



“Cup of Heroes” A Sport for Development Initiative in Southern Africa

**Final Monitoring and Evaluation report by the Swiss Academy for Development
Daniela Preti**

Managing Social Change and Cultural Diversity

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Executive Summary

The 'Cup of Heroes' project was implemented by the South African non-profit organisation SCORE in nine communities in South Africa and Namibia over a period of three and a half years (01. July 2008 – 31. December 2011). During the course of the project, the Swiss Academy for Development (SAD) conceptualised a Monitoring and Evaluation (M&E) framework to assess the projects' outcomes and to increase SCORE's capacity in the realm of project planning, monitoring and evaluation.

The project is framed within the field of 'Sport and Development' (S&D). The overall objective of SCORE is "to increase social cohesion and positive civic participation in communities through using sport as a locus for community youth activity and an instrument for individual empowerment". To achieve this, the organisation trains community youth (peer leaders) in the areas of life skills, sports skills and sport leadership. Through the combination of the different training modules and the ongoing mentoring support, SCORE seeks to enable community youth to implement activities on their own and therewith actively contribute to the development of their communities.

SCORE implements many of its projects in rural and very remote areas with numerous social and economical problems. All the participating communities face complex challenges with regards to poverty, low life expectancy, unemployment, income inequalities, HIV/AIDS, alcohol and drug abuse, teenage pregnancies and high crime rates. Employment and education opportunities for the youth are often very scarce in these communities.

Obviously, sport cannot act as some sort of panacea for all these challenges. All the same, this assessment reveals that the majority of the adult interviewees as well as the young peer leaders consider sport as a valuable tool to address at least some of the challenges they face in their communities. Most importantly, sport is said to offer youth an alternative to unwanted behaviour such as substance or alcohol abuse, criminality and teenage pregnancies. Both adults and peer leaders remarkably often state that youth needs to be kept busy in order to prevent them from drifting into risky activities out of pure boredom. Furthermore, the majority of the young peer leaders consider sport as a vehicle to develop their leadership skills and as a locus for acting as a role model for younger children in their communities. These statements are generally in line with SCORE's approach and actually endorse the idea of using sport as a tool for individual and community development. Also, it seems that SCORE maintains good and long-standing working relations in the different communities. However, a point

repeatedly raised by the interviewees is the need of a stronger involvement of SCORE staff in the communities in order to provide the volunteers with sufficient support.

When looking at the effectiveness of the project, it is first of all important to mention that SCORE achieved most of its objectives at the output level. During the three and a half years of the project, a vast number of training sessions have been conducted in all of the targeted communities and also various larger events, such as the annual Cup of Heroes competitions, were realised. On the level of the intended outcomes, the results from the pre-post test analysis generally show improvements between 2009 and 2011 in the indices of progressive gender perception, sport management skills and confidence in one's HIV/AIDS teaching skills. The means of the whole group surveyed in 2011 (at the end of the project) are slightly higher than the group surveyed in 2009 (at the beginning of the project). On average, volunteers exhibit stronger cultural tolerance and more progressive gender perceptions in 2011. In the Most Significant Change stories collected at the end of the project, the peer leaders particularly highlight the enhancement of active and healthy lifestyles, increased sport and life skills as well as a contribution to community development as main changes. Furthermore, they perceive the opportunities to participate in sports and their leadership skills to have improved, also mentioning an improved gender balance in sport codes and decreased gender stereotypes. Finally, the stories collected point towards increased awareness about health-risks, decreased discrimination of disabled people and of persons living with HIV/AIDS as well as an increased knowledge about their own and other peoples' cultures. These are certainly encouraging signs that indicate that SCORE's programme actually does lead to some changes in the attitudes of the community volunteers.

One problematic aspect, however, is the gender imbalance amongst the peer leaders. Both in 2009 (62% male, 38% women) as well as in 2011 (56% male, 44% female) male peer leaders outnumbered female peer leaders. Especially when trying to revert negative gender stereotypes and empowering women, it is crucial to train more female peer leaders. It is of vital importance that the young girls in the communities have female role models to look up to. Furthermore, fostering female peer leaders is crucial to avoid perpetuating sport as a predominantly male dominated domain. Another difficulty concerns the sustainability of the project. SCORE faces significant challenges in developing structured sport activities and building stable teams in the communities. In most communities, volunteers do organise some sport activities, but this is not translated into more structured sport. The young community volunteers do not seem to be sufficiently linked with existing community sport structures. Teams

are often formed for a brief period of time in preparation for competing in a tournament like the Cup of Heroes. Frequently, the teams disband afterwards, especially if there is no other competition to train for. The concept of the Cup of Heroes seems to be a promising way forward in this regard, because it provides youth with an incentive to remain active throughout the year and it gives them something to look forward to. In practise however, it seems that this initiative needs a stronger presence of SCORE staff in the communities in order to be kept alive throughout the year.

Another challenge manifests itself in the retention of the community volunteers. Indeed, this seems to be one of the greatest pitfalls of SCORE's programme. Especially in the rural communities, attrition rates are very high as trainees leave their communities in search of work opportunities. This is of course a very difficult challenge for SCORE to tackle, since the organisation obviously does not have the means to react to such larger-scale unemployment problems. However, having well trained and educated community youth is not an aim in itself, it is rather a prerequisite in order for the programmatic approach of SCORE to work. Thus, the fluctuation of qualified personnel substantially weakens the organisation in the long run.

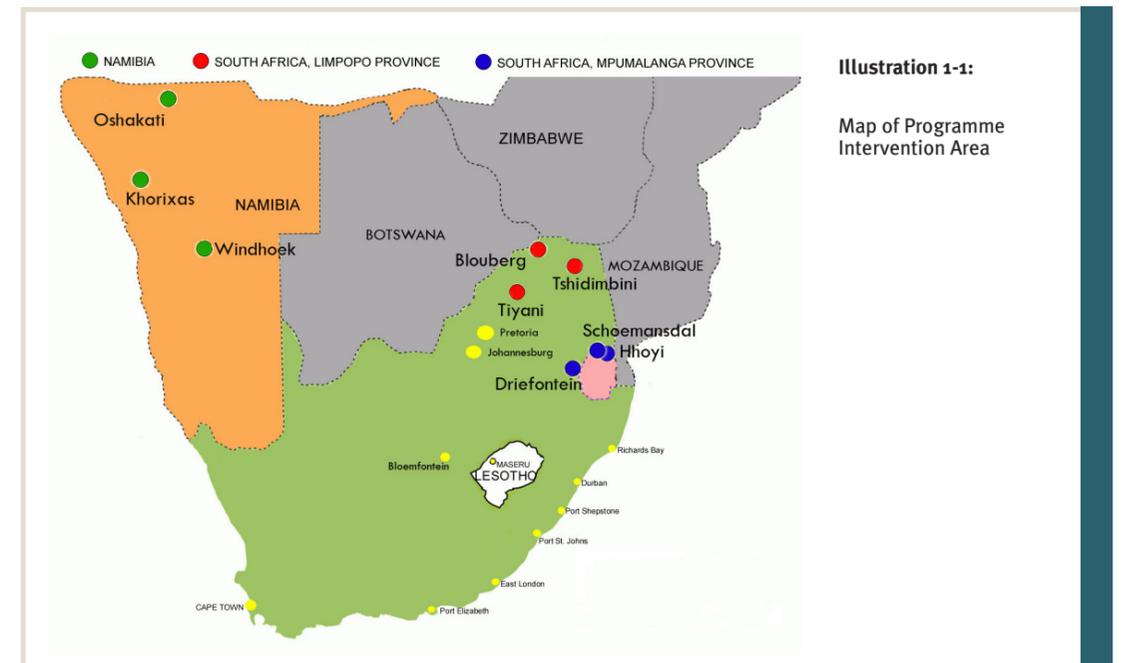
The findings and lessons learnt from this project have led to the following eight recommendations. The first four relate to methodological recommendations based on the M&E capacity building process, and the last four to programmatic recommendations based on the evaluation findings.

- Recommendation 1: Embed the monitoring tools for specific projects into the overall monitoring and programmatic strategy of the organisation.
- Recommendation 2: Ensure data collection is well aligned with the project implementation process.
- Recommendation 3: Use a participatory approach when designing project monitoring systems and be sure to involve staff members from both the management and the field.
- Recommendation 4: Use different age-appropriate and motivating monitoring tools and combine measurement with learning whenever possible.
- Recommendation 5: Reduce the number of project sites and provide the remaining communities with more support.
- Recommendation 6: Increase the number of female peer leaders and promote a stronger female participation in the communities

- Recommendation 7: Establish stronger and more structural relationships with existing community sport structures and schools.
- Recommendation 8: Provide further incentives to volunteers in order to counteract high turn-over and drop-out rates.

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1 Introduction

1.1 Structure of the Report

This report is structured into five main chapters. Following a general introduction to the project's background and aims (chapter one), the methodology (chapter two) sheds light on the data collection process, the tools and sample sizes, the data analysis and, finally, the limitations of the data. The contextual analysis (chapter three) provides a condensed overview of the circumstances this project operates in, highlighting some of the most prevalent and urging challenges currently faced by the South African and Namibian societies. Chapter four elaborates on the main findings and is subdivided into the evaluation categories of relevance, effectiveness and sustainability of the project.¹ Finally, chapter five offers the conclusions of this assessment, lessons learnt and recommendations. The annexes contain a detailed overview of the data analysis for each of the monitoring tools (annexes 1-6), an overview of the data collection process (annex 7) as well as a table with the achievements of outputs (annex 8).

¹ This is based on the DAC Principles for the Evaluation of Development Assistance, OECD (1991). The other two main evaluation categories of "efficiency" (the relation between the inputs and the outputs) and "impact" (the long-term positive and negative changes produced by a development intervention) are not part of this evaluation.

1.2 Basic Information about the Project

The 'Cup of Heroes' project was implemented by the South African non-profit organisation SCORE² in nine communities in South Africa and Namibia over a period of three and a half years (01. July 2008 – 31. December 2011). During the course of the project, the Swiss Academy for Development (SAD) conceptualised a Monitoring and Evaluation (M&E) framework to assess the projects' outcomes and to increase SCORE's capacity in the realm of project planning, monitoring and evaluation.

This project is framed within the field of 'Sport and Development' (S&D).³ A key premise of this approach is that sport can help build core social competencies and life skills on an individual level, while fostering social cohesion and social capital on a community level. Furthermore, given the strong appeal sport has on children and youth, this approach uses sport as hook to recruit and engage adolescents to health, life skills and education programs. S&D programs generally seek to reach out to as many individuals as possible – emphasizing participation and inclusion rather than competition and selection. Sport is understood in its broadest sense, including "all forms of physical activity that contribute to physical fitness, mental well-being and

² For further information on SCORE: <http://www.score.org.za/>

³ For further references on Sport and Development: <http://www.sportanddev.org/>

social interaction, such as play, recreation, organized or competitive sport, and indigenous sports and games.”⁴

The overall objective of SCORE is “to increase social cohesion and positive civic participation in communities through using sport as a locus for community youth activity and an instrument for individual empowerment”. Specifically, SCORE seeks to:

- Objective 1: Increase sports participation, leadership and organisational capacity in target communities
- Objective 2: Increase empowerment of young women and an awareness of gender issues
- Objective 3: Increase awareness and understanding of key health and social issues (including HIV/AIDS, culture, diversity and discrimination)

To achieve this, the organisation trains young community volunteers in three core areas: life skills, sports skills and sports leadership. The life skills training sessions comprise of workshops on a variety of topics such as culture and diversity, assertiveness and self-confidence, gender awareness, and conflict resolution. Training sessions on Fairplay, First Aid and ‘Kicking AIDS Out!’⁵ are also integral parts of SCORE’s life skills curriculum. The sport skills trainings consist of an introduction to new sports codes and training coaches, while the sports leadership curriculum contains workshops on domains such as fundraising, marketing, volunteerism, administration and facilitation. Through the combination of the different training modules and the ongoing mentoring support, SCORE seeks to enable community youth to implement activities on their own and therewith actively contribute to the development of their communities.

Based on the conviction that the key to sustainability is community involvement, SCORE developed a new concept, the ‘Cup of Heroes’, in 2006. The Cup of Heroes is an international tournament that offers a platform for communities to showcase and measure their achievements in both sport and community development. The international tournament takes place once a year and serves as incentive for youth to engage in sports and community service projects throughout the year.

The Cup of Heroes also strongly focuses on non-sporting activities aimed at maximizing community participation and addressing social issues that affect youth. It is an innovative concept because it fuses sport, fair play, culture and community service into a competition format, inspiring community youth to embrace the skills they acquire through SCORE’s programme. In preparation for and during the Cup of Heroes festival, youth teams compete in activities on and off the field, scoring points not only from goals but also from cultural presentations and social initiatives implemented in their communities. The teams can freely choose the topic of their social initiatives, depending on the most acute needs in their communities. Topics tackled by the youth range from crime and safety, health issues (e.g. HIV, teenage pregnancy, alcohol and drug abuse) to environmental awareness and gender inequity.

A crucial aspect of SCORE’s general approach is that the community youth trained by SCORE are all volunteers receiving no remuneration whatsoever. Reverting to the concept of volunteerism, however, is not primarily a matter of budgetary considerations. Rather, it forms an integral part of the organisation’s vision. Volunteerism is seen as a means to actively engage young people in tackling development challenges, to enhance their self-efficacy and to create opportunities for participation. SCORE deliberately trains community youth rather than external personnel in order to foster positive models stemming from the communities. Furthermore, building on existing resources within the communities aims to contribute to long-term sustainability.

⁴ Sport for Development and Peace: Towards Achieving the Millennium Development Goals. Report from the United Nations Inter-Agency Task Force on Sport for Development and Peace. United Nations, 2003.

⁵ Kicking AIDS Out! is an international network that uses sport and physical activity to build awareness about HIV and AIDS while also encouraging peers to discuss issues affecting their lives and their communities. For further information: <http://www.kickingaidsout.net>

1.3 M&E Capacity Building

In this project, SAD’s role was twofold. On the one hand, SAD’s task was to increase the Monitoring and Evaluation (M&E) capacity of SCORE staff and on the other hand, SAD was to define adequate tools to collect data from the young peer leaders to assess the actual outcomes of the project.

SAD’s central concern was not only to find out whether or not the specific target goals have been met, but also to establish a basis for the further development of the project and to make a contribution to organisational learning. In order to achieve this, a genuinely participatory approach was taken, by including the key project stakeholders as much as possible in the development and the application of the M&E system.

Throughout the project, SAD delivered three M&E workshops to SCORE staff. Given the current weight of the Logical Framework Approach (LFA) as an international standard, SCORE staff were trained on how to plan, monitor and evaluate projects using the LFA. The first four-day workshop, held with the SCORE management in Cape Town in February 2009, contained a general introduction to M&E and a joint definition of the M&E processes to be implemented. The SCORE management showed great interest in establishing a creative M&E approach and it was thus decided to complement traditional tools with some more creative and innovative tools. SAD provided both training sessions and a handout containing a step-by-step guide on how to collect data using the different tools. The second workshop, held in Pretoria in April 2010, was deliberately held with SCORE staff from both the management and the field. The aim of this three-day workshop was to bring all staff members to the same knowledge level regarding M&E, to discuss the staff members’ experiences with the monitoring tools, and to assess the baseline data in a participatory process.

The first two workshops focused specifically on the Cup of Heroes project and not on SCORE’s overall programmatic strategy. During this process, however, it became clear that in order to establish a comprehensive M&E system for SCORE, there was a need to redefine the overall programmatic approach of the organisation and to revise the Logframe accordingly. Thus, the third four-day workshop, held with SCORE staff members in Cape Town in September 2010, was entirely dedicated to developing a consistent and coherent Logical Framework. The Logframe Matrix was finalised during the workshop.

The results of the data analysis and the recommendations put forth in this report were presented to SCORE during the project closing meeting in Cape Town in December 2011.

2 Methodology

2.1 General Considerations and Overall Approach

In the last two decades, development cooperation has undergone a fundamental paradigm-shift from input-output oriented project planning towards a focus on the levels of outcomes and impact. It is no longer sufficient to simply report on the outputs produced. There is an increasing demand to know how well development interventions actually achieved their intended objectives and how effectively they contributed to broader development objectives (Bamberger 2009:5). Accordingly, the focus of this assessment lies on measuring SCORE's key project objectives at the outcome level.⁶

The shift from a focus on activities and outputs to outcomes and impact requires thinking in qualitative terms. This is not to spurn quantitative tools. "Quantitative methods have numerous important strengths, arguably first and foremost the ability to generalise from a sample to a wider population. However, from another perspective, these strengths are also weaknesses, because the structured and controlled method of asking questions and recording information ignores the richness and complexity of the issues being studied" (Bamberger 2009:36/7). Or, put differently, "conventional quantitative monitoring of predetermined indicators only tells us about what we think we need to know. It does not lead us into the realm of what we don't realise we need to know" (Davies/Dart 2005:59). In order to capture a wider set of (expected and unexpected) outcomes, a mix between quantitative and qualitative methods was chosen for this project. The use of different methods (triangulation) is more likely to provide a more complete picture of the effects of the intervention.

Another very important point to note is to ensure the use of monitoring tools that are age appropriate and take the different educational backgrounds of the respondents into consideration. Youth need to be given the possibility to fully express themselves "based upon the recognition that their perspectives are liable to differ from those of adults" (Armstrong et al. 2004:13). When dealing with youth, experience shows that conventional methods are often not suitable, as they tend to be too complex – or simply too boring. Being interested in youth's perspectives, particular attention has been paid on applying youth-friendly, creative and innovative monitoring tools.

Furthermore, the challenge for those that focus on social development is to ensure that measurement is combined with learning (Dhalmini 2007:5). Methods that are collective rather than individual can help to enhance

6 See annex 8 for the level of achievement of the project's outputs.

learning processes. With groups of youth generating data through discussion, consensus finding competencies can be fostered and peer group relationships promoted. In that sense, collective participatory methods can in themselves contribute to creating cohesion and understanding within a group (Armstrong et al. 2004:17).

Summarising the points above, the methodological rational is based on 1) using a mixed-method and creative M&E approach, 2) providing age-appropriate and motivating tools and 3) combining measurement with learning whenever possible.

2.2 Data Collection Process

The data collection tasks were split between SAD and SCORE. The aim of this approach is to steadily decrease the role of the external evaluators while at the same time increasing the self-evaluation capacity of the implementing organisation over the course of the project.

In total, SAD conducted three site visits to eight communities in order to gain an understanding of the context and to collect data from various stakeholders.⁷ In addition, SCORE staff were involved throughout the project in the selection and adaptation of the monitoring tools as well as in the collection of data.⁸

2.3 Data Collection Tools and Sample Size

As for the more traditional tools, a questionnaire and semi-structured interviews were used. Additionally, a range of creative tools were deployed: community mapping, self-recording video, story telling and the most significant change technique (Davis/Dart 2005). Data was collected from two target groups. One group consisted of key (adult) community stakeholders with whom semi-structured interviews were conducted to gain an outside perspective, while the second, and main, target group consisted of young community volunteers (peer leaders) directly trained by SCORE.⁹

2.3.1 Qualitative tools

Semi-structured interviews with key (adult) community stakeholders: Between 2009 and 2011, SAD conducted 47 semi-structured interviews with 40 individuals and seven focus groups in eight of the nine communities.

7 The northern Namibian community of Oshakati could not be visited during SAD's field visit in March 2009 due to the inaccessibility of the region caused by heavy flooding.

