific changes are stated below:

5.5.1. Monitoring

1. Camp UP

Structured observation of campers and coaches will be completed by M&E staff. Observation will include noting who is sitting together at meals, who participants pair with during drills and free time, the skill level of Ultimate, interaction between youth and coaches, and utilization of SOTG during games throughout the week. For example, free time is one of the only times in which participants get to socialize with youth from their home village and observation would identify whether this separation continues throughout the week or whether participants start to spend free time with new friends from different communities or cultures. Observation may also identify any major issues, such as fights between participants or lack of participation.

2. Community Practice Sessions and Games

Outputs: geographic location of each event

The games occurring each month will be mapped to understand the geographic spread. Mapping can also add information about attendance at each location, identifying if some geographic areas are having more success than others.

5.5.2. Evaluation

The only differences in the evaluation of Ultimate Peace programs between Level 1 and Level 2 will be the amount of data collected and analyzed.

5.6. Level 3 M&E

Level 3 M&E will continue to build on Levels 1 and 2, but with some significant additions in data collection and analysis, as well as another increase in the amount of data collected and analyzed.

5.6.1. Monitoring

1. Camp UP

Outputs: number of new social network connections

Social network connections will also be monitored because making “Facebook official” friendships was identified by our Ultimate Peace coaches as an important indicator of fully embracing friendships with campers of diverse backgrounds. Social networks are public acknowledgements of friendship and provide a manner in which youth from different communities can remain in contact between UP events. Ultimate Peace will primarily monitor the number of new Facebook or Twitter connections that are made with Ultimate Peace’s social network accounts as well as connections made between participants.

5. Overall logistics/operations

Outputs: social media activity

Social media activity will help monitor the activity, popularity and spread of Ultimate Peace’s online presence through their Facebook (<https://www.facebook.com/UltimatePeace>) and Twitter (<http://twitter.com/#!/UltimatePeace>) accounts and their blog

(<http://ultimatepeace.wordpress.com/>). Based on other monitoring and evaluation using social media, the number of fans and followers on social media sites, visits from social media accounts, interactions on social media sites, blog posts published, hits or views and spin-off groups formed, such as different communities' Facebook groups created for their Youth League will be monitored (Rottler, Sullivan, & Blaser, 2011).

5.6.2. Evaluation

5.6.2.1. Implementation

The primary difference that will be made in the implementation of the evaluation in Level 3 will be the addition of a control group or counterfactual. This will create 4 groups in the NEGD evaluation design (Table 2).

The plausibility evaluation design allows for youth to self-select into an intervention group, rigorous identification for two different counterfactuals has been developed. First, participating youth will be matched to controls on the school they attend and their grade and sex. Matching youth based on the school they attend through the use of school records will provide an adequate comparison group that likely has similar living conditions, family life, traditions, education, and SES. However, UP does not deny participation in their programs, a sufficient group of non-participating youth from the same schools, particularly because attending even one activity is classified as receiving the intervention cannot be ensured. Therefore, a second comparison group will be selected, consisting of similar villages that are not participating in Ultimate Peace programs at the time. Communities will be matched based on SES and religion and youth within these villages will be matched with youth participating in UP programs

based on age, education, sex, SES, ethnicity and religion. This will also aid in the identification of new communities which to include as Ultimate Peace expands in the region.

Sample size will depend on the number of participants and availability of controls. Ideally, Camp UP participants will be matched to one self-selected non-participating youth and one youth in a non-participating village. However, due to self-selection, a much smaller group of youth from the self-selected non-participants may exist. Controls from non-participating villages will be selected after campers have been selected for Camp UP, before camp has begun, and be asked to complete the quantitative survey. Surveys will also be distributed at baseline within schools that are targeted for participation in Ultimate Peace activities. Interviews and focus groups will also be conducted in both control groups with participants being selected at random based on school records.

Table 3: Level 3 Evaluation Design: Pre-Mid-Post 4 group NEGD.

T1	CAMP	T2	YEAR-LONG ACTIVITIES	T3
A1	X	A2	X	A3
B1	X	B2		B3
D1		D2	X	D3
C1		C2		C3

T1, T2 and T3 are the pre-, mid- and post-time periods at which data will be collected. Interventions include Camp UP and all UP's year-long activities. Group membership and size is determined by youth self-selection into intervention groups. Group C is a control group, but will only be utilized if time and funding allow.

