



sport for
development



MIDTERM REPORT 2022

Introduction

The Sport for Development (SfD) partnership is a four year (2020-2024) Dutch government-funded program designed to contribute to the Sustainable Development Goals. It is based on the belief that sport-based initiatives can be a 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. Next to the focus on social development, the SfD partnership aims to support the trade and diplomacy agenda of the Dutch government.

SfD is implemented 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).

Geographical scope

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

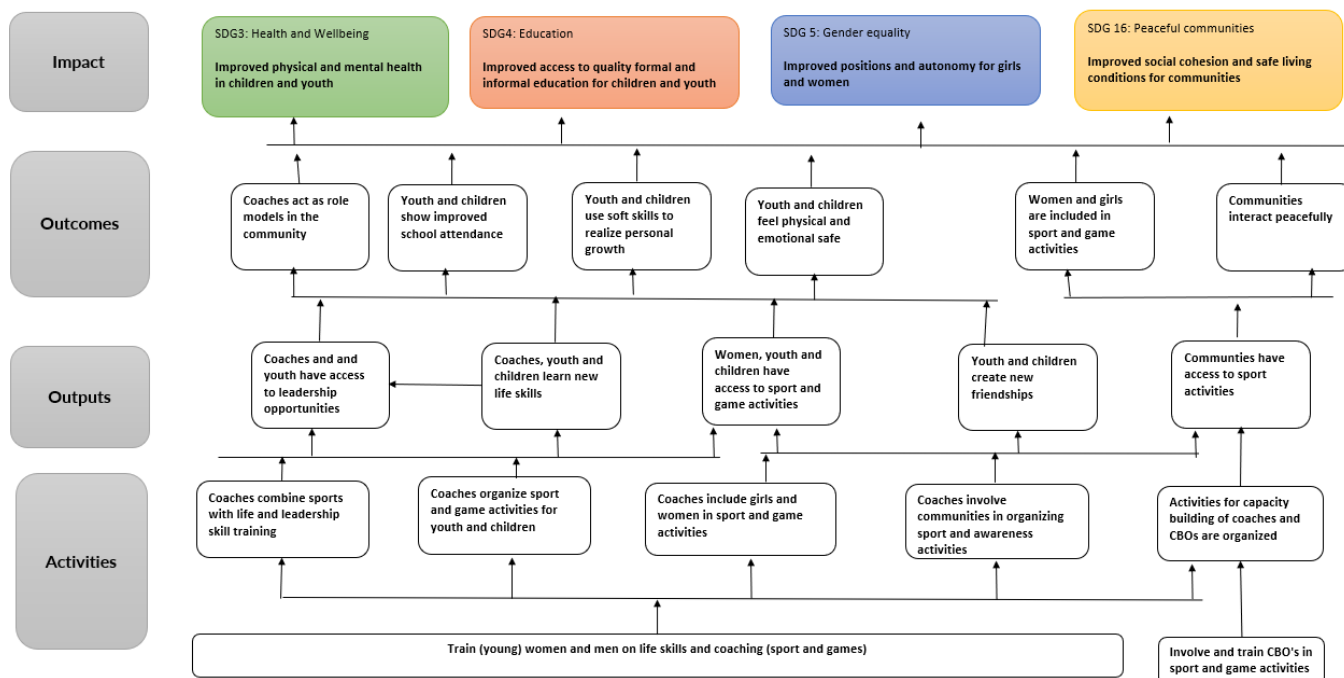
- MENA (Tunisia, Egypt, Lebanon)
- Sahel & West Africa (Niger, Mali, Cape Verde, Senegal, Burkina Faso)
- Great Lakes & East Africa (Uganda, South Sudan, Kenya, Rwanda, Tanzania)
- South Africa (Malawi, South Africa)
- South America (Surinam, Colombia)
- South East Asia (India, Bhutan, Indonesia)



Ministerie van Buitenlandse Zaken

Theory of Change

While implementing the program the partners have iterated the Theory of Change framework for the SfD program. The program Theory of Change describes the intended impact and outcomes of the SfD program and how these will be achieved.



This mid-term evaluation analyzes and validates evidence for the contribution of the SfD program to the targeted SDGs. The evaluation uses quantitative and qualitative data to review the program's progress on the intended outcomes and impact of the ToC.

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 received 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."*

Methods

This mid-term evaluation uses both quantitative and qualitative data to investigate the contribution of the SfD program towards the prioritized SDGS. The data collection and analysis were conducted between April and July 2022.

The core of the evaluation comprises of a monitoring and learning visit of the SfD partners, the evaluation of existing program data (2020 and 2021 annual reports), four key informant interviews with SfD managers, four case studies (one per lead partner) and three key informant interviews with embassy representatives from Uganda, Kenya and India.

Case studies took place in Uganda, Kenya and Indonesia. As part of the case studies, the evaluators used a selection of tools to deepen the understanding of the cases at hand:

Most significant change stories

This approach involves generating and analyzing personal accounts of change and deciding which of these accounts are most significant and why. 40 most significant change stories (10 per SfD partner) from project beneficiaries, including coaches/teachers and youth, were analyzed. The stories were coded based on different themes related to the outcome levels of the ToC and categorized according to the related outcome level.

Focus group discussions

A total of three focus group discussions were held with 3-6 youth or coaches per case (RTP, KNHB and ISA). In an interactive group setting, the respondents were asked to share their perceptions, opinions, beliefs, and attitudes towards the interventions.

Key informant interviews

Key informant interviews were held with each program manager, four country program leads (one per partner) and four external key stakeholders (one per partner).