8 See annex 7 for a table illustrating the details of the data collection process.

9 Annexes 1-6 provide detailed overviews of each of the tool subsequently described.

The respondents were chosen by SCORE based on SCORE's community assessments and stakeholder analyses. All interviews were conducted in the absence of SCORE staff to ensure confidentiality. 17 Interviews were conducted in Namibia (eight in Windhoek and nine in Khorixas) and 30 in South Africa (six both in Blouberg and Tiyani, five both in Shoemansdal and Hhoyi as well as four both in Tshidimbini and Driefontein). Of the total of 56 respondents, 38 are men and 18 are women. The majority of the respondents are principals and teachers (17), followed by constituency officials such as counsellors, district coordinators or village chiefs (15). Further, representatives of the private economy, NGO officials and health sector representatives were interviewed, each group representing a different segment of the communities' social environment. The interview questions revolved around five main topics: 1) major challenges faced by the community, 2) the role of sport in tackling these problems, 3) the sports and recreational opportunities available in the different communities, 4) sport and gender, 5) perceptions of SCORE as an organisation.

The second, and main, target group of this assessment consists of the peer leaders trained by SCORE. In order to gain as comprehensive an understanding of the peer leaders' views as possible, the following tools were applied:

Community Mapping (CM) is one of the methods typically used in Participatory Rural Appraisals (PRA)¹⁰. However, it has been further adapted to assess psychosocial programmes in recent years. CM is a tool that provides a glimpse at the perceived personal environment of youth. It enables the researcher to compare the circumstances of youth in different communities, allowing the identification of both the crosscutting issues that affect youth in all the surveyed communities as well as those that are community specific. The aim of this tool, however, is not only to produce maps, but also to encourage dialogue. Interacting with peers, working collaboratively as a group and reaching a consensus are all critical processes in an adolescent's development that can be fostered with this tool. 27 groups of youth consisting of approximately 173 participants drew 27 maps of their communities in 2009: six groups in Blouberg, four in Hhoyi, three each in Khorixas, Tiyani, Tshidimbini, Shoemansdal and Driefontein, and two in Windhoek. On the maps, the youngsters indicated which places they considered to be safe or dangerous, respectively, and added written explanations.

Furthermore, data was collected in 2009 using the **Self-Recording Video (SRV)** method. In recent years, international development organisations have started to discover the participatory use of film and photo cameras in their work with children and youth¹¹. In this project,

10 The roots of PRA can be traced to the Brazilian pedagogue Paulo Freire. For further information see, for example: Chambers 1997.

11 One of the pioneers in the field of participatory film is



Picture 2-1: Community Map (Driefontein, South Africa / 2009)

SRV was used to enable youth to provide their answers without being distracted or influenced by the interviewer. A total of 152 peer leaders were interviewed using the self-recording video technique. Seven respondents provided incomprehensible answers and thus were qualified as invalid. Of the remaining 145 valid respondents, 82 were male and 63 female. A set of six of questions were posted on flip-charts on the walls of an empty room and the respondents could answer the questions while being alone in the room and in full editorial control of the camera. The questions revolved around the challenges faced by youth in their communities, the role sport plays in their lives, their perceived leadership and role model qualities as well as their perception of SCORE as an organisation.

Another method used with the peer leaders in 2009 was **Story Telling (ST)**. A total of 164 valid stories by 153 peer leaders have been collected (74 men, 75 women, 4 gender unknown).¹² In order to gain insight into the relevance of the S&D approach, the topic of the stories was defined as 'My Life and Sports'. Story telling is a tool that encourages people to tell their stories in a structured way. Again, however, the aim of this method is not only to generate stories. A key aspect is also to enhance dialogue among the participants who share their stories with each other. The whole process is thus just as important as the actual output itself. This method has the advantage of being open for unexpected outcomes and of having the potential of revealing 'hidden stories'. This can be positive, because it might disclose new and unforeseen pieces of information. It can, however, also lead to stories that do not necessarily deal with the initially defined question.

the UK/France based organisation 'InsightShare'. For further information, see: <http://insightshare.org/>

12 Being overly ambitious, eleven respondents wrote two stories (four male and seven female volunteers).



Picture 2-2: Youth sharing their stories (Hhoyi, South Africa / 2009)

In 2011, in the last year of the project, an adapted version of the **Most Significant Change (MSC)**¹³ technique was applied with the peer leaders. MSC is a technique that does not seek confirmation of pre-established indicators, but rather measures a project's achievement retrospectively through personal change stories: "Indicators are often derived from some prior conception, or theory, of what is supposed to happen (deductive). In contrast, MSC uses an inductive approach, through participants making sense of events after they have happened" (Davis/Dart 2005:59). 123 peer leaders that were involved in the SCORE programme for at least two years were asked about the most important changes they witnessed since the programme started in their community. The group consisted of 70 men (57%) and 53 women (43%). A twofold approach was chosen. In the first step, the peer leaders were asked to answer two general questions in writing: "What is the most important or significant change that happened to you since our programme started?" and "Why is it important or significant for you?" Only after answering these questions were the youngsters asked about changes in the specific domains of the project's intended outcomes: 1) sports participation and leadership, 2) gender and 3) health and social issues. This procedure was chosen in order for the respondents to provide their own perspectives in the first section without being swayed by the clear declaration of project's objectives.

2.3.2 Quantitative tools

In addition to these qualitative tools, a **questionnaire** was jointly developed by SAD and SCORE in 2009. The questionnaire tackles Southern African and Namibian youth's perspectives on four core problems identified by SCORE staff during the first M&E Workshop: 1) Cultural divides (lack of tolerance towards and understanding of different cultural groups); 2) Gender inequity; 3) Limited

¹³ This MSC methodology was developed by Rick Davies and Jess Dart. For further information see: Davis/Dart 2005. The 'Most Significant Change' (MSC) Technique: A Guide to Its Use.



Picture 2-3: Youth sharing their stories (Driefontein, South Africa / 2009)

and/or insufficient opportunities for children to play and do sports; 4) Lack of knowledge and awareness about HIV/AIDS & stigma against people living with HIV/AIDS.

Building on these core problems, the questionnaire comprises of the following indexes: 1. cultural tolerance (five questions), 2. leadership skills (two questions), 3. progressive gender perceptions (four questions), 4. sport management skills (four questions), 5. HIV/AIDS teaching competency (three questions) and 6. positive attitudes toward people living with HIV/AIDS (three questions). Furthermore, it contains two single questions not included in any of the indexes.¹⁴

A total of 265 questionnaires have been filled in by peer leaders (n=142 in 2009 and n=123 in 2011). Originally, it was envisaged to survey the same group of peer leaders by applying a baseline-post test design to measure the intended changes of the peer leaders' attitudes and perceptions. However, only 40 South African peer leaders that filled out the baseline questionnaire in 2009 could be traced to fill out the post test in 2011, and none of the Namibian peer leaders remained. In light of these circumstances, it was decided in 2011 to also survey programme participants who did not fill in the questionnaire in 2009, but who had been involved in the SCORE's programme for at least two years.

2.4 Data entry and analysis

The qualitative data was first transcribed and then analysed using Excel or SPSS. A two step process was applied, beginning with a basic coding in order to distinguish overall themes, followed by a more in depth, interpretive code. In general, the ten most recurring topics were filtered out and analysed in more detail. The detailed coding system including sub-codes for each category can be found in the annexes.

¹⁴ See annex 2 for the questionnaire and detailed background information.

The questionnaire was analysed with SPSS. Two questions stand alone, while the remaining 21 items of the questionnaire were combined to six additive indices. Some of the items were recoded in order for all questions to have the same 'direction of desirability', meaning that a high value on the indices indicates an attitude that is in agreement with the values promoted by SCORE. The individual mean of every respondent was calculated for each of the additive indexes. Cases with several missing values on a certain index were excluded. The group mean was then calculated by summing up the individual means and dividing the result by the number of respondents.

For the core group of 40 peer leader that took part in both the baseline and the post-test questionnaire, a dependent-means t-test was conducted to check the statistical significance of changes which have occurred between 2009 and 2011. The confidence interval was set at 90% (i.e. $\alpha = 0.10$).¹⁵ To gain an understanding of the practical significance, the effect size r was calculated with the t-statistic and the degrees of freedom (Field 2008: 332).

An independent t-test was conducted to compare the findings of 2009 and 2011. Here, the means of the two different groups of volunteers are compared: those who participated only in 2009 (n=102) and those who only participated in 2011 (n=83). The members of the core group were not included in this analysis.

2.5 Limitations of data

When looking at the data collected in this project, there are potential biases on three levels to be taken into account: on the level of the respondents, on the level of the data collection process and, finally, on the level of the data analysis.

As for the respondents, there is a potential selection bias for the key informants taking part in the semi-structured interviews, since SCORE selected them based on its own community assessments. This procedure, however, was inevitable from a practical point of view, since the project did not allow SAD to conduct detailed stakeholder analyses in each community. The second potential bias with regards to the respondents (both the key informants as well as the peer leaders) is the so-called 'social desirability bias'. It refers to the danger of respondents answering questions as they think the questioner wants them to answer rather than according to their true beliefs. To counteract this, the respondents were informed that all data would be anonymised and that only the external agent (SAD) would work with the raw data. Furthermore,

¹⁵ In most social research, the "rule of thumb" is to set the alpha level at .05. For research in development cooperation, however, $\alpha = 0.10$ is acceptable. This includes a 90% probability that differences in means are not due to chance. NADEL, ETH Zurich: Impact Assessments: Methods and Applications (course April 2010).

self-recording video, a tool that allows respondents to speak freely in the absence of the researcher, was deliberately deployed to create some distance between those monitored and those monitoring.

The involvement of the implementing organisation in the data collection process contains further methodological pitfalls, since it can potentially increase the risk of programme participants over-reporting good behaviour or under-reporting bad behaviour. However, it also needs to be clearly stated that Monitoring and Evaluation is never a neutral process. There are always power differences between those monitored and those monitoring, irrespective of whether it is an external or a self-evaluation. Furthermore, the downside of involving the implementing organisation in the data collection process from a purely methodological point of view was countered by the fact that this involvement greatly contributed to developing capacity within the organization and creating ownership for the M&E tools. Furthermore, the cultural and language skills of the local staff were a *sine qua non* for the data collection process. The underlying conviction of SAD is that the sustainability of an M&E framework can only be assured by actively involving the implementing staff and by ensuring that key knowledge is shared. Also, it helps negate the potential for evaluation skills to be kept "in the hands of the few" (Bitel 2000:2).

On the level of the data analysis, a certain extent of researcher bias is inevitable, since evaluation always involves making judgments of worth. "There is a general agreement in evaluation theory that evaluation is about assigning value, and values are a matter of context and cultural (as well as personal) perspective" (Lee 2000:156). The researcher analysing the data cannot separate him- or herself entirely from the topic and the people he or she is studying. So the research bias enters into the picture even if the researcher tries to stay out of it (Beloo 2002). With regards to the coding method of the qualitative data, a frequent criticism is that it seeks to transform qualitative data into quantitative data, thereby draining the data of its variety and richness. Another recurrent criticism states that the coding itself is strongly influenced by the researchers' own values and attitudes. In order to react to these criticisms and to reduce partiality, the coding and analysis were peer-reviewed by another researcher at SAD whenever possible. Furthermore, by adding extensive annexes to this report, the process of coding and analysis is made as transparent as possible.

Last but not least, attention has to be drawn to the fact that the nine surveyed communities differ significantly from each other and each community faces its own challenges. For this evaluation, the results were aggregated without analysing each community separately. This procedure contains a potential drawback by neglecting relevant context-specific factors. On the other hand, such a generalisation is unavoidable in order to gain a general overview of the achievement of SCORE's programme throughout its different intervention areas.

3 Contextual analysis

Before delving into the main findings of this project, it is essential to gain some geographical, demographical, economical and political information on the context this project operates in. It will not be feasible to offer a comprehensive contextual analysis in light of the complexity of the social realities in South Africa and Namibia. Rather, this section aims to shed light on some of the most prevalent and urging challenges currently faced by the South African and the Namibian societies. In order to better embed the project's main objectives into the general development priorities of Southern Africa, the following analysis deliberately focuses on difficulties and challenges. It is crucial to bear in mind, however, that this rather one-sided way of describing the social reality falls short of highlighting the numerous social and economic progresses made by both countries in the last decades.

In summary, the account below illustrates that poverty, low life expectancy, unemployment, income inequalities, HIV/AIDS and crime are some of the cross-cutting issues affecting the project areas in both South Africa and Namibia.

3.1 South Africa

A total of 49.3 million South Africans inhabit an area of 1'219'000 square kilometres. It is an ethnically and culturally highly diverse country, as reflected by the eleven official languages recognised in its constitution.

South Africa faces a number of challenges as the country continues its broad reconstruction and development programs since the dismantling of the Apartheid system started in 1990. Since the first democratic elections in 1994, the political system has been dominated mainly by the former liberation movement, the African National Congress (ANC). The ANC clearly won the last general elections of 2009 with a 66% of the votes. Female leadership in the political sphere reveals encouraging tendencies. The number of seats held by women in the South African national parliament is significantly above average, when compared internationally, with a representation in the lower house of 44.5%¹⁶ (the international average is at 19.4%¹⁷).

The difficulty of correcting the injustices and inequalities of the past is now coupled with new social and economical challenges. South Africa has been classified as an upper middle income country by the World Bank, its average income being 10'280 US\$ PPP¹⁸ in 2010¹⁹. Although South

Africa's economy is highly developed in many areas, the exclusionary nature of apartheid has left major economic weaknesses and disparities. The World Bank points out that South Africa is a country of "extreme differences in incomes and wealth" with a Gini coefficient of 0.67 in 2008.²⁰ 23% of the South African population lives below the national poverty line (World Bank 2011) and the overall unemployment rate in the second quarter of 2011 was estimated to be 25.7% (Stats SA 2011: xii). Almost a quarter of the population living below the national poverty line and a quarter of the labour force being unemployed are alarming figures. Furthermore, when looking at the unemployment rate by population groups, striking disparities are revealed: 30% of the black African population faces unemployment, compared to only 5% of the white population (Stats SA 2011: xii).

In addition to these economic challenges, South Africa faces enormous problems with the HIV/AIDS epidemic. The estimated HIV prevalence rate is at 17.8% (World Bank 2011). South Africa has an estimated 5.5 million people living with HIV/AIDS – more than any other country in the world. South Africa "continues to battle a dual epidemic of tuberculosis and HIV/AIDS, bearing 24% of the global burden of HIV-related tuberculosis."²¹ These public health problems take their sad toll, as reflected in the low life expectancy of 52 years (World Bank 2011). Due to HIV/AIDS, many young people grow up in single-parent or parentless homes, making them increasingly vulnerable. In 2009, UNAIDS estimated that there were 1.9 million orphans due to AIDS living in South Africa.²²

Even though the overall crime situation seems to have improved compared to the past few years, crime levels in South Africa remain a key challenge for the country.²³ The national murder rate is 31.9 per 100'000 and attempted murder is at 31 per 100'000, making South Africa's murder rate 4.5 times higher than the international average of approximately 7 murders per 100'000. Furthermore, the police recorded 55 097 cases of rape in 2009/10. However, these statistics are not a good indication of the actual number of cases, since sexual offences suffer from very low reporting rates. This is in addition to the still widespread domestic violence, which is often not reflected in the official SAPS crime statistics. The high level of gender based violence and the prevalent discrimination of women in everyday life stands in sharp contrast to the empowerment of women achieved in the political sphere.

¹⁶ <http://siteresources.worldbank.org/DATASTATISTICS/Resources/GNIPC.pdf>

²⁰ <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/SOUTHAFRICAEXTN/0,,menuPK:368086~pagePK:141132~piPK:141107~theSitePK:368057,00.html>

²¹ <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/SOUTHAFRICAEXTN/0,,menuPK:368086~pagePK:141132~piPK:141107~theSitePK:368057,00.html>

²² <http://www.unaids.org/en/regionscountries/countries/southafrica/>

²³ The data in this paragraph is taken from: http://www.iss.co.za/uploads/FactSheet2011_Final1309.pdf

¹⁶ <http://data.un.org/Data.aspx?q=south+africa&d=MDG&f=seriesRowID%3a557%3bcountryID%3a710>

¹⁷ Women in National Parliaments (situation as of 31 July 2011): <http://www.ipu.org/wmn-e/world.htm>

¹⁸ Purchasing power parity, in international dollars.

¹⁹ World Development Indicators database, World Bank (1 July 2011):

Against the backdrop of these countrywide indicators, it is worthwhile dwelling in some more detail on the particular regions the project operated in. The communities taking part in this project were located in the provinces of Limpopo and Mpumalanga.

The **Limpopo** province is situated at the north of the country and is bordering Mozambique, Zimbabwe and Botswana. The language spoken by more than half of Limpopo's population is Sesotho, followed by Xitsonga and Tshivenda. Limpopo is a very rural province. In the second quarter of 2011, the overall unemployment rate in Limpopo was 21.1%, thus slightly lower than the national average (Stats SA 2011: xi). It is difficult to find reliable and up to date figures regarding poverty in Limpopo. However, it is worth noticing that most of the sources indicate that more than 50% of the population in Limpopo lives below the national poverty line, making Limpopo one of the poorest regions in South Africa. The three communities that were part of this project – **Tshidimbini, Tiyani and Blouberg** – are all very small and in remote rural areas. In most maps of Limpopo, these communities do not even appear. Employment and education opportunities for Limpopo's youth are very scarce in these communities.

The **Mpumalanga** province lies south of Limpopo and borders Mozambique and Swaziland. The main languages spoken in Mpumalanga are iSiswati, isiZulu and isiNdebele. Mainly due to the mining and tourism industry, Mpumalanga has a stronger economy than Limpopo. However, with 30.4% Mpumalanga has the highest unemployment rate countrywide (Stats SA 2011: xi). Poverty rates in Mpumalanga have not improved in the last decade. In fact, the situation has deteriorated. Depending on the source, the percentage of people living in poverty varies between 40% and 45%. According to the Mpumalanga provincial government, the Gini Coefficient for the region was at 0.66 in 2008²⁴, which indicates a very high level of income inequality. All three communities taking part in this project – **Schoemansdal, Driefontein and Hhoyi** – are close to the Swaziland boarder. Similar to the situation in Limpopo, the communities are very remote. There is a mining company in the proximity of Driefontein and sugarcane plantations in the surroundings of Hhoyi and Schoemansdal. However, employment and education opportunities for Mpumalanga's youth are meagre in all three communities.

3.2 Namibia

Geographically, Namibia is one of the most scarcely populated countries in the world, with only Mongolia's population density being lower. A total of 2.2 million people live in the vast area of 824'000 square kilometres.

This is mainly due to large parts of the country consisting of almost uninhabitable desert regions, the Namib along the coastline and the Kalahari to the interior.

For historic reasons, the social and economic situation of Namibia is closely linked to its neighbouring country South Africa. When gaining independence from South Africa in 1990, the social and economic imbalances of the former apartheid system have left Namibia with a highly dualistic society. Since 1990, the country's political situation is generally considered stable, with the former liberation movement South West Africa People's Organisation (SWAPO) being the governing party. SWAPO's strong position was clearly confirmed during the last elections in 2009, when the party gained 75.25% of the votes. Female leadership in the political sphere is not quite as high as in South Africa. Nevertheless, in international comparison, the share of seats held by women in the Namibian national parliament (lower house) is above average: 24.4%, with an international average of 19.4% in 2010.²⁵

Just as South Africa, Namibia is classified as an upper middle income country by the World Bank, with an average gross national income of 6'580 US\$ (PPP)²⁶ in 2010²⁷. The country has made significant progresses in addressing some of its structural problems. For instance, access to basic education has become more equitable and the adult literacy rate has risen to 89% (World Bank 2011). Nonetheless, human development challenges persist. In the 2009 Human Development Report, Namibia is ranked in the last third of all the countries surveyed (position 128 out of 182, UNDP 2009: 145). In fact, one of the major social problems Namibia faces is inequality in income and development. With a Gini coefficient of 0.74, Namibia is amongst the least equitable countries in the world (UNDP 2009: 197). More than a third of the Namibian population (38%) lives below the national poverty line (World Bank 2011) and the unemployment rate of 37.6% was dauntingly high in 2008.²⁸

Furthermore, Namibia also faces considerable difficulties in combating the HIV/AIDS epidemic. Even though a decline in HIV prevalence rates could be observed between 2002 and 2008, the HIV rate remains extremely high. Based on data from 2009, the World Bank estimates the HIV prevalence to be at 15.3% (World Bank 2011). Life expectancy at birth is 62 years, below the international average of 67.2 years (World Bank 2011), but ten years higher than in South Africa.

