

1 **A method for conducting preliminary analysis of the nature and**
2 **context of Sport for Development and Peace projects in fieldwork**
3 **research: an illustration with a Malagasy Non-Governmental**
4 **Organization**

5 Tegwen Gadais^{1,2*}, Laurie Décarpentrie^{2,3}, Andrew Webb⁴, Marie-Belle Ayoub¹, Mariann
6 Bardocz-Bencsik⁵, Claude Bélanger³

7 ¹Department of Physical Activity Sciences, University of Quebec in Montreal, Montreal, Quebec,
8 Canada

9 ²UNESCO Chair in Curriculum Development (UCCD), University of Quebec in Montreal, Montreal,
10 Quebec, Canada

11 ³Department of Psychology, University of Quebec in Montreal, Montreal, Quebec, Canada

12 ⁴Sprott School of Business, Carleton University, Ottawa, Ontario, Canada

13 ⁵University of Physical Education, Budapest, Hungary

14 *** Correspondance:**

15 Corresponding Author

16 Tegwen Gadais, Département des Sciences de l'Activité Physique, Université du Québec À Montréal
17 (UQÀM), Pavillon des sciences biologiques (SB), 141, Avenue du Président Kennedy, Montréal,
18 QC, H2X 1Y4, Canada. gadais.tegwen@uqam.ca

19 **Keywords: Sport for development and peace, Non-Governmental Organization, annual report,**
20 **Actantial model, Africa, decision-making.**

21

22 **Abstract**

23 More research on Sport for Development and Peace (SDP) organizations is needed to better

24 understand their actual contributions to the United Nations (UN) Sustainable Development Goals.

25 Yet, the unstable, restricted or even risky contexts in which many Non-Governmental Organizations

26 (NGOs) and SDP agencies sometimes operate often leave researchers to face important challenges in

27 order to develop effective or feasible methods to work with such organizations. The purpose of this

28 study is to address ontological and epistemological questions about what should be known about a

Using Actantial Model to understand SDP NGOs context

29 given context in an organization before setting off on fieldwork. We propose a methodology, based
30 on the Actantial Model, as a method to analyze the nature and context of a project, to assess the
31 actors involved in the project, and to establish if the global cost (i.e., material, temporal, financial,
32 and physical) for conducting fieldwork is realistic and feasible of all parties involved in the potential
33 project. In order to illustrate this process, we analyzed the nature and context of an SDP project in
34 Madagascar as a first step for a potential collaborative research. As researchers, we do not want to
35 invest time and energy to build up a fully developed field research project with an NGO in a context
36 where it would not be realistic or feasible to conduct such research. Actually, in this context, to
37 develop a research protocol without an implementation strategy might not only be detrimental to the
38 researchers, but also to the NGO itself, where resources are often limited. Accordingly, results from
39 this preliminary field research demonstrate that the Actantial Model is a relevant analytical tool for
40 obtaining insights about the context, the actors, and their relationships within an NGO. In conclusion,
41 this model might be a useful instrument for conducting an initial analysis for the preliminary
42 identification of the necessary conditions for the construction of a sustainable empirical research
43 partnership with a given SDP project.

44 **Introduction**

45 Sport for Development and Peace (SDP) initiatives are currently flourishing in various contexts and
46 in different areas of the world (Svensson & Woods, 2017). Even so, questions remain about how to
47 find effective ways to conduct such research with SDP agencies that are often established in regions
48 of the world that often intervene in unstable or difficult contexts such as climate catastrophes, civil
49 wars, socio-economic or political crises, extreme poverty, and so on. Therefore, it is important to
50 examine the feasibility of a given research in an environment where unpredictable events could
51 sometimes make the work of an organization difficult and challenging (Armstrong, 2004; Brück,
52 Justino, Verwimp, Avdeenko, & Tedesco, 2015; Koddenbrock, 2015; Vlassenroot, 2006). In addition
53 to the documented challenges of conducting SDP research with marginalized populations, barriers for
54 conducting such research also include intangible obstacles such as SDP personnel that are hesitant
55 about working with academics (Welty Peachey & Cohen, 2015). Accordingly, it remains important to
56 better understand the issues facing a given SDP project such as the energy, time, and cost that will be
57 necessary for the research project. In this context, it is effective for researchers to analyse if it is
58 pertinent doing fieldwork with a given organization before they would start a formal project with
59 them. This *modus operandi* is fruitful in the academic context where limits and constraints are
60 numerous, including the tenure and promotion systems in higher education institutions that
61 encourage quick and regular publications (Welty Peachey & Cohen, 2015).

62 In spite of the importance of this procedure, only few field researchers have attempted to answer this
63 question (Collison, Giulianotti, Howe, & Darnell, 2016; Collison & Marchesseault, 2016). For
64 instance, Collison and colleagues (2016) argue that encultured informants will play a key role in
65 obtaining, and maintaining access to a research site. Yet, overall, little information is available about
66 how to identify and activate these essential encultured informants. The Actantial Model might be a

67 useful tool to gather basic information to avoid these pitfalls in the analysis of SDP projects operating
68 in unstable contexts.

69 In order to be in line with the above-mentioned procedures, and with the objective to better
70 understand the inner functioning of a given NGO, SDP analysts (e.g., researchers, program
71 evaluators) should a) gain an understanding of the context in which the NGO operates and b) identify
72 encultured informants before launching a full research project. This should be attainable through
73 analysis of available written materials and documents that are made available by SDP organizations
74 as a window on their work and performance. However, going through these documents can be
75 tedious and time-consuming, so an efficient method is needed to approach this task. Accordingly, we
76 propose to test Greimas' *Actantial Model* (AM) (Greimas, 1983) as an instrument to reach this
77 objective. This model, inspired by the study of folktales, positions actors in an organization
78 according to their role in what here is called a story. This model has previously been used in
79 management research (Breton, 2009; Gendron & Breton, 2013; Hasbani & Breton, 2013) and in
80 analysis of SDP program management (Gadai, Webb, & Garcia, 2017; Webb, 2019). This
81 modelization is promising to generate insight into the organizations' story through their annual
82 report. Even if this method has shown promising results in other areas, scholars still need to establish
83 the limits and potential of the AM if applied to the SDP domain. Thus, AM could be a powerful tool
84 for informing decisions regarding whether to proceed with a given fieldwork or not.

85 **Reviewing the literature**

86 *Sport for Development and Peace: projects and research*

87 The number of Sport for Development and Peace (SDP) projects throughout the world has
88 significantly increased in recent years (Bardócz-Bencsik, 2020; Schulenkorf, Sherry, & Rowe, 2016;
89 Svensson & Woods, 2017). In these projects, sport is used as a lever for social integration in

90 developing countries, areas affected by conflict, and disenfranchised or underserved locations in
91 developed countries. SDP has been defined as "the intentional use of sport, physical activity and play
92 to achieve specific developmental goals in low-income and middle-income countries and
93 disadvantaged communities in high-income areas," and includes "all forms of physical activity that
94 contribute to fitness, mental well-being and social interaction, such as play, recreation, organized or
95 competitive sport, and indigenous sports and games" (Richards et al., 2013; UN Inter-Agency Task
96 Force on Sport for Development and Peace, 2003). These definitions have been widely adopted by
97 SDP actors and researchers (Schulenkorf & Adair, 2014; Webb & Richelieu, 2015).