5.6.2.2. Analysis Methodology

Using the three self-selected groups in the NEGD, “intensity” measures will be created for each group that quantifies the “amount” of each intervention that each youth received. For example, if a given youth only participated in half of Camp UP, they will receive a lower intensity score than someone who attended all days of camp. This intensity measure will be most important in quantifying the effect of the year-round Ultimate Peace programs. The intensity score for the Ultimate Peace Youth League will be determined by tracking player attendance at these events, which is part of the monitoring system. Within each group (A, B, D), there will be a range of intensities in addition to the differences between groups. These within- and between-group differences will aid in examining which programs have the largest effect in differing doses.

A linear regression approach will be used by defining indicator variables for each intervention group, pre-mid-post evaluation, and associated interaction terms. Each individual result in the scale will be analyzed separately to examine differential changes in the outcomes. Statistical significance will be evaluated at the $\alpha = .05$ level using two-tailed tests. Significance of model terms and individual predictors will be determined for group predictors or t-tests for individual predictors.

The double-difference method will be used to analyze changes in social networking. For instance, the number of new Facebook friends throughout the year can be monitored for participants in each intervention group and intensity level and compared to the youth in the control groups. This can be stratified by the religion or ethnicity of the new Facebook friends (as self-reported on Facebook) to provide more detailed information.

5.6.2.3. Threats to Validity

In the Level 3 evaluation, corrections for selection bias may be done by using basic demographic variables collected at T₁ to create a propensity score (probability of participation conditional on observable demographics or characteristics) and can control for this probability in our final regression.

5.7. Conclusion

A monitoring and evaluation plan that consists of three levels will allow Ultimate Peace to initiate M&E immediately and scale up progressively over the next three to five years as the organization secure adequate funding, staffing and expertise. Quantitative data, primarily collected through a participant survey, will show participation, demographics and changes in beliefs, attitudes and behavior as a result of UP's programs. Qualitative data will enhance the quantitative data, pinpointing the underlying processes that led to the quantitative results and providing more detail on specific successes and failures within the programs.

The M&E system will allow UP to secure more funding by proving that their programs are successful while causing no harm. The results will also allow Ultimate Peace to make necessary changes to their programming as they become aware of problems through the data collected from participants, coaches and staff. Overall, M&E will ensure that Ultimate Peace continues to effectively advance Ultimate and SOTG throughout the Middle East, promoting a more peaceful region.

Chapter 6: Implications and Recommendations

Due to the complex nature of peace and peacebuilding, it is difficult to prove that peacebuilding interventions are working. Measurement of intangible changes in attitude and behavior is difficult and the link between more peaceful communities and these changes is difficult to trace (Church & Shouldice, 2003). In addition, because minimal evaluations of peacebuilding programs are completed, little is known about the effectiveness of such programs.

Monitoring and evaluation (M&E) is important to ensure that programs are working. Perhaps more importantly, however, is to ensure that these programs do not cause harm. Ensuring no harm is particularly important for Sport for Peace programs due to the competitive nature of many sports, such as basketball, soccer and Ultimate and the potential for the sense of competition to exacerbate conflict between individuals of different backgrounds ("Harnessing the Power of Sport for Development and Peace: Recommendations to Governments," 2008). However, it may not be possible to create a standardized measure of success in peacebuilding programs because it is necessary for programs to be context specific. Qualitative data collection and analysis should always be included in order to fully understand the individual processes leading to peacebuilding.

6.1. Recommendations for Ultimate Peace

As outlined in this paper are three levels of a monitoring and evaluation plan based on the amount of funding, staffing, and M&E experience that Ultimate Peace has secured. Ideally, Ultimate Peace will adopt the Level 1 plan starting with this year's Camp UP which begins in June, 2012. As Ultimate Peace expands as an organization

and secures a steady and sufficient funding stream, they will be able to scale up to Levels 2 and 3 of the M&E plan. It is recommended by the author that these plans be incorporated into the organizational goals of Ultimate Peace for the next five years.

The preliminary data collected at Camp UP 2011 showed positive results in terms of participant satisfaction, learning as a result of the program and behavior change as expressed by interview and focus group participants. The demographics collected from Camp UP 2011 show a large discrepancy in the number of participants from each ethnic or cultural group, and it is recommended that UP strives for more equality in participation between the now five target groups in attendance. If adopted, the M&E system outlined above will help reduce the data quantity and quality issues that arose from the Camp UP 2011 data. In particular, the system has been designed to reduce bias resulting from sending disruptive kids home or participants feeling pressured to answer positively on surveys or during interviews. It is recommended that cases of campers being sent home or of negative feedback, as described by one interview participant, be explored through in-depth interviews to assess whether the case is a result of the program specifically.