It is difficult to obtain reliable information regarding criminality. The tendency seems to be that the crime

²⁵ Women in National Parliaments (situation as of 31 July 2011): <http://www.ipu.org/wmn-e/world.htm>

²⁶ Purchasing power parity, in international dollars.

²⁷ <http://siteresources.worldbank.org/DATASTATISTICS/Resources/GNIPC.pdf>

²⁸ <http://data.worldbank.org/country/namibia>

²⁴ <http://www.mpumalanga.gov.za/dedet/economic%20profile/indicators.pdf>

rate is fairly high for grave felonies such as murder, rape, robbery and aggravated assault. Furthermore, different NGOs report that domestic violence against women, including beating and rape, as well as child abuse still seem to be fairly widespread.

In the subsequent paragraphs, these particular project areas will be analysed in some more detail: Khomas (where the community of Katutura in the surroundings of Windhoek is located), Kunene (where the community of Khorixas is located) and Oshana (where Oshakati is located). The following information is mainly based on the last Namibia Population and Housing Census conducted in 2001 and published in 2003 (PHC 2001).

Katutura, a township of Windhoek, lies in the central part of the country in the Khomas region. Katutura was created in 1961 under the Apartheid government, following the forced removal of Windhoek's black African population from the so-called 'Old Location'. The forced resettlement is still reflected in the name of Katutura, which in Otjiherero means 'the place where we don't want to live'. Nowadays, Katutura consists of several constituencies and is spread over a vast area. In contrast to other Namibian regions, Khomas is heavily urbanized. In 2001, 93% of the population in Khomas lived in urban areas and only 7% in rural areas (PHC 2001: 10). Most of the region's inhabitants live in Windhoek and its agglomeration. Being the country's economic centre, it attracts people from all over Namibia – a fact that causes some difficult challenges: "Khomas is one [of] the most densely populated regions in Namibia. The heavy migration of the rural poor into the areas surrounding Windhoek presents problems of a large unstable population without basic housing and livelihood."²⁹ The overall unemployment rate in the Khomas region was at 30% in 2001. The rate was higher for females than for males throughout all age groups. Young people, notably females, had the highest unemployment rate: in the age group 15-19, the total unemployment rate was at 67% (72% for females and 63% for males). In the age group 20-24, the total unemployment was at 49% (54% for females and 45% for males).³⁰ Youth from Katutura taking part in the project are thus facing significant challenges regarding employment opportunities. The language most frequently spoken in the Khomas region is Oshiwambo (37% of the households) and the adult literacy rate of 94% in the Khomas region is higher than the national average of 89%.

The population density in the **Kunene** region, where the community of **Khorixas** is located, is 0.6 persons per square kilometre, thus lower than the national

average. Three quarters of Kunene's population live in rural areas. The overall unemployment rate in the Kunene region was at 23% in 2001. Specific breakdowns according to gender and age could unfortunately not be accessed. The language most frequently spoken is Otjiherero (42%), closely followed by Nama/Damara (36%). Kunene's adult literacy rate of 57% is well below the national average.

In terms of surface area, the **Oshana** region in the north of the country is the smallest of all Namibian regions. At the same time, Oshana has one of the highest population densities (18.7 persons per square kilometre). It has about the same rate of urbanization as the Kunene region, meaning that more than two thirds of the population live in rural areas. **Oshakati**, however, is the second biggest town in Namibia (after Windhoek). According to the 2001 census it was home to approximately 45'000 people. The overall unemployment rate in the Oshana region was at 41% in 2001, well above the national average. Oshana is linguistically more homogeneous than the other regions, with Oshiwambo being spoken in 93% of all households. The region's literacy rate is close to the national average at 89%.

4 Main findings

4.1 Relevance of the project

To assess the relevance of a project, it is crucial to consider the extent to which the interventions are suited to the priorities of the recipients and if the approach taken is consistent with the intended effects. This chapter thus deals with the major challenges faced in the communities, the appropriateness of sport as a tool to tackle these challenges and on how SCORE as an organisation is perceived in these communities.

4.1.1 Challenges faced in the communities

Against the background of the more generic contextual analysis of the previous chapter, it is worthwhile exploring in more detail which challenges are perceived to be the most pressing in the specific communities taking part in this project. Figure 4-1 illustrates the ten most frequently mentioned challenges by the key stakeholders during the interviews.

Unemployment as well as lack of infrastructure and natural resources (such as clean water) are perceived as the most urgent challenges, each being mentioned more than twenty times. Alcohol, drug abuse and poverty are other major problems repeatedly stressed, in addition to HIV/AIDS, teenage pregnancies, lack of sport opportunities and lack of student bursaries. Often, the problems are interlinked, as the principal of a primary school in Windhoek explains: "The major challenges are extreme poverty, unemployment, alcohol abuse and beating of wives. In view of all these problems, the school plays an extremely important role for putting

values in these children's lives. This is why I am also very fond of what SCORE does". Representatives of the NGO sector point to the devastating social consequences of HIV: "Productive adults die because of AIDS, leaving orphans behind that will end up in the streets, without having anyone to look after them. That will also have a negative influence on their education".

It is worthwhile comparing these challenges as they are perceived by adult stakeholders to the views expressed by the young community peer leaders on the same topic (figure 4-2).

Poverty together with hunger, financial problems and a lack of community development are the biggest challenges for the peer leaders. Unemployment and the explicit lack of money for educational purposes are additional problems, as indicated in the quotes from a 21 year old girl from Driefontein: "My biggest challenge in my life is to find a job" and a 22 year old boy from the same community: "I need money to further my studies. In fact I want to be an educator. I mean a qualified one with a degree. So I don't have money to further my studies".

Furthermore, peer leaders state that they are concerned with preparing for their future and achieving their goals. This is meant both in a positive as well as a negative way; some participants wish to perform well at school and generally be successful in life, while others struggle to concentrate, be motivated or even fail at school. Personal matters such as: feeling lonely, being envied or having problems with friends along with family issues such as not being treated fairly or being an orphan are further challenges. These, one might argue, represent rather general problems youth face during puberty. Interestingly, being a volunteer and engaging oneself socially is also mentioned as a challenge due to, for instance, lack of commitment in the community or the difficulty of recruiting youth for the programme. In

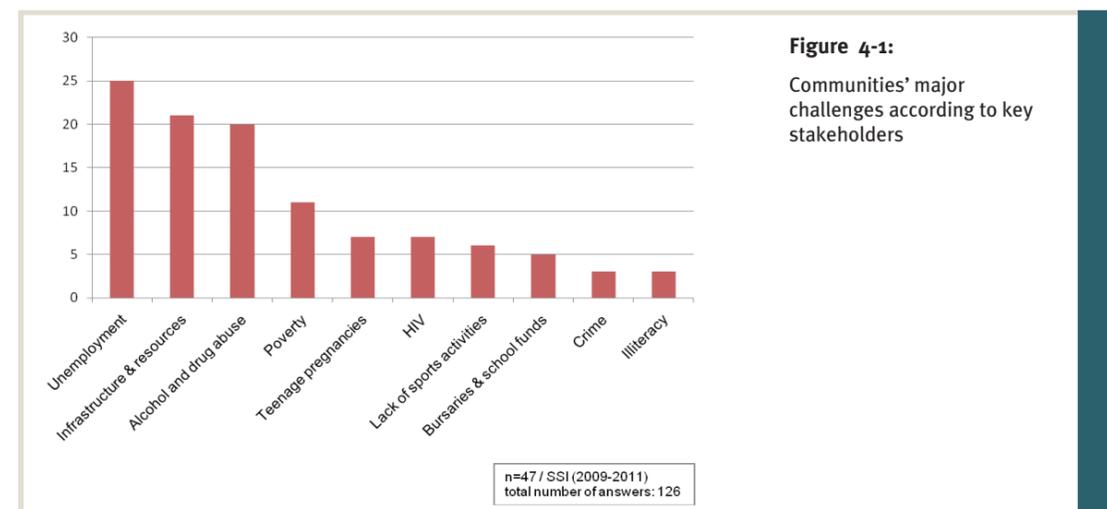


Figure 4-1:
Communities' major challenges according to key stakeholders

²⁹ National Food Security and Nutrition Secretariat: Khomas Region. Food Security and Nutrition Action Plan 2006-2015. Khomas Regional Council, p. ii.

³⁰ For the Khomas Region, more detailed analysis are available than for the other regions in the 2001 PHC – Khomas Region, Basic Analysis with Highlights, p.33-35.

10 major challenges	male	female	total
Poverty and lack of community development	21	5	26
Limited education and employment opportunities	14	9	23
Preparing for the future and achieving goals	10	8	18
Personal and family matters	8	8	16
Being a volunteer and socially engaged	8	4	12
Alcohol and drug abuse	7	5	12
Personal safety and criminality	6	4	10
Improving sports performance and being able to exercise	3	5	8
Teenage pregnancy	1	6	7
HIV	3	4	7

N=126 (57 % male, 43 % female) / SRV (2009)

Figure 4-2:
Major challenges faced by peer leaders

addition to the challenges of substance abuse, teenage pregnancy and HIV, personal safety and criminality is also stated. On the one hand participants wish to reduce crime in their community, on the other hand they fear for their safety.

This issue of crime and safety was looked at in more detail with the peer leaders using the community mapping tool. The maps drawn by the peer leaders reveal that in the main, more places are perceived to be safe than dangerous, with peer leaders identifying almost twice as many safe places (360) as dangerous places (183) in their communities. In all (26) but one group, schools and kindergartens are presented as safe places, the reason most frequently put forward being that children are supervised by teachers. Hospitals (24), sports grounds (22), certain shops (21) and churches (20) are further depicted as safe spaces, followed by tribal offices or municipality buildings, private homes, police stations, post offices, certain bars as well as specific bus stops. Some of the places are marked as both safe and dangerous, reflecting the double-sided nature of some sites, such as the police station (where people can get protection, but where criminals are held who might try to break out and hurt police officers and bystanders), hospitals (where one can get healed, but also infected with diseases) or schools (where one is guided by the teachers, but where students might bring weapons and start a fight). Furthermore, many sites are indicated to be safe during daytime, but dangerous at night (such as bus stops and bars). As for the dangerous places, the young peer leaders draw a clear connection between the issue of crime and alcohol or substance abuse. Places where alcohol is sold are displayed as potential sources of danger in most of the community maps. Bars and bottle stores are by far the group of establishments that are most frequently highlighted as dangerous (48 times).³¹ According to the peer leaders, these places are notorious crime and fight scenes. During the discussions triggered by the community mapping exercise, a lot of

³¹ Other danger zones include roads (accidents, children playing on the roads) as well as rivers and dams (inability to swim, hotbed of venereal diseases). Furthermore, robberies can turn shops and markets to unsafe places.

young peer leaders express their fear of these places. Several youngsters refer to their own experiences or that of their acquaintances with fights, robberies and even murders and rapes taking place in these sites.

In summary, it can be stated that the interviews, the self-recording video and the community maps don't reveal significant differences between the challenges put forward by adult community stakeholders and those put forward by the young peer leaders. The main difference seems to be that the peer leaders put a stronger focus on personal matters they are struggling with. Cross-cutting issues mentioned both by adult stakeholder and the youth include poverty, unemployment, limited education opportunities, insufficient community development, alcohol and drug abuse, teenage pregnancies, HIV and crime. These topics widely correspond to the overall challenges faced on a larger level by Namibia and South Africa, as indicated in the previous chapter.

4.1.2 Role of sport to tackle these challenges

In consideration of these manifold challenges faced by the communities, it is sensible to dwell on the question of the relevance of the S&D approach. What can sport actually contribute to the alleviation of these complex and multilayered problems? What role does sport play in the life of the youth in these communities?

The first question was addressed in the 47 interviews conducted with adult community stakeholders. Interestingly, the majority is of the opinion that sport is indeed a valuable tool for development. While two respondents reject this notion and six state that sport can only partly help, 38 respondents emphasise that sport can help to tackle some of these problems. 35 respondents discern positive influences of sport on communities, seven consider the influence to be mixed and none mentions purely negative influences. As figure 4-3 illustrates, the most frequently mentioned benefits of sport are that it keeps youth away from alcohol, drugs, crime, sex and unwanted places (18), that it provides career

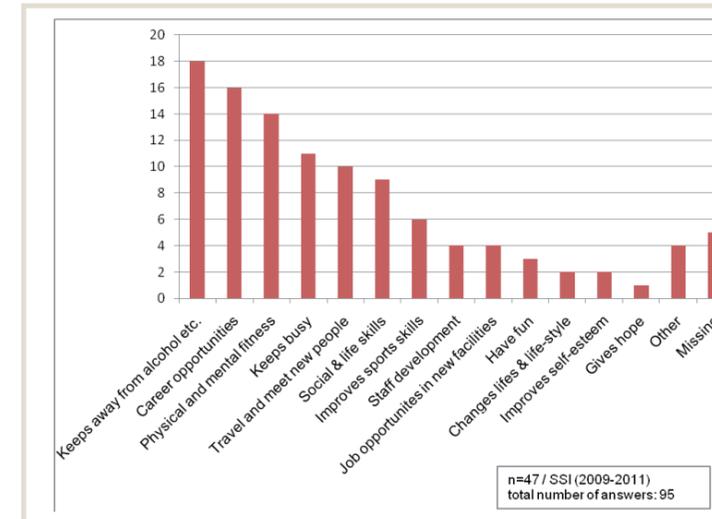


Figure 4-3:
Benefits of sport activities according to key stakeholders

opportunities (16), that it improves the mental and physical fitness (14), that it keeps people busy (11) and provides them with the opportunity to travel and socialize with other people (10). To quote the principal of a high school in Khorixas: *“Sport helps to shift the attention from bad places to positive things. Sport also helps to build self-esteem and keeps the youth away from alcohol”*. Or, more bluntly, the counsellor of the Tobias Hainyeko Constituency in Windhoek: *“Young people will stay away from alcohol. If they have nowhere to go, the easiest way is to go to the bar”*.

Most respondents indicate that children and youth in their communities would have enough time to engage in sport activities. However, many point to the lack of adequate sports facilities as an obstacle. The majority of the key community stakeholders affirm that they would like to see more organised sport in their community, while only one person opposes this notion. 33 interviewees cannot think of people opposed to sport in their communities. Eight respondents, however, do indeed identify potential opposition groups. Some refer to the elderly as a group that is generally rather sceptical

towards sport activities. Four respondents point to the parents who could oppose sport activities out of fear that something could happen to the children or that they are not able to comply with their duties in the household anymore. The potential opposition of parents is also mentioned five times by the peer leader in the self-recording video, as the following quote of a 29 years old girl from Schoemansdal exemplifies: *“The main, main challenge is when I face with the parents in the parents meeting, because the parents don’t want the children to go to the court and play at the court. That’s why I must talk to their parents, to challenge them to get the children at the sports ground.”*

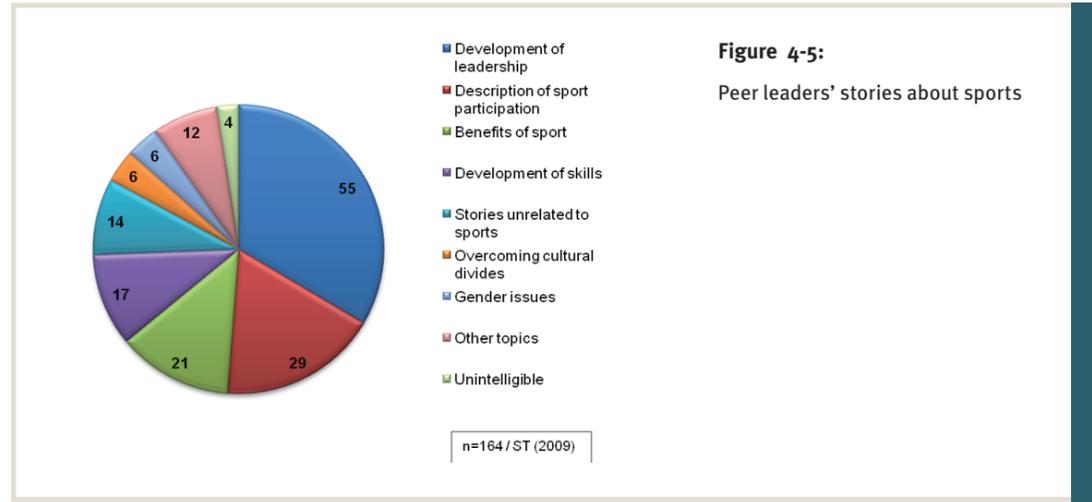
In order to gain further insight into the potential of sport as a tool for development, youth were asked about the role sport plays in their lives. The main categories that emerged in the analysis process are summarised in Figure 4-4.

First and foremost, sport seems to play a role for peer leaders in keeping youth busy and away from deviant behaviour such as alcohol and drug abuse, criminality,

Role of sports: major points raised	male	female	total
Keeps away from deviant behaviour	21	11	32
Boosts health	10	5	15
Offers opportunity to meet people, socialise and share ideas	7	6	13
Offers recreation and distraction	6	4	10
Offers opportunity to volunteer, coach, be a role model	6	3	9
Offers opportunity to develop life skills	4	3	7
Offers opportunity to develop general skills (undefined)	3	3	6
Helps to increase self-confidence	2	4	6
Offers opportunity to travel	4	2	6
Offers opportunity to develop social skills	1	4	5
Offers career opportunities	4	1	5

N=125 (58% male, 42% female) / SRV (2009)

Figure 4-4:
Peers leaders’ perceptions on sport



violence and teenage pregnancy. Further, they state that sport helps them to stay healthy and that through sport they meet different people, gain new friends, and are able to socialise or share ideas. Recreation and distraction is another point; sport plays an important role in diminishing stress. The peer leaders mention that sport makes them feel relaxed and makes them forget about their problems. In addition, sport offers opportunities for volunteering, being a coach or a role model. Developing skills is a further issue; participants mention that sport has improved their life skills such as learning about the effects of substance abuse or about HIV prevention. Concerning the development of social skills, participants list, for example, learning “how to communicate with others”, “how to meet new people”

or how “to socialise with other people” through sport. According to the peer leaders, sport also plays a role because it builds their self-confidence and offers travel and career opportunities.

In their stories about “my life and sports”, the vast majority of the peer leaders refer to sport as a means to develop their leadership skills and as a locus for acting as a role model (55). Regarding leadership skills, youth refer to being good athletes and improving their social and sport skills. When it comes to acting as a role model, youth write about, for instance, living a healthy life, preventing alcohol and drug abuse, and being aware of the dangers of HIV and teenage pregnancies.

My life as a voluntary in sport

My life in sport I started to be a voluntary in sport back in 2001. I was being borrd at home not knowing what to do after school. That is where I started to be a volunteer.

I start to fall in love with sport, concentrate more in sport. Get involve with sport, i was not a good player of sport, but I was passion about sport and that makes me go to the sport centre almost everyday just sitting there, watching, and chating with players. Then there was a time when they were election of a commite of Tshidimbini Youth Development Committee and I was fortunate because I was elected as a treasure of (TYDC).