98 One explanation for the popularity of SDP lies in the common-sense belief that, in addition to its
99 health benefits, sport has a number of social advantages. According to Lyras and Welty-Peachey
100 (2011), sport-based programs use sport as a medium "to exert a positive influence on public health,
101 the socialization of children, youths and adults, the social inclusion of disadvantaged, the economic
102 development of regions and states, and fostering intercultural exchange and conflict resolution."
103 While the development of SDP theory receives increasing attention from scholars (Schulenkorf et al.,
104 2016), some authors note that the scientific literature lacks empirical approaches for understanding
105 the mechanisms by which sport can foster the development of participants (Hartmann & Kwauk,
106 2011; Welty-Peachey & Cohen, 2015). Schulenkorf et al.'s (2016) review found that, since 2000,
107 there has been an increasing trend in publications' focus on social and educational outcomes related
108 to youth sport, with football (soccer) being the most common activity. In spite of this, empirical
109 research in the SDP field remains underdeveloped when compared to theoretical advancements and
110 innovations in other aspects of the SDP projects (Lyras & Welty-Peachey, 2011). Moreover, the
111 majority of SDP scholars focused on the community level, where primarily qualitative approaches
112 are used. The geographical contexts of authorship and study location present an interesting pattern:
113 although the majority of Sport for Development projects are carried out in Africa, Asia, and Latin

114 America, 90% of the authors of these studies are based in North America, Europe, and Australia
115 (Schulenkorf et al., 2016). The same tendency is demonstrated by another literature review on SDP
116 (Svensson & Woods, 2017). Globally, empirical research in the SDP field remains underdeveloped
117 when compared to theoretical advancements and innovations in other aspects of SDP projects (Lyras
118 & Welty-Peachey, 2011).

119 *Research methods on SDP*

120 The majority of SDP research has thus far contributed to the conceptualization and development of
121 theoretical perspectives in this field (Gadais, 2019). Conceptual research has established that sport
122 can positively affect a number of outcomes if designed and managed well. Sport can help individuals
123 increase social capital and reduce social exclusion (Sherry, 2010; Sherry & Strybosch, 2012; Welty-
124 Peachey, Lyras, Borland, & Cohen, 2013), it can enhance social capital in ethnically divided
125 communities (Schulenkorf, Thomson, & Schlenker, 2011), and it can play a vital role in peace-
126 building efforts by helping reduce prejudice (Lyras, 2012; Sugden, 2010; Welty-Peachey,
127 Cunningham, Lyras, Cohen, & Bruening, 2015). However, more empirical studies are still needed to
128 bridge the gap between theory and practice (Gadais, 2019; Welty-Peachey & Cohen, 2015) and
129 several scholars have highlighted the need to better assess the efficacy of sports to influence
130 development or peace (Chawansky, 2014). As such, theory-building has been limited in this area,
131 from both theory-to-practice and practice-to-theory perspectives (Coalter, 2013; Edwards, 2015;
132 Lyras & Welty-Peachey, 2011; Schulenkorf, 2012), even if authors have proposed milestones to
133 begin to fill this gap (Gadais, Favier-Ambrosini, & Rioux, 2021, in press).

134 Many organizations, such as NGOs contributing to the SDP sector, have their own approaches and
135 agendas with regards to the United Nations' (UN) Sustainable Development Goals (SDGs) for 2015-
136 2030 (United Nations Office on Sport for Development and Peace, 2017). Therefore, relationships

137 between SDP organizations and the local communities that benefit from these development programs
138 need to be considered. Organizations and communities are two important elements for informing how
139 we might address scholars' calls to bridge the gap between theory and practice, and to consider
140 contextual influences and challenges to theory development (Coalter, 2007, 2013; Schulenkorf &
141 Spaaij, 2015). Choosing appropriate research methodologies remains challenging, as the locations in
142 which SDP agencies operate are frequently hard to reach and difficult to investigate for many
143 context-related reasons (Brück et al., 2015; Koddenbrock, 2015; Vlassenroot, 2006), in environments
144 that are sometimes called extreme development contexts (Gadais, Décarpentrie, Charland, Arvisais,
145 & Bernard, 2021, in press). Our research is targeting those particular SDP projects that have been
146 developed in such contexts.

147 An additional problem is related to the fact that NGOs and research projects often work on different
148 timetables and priorities: NGOs would usually work on a day-to-day basis, while research projects
149 can take an extended period of time to be implemented and completed. Thus, for the researcher's
150 long-range interests, it is fundamental to determine from the outset of the research whether it is worth
151 investing in, and building a partnership with, a given SDP NGO. Moreover, the objective is not to
152 waste the time and energy of NGOs since they often lack human resources, materials, or finances.
153 Thus, a research process may require a great deal of effort on their part in order to accommodate the
154 research team. The previous research (Gadais et al., 2017) and practical field experience of the
155 authors (Abrams, 2010; Atkinson & Flint, 2001)—two humanitarian and development workers and
156 one UN peacekeeper—combined with previously published academic work, allows us to confidently
157 claim that this type of SDP fieldwork can be difficult and unpredictable, and thus is likely to require
158 great investments in both time and resources, from both the research team and the participating
159 organization. Compounding these challenges is the fact that populations targeted by SDP initiatives
160 are sometimes hard to reach, vulnerable, and living with very complex problems (Almonte, 2009;

161 Armstrong, 2002; Leaning & Guha-Sapir, 2013). Some SDP fieldwork, by extension, could also
162 involve major security issues (Klumpp, de Leeuw, Regattieri, & de Souza, 2015; Lal & Spence,
163 2016; Leaning & Guha-Sapir, 2013), as SDP operations frequently take place within unstable
164 environments (Armstrong, 2004; Klumpp et al., 2015; Nilsson, Sjöberg, Kallenberg, & Larsson,
165 2011; Waxman, Guest, & Atkinson, 2006). For example, political situations and stability can change
166 rapidly, even during the course of the research; medical conditions and security for workers can
167 change within a few hours (e.g., climate change catastrophes such as hurricane or pandemic
168 situations such as COVID-19, Ebola or H1N1); research agendas can change if a disease hits a region
169 where a project is implemented; armed conflicts among many populations with various backgrounds
170 can take place; religion or culture can have unanticipated impacts (Gadais, Décarpentrie, et al., 2021,
171 in press).

172 Consequently, research in the context of a humanitarian crisis, involves particularities and
173 idiosyncrasies that are likely to have an impact on the researcher's methodological choices (Brück et
174 al., 2015; Ciarli, Parto, & Savona, 2010; Justino, Verwimp, & Tedesco, 2016). According to
175 Vlassenroot (2006), empirical research in conflict situations is subject to many constraints, the most
176 obvious ones are accessibility and security. Despite these constraints, the success of research
177 conducted in the midst of a humanitarian crisis is conditioned less by the degree of insecurity as it is
178 by the researcher's ability to adapt to changing conditions (Vlassenroot, 2006). This involves the
179 capacity to react rapidly and efficiently to the environment, to establish good collaboration with local
180 stakeholders, to refine one's understanding of the crisis, and to demonstrate methodological flexibility
181 (Atkinson & Flint, 2001). In summary, researchers need to constantly adapt to the changing reality
182 that is more the rule than the exception in this kind of research, meaning that SDP researchers
183 looking to operate in such contexts still need better tools to help them analyze the risks associated
184 with a given project before hitting the ground. In other words, it is important to ask how researchers

185 can weigh the potential risks and costs against the potential benefits of conducting fieldwork both for
186 the research team as well as the local organization involved. With these considerations in mind, we
187 suggest that there may be new ways of doing this kind of research with the SDP empirical practices.
188 Indeed, several innovative tools and methods have been used in those situations (Brück et al., 2015;
189 Ridde & Dagenais, 2012; Rioux, Laurier, Terradas, Labonté, & Desormeaux, 2018). One of the
190 promising tools to investigate those specific situations is the *Actantial Model* (Greimas, 1983).