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. In total 201 surveys were collected and analyzed.

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.”*



Key results

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

Activities and outputs:

The Sfd program recruited, trained and supported community-based coaches/teachers to bring change to youth and communities. Coaches conducted training sessions in sports such as football, hockey and dance. The training was combined with life-skills lessons and activities such as workshops on how to make reusable sanitary pads.

In 2020 and 2021, in the six targeted regions, the partners together reached:

- A total of 71,237 people in six different regions, participating in sport for development activities. The majority of these were youth (under the age of 35 years).
- A total of 1,718 coaches and community members through trainings of trainers, preparing them to transfer their skills to other community members.
- A total of 641 training days to develop a broad range of life skills and empower youth with knowledge.



Outcomes

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

1. SfD coaches play a critical role in safeguarding children.
The SfD program has contributed to physical and emotional safety of youth by creating safe spaces (for girls and boys), enabling youth to make new friends, providing youth and coaches with a platform to express themselves, improving the mental and emotional health of youth and coaches, and strengthening their 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. Coaches change their behavior, inspire youth and communities and sustain 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 youth and children by providing scholarship opportunities, improving their focus on education, and by providing youth and coaches with leadership and employment opportunities.
5. SfD activities 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 targeted 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.

Impact (Sustainable Development Goals)

The results provide evidence that the joint interventions are working towards the selected SDGs at outcome level and that the program is contributing to impact that relates to the prioritized SDGs.

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 supports health and wellbeing by:

- Providing access to sports activities for 98% of the participants;
- Improving emotional and mental health due to SfD activities for 76% of the participants;
- Improving physical health due to sports activities for 87% of the participants;
- Improving relationships between coaches and youth, and;
- Promoting and activating 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:

- Improving school attendance for 54% of the participants;

- Supporting access to scholarships for coaches and students;
- Offering opportunities for formal and informal learning options and skills;
- Providing youth with the skills (discipline, concentration) to engage in learning.

SDG5: Gender equality

The SfD consortium is a powerful platform to raise awareness for gender equality and the inclusion of 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 learning about self-awareness and confidence;
- Contributing to gender equality in their community for 84% of the youth;
- Including women and girls in sport and game activities;
- Empowering women to participate in sport activities (sanitary pads);
- Providing safe spaces for women;
- Engaging men and boys on issues on gender based violence and respect for women.

SGD16: Peaceful communities

The SfD partnership 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.

Examples in this regard include:

- Improving peaceful co-existence in the community for 72% of survey the participants;
- Reducing drug abuse among youth participating in sports activities;
- Reducing crime among youth participating in sports activities.

SDG8: Decent work and economic growth

An SDG that is not mentioned in the Theory of Change, but came up several times during the evaluation is the impact on employment and income (decent work and economic growth). 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 improved their livelihood because being a coach resulted in an increased income. For 49% of the coaches, their income remained the same. 57% of the coaches report that coaching increases their job opportunities on the labor market.

SfD contribution to trade & diplomacy

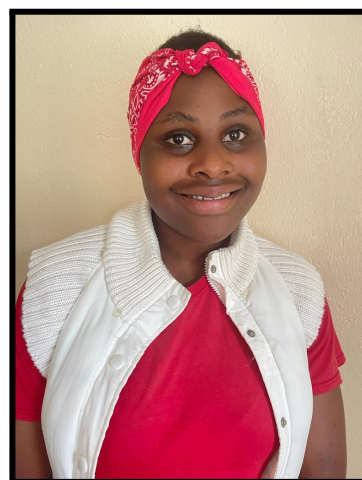
Several stakeholders acknowledge that SfD activities can contribute to the positioning of the Netherlands as a relevant and active partner, to the realization of SDG8 (decent work and economic growth) and to the establishment of new networks and connections. In some of the targeted countries, activities related to the SfD program have supported Dutch embassies to build relationships with government officials and to introduce new programs.

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.”



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Lessons learned and recommendations

The lessons learned and recommendations in this evaluation are presented at three levels: the level of project implementation (in the different partner countries), the level of the current SfD partnership (including collaborations with external partners), and the level of future SfD programming.

Program implementation

- A shared vision on the organizational capacity of implementing partners and coaches: Partners differ in their vision on the organizational structures supporting the coaches. An effective support structure at partner level can assist coaches to further grow and develop within the organization and safeguard the sustainability of training results.
- Quality standards and controls for coaches: Since sports coaches play 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 partners.
- Linkages to vocational training and learning: In many of the SfD target countries, the high rates of youth unemployment are an important challenge at a national level. The SfD program could increase support to implementing partners and coaches on how to link to and engage with vocational training institutions and programmes as a means to create pathways towards skills development and employment.

Partnership and collaboration

- 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.

- Joint activities to promote collaboration with other stakeholders: 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 and are at risk of losing focus on the sports and play related components of the program. It is therefore advised to safeguard the sports and play related elements in each component of the program.

Future SfD programming

- Collaboration with Dutch embassies: Several Dutch embassy representatives have expressed their interest in SfD and see synergies between the work of the partnership and other development and trade related interventions.
- 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.
- Engagement of additional sports: 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 in sports such as basketball and athletics.

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.”*

About EyeOpenerWorks

The midterm evaluation of the Sport for Development (SfD) partnership has been executed by EyeOpenerWorks. EyeOpenerWorks is a creative agency with offices in The Netherlands and Uganda that supports organizations to create social and sustainable impact. EyeOpenerWorks provides services in four domains: 1) Active Learning, 2) Creative Monitoring and Evaluation, 3) Social Business Incubation, and 4) Organizational Development.

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