There are a couple of important aspects in adopting this M&E plan and putting it into practice including adaptability and transparency. Adaptability refers to the ability of UP and external evaluators to change and modify the M&E plan based on both a changing environment in Israel and Palestine and expansion to other regions in the world. The state of Israel and Palestine is constantly changing, so the M&E plan must be modified to account for these changes. For example, dramatic events, such as acute incidents of violence, may drastically alter the number of participants, their attitudes towards “the other,” or the ability to carry out Ultimate Peace activities in all

communities, which may make the programs appear ineffective or even harmful. The M&E plan must be able to account for such events or changes in the collection, analysis and interpretation of the data. In addition, as Ultimate Peace expands to other regions of the world, M&E should be established immediately, but this M&E plan will need to be modified significantly based on the region, nature of conflict, target population and languages spoken. The M&E plan outlined in this paper can serve as a model, but will need to be adapted based on substantial qualitative data collection and analysis with local stakeholders and potential participants.

The other important aspect in adopting this M&E plan is transparency. Maintaining transparency in the monitoring and evaluation process helps to build credibility in communities that distrust the results (Church & Rogers, 2006). Transparency around the motivations of the evaluation, the roles of those implementing the evaluation and the uses for the resulting reports is important to build trust among the organization, target groups and final beneficiaries (Church & Rogers, 2006).

Finally, when money and time allow, external evaluations should be also completed as they are more widely recognized as being unbiased, legitimate and transparent (Church & Shouldice, 2003).

6.2. Conclusion

Qualitative data collected at Camp UP 2011 showed positive preliminary results related to participant satisfaction, learning as a result of the program and behavior change. Through interviews and focus groups, participants expressed learning Ultimate skills and understanding the concept and application of SOTG in Ultimate and other

sports. Participants also discussed continuing to play Ultimate in their home communities and maintaining friendships with campers from other villages and cultures through Facebook, demonstrating some behavior change as a result of the program which will hopefully result in more peaceful interactions between participants and their peers. These results provide important information for the continuation of UP's programs and helped inform a quantitative survey that will be administered to all UP participants (See Appendix 5).

The monitoring and evaluation plan outlined in three levels will allow Ultimate Peace to prove that their programs are working to promote peacebuilding among youth in a number of communities in Israel and Palestine. In addition, M&E will ensure that UP knows where to make changes to their programs by understanding problems that arise. Both qualitative and quantitative data will contribute to a robust M&E system that includes participants, staff, coaches and communities. The results from UP's M&E will contribute to the Sport for Peace field by helping to provide evidence for the theory of intergroup contact interventions and the use of sport as a tool for teaching peacebuilding skills. In addition, the M&E system, consistently being adapted to changes experienced in the program, will contribute to best practices on how to measure the impacts of peacebuilding programs. Long-term, M&E will help Ultimate Peace continue to be an effective peacebuilding program in Israel and Palestine, contributing to a more peaceful Middle East.

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Appendix 1: Focus Group Question Guide

- Community
 - How do you feel about coming (back) to camp?
 - Why are you at camp?
 - Returners: Have you kept in touch (Facebook, playing together, etc.) with coaches/teammates/camp people?
 - Have you played Ultimate after camp? Who did you play with?
- Friendship
 - Do you have a lot of friends at camp?
 - Did you make new friends?
- Team
 - Have you ever been on a team before?
 - Please tell me about aspects of your team that you liked or disliked?
 - Tell me about your team at Camp UP.
 - Do you wish you had a different team?
 - Do you think the team is good?
- Language
 - Which languages do you speak?
 - What's your native tongue?
 - Have you ever heard other languages that you don't know?
 - Which languages?
 - Do you think it is important to know other people's languages?
 - Does language influence your team and how?
- Ultimate
 - Have you played Ultimate this year?
 - How does Ultimate compare to other sports?
 - What makes Ultimate unique?
 - What do you think about Ultimate players?
 - What do you think about Ultimate?
 - Do you think Ultimate is different than other sports?
 - What have you learned about Ultimate?
 - What do you like/dislike about Ultimate?
 - Are you excited for the tourney? What do you hope happens there?
- SOTG
 - What is SOTG?
 - How do you think about SOTG?
 - Do other sports have it?
 - Do you have any examples of good or bad spirit?
 - Can you describe a time when you played unfairly in Ultimate or in other sports?
 - What do you think about winning and losing?
 - Can you think of a time in real-life – off the field – when you could have used spirit?