191 *Actantial Model*

192 Greimas's Actantial Model (AM) (Greimas, 1983) is a theoretical model to analyze a project
193 according to its actors, their functions, and their relations. This is usually presented in a report that
194 identifies actors and their relations, and then allocates them to one of six "actant" categories (sender,
195 object, receiver, hero, helper, and opponent). This model, inspired by the study of folktales, positions
196 actors according to their role in a story. Specifically, the *hero* of the story navigates a *quest* to obtain
197 an *object* of value. During the journey, other actors (*helpers*) help the hero reach their goal, while
198 others (*opponents*) try to prevent them from doing so. Additionally, a *sender*, usually for the benefit
199 of a *receiver*, proposes the quest. The quest represents the actions of obtaining the object of value.
200 The actors are assigned to actantial categories according to how they correspond to roles of functions
201 in the narrative. Several actors can belong to an actantial category (e.g., there might be more than one
202 helper in a story) and the same actor can be found in different categories (e.g., the hero can also be
203 the receiver). An actor is not necessarily a person; it can also be an object, a concept, an event, an
204 element, and more. Also, an actor can be individual or a collective and actors' roles may shift over
205 time throughout the narrative. These elements are coded in the terms of a narrative, providing an
206 effective tool for clarifying the relationship between actants for analysis (see Figure 1).

207 Insert Figure 1 here

208 In order to analyze the structure of actors' relationships within the story, Greimas (1983) identified
209 three axes of relations between all actors (Figure 1). First, the *axis of will/desire* concerns the
210 relationship established between the hero and the object. Second, an *axis of power* concerns the
211 relationship existing between the hero, the helpers and the opponents—positive power in the case of
212 helpers and negative in the case of opponents. The helper (e.g., a sword, a horse, or a fairy
213 godmother) aids in facilitating the desired junction between the hero and the object, while the
214 opponent hinders this junction (e.g., the evil wizard, the dragon, the distant castle, fear). Third, the
215 *axis of transmission/communication* connects the sender and the receiver. The sender is transmitting
216 an object to the receiver via the hero's quest (for example, the king asks a princess to get a magic
217 wand to free the kingdom).

218 *Applying the Actantial model to annual reports of organizations*

219 The same categories can be applied to the stories that organizations tell. For instance, organizations
220 are accountable for their performance and commonly use an annual report to summarize their
221 operations and accomplishments. Annual reports thus represent valuable data for researchers who
222 want to understand context. In addition, management scholars have recommended leveraging
223 storytelling as a tool for analyzing annual reports and documents from organizations (Breton, 2009).
224 For instance, Hasbani and Breton (2013) demonstrated that the AM is a valuable tool when applied to
225 study the annual reports in one company of the pharmaceutical industry. In their study, they
226 demonstrate that this company built a story to explain how this pharmaceutical company (Pfizer) is
227 given a legal mandate to operate by governments (*sender*) in order to provide health (*object of value*)
228 to the people (*receiver*). Pfizer (*the hero*) accomplished this quest with the help of patents and R&D
229 (*helpers*), which allowed them to develop new products faster than the competition (*opponents*).

230 Applying the AM in the SDP research field may require certain adjustments and refinements in order
231 to prepare fieldwork effectively. Along these lines, this paper proposes that the AM could be used as
232 a first phase of analysis for an SDP organization, before the decision is made to develop a complete
233 research protocol with this field partner. One advantage of this approach is that it can be applied to an
234 organization which is distant from the researcher because the AM does not require the researcher to
235 go in the field, as the narrative material is often available online. Performed from a convenient
236 distance for all parties because it reduces the burden for both organizations, this method of content
237 analysis facilitates an understanding of the structure of the studied narratives, allowing scholars to
238 appreciate the meta-context of the SDP project and better understand the roles and functions of each
239 stakeholder. For example, one previous study applied the AM method to an SDP program in El
240 Salvador (Gadais et al., 2017). Through this approach, the AM provided valuable insights about
241 management priorities and practices within this case. It also revealed that local *Maras* street gangs
242 might make fieldwork hazardous, which is something that needs to be considered before proceeding
243 with fieldwork. Some SDP organizations and projects can be physically hard to reach (Abrams, 2010;
244 Atkinson & Flint, 2001), or are difficult to investigate for other reasons (Almonte, 2009; Klumpp et
245 al., 2015; Lal & Spence, 2016; Leaning & Guha-Sapir, 2013). In addition, more research in SDP in
246 various contexts is needed in order to bridge the gap between theory and practice (Welty-Peachey &
247 Cohen, 2015).

248 *Objectives of the present study*

249 This study builds on Gadais et al. (2017) previous conclusions that using the AM seems to be an
250 effective method of content analysis as applied to NGOs' annual reports or other documentation
251 (Webb, 2019). By studying one NGO's annual reports with the AM as a lens, this research aims to
252 evaluate if a) a better understanding of the context, the actors, and their relations pertaining to their
253 NGO can be obtained through using the AM, and b) if these insights can serve to inform decisions

254 about whether or not to proceed with fieldwork. In order to anchor the analysis on a concrete
255 example, we will study the case of a Malagasy NGO in order to illustrate our results and conduct the
256 first step of our collaborative work with them. We chose this particular NGO as it is established in an
257 unstable context characterized by frequent climate catastrophes as well as political, sanitary and/or
258 socio-economic crises such as extreme poverty.

259 Specifically, the objective was to answer the two following questions: Are the conditions of this
260 Malagasy NGO¹ and its context appropriate for implementing an empirical study? In particular, our
261 goals were to identify, describe, and analyze 1) the actors involved in the project and their relations,
262 2) the object (goals) and the quest (action) of the project, and 3) the evolution of the NGO over four
263 years (2013-2016). Through this exercise, we also were aiming to look at how annual reports of an
264 NGO can be used as valuable documentation for understanding an organization's situation, context,
265 and state prior to developing a partnership and working closely with it. The overall objective of the
266 research was thus to generate recommendations on how to proceed before getting involved in a
267 research partnership with an organization; and to highlight advantages and limits of the AM for
268 understanding NGOs' contexts and actants.

269 By applying the AM to annual reports, we intend to a) operationalize a method for analyzing an NGO
270 and its needs through project reports, b) generate data about its environment, and c) produce insights
271 about the organization that can inform the decision about the pertinence of proceeding with fieldwork
272 for all parties involved.

273

¹ A research project is currently underway with this NGO and an agreement has been signed with UQAM. This study therefore corresponds to a preliminary work that was initiated in 2018 in order to prepare in collaboration with the actors of the NGO, the current research projects that address their interests and needs.

274 **Method**

275 *Research design*

276 A case study methodology was selected for this research because it is suitable for exploring complex
277 social, managerial, and procedural phenomena when the situation includes many variables, multiple
278 sources of evidence, and broad theoretical propositions that guide the collection and analysis of data
279 (Gee, 2014; Yin, 2014). Yin's three prerequisites for justifying the use of the case study method are
280 present in this project, specifically: a) the main research questions are either how or why; b)
281 researchers have little or no control over behavioural events; and c) the focus of study is a
282 contemporary phenomenon (Yin, 2014). This study remains descriptive and exploratory and, as such,
283 focuses on describing, in detail, the data collated from the partner NGO, in relation to the context in
284 which the project took place, using the theoretical lens of the AM. We should note that this is one of
285 the first times the AM has been operationalized in the study of international development as a content
286 analysis tool. One previous study of SDP recommended conducting a pre-test with the AM applied to
287 other NGOs' reports (Gadais et al., 2017). This study can be viewed as a direct response to that call
288 for more research.

289 *Targeted organization and annual reports*

290 *Bel Avenir* (BA) is a Malagasy NGO, founded in 2003, that carries out activities in various fields for
291 young, disadvantaged populations of Madagascar. They are based in two towns, Toliara and
292 Fianarantsoa. Based on their documents, BA is very well established in its local community,
293 organized and operated by and for Malagasy people. For this reason, this local NGO has been less
294 impacted by major events such as the 2008 international financial crisis. Due mostly to local socio-
295 economic difficulties and climate catastrophes, these regions of south Madagascar—from Toliara,
296 Ifaty, Mangily and Fianarantsoa—are known to be complex, unstable, and sometimes insecure

297 contexts. BA's education services are composed of a) formal education within two schools; b) non-
298 formal education, including a sports school and a center for music and arts, among others; and c)
299 awareness-raising projects, such as international interschool exchanges and the publication of
300 Malagasy stories. Through these services, the organization provides a holistic approach to education
301 for development. Sport activities are proposed specifically to kids living on the street during strategic
302 hours of the day (e.g., hours without supervision or occupation between the end of the school and
303 going back to their home). Their *École de Sport* has been supported by the Real Madrid Foundation
304 since 2012, giving workshops, training, and sports equipment.

