



sport for
development



MIDTERM REPORT 2022

Abbreviations

CBO	Community-Based Organization
ISA	International Sports Alliance
KNHB	Koninklijke Nederlandse Hockey Bond/ Royal Dutch Hockey Federation
KNVB	Koninklijke Nederlandse Voetbalbond/ Royal Dutch Football Federation
M&E	Monitoring and Evaluation
MFA	Ministry of Foreign Affairs
MSC	Most Significant Change
MTR	Midterm Review
EOW	EyeOpenerWorks
RTP	Right To Play
RVO	Rijksdienst voor Ondernemend Nederland/ Netherlands Enterprise Agency
SDGs	Sustainable Development Goals
SfD	Sport for Development Program 2020-2024
SOP	Standard Operating Procedures
ToC	Theory of Change
TA	Technical Assistance



Ministerie van Buitenlandse Zaken

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1. Introduction

The Sport for Development Partnership (SfD) is a four year (2020-2024) Dutch government-funded program designed to contribute to the Sustainable Development Goals (SDGs) regarding health and wellbeing, education, gender equality and peace through sports and play projects. Sport for Development refers to the intentional use of sport, physical activity, and play to attain specific development objectives. It is based on the belief that sport-based initiatives can be powerful and cost-effective means for achieving development objectives such as health, education, gender equality, and peace (SfD, 2004). SfD promotes a world where children and youth actively contribute to vital communities through sports and play.

The SfD program is implemented in six regions across the world by a partnership consisting of the International Sports Alliance (ISA), Right To Play (RTP), the Royal Dutch Football Federation (KNVB), and the Royal Dutch Hockey Federation (KNHB).

The SfD program has a long history of partnership and different strategies. The program started in 2002 when KNVB and ISA worked as independent parties who conducted several activities between different embassies and contacts, and was not yet established as a partnership. In 2012 the SfD partnership was founded (ISA, KNVB and RTP) and fell under the management of the ICE department within the Dutch Ministry of Foreign Affairs until 2016. After 2016, the focus of the program shifted from a training program (training of sports trainers and coaches), to a program with a more robust development agenda. The shift to more of a development approach led to a change in the supervising department within the Dutch Ministry of Foreign Affairs, and was placed under the department of Sustainable Economic Development (DDE), supporting the SfD partnership. The long history of the partnership is reflected in how the partners work together and collaborate. Over the last 10 years, the partners learned a lot about each other's

strengths and approaches. Building on these lessons, each partner organization is currently playing a distinct role in the program implementation.

The current cycle of the SfD program started in 2020, with this project putting a strong emphasis on using sports to contribute to the realization of the SDGs. Next to the focus on social development, the SfD partnership aims to support the trade and diplomacy agenda of the Dutch government. Sport for Development can contribute to this agenda by promoting sports talent, supporting trade missions, and engaging different business and government actors in low-key settings thereby opening doors for social development, trade and connections. This ambition is not captured in the Theory of Change (ToC) of the program but is mentioned as an overall ambition of the program and future program implementation.

The objective of the midterm evaluation

This midterm report is developed by EyeOpenerWorks, a creative agency with offices in The Netherlands and Uganda that supports organizations to create social and sustainable impact. The report aims to evaluate the intended impact of the SfD program for 2020-2022. It provides an analysis of evidence on how the SfD partnership and its activities realize the intended outputs, contribute to the program outcomes and support the fulfillment of the SDGs at impact level. Moreover, this evaluation investigates how the SfD program and partners can effectively make use of their position, network and knowledge to improve trade and diplomacy relationships in target countries.

Results derive from data collected from youth and coaches through stories of change collection, focus group discussions, key-stakeholder interviews, surveys and a validation of monitoring data. This research aims to contribute to verification of the SfD Theory of Change.

Partner introduction

For more than a decade, the International Sports Alliance (ISA), the Royal Dutch Football Association (KNVB), and Right to Play (RTP) have been working together to promote youth development through sports and play in 18 countries. The Royal Dutch Hockey Association (KNHB) joined the program in 2022.

ISA: ISA believes that by activating the potential of the largest ever young generation, underserved communities will change. If we support young people, they can lead change for their own future and for their environs. For young people in underserved communities in Africa, MENA-region and Europe, ISA creates:

- Safe spaces to team-up, have fun and explore their talents.
- Opportunities to learn life skills at the sports field, related to all levels that support young people to thrive towards their own life goals: Confidence, Connection, Competence, Character, Caring and Contributing. (The 6 Cs of Positive Youth Development).
- Opportunities to lead at the sports field, in mentoring young people to lead their own project on social change, in partner organizations and in the community, as well as connecting those who stand out with income opportunities. (WE GOT GAME - Isa Youth (isa-youth.org))

KNHB: KNHB works to promote life skills development through sports and play, enabling youth to become leaders in their communities and provide access to education opportunities to coaches and players. (Koninklijke Nederlandse Hockey Bond (knhb.nl)). In the SfD program are the activities implemented by the Bovelander Foundation (www.bovelanderfoundation.com) and Hockey Dreams Foundation (Hockey Dreams Foundation - A future through hockey hockeydreams.nl).

KNVB: WorldCoaches is a programme based on the KNVB's extensive international coaching and training experience. It involves training football coaches in their own

community so that they can act as local trainers as well as role models in their immediate social environment. The WorldCoaches programme focuses on three themes: personal development, health and social cohesion. (www.knvb.com/worldcoaches)

Right To Play: Right to Play protects, educates and empowers children to rise above adversity using the power of play. Using all forms of play, RTP creates lasting impact and empower children with the knowledge and skills to drive change in their lives, their families and their communities. (Right To Play - Right To Play)

Geographical scope

The SfD partnership works with a variety of implementing partners in 6 different regions, in 18 countries:

- MENA (Tunisia, Egypt, Lebanon)
- Sahel & West Africa (Niger, Mali, Cape Verde, Senegal, Burkina Faso)
- Great Lakes & East Africa (Uganda, South Sudan, Kenya, Rwanda, Tanzania)
- South Africa (Malawi, South Africa)
- South America (Surinam, Colombia)
- South East Asia (India, Bhutan, Indonesia)

Within the SfD program, the four partners leverage their distinct approach and strengths, whereby the sum of parts contributes to realizing the overall impact. Collaboration between the partners mainly takes place at the level of exchange knowledge and sharing manuals and tools. In addition, partners help each other with introductions and connections in new countries, for example by sharing interesting key contacts of policy makers, community-based organizations (CBOs), coaches, stakeholders and partners.

The results presented in this midterm review (MTR) reflect the different approaches and implementation strategies used by the four partners. The results and impact can differ between partners, not only due to the different regions but also the scale of the

'individual' program. This MTR reviews the SfD program as a whole, and does not report on partner specific outcomes or impact.

2. Key messages and findings

This mid-term report uses quantitative and qualitative data to investigate the contribution of the SfD project towards a selection of the SDGS namely; SDG3: Good health and wellbeing, SDG4: Quality education, SDG5: Gender equality and SDG16: Sustainable and peaceful cities and communities. The key findings and key messages of the mid term evaluation are summarized in this chapter.

The SfD program recruited, trained and supported community-based coaches/teachers to bring change to youth and communities. In 2020 and 2021, in the six targeted regions, the partners together reached:

- A total of 71.237 people in six different regions participated in sport for development activities. The majority are youth.
- A total of 1.718 coaches and community members were trained and are ready to transfer their skills to other community members.
- A total of 641 training days were conducted to develop a broad range of life skills, empowering youth with knowledge.



The program is cost-effective. The cost to impact one coach or beneficiary is €26,50 per beneficiary.

SfD partnership contribution to the ToC outcome areas

Based on the quantitative and qualitative data collected, the midterm review shows that the program has achieved notable progress in all six outcome areas of the SfD Theory of Change:

1. Coaches play a critical role in safeguarding children.
The SfD program has contributed to physical and emotional safety for youth by creating safe spaces (for girls and boys), enabling youth to make new friends, providing youth (and coaches) a platform to express themselves, improving the mental and emotional health of youth (and coaches), and strengthening a sense of belonging.
2. Coaches build trust, make people feel valued, and act as role models.
The SfD program has stimulated coaches to act as role models / mentors by; coaches changing their behavior, inspiring youth and communities and sustaining the impact generated by the program.
3. Coaches and youth demonstrate improved behavior and a sense of responsibility.
The SfD program has contributed to the personal growth of coaches and youth by developing soft skills such as discipline, communication, respect for diversity, confidence and cooperation.
4. Youth demonstrate improved school attendance and new life skills.
The SfD program has contributed to improved school attendance of 54% of the youth and children by providing scholarship opportunities, improving focus on education, avoiding early marriages and pregnancies among teenage girls and providing youth and coaches with leadership and employment opportunities.
5. SfD activities directly contribute to peace and cohesion in communities,

The SfD program has contributed to peaceful interaction and coexistence of communities by reducing drug abuse and crime, anger and aggression, tribalism and gender-based violence in the communities.

6. Sport contributes to the empowerment of women and girls.

The SfD program has contributed to the inclusion of women/girls by increasing participation of women/girls in sports, providing access to menstrual health hygiene/products and providing women with a platform to be heard.

7. Sport contributes to employability

The SfD programmes provide skills for employability and opportunities for youth and coaches to enter the labor market.

The years 2020 - 2021 were largely influenced by the COVID-19 pandemic for the SfD partners. The program experienced delays and difficulties in implementation due to lockdowns, limited movements, travel bans and adjusted standard operating procedures (SOPs). Nevertheless, despite the challenging circumstances the partners have largely been able to continue supporting their coaches, youth and CBOs via online sessions or individual coaching.

SfD partnership contribution to trade & diplomacy

The results of the midterm indicate that the SfD program and partners have made first steps in using their position, network and knowledge to improve trade and diplomacy relationships in target countries. Several stakeholders acknowledge that SfD activities can contribute to the positioning of the Netherlands as a relevant and active partner, to SDG8 (Decent work and economic growth) and to the establishment of new networks and connections. In some of the targeted countries, activities related to the SfD program have supported Dutch embassies to build relationships with new government officials and to introduce new programs.

Finally, an important consideration needs to be made that it has been challenging for the EOW team to provide an analysis of the intended program impact and results without baseline data. Development of a dedicated M&E plan for project implementation and a structured system for data validation could help to address this challenge in anticipation of future evaluations.

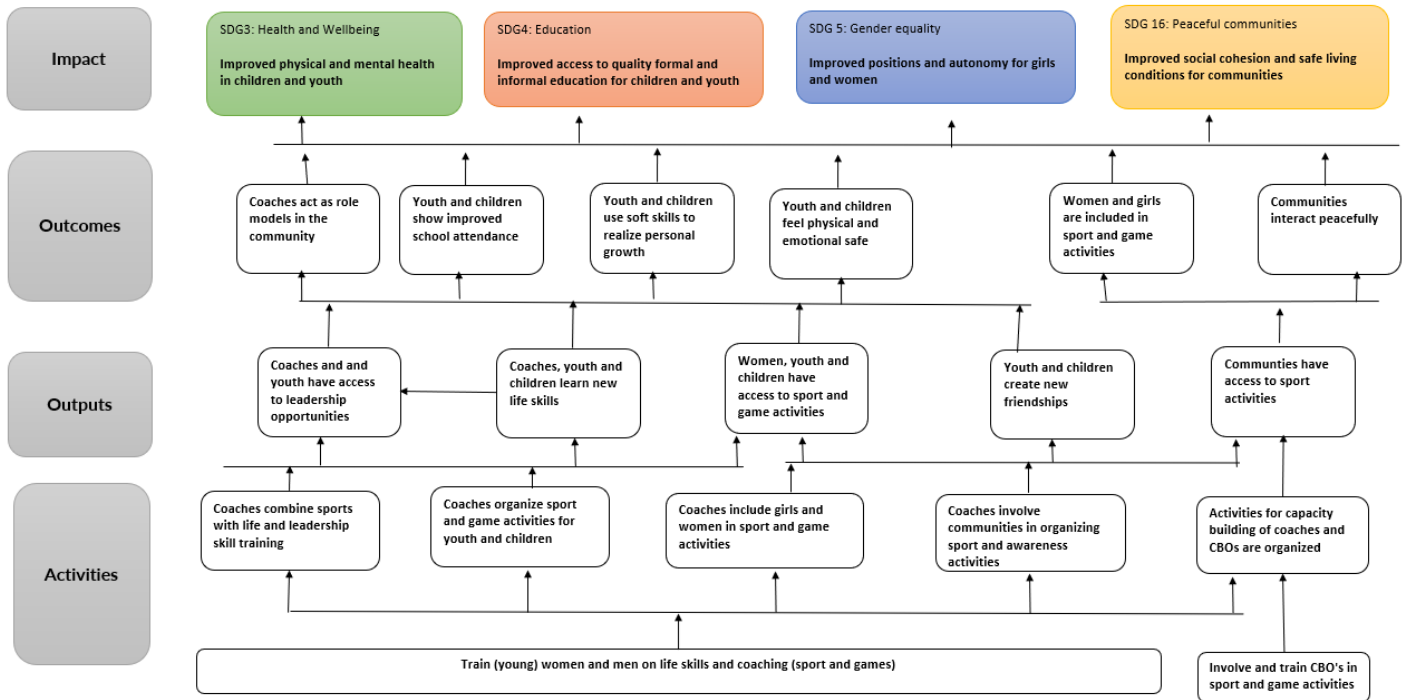
Overview Theory of Change

In 2021, the partners designed a Theory of Change framework for the SfD program. During a learning visit to Kenya and Uganda in April 2022, this Theory of Change was reviewed, adjusted and finalized. The Theory of Change aims to describe the intended impact and outcomes of the SfD program and how these will be achieved.

The ToC was created based on a selection of primary long-term SDGs with a focus on youth as their target population:

- SDG3: Good health and wellbeing.
- SDG4: Quality education.
- SDG5: Gender equality.
- SDG16: Sustainable and peaceful cities and communities.

This mid-term evaluation aims to analyze and validate evidence for the contribution to the (selected) SDGs. Quantitative and qualitative methods investigate how the SfD program and partners create impact, analyzing the data following the structure of the ToC. See annex 1 for a larger format of the ToC.



3. Process and methodology

This chapter describes the tools and methods used to evaluate the SfD program for 2020-2022. This evaluation study uses a mix-methods approach, whereby quantitative survey data and qualitative interviews (Most Significant Change stories, focus group discussions, key stakeholder interviews) are used.

The core of the evaluation comprises

- 1) a monitoring and learning visit of the SfD partner and the evaluation of existing program data (2020 and 2021 annual reports)
- 2) key informant interviews with SfD managers, (representatives from SfD Dutch offices)
- 3) case studies (selected by the partners) and
- 4) key-informant interviews with embassy representatives.

A monitoring and learning visit (1) took place in April 2022. Delegates from KNVB, KNHB, ISA and Right To Play traveled to Kenya and Uganda for one week to visit several SfD projects and learn from each other's work. One of the objectives of the visit was to review the ToC, adjust and agree on a collaborative project ToC. During the project visits, the delegates asked coaches and beneficiaries about their challenges and what impact they have seen or experienced.(see annex 4 for the learning visit report).

For the key-informant interviews (2) the program managers (of the Dutch offices) were interviewed during a one hour interview regarding the implementation of the program 2020-2022. Each partner identified one program to evaluate based.



Case studies (3) took place in Uganda (RTP and KNHB), Kenya (ISA) and Indonesia (KNVB). For each partner a specific project was selected that was part of the Sport for Development program, implemented in 2020 and 2021. Cases in Uganda and Kenya were favored for in-person data collection, since the EOW evaluation team is based in Uganda. For the case study in Indonesia, the EOW team worked with local SfD independent researchers to collect the stories, interviews and survey data.

As part of the case studies, the evaluators used a selection of tools to deepen the understanding of the case studies (Annex 5): quantitative surveys, most significant change stories, focus group discussions and interviews with program implementers and key-stakeholders in the countries (Uganda, Kenya, Indonesia). The results of the case studies were presented to the partners to validate if results were applicable and representable for other program countries and contexts. The outcomes and the results of the evaluation will be presented in the next chapter.

During the interviews with embassy representatives (4), the EOW team focussed on the relevance of SfD results towards the country's development, how sport can contribute to improved trade between the Netherlands and specific countries and how the SfD partnership can act on this. Representatives from Dutch Embassies in Uganda, Kenya and Indonesia were interviewed as part of the process.



Case studies

This section describes and provides more detailed information on the different case studies used for this evaluation:

ISA (Kenya) is supporting six different partner organizations in Kenya by training them on how to activate the hidden potential of young people through sports. ISA coaches go through a learning journey 3 programmes, i.e. The Game programme (for all young people within the community to participate in fun, active, inclusive and safe sports activities), the Change programme (for young people to gain personal strength through obtaining life skills on the playground, which they can reflect upon and make choices to influence their lives positively) and the Game Changers programme (where young people are mentored to realize and lead the change they want to see in their lives and communities). For the case study of ISA, the team of EyeOpenerWorks visited four different CBOs in Nairobi:

- Amani Kibera is a youth-led community-based organization supporting disadvantaged children of the Kibera slum in Nairobi. The organization focuses on peacebuilding and women empowerment,
- Cheza Cheza is a community-based organization that uses the power of dance to teach children from disadvantaged communities social and emotional skills,
- Hearts of Ruiru sports center is a community-based club that uses football as a tool for social change. The organization focuses on drug and substance abuse, juvenile delinquency, teenage pregnancies and improved school attendance,
- TUYWE (Turkana youth and women empowerment) empowers youth and women through participating in sports in the Northwestern parts of Kenya.

KNHB; Hockey Dreams Foundation (HDF) is active in Kampala, Uganda. The foundation aims to develop sustainable hockey communities. Coaches and youth from Kampala come together on the hockey field to play and learn essential life skills. The Hockey Dreams Foundation works with a pool of hockey coaches that receive training, salaries and scholarship opportunities. For this case study, EyeOpenerWorks interacted with youth and coaches who live or work in the areas surrounding Naguru, a Kampala suburb.

RIGHT TO PLAY's case study looks at the work of RTP in the Adjumani district, Uganda, where the organization runs a 30-week program on peacebuilding for refugees and host communities. Right To Play trains school teachers and community coaches. The curriculum is designed specifically for the Adjumani context. Right To Play trains teachers and coaches and installs Right To Play clubs in schools where youth learn about (among others) debate, music and sports. They also provide menstrual health and hygiene training, where youth learn how to make reusable sanitary pads. For this case study, EyeOpenerWorks visited 4 schools (Mungula secondary school, Maaji secondary school, Alere secondary school and Pagirinya secondary school) included in the Right To Play program and of 4 Right To Play community clubs.