I started to feel good as a member of commite, attending workshop, organisation the game, recruiting people to come to sport centre. It was a good feeling indeed, metting new Players, new People always busy and I was enjoying every moment. Being a voluntary in Sport makes me a well-known Person. Cause most of the people know me. Cause I have been introduce to the whole community. Everybody respect you and it feels good because you are helping young people to get out from drugs and alchol and oherst you are implementing something.

I love sport and right now I am a good player of Netball and I always try my best to be a good example to the young people.

(female, 23 years old /Tshidiminibi 2009)

The story written by a 23 years old girl from Tshidimbini illustrates how she perceives her own development of leadership skills.¹

¹ The stories written by the peer leaders were deliberately not edited or emended.

4.1.3 Appraisal of SCORE in the communities

money and leave, but to be with the community and to provide knowledge”.

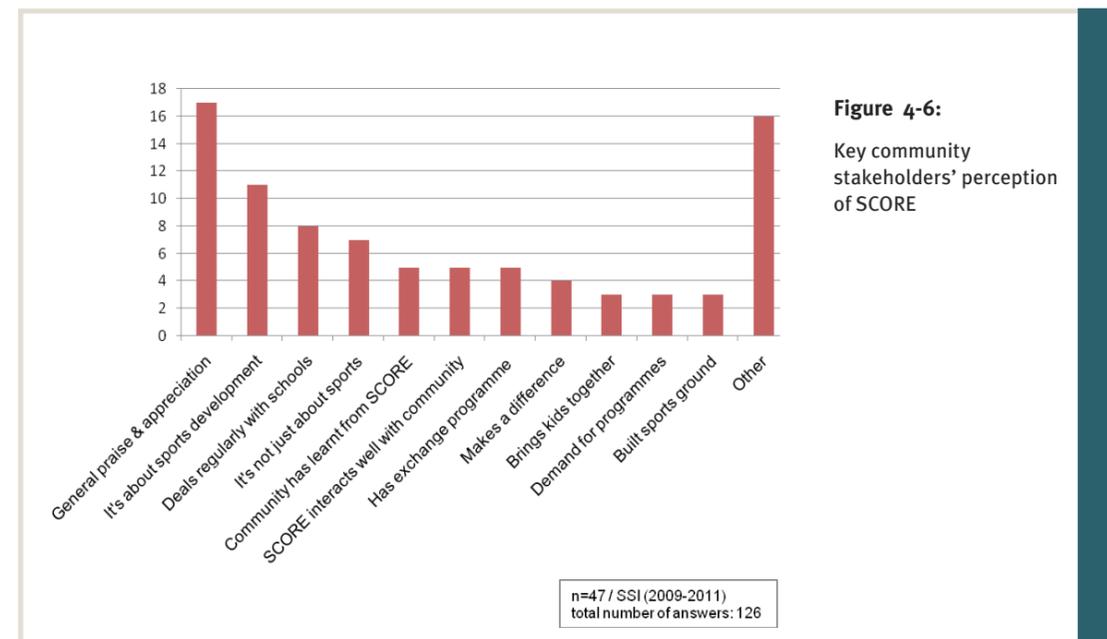
In addition to reflecting on the appropriateness of the S&D approach, it is also worthwhile considering how SCORE as an organisation is perceived in the various communities and what expectations community members have in regards to SCORE’s work.

Figure 4-6 illustrates that respondents primarily perceive SCORE as an organisation that develops sports in their communities and that closely interacts with the schools.

13 interviewees indicate having been in contact with SCORE for more than five years, 15 up to five years, whereas the remaining 19 respondents do either not point out how long they have been in touch with SCORE or mention that they know only very little about the organisation. Four respondents have never heard of the organisation before. At least 60% of the respondents therefore maintain perennial relations with SCORE, which is indicative of lasting working relations. This corresponds to impressions gained by SAD during the various visits to the different communities. It seems that SCORE staff members are well respected and that they have established a solid network and trusting relationships with key stakeholders over the past years.

With regards to their expectations towards SCORE’s work in the community, respondents express both qualitative and quantitative expectations. With regard to quality, they expect improvements in sport skills (10), benefits from receiving teachings on healthier lifestyles and improvements in the living conditions through sport (11). Some specifically express hopes with regards to the volunteers (7), such as having well trained and qualified community leaders. As for the more quantitative expectations, respondents often implicitly agree with what SCORE does, but wish that they could reach out to more children, organise more tournaments, provide more material and also assure the continuity of the programs. When asked about potential concerns about SCORE’s work in their communities, about half of the respondents do not put forth any worries, while the other half does. Amongst those who express concerns, some address the insufficient number or motivation of SCORE volunteers to keep youth involved on an ongoing basis. Others say that those actors the project depends on, such as municipality officials or other community members, could potentially hamper the project’s success. Suggesting improvements, several respondents indicate that they consider the human resources provided by SCORE to be scarce, that more volunteers are needed and that remunerated SCORE staff should visit the communities more frequently. More material resources are requested by several

Most interviewees express appreciation of the work SCORE is doing in their communities. The ward councillor in Tiyani, for instance, states: *“What they did for this community is very much appreciated... Their volunteers, they are really volunteers. When I grew up, I never thought of a white person staying with a black family, eating what they eat. Through SCORE, we have learnt how these people respect us... the first [white] SCORE volunteer came back with his family to show them where he lived. They were not just here to give*



interviewees as well. These range from balls, t-shirts and uniforms to sporting fields and even multifunctional sports complexes.

Some of the adult community stakeholders thus signal that the community youth needs more support from SCORE in order to implement activities on their own. It is interesting to contrast this with the expectations the peer leaders themselves have towards SCORE, as illustrated in figure 4-7.

Expansion and promotion of SCORE’s programme is the most predominant issue mentioned by the peer leaders. Participants expect SCORE to involve more youth and volunteers, introduce new sport codes and organise more games and tournaments. A 20 year old male from Khorixas notes: *“I expect SCORE to do something that people get more interested and more volunteers can join”*. The development of skills is another central topic. Some participants generally list the development of skills without making clear what type of skills they are referring to such as *“I need more skills, more experience from SCORE”*, or *“my expectation: to get trained so that I can help our youth in my community”* as a 36 year old male from Driefontein puts it. Then again, others explicitly expect to improve their sports skills or administrative skills such as *“how to organise events in our community”*. Monetary and material assistance are also mentioned. Participants specifically expect from SCORE to *“update the sports court”* or ask for *“support in terms of equipment, balls, whistles, nets”* as a 21 year old female from Oshakati notes. Furthermore, respondents wish for *“some kind of allowances because it is also encouraging on us volunteers to give us fundings”* and expect to *“be employed one day in SCORE”*. Five participants are concerned about HIV and expect *“more information regarding HIV/AIDS and other diseases*. Others mention the reduction of alcohol and drug abuse: *“SCORE has to keep the youth busy and keep them away from drugs”* says a 21 year old female from Tshidimbini. Amongst the ten most frequently mentioned expectations are also general statements such as *“developing this community”* and being able to *“travel around for the sake of sport”, “to travel abroad, to see the world outside”*.

I expect SCORE to...	male	female	total
expand and promote their programme	14	7	21
develop my skills (undefined)	10	5	15
offer me the opportunity to be a volunteer / coach	10	5	15
construct and renovate the sports facilities and supply sports equipment	5	8	13
provide employment opportunities	8	5	13
develop my sports and sports administration skills	8	3	11
fight HIV / alcohol / drugs	5	5	10
provide material and financial assistance	4	4	8
develop the community	4	4	8
provide an opportunity to travel	5	3	8
develop my social skills	2	1	3

N=116 (59% male, 41% female) / SRV (2009)

Figure 4-7:
Peer leaders’ expectations of SCORE

Recapitulating the findings of this chapter on the relevance of the project, it can be stated that most of the participating communities face complex challenges ranging from poverty and unemployment to HIV/AIDS and crime. Obviously, sport is not a panacea that can help addressing all these challenges. All the same, the majority of the adult interviewees as well as the young peer leaders consider sport a valuable tool to address at least some of the challenges they face in their communities. Most importantly, sport is said to offer youth an alternative to unwanted behaviour such as substance or alcohol abuse, criminality and teenage pregnancies. Both adults and peer leaders remarkably often state that youth needs to be kept busy in order to prevent them from drifting into risky activities out of pure boredom. Furthermore, the majority of the young peer leaders consider sport as a vehicle to develop their leadership skills and as a locus for acting as a role model for younger children in their communities.

SCORE seems to maintain good working relations with key community stakeholders, the majority of which praise SCORE for its work. Of course, one needs to bear in mind that the social desirability bias in the answers might be fairly strong out of fear that negative statements could lead to a cessation of the project. Nevertheless, respondents do also utter suggestions for improvements and express some concerns. A dominant topic relates to human resources, namely the need of a stronger involvement of SCORE staff in the communities in order to train sufficient community volunteers. Another key concern regards the need for more material resources and financial support. Some of the expectations put forth by the youth – such as the wish for remunerated jobs or other financial assistances – portend one of the main challenges of SCORE, namely establishing lasting and sustainable sport structures in the communities based on the engagement of volunteers.

4.2 Effectiveness of the project

This chapter assesses the effectiveness of the project, thus examining the extent to which the project actually attains its objectives. As stated in the introductory chapter, SCORE seeks to:

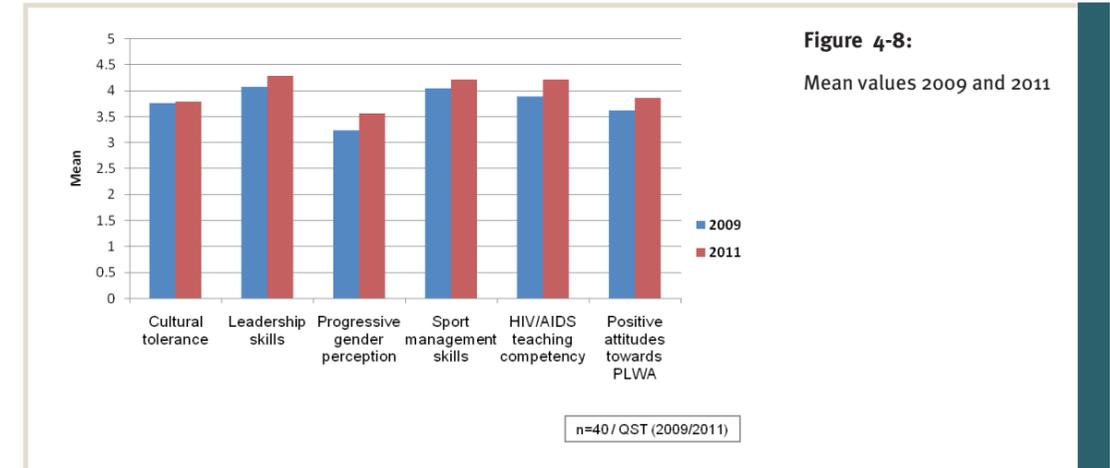


Figure 4-8:
Mean values 2009 and 2011

- Objective 1: Increase sports participation, leadership and organisational capacity in target communities
- Objective 2: Increase empowerment of young women and an awareness of gender issues
- Objective 3: Increase awareness and understanding of key health and social issues (including HIV/AIDS, culture, diversity and discrimination)

SCORE envisages reaching these objectives by training young volunteers in life skills, sports skills and sports leadership in order for them to become role models and peer leaders in their communities. This section analyses whether the peer leader trained by SCORE actually increase their leadership skills and if changes can be detected in their attitudes in the domains of gender, health and social issues. The first section provides the results from the quantitative analysis of the questionnaire, whereas the second focuses on the results gained through the qualitative Most Significant Change technique.

4.2.1 Results from the questionnaire

Of the 142 peer leaders that completed the baseline questionnaire in 2009, 11 of are from Namibian, and 131 from South African communities. 87 peer leaders are male (62%) and 53 are women (38%), while two respondents failed to specify their gender. This indicates quite a substantial gender imbalance, with three-fifths of the peer leader being male. The mean age of the peer leaders is 20.07 years, ranging from 13 to 43 years. The bulk of the respondents are currently pursuing further education (up to grade 12). Both the Namibian and South African peer leader groups are culturally heterogeneous,

while the majority defines themselves as Christians.³²

Of the 123 peer leaders that took part in the questionnaire in 2011, 41 are from Namibian and 82 from South African communities. Again, there is a gender imbalance, which is slightly lower this time with 69 male (56%) and 54 female (44%) respondents. The mean age in 2011 is lower at 19.02 years, even taking into consideration the respondents that took part in both occasions got two years older. The youngest volunteer is 13 years, the oldest 33 years old.

The reasons for and the consequences of the fairly high drop-out rates on a programmatic level will be looked at in more detail in chapter 4.3 (sustainability). For the current chapter, however, the methodological consequences of these drop-out rates have to be born in mind. Due to the drop out ratio, the pre-post-test comparison could only be conducted with a total of 40 peer leaders. For peer leaders that took part in only one of the surveys (n=102 in 2009 and n=83 in 2011), only descriptive analyses based on a single survey can be made. In order to compare the means of the two different groups of respondents taking part in the survey at the beginning of the project in 2009 and in the last year of the project in 2011, an independent t-test was conducted, as explained in the methodological section of this report.

The questionnaire consists of six indexes which all intend to measure the peer leader’s perceptions on the following topics: 1. cultural tolerance (five questions), 2. leadership skills (two questions), 3. progressive gender perceptions (four questions), 4. sport management skills (four questions), 5. HIV/AIDS teaching competency (three questions) and 6. positive attitudes toward people living with HIV/AIDS (three questions). In a first step, the results from the pre-post-test comparison of the

³² A more detailed overview of the background of the project participants (religion, cultural background, educational level) can be found in annex 2.

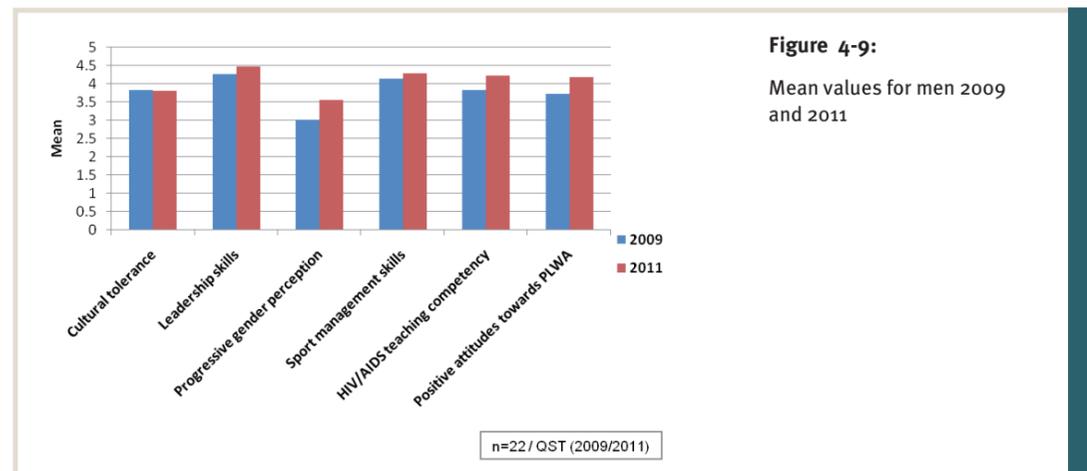


Figure 4-9:
Mean values for men 2009 and 2011

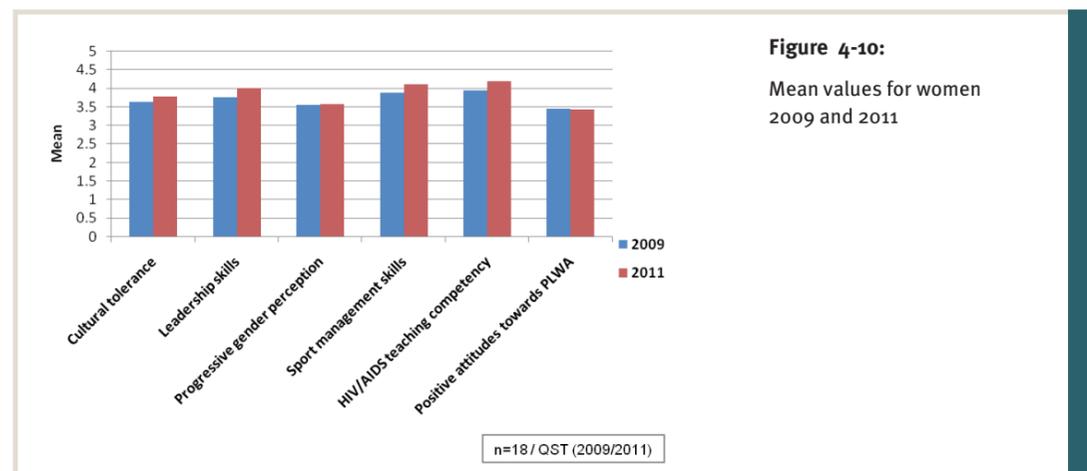


Figure 4-10:
Mean values for women 2009 and 2011

40 participants are discussed. As figure 4-8 illustrates, the means in all six core areas have slightly augmented between 2009 and 2011, thus indicating changes in the desired direction.³³

However, not all changes are statistically significant. The dependent-means t-test confirms the significance of the change in three of the six indices. In 2011, there is an increase in progressive gender perception ($t=-2.382$, $df=38$, $p<0.05$, $SD=0.835$), in sport management skills ($t=-1.991$, $df=34$, $p<0.1$, $SD=0.545$) and in HIV/AIDS teaching competency ($t=-1.901$, $df=38$, $p<0.1$, $SD=0.997$).³⁴ The most substantial change can be observed in the confidence in one's own HIV/AIDS teaching skills, increasing from $M=3.886$ to $M=4.215$

between 2009 and 2011. A significant t-test statistic alone does not give us an indication whether the changes observed are actually of relevance. In order to understand the practical significance of the results, the effect size r needs to be looked at with the t-statistic and the degrees of freedom (Field 2009:332). The effect size values for Indices 3 to 5 all lie in the range of a medium effect size (Field 2009:57). So, in addition to being significant, the effect sizes are also substantial for these three indices.

It can be deduced that on average, the volunteers exhibited more progressive gender perceptions ($M=3.55$) in 2011 than in 2009 ($M=3.23$), this result being significant at the 5% level and $r=0.36$. The same applies to the perceived sport management skills, where on average, they scored higher after the program ($M=4.23$) than before the program ($M=4.05$). This result is significant at the 10% level with $r=0.32$. The volunteers also perceived their HIV teaching capacity to be superior in 2011 ($M=4.20$) in comparison with 2009 ($M=3.90$),

³³ In all subsequent chapters, the following acronyms are used: n = number of respondents, M = mean, t = t-value, SD = standard deviation, df = degrees of freedom, r = effect size).