305 This study targets BA's annual reports published in 2013, 2014, 2015, and 2016, available online on
306 their website (<http://ongbelavenir.org/>). The reports are prepared by Bel Avenir's administrative
307 team. These annual reports are between 25 and 55 pages long in French for stakeholders, and all
308 include three major sections: 1) a general presentation (e.g., identity of the NGO, sites of the NGO,
309 and partners); 2) activities in the report year (e.g., context, basic education program, and
310 education/social inclusion/environment sections); and 3) finances of the report year. Each annual
311 report presents: a) the organization, b) the context of each year, and c) the activities conducted during
312 the year. Reports also provide information about the organization; about people involved in the
313 projects, such as members of the board of directors, administration teams, workers, and volunteers
314 involved; about places and locations of the organization (e.g., Toliara, Fianarantsoa); and about the
315 three intervention sections of the organization (i.e., education, social inclusion, and environment).

316 *Analysis*

317 Following Yin (2014) and Gee (2013), this case and content analysis was conducted in three phases.
318 In order to deconstruct and reassemble the case study, each report was independently analyzed and
319 then the results were combined: 1) The first task was to read the report and take notes. Two coders,

320 who speak French, were tasked with reviewing and independently coding each element (idea) of each
321 report's narrative (L'Écuyer, 1990). The coders identified exact quotes and page numbers to facilitate
322 comparison of their results. In the second task, they identified the actants of the AM (i.e., sender,
323 object, receiver, hero, helper, and opponent) as well as the quests contained in the narrative.
324 Subsequently, they produced a table with each AM category by coding actants and relations. Then, a
325 comparative analysis was conducted to confirm correspondence to the AM based on elements of the
326 narratives. 2) The coders were asked to build the AM for each report by using the elements of the
327 first phase. Specifically for this study, they also built more detailed categories (education, social
328 inclusion, and environment) with the intent of analyzing the three pillars of BA (see Figure 3). 3) The
329 coders compared, analyzed, and collated the elements that comprised the AM of each year. They
330 generated a general AM that highlights actors and their relations, and a general story of the BA NGO
331 from 2013 to 2016.

332 *Trustworthiness in empirical data analysis*

333 In the context of this study, and to ensure methodological rigor, all team members interacted with
334 each other during the different phases of the data analysis (Elo et al., 2014). This co-construction
335 made each researcher a critical partner to the other (Smith & McGannon, 2018). Thus, the three main
336 authors were regularly questioned on issues relating to the research, data and results. In order to reach
337 intercoder agreement, the interrater reliability technique was used to triangulate data and ensure that
338 results are reliable, reproducible and consistent (Smith & McGannon, 2018). In concrete terms, the
339 coders, along with other team members, would meet throughout the analysis process to compare and
340 discuss the discrepancies between their analyses in order to refine the coding so they could proceed
341 with more precise coded data. The goal was not to reach a statistical standard but rather to improve
342 the quality of the coding process.

343 *Ethic considerations for using the AM*

344 The AM can be used in an ethical way. Following the proposals of the authors in management, the
345 AM allows on one hand to obtain a completely transparent and external opinion and, on the other
346 hand, to not disturb the functioning of the partner organization. The extra load of work that external
347 visitors can represent for an organization has to be considered, acknowledging the limited human and
348 material resources and the constant crisis they have to face on daily basis. The situation and the
349 context of the organization can be carried out at a distance, without risking conflicts of interest and
350 influence. This provides a great advantage to objectively and adequately judge the nature and context
351 of an NGO. Before analysing any materials, contacts had been made with the targeted NGO to
352 discuss the potential of our research regarding their needs and interests. Through a Skype meeting
353 with the NGO's board of directors (in 2016), the research project and its risks were presented.
354 Because they were willing to improve their services, the NGO was open to the risk of constructive
355 criticism coming from the research project. On the other hand, once this initial external and remote
356 analysis has been carried out, it was possible to verify the results obtained and to discuss with the
357 potential partner in order to validate its content. This final step in the feasibility analysis was done
358 with the partners in this study in a collaborative approach. Consequently, the partners are aware of
359 and involved in the process of disseminating the results as well of the writing of this study.

360 **Results**

361 *Bel Avenir NGO and its projects as a story (Drawing the Actantial Model)*

362 Globally over the four reports authored by BA, (see Figure 2) the poorest populations from the towns
363 of Toliara, Ifaty, Mangily, and Fianarantsoa in the south of Madagascar (*senders*) addressed their
364 problems to BA (*hero*). The NGO provided specific activities (*quest*) for education, social support,
365 health, sanitation, sport, music, art, and culture, guided by the values of integration and inclusion.

366 They also offered a basic education program and some environmental training or awareness-raising.
367 BA is presented as a Malagasy organization with a hiring policy that benefits the recipients of the
368 NGO's actions such as the local population with a sense of inclusion for people with disabilities.
369 Foreign volunteers complete this local team. Through these projects and actions, BA wishes to reach
370 three main targets (*objects*): education, social inclusion, and environmental protection. During their
371 quest, BA's administrators and director were helped by the networking of an organization, "Agua de
372 coco," which has a diversified network established in eight countries; and their funding partners
373 (*helpers*) are mostly from Europe. The heroes had to struggle with various limitations, such as natural
374 catastrophes and disasters (*opponents*), making the context sometimes insecure or inaccessible. Also,
375 economic crises and socio-politics that brought instability to Madagascar generated very complex
376 situations and made working conditions difficult, partly due to local corruption (*opponents*).

377 Insert Figure 2 here

378 *Actors of Bel Avenir NGO*

379 Through reading the annual reports of BA, we can understand that the *hero* is the entire NGO,
380 including all employees (locals and expatriates), the director, and the president of the board of
381 directors. The *senders* are the most vulnerable among the population in the south of Madagascar
382 (from Toliara, Ifaty, Mangily and Fianarantsoa). The reports present challenges, such as child labour
383 and a little access to education opportunities (for the educational aspect); early pregnancy, lack of
384 literacy and/or a lack of hygiene knowledge (for the social inclusion aspect); and massive mangrove
385 deforestation, or inappropriate use of agriculture (for the environmental aspect). The *receivers*
386 represent other vulnerable populations, specifically youth and women, from the four mentioned sites
387 where the NGO conducts projects and actions with education as its central aspect.

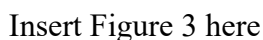
388 The BA NGO has three main objects of action: education, social inclusion, and environment (Figure
389 3). Health was added as a fourth objective action in 2013 and was linked with social inclusion. BA's
390 projects and actions are organized around the three main pillars. 1) Education: BA provides a basic
391 education program, two private schools and various awareness-raising activities, literacy, sport,
392 music, arts, and cultural activities inside the *Centre d'art et musique* or the *École de Sport*. For
393 example, since 2012, the *École de Sport* in Toliara has offered to more than 700 underprivileged
394 children per year the opportunity to educate themselves, have fun, and exercise by participating in
395 sport activities or being part of a football, basketball, or handball team. 2) Social inclusion: the NGO
396 proposes hygiene promotion and nutritional information, for example. 3) Environment: BA manages
397 two agricultural training centers in the towns of Mangily and Fiananrantsoa, and a leisure and
398 environmental awareness center in Mangily.

399 There are two types of *helpers*. On the one hand, there are external agencies that provide funds to the
400 organization for financing targeted and specific projects or actions (e.g., the Real Madrid Foundation
401 for the *École de Sport*). On the other hand, there is the aforementioned network, named "Agua de
402 coco," that helps the NGO with contacts, funding opportunities, skills development, and the like.
403 Finally, *opponents* can be divided into three categories: 1) natural catastrophes, such as hurricane
404 Haruna which struck the region in 2013; 2) political and economical contexts depending on
405 international events, crises and the Malagasy government; 3) corruption, mostly within local
406 authorities.