KNVB is supporting Inspire Indonesia. Inspire Indonesia aims to develop and empower youth via football in Indonesia. This case study focuses on a program implemented by Inspire Indonesia called Pledge United. In Pledge United, boys and men learn how to respect women and end gender-based violence through football and futsal sessions. In Indonesia, 26% of the men have ever raped a woman, and 50% of the offenders are teenage boys. Therefore, the focus of Inspire Indonesia is to create awareness among teenage boys on women's rights and gender-based violence, using football as an entry point. In Pledge United's program, boys pledge to reduce gender-based violence and respect women. On behalf of EyeOpenerWorks, external data collectors of Inspire Indonesia interacted with beneficiaries of the Pledge United program. The external data collectors followed data collection training from EOW and were supported throughout by the EOW research team.

Tools used in the case studies

For the case studies, the EOW research team used four tools described below. Semi-structured interview guidelines were developed to collect the MSCs and key-informant interviews (see annex). The EOW team collected in-person data for the case study of ISA, KNHB and RTP in Uganda and Kenya. A local team was hired to collect data in Indonesia and trained via online training sessions.

Additionally, for each case study, the EOW team hired and trained four independent enumerators to collect the quantitative survey data.

1. MOST SIGNIFICANT CHANGE STORIES

The MSC approach involves generating and analyzing personal accounts of change and deciding which of these accounts are most significant and why. During a 30-minute interview, the respondents were asked to describe their most significant change in the past two years. 40 MSC stories from the SfD project beneficiaries (10 per SfD partner) including coaches/teachers and youth were analyzed. The stories were coded based on different themes within the outcome levels of the ToC and categorized according to the corresponding outcome level.

2. FOCUS GROUP DISCUSSIONS

A total of three focus group discussions were held with 3-6 youth or coaches per session (RTP, KNHB and ISA). In an interactive group setting, the respondents were asked to share their perceptions, opinions, beliefs, and attitudes towards the interventions. Lessons learned, inspiration to take action and sustainability of results of the Sport for Development program were discussed. The conversations were guided by a pre-designed, semi-structured questionnaire and moderated by the EOW team.

3. KEY-STAKEHOLDER INTERVIEWS

Key stakeholder interviews were held with four country program leads (one per partner) and four external key stakeholders (one per partner). The external key stakeholders consisted of two principal teachers, department head of women's empowerment and child protection, and sport council representative.

4. QUANTITATIVE SURVEY

A quantitative survey of 30 questions regarding the availability, usage, frequency, effectiveness and impact of the SfD activities was administered among the project

target populations of the case study projects, including youth, coaches and school teachers.

The midterm evaluation data was collected over a period of 2 months (June - July 2022). In total, as presented in the table below, 16 independent enumerators surveyed 71 coaches and 201 youth, participating in the SfD program, The EOW collected MSC stories from a total of 40 people including coaches (17), teachers (3) and youth (20). EOW also interviewed 4 SfD program managers, four key stakeholders (local government leaders, heads of schools and a sports council representative) and three embassy representatives from Uganda, Kenya and India. Although multiple embassies from the SfD countries were contacted with the request for an interview, embassies from Uganda, Kenya and India were available to participate.

SfD Partners	MSC stories		Surveys		Key informants		
	No. of coaches/ teachers	No. of youth	No. of coaches/ teachers	No. of youth	No. of program managers	No. of Key stakeholders	No. of Embassies
ISA	5	5	19	50	1	1	3
KNHB	5	5	12	50	1	1	
RTP	5	5	20	50	1	1	
KNVB	5	5	20	51	1	1	
Total	20	20	71	201	4	4	



4. Results

This chapter presents the most significant results and information from the evaluation. The chapter consists of three sections. The first section focuses on the collaboration within the partnership, the second section describes results at activity and output level, and the third section focuses on the identified results at the outcome level.

REFLECTION AND OBSERVATIONS ON THE PROGRAM IMPLEMENTATION 2020-2022

The section describes results from the partnership and implementation of the project in 2020-2022. This section presents the findings that emerge from a series of interviews with local project staff, Dutch program managers and program leads of SfD partners regarding the partnership, collaboration and implementation.

The program is cost-effective. To impact one beneficiary (coach and youth), the cost is € 26,59.

Region	Budget	Beneficiaries	Cost per beneficiary
Great Lakes & East Africa	€ 324.695,00	12,602	€ 25,77
Sahel Region & West Africa	€ 244.640,00	7,557	€ 32,37
MENA	€ 237.842,00	2,366	€ 100,52
Caribbean	€ 10.554,00	537	€ 19,65
South East Asia	€ 116.831,00	6,967	€ 16,77
South Africa	€ 32.024,00	6,327	€ 5,06
Total	€ 966.586,00	36,356	€ 26,59

THE PARTNERSHIP COMBINES SFD FROM TWO ANGLES

The program consists of a consortium of four partner organizations, adding value through their different approaches. KNVB and KNHB implement activities based on a technical sport approach (football / hockey), whereby KNHB joined the partnership at the start of this program cycle to broaden the base of technical sports partners in the program. ISA and Right To Play use a community-based approach, with a strong emphasis on sports for development and capacity building of communities and CBOs. All partners focus on the capacity building of coaches and youth.

KNVB (m): *“There is a variety in the approach of every organization. KNVB and KNHB are starting from a technical sport mind-set. ISA and Right To Play focus on a different kind of sport, capacity building and play. All partners focus on life skills and coaches”*

LIMITED COLLABORATION BETWEEN PARTNERS

The individual approach was agreed upon at the start of the program by all partners. Therefore the program is in line with the agreements made at the start. Over the past two years, the program partners report to mainly run their individual projects, even in the countries where multiple partners are active. An example is the project of ISA and the KNVB in Egypt. While both organizations are active in this country, and even have the same contact person for project implementation, there is little communication between the KNVB and ISA to use each other’s projects and networks in Egypt.

KNHB (m): *“We have little interaction with each other, we manage the website and report on a yearly basis. We can benefit from more collaboration and unity.”*

Partner representatives mentioned that the individual character of the program implementation allows them to cover more ground faster. They say that due to the differences in approach, they find it difficult to merge their interventions, as it would

take more effort and coordination time to combine and integrate activities and approaches.

KNVB (m): *"The different approaches and way of working make it more difficult to work together. Every partner is focusing on their own strength."*

Three years later, the partners are better informed and interested in each other's work. Partners stress the importance of alignment in their activities. They actively search for opportunities to do things together, for example by making use of the same community coaches as their starting point for implementation.

KNVB (m): *"Collaboration does occur, but not on the ground. It is easier to start in a country with a local partner and a trusted organization. ISA has supported in two of the countries to identify trusted organizations and build capacity, we can benefit from their network"*

COACH IS THE CONNECTING FACTOR

Coaches act as a catalyst for youth and community development. According to several partners, this is the shared strength of their SFD program, and what unites them most.

RTP (f): *"The coach is the connecting factor and connects us all. We can build the capacity of the coach to be a teacher and change agent in the community."*

In the last year, the partners have been making efforts to share best practices and combine activities. An example mentioned by the KNHB is that they are using the WorldCoaches manual of the KNVB to train hockey coaches in India. Other examples of alignment are between ISA and KNVB, whereby their current local partner, Inspire Indonesia, was introduced to KNVB via the network of ISA. In addition, coaches who were trained by KNVB, are now working at ISA. Furthermore, partners benefitted from a curriculum about the implementation of SGDGs, shared by Right To Play.

KNHB (f): *“KNVB shared the coaches manual that was useful to reflect and use for our coaches training. We can learn from Right To Play on their thematic and programmatic strengths. ISA is very strong in the sport for development area, they know everything about that”*

LONG-LASTING RELATIONSHIP

The partnership has been running for ten years. Over the last ten years the partners have grown to understand and respect each other. During the interviews KNVB and ISA reported on the improved relationship and understanding of each other's role and activities.

ISA (f): *“It is special that the program is running for so long. We have been spending so much time together, roles and responsibilities are much clearer.”*

Furthermore, it creates sustainable impact for the local partners and CBOs. CBOs have the chance to build capacity and create new networks due to the long-lasting relationship with the implementing partners and ongoing supervision.

ISA (f): *“We focus on partnership building and capacity. All organizations we work with have the opportunity to sustain.”*

IMPACT OF COVID-19 ON SFD IMPLEMENTATION

The Sfd implementation period 2020-2022 was impacted by the COVID-19 pandemic, as sports and school activities were disrupted in all Sfd projects and countries. The program experienced delays in activities and roll-out of the project.

KNHB (f): *“COVID was difficult. We had to stop many activities and it was a challenge to manage everything from a distance.”*

Adjustments had to be made to fit local structures and policies. Because of the COVID-19 pandemic, partners were forced to be flexible and creative. Partners made efforts to continue the activities and implemented SOPs such as social distancing.

ISA (f): "There are certain drills to address health issues with COVID-19, social distancing etc. Children were trained to do those. All the sessions were tailor-made to be within regulations."

All partners continued their training and supervision of their coaches online. Several online sessions and training organizations were held to keep coaches up to date and motivated. Some of the implementing partners report continuing their online support as it yielded unexpected positive results:

ISA, Coach (m): "With COVID, it was crazy. We stopped the activities. We designed certain games and shared them with the parents on WhatsApp. Children played with their parents for the first time, and the parents became the coach".

SfD activities and outputs

This section of the report describes the activities and the outputs of the SfD program in relation to the ToC. Data from previous reports, the MSC stories and surveys are used to compile the results.

The SfD program recruited, trained and supported community-based coaches/teachers to bring change to the youth and communities. In 2021, the partners together reached:

- 34.881 people in 2020 and 36.356 people in 2021 (71.237 in total) in 6 different regions participated in sport for development activities. The majority are youth.
- 829 coaches in 2020 and 889 coaches in 2021 (1.718 in total) and community members were trained and are ready to transfer their skills to other community members.
- 284 training and workshops were given in 2020

- 357 training days in 2021 were conducted to develop a broad range of life skills, empowering youth with knowledge and increasing the strength to act.

TRAIN YOUNG WOMEN AND MEN ON LIFE SKILLS AND COACHING

In the past two years, coaches received an average of 4 training sessions from their SfD partner. The quality of the training is rated with an 8,5 (out of 10). During the training the coaches gain (among others) skills to interact with young people, coach sports teams and activities, include girls in sports activities and make reusable sanitary pads.

COACHES COMBINE SPORT WITH LIFE SKILLS AND LEADERSHIP TRAINING

Coaches combine their sports training with life skills such as communication (54%), discipline (48%), and respect for diversity (34%).

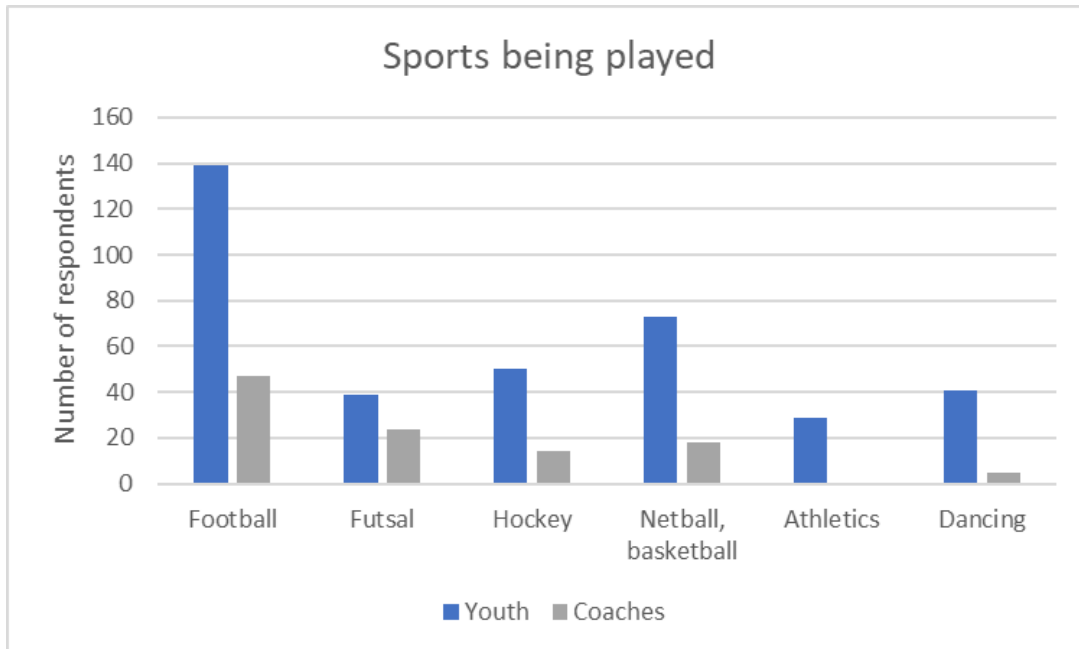
The SfD coaches facilitate training in their communities that focus on wellbeing and health of involved youth. An example of this is training on making reusable sanitary pads from Right To Play and KNHB. During the training, youth (boys and girls) learn how to create sanitary pads from reusable materials. These pads help girls stay in school and join sport activities, even during their period.

The training sessions on life skills and leadership skills result in leadership opportunities for coaches and youth in the communities and schools.

COACHES ORGANIZE SPORTS AND GAME ACTIVITIES FOR YOUTH AND CHILDREN

According to the coaches, one of their core activities is organizing sports and game activities for youth and children in their community. 84% of the coaches report to train youth weekly, and 14% even train daily.

Football was the main sport played, 139 (69%) of the youth and 42 (66%) of the coaches played football.



SfD coaches organize the majority of the activities. Secondly, school game masters (unrelated to SfD) organize the sport activities for the youth.

KNHB, Youth (m): *“It’s the coaches who train us. They make sure that you train so hard that we can get to learn more.”*

89% of the youth report that sport activities are accessible in their communities due to the activities of the SfD partners.

COACHES INCLUDE GIRLS AND WOMEN IN SPORTS AND GAME ACTIVITIES

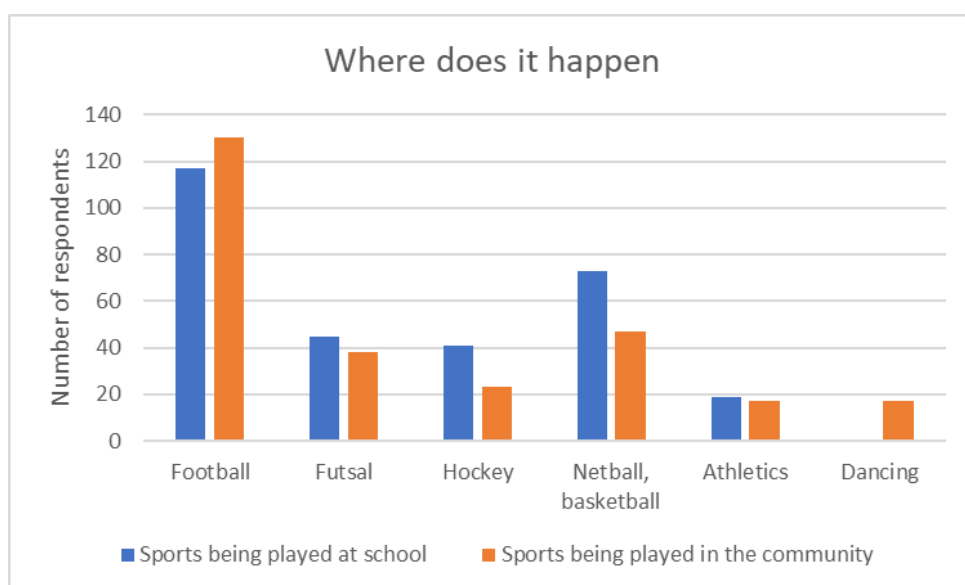
The findings show that coaches include women and girls in sport and game activities. On average, coaches train 47 youth per team, of which 42% are women.

RTP, Coach (m): *“I also coach a girls team. At first, the parents didn’t allow their girls to come and play but after the training I started conducting home visits and encouraged parents to let their girls also engage in sports activities.”*

COACHES INVOLVE COMMUNITIES IN SPORT AND AWARENESS ACTIVITIES

Coaches involve the community members and CBOs in sports and awareness activities. 30% of the coaches reported organizing open sports events that are available to the community members.

Youth report to play sports at school or in the community. Futsal, hockey, netball, basketball and athletics are often played at school. While football and dancing are played in the community.



Organizing sport events and activities in the communities, results in the embedding of sports activities into the communities. 87% of the youth have access to sport activities in their community and 57% of the youth organized sport activities in their community.

INVOLVE AND TRAIN CBOs IN SPORTS AND GAME ACTIVITIES

This activity focuses specifically on the work of ISA and KNVB. ISA works with CBOs in different communities with a specific focus on partnership and capacity building. The EOW team spoke with four CBOs supported by ISA and one CBO supported by KNVB.

All five organizations reported to receive frequent training in soft skills and capacity building.

ACTIVITIES FOR CAPACITY BUILDING OF COACHES AND CBOS ARE ORGANIZED

The participating coaches and CBOs reported being instructed by the SfD partners to organize sport camps and competitions. When organizing these camps, they learned new skills (such as organizational skills).

Youth and coaches are involved between one to three years in the SfD program. 31% of the youth and 27% of the coaches have been part of the SfD program for less than one year. 42% of the youth and 24% of the coaches have been part of the SfD program within one and two years, and 27% of the youth and 49% of the coaches/teachers have been part of the SfD program for more than two years.

5. Outcomes

This section describes the results measured at the outcome level of the ToC. The six outcomes in the ToC:

1. Coaches act as role models in the community;
2. Youth and children show improved school attendance;
3. Youth and children use soft skills to realize personal growth
4. Youth and children feel physically and emotionally safe
5. Women and girls are included in sport and game activities
6. Communities interact peacefully

Results from quantitative and qualitative data are grouped and themed to support the evidence for the specific outcomes. The main themes per outcome are described in this section.

o Outcome 1: Coaches act as role models in the community

All SfD partners use coaches as their entry point for interaction with youth. SfD partners realize that coaches play a critical role in safeguarding children and mitigating potential negative influences. Having a role model is important for youth to look up to, learn from and get inspired.

KNHB, Youth (m): "Coach Okello is a man who likes training children and wants other people to be like him."

ISA, Coach (f): "I didn't have someone who would hold my hands to become who I am today, I chose to empower the girls and youth to give them what I did not have at that age."

SfD partners agree that good coaching goes beyond physical skills training; it involves developing life skills, confidence, resilience and social participation.