³⁴ Significant on the 0.1-level ($p < 0.1$)

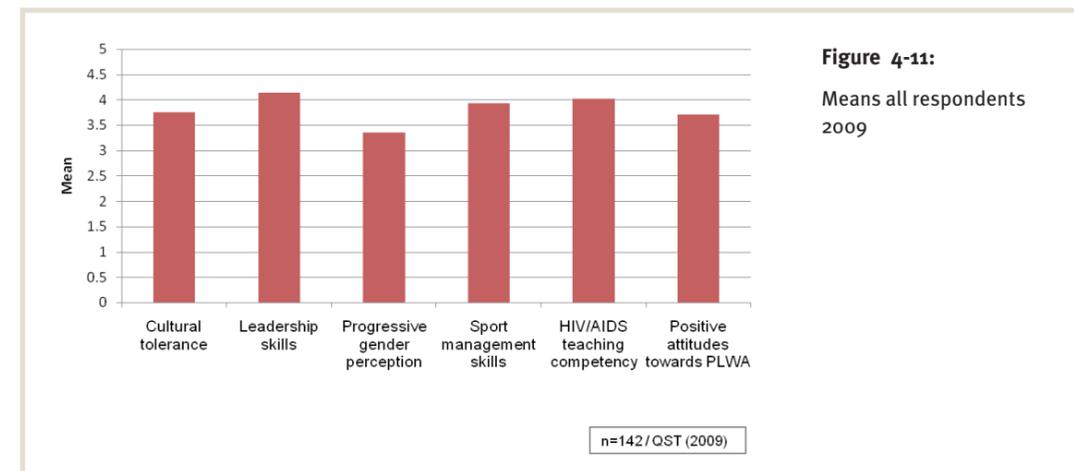


Figure 4-11:
Means all respondents 2009

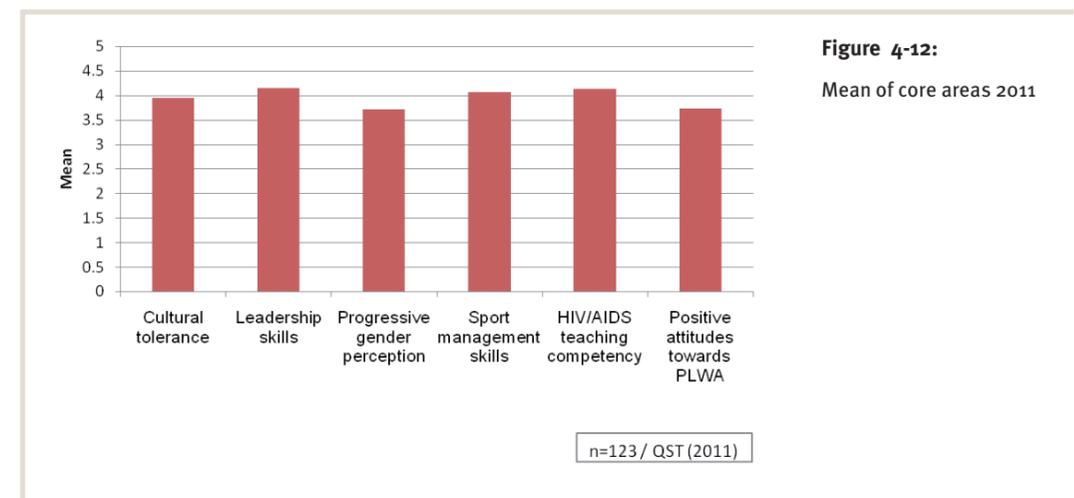


Figure 4-12:
Mean of core areas 2011

this finding, again, being significant at the 10% level and exhibiting a medium effect size of $r=0.29$. As for indices 1, 2 and 6, no such statements can be made since the changes observed could be due to chance.

Further information can be gained when taking a closer look at the three indices that show significant improvements (at least at the 10%-level): progressive gender perspective (index 3): low values are decidedly less frequent and shift to medium values, sport management skills (index 4): medium values are less frequent and shift to high and very high values, HIV/AIDS teaching competency (index 5): medium values shift to high values.

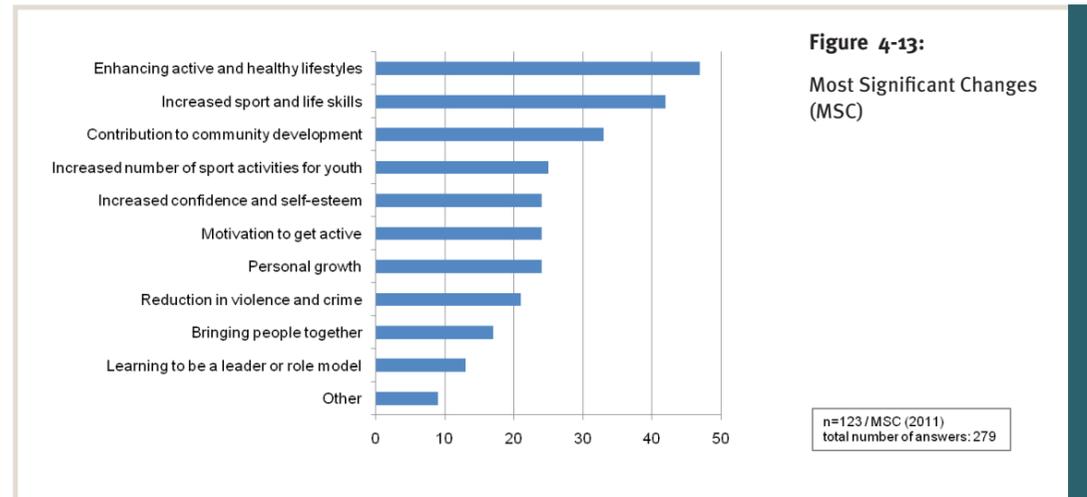
When split up into groups according to gender, it can be seen that the change happened to a different degree or even in a different direction in the respective groups, as figures 4-9 and 4-10 demonstrate.

While in the areas of leadership and sport management skills and HIV teaching competency, slight positive

changes could be recorded in both groups. Such positive changes weren't observable for cultural tolerance among males, as well as for gender perception and attitude towards PLWA among females. A remarkable observation can be made when looking at the evolution of the gender perception mean. Quite low in 2009 among men ($M=3.02$), it increased by more than half a point to the same level as the women's in 2011 ($M=3.56$). At the same time, the mean didn't show any important changes among women. This might be an indication that the project showed more effect on gender perceptions among men than among women.

When looking at all participants that took part in the survey in 2009 ($n=142$, figure 4-11), one sees that the means largely correspond to those obtained from the core group of 40 respondents. The 40 respondents could thus be regarded as fairly representative of all respondents in 2009.

The analysis of the whole group of respondents that took



"It changed me physically like being more active in my community. Made me a responsible person. Most of the days before I joined the programme, most of my time I spend outdoors (streets). As a group we found a way on how to keep teenagers and adults busy to contribute towards the development of our community. It makes me feel glad to see positive changes taking place in my own community with my involvement. It also makes me realise my abilities."

(male, 17 year old / Windhoek 2011)

part in the survey in 2011 (n=123, figure 4-12) reveals that generally, the means are slightly higher in 2011 in comparison with 2009. Also, there seems to be a smaller difference in means, in other words, they all approach a mean value of 4. This might give an indication that SCORE's most efficiently promoted the values where the means were fairly low in 2009 (namely progressive gender perceptions and cultural tolerance).

An independent t-test was conducted to compare the findings of 2009 and 2011. Here, the means of two different groups of volunteers are compared: those who only participated in 2009 (n=102) and those who only participated in 2011 (n=83). The members of the core group (n=40) were not included in this analysis. The aim of this analysis is to see whether there are differences between the respondents at the beginning of the project (in 2009) and the respondents who have been involved in the project for at least two years in 2011.

Two main findings stick out: the high significance of the change in means of cultural tolerance (from M=3.75 to 4.04) with significance at the 1% level and a small to medium effect size $r=0.21$. This is in addition to significant change in progressive gender perceptions (from M=3.41 to 3.81) with significance at the 1% level and $r=0.23$. It can be concluded that on average, volunteers exhibited stronger cultural tolerance 2011 than in 2009. On average, they scored 0.29 points higher on the corresponding index. The same holds true for gender perceptions, where volunteers manifested more progressive views. On average, they scored 0.4 points

higher on the corresponding index. As for indices 2, 4, 5 and 6, no such statements can be made when comparing the views of volunteers who only participated in 2009 with the ones that only participated in 2011, since the effects could be due to chance.

4.2.2 Most Significant Changes

As mentioned in the introduction, the answers provided in the questionnaire relate to predefined indicators. In order to gain a better understanding of changes as they are perceived by the beneficiaries, the peer leaders were asked in the last year of the project (2011) about the most important changes they witnessed since the SCORE programme started in their community. Of the 123 respondents, 70 are men (57%) and 53 women (43%).³⁵

The figure 4-13 illustrates what the peer leaders perceived to be the most significant changes that the SCORE programme brought to their communities:

The enhancement of active and healthy lifestyles is most frequently mentioned (47 times). In 17 answers, the peer leaders explicitly state that the programme helps to keep young people busy, keeping them involved in

³⁵ Multiple responses were permitted, therefore the total number of answers in each most significant change category exceeds the number of participants. Further information on MSC: annex 3.

organised sport activities instead of pursuing unhealthy lifestyles. A 17 year old girl from Oshakati explains: *"In terms of sports participation a lot of kids started playing different sports especially kids who never had an opportunity to play or rather to showcase their talent... This is very important to me because not only does this give people/kids in the community a chance to do/experience things but it also helps kids extricate from indulging themselves in dangerous activities that might have put their lives in jeopardy."*

42 respondents view increased sport and life skills as the most important change. This includes learning different sport codes as well as a greater knowledge of health hazards. 33 say that the main change is a contribution to community development. This rather large answer category refers to community development projects implemented by the peer leaders and includes topics as diverse as cleaning the environment, the cultivation of vegetables, the inclusion of disabled people and promoting health messages. A 17 year old boy from Windhoek explains: *"With our projects and daily activities we improve our communities living standard. By teaching young teenagers about disease and personal hygiene makes the people aware of their health. We practised different type of cultural activities by this we learn how to understand different cultures. As we know education is the key to success, our projects also involves educating young ones. Its very important because the healthier the people the healthy the community by means of education. Learning different cultures makes one respect the way each culture live. Understanding one*

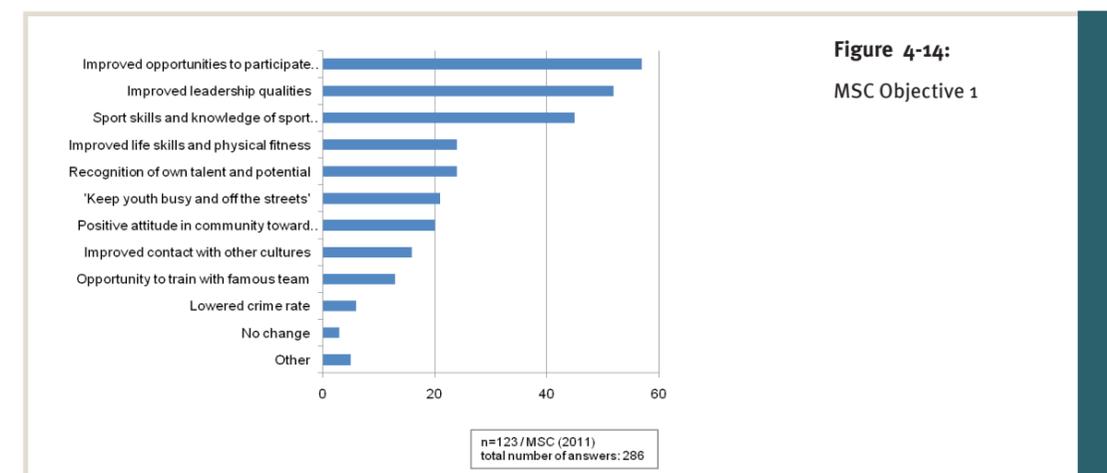
another and respecting eliminates discrimination in our community. Educating ones about HIV/AIDS decreases the rule of the diseases in our community."

Further change domains that are deemed important by more than twenty respondents consist of an increase in the number of sport activities for the youth, increased confidence and self-esteem, a motivation to get active, personal growth and a reduction in violence and crime. Bringing people together and learning to be a leader or role model were also mentioned several times (17 and 13 times respectively). To quote a 31 year old male from Driefontein: *"I gained the self confidence in communicating with other people. I also learned how to organise the sport festival with schools and community teams and I met new faces from other countries and share their life experiences. I also got a chance to be a leader and lead the committee and experience the badness & goodness of that."*

In addition to general changes, the peer leaders were also asked about changes observed in the domains of the three key objectives of the project. The following chapters elaborate on the main points raised by the peer leaders.

Objective 1: "increased sports participation, leadership and organisational capacity in target communities"

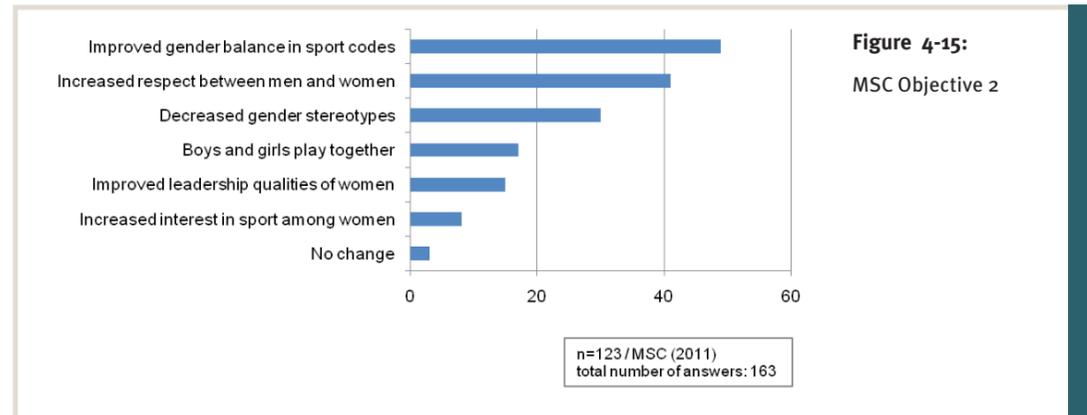
As figure 4-14 illustrates, the predominant answer regarding objective 1 is an improvement in the opportunities to participate in sport. Some of the peer



"I was allowed to participate in all the sporting codes and that made me feel important because I thought that I couldn't do or play some of the sports but when I was given an opportunity to showcase my skills I just grabbed it with both hands. I was also selected as the netball coach and that made me realise that I had good leadership and I was developed as a leader."

It is important because I now know how to handle and work well with a group of people. It is also important because it made me realise that hard work and teamwork really pays because we all need each other at some point. It also developed my leadership skills and that I why it is important to me."

(female, 18 years old / Hhoyi 2011)



leaders specify that the opportunities have improved for specific groups such as youth or women, while others accentuate equal opportunities for all, saying that everybody has a chance to participate. To quote a 19 year old peer leader from Windhoek: “... I have noticed in terms of sport, e.g. football, there has been a thing of certain sports are only for a specific gender. Since the Cup of Heroes was introduced it actually proved all wrong and every one play’s the sport of their interest.” Another aspect frequently mentioned regards the increase in the number of tournaments and workshops. These statements are backed-up by the numerous workshops and tournaments conducted and organised by SCORE in the course of this project, as indicated in detail in annex 8 (achievement of outputs). The second key change highlighted by the peer leaders relates to improved leadership qualities (52) gained through the project. In the field of leadership, many respondents argue that they feel better equipped to take better care of the children and teach them more competently. A 24 year old peer leader from Tshidimbini recounts her experiences: “Since this cup of heroes programme started it have a lot of impact to me. It changes my personality, behaviour, thinking style. It gave me courage to stand up and face the people by the workshop that i was attending, confident to talk to people. It also change my behaviour because i was now a role model to children, so i was turn from bad to good behaviour. I can now implement thing at my own. Score provide us with skill, knowledge. So I attend a lots of workshop that gave me courage to face children and to gave them information that the need to know. I am now a good speaker, motivater because of Score.”

Improved life skills and physical fitness, an increased recognition of one’s own talent and a more positive attitude in the community when it comes to sport are each named twenty times or more, as well as the opinion that sport keeps youth busy and off the streets. Further, an improved contact with other cultures, the opportunity to train with famous teams such as the national team and a lowered crime rate were named as other significant changes. Three peer leaders couldn’t observe any change since the programme started.

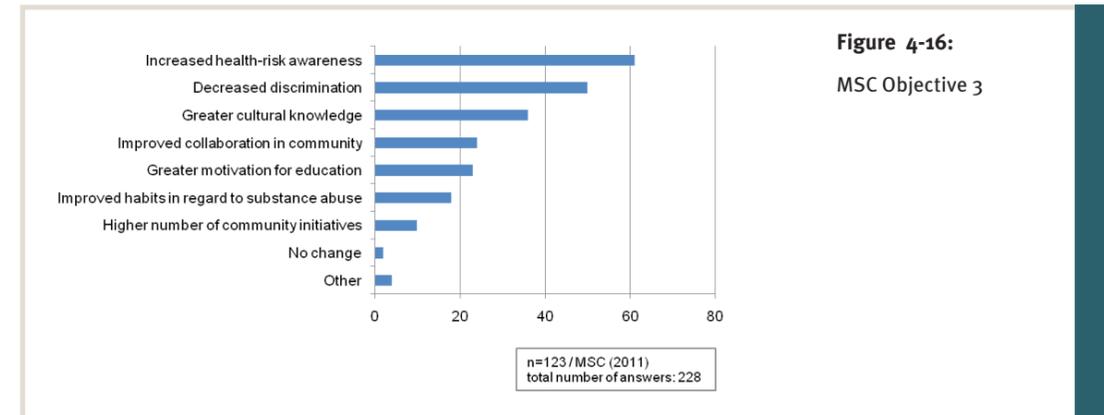
Considering the answers provided in the self-recording video in 2009, one sees that already at the beginning of the project, nearly 90% of the 126 participants (48 females and 65 males) perceive themselves as role models and regard their behaviour and attitude as exemplary, mainly because they volunteer and are socially engaged. The respondents thus apparently see a potential of becoming positive role models by being socially committed and helping the children in their communities. To quote a 19 year old girl from Windhoek, who has been involved in the SCORE programme for five years: “I grew up believing in change & community development and I believe I can start through volunteering within my own beloved community. I want to be very successful but I want my success to benefit my community at large.” In the last year of the project, 42% of the peer leaders explicitly state having increased their leadership skills.

Objective 2: Increase empowerment of young women and an awareness of gender issues

“The most important change that happened is I am now respected and taken seriously as a girl. No one has ever discriminated me of my gender. Though some boys at the sports centre thought that I couldn’t play soccer, but I proved that anyone can regardless of the gender. After they saw what I was capable of with the other girls they changes and treated us equally and that was the most important change.

It is important because it enables me to do and play which ever sport I feel comfortable with and I am now treated with respect by the other boys in the community. It is also important because it makes me feel welcome and accepted with open hands. The most important thing about it is that I can state my mind and have good relationships with the other team mates and with the community as a whole.”

(female, 18 year old / Hhoyi 2011)



When asked about changes in regard to gender, the majority of the peer leaders (49 respondents) mention an improved gender balance in sport codes as the most significant change (figure 4-15). A 16 year old boy from Tiyani explains: “We grew up knowing that soccer is for boys and netball is for girls but this programme changed that many girls are playing soccer and truely speaking same boys are playing netball and we love it because this is a new South Africa and we are all the same, gender does not matter.”

41 peer leaders observe that the respect between men and women has increased and 30 write about decreased gender stereotypes, such as this 23 year old girl from Hhoyi: “The most important change that happened is that I know that I’m different some of my parts are different cause I am a girl. Im different to a boy but we can do somethings even I’m a girl I can do boy’s work and he can also do my work like cooking, washing, cleaning etc. It is important cause I now know that ther is no work for man or woman we are all equal even if we are not the same we are different but we can do what boys are doing.”

Other important changes identified are that boys and girls increasingly enjoy joint activities (17) and that women have improved leadership skills (15) and a greater interest in sport (8). Again, three respondents say that there has been no change. Interestingly, the improved gender balance in sport codes has also been mentioned repeatedly by the adult community stakeholders. Generally speaking, the interviewees advance quite progressive views when it comes to gender equity in sport. In more than 70% of the interviews, respondents

argue in favour of boys and girls performing the same sport codes and playing together. On the subject of potential differences between girls and boys regarding the actual opportunities to do sports, 19 respondents consider that there are no differences, while 15 mention a difference in opportunities, at least partly. Most frequently, informants perceiving no such differences say that both girls and boys can participate in the activities (7), some contribute the equal opportunities to SCORE (3), while others stress that nowadays, there are generally opportunities for all to participate (6). On the other hand, informants perceiving different opportunities refer to lacking facilities and sport opportunities (7) and the girls’ obligation to do housework (4) as key reasons.