Appendix 2: Description of Codes Used in Qualitative Analysis

Code	Description	Example
Impact Codes		
Satisfaction	Participant satisfaction or enjoyment with the program and exchange experience	“I came back because it's a very good camp, the coaches are very good, and the teams and games are very good. I like camp.” (BA, 14)
Learning	Participant learning such as increased knowledge, aptitude, skills, and changed understanding and attitude. Learning includes both subject-specific learning and mutual understanding	“I love this camp because it helps with everything - learning how to be a leader, how you can build a group.” (BZ, 23)
Behavior	Participant behavior: concrete actions to apply knowledge in community; greater participation and responsibility in ongoing activities; interpretation and explanation of experiences and new knowledge gained; continued contacts between participants	“SOTG teaches fun in sports and enables them to solve personal arguments peacefully (i.e. think before they react, more careful with words, kids who play Ultimate in school tend to listen more to one another).” (FG GN1, 17)
Theme Codes		
Friendship	Friendship, making new friends, seeing old friends	“I befriended people from different places, from Beit Sahur, Ein Rafa, and Daburia. We will stay friends after camp by using facebook, or we can meet.” (BZ, 14)
Language	Language, learning new languages, native languages	“They have improved their language skills” (FG BR1, 11)
Cultures	New or different cultures, different villages, Jewish-Arab relations	“Very excited to meet new people and be exposed to new cultures. The fact they also sleep in mixed rooms, enables them to get some downtime together and strengthen their relationship.” (FG GN1, 14)

Role Models	Leaders, coaches, staff, skilled players	“The coaches are very good; they are caring, they speak to us instead of screaming and they are kind. I love my coaches.” (BA, 24)
SOTG (Spirit of the Game)	SOTG, spirit, trust, responsibility, teamwork, non-violence, conflict resolution, respect, patience	“Unlike other sports where having no referee would result in fights; in Frisbee it strengthens the spirit of the game while allowing the kids to resolve conflicts independently in a non-violent environment.” (FG BR1, 13)
Ultimate skills	Anything Ultimate-related: throws, characteristics	“It's [Ultimate Frisbee] really easy once you learn, although at first it was really hard. But now I can throw forehand and backhand.” (GA, 22)
After Camp	Activities that occur outside the weeklong camp, including things returning campers did the previous year and references to desired activities/outcomes for the coming year	“Keep playing Frisbee in school, hopefully between towns (Don't have to wait for American coaches to play, we can make teams)” (FG GN2, 40)

Appendix 3: Monitoring and Evaluation Checklists

Level 1 M&E

- **Camp UP**
 - Participant and coach attendance
 - Participant demographics (registration information)
 - Participant surveys (every participant, beginning and end of camp)
 - Daily participant interviews (one per team per day)
 - Participant focus groups (four groups each with 4-6 participants, beginning and end of camp)
 - Coach surveys (one coach per team per day)
 - Coach in-depth interviews (2-4 coaches, end of camp)
- **Coaches-in-training (CIT)**
 - Participant and coach attendance
 - Participant demographics (applications/registration information)
 - Participant surveys (every participant, beginning and end of CIT program)
 - Participant focus groups (two groups, each with 4-6 participants, beginning and end of program)
 - Coach in-depth interviews (2-4 coaches, end of program)
- **Ultimate Peace Youth League**
 - Participant and coach attendance
 - Participant surveys (every participant, end of league year)
 - Voluntary participant and coach feedback (after every practice session and game)
- **Ultimate Peace Twinned School Program**
 - Participant and coach attendance
 - Community member attendance
 - Participant surveys (50% of participants, beginning and end of program)
 - Participant interviews (4 per community event)
 - Coach in-depth interviews (2-4 coaches, end of program)
 - Key informant interviews (principals of twinned schools, beginning and end of program)

LEVEL 2 M&E

- **Camp UP**
 - Participant and coach attendance
 - Participant demographics (registration information)
 - Participant surveys (every participant, beginning and end of camp)
 - Daily participant interviews (two per team per day)
 - Participant focus groups (four groups each with 6-8 participants, beginning and end of camp)
 - Coach surveys (every coach, every day)
 - Coach in-depth interviews (4-6 coaches, end of camp)
 - Structured observation by M&E staff