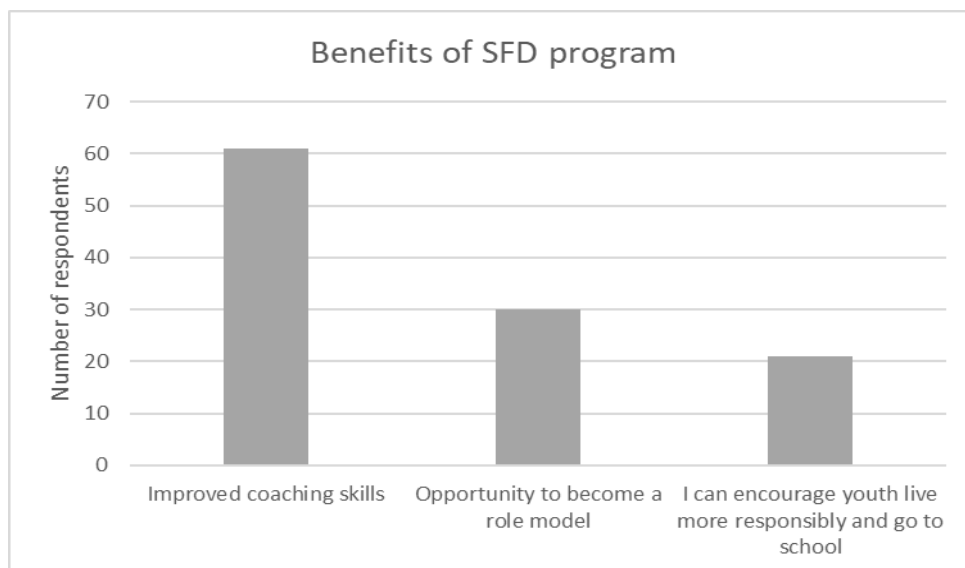
The coaches are well-trained in their skills and responsibilities and are aware of the role they play in the lives of the youth and their communities.

ISA, Coach (m): "The community looks at me positively as a coach. Because I'm taking up the role of some of the parents, educating their girls and taking girls to the field to mentor them. I tell them to come and play to reduce drug abuse, early pregnancy and early marriages."

KNHB, Coach (m): "I feel very happy when I pass through my community and I see all the children calling me coach and their parents also, because in my community they look at me as someone who is nurturing their children for a better future."

Being asked about the main benefits from participating in the SfD program, the coaches report that they get opportunities to improve their coaching skills, become

role models and encourage youth to live more responsibly. Via the SfD training, they now know how to organize effective and fun training for their youth.



The program directly influences coaches' knowledge, behavior and attitude by providing frequent training, counseling and support, which results in 94% of the coaches feeling empowered by the SfD activities. Furthermore, due to the SfD activities, 86% of the coaches improved their coaching style. Coaches report specifically that they now know how to include life skills in training as a result of the SfD activities.

The majority of the interviewed coaches embrace their leadership function and role, and reports using this to influence and connect with the youth. Also, off the field, the coaches are closely involved in the lives of the beneficiaries.

The role of the coach, their status and behavior are explained by the following themes:

BEHAVIOR CHANGE OF THE COACHES

Coaches that receive training from SfD learn new skills and change their behavior. The most important skills learned according to the coaches are communication, problem

solving and respect for diversity. Coaches put these skills into practice during their training and in their personal life:

KNVB, Coach (m): "Among my players I want to be seen as a big brother to them. I don't even want them to call me coach. I want them to feel that they can come to me with anything. Before I joined Pledge United, I lost two players who just stopped coming for training without talking to me and I think I didn't give them that safe space where they could come and talk to me. That experience made me feel like I had failed them as their coach. So, after joining Pledge United, I worked on improving my communication skills with the players and giving them a listening ear, to create a safe space for them to confide in me regardless of how they feel or what decision they want to make."

The youth recognize the changed behavior of the coaches. They report feeling more at ease with their coaches and teachers than before;

RTP, Youth (f): "Before they used to shout at us, but now they use good language to correct us. First it made us shy and reluctant, but when they talk to us softly, we get the courage and see ourselves improving at the game."

COACHES INSPIRE THE YOUTH AND COMMUNITY

In addition, coaches feel responsible for their role and inspire the youth to perform better. This inspiration reflects in the number of youth that want to be a coach; 77% of youth report wanting to be a coach.

KNVB, Coach (m): "Now that I am coaching street children, I can change their lives a lot through soccer or futsal training."

KNHB, Youth (m): "I want to be like my coach Baba who went to Italy and plays hockey. He has done so much for me, so I want to work like him and also play hockey like him."



COACHES BUILD A RELATIONSHIP WITH THE YOUTH

Coaches have frequent interactions with the youth they train and have the opportunity to build a relationship with their trainees. Coaches report interacting outside official training daily (35%) or weekly (48%) with their trainees. During those interactions, they often counsel the youth, discuss life experiences or play games. Also, the youth describe the supportive relationship between them and their coach:

RTP, Youth (f): "Like whenever we play, teachers are involved and after the game they ask us the difficulties we face, the goals we have and how we make decisions on the pitch."

ISA, Coach (m): "When one of my kids joined Form One and it wasn't because she paid school fees but because of all things we have done and football was the major thing, I was proud that I was there for her, her mom wasn't there so I was the one she could look at as her sister."

COACHES SUSTAIN THE IMPACT OF THE PROGRAM

Coaches' personal and technical skills development is an important pathway to ensure sustainability after the program ends. Well-trained coaches continue to coach and train, even after the program ends. Results in this area are already emerging from various partners:

KNHB, Coach (m): "I can use my ideas because I was trained, fully trained and know the weakness and strength I'm supposed to be involved in. When there is a need, even if Hockey Dreams Foundation is no longer there in Uganda, you can be sure that I will be there and act accordingly."

ISA, Coach (m): "To maintain peace in the community and avoid conflicts that were sparked by our football matches, we introduced a "No fighting policy. We worked with the police and local authorities to enforce this policy and halted the games until there was assurance that peace would be maintained. So, in every game we first talk to our fans before the match starts and after the game we talk to our fans so that the opponents would go with a good attitude."

KEY STAKEHOLDERS PERSPECTIVE

Program managers and other key stakeholders echo the importance of the coach as a role model. During the key-stakeholder interviews, the program managers reported to see a change in their coaches in regards to their behavior and status in the community. According to the program managers, the coaches take their role very seriously.

The change of behavior is also noticed in the communities. Coaches are respected in the community because the community members see their impact on the youth.

ISA, program manager (m): "The coaches are respected in the community because they like what they do with the kids. They associate them with something positive around the development of the kids. When a coach calls, it is likely the parent lets the child come to the sport activity. They are kind of trusted in the community."

Another example is given by the sports administrator of the Uganda Sports Association who reports that due to the positive influence of the coaches, community members are more open to sports and prone to support sports activities. *“The sport program empowers the community, the biggest impact I have seen is that the community gets educated on the importance of sport on the youth and their development”*

Coach Yusup Maulana, Indonesia

Changing myself to change others



Yusup Maulana is a full time football coach at the Mayasari Academy in Bandung, Indonesia. He is married, has two children and works hard to keep his childhood promise: *“My father has two wives; my mother is the second wife. I grew up in that family background and it was not easy. I knew that my mom was always treated less as the second wife and that is why I promised myself that I would be a different kind of man and not be like my father when I married.”*

It was not easy for Yusup to change behaviors that were so common growing up. Yusup honestly shares: *“I was often verbally abusive to my wife, and I also didn’t pay much attention to her emotions or feelings and would just shout at her even if she cried. I came home tired from working and raised my voice at her and shouted. It upset her, but I didn’t normally say sorry back then. As a husband, sometimes I could not control my words. At that time, I knew it was not right, but I couldn’t help myself.”* Fortunately, the Pledge United program pointed Yusup in the right direction: *“Being a part of Pledge United created an awareness in me that the way I was treating women was wrong, and that is not what defines me as a real man.”*

Yusup discovered that values like awareness, courage, forgiveness, and responsibility, could guide him becoming the man he wanted to be as a child. *“Going through these values week by week is how I started to change. My change did not happen in one*

day but slowly, step by step. I needed to build the courage to say sorry to my wife for example, and after I tried it repeatedly, it became easy."

He now uses his personal change to guide his players. *"I have an ambition to coach a professional team. I want my players to play at the highest level as they can. I understand that for the players at the top level, poor character can ruin their career, but that will not happen to my team. I will share the values that will be something they can hold on to."* Yusup emphasizes the program values play a key role on and off the field: *"If today's topic is 'awareness', as a football coach, I teach that when I play football, I have to be aware of the situation. We need to be aware of the environment. And awareness is a value we can take on the field and off the field. So, when I am home, I will be more aware of the situation and how to react to it supportively."*

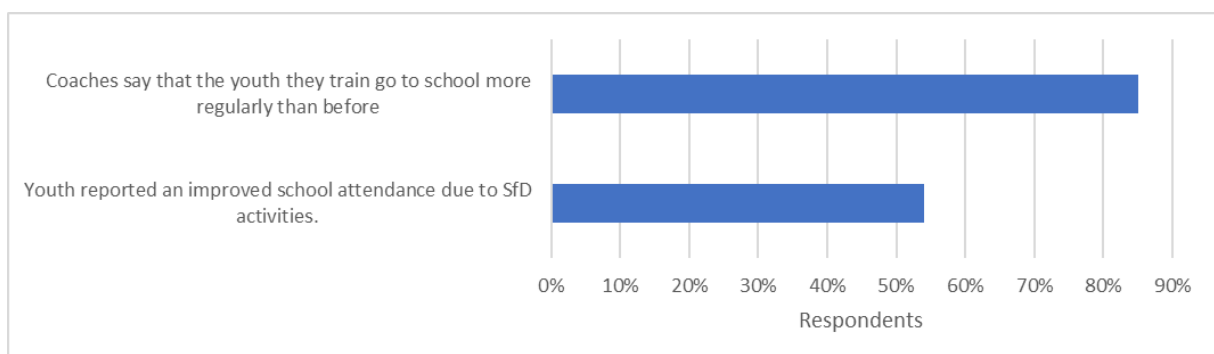
Yusup happily shares he is seeing his players are changing the way they speak about women and girls: *"They were able to remind and rebuke each other if one of them did this. Although not everyone on the team is aware of it, at least some have started to apply it."* And, he expresses the hope that more and more men will follow their lead. *"I hope more and more coaches will open their minds. We come from diverse backgrounds, but I think as male coaches we must have done abuse either directly or indirectly. But we coaches should be able to set an example, in order to educate our players. We need to be aware and committed to control ourselves. I have to keep on learning how to control myself better. I practice self-control first, in order to set an example for my players."*

o Outcome 2: Youth and children show improved school attendance

The SfD program operates in areas where not all children have opportunities to go to school. 14% of the youth respondents do not go to school regularly because of lack of school fees, family demands to stay home and do chores in the house, or because they are not motivated enough. SfD uses sports and play to improve school attendance for youth.

ISA, Coach (m): "We have a boy called Daniel who was using drugs and was always absent from school, until we recruited him. When we included him in our Sports for Development activities and car wash business, Daniel went back to school from Form One."

The program provides educational opportunities and learning skills to youth and coaches. Especially access to scholarships motivates children to attend school and be more involved in formal and informal education. Participating in sports activities can improve educational commitment and skills development such as leadership, improved focus, and better relationship between the teacher and students. Often, the sport and play programs are only implemented in the community and at schools, where several of the sport coaches give sport classes. At schools and in the communities, SfD coaches use sport to deliver educational messages and promote school attendance.



In the case of Indonesia, where school attendance is compulsory, coaches report improved child participation in school activities both in class and on the sports field.

KNVB, Coach (m): "I always encourage my children to be brave and not fear if they will make a mistake. So I will always throw a question at those who are not confident to speak up and if they give a wrong answer, I don't allow the others to laugh at them, but they should clap for them because it's not easy to stand up in front of everybody and give an answer. And because of that encouragement, more and more children participate because they feel like they have been given a chance."

The improved school attendance are explained by the following themes:

SCHOLARSHIP OPPORTUNITIES

The most frequently mentioned benefit during the interviews was the access and opportunities for a scholarship. Youth and coaches report that playing sports or participating in extracurricular activities has resulted in funded scholarships.

Especially for the case of KNHB, the findings show a strong link between school attendance and hockey. The Hockey Dreams Foundation supports its coaches and youth with school fees and hockey is seen as a vehicle to gain financial support and even enter the job market.

KNHB, Youth (f): "I study in Kakungulu memorial school and it is because of Hockey that I am studying there because I am on full bursary at school and it was the Hockey Dreams Foundation which facilitated that process."

RTP, Youth (f): "Now within this school when I reported this year, the school decided to pay my school fees because of what I am doing for the school in terms of music, dance, drama and debate activities."

IMPROVED FOCUS

The sports programs improve the learning performance of children. Playing sport enhances the focus and attention of the youth while in school:

RTP, Youth (f): "After reading my books, I go and play. Then I freshen up and read my books again without feeling tired. I just feel like reading for the whole day even without getting tired."

SUPPORTS THE REDUCTION OF EARLY PREGNANCIES

Participating in sports and life skill activities supports the reduction in early pregnancies for female youth. All the SfD partners have programs focusing on teens. One example is the Teen Talk program from Amani Kibera (ISA). During Teen Talk, youth discuss challenges they experience as teens and promote school attendance and participation.

ISA, Youth (f): "During the COVID-19 lockdown, two of my close friends conceived. So that's when I decided to look for a program which will at least boost myself and help me never to get pregnant when I'm at school."

KNHB, Youth (f): "When I chose to play hockey many people disliked it, they thought it was a dangerous game that would introduce me to bad acts because there are girls who play different games and because of peer pressure they got pregnant. But I played my hockey and became a national team player and none of this happened to me and it showed them that I am not the person they thought I would be."

ISA, Youth (m): "In our community, young people like using drugs and many girls are becoming pregnant. But in our teen talk group, I have never seen a girl pregnant or any girl using those drugs."

LEADERSHIP AND EMPLOYMENT OPPORTUNITIES

Youth and coaches realize that participating in sports develops skills such as goal setting, persuasion and discipline. These skills support them in finding jobs or take-up leadership roles.

Furthermore, the SfD partners organize activities and opportunities for youth and coaches to take on leadership positions. An example is being a team champion or leader of the debate team.

ISA, Youth (f): "I'm their team champion so everything they want, they just come to me, they just tell me everything because they know I can't share it with anybody else and then I share with coach Mariam who provides what they need."

Participating in these activities and sports has also helped youth to realize their potential, which can support their career choice as presented in the examples below:

KNVB, Coach (m): "I think Pledge United helps me rethink what I want to become in the future."

RTP, Youth (f): "I can say these [RTP] activities like sports have really helped me, you can't just say I came to school for only education. School combines very many things and those include; 'developing our talents' so participating in these also makes you realize that you have a talent in this area like for instance in football."

COVID-19 - LIMITED SCHOOL ATTENDANCE AND SPORT ACTIVITIES

During the COVID-19 pandemic, many countries kept schools closed for an extended period. Some children were not able to go back to school when schools reopened.

KNHB, Youth (m): "COVID-19 lockdown, we never went back to school. We were supposed to go back, but there was no provision to go back to school. By the time we were going back, there was no money for school fees"

Due to the closure of schools, the schools experienced a delay in their teaching curriculum. Therefore, time for sports activities was often canceled:

KNHB, Coach (m): "We used to work in several schools but after COVID-19 came they told us: we are rushing to cover the syllabus.' so the schools reduced the sport activities, and some of the kids dropped out of school."

Even when sports activities were available, some students were too far behind in their studies and worked effortlessly to catch up.

RTP, Youth (f): "During the lockdown, I was doing business of baking and selling bread and I didn't give time to my books. This affected my performance and all the teachers started complaining about me and saying I wasn't the person they used to know. I am trying my best. I have to extend my reading time till dawn, and I don't get enough rest. I want to cope up and go back to the results that I am supposed to be getting."

KEY STAKEHOLDERS PERSPECTIVE

Two principal teachers were interviewed to understand their perspectives on the SfD program. They report seeing an improvement in school attendance and performance from youth participating in SfD programs. They provide examples of youth supported by school fees, and also that youth learn how to work in a team, which improves their school work.

Kenya, principal teacher (f): "I have seen those girls working very hard at school. They work in student groups together, and that has improved their performance. Participating in sports has helped them in school, and work together as a group."

Skills for life

At thirty-two, hockey coach Innocent Rachkara is proud he has a good job and studies for a bachelor's degree. In his teens, his life was turned upside down when his family was evicted from their house in Ugandan capital Kampala. Lacking any other options, his father decided to move the whole family back to the North of Uganda.



Innocent was able to start University, but had to drop out after his father ran out of money to support him. For years he was idle, until he decided to take his life in his own hands: *“One time I just woke up and told my father: ‘I’m going to look for a way of surviving because if I stay here, I’m not going to be productive’, and that’s how I came back to Kampala.”*

Hockey provided Innocent an entry to a social network and income. He played for several clubs and worked as a plumber or porter on the side. Even though he was earning as little as 2 euros a day, he managed to stay afloat and got an opportunity to coach his first team. *“I managed to make them become the second in the national league. Then they qualified for all African games. We went to Zambia, [and] upon my return, Kakungulu Memorial School needed my services in coaching. Every evening I would coach them, but in the morning, I went to work as a plumber and as a porter in painting.”*

As Innocent’s income became steadier as a result of the coaching, he dared to think about resuming his school. *“I played it smart, and I started with a diploma for which we were paying 150 euros by then. I thought if I could raise half of the funds and then borrow the rest, then I could manage. God willing, I managed to finish up the diploma*

in that way.” His big dream was however still to pursue a bachelor’s degree. At the time, Innocent had just joined as a coach for the Hockey Dreams Foundation and started the Hockey Dreams Academy trajectory. When he shared his ambitions, the foundation decided to support him to finish his university degree.

Innocent compliments his academic skills by valuable life skills he is learning as a hockey coach. “Through hockey I got self-confidence, can communicate effectively, and learned how to build interpersonal relationships and make decisions.” He shares that he is applying all these skills in his job at healthcare innovator Healthy Entrepreneurs. “As a coach I have to communicate and coordinate with others, and I feel I can apply this in my work as I have to communicate with other workers and other heads of department. And with the teams I coach, I have to decide how the program should move on. That is one of the things I am proud of and that I can apply in my day-to-day life when I am at work.”

At the hockey field he keeps on passing on these skills to other youth. “I see sports for development as changing someone’s life. Not only the talent of sport that they’re learning, but also the life skills they are developing. One thing I can say is that I’m someone inspirational to their lives at a point. Once I give them my story, I think they can pick something from it.”

Youth Harriet Muhonja Sunguti, Kenya

Be like me

"Right now, two of my close friends conceived during that COVID-19 lockdown, and they have babies, while for me, I have no baby."

Sixteen-year-old Harriet needs few words to describe how different her life could be without the support of community-based-organization Amani Kibera. Growing up with her mom and brother, Harriet receives support from home, but the living conditions in the Kibera Slum of Nairobi are challenging for any young girl. Harriet explains:

"There are a lot of challenges for the girls. The boys who ride the motor bikes, the bicycles, they are always disturbing the girls like when you pass, they call you, they start abusing you, harassing you. So, the self confidence that you have will help you to rebuke them and tell them to leave your life alone, because your life normally matters."



Harriet's self-confidence was boosted through the Teen Talk project of Amani Kibera and ISA. This after-school program equips teenage girls with the skills and strategies to avoid HIV infection, teen pregnancy and sexual and gender-based violence. Harriet shares how the program impacted her: *"I joined Amani Kibera in 2021, I was first a temporary member, then I was just introduced to Teen Talk abruptly. Back then, I was very shy, I used to sit at the back listening to what they were telling me, to have confidence to be self-courageous, but now I have tried, I can speak to a big crowd of people, and I believe in myself because that's the best thing as a girl."* Harriet feels so confident, that she is now assisting her coach and she became a team champion, mentoring other girls.