407 *Relations between actors of Bel Avenir NGO*

408 *The axis of desire/willingness*: three elements are pertinent to highlight in this first axis (Figure 3).
409 Firstly, the hero is a local NGO made by and for the Malagasy population; comprised of locals, it
410 decides which problems need to be addressed first. The position of hero by BA is a concurrent

411 function because this same NGO, which mandates, also provide activities (quest) for the Malagasy
412 population. Secondly, BA's major purpose is to use education as a lever for development.
413 Specifically, BA chooses to address the Malagasy population's issues by structuring their activities
414 into three main domains of development (i.e., education, social inclusion, environment,) with a
415 holistic approach. Thirdly, analysis of BA's three pillars provides the portrait of real actions and
416 activities of the NGO (see Figure 3, illustration with the 2016 report). For instance, the receivers
417 change depending on which of the three pillars the analysis focuses on. They are students and
418 disadvantaged families in education; disadvantaged girls, a boy with a visual impairment and
419 disadvantaged families in social inclusion; and children, villagers/locals and staff in environment.
420 Thus, all objects target several of the UN's Sustainable Development Goals such as no poverty,
421 health and well-being, and quality education.

422  Insert Figure 3 here

423 *The axis of power:* relations with helpers and opponents present several asymmetries because helper
424 actions do not necessarily balance challenges generated by an opponent. Various opponents, which
425 are usually unpredictable, limit BA's projects. Hurricanes are an occasional natural catastrophe and
426 no actions by helpers can eliminate the threat posed by these types of opponents. Socioeconomic and
427 sociopolitical crises, international economic crises, and governmental corruption are not in BA's
428 control either. Helpers, on the other hand, provide funds, as well as networking or contacts to share
429 ideas on building skills and competencies, both helpful to realize the NGO's projects.

430 *The axis of transmission/communication:* this axis connects the sender to the receiver. First, in the
431 case of BA, senders and receivers are the same people: the most vulnerable among the population of
432 Madagascar. This does not pose a problem in the AM, as actors are defined not by who they are but
433 by what role they play. The senders addressed BA with numerous personal and social problems, with

434 the intention of satisfying their needs and improving their quality of life as receivers. The relation is,
435 in this case, self-orientated and circular. Secondly, the connection between these two actors re-
436 enforces the three pillars of BA: providing education, social inclusion and environment services, and
437 activities to the population. From our understanding of the reports, the sender's requests are well
438 executed and operationalized through the three targets (*objects*) to reach the receiver. These services
439 allowed the population to satisfy their primary needs and helped them improve their quality of life.
440 Thirdly, the reports do not have information on how BA retrieves data on their population's issues,
441 which therefore presents challenges to evaluating the performance of the organization.

442 *Evolution of Bel Avenir NGO from 2013 to 2016 (Axis of Translation)*

443 One of the objectives of the AM is to help the reader understand an organization's story. Over the
444 four years we analyzed (see Table 1), some actants evolved to assume more specific roles. The hero
445 remains the same: BA and the objects maintain the same baseline throughout the four years
446 (education, social inclusion and environment), but have become more specific over the years. For
447 example, from 2013 to 2016, education became the main focus of BA's activities (*quest*), with
448 secondary programs such as poverty elimination, capacity building in Madagascar, and sustainable
449 development. In terms of helpers, the organization Agua de Coco Network is the most frequently
450 mentioned, along with the African network for children LAMAKO. International partners have
451 changed a lot over the years (e.g., WWF, Orange Foundation, Covalence Foundation), but some
452 remain constant (e.g., Real Madrid Foundation, FAO, Enfants du Monde association). Finally, the
453 opponents were the most changeable and unpredictable parameters over the four years. Governmental
454 or police corruption, environmental degradation, natural disasters (e.g., cyclone, hurricane, floods,
455 drought), an international economic crisis could have affected funders (in 2008), political crises and
456 street violence change quickly from one year to another.

457

Insert Table 1 here

458 **Discussion**

459 *The Actantial model in refining a research method for investigating SDP and for preparing fieldwork*

460 The hundreds of organizations implementing programs that contribute to development and peace
461 through sport are principally NGOs or International NGOs (INGOs) that require support from
462 various agencies, such as sport clubs, federations, national governments, local authorities,
463 intergovernmental organizations, corporations, foundations, and private donors. Their interests are
464 aligned with the 2015-2030 SDGs (United Nations Office on Sport for Development and Peace,
465 2017) and focus on working with marginalized young people. Some of the environments in which
466 they operate can be unstable, insecure, inaccessible, complex, or difficult (Armstrong, 2002;
467 Atkinson & Flint, 2001; Brück et al., 2015; Vlassenroot, 2006). This is due to the fact that they are
468 often established in regions of the world that are frequently hit with climate catastrophes, civil wars,
469 socioeconomic or political crises, etc. Researchers, while exploring the limits of what can be known
470 about SDP, would benefit from tools, methods or organizational technology (Sandfort, 2010) that
471 adapt to this reality. Overall, proposing and testing a new approach for analyzing the content of SDP
472 reports proved to be a valuable exercise in addition to the previous studies on the topic (Gadai et al.,
473 2017; Webb, 2019). Indeed, this study confirms that the AM remains a promising tool for analyzing
474 the contents of NGO reports and for better understanding the contexts of SDP organizations and their
475 activities. Overall, we submit that it is a good method for helping researchers decide if they should go
476 forward with a research partnership with an SDP NGO working in an unstable context. Nonetheless,
477 the AM may benefit from adjustments and refinements in order to produce a more precise picture of
478 the studied network of actors. By applying the AM to four annual reports, we found that valuable

479 insights about management priorities and practices may be obtained through the systematic and
480 rigorous application of this research tool.

481 *Advantages*

482 Regarding this case study, the AM appears to be a pertinent tool for analyzing an SDP project before
483 proceeding with complex fieldwork that can be costly in terms of resources for a research team as
484 well as a partner organization. One advantage is that this content analysis tool provides an
485 understanding of the structure of the studied narratives. As noted by a previous study (Gadais et al.,
486 2017), this method allows analysts to appreciate the meta-context of SDP projects, to better
487 understand the roles and functions of each stakeholder (or *actants*), as well as to clarify their relations
488 and the quest itself (*action*). In this sense, the AM allows researchers to consider contextual
489 influences and challenges to theory development (Coalter, 2007, 2013; Gadais, 2019; Schulenkorf &
490 Spaaij, 2015), and to build theory by using data from practice (Latour, 2007). As SDP programs can
491 be located in unstable contexts as already mentioned, another advantage of the AM is that it can be
492 applied from a distance, and diminishing the resources load for all parties. Also, as most NGOs’
493 annual reports are available online and research data is easily accessible, this method offers a first
494 phase of analysis of an SDP organization and its projects—a research phase that can inform decision-
495 making about pursuing resource- and time-intensive fieldwork for research teams and NGOs. The
496 model could act as the initial step for future studies with the NGO because it provides a better
497 understanding of the nature and context of the project. One last advantage is that using the AM on
498 annual reports produced over several years allows researchers to obtain longitudinal perspectives of
499 NGOs, thus providing valuable insights into their development through time and sustainability of the
500 project. Applied to more general reports, this tool could make future fieldwork more effective and
501 efficient because it has the potential to improve researchers’ understanding of the local context. By
502 extension, this approach of evaluating programs, can also contribute to revisiting the Sustainable

503 Development Goals 2015-2030 of the United Nations with a bottom-up perspective (Glaser &
504 Strauss, 1999; Ridde & Dagenais, 2012).

505 *Limits*

506 Before investing and requesting from their field partner organization the necessary time and
507 resources to conduct field research, it could be important for researchers to pre-emptively consider
508 preliminary portrait of an organization. This involves analyzing a multitude of details and
509 determining the complex relationships constructed through the different elements of the project.