- **Coaches-in-training (CIT)**
 - Participant and coach attendance
 - Participant demographics (applications/registration information)
 - Participant surveys (every participant, beginning and end of CIT program)
 - Participant focus groups (four groups, each with 4-6 participants, beginning and end of program)
 - Coach in-depth interviews (4-6 coaches, end of program)
- **Ultimate Peace Youth League**
 - Participant and coach attendance
 - Participant surveys (every participant, end of league year)
 - Voluntary participant and coach feedback (after every practice session and game)
- **Ultimate Peace Twinned School Program**
 - Participant and coach attendance
 - Community member attendance
 - Participant surveys (75% participants, beginning and end of program)
 - Participant interviews (8 per community event, 4 from each school/community)
 - Coach in-depth interviews (2-4 coaches, end of program)
 - Key informant interviews (principals and teachers/coaches of twinned schools, beginning and end of program)

LEVEL 3 M&E

- **Camp UP**
 - Participant and coach attendance
 - Participant demographics (registration information)
 - Participant surveys (every participant, beginning and end of camp)
 - Daily participant interviews (four per team per day)
 - Participant focus groups (four groups each with 4-6 participants, beginning and end of camp)
 - Coach surveys (every coach, every day)
 - Coach in-depth interviews (6-8 coaches, end of camp)
 - Social media activity (changes in # of friends after camp)
 - Structured observation by M&E staff
- **Coaches-in-training (CIT)**
 - Participant and coach attendance
 - Participant demographics (applications/registration information)
 - Participant surveys (every participant, beginning and end of CIT program)
 - Participant focus groups (four groups, each with 4-6 participants, beginning and end of program)
 - Coach in-depth interviews (2-4 coaches, end of program)
 - Social media activity (changes in # of friends over course of program)
- **Ultimate Peace Youth League**
 - Participant and coach attendance
 - Participant surveys (every participant, end of league year)

- Voluntary participant and coach feedback (after every practice session and game)
- Participant focus groups (one group from each community after monthly game)
- Social media activity (changes in # of friends over course of league)
- **Ultimate Peace Twinned School Program**
 - Participant and coach attendance
 - Community member attendance
 - Participant surveys (every participant, beginning and end of program)
 - Participant interviews (8 per community event, 4 from each school/community)
 - Coach in-depth interviews (2-4 coaches, end of program)
 - Key informant interviews (principals and teachers/coaches of twinned schools, beginning and end of program)

Appendix 4: Ultimate Peace Logical Framework

	Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Assumptions
Overall objectives	1.1 Contribute to lasting peace in the Middle-East by strengthening civil society relationships between Arab Israelis, Jewish Israelis, Palestinians, West Bank Refugees, and Youth Village Israelis.	1.2 Decrease in ethnic-based violence and conflict	1.3 Data from UN and other peacebuilding NGOs working in Israel and Palestine.	1.4 Data from UN and other peace building NGOs is reliable
Specific objectives	2.1 Cultivate mutual respect, friendship, non-violence, personal integrity, and fun in youth of differing backgrounds using Ultimate Frisbee	2.2 Youth’s opinions and actions toward “the other” are positively impacted by participation in Ultimate Peace activities.	2.3 Individual coach and player quantitative surveys. Structured observations. Qualitative in-depth interviews.	2.4.1 Relative political stability in the country 2.4.2 Project continues to be supported by local communities in order to allow for long-term sustainability of benefits
Expected results	3.1 100% of participants demonstrate an increase in skills, knowledge, and interest of Ultimate Frisbee	3.2.1 Youth understanding of the game of Ultimate and skills (throws, catches, offense, defense)	3.3.1 Quantitative participant questionnaire, daily coach questionnaire, in-depth interviews, structured M&E observation	3.4.1 Youth will be interested in playing Ultimate and will reliably acquire knowledge of the game