Looking at her future, Harriet is certain she wants to stay in school and become a beautician. She is happy her mother is supporting her with the school fees and shares she gets some extra help from her coach at Amani Kibera: *"My mentor is coach Mariam, she normally encourages me to work extra hard, and to achieve my goals. When I grow up, I*

want to become the best beautician in this whole world and help my mother. I always try my best to at least make my mother proud.” With the people around her, Harriet is confident about her future, and she hopes other girls will get opportunities too: “Continue mentoring and empowering girls’ talents, especially in sports, cause sports really matters, and sports takes people far. They have to continue this spirit and help the other girls be like the way I am.”

o Outcome 3: Coaches and youth use soft skills to realize personal growth

An important aspect of the SfD program is the combination of sports with life skill training. SfD partners believe that youth can reach their full potential by incorporating life skills in their training program. Youth and coaches report that they were often afraid to speak up. They were afraid to make a mistake or give their opinion.

KNHB, Coach (f): "I didn't have confidence at all, I was so shy, I couldn't just talk to kids while introducing myself. I couldn't sit down with two or three people and speak because I was afraid to make a mistake. But through Hockey Dreams I learnt that when one makes a mistake a person gets to learn how to improve. These lessons helped me to develop my personal skills like communication, and I gained confidence. Now I can even speak to over one thousand people."

Coaches are trained to combine sports activities with life skills training. They learn and develop individual skills (including discipline, self-awareness, confidence) and group empowerment (such as cooperation, teamwork). SfD sports activities are often team sports where youth learn to understand the importance of collaborating with team members. The whole team works towards the same goal and success (wins) is celebrated collaboratively as an entire team.

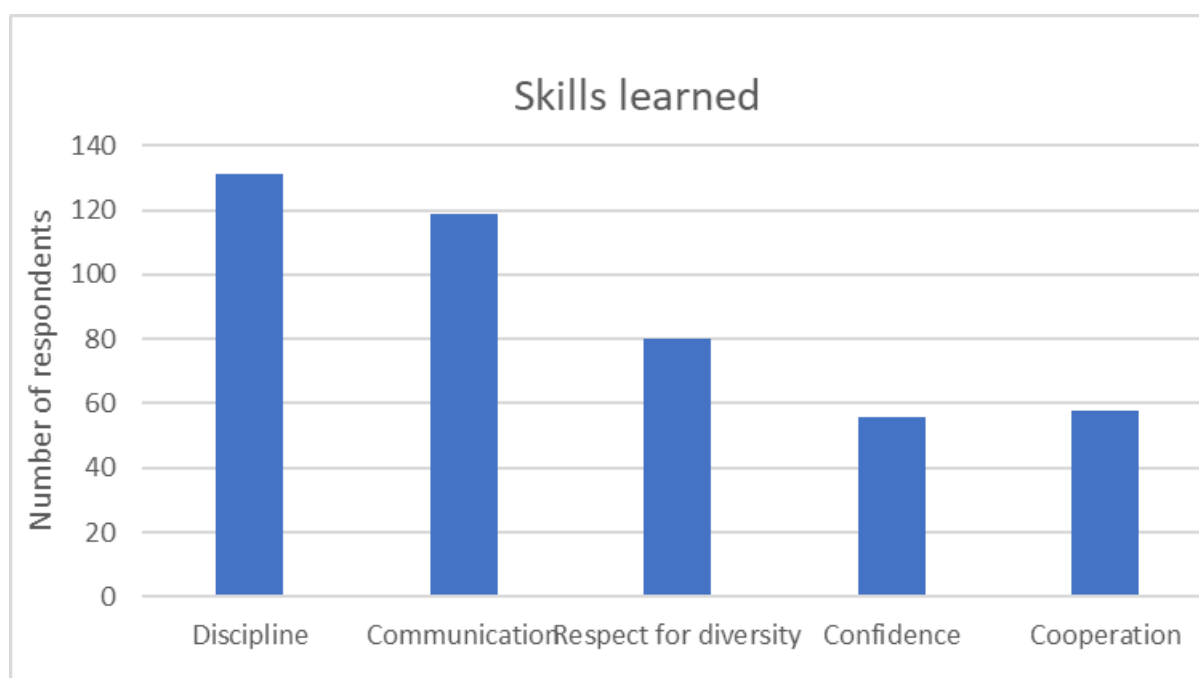
KNHB, Youth (m): "My coach has trained me well and sometimes we just learn some difficult lessons. For example, while we are training and our friends start arguing, he tells us not to do that and just cool down. I have learnt the importance of discipline and teamwork when playing, because it helps us to win goals. That discipline also helps me to obey my coaches and my parents at home."

SfD activities help to develop youth, 77% of the youth report that sport empowers them to a large extent. The reasons that they mention are to learn about good manners, make new friends, become healthy, and gain confidence.

Top 5 skills reported

All youth report being trained on life skills by their coach. 63% of the youth say their coach sometimes includes life skills into the training, and 37% report that the coach often includes training on life skills.

Coaches train their students on communication, discipline, respect for diversity, self-esteem and cooperation. The training reflects the skills that youth learn through their SfD activities. Table below shows the top skills learned according to the youth who participated in the survey.



DISCIPLINE (65%)

The most mentioned skill is discipline. Youth explained that they are more disciplined than before the SfD program.

KNVB Youth (m): "There are many things that have changed. I have become more disciplined, especially in managing my school activities and futsal training. Secondly, regarding how to respect others, my attitude has changed."

COMMUNICATION (55%)

Communication and presentation skills are secondly mentioned. SfD partners organize several activities in which youth have to present in front of their peers, thereby improving their communication skills.

RTP, Youth (f): "Before, I used to fear a lot more, I did not speak with confidence but right now through Right To Play we have to present our issues before our fellows, it has helped me not to fear anyone."

RESPECT FOR DIVERSITY (40%)

Sport unites and creates social cohesion. Coaches emphasize the importance of respecting others. Respect for women or other tribes are often mentioned.

KNVB, Youth (m): "When I was involved in a group discussion, I only listened to the boys only, because I thought that boys would be the ones who are in charge during the process. After I joined the {Pledge United} program, I started to listen to girls and explore their ideas. Surprisingly they had many good ideas that I never previously expected."

RTP, Coach (m): "We discovered a lot of change because some of them [Dinka tribe] have talent, my goalkeeper is the best in this community and he is from Lotugo and so if I didn't change my mind I would not get such a person."

CONFIDENCE (29%)

Youth also report more confidence and self-esteem and relate this to their increased communication skills.

ISA, Youth (f): "When I joined Amani Kibera, I was that shy girl. I had low confidence and I could not talk to many people, but now I can encourage young girls like me to have confidence."

KNVB, Youth (m): "I have become more confident in reaching my dream and winning awards because I have a good attitude and etiquette, both on and off the futsal field."

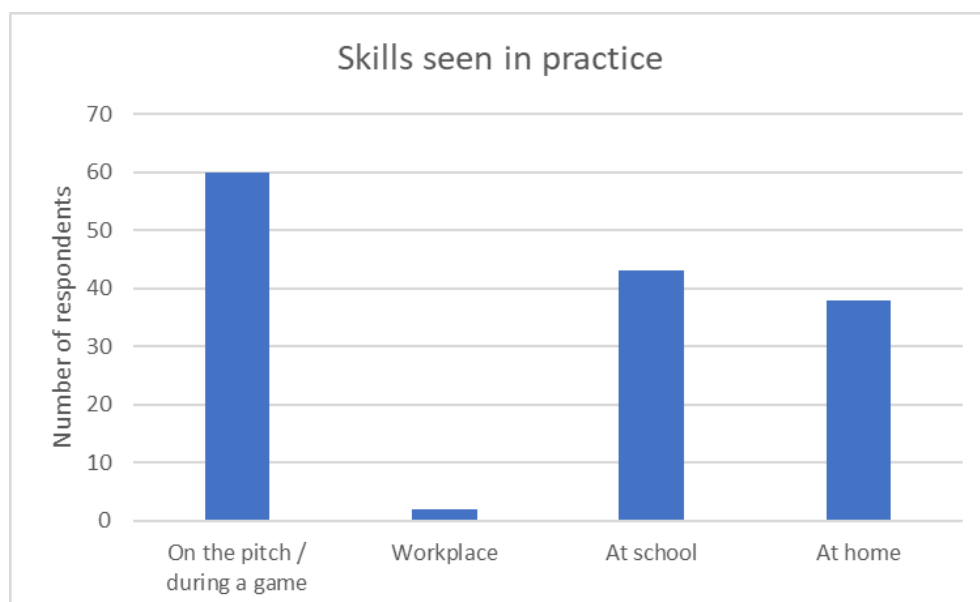
COOPERATION (29%)

Sports are often played in a team. Thereby collaboration and cooperation are essential. Skills that are learned on the field, can also be used off the field.

KNHB, Youth (m): "It showed me that in the future in everything I do, anything can be possible because as a team. I have seen us work together to find solutions for different issues. So, I believe in the future if there comes any challenge I believe that I can come up with a solution for it."

PUTTING SKILLS INTO PRACTICE

Coaches see the youth using these skills on the pitch (60), at school (42) at their homes (38).



One example where a newly acquired skill was put into practice is given by a school teacher from Right To Play, who explained that students trained by RTP protected her and other teachers during a strike at school.

RTP, Coach (f): "In the rat and the lion game where we protect the rat from the lion, you'll learn that you need to be united to overcome the enemy.. Unfortunately, we had a strike here. The students wanted to beat some of us because sometimes I'm hard on them. So I was among the list of teachers who were to be beaten but there were students who really, who protected us very well. I relate it to the activities I've been doing with Right To Play."

Another example is given by a participant of the Pledge United program from Inspire Indonesia, KNVB, where he used the awareness of women empowerment in his interactions with his friends.

KNVB, Youth (m): "If I needed to confront my friends (boys) when they disrespect women, sometimes I was afraid that my actions would affect the way that they see me as a friend. But I decided to stand alone and be a real gentleman."

Another example where skills are being put into practice was given by a coach from the ISA program, who used her skills to handle difficult children in training, to deal with difficult customers in her job as a flight attendant.

KEY STAKEHOLDERS PERSPECTIVE

Key stakeholders see the learned skills being put into practice at school and in the community. The program implementer of Right To Play sees that students who are not part of the Right To Play activities experience more challenges regarding pro-activeness and collaboration.

"The other [not Right To Play] students were not used to doing things themselves, they were not encouraged to participate and join the discussion"

The principal teacher reports an impact in their schools, the improved collaboration and peace:

"The children are empowered with life skills on how to communicate, share and create peace"

Youth Tete Jenifer, Uganda

Confidence is found on the field

When 20-year-old Jenifer looks back on the past two years, she struggles to point out something positive. The COVID-19 pandemic forced her to stay home, and Jenifer had to take care of her eight siblings. *"It was just full of stress. I live with the children and don't live with my mom, so it hasn't been easy for me."*



It wasn't the first hardship Jenifer had to overcome in her young life. Following the flare up of the conflict in South Sudan in 2016, her whole family decided to leave their country and seek refuge in Uganda. They found safety, but Jenifer missed out on her last year in primary school and had to retake a full year. Fortunately, she bounced back and now happily shares that she is a Senior Four student in Maaji Secondary School: *"Now the goal I have is to sit and pass my exams with flying colors, and after that my next goal is to join A-level and also pass it."*

Participating in sport and life skills activities at her school supports Jenifer to realize her goals with less stress about her home-situation. *"Before I would be stressed up, and while in school I could think of home, how my siblings are doing, and I would worry about what they have eaten for lunch, but the more I got involved in the Right To Play programs... We are always busy and they teach us a lot and advise us – because some of our teachers know our conditions at home – like how to manage stress. So, when you are at school here, you live a stress-free life."*

When Jenifer plays football, she experiences how lessons on the field also bring her lessons in life. She explains: *"Whenever we play, the teachers are involved and after the game they ask us about the difficulties we face, the goals we have, and how we make decisions on the pitch. I apply it in my life. The same way I think of the difficulties I got while playing, that is the same way I also set goals for my life with solutions. It helps me to stay focused on my goal regardless of whatever conditions."*

Jenifer's determination is also noticed by her classmates, who recently selected her as their new 'head girl', the leader of their year. In that role, Jenifer can now make a difference for her peers. And, she does that with the confidence she picked up on the field: *"I feel proud of myself. Girls used not to play football, but since I am in, I just feel proud of myself that I can make it. I can also do what boys do. The confidence came from that. So, for my leadership, I really had the capability, because since primary I have been elected for different posts. The capability is mine, but the confidence was built more by Right To Play."*

o Outcome 4: Youth and children feel physically and emotionally safe

The youth in the communities where SfD is active can experience a lot of stress or anger. SfD partners focus on creating safe and inclusive spaces using sports activities.

KNVB, Youth (m): "I saw my dad hit my mom, and it became a negative memory in my mind. I felt so sad and angry at the same time. But unfortunately, it affected my life in a bad way. Sometimes my mom got angry with me after seeing my attitude towards others".

There are many physiological arguments provided that physical activities improve well-being and health. During the interviews, participants reported several positive impacts of the sports and games such as making new friends, safe spaces and an improved mental state.

KNHB, Coach (m): "Sometimes you find some kids come from homes with stress, and when you call them at the pitch the kid brings the anger from home, so you as the coach have to look for a way to take away that anger from that child and make this child feel at home".

The results are explained by the following themes:

MAKE NEW FRIENDS

Making new friends is reported by the youth as the most important benefit of participating in the SfD activities (53%), and secondly, the youth mention they have fun all the time (49%).

KNHB, Youth (m): "I like playing hockey because it's interesting and you can learn more skills and it creates friendship when we cooperate with other people and it's easy to make friends when we play on the same team."

SAFE SPACES (FOR WOMEN)

90% of youth feel physically and emotionally safe at school, in the community and at the pitch. Youth reports feeling safe to open up and sharing experiences and thoughts with their coach or team members. The example of KNVB (Inspire Indonesia) emphasizes the importance of safe spaces for women and the responsibility the boys have in creating these safe spaces:

KNVB, Coach (m): "There is a relation between the work of Pledge United and girls' involvement. Because the way the boys behave it creates an environment where women feel safer now to play sports."

ABILITY TO EXPRESS THEMSELVES

93% of the participating youth feel they have the freedom to express themselves in school and their community. 90% of the youth feel physically and emotionally safe at school, in the community and on the pitch. Coaches especially play a big part in ensuring a safe environment for children to open up.

ISA, Coach (m): "Since that training [from ISA] my kids come to me and open up. I can tell you the problems they have, all of them. Even their families can just come to me and I receive them as a coach."

ISA, Youth (f): "You see there are many girls who are shy, they have a lot of issues but they don't want to share it with others, so you know they can share with me, I go and share with [my] Coach Mariam and we see how to help them."

IMPROVED MENTAL AND EMOTIONAL HEALTH

Sport has a proven effect on improved mental and emotional health. 87% of youth reported increased general health and 76% improved mental health due to SfD activities.

ISA, Youth (f): *"When I come to Cheza Cheza, I feel better than when I am at home because at home things are not good. So, I feel happy and my mind is relaxed. And since Cheza Cheza came to our area, many people have improved, even my brother improved in school. I have also improved in my studies."*

89% of the coaches say participating in sports and SfD has improved their mental health because sports activities give them something else to do and to think of, other than the challenging situations they sometimes face.

Furthermore, The SfD partners provide psychosocial support and train teachers and coaches on how to extend this support to the youth, as explained by a teacher from the Right To Play program:

RTP, Teacher (f): "They used to affect my performance like sometimes when I'm emotionally down, I even forgo the lessons and I don't come for the lessons to be honest. But now they've given us much support. They've told us how to manage our emotions and give us that psychosocial support."

SENSE OF BELONGING/UNITY

Team sports create a feeling of team spirit and belonging. During the interviews, youth sometimes referred to their coaches and team as their family. They mentioned that these are the people who are always there for them. The activities and sports have the power to create strong bonds among players and their coaches.

KNHB, Coach (m): "Hockey Dreams Foundation [KNHB] is our family, that one is what we've told even these players when they're training, we're training them, we said we are part of you, we're one family."

RTP, Coach (m): "It builds friendship. Here we have Sudanese, Ugandans and so on but in the pitch we use yellow cards, we use red cards to discipline, we speak the same language and it brings unity among one another."

KEY STAKEHOLDERS PERSPECTIVE:

Several key stakeholders notice improvement in safety. An example is given by the Government head of women's empowerment and child protection:

"In the district [Manado] we see a lot of violence and unsafe environments for women and girls. The program of Pledge United changed the behavior of these communities, they gave a workshop and session at a big church here in Manado about women's rights and safety.

Coach Loraine Nadne, Kenya

Finding a place in the world

When twenty-year-old Loraine speaks about her future, she knows where she is going: into the world. With her flight attendant training completed, she will soon be on her way to international destinations. How different was her youth. Growing up in the harsh environment of Ruiru, an industrial town twenty kilometers from Kenya's capital Nairobi, there was not much perspective for her and other youth in the area.



"It's a very destructive community. It was full of teenagers, and they could not do anything except involve themselves in drugs." At some point,

Loraine's brother also fell prey to a drug addiction, aggravating the mental health issues she was suffering from. *"I was depressed, and it was too much, my brother was stuck on drugs and all that."*

Fortunately, the Hearts of Ruiru Sports Centre provided Loraine with opportunities to get her life on track. The organization uses sport as a tool for social change and supported Loraine with a football scholarship. *"Hearts has helped me so much, mostly with my education scholarships from form one."*

Next to her school and football practice, Loraine started to coach younger children at the Hearts of Ruiru Sports Centre. At first, she wasn't sure about her role, but with the training from sport for development organization ISA, she gained knowledge and skills to become a better coach. *"I didn't know how to speak to children, so the first training was how to handle children and the tone you have to use and how you have to approach them. ... Since that training my kids have been coming to me and opening up. Even their families could just come to me. Most of them have these common*

problems and it was too hard for them to open up to someone, so it has been so helpful to us and the kids."

Now, Loraine is a role model for many of the children she is working with. She smiles when she recalls the moment that one of the girls shared her future ambitions: *"She was asked what she wants to be and then she said she wanted to join ISA and help other kids. I was proud to hear that I have impacted her. She knows what she wants to become, and me being there for her, her mom wasn't there, I was the one she could look at as her sister."*

The interactions with the kids also teach Loraine that there is still work to be done. She especially sees opportunities in the area of scholarships as they allow the youth in her area to continue their school career and also find their place in the world. *"Parents think: school is too expensive, so you should stay home and help me with housework here. Thus [the children are] dropping from school. So, I think scholarships and job opportunities for youths can be good to give them a chance."*

o Outcome 5: Inclusion of women and girls

SfD partners reinforce positive attitudes toward women's participation and inclusion in sports. Interviewees provide many examples in which women were excluded from participating in sports because they had to stay at home and support their mom or because communities and parents felt that sports activities were not for girls.

