



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Play to Grow Together - EGYPT Project Evaluation Report

Right To Play – International
February 2022

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Acronyms

FGD	Focus Group Discussion
F4D	Football for Development
GSHS	The Global School-based Student Health Survey
KII	Key Informant Interview
MEL Officer	Monitoring Evaluation and Learning Officer
RTP	Right to Play
SAHA	Sports and Humanitarian Assistance

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Executive Summary

In its first entry to Egypt, Right to Play International implemented the “Play to Grow Together” program, using its Football for Development resource, in partnership with the local organization, Funtasia. 40 coaches were trained on the resource and implemented regular football for development sessions over 10 months with a total of 592 children (53% males, 46% females), in the areas of Haram city (Cairo) and Luxor city.

The project aimed at developing children and youth’s life skills to address issues of bullying and violence in schools and communities. The project focused on developing four primary life skills in children, that have a direct link with the causes of bullying and violence: respect to others, emotional management, teamwork, and problem-solving skills. Additionally, the intervention transversally addressed gender issues by raising awareness on gender equality and ensuring equal participation of boys and girls in football activities.

A mixed method design with quantitative and qualitative tools was used to evaluate the project and showed that the project was of high **effectiveness** contributing to its outcome by enhancing the four primary targeted life skills. Quantitatively, there was a noticeable increase between baseline and endline data collected from children, in the percentage of children reporting that they play football as teams, highlighting teamwork, from 73% to 95%. Another significant increase was the percentage of children reporting that they would rely on friends when they face problems, from 53% to 71%.

The study showed positive **impact** of the project in contributing to its long-term goal: “Boys and girls are safer, more protected and able to prevent and cope with violence in their schools and communities”. Improvement was shown in three main domains: response of children to violent behavior and bullying, increased reported feeling of safety, and improvement in the gender aspect viewed by acceptance of community for girls playing football.

The project was also highly **relevant** to the context it was implemented in, as parents reported high satisfaction and expressed need for such developmental projects in their communities. It was also engaging to children, as the percentage of children that reported participation in sports activities increased from 64% at baseline, to 93% at endline. As for **sustainability**, the project was able to address the knowledge and certain behavior of children, however it needs continuous follow up between coaches and children to sustain the effects.

The main recommendation obtained from this evaluation study, is to increase the period of implementation, and add more games and life skills to be targeted, in order to ensure sustainability of the effects. Other recommendations suggest leaving some flexibility and autonomy for coaches and localized project staff to decide on the group divisions, gender distribution, and schedule. The refresher training given for coaches is advised to take place 2 to 3 months following the first training and beginning of session implementation. Revision and adaptation of the resource in Arabic language was also discussed, so it fits in the context as dialect changes between countries and areas within the same country as well. And finally, to ensure a holistic approach, parents should be involved in future phases of the project in the form of parental engagement awareness sessions or joint parent-children play-days.

Introduction

Desk Review

Bullying and Violence – Context of Egypt

Bullying, or peer-to-peer violence, is a serious issue facing children and adolescents around the world with significant impact on their mental, social, and physical well-being. Globally, around 1 in 3 students between the ages of 13 and 15 experience some form of bullying. Boys and girls are equally likely to experience bullying, but the types of bullying they engage in differ with violence among boys manifesting in physical and verbal ways and girls' bullying having a more social and psychological nature¹.

The Global School-based Student Health Survey (GSHS) recognizes four types of bullying: (1) physical bullying; (2) psychological bullying; (3) sexual bullying; (4) cyberbullying. Of the three main drivers of bullying measured via GSHS, the most reported driver in Egypt is Race, nationality or color at (18.2%), followed by Religion (6.5%), then Physical appearance (2.5%). Globally, the Middle East region has the third highest prevalence of bullying in schools overall, at 41.1%, and the third highest prevalence of bullying both among boys, at 45.4%, and among girls, at 33.4%².

Bullying has serious implications on a child's education, in addition to mental and social well-being. School bullying is associated with higher absenteeism³ and dropping out for fear of going to school⁴. It also negatively impacts a child's sense of security and ability to make close connections with their peers. More extreme situations of bullying could also lead to poor mental health outcomes such as depression, loneliness, anxiety, and suicidal ideation. Studies have demonstrated an inverse relationship between bullying victimization and perceived peer support. Adolescents strongly rely on their peers for social support, the presence of which has been tied to increased self-esteem, increased resilience, and better physical and mental health⁵.

Violence in the education setting both feeds into and is fed by violence in society. School violence is not attributed to a single cause but a multitude of risk factors that result of the complex interactions between people and their environments from home to school and the rest of society with violence in one setting spilling over into another. "Knowledge on determinants and risk factors of bullying behavior is crucial for the identification of children at increased risk of becoming a bully or victim for proper implementation of prevention and control strategies. In Egypt, most of the studies regarding school violence were mainly among children in urban communities"⁶. Egypt also has one of the highest rates of children who never enter the schooling system as well as a high rate of early drop out but reports on bullying and violence among children outside of formal educational setting is scarce⁷.