<p>3.2 80% of participants understand the concept of non-violent conflict resolution through Spirit of the Game (SOTG) as it relates to Ultimate and life</p>	<p>3.2.2 Participant understanding of conflict resolution through Spirit of the Game, participant use of SOTG on the field</p>	<p>3.3.2 Quantitative participant questionnaire, daily coach questionnaire, in-depth interviews, focus groups, structured M&E observation</p>	<p>3.4.2 Playing Ultimate and being at camp together will foster friendships</p>
<p>3.3 75% of participants understand how to solve disputes within Ultimate Frisbee in a non-violent and appropriate manner</p>	<p>3.2.3 Participant understanding of and use of conflict resolution through SOTG on the field</p>	<p>3.3.3 Quantitative participant questionnaire, daily coach questionnaire, in-depth interviews, focus groups, structured M&E observation</p>	<p>3.4.3 Community coaches and instructors will be dynamic and interested in the project mission</p>
<p>3.4 75% of participants have a raised awareness of and more friendships with other youth from diverse social and cultural backgrounds</p>	<p>3.2.4 Participant interaction with youth of differing backgrounds during UP activities, number of Facebook friendships with youth of differing backgrounds</p>	<p>3.3.4 Facebook friend webs, daily coach questionnaire, in-depth interviews, structured M&E observation</p>	<p>3.4.4 Communities we work in will be broadly supportive of Ultimate Peace's mission</p>
<p>3.5 80% of community coaches and Coaches-in-Training (CIT) build capacity to teach the values and the sport of Ultimate to others</p>	<p>3.2.5 Youth complete CIT training and demonstrate leadership skills</p>	<p>3.3.5 CIT applications, in-depth interviews with CIT graduates, structured M&E observation</p>	
<p>3.6 200 youth participate in Camp UP</p>	<p>3.2.6 Number of youth attending Camp UP</p>	<p>3.3.6 Attendance reports from Camp UP</p>	
<p>3.7 200 youth participate in UP Youth League</p>	<p>3.2.7 Number of youth attending UP Youth League</p>	<p>3.3.7 Attendance reports from UP Youth League</p>	

	<p>3.8 80% of students in twinned schools participate in the UP Twinned Schools program</p> <p>3.9 20 youth are trained as Coaches-in-Training (CITs)</p>	<p>3.2.8 Number of youth attending UP Twinned Schools program</p> <p>3.2.9 Number of youth attending CIT program</p>	<p>3.3.8 Attendance reports from UP Twinned Schools program</p> <p>3.3.9 Attendance reports from CIT program, CIT applications</p>	
Activities	<p>4.1 Ultimate Peace Youth League: weekly practice sessions and monthly league games in 12 Palestinian and Israeli villages (Weekly practices in each village and monthly league games against other villages)</p> <p>4.2 Camp Ultimate Peace: immersion overnight summer camp for Palestinian and Israeli youth (Week-long camp focusing on conflict resolution through Spirit of the Game, cultural exchanges, and playing Ultimate and other sports)</p>	<p>Means</p> <p>4.2.1 Mentor coaches travel to each village once a week to facilitate weekly practice sessions with local coaches, field space for monthly league games and travel for participants</p> <p>4.2.2 Camp facility with dormitories and field space, international and local coaches through support from WFDF, discs, water bottles, jerseys, community coaches recruiting youth</p>	<p>4.3.1 Attendance reports for year-long UP programs, expense reports, in-depth interviews</p> <p>4.3.2 Attendance reports from Camp UP, in-depth interviews, structured M&E observation, expense reports</p>	<p>4.4.1 Individuals in the community will attend the community practices and games</p> <p>4.4.2 The community will be supportive of UP's vision and program</p>

<p>4.3 Ultimate Peace Twinned Schools: twinned schools in one Arab Israeli and one Jewish Israeli community (Monthly community-oriented events involving two schools, Ultimate games and off-field cultural exchanges)</p> <p>4.4 Coaches-in-Training: leadership training program in which community coaches and CITs are trained to teach the values and sport of Ultimate (Year-long activities and events to teach leadership skills)</p> <p>4.5 West Bank Ultimate Players Association: design organizational structure for an Ultimate Association in the West Bank (Build capacity of local Palestinian stakeholders to promote the sport of Ultimate Frisbee in the West Bank)</p> <p>4.6 Ultimate Peace Expansion to Jordan: explore expansion into Jordan (Identify local stakeholders and plan a kick-off publicity event for the following year)</p>	<p>4.2.3 Mentor coaches and CITs from twinned schools facilitate Ultimate games and cultural exchanges, travel for participants</p> <p>4.2.4 Camp facility with dormitories and field space, international and local coaches, committed participants</p> <p>4.2.6 Committed stakeholders in Palestine, organizational capacity to sustain the association</p> <p>4.2.7 Committed stakeholders in Jordan, organizational capacity to sustain the expansion</p>	<p>4.3.3 Attendance reports, expense reports, in-depth interviews with teachers, principals and local coaches</p> <p>4.3.4 CIT applications, in-depth interviews with community coaches and CIT graduates, expense reports</p> <p>4.3.6 In-depth interviews with Palestinian stakeholders</p> <p>4.3.7 In-depth interviews with Jordanian stakeholders</p>	<p>4.4.3 Ultimate games and community-oriented cultural exchanges will foster conflict resolution skill development and camaraderie, rather than violence</p> <p>4.4.4 Community coaches and youth will be interested in leadership training and be driven to teach the values of the sport to achieve sustainability</p> <p>4.4.6 Committed local stakeholders exist in Palestine, sustainable financing and staffing exists</p> <p>4.4.7 Committed local stakeholders exist in Jordan, sustainable financing and staffing exists</p>
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Appendix 5: Participant Survey

PRE-CAMP SURVEY

Please circle the number of the statement you think is the most accurate.