ISA, Coach (f): Most of the girls are not allowed to participate in sports but we're trying in some ways to bring them up and also to educate them about football."

RTP, Coach (f): "For the girls, you know at first we had very many girls and I used to chase those who were not focused and concentrating well in the game. After getting the training I don't act like that anymore, I was almost left with only 8 players on the girls team because I was always chasing them from the team. Now they are now coming back to the team and I'm apologizing to them."

All SfD partners focus on the inclusion of women and girls in sports. In the case study of KNVB in Indonesia, the aspect of women's rights, inclusion and protection through sports is particularly prominent as it links to the core objective of the Pledge United program. Coaches and program managers from Inspire Indonesia report that women should have full access to sports activities and equal opportunities. For some of the interviewees, this improved behavior towards women at their homes.

KNVB, Youth (m): "When I was involved in a group discussion, I only listened to the boys because I thought that boys would be the ones in charge during the process. After joining the Inspire Indonesia program, I started listening to girls and their ideas. Surprisingly they had many good ideas that I never had previously expected."(B-H)

Overall, 84% of the respondents report that sports contribute to gender equality in their community. Both boys and girls report that SfD improved gender equality by boys and girls playing the same game, the availability of female sports clubs and increased respect for women among boys.

The results are explained by the following themes:

INCREASED PARTICIPATION OF WOMEN IN SPORTS

Currently, 82% of the coaches report that girls can access the same services and participate in sports activities as boys. Some of the women interviewed reported that communities even respected them more because they played football.

KNHB, Coach (m): "[In my community,] they look at me as a grown up person who can take care of herself and they trust in me that I can do better things for myself in the near future and they also trust me to teach the young people in my community, my experience to tell them the right and the wrong things that they should and should not do."

RTP, Youth (f): "I feel proud of myself that if I can make it I can also do what boys do and always feel happy if I can do what others can do."

ACCESS TO MENSTRUAL HEALTH SERVICES

Currently, 21% of the girls surveyed do not attend school because they lack sanitary pads during their period. To make sports activities more inclusive for girls and acknowledge the high cost of obtaining disposable sanitary pads, the SfD partners train girls and boys on how to make reusable sanitary pads. Access to menstrual health products increased the number of girls who participate in sports during their periods and also reduced the number of girls who used to be absent themselves from school during that period.

RTP, Teacher (f): "There has not been a case of any girl missing school because of a menstrual cycle challenge which according to me is very significant because the management of menstrual periods has become effective."

RTP, Teacher (m): "They're teaching us and the students on how to make the reusable pads. You find everyone is involved. These girls who used to fear menstruating are involved in those activities and we are not leaving any girl behind."

PROVIDE WOMEN WITH A PLATFORM

Several interviewees reported that because of the inclusive activities of SfD, women are recognized as equal players and should be taken seriously.

ISA, Coach (m): "If you empower a woman, you empower the whole society. You need to have women at the decision-making table. I believe so much in women's leadership and women also participating in sports that could bring much change in society."

KEY STAKEHOLDERS PERSPECTIVE

Key stakeholders also notice the importance of using sport to create awareness of women's rights. They see the impact of the SfD partners in the communities, especially since SfD programs target youth and children who have the potential to make a change.

KNVB (m): "They shape society's character, behavior, and perspective that may have been omitted all this time. How to respect women must be taught from an early age and instilled as a lifestyle."

Youth Jolly Alimo, Uganda

Unthinkable for a girl

"When I chose to play hockey many people disliked it, they thought it was a dangerous game, it would introduce me to bad acts because there are girls who play different games and because of peer pressure they got pregnant, but I played my hockey and became a national team player and none of this happened to me and it showed them that I am not the person they thought I would be. Everyone expects something bad from a slum, but they saw something different."

Coming from a poor family in Kampala, Uganda, Jolly Alimo achieved things at the age of 15, that were once unthinkable. She receives a full bursary to study at Kakungulu Memorial School and is part of the national hockey team that represented Uganda in the Africa Cup of Nations in Ghana. *"That was the best moment of my life. I had never experienced any trip. And I did not think that I would go because of my age."*

Next to her own hockey career, Jolly is now a junior hockey coach. She shares how the role helps her to be confident and improves how she interacts with people. *"I am really happy because it has helped me a lot. It has helped me to become a mature person changing my mindset and acting mature. I used to fear talking to people before becoming a junior coach, to speak in gatherings. But when I joined Hockey Dreams Foundation it gave me the confidence to talk to different kinds of people whether old or young."*

Through coaching Jolly has a new perspective on what more she can achieve, not only in her own life, but in the life of other youth as well. *"I would be the person with no confidence, a person who can't make my own decisions due to fear. My future plans are to be a senior coach and a national team coach in hockey, to help my community to develop. My community has many teenagers whose parents can't afford school fees so they drop out of school and join bad groups, so I want to teach them, help them to know how education is good and can make their future brighter."*

Girls have good ideas too



Coming from a patriarchal, traditional family in Papua, Indonesia, Hans was taught that girls and women matter less than men. It was just a given for him. *"I was born and raised in a family that prioritized having a son instead of a daughter. I saw men as having a higher position than women, and I have had that ideology since I was a child. I placed women below men and thought of them as second options."*

Hans didn't think much of girls and had very limited interactions with them. In his free time, he was mainly found on the football pitch, together with his male friends. Their opinions mattered; they were his point of reference. But interestingly enough, it was this male-dominated environment that brought him new insights on gender and equality.

His team became part of the Pledge United program that uses football as an entry-point to make boys aware of the issues of gender-based violence within Indonesia. Hans recalls: *"I really like that they are using football to approach youth like me. I received new knowledge and understanding about how to respect women."*

During the Pledge United sessions, Hans got new ideas on gender-equality and learned how boys and men can play a role in creating a safe society for everyone. *"After I joined the program, I started to listen to girls and explore their ideas. Surprisingly, they had many good ideas that I never had previously expected."*

Now, Hans is taking his new insights forward to fuel change. It won't be something that shifts overnight, but Hans is clear about where he sees the future: *"We need to disseminate and increase awareness about gender-based violence and gender equality. I hope this program can impact more youth and make Indonesia a safer country for all."*

o Outcome 6: Communities interact peacefully

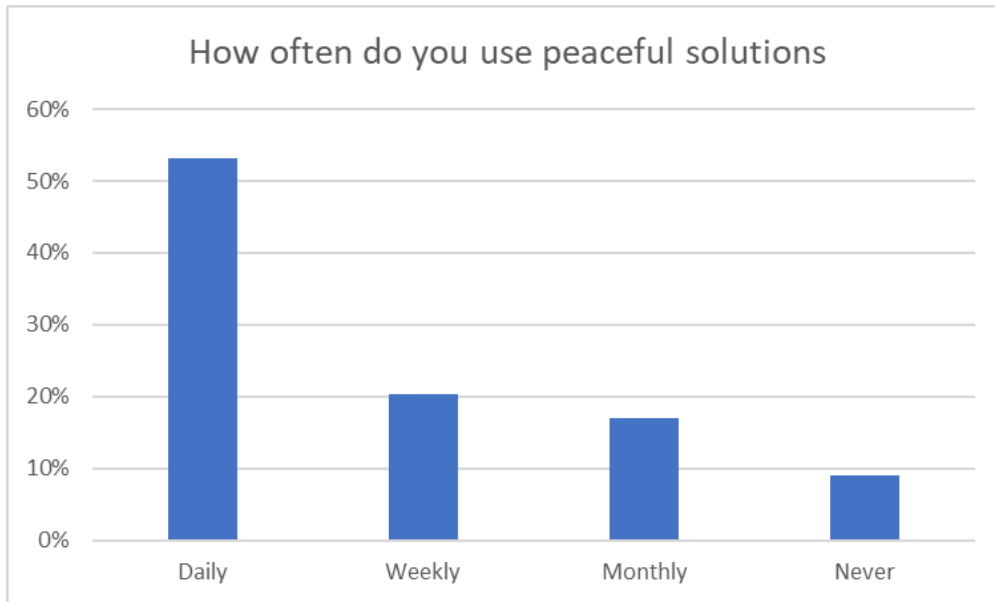
Many of the participants of the SfD programs live in poor communities. The survey data shows that 52% of the coaches and 33% of the youth even live in dangerous neighborhoods where people do drugs, are involved in prostitution or show other riskful behaviour. SfD partners play a role in creating social cohesion and peace in these communities. Youth report they often experience fights and conflict. The SfD partners therefore focus on using the power of sport to build peace.

ISA, Coach (m): "I work in a very destructive community. It is full of teenagers, and they could not do anything except involve themselves in drugs."

KNHB, Youth (m): "In my community there were many different acts like peer influence because it is a slum so everyone expects something bad from a slum."

An example is given by Right To Play, which is active in the refugee settlements in Northern Uganda, where different tribes live who have been at war with one another in their home countries. Right To Play focuses on social cohesion and peacebuilding in and around the refugee camps by using sports and game activities in schools and communities. The organization contributes to conflict-resolution by organizing peaceful competitions and increasing respect between different tribes.

Also, the other SfD partners use sports and games to protect children and contribute to a safe environment by reducing violence, aggressive behavior, and drug use. Partners report focusing on fair play, peaceful competition and respect for the counterparty. Skills such as respect and cooperation can promote peace, 53% of youth report using peaceful solutions to solve conflict daily.



The results are explained by the following themes:

REDUCED DRUG ABUSE AND CRIME

SfD partners operate in areas where there are problems with drug abuse and crime. By introducing sports activities, SfD partners distract people from their involvement in crime or drug use. Several youth report having friends and family who were involved in drugs and crime. However, since they are kept busy with sports, they indicate they do not engage in drugs or stealing.

An example is given by ISA, which operates in slum areas, where crime is high and many youth are involved in drug use. They actively sensitize the community about peace, the dangers of drugs and involve youth in sports and game activities.

ISA, Youth (m): "When you come from school, you come and help your mama in what she is doing, and after, you join the football team and enjoy so that you don't go into abusing drugs and being in the streets, stealing from other people."

KNHB, Coach (m): "If Hockey Dreams Foundation was not in my life, everything would be different. Most of my peers in Naguru have turned to drugs, some are eating Marijuana, some are eating Nja.... I've grown up in the same community but I'm different from them. It's because of the sports I'm playing and being a role model and game changer so if it wasn't for Hockey Dreams I see myself with them doing what they're doing right now."

REDUCED ANGER AND AGGRESSIVITY

72% of youth and 93% of the coaches report that SfD improved peaceful interactions. It brings people together and teaches respect and self-awareness skills.

RTP, Coach (m): "After some hard tackle, they would respond with much annoyance. They would even begin to fight. Through the training of Right To Play, I realized that after somebody has crossed you, it is not always good to react immediately. You may react negatively and it will cause more harm."

REDUCED TRIBALISM

Sports activities can break down cultural barriers and create opportunities for social interaction. For example, the activities of Right To Play are designed to engage different tribes and communities. Right To Play ensures that the activities translate into positive change and mutual respect. 91% of the youth report learning how to associate with people of other cultures since they started participating in SfD activities.

RTP, Coach (m): "As Madi people, we didn't like Dinkas in our football club because they chased us from their country in South Sudan and we were forced to come here [in Uganda]. But after getting training from Right To Play, we included people of all tribes in our club which has helped us a lot."

REDUCED GENDER-BASED VIOLENCE

Using football as an entry point creates awareness among teenage boys on women's rights and about gender-based violence. In the Pledge United program, boys pledge to reduce gender-based violence and respect women.

KNVB, Coach (m): "When I joined Pledge United, many facts opened my eyes, enough to help me think about how we should behave towards women. I had no idea that catcalling was considered harassment. I used to think it was a form of praise or admiration for a beautiful woman or when they did well on the field, but I was wrong."

KNVB, Coach (m): "I deliver the Pledge United to my players every training session. I hope that when they grow up, they can control themselves and not abuse women even indirectly."

KEY-STAKEHOLDER PERSPECTIVE

School teachers and community members recognize the benefit of sport to keep the children occupied and busy.

ISA, Head of a school in Turkana county: "We don't have much work that children can do... Coaches helped a lot by occupying the children and using their energy, preventing them from doing a lot of bad things in the community. It can protect many of them from doing bad things."

Coach James Ijjo, Uganda

Stop tribalism, start playing

"We used to say we don't like Dinka in our club, and we chased them, we only wanted Madi people. Because they are the ones who chased us from their country in South Sudan and made us come here [Uganda]. So, before we didn't like them to play with us."



Football coach James Ijjo comes straight to the point. Seeing his home country South Sudan crumble as a result of a persisting conflict, he had to hare away to Uganda. He took little belongings, but the beliefs about other tribes got stuck in his head. *"I was one of the people involved in tribalism, I used to encourage tribalism. I didn't allow any Dinka in my club, when they came to my club, I would chase them myself."* Not only did James and his team refuse to include people from other tribes, but matches against other teams regularly ended up in fighting, fueling the division and distrust.

Hearing James talk about his current community football club Techno, quickly shows that his views and behaviors have drastically changed. *"We have three Dinka, two Nwer, two Lotugo, and one Acholi, the rest are Madi. My goalkeeper is the best goalkeeper in this community, and he is from Lotugo and so if I didn't change my mind, I would not get such a person. He is one of the best, and he is from Lotugo."*

The rapprochement started with a series of training by Right To Play. During these training sessions, James and his peers learned about peacebuilding, conflict resolution and rights. Eventually, players from different tribes were able to reconnect. *"They trained us to avoid tribalism in our clubs and told us every tribe has a right to play in such things. We came back from the training and called for a meeting, then we started calling them for the training and they also asked a lot of questions. We apologized to them, and they forgave us."*

It is hard to view James now as an instigator of tribalism, and he describes how his community is peacefully living together, on and off the football field. *"We have experienced peaceful coexistence among ourselves between the host communities and the refugees and we now even play friendly matches. These days there is no fighting, they even come and watch our matches and they always end well."* James explains how the matches even form an entry point to hold conversations about continued peace and unity: *"When we call for a friendly match with them, we also get to discuss how we can peacefully live together with them, which always keeps us united. We have come from zero but now we are good."*

SfD to promote trade and diplomacy

As highlighted in the introduction, next to its contribution to the SDGs, the SfD partnership aims to contribute to the trade and diplomacy agenda of the Netherlands in general and the Ministry of Foreign Affairs more specifically (however this outcome is not included in the Theory of Change). The rationale behind this contribution is that SfD activities can contribute to the positioning of the Netherlands as a relevant partner and can contribute to establishing new networks and connections.

Despite the challenges posed by the COVID-19 pandemic, the partnership has made first attempts in prompting trade using the strategic networks of the implementing partners. KNVB for instance has been quite intentional in using the promotional power of professional football players in their coaching staff in some of the targeted regions. Professional football players have the opportunity to open doors and establish new relations.

KNVB (m): "We work with former professional football players, it is always interesting for embassies to link up and organize a visit to our activities."

This is backed by the input shared by representatives of Dutch embassies in target countries. A representative of the Netherlands embassy in India indicates that activities related to the SfD program have supported the embassy to build relationships with new government officials and to introduce new programs.

Embassy representative India (m): "Whenever we build structural relationships with new partners and states, we always include sport on the agenda. The Netherlands is seen as a small country, with a big talent to coach and train great sports athletes in football and hockey. We have a high quality coaching and training program. This knowledge is of interest for many parties."

Embassy representative India (m): "Sport can play a role in the positive framing of the Netherlands. An example was a trade mission in Mumbai with the KNHB and where we

organized hockey clinics. Including sport activities into the trade mission brings a positive dimension, it unites and enthuses people greatly. You immediately have a positive start and relationship with potential partners”.

Embassy representatives also mention the fact that the SfD program is built around a broader set of development related activities as something that benefits the trade and diplomacy agenda.

Embassy representative Uganda (f): “To promote Dutch trade, it can be beneficial to use Dutch key players. When using these sport ambassadors it is important to link them to broader programs such as sexual and reproductive health or vocational training. By creating these linkages, the themes that are of interest for the Netherlands will be more clear. It is a tool to promote Dutch innovations and development broadly.”

SDG8: DECENT WORK AND ECONOMIC GROWTH

The input from the embassies of the Netherlands in the targeted countries indicates that they recognize the importance of sport for development, trade and diplomacy, but that these may not yet always be on top of their mind. Several embassy representatives report that their programs and partners can benefit more from the promotional value, knowledge and networks of the SfD partners related to sport, health, business and development. Their suggestions for further improvement are included in the chapter with lessons learned and recommendations.

As a result of the reflections on the contribution of SfD to trade and diplomacy, a couple of respondents also mention that - although not mentioned among the key objectives - the program also contributes to SDG8: Decent work and economic growth. This is supported by survey data from the case studies: 51% of the involved coaches report that participating in sports and SfD has led to an improved livelihood for them by earnings through coaching. They report that their income increased after being a coach. For 49% of the coaches, their income seems to have stayed the same. 57% of

the coaches report that coaching increases their job opportunities on the labor market. 17% of the coaches report ambition for a professional career in sports or coaching.

Within some of the SfD related projects, vocational training and learning opportunities are organized for youth to gain skills needed for future jobs. An example is given by the KNHB. KNHB project partners in Uganda have set up soap making businesses for their coaches to generate income during the COVID-19 pandemic. Besides the most frequent reported skills (Outcome 3; Confidence, communication and self-esteem). Coaches and youth also report on skills such as goals setting and pursuing, creative thinking, dealing with emotions and problem solving. Which are skills that are useful when entering the labor market or conducting a job interview.

Next to this, coaches also report that the soft skills they have developed through SfD activities, such as communication and confidence, motivate them to apply for jobs and prepare them for job interviews. As a result of their newly acquired skills some of the coaches report getting jobs at schools to train children in sports.

KNHB, Coach (m): "Right now to support my life I coach in schools and I'm also a personal coach, so parents hire me to coach their children hockey, so that's how I get some money for a living and also the monthly allowance I receive from Hockey Dreams."

6. Impact and linkages to the SDGs

Based on the results at activity, output and outcome level presented on the previous pages, the following chapter will conclude with an assessment to gauge if the results of the program so far provide evidence that the joint interventions are working towards the SDGs at an impact level. This link between the program activities and the prioritized SDGs is built on - among others - the following research and rationale.

SDG 3: Good health and wellbeing

Participating in sports can scientifically be linked to good health and wellbeing. There is a great deal of scientific proof and medical research showing that regular physical activity, exercise and sports can significantly mitigate people's propensity to obesity, heart disease, stroke, diabetes and some forms of cancer¹². Furthermore, literature suggests a direct link between physical activity and mental health.

SDG4: Quality education

Sport can encourage children to go to school and improve (girls) participation. Sports and the life skills learned through training, can be used in school and improve performance outcomes³⁴.