510 Although the AM seems to be a valuable tool for content analysis, one major limit of this method is
511 that the quality of the information about the context is only as good as the quality of the narratives
512 that are analyzed. The potential role of information in the reproduction of NGO-funder relationships
513 (Ebrahim, 2002) must therefore be considered throughout this decision-making process.

514 Another limit to consider is related to the importance of authorship. Undoubtedly, a report's authors
515 must be considered, since the same story, told by a different author, may present the actors in a
516 different light. for instance, a report on BA occupations would likely be different if the author was an
517 opponent of the NGO. Moreover, considering authorship invites further reflection about the nature
518 and purpose of the analyzed assets. In this case, we purposefully chose to analyze annual reports, but
519 it is important to remain cognizant of the fact that this form of accounts is intended for consumption
520 by a specific type of reader, which, in this case study, is mostly European. It was beyond the scope of
521 this paper to analyze different forms of accounts, or to explore the potential discrepancies between
522 formal and informal communication in the non-profit sector. Therefore, it might be possible that the
523 messages intended for the donor base will not provide the rich perspectives researchers need to
524 adequately prepare for fieldwork (Ebrahim, 2002). Our intention was to provide one avenue for
525 preparing for research from a distance. Undoubtedly, purposefully produced communication assets

526 will not highlight all of an NGO's major problems or challenges. However, they can still provide a
527 pertinent first step in a broader research project that answers whether it is worth conducting research
528 with an agency before deciding to physically go to its location. In short, the approach proposed here
529 does not give a perfectly clear picture of the context in which the subject NGO operates, but it does
530 provide one basis upon which to decide whether to pursue the partnership with a given NGO.

531 Finally, concerning the language of the AM, we think that the words used to designate the categories
532 of actants (e.g., sender, receiver, hero) could be updated so that they use a more appropriate and
533 contemporary language, mindful of the current issues related to power dynamics. This element could
534 be part of the way to improve the use of this model from a decolonizing perspective.

535 *Better understand the BA NGO: lessons learned regarding the pursuance of fieldwork*

536 The AM provides valuable insights about the evaluation of the conditions needed for sustainable
537 research partnerships with the NGO. First, the BA organization has become robust over time and,
538 despite several crises in its environment, it was still able to produce valuable outcomes. Second, BA
539 takes advantage of its international organizational network. Third, despite an unstable, insecure,
540 complex, and difficult context, BA continues to run its activities by showing flexibility and in the
541 face of adversity, without the appearance of neocolonialist influence (Tar, 2014). New activities and
542 services have been integrated over the examined four years, while others have been developed and
543 reinforced. Fourth, over the years, BA has demonstrated various solutions to sustain its programs and
544 actions. Education is the universal driver around which they orient their actions and sport is only one
545 of many tools or activities provided by the NGO. Taken together, these elements argue in favour of a
546 research partnership with BA in the future. Conditions such as the sustainability, robustness, mixed
547 staff, capacity for adaptation, and the holistic approach of the BA's services are favourable to
548 initiating collaborative research with BA, if we refer to previous studies in international development

549 (Atkinson & Flint, 2001; Brück et al., 2015; Vlassenroot, 2006). In this sense, this study contributed
550 to the first collaboration with the NGO by providing a tool that is useful in understanding context and
551 process of BA's activities and programs.

552 Through the analysis on SDP perspectives, we understand that the BA *École de Sport* was added
553 recently (2012) to the services of the NGO. It is likely that BA used the opportunity offered by the
554 Real Madrid Foundation, recalling what Coalter labels as "just add sports" (Coalter, 2013). However,
555 in this case, BA calls for a holistic approach, to give direction to its programs and activities, and
556 asserts that sport cannot deal with all of the beneficiaries' problems (Organisation des Nations Unies,
557 2010; Wiese, Kuykendall, & Tay, 2018). In addition, the *École de Sport* provides support to the
558 Toliara public schools for physical education sessions and to improve the quality of education in
559 general. The aim of this program is to provide youth with additional educational opportunities and
560 alternatives to healthy activities by focusing on fair play and keeping them away from risky
561 behaviours. For BA, the *École de Sport* is directly linked with the UN SDG 2015-2030: #3 good
562 health and well-being and #4 quality education (United Nations Office on Sport for Development and
563 Peace, 2017). However, some questions remain unanswered regarding this SDP initiative: what
564 precisely is the type of SDP intervention that BA provides to youth? What is the impact of sport,
565 music, or art to sustain youth development? Is one of those activities more efficient than the others?

566 In summary, the AM provides underpinnings for future research efforts and BA succeeded in giving
567 us enough evidence of the stability of their situation and environment. It enables us to investigate
568 further the possibility of developing a research partnership with this NGO. Accordingly, using the
569 AM for preparing fieldwork has the potential to also contribute to other research methods. These
570 include the co-construction of the intervention between actors and researchers (Collison &
571 Marchesseault, 2016; Rioux, Desormeaux, & Laurier, 2018; Rioux, Laurier, et al., 2018); accidental
572 ethnography, a method for practitioner-based education research (Levitan, Carr-Chellman, & Carr-

573 Chellman, 2017); the realistic evaluation program, grounded in the context and stakeholders'
574 circumstances (Ridde & Dagenais, 2012); collaborative research using actors to build scientific
575 knowledge (Desgagné, Bednarz, Lebuis, Poirier, & Couture, 2001); the Snakes and Ladders model of
576 factors that help or limit SDP programs (Webb & Richelieu, 2015); and interdisciplinary examples of
577 studies on SDP (Gadais, Décarpentrie, et al., 2021, in press; Rioux, Laurier, Gadais, & Terradas,
578 2017a, 2017b).

579 **Conclusion**

580 In an effort to prepare for fieldwork, we described and analyzed the Bel Avenir (BA) non-
581 governmental organization (NGO) from a distance. This NGO works in a context characterized by
582 frequent crisis, as many SDP projects that are established in regions of the world that have unstable
583 contexts due to climate catastrophes, civil wars, socio-economic or political crises, and so on. We
584 applied The AM to four annual reports of BA (2013, 2014, 2015, 2016) using a content analysis. Our
585 findings indicate that the AM is a useful tool for analyzing an NGO's context and for better
586 understanding the actors and their relationships within the NGO. In this case study, the AM was a
587 valuable instrument for the first analysis of an NGO and for beginning to answer whether conditions
588 exist to construct a sustainable, empirical research partnership beneficial for all parties investing their
589 resources. This approach helps to articulate the context, the actors involved, and their motivations,
590 and it describes the NGO's characteristics. Granted, some concepts, such as the role of authorship of
591 the studied reports, still need to be refined to have a clear and complete appraisal of the NGO's
592 situation. Our application of the AM for analyzing Bel Avenir's annual reports highlighted that, in
593 addition to sport, the NGO provides various services, such as music and art activities, and that they
594 extend education and social inclusion to the vulnerable populations of the Toliara and Fianarantsoa
595 region, Madagascar. Our study indicates, through this tool (AM), that researchers would be justified
596 in considering fieldwork with BA because of their rich and complex relationships. In other words, the

597 pre-analysis of this NGO using the AM, shows that it seems relevant to continue preparing for
598 fieldwork with this organization.

599 Hence, this paper proposes a promising research method for collecting data and improving SDP
600 project implementation when access to the field is complex in regions with unstable contexts; the
601 AM could benefit from being considered by SDP researchers as an interesting tool for teasing apart
602 the context of an organization by using annual reports produced by the studied organization. By
603 revisiting this content analysis tool, specifically tailored for SDP research, we have tested a valuable
604 method for operationalizing content analysis of SDP reports for both practitioners and scholars
605 concerned with SDP evaluation. The AM has the potential to provide understanding of the
606 management of accounts in an SDP context, insights into SDP storytelling, as well as a new way of
607 exploring the SDP landscape through actants and their relationships. Also, the study provides
608 collaborative, partner-oriented research to support project development of the NGO located in
609 Toliara, Madagascar, *Bel Avenir*. This NGO provides an SDP program at its *École de sport* and,
610 consequently, fieldwork with this agency will contribute to the advancement of knowledge in the
611 SDP area.