When examining the changes regarding gender it is instructive to see if there are differences in the perceptions of female and male respondents. Considerably more women than men consider gender stereotypes to be decreasing (18 women, 12 men). That corresponds to 34% of all women and 17% of all men. The same applies to the perception that women’s leadership qualities are improving (10 women and 5 men), which corresponds to 19% of all women and 7% of all men. An increased interest in sport among women, on the other hand, is almost exclusively observed by men: Seven men (10% of all men) and only one woman (2%).

Objective 3: Increase awareness and understanding of key health and social issues (including HIV/AIDS, culture, diversity and discrimination)

“Within the program we have people from different backgrounds, in terms of religion, culture, social status which gives us the opportunity to interact with one another and get to know each other better as well as to understand. We assist each other in terms of education and also encourage and advise one another at different points. This has changed they way people think about each other’s culture/religion and even an individual person in general and to creates a culture/religion friendly community. It is very important because instead of judging people because you don’t know them, we now get the chance to know the facts of others cultures / religions and not come up with conclusions by just looking at the person. Having someone to assist and advise you gives you direction to the way forward in life.”

(female, 19 year old / Windhoek 2011)

The third objective of SCORE is fairly broad, containing aspects related to health awareness as well as social competencies. As illustrated in figure 4-16, the most frequently mentioned change is increased health-risk awareness, mentioned 61 times. A closer look at the specific nature of the change reveals that most respondents perceive the programme to inform communities on HIV/AIDS related problems (40). A 20 year old male from Windhoek, for instance, elaborates this point further: *"We managed to work on social issues like HIV and AIDS. We did this by visiting primary schools, talk about these issues as well as play dra-mas. I believe this brought change in these kids."*

Decreased discrimination is mentioned in fifty respondents' answers. Specifically, a reduced discrimination of disabled people (23) and people living with HIV/AIDS (21) are frequently brought up. In the words of a 27 year old male from Oshakati: *"We have worked with disabled people and now we know that disabilities are life things and people can do things that every other person can do."* A 21 years old female from the same community reaffirms: *"If it weren't for this programme, we wouldn't have been able to work with disabled children like we have over the past year... This helped me realise that not everything is just about me. I've seen how I make someone smile when doing something for them or when playing with them. Especially when I get involved with disabled children, knowing that when I play with them, they are happy, and when they are happy, I'm happy too!"*

Also, decreased discrimination based on race (8), gender (3) and religion (2) are mentioned. Greater knowledge of (own and other) culture is the third key change mentioned (named 36 times), while improved collaboration in community and greater motivation for education were named over twenty times each. More desirable habits regarding substance abuse and violence were mentioned several times as well as an increased number of community initiatives.

Summarising the key findings of this chapter, one first of all needs to note there is a gender imbalance amongst the peer leaders both in 2009 (62% male, 38% women) as well as in 2011 (56% male, 44% female).

The results from the pre-post test analysis generally show improvements between 2009 and 2011 in the indices of progressive gender perception, sport management skills and confidence in one's own HIV/AIDS teaching skills. The means of the whole group surveyed in 2011 (at the end of the project) are slightly higher than the group surveyed in 2009 (at the beginning of the project). On average, volunteers exhibit stronger cultural tolerance and more progressive gender perceptions in 2011. These are certainly encouraging signs. However, one needs to be careful not to automatically draw the conclusion that this is only due to SCORE's work. Due to the lack of a control group, one cannot exclude the possibility that

these changes are due to other actors or circumstances influencing the peer leaders.

The Most Significant Change stories collected provide a clearer indication about changes that the peer leaders regard as a direct consequence of this project. The peer leaders particularly highlight the enhancement of active and healthy lifestyles, increased sport and life skills as well as a contribution to community development as main changes. Furthermore, they perceive the opportunities to participate in sports and their leadership skills to have improved, also mentioning an improved gender balance in sport codes and decreased gender stereotypes. Finally, they point towards increased awareness about health-risks, decreased discrimination of disabled people and of people living with HIV/AIDS as well as an increased knowledge about their own and other people's cultures.

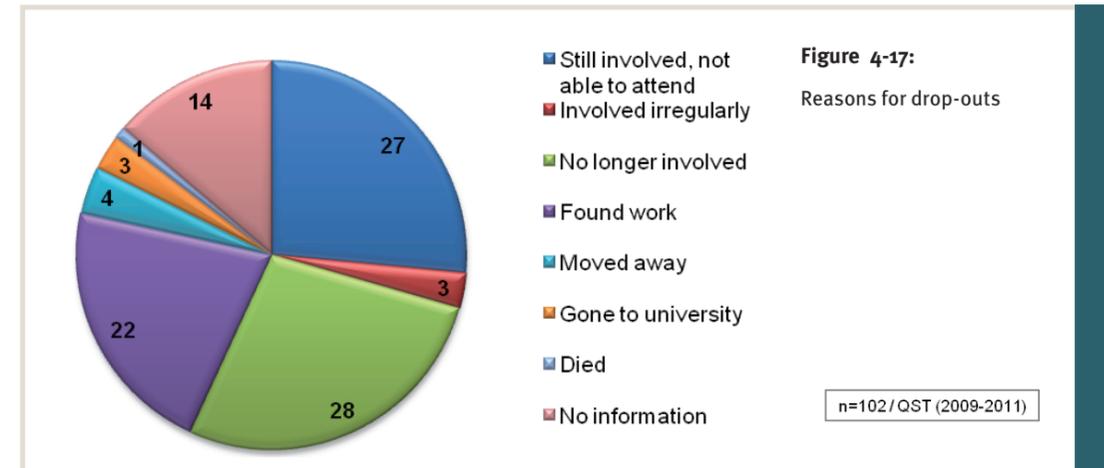
4.3 Sustainability of the project

In addition to examining the relevance and effectiveness, it is essential to also consider the sustainability of the project. Sustainability concerns the question as to whether benefits of a project are likely to continue after donor funding has been withdrawn and what the major factors influencing the achievement or non-achievement of sustainability are.

As mentioned in the introduction, SCORE deliberately trains community youth in order to foster positive role models and to contribute to the sustainability of the project. The underlying ideas are that young community leaders are in a better position to positively influence the children in their communities than outsiders, since they share a common background and have a profound understanding of the challenges faced in their community. Furthermore, SCORE presumes that well-trained community volunteers are able to continue their work in the communities and gradually need less and less support from SCORE, therewith contributing to sustaining the project on a longer-term basis. Having well trained community peer leaders is thus not an aim in itself, but rather a prerequisite in order for the project to achieve its aim of creating ongoing and sustainable sport activities in the communities.

In this regard, it is very crucial to consider the drop-out levels of the community youth trained by SCORE, since they are the ones expected to keep the activities going when SCORE withdraws.

In the course of this project, it became clear that SCORE does not work with a permanent group of people and that the turn-over of volunteers is quite high. Of the 142 youth surveyed in 2009, only 40 South African peer leaders could be traced for the survey in 2011, and none of the Namibian volunteers. It seems that this has two main reasons, the first being related to the timing of the baseline survey and the second being related contextual factors.



The first reason represents rather a methodological than a programmatic difficulty. One of the learnings of this project was that the baseline was conducted too early. The baseline was designed as day zero, prior to any training being conducted. While this certainly made sense from a methodological point of view, it also meant there the group of trainees was not established yet. In some of the project sites (as, for instance, in the Limpopo province), SCORE returned to these communities after a longer period of absence and there was a need to first of all re-establish a network and gain an impression on which community youth are suited for the trainings. SCORE should have conducted some basic training and implemented some of the activities to ensure that the group of leaders was more stable prior to the baseline being conducted.

The second reason relates to contextual factors. In light of the high drop-out rates, it's worthwhile taking a closer look at the reasons why 102 of the volunteers taking part in the survey in 2009 did not take part in the survey in 2011.

Figure 4-17 illustrates that 27 volunteers (26%) are still involved with SCORE, but were not able to attend the survey for different reasons (as, for example, not being in the community on the date the survey was conducted, being sick or having other commitments). 28 volunteers (27%) are no longer involved in the project for unknown reasons, while 29 volunteers (28%) are no longer involved because they either found work, started university studies or moved away. Of 14 volunteers (13%), no information whatsoever could be found. Three volunteers are involved only irregularly, while one of the volunteers died.

These findings indicate that SCORE faces significant challenges in developing structured sport activities and building constant teams in the communities. Especially in the rural communities, attrition is high as trainees leave their communities in search of work opportunities. Rural

communities are often hardest hit by unemployment and young people more often than not flock to the cities in searching for work. The communities taking part in this project are not excluded from such migratory patterns. As illustrated in the chapter on the contextual analysis, unemployment rates amongst youth are very high in both South Africa and Namibia. Also, there is a somewhat paradox situation with regards to training volunteers. Certainly, both the organisation and the ultimate target group benefit if extensive training is provided to volunteers. At the same time, trained volunteers are more likely to find remunerated jobs. Indisputably, raising the employability of project participants can also be regarded as a success. However, fluctuation of qualified personnel substantially weakens an organisation in the long run, as could be observed in this project as well. Ultimately, the retention of volunteers seems to be one of the greatest pitfalls of SCORE's programme.

In addition to challenges regarding retention rates, the young community volunteers do not seem to be sufficiently linked with existing sports organising structures. Teams are too often formed for a brief period of time in preparation for competing in a tournament like, for instance, the Cup of Heroes. However, the teams often seem to disband afterwards, especially if there is no other competition to train for. In communities where leagues exist, teams are better established. If there is a lack of capacity in a community to initiate or run a league, it impacts the incentive for teams to continue training and recruit new players and coaches in order to continue existing as a team. In most communities, volunteers do organise some sport activities, but this does not translate into more structured sport. The concept of the Cup of Heroes seems to be a promising way forward in this regard, because it provides youth with an incentive to remain active throughout the year and it gives them something to look forward to. However, further support from SCORE and local sport structures seems to be needed in order to assist volunteers in sustaining teams, and to form leagues with established teams.

5 Conclusions, lessons learnt and recommendations

The first section of this chapter summarises the main lessons learnt from a methodological point of view and offers some recommendations regarding M&E capacity building processes and monitoring tools. The second section outlines the main evaluation findings and offers recommendations deduced thereof.

5.1 Methodological findings and recommendations

We started developing the monitoring tools for a specific project, the Cup of Heroes, as outlined in the proposal submitted to our funder, the Jacobs Foundation. During the course of the project, however, we realised that this was too narrow an approach. It became clear after the first year that in order to better embed this specific project into the overall programmatic approach of the organisation, there was a need to revise the organisation's Logframe. This hints a more generic problem resulting from organisations dealing with multiple donors and, as a consequence, with different monitoring and reporting requirements. In order to avoid overloading implementing organisations, the different projects need to be better embedded into the overall programmatic strategy and monitoring system of an organisation. Instead of starting with a project (on the micro-level) and from there moving to the programmatic approach (on the macro-level), we should have as a first step started revising the overall Logframe and subsequently developed the monitoring strategy for our specific project.

Recommendation 1: Embed the monitoring tools for specific project into the overall monitoring and programmatic strategy of the organisation.

Another learning from this project is that we conducted the baseline data collection too early. The baseline was designed as 'day zero', prior to any project activities being conducted. While this certainly made sense from a methodological point of view, it also meant that there was no established group of project participants in place yet. Amongst other reasons, the early timing of the baseline resulted in a fairly high turn-over of respondents between the two measurement periods, therewith considerably reducing the sample sizes. It is advisable to pay more attention to such matters when designing data collection processes. Ideal methodological models have to be better aligned to the practical project implementation process and a viable compromise has to be sought between theory and practice.

Recommendation 2: Ensure data collection is well aligned with the project implementation process.

This project clearly revealed that the design of tailor-made monitoring tools and the involvement of a broad range of staff members in the definition of monitoring tools have helped to significantly increase local ownership. This in turn resulted in higher levels of motivation and openness to learning. Following a participatory approach and designing tailor-made tools is, of course, time consuming. However, we have learnt that this investment of time is worthwhile when thinking about the sustainability of the introduced concepts. M&E systems that are imposed unilaterally on organisations tend to be perceived as manifestations of power from donors or external agents. If project staff considers M&E not as beneficial for the organisation, there is a high risk of a lack of motivation, which in turn results in poor data quality. Furthermore, discussions between the management and field staff regarding monitoring tools have proven to be very enriching, allowing for different (and at times conflicting) perspectives to be taken into consideration. Moreover, it became apparent that these discussions were crucial in order to avoid creating a gap between what is desirable in theory and what is actually implementable in practice.

Recommendation 3: Use a participatory approach when designing monitoring systems and be sure to involve staff members from both the management and the field.

Collecting data for monitoring purposes tends to be an additional burden for field staff whose primary concern consists in implementing the project activities as effectively as possible. In addition, monitoring activities run the risk of becoming tiresome and/or boring for the project participants. We have come to realise the importance of providing age-appropriate and motivating monitoring tools in order to increase the interest of both staff members and participants in collecting and providing quality data. Using monitoring tools that enhance learning experiences and provide room for dialogue offers an additional incentive for project beneficiaries. Motivational aspects are very important, but often underestimated factors in monitoring theory and application. Furthermore, the use of different tools and the application of a mixed-method approach have proven to provide a more comprehensive view on the project's effects and have allowed for recording unintended outcomes. Feedback collected from the participants indicated that youth particularly liked self-recording video and community mapping as tools. The majority of the youth mentioned being excited about being recorded on video and having enjoyed the discussions triggered by the community mapping exercise.

Recommendation 4: Use different age-appropriate and motivating monitoring tools and combine measurement with learning whenever possible.

5.2 Evaluation findings and recommendations

SCORE implements its projects in areas that face manifold social and economical challenges. Recapitulating the findings on the relevance of SCORE's project, it can be stated that most of the participating communities face complex challenges with regards to poverty, low life expectancy, unemployment, income inequalities, HIV/AIDS, alcohol and drug abuse, teenage pregnancies and high crime rates. It would certainly be naive to suggest that sport is a panacea that can help address all these challenges. All the same, the majority of the adult interviewees as well as the young peer leaders consider sport as a valuable tool to address at least some of the challenges they face in their communities. Most importantly, sport is said to offer youth an alternative to unwanted behaviour such as substance or alcohol abuse, criminality and teenage pregnancies. Both adults and peer leaders remarkably often state that youth needs to be kept busy in order to prevent them from drifting into risky activities out of pure boredom. Furthermore, the majority of the young peer leaders consider sport as a vehicle to develop their leadership skills and as a locus for acting as a role model for younger children in their communities. These statements are generally in line with SCORE's approach and actually endorse the idea of using sport as a tool for individual and community development.

Also, it seems that SCORE maintains good and long-standing working relations in the different communities. However, a point repeatedly raised by the interviewees is the need of a stronger involvement of SCORE staff in the communities in order to provide the volunteers with enough support. Of course, the demand for a stronger and more regular involvement of SCORE in the different communities is also a matter of financial resources. With the limited budget available and the numerous communities that are part of the programme, it does not seem feasible for the organisation to provide a more regular and intense support to all communities. With no additional funds at hands, the only palpable solution for SCORE seems to be to focus on fewer communities, but to provide these communities with more support.

Recommendation 5: Reduce the number of project sites and provide the remaining communities with more support.

When looking at the effectiveness of the project, it is first of all important to mention that SCORE has achieved most of its objectives at the output level, as illustrated in annex 8. During the three and a half years of the project, a vast number of training sessions have been conducted in all the communities and various larger events, such as annual Cup of Heroes competitions, have been realised. On the level of the intended outcomes, the results from the pre-post test analysis generally show

improvements between 2009 and 2011 in the indices of progressive gender perception, sport management skills and confidence in one's HIV/AIDS teaching skills. The means of the whole group surveyed in 2011 (at the end of the project) are slightly higher than the group surveyed in 2009 (at the beginning of the project). On average, volunteers exhibit stronger cultural tolerance and more progressive gender perceptions in 2011.

In the Most Significant Change stories collected at the end of the project, the peer leaders particularly highlight the enhancement of active and healthy lifestyles, increased sport and life skills as well as a contribution to community development as main changes. Furthermore, they perceive increased opportunities to participate in sports and judge their leadership skills to have improved, also mentioning an improved gender balance in sport codes and decreased gender stereotypes. Finally, they point towards increased awareness about health-risks, decreased discrimination of disabled people and of persons living with HIV/AIDS as well as an increased knowledge about their own and other peoples' cultures. These are certainly encouraging signs that indicate that SCORE's programme actually leads to some changes in the attitudes of the community volunteers. One problematic aspect, however, is the gender imbalance amongst the peer leaders. Both in 2009 (62% male, 38% women) as well as in 2011 (56% male, 44% female) male peer leaders outnumbered female peer leaders. When trying to address negative gender stereotypes and empower women, it is crucial to train more female peer leaders. It is of vital importance that the young girls in the communities have female role models to look up to. Furthermore, fostering female peer leaders is crucial to avoid perpetuating sport as a predominantly male dominated domain.

Recommendation 6: Increase the number of female peer leaders and promote a stronger female participation in the communities.

Considering the sustainability of the activities implemented by SCORE, it became clear that the organisation faces significant challenges in developing structured sport activities and building constant teams in the communities. In most communities, volunteers do organise some sport activities, but this is not translating into more structured sport. The young community volunteers do not seem to be sufficiently linked with existing community sport structures. Teams are too often formed for a brief period of time in preparation for competing in a tournament like, the Cup of Heroes. The teams often seem to disband afterwards, especially if there is no other competition to train for. If there is a lack of capacity in a community to initiate or run a league, it impacts the incentive for teams to continue training and recruiting new players and coaches. The concept of the Cup of Heroes seems to be a promising way forward in this regard, because it provides youth with an incentive to remain active throughout the year and it gives them

something to look forward to. However, further support from SCORE, local sport structures and schools seems to be needed to assist volunteers in sustaining teams, and to form leagues with established teams.

Recommendation 7: Establish stronger and more structural relationships with existing community sport structures and schools.

Especially in the rural communities, attrition rates are very high as trainees leave their communities in search of work opportunities. Rural communities are often hardest hit by unemployment and people more often than not flock to the cities in search for work. The communities taking part in this project are not excluded from such migratory patterns. This is of course a very difficult challenge for SCORE to tackle, since the organisation obviously does not have the means to react to such large-scale social problems.

On the one hand, raising the employability of project participants can be regarded as a success and a confirmation of the idea of providing local youth with opportunities through sport. However, having well trained and educated community youth is not an aim in itself, it is rather a prerequisite in order for the programmatic approach of SCORE to work. Thus, the fluctuation of qualified personnel substantially weakens the organisation in the long run. Indeed, the retention of volunteers seems to be one of the greatest pitfalls of SCORE's programme. Being in no position to provide remunerated jobs to these community volunteers, the only viable solution for SCORE seems to provide additional incentives to community youth in order for them to remain engaged in the programme. In addition to annual tournament such as the Cup of Heroes, such incentives could, for instance, consist of a curriculum of recognized diplomas that the volunteers receive upon completion of training. More community-based events where young peer leaders are given a visible role could serve as a way to recognise their work within their communities. An improved internal and external communication system that regularly highlights the achievements of the community youth could provide an additional incentive for the volunteers to remain actively engaged in the project and not to take part sporadically.

Recommendation 8: Provide further incentives to volunteers in order to counteract high turn-over and drop-out rates.