SDG5: Gender equality

Over the years, sports has demonstrated its capacity to empower women and girls. It has proven to be a powerful tool to convey important messages to a large audience in a positive and united environment.⁵⁶

SGD16: Peaceful communities

Sport plays a vital role in creating peaceful interactions and co-existence. The usage of sport as a tool for development, peace and conflict management has been widely accepted and included in several government policies.⁷

SDG8: Decent work and economic growth

An impact that is not mentioned in the Theory of Change, but came up during the evaluation is the impact on employment and income (decent work and economic

¹ Benefits of Physical Activity, CDC

² Physical activity, WHO

³ Participation in Sport Can Improve Children's Learning and Skills Development, UNICEF

⁴ Sports and Child Development, Christina Felfe. 2016

⁵ The contribution of sports to gender equality and women's empowerment, Allison Huggins, 2007

⁶ Sport for Generation Equality; advancing gender equality in and through sports, UNWOMEN, 2020

⁷ The role of Sports The Role of Sports in Promoting Peaceful Interactions and Co-Existence in Kenya (2001-2019), Muraguri, Sheila Murugi

growth). In the areas that SFD operates, unemployment rates are high. Sport-based approaches can support the development of networks that can enable entrepreneurship. Sports-based educational programmes provide skills for employability and opportunities for youth to enter the labour market.

7. Conclusion

Overall, the findings in the study support most of the rationale behind the Sfd Theory of Change as included in Annex 1. Improvements can be made in program implementation (see chapter on recommendation) and cooperation between the lead partners, but the results in general provide evidence that the program is contributing to outcomes that relate to the prioritized SDGs. It is important to note that the findings presented in this report are results of a program that is building on partnerships that have been in place for several years. Since 2012, Sfd has implemented ongoing projects and activities and there is continuous impact generated over these years. It looks like this is possible because of the long-term character of the program and the partnership.

SDG 3: Good health and wellbeing

98% of the participants of the Sfd program have access to sports activities in their communities and at school. Examples of benefits reported through these activities include a feeling of belonging, creating friendships, reduced stress, and improved self-esteem.

The results indicate that the Sfd program support health and wellbeing by:

- Provide access to sports activities for 98% of the participants;
- Improve emotional and mental health due to Sfd activities for 76% of the participants;
- Improve physical health due to sports activities for 87% of the participants;
- Improve relationships between coaches and youth, and;
- Promotion and establishment of role models (coaches).

SDG4: Quality education

Results shared by participants in the program provide multiple examples of sport improving their learning outcomes, facilitating improved academic performance and achievement. In these examples sport has resulted in enhanced concentration and focus at schools. Furthermore, the youth and coaches report that SfD partners provide leadership opportunities. The SfD program contributes to educational opportunities, trains life skills used beyond school, and is also seen in practice at home and in the community. The SfD activities motivate children to attend school and be more involved in formal and informal education.

The SfD program contributed to quality education by:

- Improve school attendance for 54% of the participants
- Support access to scholarships for coaches and students
- Offer opportunities for formal and informal learning options and skills
- Provide youth with the skills (discipline, concentration) to engage in learning

SDG5: Gender equality

The SfD consortium is a powerful platform to raise awareness and include girls and women in sports activities. SfD contributed to reduced discrimination against girls and created a safe and inclusive environment for women and girls. In several leadership and decision-making roles, women's voices are now heard by many SfD participants.

SfD program contributes to gender equality by:

- 19% of the female participants learned about self-awareness and confidence through SfD
- Contribute to gender equality in their community for 84% of the youth
- Include women and girls in sport and game activities
- Empower women to participate in sport activities (sanitary pads)
- Provide safe spaces for women
- Engage men and boys on issues on gender based violence and respect for women

SGD16: Peaceful communities

The SfD consortium focuses on youth in marginalized and poor communities (55% come from a poor community, and 33% from a dangerous community). The consortium stimulates people to unite despite age, sex, race, religion or tribe.

Sport keeps youth occupied and 'off the street,' thereby preventing youth from participating in crime or substance abuse.

- Improve peaceful co-existence in the community for 72% of survey the participants
- Reduce drug abuse among youth participating in sports activities
- Reduce crime among youth participating in sports activities

SDG8: Decent work and economic growth

Several stakeholders acknowledge that SfD activities can contribute to the positioning of the Netherlands as a relevant and active partner, to SDG8 (Decent work and economic growth) and to the establishment of new networks and connections. SfD programmes provide skills for employability and opportunities for youth to enter the labor market. 51% of the involved coaches report that participating in sports and SfD has led to an improved livelihood for them. They report that their income increased after being a coach. For 49% of the coaches, their income seems to have stayed the same.

Trade & Diplomacy

The results of the midterm indicate that the SfD program and partners have made first steps in using their position, network and knowledge to improve trade and diplomacy relationships in target countries. In some of the targeted countries, activities related to the SfD program have supported Dutch embassies to build relationships with new government officials and to introduce new programs.

Nevertheless, the results of midterm provide little evidence of structural efforts by the SfD program in 2020 and 2021 to contribute to the trade and diplomacy agenda of the Netherlands. The SfD program can positively contribute to trade and diplomacy at a larger scale, but more targeted action is needed to fulfill this potential.

8. Lessons learned and recommendations

Based on the observations and discussions with coaches, youth, program managers and embassy representatives, the EyeOpenerWorks team has been able to summarize and consolidate the most significant lessons and recommendations in the chapter below. The lessons learned and recommendations are presented at three levels: the level of project implementation (in the different partner countries), at the level of the current SfD partnership (including collaborations with external partners), and at the level of future SfD programming.

Project implementation

A SHARED VISION ON THE ORGANIZATIONAL CAPACITY OF IMPLEMENTING PARTNERS: For all lead SfD partners the sports coach is the most important entry point to create positive changes. What greatly differs between the partners still is their vision on (and attention for) the organizational structures supporting the coaches. Clear follow-up, guidance and structures are not sustainably catered for at all implementing partners. An effective support structure for coaches and CBOs (training curriculum, growth and development plan etc.) at partner level can assist coaches to further grow and develop within the organization. This can stimulate motivated coaches to keep on learning, to continue improving their coaching competence and hence maximize the impact of the SfD activities.

SET QUALITY STANDARDS AND CONTROLS FOR COACHES: Since the sports coach plays such a key role in the work of all lead partners, the joint program could benefit from a set of clear guidelines, competences and roles for coaches that can cut across the work of all SfD partners. The research team observed different guidelines and quality controls among the partners. These guidelines can form a set of quality and minimum requirements coaches should possess when enrolling in the SfD program. By doing so the quality and the impact of the various interventions could further be improved.

MANAGEMENT OF EXPECTATIONS TOWARDS COACHES: In various instances coaches report that they experience pressure resulting from high expectations towards them from involved youth and communities. In many cases these expectations stretch beyond the sports field result in e.g. requests for support with school fees or other types of financial support. Coaches are often volunteers with limited experience dealing with such requests and have to divide their time between coaching and other school or work-related activities. It could be helpful for coaches to receive training on how to manage these expectations.

ACCESS TO BASIC EQUIPMENT: In several partner countries coaches and youth report limited access to basic sports equipment because of limited financial means. In various instances youth report not having access to basic requirements like balls, jerseys, shoes or pitches, putting more burden on the coaches to look for resources. In addition to training coaches on handling financial requests from youth and communities (see the above recommendation), it could be beneficial to train SfD beneficiaries in finding sustainable solutions to challenges related to basic equipment. The development of additional income-generating activities is mentioned as a worthwhile direction to explore in this regard. In addition, some respondents suggest that partners could be supported more effectively to engage in talks with their governments (the Ministries of Education and Sports) and private sector on how to mobilize - local - financial support for community sports activities.

THE FUN-FACTOR IN EVERY SESSION: The most essential benefit reported by youth in various partner countries is having fun while participating in sports activities and by doing so having the opportunity to make friends. Many coaches share that youth participants come to training sessions with stress and heavy minds. Sport allows them to process these thoughts and negative energies. The importance of keeping SfD training and coaching sessions light, fun and enjoyable can not be stressed enough. This could receive more attention across all capacity building interventions linked to the SfD program.

THE IMPACT OF TOURNAMENTS AND EVENTS: The power of tournaments and events is highlighted by several coaches, youth, program managers as a key element in many SfD interventions. Many examples were shared that underline the contribution of specific events for the creation of learning experiences and exposure to other different parts of the country/world. Next to this, from a sporting point of view, during tournaments coaches can test new strategies and tactics and organizing tournaments can bring a lot of capacity building and skills development opportunities for coaches. In SfD related capacity building interventions for coaches and implementing partner organizations, attention for the specific aspect of organizing and utilizing tournaments and events could be further strengthened.

LINKAGES TO VOCATIONAL TRAINING AND LEARNING: In many of the target countries for the SfD program, the high rates of youth unemployment are an important challenge at a national level. This is reflected in requests of youth (both at coaches level and as participants in activities) for additional training on skills that will help them prepare for future jobs and/or self-employment. To tackle these requests, the SfD program could increase support to implementing partners and coaches on how to link to and engage with vocational training institutions and programmes.

SUPPORT NETWORKS AND NETWORK OPPORTUNITIES: Many coaches report receiving requests for support from the children engaged in their activities. These requests relate to financial support, but also to mental issues, substance abuse, violence or certain illegal practices. In most of these cases coaches are not in position to provide effective support. For many of them it could be beneficial to receive specific support in this regard. This could for instance be tailored in a mapping exercise of social support organizations to support the coaches in making referrals. In such a session coaches can learn how to map out where to direct youth and children for additional support.

Partnership and collaboration

PROGRAM GOALS AND TARGETS: The SfD program can benefit from improved formulation of and alignment on key objectives, targets, definitions and terms. Targets and goals are critical elements to ensure effective program implementation and to measure impact. At the moment such specific project targets and goals are missing, both at program and at partner level. Formulation of (annual) project goals and related KPIs that are consistently measured and reported on by each partner could be a practical step to improve program implementation in this regard.

RESEARCH AND M&E: This mid-term evaluation was complicated by the limited availability of baseline data. In many cases improvements and impacts could only be assessed based on data and views collected reflecting the current situation. Data on e.g. access to sports activities, safe environments and development indicators have more meaning if they can be linked to baseline measurements. A dedicated M&E plan for project implementation (how to measure, where to report, when to share) and a system for data validation could help improve these practices at a partnership level.

CROSS-PARTNER EXCHANGE OF KNOWLEDGE AND EXPERTISE: The expertise and competence of all lead partners is highly complementary. In many countries, implementing partners could benefit greatly from increased exchange of knowledge and expertise among partners. Tools such as the KNVB WorldCoaches training manual or CBO training support resources from ISA could be shared and used by implementing partners of - for instance - KNHB to improve project implementation. All partners acknowledge and realize the potential of increased collaboration and making use of each other's strengths, but turning this into action at country/implementing partner level requires more concerted and targeted efforts.

JOINT ACTIVITIES AND FOCUS COUNTRIES: Explore opportunities to collaborate with other programs more actively. SfD partners should actively seek synergies to work together

with external partners in target countries and investigate joint planning and implementation of activities. .

SAFEGUARDING ‘SPORT AND PLAY’ AS THE CORE OF THE PROGRAM: Some of the implementing partners strongly focus on organizing several life skills and personal development activities. By doing so, they run the risk of losing focus on the sports and play related components of the program. If implementing partners develop capacity to - for instance - effectively engage with key stakeholders in their communities, but lack the technical (sports) skills to organize training sessions and to officiate games, the added value of the SfD program runs the risk of being diluted. It is therefore advised to safeguard the sports and play related elements in the program by setting clear targets at a partnership level for sports and game activities in each of the target countries.

AN ALIGNED KNHB APPROACH AND VISION: Effectively, the contribution of KNHB to the partnership is managed by two separate initiatives, the Bovelander Foundation and Hockey Dreams Foundation. Due to the individual approach, and focus on the own organization (instead of KNHB), this currently - at times - affects ‘the development of a shared vision and voice at a partnership level. For the partnership to act more as a united consortium, also using the branding of KNHB in sharing results and communication externally, the formulation of a more aligned KNHB approach and vision is recommended.

STREAMLINING SAFEGUARDING POLICIES: Working with youth and children comes with certain risks and sensitivities that require safeguarding and child protection principles. In the midterm evaluation, specifically Right To Play was able to demonstrate strong policies and practices in this regard. Using their expertise to set and develop more robust standards for children's safety and protection within the SfD program as a whole could be beneficial to the partnership.

Future of the SfD program

COLLABORATION WITH DUTCH EMBASSIES: Several Dutch embassy representatives have expressed their interest in the SfD partnership and see many synergies between the work of the partnership and other development and trade related interventions. Timely engagement of embassies in the development of future SfD programming can support effective alignment and collaboration between embassy supported interventions and the (net)work of SfD partners.

INVEST IN 'NL BRANDING': The contributions from the SfD partners to development initiatives have created a reputation, network and sense of 'goodwill' that can be very beneficial to a trade promotion and diplomacy agenda. By leveraging the positive appearance of sports ambassadors and by delivering clinics, the SFD partnership has been playing a supportive role in trade missions to – for instance - India, Indonesia and South Africa. This supportive role can be utilized much more effectively by allocating joint time, effort and budget to identify and follow up on opportunities in this regard.

ENGAGEMENT OF ADDITIONAL SPORTS CODES: In certain partner countries, from both an NL branding point of view and from a development perspective, it could be worthwhile to explore potential collaboration with other Dutch sports organizations. Respondents mention basketball and athletics (especially in Kenya and Uganda) as potential options that could add value.

INCLUSION OF 'UNMARKED' TA SUPPORT BUDGET: Currently, the larger part of the budget for the SfD program is allocated to activities of specific lead partners and their implementing partner organizations. This structure limits the ability of the SfD partnership to facilitate the inclusion of sport for development in other programs and to offer knowledge, learning and advice on demand. In future programming, an 'unmarked' Technical Assistance (TA) support budget could facilitate such activities. Potential TA activities can include:

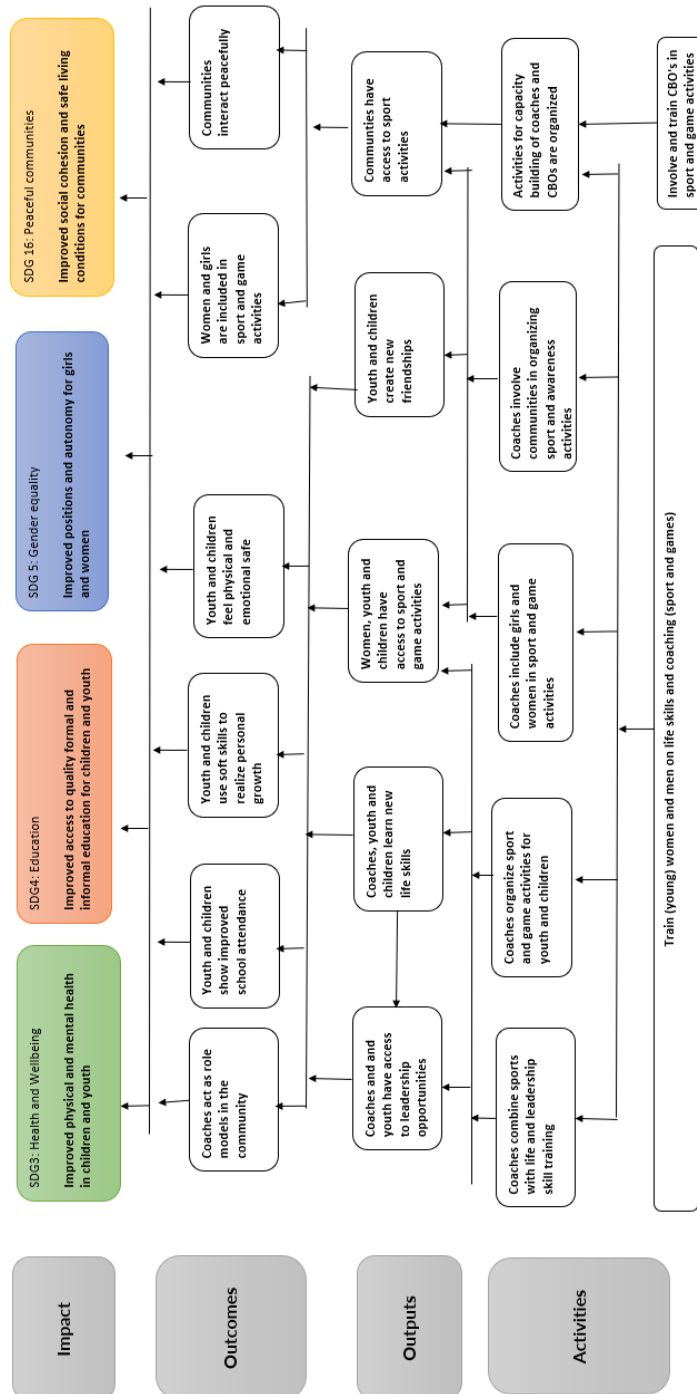
- Identifying business opportunities for sports and trade;
- Assisting embassies and Dutch institutions in integrating sport for development into their strategic development plans;
- Raising awareness of the relevance of sport for development among Dutch investors;
- Capacity building of sports programs, or bi-lateral development programs at Dutch embassies or partners;
- Providing advice to organizations on how they can achieve SDGs by including sport in their programs.