612 **Conflict of Interest**

613 *The authors declare that the research was conducted in the absence of any commercial or financial*
614 *relationships that could be construed as a potential conflict of interest.*

615 **Author Contributions**

616 All authors have made a substantial, direct, and intellectual contribution to the work, and approved it
617 for publication. TG, LD, and AW were involved in the design of the study and contributed to the
618 review of literature. MBA and MBB conducted analysis and wrote the results section. TG wrote the
619 first draft of the manuscript, after which LD, AW, MBA, MBB, and CB contributed to the revision of
620 the manuscript.

621 **Acknowledgments**

622 Authors would like to address a special thank you to the entire Bel Avenir Organization and Agua de
623 Coco Network for their open-mindedness, trust, and support of our research team.

624 **References**

- 625 Abrams, L. S. (2010). Sampling 'hard to reach' populations in qualitative research: The case of
626 incarcerated youth. *Qualitative Social Work*, 9(4), 536-550.
- 627 Almonte, A. L. (2009). Humanitarian nursing challenges: a grounded theory study. *Military*
628 *medicine*, 174(5), 479-485.
- 629 Armstrong, G. (2002). Talking up the game: Football and the reconstruction of Liberia, West Africa.
630 *Identities: Global Studies in Culture and Power*, 9(4), 471-494.
- 631 Armstrong, G. (2004). The lords of misrule: Football and the Rights of the Child in Liberia, West
632 Africa. *Sport in Society: Cultures, Commerce, Media, Politics*, 7(3), 473-502.
- 633 Atkinson, R., & Flint, J. (2001). Accessing hidden and hard-to-reach populations: Snowball research
634 strategies. *Social research update*, 33(1), 1-4.
- 635 Bardócz-Bencsik, M. (2020). *Sport for development and peace—investigating the field*. (PhD).
636 Testnevelési Egyetem, Budapest, Hungary. Retrieved from [http://real-
637 phd.mtak.hu/906/1/Bardocz-Bencsik%20Mariann.d.pdf](http://real-phd.mtak.hu/906/1/Bardocz-Bencsik%20Mariann.d.pdf)
- 638 Breton, G. (2009). From folk-tales to shareholder-tales: semiotics analysis of the annual report.
639 *Society and Business Review*, 4(3), 187-201.
- 640 Brück, T., Justino, P., Verwimp, P., Avdeenko, A., & Tedesco, A. (2015). Measuring violent conflict
641 in micro-level surveys: current practices and methodological challenges. *The World Bank*
642 *Research Observer*, 31(1), 29-58.
- 643 Chawansky, M. (2014). You're juicy: autoethnography as evidence in sport for development and
644 peace (SDP) research. *Qualitative Research in Sport, Exercise and Health*, 7(1), 1-12.
645 doi:10.1080/2159676x.2014.893900
- 646 Ciarli, T., Parto, S., & Savona, M. (2010). *Conflict and entrepreneurial activity in Afghanistan:
647 Findings from the national risk vulnerability assessment data (9292302434)*. Retrieved from
- 648 Coalter, F. (2007). Sports clubs, social capital and social regeneration: Ill-defined interventions with
649 hard to follow outcomes? *Sport in Society: Cultures, Commerce, Media, Politics*, 10(4), 22.
- 650 Coalter, F. (2013). *Sport for development: What game are we playing?* Florence, Kentucky:
651 Routledge.
- 652 Collison, H., Giulianotti, R., Howe, P. D., & Darnell, S. (2016). The methodological dance: Critical
653 reflections on conducting a cross-cultural comparative research project on 'Sport for
654 Development and Peace'. *Qualitative Research in Sport, Exercise and Health*, 8(5), 413-423.
- 655 Collison, H., & Marchesseault, D. (2016). Finding the missing voices of Sport for Development and
656 Peace (SDP): using a 'Participatory Social Interaction Research' methodology and
657 anthropological perspectives within African developing countries. *Sport in Society*, 1-17.
658 doi:10.1080/17430437.2016.1179732
- 659 Desgagné, S., Bednarz, N., Lebuis, P., Poirier, L., & Couture, C. (2001). L'approche collaborative de
660 recherche en éducation: un rapport nouveau à établir entre recherche et formation. *Revue des*
661 *sciences de l'éducation*, 27(1), 33-64. doi:doi:10.7202/000305ar
- 662 Ebrahim, A. (2002). Information struggles: The role of information in the reproduction of NGO-
663 funder relationships. *Nonprofit and Voluntary Sector Quarterly*, 31(1), 84-114.

- 664 Edwards, M. B. (2015). The role of sport in community capacity building: An examination of sport
 665 for development research and practice. *Sport Management Review*, 18(1), 6-19.
 666 doi:10.1016/j.smr.2013.08.008
- 667 Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative
 668 content analysis: A focus on trustworthiness. *SAGE open*, 4(1), 2158244014522633.
- 669 Gadais, T. (2019). Sport for Development and Peace: Current Perspectives of Research. In *Sports
 670 Science and Human Health-Different Approaches*. London: IntechOpen.
- 671 Gadais, T., Décarpentrie, L., Charland, P., Arvisais, O., & Bernard, P. (2021, in press). Chapter 5.
 672 Health and Education through sport for development in extreme development contexts: cases
 673 studies from various developing countries. In C. Sobry & K. Hojabri (Eds.), *International
 674 Perspectives on Sport for Sustainable Development*: Springer.
- 675 Gadais, T., Favier-Ambrosini, B., & Rioux, M.-A. (2021, in press). Chapter 3. Proposal of milestones
 676 to map and understand the uses of sport for development and peace. In C. Sobry & K. Hojabri
 677 (Eds.), *International Perspectives on Sport for Sustainable Development*: Springer.
- 678 Gadais, T., Webb, A., & Garcia, A. (2017). Using report analysis as a sport for development and
 679 peace research tool: The case of El Salvador Olimpica Municipal's programme. *Journal of
 680 Sport for Development.*, 6(10), 12-24.
- 681 Gee, J. P. (2014). *An Introduction to Discourse Analysis: Theory and Method* (4 ed.). London:
 682 Routledge.
- 683 Gendron, D., & Breton, G. (2013). Telling the privatization story: a study of the president's letter.
 684 *Society and Business Review*, 8(2), 179-192.
- 685 Glaser, B. G., & Strauss, A. L. (1999). *Discovery of Grounded Theory*. New York: Routledge.
- 686 Greimas, A. J. (1983). Du sens II. *Paris: Seuil*, 245.
- 687 Hartmann, D., & Kwauk, C. (2011). Sport and development: An overview, critique, and
 688 reconstruction. *Journal of Sport and Social Issues*, 35(3), 284-305.
 689 doi:10.1177/0193723511416986
- 690 Hasbani, M., & Breton, G. (2013). Restoring social legitimacy: discursive strategies used by a
 691 pharmaceutical industry leader. *Society and Business Review*, 8(1), 71-89.
- 692 Justino, P., Verwimp, P., & Tedesco, A. (2016). Measuring Violent Conflict in Micro-Level Surveys:
 693 Current Practices and Methodological Challenges.
- 694 Klumpp, M., de Leeuw, S., Regattieri, A., & de Souza, R. (2015). *Humanitarian logistics and
 695 sustainability*: Springer.
- 696 Koddenbrock, K. (2015). *The practice of humanitarian intervention: aid workers, agencies and
 697 institutions in the Democratic Republic of the Congo*: Routledge.
- 698 L'Écuyer, R. (1990). *Méthodologie de l'analyse développementale de contenu : méthode GPS et
 699 concept de soi*. Sillery: Presses de l'Université du Québec.
- 700 Lal, S., & Spence, D. (2016). Humanitarian nursing in developing countries: a phenomenological
 701 analysis. *Journal of Transcultural Nursing*, 27(1), 18-24.
- 702 Latour, B. (2007). Reassembling the social. *Hampshire: Oxford University Press*.
- 703 Leaning, J., & Guha-Sapir, D. (2013). Natural disasters, armed conflict, and public health. *New
 704 England journal of medicine*, 369(19), 1836-1842.