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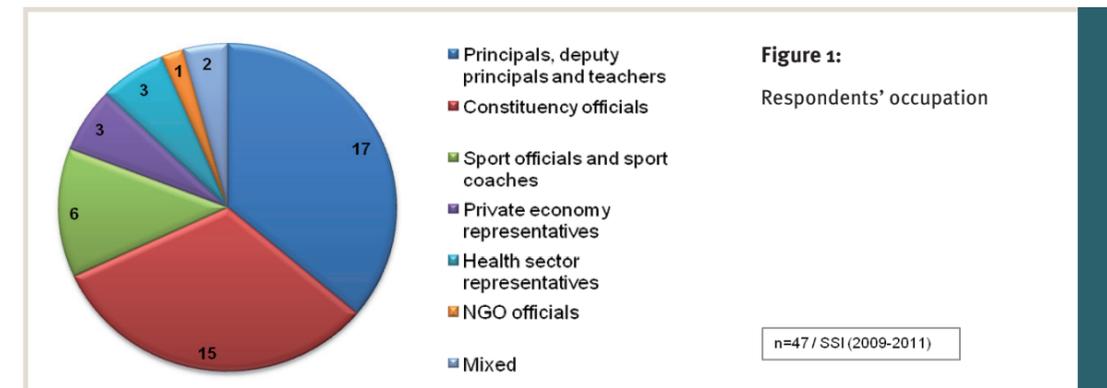
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8 Annexes

8.1 Annex 1: Semi-structured Inter-views / SSI (2009/2010/2011)

Number of Interviews: 47
 Number of respondents: 56
 Male: 38
 Female: 18



List of Respondents

Community	No	Name	Function	Date
Windhoek	1	Kaverna	Chief Clerk / Tobias Hainyeko Constituency	16.03.09
	2	Zulu	Counsellor / Tobias Hainyeko Constituency	16.03.09
	3	Mapele	Chief Sport Officer / Namibian Sport Ministry	16.03.09
	4	Wacca	Sport Officer / Namibian Sport Ministry	16.03.09
	5	Lewin	Principal / Dr. Franz Indongo School	17.03.09
	6	Shidute	Principal / T.H. Primary School	17.03.09
	7	Garises	Principal / Hage Geingob High School	17.03.09
	8N4	Mungungu	Community Leader / T.H. Constituency	18.03.09
		Haikali	Community Leader / T.H. Constituency	
		Zuze	Teacher / T.H. Primary School	
Shooro		Teacher / T.H. Primary School		
Khorixas	9N2	Shaury Hoeseb	Assistant Manager / Multisave Supermarket	20.03.09
		Salathiel Urimovandu	Assistant Manager / Multisave Supermarket	
	10N2	Clerence Gurirab	NGO OYO (Ombetja Yehinga Organisation)	20.03.09
		Lesly Aibeb	NGO OYO (Ombetja Yehinga Organisation)	
	11	Ignatius Gobs	Counsellor Khorixas	23.03.09
	12	Khamuseb	Principal / Versteende Woud Primary School	23.03.09
	13	David Hoabeb	Principal / F. Gaeb Primary School	23.03.09
	14	Howoseb	Principal / Cornelius Coreseb High School	23.03.09
	15N3	Petra Gaines	Acting Principal / Welwitschia Primary School	23.03.09
		Alsaria Ganes	Sport Officer / Welwitschia Primary School	
Allan Kakuwa		Sport Organizer / Welwitschia Primary School		
16	Ernst Boois	District Coordinator / Khorixas Red Cross	20.03.09	
	Stefan Theron	Owner Multisave Supermarket		
	Gwillawme Viljoen	Owner Multisave Supermarket		
Blouberg	18N6		Secretary + 5 Representatives Tribal Office	09.05.10
	19	Leapneka Im	Teacher / Rasekgala Secondary School	09.05.10
	20	Morongwa P.Molapo	Netball coach	09.05.10
	21	Suzan Malete	Teacher / Matjeketlane Primary School	09.05.10
	22	Lešetja Ledwaba	Sport, Arts & Culture Municipality Office	09.05.10
	23	Kgomo Jackson	Teacher / H. Franz Special School Bochum	10.05.10
		Raymond Michael	Teacher / H. Franz Special School Bochum	10.05.10

Community	No	Name	Function	Date
Tiyani	24	Claude Ramaru	Senior admin clerk / circuit office	04.05.10
	25	Mahani Miluva Florah	Ward counsellor / Tiyani & Olifantshoek	04.05.10
	26	Thomas Mabaza	Owner Manjojo Farm	04.05.10
	27	Masunga A.A.	Teacher Tiyani High School	03.05.10
	28	MD Nkanyani	Secretary Tribal Office / Tiyani	03.05.10
Tshidimbini	29	Bejani Willie Khosa	Teacher / Vungela Primary School Tiyani	03.05.10
	30	Mudzanani Eric Ruzani	Community Development Worker	06.05.10
	31	Esther T.Muedi	Counsellor ward 33 (Tshidimbini & Mukula)	06.05.10
	32	Livhuwani Sithodolo	Teacher / Tshifhatani Primary School	06.05.10
Schoemansdal	33	TE Tshivhase	Village Chief	06.05.10
	34	Temba Faniky	Coordinator of local football association	08.02.11
	35	Mr Makakula	Principal Zithulele Primary School	08.02.11
	36	Cleopates Maseko	Deputy CEO Thembaletu home based care	09.02.11
	37	Nomsa Mathobela	Female soccer trainer	09.02.11
Driefontein	38	Mr Mtaka	Principal / Lugebhuta High School	09.02.11
	39	Nomasonto Samaria	Practitioner TAC (treatment action campaign)	05.02.11
	40	Constable J.Sibiya	Police officer / constable	05.02.11
	41	Madame Sizakele	Teacher	06.02.11
Hoyi	42	Buyisiwe Shabalala	Teacher (Economy, Management & Zulu)	06.02.11
	43	M.N. Khoza	Deputy in charge Figtree Clinic	10.02.11
	44	Patson Mashele	SAFA representative & sports organizers	10.02.11
	45	Moses Mthimkhulu	Teacher at Mshengu inclusive school	10.02.11
	46	Victoria Ngobeni	Deputy Principal / Sophungane School	11.02.11
	47	Gift Shongwe	Teacher (Maths and Siswati)	11.02.11

Topic 1: Major challenges and role of sport to tackle these problems

1.1 What are the major challenges you face in your community?	Total
unemployment	25
infrastructure & natural resources	21
alcohol abuse	14
poverty	11
teenage pregnancies	7
HIV	7
drug abuse	6
lack of sports programmes & activities	6
funds for student bursaries & schools	5
crime	3
illiteracy	3
lack of school support for youth from parents	2
geographic isolation	2
other (single answers)	14
N=47	

1.2 Do you think sport can play a role in helping to tackle these problems?	Total
yes	38
partly	6
no	1
missing	2
N=47	

1.2.1 If so, to what extent?	Total
keeps youth busy / off the streets & away from bad behaviour	30
gives opportunity to become someone	5
integrates cultures / brings people together	5
builds self-confidence / self-esteem	4
prevents diseases	2
other (single answers)	7
missing	5
N=47	

Topic 2: General attitude towards sport

2.1 What kind of influence do you think sport can have in your community (positive or negative)?	Total
positive	35
mixed	7
negative	0
don't know	1
missing	4
N=47	

2.2: What kind of benefits do you think one can get out of sport activities? What kind of (positive or	Total
keeps away from alcohol/drugs/sex/crime/unwanted places	18
career opportunities	16
physical & mental fitness	14
keeps busy	11
opportunity to travel/meet new people & cultures	10
social & life skills (learn to work together/be on time/be responsible/disciplined/leadership)	9
improves sports skills/discovers hidden talents	6
staff development	4
job opportunities through new facilities/attracts foreign investment	4
have fun	3
changes lives/life-style	2
improves self-esteem	2
gives hope	1
other (single answers)	2
missing	5
N=47	

2.3: Are there any persons in your community that are rather opposed to sports?	Total
no	33
yes	8
missing	6
N=47	

Topic 3: Gender and Sport

3.1: Do you think girls & boys should perform the same sport codes?	Total
yes	34
partly	3
no	3
missing	7
N=47	

3.2: Are there any differences between girls & boys when it comes to opportunities to play?	Total
no	19
partly	1
yes	14
missing	13
N=47	

3.2.1: There are no differences because...	Total
girls and boys can participate	7
of SCORE	3
sport is for all	2
youth have time & space to play	2
times have changed, there are no differences anymore	2
it's a matter of training	1
no further explanation	3
N=19	

3.2.2: There are differences because...	Total
no facilities/organised sport for girls	7
girls have to do housework	4
boys have more opportunities, no further explanation	2
parents are more protective with girls	1
boyfriends don't allow it	1
girls are shy	1
women have accepted being second-class citizens	1
N=17	

Topic 4: Perception of SCORE

4: How do you perceive SCORE as an organisation? Do you know what SCORE is all about?	Total
general praise and appreciation	17
it's about sports development	11
deals regularly with schools	8
it's not just about sports	7
community has learnt from SCORE	5
interacts well with community	5
has exchange programme	5
makes a difference	4
brings kids together	3
demand for programmes	3
built sports ground	3
keeps youth busy	2
reaches disadvantaged areas	2
the only organisation in community	2
other	10
N=47	

Topic 5: Organised sports & opportunities to play and do sports

5.1: Would you like to see organised sport in your community?	Total
yes	34
partly	0
no	1
missing	12
N=47	

5.2: Do you think children in your community have enough time and space to play/do sports?	Total
5.2.1: ...do youth have enough time?	
yes	20
partly	1
no	0
missing	26
N=47	

5.2.2: ...do youth have enough space?	Total
yes	8
partly	2
no	28
missing	9
N=47	

5.2.3: ...no, to what extent?	Total
not enough sports facilities, underdeveloped ground	24
no qualified human resources for activities	4
no equipment	3
only the sports field was built by SCORE	2
facilities too far away	2
no funds for activities	1
missing	1
N=28	

8.2 Annex 2: Questionnaire / QST (2009-2011)

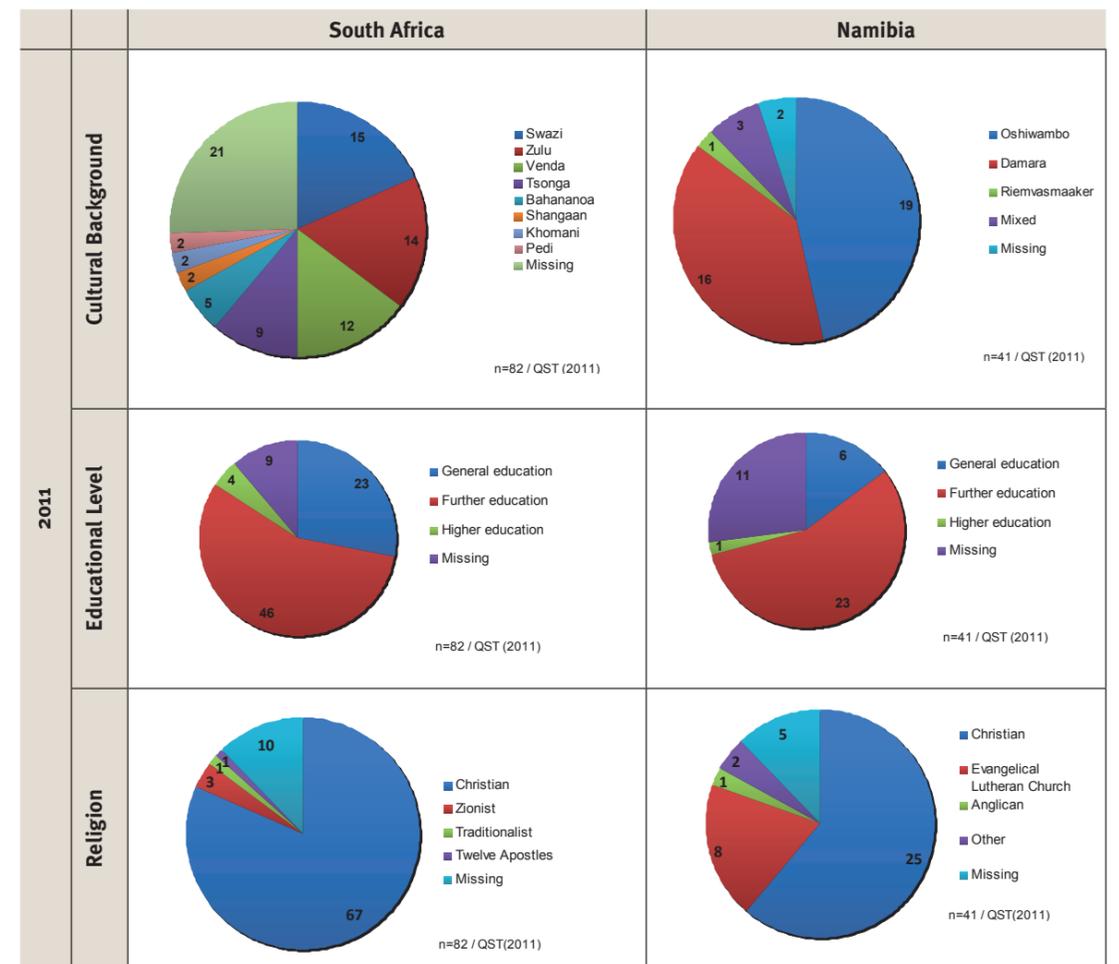
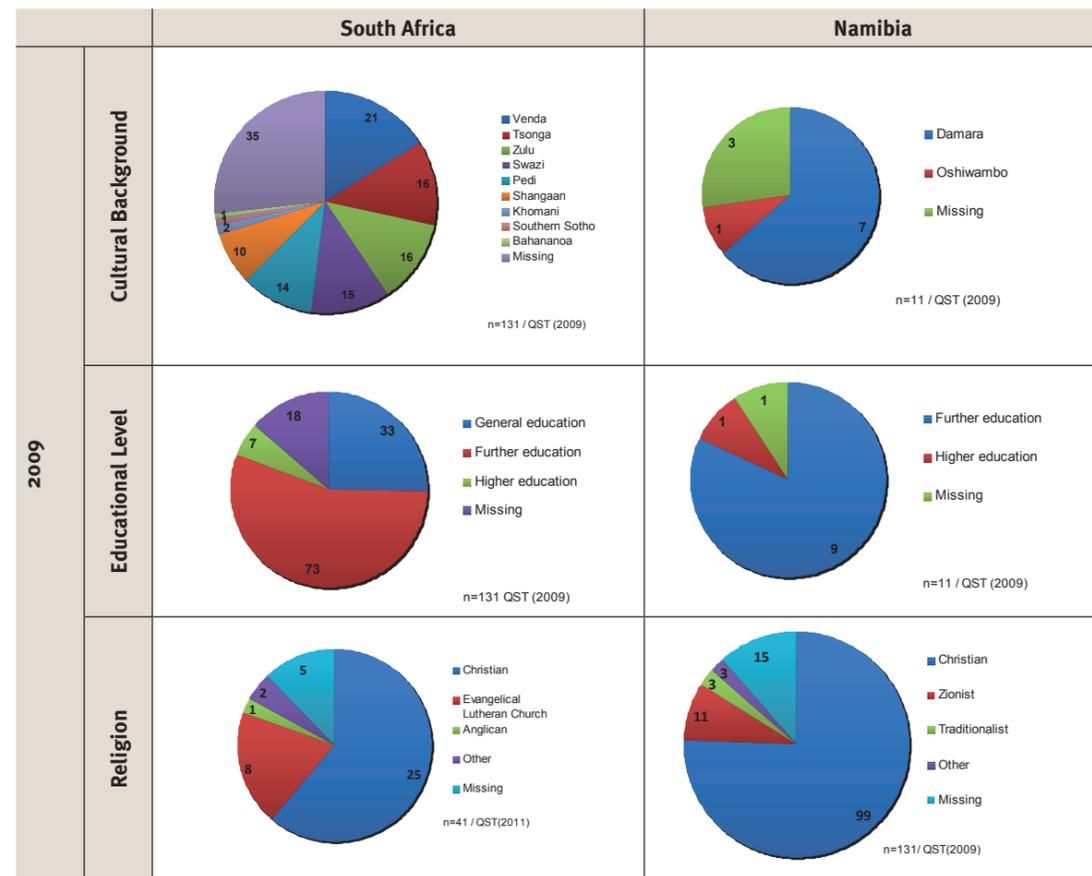
Respondents:	225
Male:	135
Female:	89
Sex missing:	1
Total number of questionnaires:	265 (40 respondents completed the questionnaire both in 2009 & 2011)

Questions	Range
Index 1: cultural tolerance	
Q1.2 "I prefer being with people of my own cultural or tribal group."	
Recoded: "I don't prefer being with people of my own cultural or tribal group."	
Q1.5 "I feel comfortable working with children from different cultural or tribal groups."	
Q1.7 "I speak up for people who are discriminated against because of their culture or tribe"	
Q1.8 "It is annoying that different cultural or tribal groups live in the same community."	
Recoded: "It is not annoying that different cultural or tribal groups live in the same community."	
Q1.9 "People with different cultural or tribal backgrounds should not get married."	
Recoded: "People with different cultural or tribal backgrounds should get married."	
Index 2: leadership skills	
Q2.1 "I feel comfortable speaking in front of a group of children."	
Q3.3 "I am a role model in my community."	
Index 3: progressive gender perception	
Q2.6 "It is in the female nature to take care of the household."	
Recoded: "It is not in the female nature to take care of the household."	
Q2.7 "Female sport coaches are as good as male sport coaches."	
Q2.8 "Taking part in sports makes girls less attractive."	1-5
Recoded: "Taking part in sports does not make girls less attractive."	
Q2.9 "Taking part in sports makes women less attractive."	1 = "strongly disagree" and
Recoded: "Taking part in sports does not make women less attractive."	5 = "strongly agree"
Index 4: sport management skills	
Q3.4 "I know how to manage sport facilities."	
Q3.7 "I can motivate other people to help me organising a sport event in my community."	
Q3.8 "I can think of many ways to create sport opportunities in my community."	
Q3.9 "I have many ideas of how to conduct sport activities without equipment."	
Index 5: HIV teaching capacity	
Q4.3 "I have enough knowledge about HIV and AIDS to teach others."	
Q4.4 "I feel comfortable when talking about HIV and AIDS with adults."	
Q4.5 "I feel comfortable when talking about HIV and AIDS with children."	
Index 6: Positive attitudes towards people living with AIDS	
Q4.6 "It is safe for people living with HIV to work with children"	
Q4.7 "I feel comfortable participating in sport activities with somebody who is HIV positive."	
Q4.9 "People living with HIV can have a fulfilled life including sports and sexual relationships."	
Single questions	
Q3.2 "Sport is generally considered important in my community."	
Q4.10 "In my community, there is a lot of stigma against people living with HIV or AIDS. "	
Recoded: "In my community, there is not a lot of stigma against people living with HIV or AIDS. "	

N=225 (60% male, 40% female) / QST 2009-2011

Background Information on Respondents

	2009	2011
Respondents :	142 (11 from NAM, 131 from SA)	123 (41 from NAM, 82 from SA)
Male :	87 (62%)	69 (56%)
Female:	53 (38%)	54 (44%)
Sex missing :	2	-
Mean age :	20.07 years	19.02 years
Age range :	13-43 years	13-33 years



Educational system in Namibia and South Africa:

	South Africa ³⁷	Namibia ³⁸
General education	Grades 1-9	Grades 1-7
Further education	Grades 10-12 (not compulsory)	Grades 8-12 (not compulsory)
Tertiary education	Bachelor degrees, postgraduate diplomas, etc.	University degrees and vocational training diplomas, etc.

37 Cf.: <http://southafrica.info/about/education/education.htm>

38 Cf.: <http://www.fesnam.org/pdf/2010/TheNamibianEducationalSystem.pdf>

8.3 Annex 3: Most Significant Change / MSC (2011)

Respondents: 123
Male: 70
Female: 53

Respondents often mentioned several significant changes, all of which were included in the analysis. Therefore, the total number of answers exceeds the total number of respondents.