**GAME UP
FOR CHANGE**

Annex

Annex 1: TOC



Annex 2: Bio-data survey participants

Bio-data of 272 survey respondents:

		Youth 201 (%)	Coaches 71(%)
Sex	Female	76 (38%)	20 (28%)
	Male	125 (62%)	51 (72%)
Age	Years	16,2 years	27,3 years
Education status	Primary school	63 (31%)	4 (6%)
	Secondary school	100 (50%)	23 (34%)
	Tertiary school	22 (11%)	16 (22%)
	University	16 (8%)	26 (37%)
	No education	0 (0%)	1 (1%)
Country of residence	Kenya	50 (25%)	19 (27%)
	Uganda	100 (50%)	32 (45%)
	Indonesia	51 (25%)	20 (28%)
Living conditions (multiple conditions possible for a single respondent)	Well-protected neighborhood	120 (60%)	52 (73%)
	Dangerous neighborhood	67 (33%)	21 (29%)
	Slum	65 (33%)	22 (31%)
	Refugee settlement	43 (21%)	19 (27%)
	Poor community	104 (52%)	42 (59%)
	Rich community	3 (1%)	5 (7%)

Annex 3: Name list of interviewees

Organisation	No	Name	Title	age
KNHB	1	Marlene Doderlein de Win	Key informant interview - Local Coordinator	
KNHB	2	Baine Bridget	Key informant interview - Local Stakeholder	36
KNHB	3	Doreen Asiimwe	MSc - Coach / teacher	24
KNHB	4	William Okecha	MSc - Coach / teacher	28
KNHB	5	Dennis Okello	MSc - Coach / teacher	26
KNHB	6	Teddy Aciro Lucy	MSc - Coach / teacher	24
KNHB	7	Innocent Rachkara	MSc - Coach / teacher	37
KNHB	8	Babirye Juliet	MSc - Beneficiary	15
KNHB	9	Jolly Alimo	MSc - Beneficiary	15
KNHB	10	Ali Hamid	MSc - Beneficiary	12
KNHB	11	Emmanuel Kabanda	MSc - Beneficiary	12
KNHB	12	Shabil Bashir	MSc - Beneficiary	15
ISA	13	Loraine Nadne	MSc - Coach / teacher	20
ISA	14	Mariam Tohiri	MSc - Coach / teacher	38
ISA	15	Marsden Dena	MSc - Coach / teacher	26
ISA	16	Dereck Kiberenge	MSc - Coach / teacher	25
ISA	17	Symprose Lotesiro	MSc - Coach / teacher	24
ISA	18	Elijah Kaloki	MSc - Beneficiary	15
ISA	19	Harriet Muhonja Sunguti	MSc - Beneficiary	16
ISA	20	Michelle Clere Achieng	MSc - Beneficiary	13
ISA	21	Dorcas Namisiyo	MSc - Beneficiary	15
ISA	22	Meshack Omondi	MSc - Beneficiary	15
ISA	23	Ben Ooko	Key informant interview - Local Stakeholder	38
RTP	24	Mawadri Sunday	MSc - Coach / teacher	46
RTP	25	John Jacob Bior	MSc - Coach / teacher	31
RTP	26	Flavia Eyotaru	MSc - Coach / teacher	27
RTP	27	James Ijjo	MSc - Coach / teacher	32
RTP	28	Justin Edema Thomas	MSc - Coach / teacher	48
RTP	29	Ayaa Innocent	MSc - Beneficiary	16
RTP	30	Moruma Robert	MSc - Beneficiary	16
RTP	31	Tete Jenifer	MSc - Beneficiary	20
RTP	32	Atoma Ibrahim Zaitun	MSc - Beneficiary	19
RTP	33	Suraya Catherine	MSc - Beneficiary	17
KNVB	34	Hans Sraun	MSc - Beneficiary	18
KNVB	35	Yusup Maulana	MSc - Coach / teacher	30
KNVB	36	Burhan Ginting	MSc - Coach / teacher	36
KNVB	37	David Daniel Nanalaitta	MSc - Coach / teacher	47
KNVB	38	Randi Setiadi	MSc - Coach / teacher	31
KNVB	39	Utsman Ritjalu Tsani	MSc - Beneficiary	17
KNVB	40	Dhiya Ulhaq Muharrom	MSc - Coach / teacher	39
KNVB	41	Ricki Levinus Rembiwas	MSc - Beneficiary	16
KNVB	42	Yoga Pumama	MSc - Coach / teacher	30
KNVB	43	Frans Ramfandu	MSc - Beneficiary	18
KNVB	44	Lenda Pelealu	Key informant interview - Local Stakeholder	
KNVB	45	Joe Hamilton	Key informant interview - Local Coordinator	

Annex 4: Learning visit report (2 pager)

Report on the learning visit to East Africa, by partners of the Sports for Development program (April 2022)

Introduction

The Sport for Development Partnership is a Dutch government funded and envisioned program in which 4 organizations (ISA, the Royal Dutch Hockey Association (KNHB), the Royal Dutch Football Association (KNVB) and Right To Play) have joined hands to impact the Sustainable Development Goals (SDGs) through sports and play programs. Each organization runs their own program but as the focus is on a core set of SDGs and sports and play is the key instrument, complementarity and scale is achieved with results for a broad range of stakeholders. The program has been active for more than a decade but the current program cycle spans 2020 – 2024.

To strengthen the impact measurement of the program (to make its contribution to the SDG's more evidence-based) and to develop a joint learning agenda, the partners embarked on strengthening the framework they use to monitor, evaluate and learn from the results of their joint activities. In the effort to do so, the team organized a learning visit to East Africa, where they would engage with one another's programs and activities. The various findings and learnings from this visit would then contribute to finalizing the SfD program TOC, planning and executing the midterm evaluation in 2022 and a final evaluation at the end of the current program cycle in 2024.

The following pages summarize the outputs of the learning visit and a brief introduction into the next steps.

A. Learning visit summary

The table below summarizes the areas visited during the learning visit and some of the representatives of various stakeholders, both local and international.

SfD partner	Partner representative/s	Local partner	Local Area visited	Date of visit
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1	ISA	1. Leonie Hallers	ISA (East Africa)	Subiaco retreat center (Nairobi)	19 th April
2	KNHB	1. Floris Jan 2. Merel van Amerongen	Hockey Dreams Foundation	Naguru community (Kampala)	20 th April
3	KNVB	1. Jesse Beesems 2. Michael Vanderstar	Signify Enlight Vocational Institute	Signify Enlight Vocational Institute (Matugga)	21 st April
4	Right To Play	1. Kristy van Lammeren	Right to play (UG)	Maaji Secondary school (Adjumani)	22 nd April

B. Major outcomes of SfD partners programming and interventions

During the learning visit, the SfD partners interacted one on one with some of the beneficiaries of their programs (coaches, youth/children-boys and girls) and using mini focus group discussions, harvested the most important outcomes of their interventions as listed below:

ISA

1. Youth/children access and use safe spaces at and beyond the sports field where they feel physically, emotionally and mentally safe.
2. Youth/children (boys and girls) practice physical education and live healthy, both physically and mentally.
3. Youth coaches, CBOs and community members participate in sports and develop life skills related to the 6C's i.e., confidence, character, competence, connection, care.

KNVB

1. Coaches incorporate life skills training into sports training
2. Coaches skillfully plan and organize sports tournaments and draw whole communities in SfD activities and impact.
3. Youth take up leadership roles within their communities.

KNHB

1. Coaches become role models to the youth in their communities
2. Youth develop careers in sports, earn money as coaches or players and sustainably survive.
3. Youth/coaches start income generating activities in and out of sports to earn a living.

Right to play

1. Youth/children (boys and girls) live responsible and healthy lives and change their behavior from bad habits.
2. More children attend school and there are less dropouts also for girls, who would otherwise be married off early
3. Communities with diverse cultures/beliefs accept each other and peacefully co-exist while developing together.

C. Questions remaining after learning visit

At the end of the 1-week learning visit, the SfD partners had learnt and discovered so much about SfD and each other. However, the following questions lingered in their minds as the visit came to a close.

1. What sustainable impact do we see would remain if donor funding were to stop? To what extent would it continue?
2. What is the central message we want to communicate as a program that we all embrace and are proud of?
3. How can we stay true to our core strengths?
4. How can we bring our synergies together?
5. How can we create a practical common ground based on the TOC, and shared learning on grass roots level?
6. Do we see what we have seen this week also in other countries? Are there region specific challenges?

Next steps after learning visit

The learning visit was a first step into the impact measurement of the SfD program, which will involve executing a midterm evaluation in 2022 and a final evaluation at the end of the current program cycle in 2024. As a follow-up, EyeOpenerWorks will work together with the SfD partners to conduct the midterm evaluation in the months of May and June 2022.

For each partner;

- 1 in-depth interview with the program lead will be conducted by a member of the EOW research team
- An audit of quantitative data/numbers of activities and beneficiaries overall will be conducted.
- An analysis of secondary studies/reports will be performed.
- 1 case study will be selected, for which the midterm evaluation will be conducted.

For each case study, the following evaluation tools will be used to collect data for the midterm:

- Key informant interviews (1 local case coordinator)
- Structured surveys/questionnaires
 1. Coaches
 2. Youth/children
(Number of surveys per case will depend on total number of beneficiaries from which a representative sample will be drawn)
- Most significant change story collection
 1. Coaches
 2. Youth/children
 3. CBO coordinators
(15 stories per program, we could capture most significant outcomes into 5-minute video)

- Focus group discussion
 1. Coaches from different SfD programs
 2. Coaches from each individual case
 3. Youth/children
(2 FGDs per case study)

Reflect on previous recommendations and lessons learned (review 2018):

Local context:

Safe spaces and learning environment

Inclusion

Training design

Coaches commitment

Community of practice

Youth-led CSO

Network and partnership

Community stakeholders

SDGs

Annex 5: Midterm evaluation study Tools

MIDTERM SURVEY FOR COACHES (SPORTS FOR DEVELOPMENT PROGRAM)

INTRODUCTION:

Hallo, my name is _____, I am working with Inspire/Right to play/Amani Kibera/Kakuma/Kitale/Rueru/Hockey Dreams Foundation, which is part of the Sport for Development Partnership. SfD is a Dutch government funded and envisioned program in which 4 organizations (ISA, the Royal Dutch Hockey Association (KNHB), the Royal

Dutch Football Association (KNVB) and Right to Play) have joined hands to impact the Sustainable Development Goals (SDGs) through sports and play programs.

We are currently evaluating the impact of the Sports for Development program cycle which started in 2020, in your life and community. I will ask you some questions about your experience as a beneficiary of the Sports for Development program. The information collected from you will be analyzed together with that of other coaches and it will not point directly to you. Your participation in this study is voluntary and you are not mandated to take part against your will. We value your honesty as it will give us the most accurate results which will be incorporated in a midterm report to various stakeholders of the SfD project, and used for communication, learning and strategizing throughout the project life. This interview will take approximately 30 minutes of your time.

Would you like for me to go ahead and interview you as a beneficiary of the SfD project?

- Yes (Continue with interview)
- No (Close/terminate)

COACHES PERSONAL DETAILS

- a) Name of data collector
- b) Date of interview
- c) Name of respondent
- d) Sex of respondent
 - Male
 - Female
- e) Age of respondent
- f) Marital status
 - Married
 - Single
- g) Education status

- No education
- Completed primary school
- Completed secondary school
- Completed tertiary/college
- Completed university
- h) Local SfD partner
 - Right to play (RTP)
 - Amani Kibera (ISA)
 - Hockey dreams foundation (KNHB)
 - Inspire Indonesia (KNVB)
- i) District of residence
- j) Country of residence
 - Uganda
 - Kenya
 - Indonesia
- k) On what level of the program is the respondent a coach?
 - Game program (ISA)
 - Change (ISA)
 - Game changer (ISA)
 - Grass roots (KNHB)
 - Regional development center (KNHB)
 - Academy (KNHB)
 - Introductory level (KNVB)
 - Basic level (KNVB)
 - Advanced level (KNVB)
 - Coach of Coaches-COC (KNVB)
 - Other (specify) _____

COACHES BACKGROUND & WORK

Qn.1 For what games are you a coach under the SfD project? (Interviewer: Do NOT read out the options)

- Football
- Futsal
- Hockey
- Board games
- Other ball sports like netball, basketball, handball, volleyball, baseball etc.
- Other sports like tennis, swimming, athletics etc.
- Other (specify) _____

Qn.2 Please tell me, which of the following best describes the kind of environment you coach children/youth in?

- I coach in a well-protected neighborhood
- I coach in a dangerous neighborhood where people do drugs, prostitution and other bad habits
- I coach in a slum
- I coach in a refugee settlement
- I coach in a very poor community
- I coach in a very rich community

Qn.3 For how long have been coaching children/youth in SfD activities? (Interviewer: Do NOT read out the options)

- Less than 1 year
- 1-2 years
- More than 2 years

Qn.4 What are your specific roles/responsibilities as a coach in your area? (Interviewer: Do NOT read out the options)

- Training children/youth sports skills
- Teaching children/youth relevant life skills

- Mentoring young people in and out of sports
- I look out for talented children/youth in sports and skill them further with an ambition to develop their career in sports
- I organize sports events that are open to the community to attend
- Other (specify) _____

Qn.5 I am going to read out some statements of which you will tell me whether they are TRUE/FALSE about you.

- I organize sports activities in schools and the community regularly
- I involve youth in organizing sports events in the community and in school
- I have referred some worrisome youth cases to local authorities or institutions for further management
- I usually work together with other coaches to organize community events
- I incorporate teaching of life skills in sports training

Qn.6 (For coaches who organize activities in schools and communities) How often do you organize school/community events? (Interviewer: Do NOT read out the options)

- Daily
- Weekly
- Monthly
- Only during holidays
- Other (specify) _____

Qn.7 (For coaches who organize activities in schools and communities) How many children/youth do you coach at each activity?

Qn.7.a) How many are;

- Male? _____
- Female? _____

Qn.7.b) How many children/youth are;

- Less than 8 years _____
- 9-11 years _____
- 12-15 years _____
- 15-24 years _____
- More than 24 years _____

Qn.8 (For coaches who referred cases to authorities) How many cases have you referred in the past 2 years?

Qn.9 Briefly share what those cases involved, e.g., rape/defilement, other forms of abuse, psychological issues, other diseases etc.

Qn.10 Did you follow up those cases?

- Yes
- No

Qn.11 How were those cases resolved or handled??

Qn.12 (For coaches who incorporate life skills in sports training) Which life skills do you often teach children/youth? (Interviewer: Do NOT read out the options)

- Self-awareness
- Empathy
- Interpersonal relationships
- Communication
- Problem solving
- Decision-making
- Critical thinking

- Creative thinking
- Dealing with emotions
- Coping with stress
- Respect for diversity
- Participation
- Negotiation,
- Self-management
- Resilience
- Assertiveness
- Self-efficacy
- Self-esteem
- Goal setting and pursuing
- Commitment
- Discipline
- Responsibility
- Cooperation
- Competitiveness
- Other (specify) _____

Qn.13 In which areas of their lives do you see the children/youth using these life skills? (Interviewer: Do NOT read out the options)

- On the pitch during a game
- While at the workplace
- At school teachers testify
- Parents inform us about the change in behavior of their children at home
- Other (specify) _____

Qn.14 What is for you the biggest motivation to become a coach? (Interviewer: Do NOT read out the options)

- To support my community
- To teach and support children

- To interact with children
- To play sports
- To learn new skills
- Other (specify)_____

Qn.15 How often do you interact with your trainees outside the official training?

(Interviewer: Do NOT read out the options)

- Never
- Daily
- Weekly
- Monthly
- Only during holidays
- Other (specify) _____

Qn.16 If you interact with trainees outside the official training, what kind of activities do you do? (Open question)

Qn.17 How do you involve the parents? (Interviewer: Do NOT read out the options)

- Invite them for meetings
- Home visits
- Get permission to train their children
- Other (specify) _____

Qn.18 How often do you involve the parents? (Interviewer: Do NOT read out the options)

- Daily
- Weekly
- Monthly
- Only during holidays
- Other (specify) _____

Qn.19 What is your impact on your community? (Open question)

COACHES TRAINING & IMPACT

Qn.20 How often does the SfD program provide coaches' training?(Interviewer: Do NOT read out the options)

- Weekly
- Monthly
- Quarterly
- Annually
- Other (specify) -----

Qn.21 How many trainings have you received from SfD in the past 2 years?

Qn.22 Considering the impact of SfD trainings to your life & sports skills, how would you rate SfD out of 10? (1 being the least mark and 10 being the highest mark)

Qn.22.a) Please give a reason for your rating

Qn.23 Mention maximum 3 benefits of participating in the SfD program that are of most importance to you as an individual? (Interviewer: Do NOT read out the options)

- I have improved my coaching skills especially adding life skills training to sports training
- I have the opportunity to become a role model in my community
- I can make money as a professional coach when sports clubs or schools/organizations contract me to train their teams in sports
- I can encourage the youth/children around my community to live more responsibly without Alcohol or drugs and influence them to go back to school.
- I can access school bursaries and get sponsorship for children's/youth education if they play sports for my school team
- Through SfD training I have learnt how to help communities overcome the myths and barriers which hinder girls from participating in sports
- Through SfD, I have learnt how to organize sports events in the community by myself and with other coaches
- Other (specify) _____

Qn.24 I am going to read out some statements of which you will tell me whether they are TRUE/FALSE about you.

- Participating in sports as a coach has empowered me as a human being
- Participating in sports has led to an increase in my income
- Participating in sports has helped me to teach my community how to live peacefully and solve problems together
- Participating in sports has improved my general health as a human being
- Participating in sports has improved the psychosocial/mental wellbeing of the children/youth that I train and also myself
- The children/youth that I coach attend school more regularly than before
- Girls in my community can access the same services and participate in sports activities just as much as the boys

Qn.25 How has the quality of your life changed after becoming a coach? (Interviewer: Do NOT read out the options)

- My life has improved

- My life has stayed the same as before
- The quality of my life has decreased

Qn.26 How has your income changed after becoming a coach? (Interviewer: Do NOT read out the options)

- My income increased
- My income stayed the same
- My income reduced

Qn.27 What kind of opportunities do you have as a coach? (Interviewer: Do NOT read out the options)

- Job opportunities
- Academic opportunities
- Training opportunities
- Travel opportunities
- Other (specify)_____

Qn.28 What are the most important skills/qualities you have learned as a coach? (Interviewer: Do NOT read out the options)

- Sports skills of the game itself
- Self-awareness
- Empathy
- Interpersonal relationships
- Communication
- Problem solving
- Decision-making
- Critical thinking
- Creative thinking
- Dealing with emotions
- Coping with stress
- Respect for diversity

- Participation
- Negotiation,
- Self-management
- Resilience
- Assertiveness
- Self-efficacy
- Self-esteem
- Goal setting and pursuing
- Commitment
- Discipline
- Responsibility
- Cooperation
- Competitiveness
- Other (specify

Qn.29 If you consider your future, what is the most important ambition that you would like to achieve?

Qn.29.a) How would you like for SfD to help you achieve your goals/ambitions?

Qn.30 What more would you like or need from the SfD program which you are not getting currently? (Interviewer: Do NOT read out the options)

- More sports equipment e.g., balls, jerseys, cones etc.
- More coaches for the communities
- Engage with parents/community members to support sports activities
- Engage with school administrations to give more time for sports
- Add other sports besides football and hockey e.g., swimming, volleyball, netball, which also favor girls inclusion
- Construct clean changing rooms for girls

- Other (specify) _____

MIDTERM SURVEY FOR CHILDREN/YOUTH (SPORTS FOR DEVELOPMENT PROGRAM)

INTRODUCTION:

Hallo, my name is _____, I am working with Inspire/Right to play/Amani Kibera/Kakuma/Kitale/Rueru/Hockey Dreams Foundation, which is part of the Sport for Development Partnership. Sfd is a Dutch government funded and envisioned program in which 4 organizations (ISA, the Royal Dutch Hockey Association (KNHB), the Royal Dutch Football Association (KNVB) and Right to Play) have joined hands to impact the Sustainable Development Goals (SDGs) through sports and play programs.

We are currently evaluating the impact of the Sports for Development program cycle which started in 2020, in your life and community. I will ask you some questions about your experience as a beneficiary of the Sports for Development program. The information collected from you will be analyzed together with that of other children/youth and it will not point directly to you. Your participation in this study is voluntary and you are not mandated to take part against your will. We value your honesty as it will give us the most accurate results which will be incorporated in a midterm report to various stakeholders of the Sfd project, and used for communication, learning and strategizing throughout the project life. This interview will take approximately 30 minutes of your time.