- 705 Levitan, J., Carr-Chellman, D., & Carr-Chellman, A. (2017). Accidental ethnography: A method for
706 practitioner-based education research. *Action Research*, 1476750317709078.
- 707 Lyras, A. (2012). The Doves Olympic Movement Project: Integrating olympism, development and
708 peace. *Sport for development, peace, and social justice*, 23-37.
- 709 Lyras, A., & Welty-Peachey, J. (2011). Integrating sport-for-development theory and praxis. *Sport
710 Management Review*, 14(4), 311-326. doi:10.1016/j.smr.2011.05.006
- 711 Nilsson, S., Sjöberg, M., Kallenberg, K., & Larsson, G. (2011). Moral stress in international
712 humanitarian aid and rescue operations: A grounded theory study. *Ethics & Behavior*, 21(1),
713 49-68.
- 714 Organisation des Nations Unies. (2010). *Programme d'action mondiale pour la jeunesse*. Retrieved
715 from New york: <http://www.un.org/fr/millenniumgoals/bkgd.shtml>
- 716 Ridde, V., & Dagenais, C. (2012). *Approches et pratiques en évaluation de programmes*. Montréal:
717 Presses de l'Université de Montréal.
- 718 Rioux, M.-A., Desormeaux, R., & Laurier, C. (2018). Recit d'une experience de collaboration entre
719 chercheurs et praticiens: les deux points de vue. *Defi Jeunesse*, 24(2), 47.
- 720 Rioux, M.-A., Laurier, C., Gadais, T., & Terradas, M. (2017a). De l'entraîneur à l'intervenant:
721 réflexion sur l'apport des connaissances issues des sciences du sport aux interventions basées
722 sur le sport auprès des jeunes contrevenants. *Revue de psychoéducation*, 46(2), 313-336.
- 723 Rioux, M.-A., Laurier, C., Gadais, T., & Terradas, M. (2017b). Intervenir par le sport auprès de
724 jeunes contrevenants: analyse descriptive et compréhensive de dix interventions. *Revue de
725 psychoéducation*, 46(2), 337-358.
- 726 Rioux, M.-A., Laurier, C., Terradas, M. M., Labonté, M., & Desormeaux, R. (2018). Co-
727 Construction of an Intervention Model Using Sports in a Rehabilitation Setting: A
728 Collaboration Between Researchers and Practitioners. *Residential Treatment for Children &
729 Youth*, 1-27.
- 730 Sandfort, J. (2010). Chapter 14. Human Service Organizational Technology: Improving
731 Understanding Advancing Theory. In Y. Hasenfeld (Ed.), *Understanding Human Services as
732 Complex Organizations* (pp. 269-290). Los Angeles: Sage.
- 733 Schulenkorf, N. (2012). Sustainable community development through sport and events: A conceptual
734 framework for Sport-for-Development projects. *Sport Management Review*, 15(1), 1-12.
- 735 Schulenkorf, N., & Adair, D. (2014). *Global sport-for-development : critical perspectives*. New
736 York: Palgrave Macmillan.
- 737 Schulenkorf, N., Sherry, E., & Rowe, K. (2016). Sport for Development: An Integrated Literature
738 Review. *Journal of Sport Management*, 30(1).
- 739 Schulenkorf, N., & Spaaij, R. (2015). Commentary: Reflections on theory building in sport for
740 development and peace. *International Journal of Sport Management and Marketing*, 16(1-2),
741 71-77. Retrieved from [https://www.scopus.com/inward/record.uri?eid=2-s2.0-
742 84959494458&partnerID=40&md5=90cfd197d592283410638db66b7e0c79](https://www.scopus.com/inward/record.uri?eid=2-s2.0-84959494458&partnerID=40&md5=90cfd197d592283410638db66b7e0c79)
- 743 Schulenkorf, N., Thomson, A., & Schlenker, K. (2011). Intercommunity sport events: Vehicles and
744 catalysts for social capital in divided societies. *Event management*, 15(2), 105-119.
- 745 Sherry, E. (2010). (Re) engaging marginalized groups through sport: The Homeless World Cup.
746 *International Review for the Sociology of Sport*, 45(1), 59-71.

- 747 Sherry, E., & Strybosch, V. (2012). A kick in the right direction: Longitudinal outcomes of the
748 Australian community street soccer program. *Soccer & Society*, 13(4), 495-509.
- 749 Smith, B., & McGannon, K. R. (2018). Developing rigor in qualitative research: Problems and
750 opportunities within sport and exercise psychology. *International review of sport and exercise*
751 *psychology*, 11(1), 101-121.
- 752 Sugden, J. (2010). Critical left-realism and sport interventions in divided societies. *International*
753 *Review for the Sociology of Sport*, 45(3), 258-272.
- 754 Svensson, P., & Woods, H. (2017). A systematic overview of sport for development and peace
755 organisations. *Journal of Sport for Development*, 5(9), 36-48.
- 756 Tar, U. A. (2014). Civil society and neoliberalism. In *The Handbook of Civil Society in Africa* (pp.
757 253-272): Springer.
- 758 United Nations Office on Sport for Development and Peace. (2017). *Sport and Sustainable*
759 *Development Goals*. Retrieved from [https://www.un.org/sport/content/why-sport/sport-and-](https://www.un.org/sport/content/why-sport/sport-and-sustainable-development-goals)
760 [sustainable-development-goals](https://www.un.org/sport/content/why-sport/sport-and-sustainable-development-goals)
- 761 Vlassenroot, K. (2006). War and Social Research. The limits of empirical methodologies in war-torn
762 environments. *Civilisations. Revue internationale d'anthropologie et de sciences*
763 *humaines*(54), 191-198.
- 764 Waxman, B. P., Guest, G., & Atkinson, R. (2006). Disaster Preparedness And Humanitarian Aid–
765 The Medical Response To The Indian Ocean Disaster: Lessons Learnt, Recommendations
766 And Racs Actions. *ANZ journal of surgery*, 76(1-2), 1-3.
- 767 Webb, A. (2019). Actantial Insights: Making Sense of Sport for Development Performance Account
768 Management. *Journal of Global Sport Management*, 1-18.
- 769 Webb, A., & Richelieu, A. (2015). Sport for development and peace snakes and ladders. *Qualitative*
770 *Market Research*, 18(3), 278-297. doi:10.1108/QMR-01-2014-0011
- 771 Welty-Peachey, J., & Cohen, A. (2015). Reflections from scholars on barriers and strategies in sport-
772 for-development research. *Journal of Sport for Development*, 3(4), 16-27.
- 773 Welty-Peachey, J., Cunningham, G. B., Lyras, A., Cohen, A., & Bruening, J. (2015). The influence
774 of a sport-for-peace event on prejudice and change agent self-efficacy. *Journal of Sport*
775 *Management*, 29(3), 229-244.
- 776 Welty-Peachey, J., Lyras, A., Borland, J., & Cohen, A. (2013). Street Soccer USA Cup: Preliminary
777 Findings of a Sport-for-Homeless Intervention. *ICHPER-SD Journal of Research*, 8(1), 3-11.
- 778 Welty Peachey, J., & Cohen, A. (2015). Reflections from scholars on barriers and strategies in sport-
779 for-development research. *Journal of Sport for Development*, 3(4), 16-27.
- 780 Wiese, C. W., Kuykendall, L., & Tay, L. (2018). Get active? A meta-analysis of leisure-time physical
781 activity and subjective well-being. *The Journal of Positive Psychology*, 13(1), 57-66.
- 782 Yin, R. K. (2014). *Case study research: Design and methods*. Thousand Oaks: Sage publications.
- 783