1. In my home community, I _____.
 - 0 never feel safe
 - 1 rarely feel safe
 - 2 often feel safe
 - 3 always feel safe
2. Traveling outside home community, I _____.
 - 0 never feel safe
 - 1 rarely feel safe
 - 2 often feel safe
 - 3 always feel safe
3. At home, if I wanted to spend time with people from a different background, my friends would _____.
 - 0 disown or shun me
 - 1 think badly of me
 - 2 would not care
 - 3 would think highly of me
4. At home, I spend time with people whose ethnic backgrounds are different from my own _____.
 - 0 never
 - 1 rarely
 - 2 occasionally
 - 3 often
5. Making friends with people from different backgrounds is _____.
 - 0 impossible
 - 1 difficult
 - 2 neither difficult nor easy
 - 3 easy
6. At home, when given the choice, people of different group have _____.
 - 0 no interaction
 - 1 little interaction
 - 2 occasional interaction
 - 3 frequent interaction
7. Adults and leaders in my community _____.
 - 0 strongly discourage people to make friends with people from different backgrounds
 - 1 do not discuss making friends with people from different backgrounds
 - 2 discuss making friends with people from different backgrounds
 - 3 strongly encourage people to make friends with people from different backgrounds

Please check the box that best reflects your agreement with the statement.

#	Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
8.	At home, people have equal opportunities to do things, regardless of their nationality group					
9.	I can actively shape the course of my life					
10.	When I have a problem, I can think of many ways to solve it					
11.	I feel confident teaching and leading my peers					
12.	I have many opportunities to meet people from different backgrounds					
13.	I have many facebook friends from a different background					
14.	At home, people from different groups rely on each other					
15.	The different groups of people at home have important knowledge and skills to offer each other					
16.	I would rather be friends with people from my own community or background					
17.	At home, people from the different groups work cooperatively together					

Please circle if you “agree” or “disagree” with each statement

- | | | | |
|-----|--|-------|----------|
| 18. | I am a role model in my community | Agree | Disagree |
| 19. | In my community, all people are treated equally | Agree | Disagree |
| 20. | People of different backgrounds, religions, or communities should be friends | Agree | Disagree |
| 21. | It is good that the Middle East has Jews, Muslims and Christians | Agree | Disagree |
| 22. | I have never met someone from a different background in my school | Agree | Disagree |
| 23. | I have never met someone from a different background in my neighborhood | Agree | Disagree |

24. **In a sentence or two, please answer the question:** Why did you decide to come to Camp UP?

POST-CAMP SURVEY

1. **In a sentence or two, please answer the question:** What is Spirit of the Game?

Please circle the number of the statement you think is the most accurate.

2. Satisfaction with Camp UP
 - 0 I hated attending Camp UP
 - 1 I can think of better things I could have done with my time than attending Camp UP
 - 2 I liked attending Camp UP
 - 3 Camp UP was the best thing I've ever done
3. Satisfaction with coaches
 - 0 I hated my coaches
 - 1 I disliked my coaches
 - 2 I liked my coaches
 - 3 I loved my coaches
4. Ultimate Frisbee
 - 0 I hate playing Ultimate Frisbee
 - 1 I dislike playing Ultimate Frisbee
 - 2 I like playing Ultimate Frisbee
 - 3 I love playing Ultimate Frisbee
5. SOTG
 - 0 I hate playing with good spirit
 - 1 I dislike playing with good spirit
 - 2 I like playing with good spirit
 - 3 I love playing with good spirit
6. Teammates
 - 0 I really dislike my teammates
 - 1 I dislike my teammates
 - 2 I like my teammates
 - 3 I really like my teammates!
7. Other Participants at Camp UP
 - 0 I really disliked the other kids at Camp UP
 - 1 I disliked the other kids at Camp UP
 - 2 I liked the other kids at Camp UP
 - 3 I really liked the other kids at Camp UP
8. Learning as a Result of the Program
 - 0 I feel like I learned nothing at Camp UP
 - 1 I feel like I barely learned anything at Camp UP
 - 2 I feel like I learned a few things at Camp UP
 - 3 I feel like I learned many things at Camp UP
9. At Camp UP
 - 0 I never feel safe
 - 1 I rarely feel safe
 - 2 I often feel safe
 - 3 I always feel safe