Would you like for me to go ahead and interview you as a beneficiary of the Sfd project?

- Yes (Continue with interview)
- No (Close/terminate)

CHILDREN/YOUTH PERSONAL DETAILS

- a) Name of data collector

- b) Date of interview
- c) Name of respondent
- d) Sex of respondent
 - Male
 - Female
- e) Age of respondent
- f) Education status
 - No education
 - In Primary school
 - In Secondary school
 - In Tertiary/college
 - In University
 - Completed school
- g) Local SfD partner
 - Right to play (RTP)
 - Amani Kibera (ISA)
 - Hockey dreams foundation (KNHB)
 - Inspire Indonesia (KNVB)
- h) District of residence
- i) Country of residence
 - Uganda
 - Kenya
 - Indonesia
- j) On what level of the program is the respondent?
 - Game program (ISA)
 - Change (ISA)
 - Game changer (ISA)
 - Grass roots (KNHB)
 - Regional development center (KNHB)
 - Academy (KNHB)
 - Introductory level (KNVB)

- Basic level (KNVB)
- Advanced level (KNVB)
- Coach of Coaches-COC (KNVB)
- Other (specify) _____

CHILDREN/YOUTH HOBBIES & BACKGROUND

Qn.1 What are the things you enjoy or like to do? (Interviewer: Do NOT read out the options)

- Playing football
- Playing futsal
- Playing hockey
- Playing board games
- Playing other ball sports like netball, basketball, handball, volleyball, baseball etc.
- Playing other sports like tennis, swimming, athletics etc.
- Other activities like singing, reading books, dancing etc.
- Other (specify) _____

Qn.2 Please tell me, which of the following best describes the kind of environment you live in? (Multiple options can be selected)

- I live in a well-protected neighborhood
- I live in a dangerous neighborhood where people do drugs, prostitution and other bad habits
- I live in a slum
- I live in a refugee settlement
- I live in a very poor community
- I live in a very rich community

Qn.3 For how long have been participating in the Sfd activities? (Interviewer: Do NOT read out the options)

- Less than 1 year

- 1-2 years
- More than 2 years

Qn.4 I am going to read out some statements of which you will tell me whether they are TRUE/FALSE about you.

- I attend school regularly
- I do not often go to school because I have to stay home and do chores
- I skip school often because it's not a safe environment and children get bullied a lot
- I skip school during my menses because I don't have sanitary towels
- I am not allowed to play sports because I am a girl
- My parents don't support me to play sports
- I have learnt how to associate with people of other cultures/behavior since I started participating SfD activities
- I have freedom to express myself in my school/community
- There are opportunities for me to participate in sports within my community
- I can make right choices for myself
- I feel physical and emotionally safe at school, in the community and on the pitch
- I am confident that I will achieve all my goals and succeed
- I have organized sports and other activities at school and in my community
- My coach involves me in organizing sports events in the community

Qn.5 How often do you go to school? (Interviewer: Do NOT read out the options)

- Everyday
- 4 days a week
- Less than 4 days a week

CHILDREN/YOUTH PARTICIPATION IN SPORTS ACTIVITIES

Qn.6 How accessible are sport and game activities to you? (Interviewer: Do NOT read out the options)

- Not accessible at all
- Somehow accessible
- Very accessible

Qn.7 Which sports games do you participate in at school? (Interviewer: Do NOT read out the options)

- Football
- Futsal
- Hockey
- Other ball sports like netball, basketball, handball, volleyball, baseball etc.
- Other sports like tennis, swimming, athletics etc.
- Other (specify) _____

Qn.8 Which sports games do you participate in within the community? (Interviewer: Do NOT read out the options)

- Football
- Futsal
- Hockey
- Other ball sports like netball, basketball, handball, volleyball, baseball etc.
- Other sports like tennis, swimming, athletics etc.
- Other (specify) _____

Qn.9 How often do you play the sports games you have mentioned above? (Interviewer: Do NOT read out the options)

- Daily
- Weekly
- Monthly
- Only during school holidays
- Other (specify) _____

Qn.10 Who organizes the sports games you participate in? (Interviewer: Do NOT read out the options)

- The SfD coaches
- Other coaches from other SDP's
- School games master
- Informal groups in the community
- I organize games and play with my fellow children/youth
- Other (specify) _____

Qn.11 How often does the SfD coach train you in sports? (Interviewer: Do NOT read out the options)

- Daily
- Weekly
- Monthly
- Only during school holidays
- Other (specify) _____

Qn.12 If you think about how the SfD coaches impact your life and sports skills, how many marks do you give your coach out of 10?

Qn.12.a) Please give a reason for your rating

Qn.13 Do you want to become a coach yourself? (Interviewer: Do NOT read out the options)

- Yes
- No

Qn.14 In your view, what qualities does a coach need to have? (Open question)

Qn.15 How often does your coach combine sports training with life skill training?
(Interviewer: Do NOT read out the options)

- Never
- Sometimes
- Often

Qn.16 What kind of life skills have you learnt? (Interviewer: Do NOT read out the options)

- Self-awareness
- Empathy
- Interpersonal relationships
- Communication
- Problem solving
- Decision-making
- Critical thinking
- Creative thinking
- Dealing with emotions
- Coping with stress
- Respect for diversity
- Participation
- Negotiation,
- Self-management
- Resilience
- Assertiveness
- Self-efficacy
- Self-esteem
- Goal setting and pursuing
- Commitment
- Discipline

- Responsibility
- Cooperation
- Competitiveness
- Other (specify) _____

Qn.17 How often do you put these life skills into practice? (Interviewer: Do NOT read out the options)

- Never
- Sometimes
- Often

IMPACT OF SfD ACTIVITIES UPON CHILDREN/YOUTH

Qn.18 Mention maximum 3 benefits of participating in the SfD program that are of most importance to you (Interviewer: Do NOT read out the options)

- I have fun all the time
- I have a role model in my coach
- SfD creates an opportunity for me to also become a coach and teach others in future
- I started to attend school more often because I know there will be sports sessions
- SfD programs help me to stay out of trouble like drugs and violence
- SfD programs teach me different life skills like how to communicate, be disciplined, respect one another, solve problems and even make good decisions.
- Through SfD, I gain professional skills in sports and I can build a career playing sports professionally
- I can make new friends
- I can access school bursaries and get sponsorship for my education if I play sports for my school team
- SfD breaks the myths and barriers which hinder girls from participating in sports

- Through SfD I have learnt my rights as a child/youth
- SfD allows and teaches me how to organize sports events in the community by myself
- Other (specify) _____

Qn.19 To what extent would you say that participating in sports empowers/develops you as a human being? (Interviewer: Do NOT read out the options)

- To a large extent
- Moderate extent
- To a small extent

Qn.19.a) Please explain your answer choice

Qn.20 To what extent would you say that participating in sports can lead to an increase in your income? (Interviewer: Do NOT read out the options)

- To a large extent
- Moderate extent
- To a small extent

Qn.20.a) Please explain your answer choice

Qn.21 How often do you use peaceful solutions to solve problems with other children/youth or older people at school or in the community? (Interviewer: Do NOT read out the options)

- Never
- Daily
- Weekly
- Monthly

Qn.22 To what extent would you say that participating in sports has improved your general health as a child/youth? (Interviewer: Do NOT read out the options)

- To a large extent
- Moderate extent
- To a small extent

Qn.22.a) Please explain your answer choice

Qn.23 To what extent would you say that participating in sports has improved your psychosocial/mental wellbeing as a child/youth? (Interviewer: Do NOT read out the options)

- To a large extent
- Moderate extent
- To a small extent

Qn.23.a) Please explain your answer choice

Qn.24 To what extent would you say that participating in sports has improved your school attendance over these past school terms, as a child/youth? (Interviewer: Do NOT read out the options)

- To a large extent
- Moderate extent
- To a small extent

Qn.24.a) Please explain your answer choice

Qn.25 To what extent would you say that participating in sports has improved the way different people in your community relate more peacefully than before? (Interviewer: Do NOT read out the options)

- To a large extent
- Moderate extent
- To a small extent

Qn.25.a) Please explain your answer choice

Qn.26 To what extent would you say that SfD activities contribute to gender equality in your community? (Interviewer: Do NOT read out the options)

- To a large extent
- Moderate extent
- To a small extent

Qn.26.a) Please explain your answer choice

Qn.27 If you consider your future, what is your most important ambition that you would like to achieve?

Qn.27.a) How would you like for SfD to help you achieve your goals/ambitions?

Qn.28 What more would you like or need from the SfD program which you are not getting currently? (Interviewer: Do NOT read out the options)

- More sports equipment e.g., balls, jerseys, cones etc.
- More coaches and more coach time
- Engage with our parents/community members to support my sports activities

- Engage with our school administration to give more time for sports
- Add other sports besides football and hockey e.g., swimming, volleyball, netball, which also favor girls inclusion
- Construct clean changing rooms for girls
- Other (specify) _____

Key Informant Interview guide for Midterm evaluation exercise-Local SfD coordinator

Version: v0.1

Name of organization/consortium: EyeOpenerWorks

Name of project: Sports for Development

1. Research session: Key Informant Interview

In this session, we conduct an in-depth interview with the coordinator of the local partner of the SfD partner organization. This local partner could be a community based organization, or a local implementing partner for the SfD partner organization, i.e. ISA, KHVB, KNVB, and Right to Play. This interview will last about 1.5 hours. The interview should be recorded and transcribed in English and transcripts submitted to EOW.

2. Session Objectives:

In this interview, we hope to harvest useful information about the local organization e.g.,

- The issues within the community that it aims to address
- The approach used
- The various activities organized
- The number of beneficiaries involved
- The physical areas of operation.
- Impact of coaches and visibility among target beneficiaries

3. Equipment Required:

- Notebook for harvesting important points
- Recording device

Introduction:

Hallo, my name is _____, I am working with EyeOpenerWorks, a creative agency with offices in The Netherlands and Uganda that supports organizations to create social and sustainable impact. We are currently evaluating the impact of the Sports for Development program cycle which started in 2020, for which you are a local area coordinator. I will ask you some questions about your organizations involvement in implementing the Sports for Development program among target beneficiaries over the past 2 years. For purposes of quality reporting, please allow me to record this interview. Would you like for me to continue? (If the local coordinator agrees to record their in-depth interview, please start the recorder and proceed.

Qn.1 Please introduce yourself, the organization you work with. What is your particular role in the organization? What social issues does your organization aim to solve overall and also within the communities? In which physical areas, communities/circles does your organization operate?

Qn.2 What is your organizations' role in the current SfD program i.e., program activities of ISA, RTP, KNHB & KNVB?

- a) For how long have you been working on the SfD program?
- b) What is your target group/beneficiary under the SfD program? (Interviewer: Please probe for age, gender, social status, education level, etc.
- c) Why do you work with this group?
- d) Describe a typical SfD beneficiary to me, before and after the SfD program. Could you share a testimony about one or two of your beneficiaries?
- e) What approach does your organization employ to implement SfD? What in your opinion are the successes of this approach/what went well during implementation in these past 2 years? What are the limitations/challenges of this approach? Are there

any untapped areas to this approach that your organization intends to employ in the near future?

f) If the organization is using coaches as part of approach to implement SfD, what is the impact of the coaches in the community?

Qn.3 If you consider your organizations' contribution to SfD, what is your most important contribution to the SfD program as a whole?" Using examples, how does your organization contribute to each of the following SDGs of 2030 within the community?

a) SDG3: Health and Wellbeing

Improved physical and mental health in children and youth

b) SDG4: Education

Improved access to quality formal and informal education for children and youth

c) SDG 5: Gender equality

Improved positions and autonomy for girls and women

d) SDG 16: Peaceful communities

Improved social cohesion and safe living conditions for communities

(To the interviewer, please probe about the kinds of activities organized towards achieving each of these goals. The activities could be in form of trainings, actual games, clubs, etc.

- How does a training look like
- Are they only sport? Which other sports?
- If not necessarily sports activities, how do they relate to sports?
- Do beneficiaries demand something else on top of what they organize already?
- To what extent do target beneficiaries express interest in the activities organized?
- Are the activities sometimes reaching un-targeted beneficiaries?

- What is the role of the coaches in the organization? Role of coaches in the community?
- How many beneficiaries have been reached in the past two years? Male/Female/age/area coverage?
- Which activities are more popular than others? Among whom?

Qn.4 What challenges has your organization faced in implementing SfD over the past 2 years? How did your organization deal with those challenges?

Qn.5 What opportunities for SfD do you foresee in the near future? What is the best way to make use of these opportunities? What would your organization need to exploit these opportunities?

Key Informant Interview guide for Midterm evaluation exercise-Other local stakeholder

Version: v0.1

Name of organization/consortium: EyeOpenerWorks

Name of project: Sports for Development

1. Research session: Key Informant Interview

In this session, we conduct an in-depth interview with a member of the community e.g., a parent or community advisor, or a local authority e.g., an LC, or police officer. This Key informant should be knowledgeable about the activities that are organized within his community, and the various demographics/way of life of his/her community. This Key informant should also be knowledgeable about 90% of the CBO's operating within

his/her community. This interview will last about 1.5 hours. The interview should be recorded and transcribed in English and transcripts submitted to EOW.

2. Session Objectives:

In this interview, we hope to harvest useful information that would assist the evaluation team to understand the impact if any, that has created by the SfD local partner within the community, in line with SDGs 3,4,5 and 16.

3. Equipment Required:

- Notebook for harvesting important points
- Recording device

Introduction:

Hallo, my name is _____, I am working on behalf of EyeOpenerWorks, a creative agency with offices in The Netherlands and Uganda that supports organizations to create social and sustainable impact. We are currently evaluating the impact of the Sports for Development program cycle which started in 2020, in your community. I will ask you some questions about your community and the possible influence of the Sports for Development program upon your community over the past 2 years. For purposes of quality reporting, please allow me to record this interview. Would you like for me to continue? (If the local coordinator agrees to record their in-depth interview, please start the recorder and proceed.

Qn.1 Please introduce yourself, and what you do for a living.

- What is your particular role in the community?
- What social issues or challenges are most common in your community?
- Among which groups are the mentioned issues dominant? Who is most affected?
- What has the community been doing to solve these issues?
- What issues have been overcome? Who helped?

- Which issues are still totally unresolved? What is needed to solve them?

Qn.2 To what extent are you familiar with the activities and approach of the local SfD partner _____? (insert local partner name)

a) For how long has the SfD program been working within your community?

b) Are there other sports for development and peace initiatives within your area of operation? How many are they on average? Are they locally created and managed or international? How different is this particular SfD program from other SDPs?

c) In your opinion, what groups of people are targeted by the SfD program? (Interviewer: Please probe for age, gender, social status, education level, etc.)

d) Why these groups?

e) Using examples of specific cases please tell me. How has targeting these groups helped your community in realizing;

- SDG3: Health and Wellbeing

Improved physical and mental health in children and youth

- SDG4: Education

Improved access to quality formal and informal education for children and youth

- SDG 5: Gender equality

Improved positions and autonomy for girls and women

- SDG 16: Peaceful communities

Improved social cohesion and safe living conditions for communities

f) What has been the most important contribution of this SfD program within your community?

g) Describe a typical SfD beneficiary to me, before and after the SfD program. Could you share a testimony about one or two beneficiaries that you have witnessed?

h) Considering the approach used by this local organization to implement SfD? What in your opinion are the successes of this approach? What are the limitations of

this approach? Are there any untapped areas to this approach that you would advise the local organization to employ in the near future?

Qn.3 Do you know any of the coaches trained by the local SfD partner? In your opinion, what is the role of this coach in the community? What impact has been created by this coach in the community?

Qn.4 What challenges does your community face arising from the activities of the SfD program? What do you think can be done to solve these challenges?

Qn.5 What opportunities within your community, do you foresee for the SfD program in the near future? What is the best way that SfD can make use of these opportunities? What is needed to exploit these opportunities within your community?

Qn.6 Do you have anything to add?

Thank you so much!

Most Significant Change story collection guide for Midterm evaluation exercise

Version: v0.1

Name of organization/consortium: EyeOpenerWorks

Name of project: Sports for Development

1. Research session: Most significant change story collection

This session will focus on collecting personal stories of SfD beneficiaries, specifically coaches and children/youth for each SfD partner case study i.e. ISA, KHVB, KNVB, and Right to Play. The story collection should not exceed 30 minutes per story and

shouldn't be less than 10 minutes. The whole audio should be transcribed in English and transcripts submitted to EOW.

2. Session Objectives:

With this MSC session, the main objective is to find out what the most significant change has been in the life of a particular beneficiary, during the time period that they have been a beneficiary of an SfD program. Since this current cycle of the SfD program has been ongoing for 2 years, we can keep the MSC question within the past 2 years.

3. Equipment Required:

- Notebook for harvesting important points and noting the story tellers particulars including the SfD program or case that they are a part of.
- Recording device

Introduction:

Hallo, my name is _____, I am working with the Sports for Development program for which you are a beneficiary. The purpose of my visit today, is to learn more about your experience as a coach or child/youth who participates in the activities organized by _____ (Insert local SfD partner). I will ask you a few questions which I request you to answer freely, as there are no right or wrong answers. I am very interested in hearing your story, so that I can learn more about your experiences over the past 2 years. For purposes of quality reporting, please allow me to record your story, and also take a beautiful picture of your face. If you agree, then I can continue asking about your experience. Would you like for me to continue? (If the beneficiary agrees to record their story on Audio and have their picture taken, please take the picture and proceed. Please encourage your story teller to smile while you take their picture and have clear lighting so that their face is visible and beautiful)

Qn.1 If you consider the past 2 years, what has been the most significant change in your life as a coach/child/youth (depending on who you are talking to) living in _____ (insert region where they live e.g., Mamado etc.)

Note to story collector:

1. After the opening question, please probe for how the change happened, why the change stated is important to this person, what this change means to the future of this person, what opportunities the change has opened up for this person, etc.
2. Please let the story teller share their experience freely and naturally. If for example, the story teller doesn't immediately talk about their change directly in line with the SfD project, it is okay but please probe using the "why, when and what".
3. The MSC question is not the only question that you will ask, it is the main story opener, so please ensure that you have exhausted it before you ask any of the follow-up questions below. (Only ask the follow-up question/s if possible answers did not come out while probing for the MSC above)

Qn.2 What was your life like before you became a beneficiary of _____ (Insert local project name) Can you tell me a story about a time in your life when you were really proud/happy/sad/frustrated/angry/.....?

Qn.3 How has your involvement in _____ (Insert local project name) influenced your dreams, passions or desires? Please illustrate with an example.

Qn.4 How does your involvement in _____ (Insert local project name) contribute towards your overall development as a human being?

Qn.5 Can you describe a concrete situation that shows what it means to be a beneficiary of _____(Insert local project name)

Qn.6 What are the main challenges or limitations you face as a beneficiary of _____ (Insert local project name)

Qn.7 How would you like for these challenges to be solved?

Qn.8 What personal message if any, would you like to convey to _____ (Insert local project name)



***GAME UP
FOR CHANGE***