Question 1: What has been the most important change that happened to you and/or your community since our programme started? Why is this change important for you?	total
enhancing active and healthy lifestyles	47
keep busy	
no alcohol	
no drugs	
no teenage pregnancies	
keep kids off the streets	
increased sport and life skills	42
knowledge of health hazards	
learn how to play football, volleyball, netball etc.	
contribution to community development	33
clean environment	
cultivation of vegetables for the poor	
inclusion of disabled people	
enhancing volunteerism	
help children with their homework	
increased number of sport activities for community youth	25
tournaments	
more kids involved	
increased confidence and self-esteem	24
learn to speak in front of a group	
learn to communicate with people	
motivation to get active	24
increased interest in sport	
personal growth	24
positive change in own character	
give and receive respect/love/ubuntu	
reduction in violence and crime	21
bringing people together	17
meeting new people	
travelling	
contact with people of a different tribe	
learning to be a leader or role model	13
other	9
gender equality	

N=123 (57% male, 43% female) / MSC 2011

Question 2: What has been the most important change that happened to you and/or your community since our programme started in regards to sports participation, opportunities to play sport and leadership development? Why is this change important for you?	total
Improved opportunities to participate in sports	57
'everybody has a chance to participate'	
increased number of sport activities and tournaments	
more opportunities for the youth to play	
free workshops and training	
any gender	
improved leadership qualities / ability to lead the community	52
take care of / teach children in the community	
act as a role model	
knowledge of how to handle and work with groups	
more female leaders	
sport skills and knowledge of new sport codes	45
improved life skills and physical fitness	24
better health	
greater knowledge of diseases and health issues	
increased recognition of own talent and potential	24
improved outlook on the future	
knowledge of how to achieve a goal	
feeling of importance of own task	

increased confidence	
keep youth busy and off the streets	21
more positive attitude in community toward sport	20
stronger participation of groups who previously weren't involved	
(i) girls	
(ii) disabled people	
(iii) older people	
improved contact with other cultures / international volunteers / between genders / generations	16
respect for people with disabilities	
less discrimination of PLWA	
genders	
chance to travel	
opportunity to train with national team / famous / known team	13
opportunity to become a sport coach / sport professional	
participation in international tournament	
lowered crime rate	6
no change	3
other	5
new sport facility built by SCORE	
easier to get a job	

N=123 (57% male, 43% female) / MSC 2011

Question 3: What has been the most important change that happened to you and/or your community since our programme started in regards to gender? Why is this change important for you?	male	female	total
improved gender balance in sport codes	31	18	49
same sport codes for all			
(i) girls play soccer			
(ii) boys play netball / other sport than soccer			
increased respect between men and women / boys and girls	24	17	41
no undermining the other gender			
better understanding between genders			
mutual help			
equal treatment for male and female			
decreased gender stereotypes	12	18	30
reduced discrimination			
boys and girls play together	10	7	17
mixed teams			
common sports ground			
improved leadership qualities of women	5	10	15
people recognize women's leadership qualities			
girls gain confidence / self-esteem / are less shy			
increased interest in sport among women	7	1	8
no change	2	1	3

N=123 (57% male, 43% female) / MSC 2011

Question 4: What has been the most important change that happened to you and/or your community since our programme started in regards to social and health issues (such as culture, HIV/AIDS, discrimination, disabilities, community initiatives, education etc.)? Why is this change important for you?	total
increased health-risk awareness	61
relative to HIV/AIDS	
importance of fitness	
decreased discrimination	50
of disabled people	
of PLWA	
based on race	
based on gender	
based on religion	
greater knowledge of (own and other) culture	36
openness toward other cultures / religions	
improved collaboration and communication in community	24
higher school attendance rate / greater motivation for education	23
improved habits in regard to substance abuse and inappropriate behaviour	18
keep youth busy (through sport)	
higher number of community initiatives	10
no change	2
other	4
Improved contact with leaders	
Support for people who have been abused	
Support for orphans	

N=123 (57% male, 43% female) / MSC 2011

8.4 Annex 4: Community Mapping / CM (2009)

Number of maps:	27
Number of participants:	173
Male:	73
Female:	63
Gender unknown:	37
Total number of places named:	348

Safe places	
School, kindergarten	26
Hospital, clinic	24
Sports ground	22
Shop, market	21
Church	20
Tribal office, municipality	13
Private houses	13
Police station	11
Post office	7
Bar, shebeen, club, bottle store, café	5
Bus stop, taki rank	4
Other	51
Total	217

Dangerous places	
Bar, shebeen, club, bottle store, café	22
Road	17
River board, dam	17
Shop, market	12
Bus stop, taki rank	7
Private houses	7
Sports ground	6
School, kindergarten	4
Police station	2
Other	31
Total	131

N=153 (48% male, 49% female) / ST 2009

Safe places, absolute number of times named	
School, kindergarten	77
Shop, market	52
Church	38
Sports ground	37
Hospital, clinic	31
Private houses	17
Tribal office, municipality	13
Bar, shebeen, club, bottle store, café	13
Police station	11
Post office	7
Bus stop, taki rank	4
Other	60
Total	360

Dangerous places, absolute number of times named	
Bar, shebeen, club, bottle store, café	48
Shop, market	22
River board, dam	22
Road	19
Private houses	9
Sports ground	8
School, kindergarten	8
Hospital, clinic	7
Bus stop, taki rank	7
Other	33
Total	183

N=27, n of respondents = 173 / CM 2009

8.5 Annex 5: Self-recording Videos / SRV (2009)

Respondents:	152 (valid: 145 / missing: 7)
Male:	82
Female:	63

Not all respondents provided answers to all the questions. The "N" below each of the tables below refers to the actual number of respondents answering each specific question. Multiple answers were allowed.

Question 1: What are the biggest challenges you face in your everyday life?

10 major challenges	male	female	total
poverty and lack of community development	21	5	26
limited education and employment opportunities	14	9	23
preparing for the future and achieving goals	10	8	18
personal and family matters	8	8	16
being a volunteer and socially engaged	8	4	12
alcohol and drug abuse	7	5	12
personal safety and criminality	6	4	10
improving sports performance and being able to exercise	3	5	8
teenage pregnancy	1	6	7
HIV	3	4	7

N=126 (57% male, 43% female) / SRV (2009)

Question 2: What role does sport play in your life?

Role of sports: major points raised	male	female	total
keeps away from deviant behaviour	21	11	32
boosts health	10	5	15
offers opportunity to meet people, socialise and share ideas	7	6	13
offers recreation and distraction	6	4	10
offers opportunity to volunteer, coach, be a role model	6	3	9
offers opportunity to develop life skills	4	3	7
offers opportunity to develop general skills (undefined)	3	3	6
helps to increase self-confidence	2	4	6
offers opportunity to travel	4	2	6
offers opportunity to develop social skills	1	4	5
offers career opportunities	4	1	5

N=125 (58% male, 42% female) / SRV (2009)

Question 3: What are your expectations from working with SCORE?

I expect SCORE to...	male	female	total
expand and promote their programme	14	7	21
develop my skills (undefined)	10	5	15
offer me the opportunity to be a volunteer / coach	10	5	15
construct and renovate the sports facilities and supply sports equipment	5	8	13
provide employment opportunities	8	5	13
develop my sports and sports administration skills	8	3	11
fight HIV / alcohol / drugs	5	5	10
provide material and financial assistance	4	4	8
develop the community	4	4	8
provide an opportunity to travel	5	3	8
develop my social skills	2	1	3

N=116 (59% male, 41% female) / SRV (2009)

Question 4a: Do you think you are a role model for people in your community?

Do you think you are a role model for people in your community?	male	female	total
Yes	65	48	113
No	6	7	13

N=126 (56% male, 44% female) / SRV (2009)

Question 4b: If so, why?

I think I am a role model in my community, because of ...	male	female	total
volunteering and being socially engaged	21	10	31
having good behaviours and attitudes	14	14	28
being an athlete	12	12	24
being liked and respected in the community	7	6	13
being a sports coach	9	3	12
offering advice on health and life skills	4	2	6

N=126 (56% male, 44% female) / SRV (2009)

Question 5: What is your dream / vision for your personal future?

My dream/vision for my personal future is to...	male	female	total
pursuit a professional career (unrelated to sports)	26	13	39
pursuit a professional career in the domain of sport	24	15	39
pursuit a professional career in the social field	10	15	25
be involved in sports	9	5	14
help the community	10	3	13
have a house / car / money	6	5	11
have a family	3	6	9
acquire more knowledge	4	1	5
travel	3	2	5
promote participation in sports	3	1	4

N=136 (59% male, 41% female) / SRV (2009)

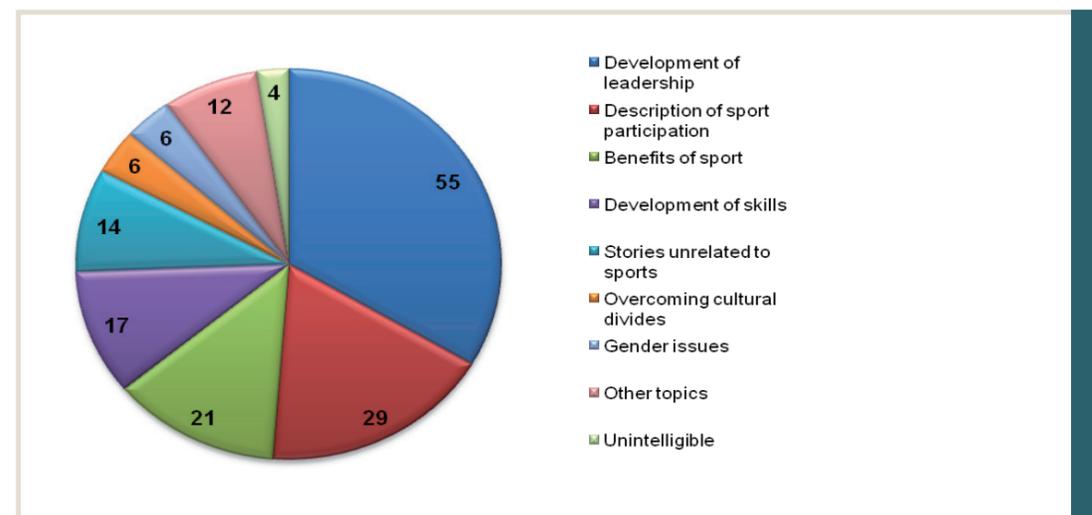
Question 6: What is your dream / wish for the future of your community?

In the future I wish my community to ..	male	female	total
develop / succeed	13	16	29
increase opportunities / participation in sports	13	10	23
be healthier / safer	19	7	26
I wish to actively help my community ,	9	8	17
be healthier / safer through sport	6	8	14
have more sports facilities	9	5	14
be more educated	8	5	13
I wish to actively help my community through sport'	6	1	7
statements of personal dreams'	4	3	7
reduce teenage pregnancies	1	5	6
be more cohesive	4	1	5
be more cohesive through sport	3	2	5

N=116 (59% male, 41% female) / SRV (2009)

8.6 Annex 6: Story Telling / ST (2009)

Number of respondents: 153
 Male: 74
 Female: 75
 Sex missing: 4



Total number of stories: 164 (11 respondents wrote down two stories)

Main topics of stories	total
Development of leadership & volunteerism / acting as a role model <i>Different motivations/goals for being a leader, volunteer, role model:</i> Benefits of sport healthy lifestyle prevention of alcoholism & drug abuse HIV awareness prevention of teenage pregnancy various issues Description of participation in sport competitive attitude towards sport Development of skills improving social skills (fair play, respect for others) & life skills improving sports skills gaining self-confidence	55
Description of participation in sport competitive attitude towards sport emphasis on enjoyment of sport neutral description personal importance of sport	29
Benefits of sport healthy lifestyle prevention of/getting away from alcohol and drug abuse HIV awareness prevention of teenage pregnancy career opportunity	21
Development of skills improving sports skills improving social skills (fair play, respect for others) & life skills gaining self-confidence/respect	17
Stories unrelated to sports run away from something fear of drowning future prospects unrelated to sports	14
Overcoming cultural divides & building tolerance (meeting other people)	6
Gender issues overcoming gender stereotypes Overcoming trauma of violence through sport Violence against women	6
Unintelligible	4
Other topics opposition to sport b/c of poverty lack of funds for sports development questioning general support structure of sport employment and income through development of sports places & activities visit of sports center as excuse for teenage pregnancy amplification effect through CoH participation importance of parent support for sports achievements experience of a fan volunteering at an official boxing tournament	12

N=153 (48% male, 49% female) / ST 2009

8.7 Annex 7: Overview of Data Collection

Community	Method	Pre-Test (2009)			Post-Test I (2010)			Post-Test II (2011)		
		Date	Conducted by	# of Respondents	Date	Conducted by	# of Respondents	Date	Conducted by	# of Respondents
South Africa / (Limpopo)	Blou-berg	Story Telling	03/09	SCORE	21					
		Self-Recording Video	03/09	SCORE	7					
		Community Mapping	03/09	SCORE	37					
		Questionnaire	-	SCORE	18			03/11	SCORE	8
		Semi-Structured Interview				05/10	SAD	6		
	Most Significant Change						03/11	SCORE	8	
	Tiyani	Story Telling	03/09	SCORE	35					
		Self-Recording Video	03/09	SCORE	35					
		Community Mapping	03/09	SCORE	36					
		Questionnaire	07/09	SCORE	23			03/11	SCORE	9
		Semi-Structured Interview				05/10	SAD	6		
	Most Significant Change						03/11	SCORE	9	
	Tshidim-bini	Story Telling		SCORE	17					
		Self-Recording Video		SCORE	19					
		Community Mapping		SCORE	19					
Questionnaire			SCORE	23			03/11	SCORE	14	
Semi-Structured Interview					05/10	SAD	4			
Most Significant Change						03/11	SCORE	14		
South Africa / (Mpumalanga)	Schoe-mansdal	Story Telling	03/09	SCORE	14					
		Self-Recording Video	03/09	SCORE	18					
		Community Mapping	03/09	SCORE	14					
		Questionnaire		SCORE	23			02/11	SAD	18
		Semi-Structured Interview						02/11	SAD	5
	Most Significant Change						02/11	SAD	18	
	Driefon-tein	Story Telling	03/09	SCORE	16					
		Self-Recording Video	03/09	SCORE	18					
		Community Mapping	03/09	SCORE	24					
		Questionnaire	07/09	SCORE	23			02/11	SAD	15
		Semi-Structured Interview						02/11	SAD	4
	Most Significant Change						02/11	SAD	16	
	Hoyi	Story Telling		SCORE	21					
		Self-Recording Video		SCORE	27					
		Community Mapping		SCORE	21					
Questionnaire		-	SCORE	21			02/11	SAD	18	
Semi-Structured Interview							02/11	SAD	5	
Most Significant Change						02/11	SAD	18		

Community	Method	Pre-Test (2009)			Post-Test I (2010)			Post-Test II (2011)		
		Date	Conducted by	# of Respondents	Date	Conducted by	# of Respondents	Date	Conducted by	# of Respondents
Namibia	Wind-hoek	Story Telling	03/09	SAD	11					
		Self-Recording Video	03/09	SAD	12					
		Community Mapping	03/09	SAD	11					
		Questionnaire	-	-	-			03/11	SAD	8
		Semi-Structured Interview	03/09	SAD	8			03/11	SAD	8
	Most Significant Change						03/11	SAD	8	
	Khorixas	Story Telling	03/09	SAD	11					
		Self-Recording Video	03/09	SAD	10					
		Community Mapping	03/09	SAD	11					
		Questionnaire	07/09	SCORE	11			02/11	SAD	20
		Semi-Structured Interview	03/09	SAD	9			03/11	SAD	20
	Most Significant Change						03/11	SAD	20	
	Oshakati	Story Telling		SCORE	7					
		Self-Recording Video		SCORE	6					
		Community Mapping		SCORE	-					
Questionnaire		-	-	-			05/11	SCORE	13	
Semi-Structured Interview		-	-	-			05/11	SCORE	13	
Most Significant Change						05/11	SCORE	13		

8.8 Annex 8: Achievements of Outputs

Objective 1: To increase sports participation, leadership and organizational capacity in target communities	
Planned Outputs	Delivered Outputs
180 peer leaders trained in 9 Sport Skills Trainings	212 peer leaders trained in 9 Sport Skills Trainings in South Africa (2009) and Namibia (2011)
180 peer leaders trained in 9 Sports Leadership & Administration Trainings	215 peer leaders trained in 9 Sports Leadership and Administration Trainings (in 2009)
180 peer leaders and teachers trained in 9 Youth Leads Trainings	170 peer leaders trained in 8 Youth Leads Trainings
180 peer leaders trained in 9 Club Development Workshops	223 peer leaders trained in 6 Club Development Workshops
180 peer leaders trained in 9 Facilitation Trainings	171 peer leaders trained in 8 Facilitation Trainings
180 peer leaders trained in 9 Fair Play Workshops	60 peer leaders trained in 3 Fair Play Workshops
72 Community Planning and Evaluation Workshops conducted	Initial Community Action Plans developed by the communities with the support of SCORE in 2009. In 2011, additional Community Action Plans were developed in light of achieving sustainability after the project ends.
27 mentoring sites have been visited	27 mentoring sites have been visited

Objective 2: To increase empowerment of young women, awareness of gender issues and capacity to deal with these issues	
Planned Outputs	Delivered Outputs
180 girls trained in 9 Assertiveness & Self Confidence Trainings	31 female peer leaders trained in Assertiveness & Self Confidence Trainings in Namibia. As a result of the 2010 World Cup extended holidays coupled with the public service strike, these workshops could not take place as planned in the South African communities. These trainings are scheduled to take place next year.
180 peer leaders trained in 9 Gender Roles & Relationships Trainings	As a result of the 2010 World Cup extended holidays coupled with the public service strike, these workshops could not take place as planned in the South African communities. These trainings are scheduled to take place next year.
Organise specific sports activities for 2700 girls & young women	1746 girls and young women involved in sports activities organised by SCORE in 2009; 1116 in 2010; 1194 in 2011.
Organise mixed gender sports activities for 2700 girls and 2700 boys	2347 girls and 2544 boys involved in mixed gender sport activities

Objective 3: To increase awareness and understanding of key health and social issues (including HIV/AIDS, culture, diversity & discrimination) and the skills to address these issues	
Planned Outputs	Delivered Outputs
180 peer leaders trained in 9 Life Skills Trainings	199 peer leaders trained in 8 Life Skills Trainings
180 peer leaders trained in 9 Health Awareness & Kicking Aids Out Trainings	As a result of the 2010 World Cup extended holidays coupled with the public service strike, the KAO workshops could not take place as planned. These trainings are scheduled to take place next year.
180 peer leaders trained in 9 Cultural Differences & Diversity Trainings	198 peer leaders trained in 9 Cultural Differences & Diversity Trainings
180 peer leaders trained in 9 Peer Leadership Trainings	77 peer leader trained in 5 Peer Leadership Trainings
9 Community Social Initiative Training	159 peer leader trained in 6 Community Social Initiative Trainings
24 Cup of Heroes Local Festivals have been held	No longer held, funds reallocated as agreed upon with donor
6 Regional Cup of Heroes Festivals have been held	2 Regional Festivals (1 SA / 1 NAM) held in 2009 2 Regional Festivals (1 SA / 1 NAM) held in 2010 2 Regional Festivals (1 SA / 1 NAM) held in 2011
3 Cup of Heroes Championships have been held	1 Cup of Heroes Championship held in 2009 1 Cup of Heroes Championship held in 2010 1 Cup of Heroes Championship held in 2011
18 Contact Person Forum meetings have been held	8 Contact Persons Forums held in 2009 7 Contact Person Forums held in 2010 3 Contact Person Forums held in 2011
1 promotional video has been produced	Film crew present at the CoH 2010. Film is currently being developed.

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