10. At Camp UP, I spend time with people from different backgrounds _____.
- 0 never
 - 1 rarely
 - 2 occasionally
 - 3 often
11. At Camp UP, when given the choice, like during free time, people from different groups have _____.
- 0 no interaction
 - 1 little interaction
 - 2 occasional interaction
 - 3 frequent interaction
12. Strategy of Ultimate
- 0 I do not understand how to play Ultimate Frisbee at all
 - 1 I am confused on how to play Ultimate Frisbee
 - 2 I feel that I know enough to play Ultimate Frisbee
 - 3 I am very confident in the rules and strategy of Ultimate Frisbee
13. SOTG
- 0 I do not understand what Spirit of the Game is
 - 1 I am confused about what Spirit of the Game is
 - 2 I understand what Spirit of the Game is
 - 3 I understand SOTG well enough to use it in games of Ultimate
14. After attending Camp UP, my ability to solve a conflict
- 0 became worse
 - 1 did not change
 - 2 became a little better
 - 3 became much better
15. At Camp UP, my coaches _____.
- 0 discourage me from making friends with kids from different backgrounds
 - 1 do not care if I make friends with kids from different backgrounds
 - 2 encourage me a little to make friends with kids from different backgrounds
 - 3 strongly encourage me to make friends with kids from different backgrounds
16. Winning vs. Spirit of the Game
- 0 Winning the game is MUCH more important than spirit of the game
 - 1 It is okay to play with poor spirit only in order to win a game
 - 2 It is not okay to play with poor spirit in order to win a game
 - 3 It is important to ALWAYS play with good spirit of the game, even if that means losing the game
17. Cheating
- 0 You must cheat in order to win a game
 - 1 It is okay to cheat in order to win a game
 - 2 It is not okay to cheat
 - 3 Cheating is never okay

Please check the box that best reflects your agreement with the statement.

#	Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
10.	My opponents are like my enemies					
11.	I trust all of my teammates					
12.	In Ultimate, winning is more important than having fun					
13.	I respect my opponent during an Ultimate game					
15.	When I play Ultimate in my home community, we always play with good spirit					
16.	When I play other sports in my home community, we always play with good spirit					
17.	At Camp UP, people have equal opportunities regardless of their nationality or ethnicity					
18.	At Camp UP, participants from different groups work well together					

Please circle if you “agree” or “disagree” with each statement

- | | | | |
|-----|--|-------|----------|
| 18. | When someone fouls me, I know how to handle it | Agree | Disagree |
| 19. | My coach is a role model for me | Agree | Disagree |
| 20. | I learned to better communicate with those who think or believe differently than me | Agree | Disagree |
| 21. | At Camp UP, I learned how to build friendships with people who are different from me | Agree | Disagree |
| 22. | I learned useful skills playing Ultimate that I can use in my life | Agree | Disagree |
| 23. | My English got better at Camp UP | Agree | Disagree |
| 24. | My Arabic or Hebrew got better at Camp UP | Agree | Disagree |
| 25. | I have visited a friend from a different background or they have visited me | Agree | Disagree |
| 26. | I want to play Ultimate outside of Camp UP | Agree | Disagree |
| 27. | When someone fouls me, I know how to handle it | Agree | Disagree |

Appendix 6: Daily Coach Survey

Team Number/Name: _____ Date/Time: _____

Coach type (please circle all that apply): Local Coach / Head Coach / Assistant Coach

*****(Please circle the number corresponding to your observations from TODAY)*****

1. Quality of team interaction (i.e. talking, playing, sharing meals) between players on my team
 - 0** No or negative interaction
 - 1** Minimal interaction
 - 2** Occasional interaction
 - 3** Frequent interaction
 - 4** highly frequent and positive interaction

2. General team member participation in team activities (i.e. peer instruction, providing encouragement, peer leadership, following direction)
 - 0** Never willing to participate
 - 1** Reluctantly participate
 - 2** Always participate
 - 3** Highly excited to participate

3. Conflict resolution in game play, utilization of Spirit of the Game values (listening, patience, integrity, avoidance of non-verbal or physical violence)
 - 0** Never capable of resolving conflicts independently
 - 1** Seldom capable of resolving conflicts independently
 - 2** Mostly capable of resolving conflict independently
 - 3** Always capable of resolving conflict independently

****Notable Comments (bullet points) and general observations or anecdotes.**