¹ UNICEF. (2018, September 6). Egypt's first national anti-bullying campaign to protect children from peer-to-peer physical and psychological violence. [online] Available at: <https://www.unicef.org/egypt/press-releases/egypts-first-national-anti-bullying-campaign-protect-children-peer-peer-physical-and>.

² UNESCO. (2019). Behind the numbers: ending school violence and bullying.

³ Celedonia KL, Wilson ML, El Gammal HA, Hagras AM. 2013. Physical fighting among Egyptian adolescents: social and demographic correlates among a nationally representative sample. *Peer* 1: e125 <https://doi.org/10.7717/peerj.125>

⁴ Hawker, D. S., & Boulton, M. J. (2000). Twenty years' research on peer victimization and psychosocial maladjustment: A meta-analytic review of cross-sectional studies. *Journal of child psychology and psychiatry*, 41(4), 441-455.

⁵ Obeid, S., Sacre, H., Hallit, S., & Salameh, P. (2020). School bullying-the silent epidemic: A cross-sectional study of factors associated with peer victimization among Lebanese adolescents. *Journal of Interpersonal Violence*, 886260520922376-886260520922376. <https://doi.org/10.1177/0886260520922376>

⁶ Galal, Y.S., Emadeldin, M. & Mwafy, M.A. (2019). Prevalence and correlates of bullying and victimization among school students in rural Egypt. *J. Egypt. Public. Health. Assoc.* 94, 18. <https://doi.org/10.1186/s42506-019-0019-4>

⁷ UNICEF. (2014, October). Regional Report on Out-of-School Children. Middle East and North Africa Out-of-School Children Initiative. UNESCO Institute for Statistics.

Social skills were an important factor in predicting the likelihood of a child falling into one of the following categories: bully, victim, and bully-victim (victims of bullying who then go on to bully others). Both bullies and bully-victims have difficulties adhering to social rules and politeness as well as difficulties in differentiating their emotions. Children not involved in bullying were more likely to have higher social and emotional skills compared to those involved in it in some way⁸. The odds that an individual engages in physical fights is 2.44 times higher in those who have been victimized and 1.26 times higher when the person is absent from school without permission. However, studies also show that having helpful friends and understanding parents are protective factors against engaging in fighting behavior⁹.

Life skills education includes behavioral, cognitive, psychosocial, and interpersonal competencies that would help, and it is often used to enhance adolescents' knowledge and skills to protect them from abuse and steer them away from risk taking behavior¹⁰. Studies have shown that life skills are a strong catalyst for the development of positive behavior and the navigation of social and emotional challenges, such as conflict and peer pressure¹¹. While some believe that mere participation in athletics leads to the development of different skills, studies have found that using physical education to teach life skills requires more planning and intentional integration of life skills in children and adolescents' education for it to be effective. Life skills that can be taught through sports are transferable to other life situations, and they include problem solving, ability to perform under pressure, ability to set goals, time management, communication, and collaboration. Coaches must also demonstrate how different life skills learned during the activities can be utilized in other contexts such as at home, schools, etc. In Gouda et al.'s study, results of their sports intervention showed that not only did physical activity improve physical fitness, knowledge of life skills, and life skill acquisition in participants compared to the control group, but that these gains were maintained beyond the duration of the intervention¹².

Right to Play's previous sports programs

Right to Play's (RTP) Sports and Humanitarian Assistance 2 (SAHA2) project that was implemented inside Palestinian refugee camps in Lebanon provided youth with a safe and healthy outlet through sports. The training and resources provided to coaches in the program improved their ability to integrate values and life skills into their training to enhance social cohesion among youth from different nationalities, religion, political affiliation, locations, age group, and gender. Coaches who have known the youth they trained prior to the project reported youth feeling less anxious, calmer, more patient, and better able to manage their emotions and tackle their problems. Coaches, parents, and youth alike have reported improvements in the youth's communication skills both on the field for better coordination and off the field in expressing their ideas and interacting with others. Engaging in the program also fostered teamwork and cooperation as well as social cohesion in the larger community. This was facilitated by the design of the program to include youth from different backgrounds, nationalities, and genders¹³.

⁸ Habashy Hussein, M. (2013). The social and emotional skills of bullies, victims, and bully-victims of Egyptian primary school children. *International Journal of Psychology*, 48(5), 910-921. <https://doi.org/10.1080/00207594.2012.702908>

⁹ Celedonia KL, Wilson ML, El Gammal HA, Hagra AM. 2013. Physical fighting among Egyptian adolescents: social and demographic correlates among a nationally representative sample. *Peer 1*: e125 <https://doi.org/10.7717/peerj.125>

¹⁰ UNICEF. (2015). Review of the life programme: Maldives skills education.

¹¹ Nasheeda, A., Abdullah, H. B., Krauss, S. E., & Ahmed, N. B. (2019). A narrative systematic review of life skills education: effectiveness, research gaps and priorities. *International Journal of Adolescence and Youth*, 24(3), 362-379.

¹² Goudas, M., Dermizaki, I., Leondari, A., & Danish, S. (2006). The effectiveness of teaching a life skills program in a physical education context. *European Journal of Psychology of Education*, 21(4), 429-438. <https://doi.org/10.1007/BF03173512>

¹³ Jadaoun, H. (2019). End of Project Evaluation Report-Sports and Humanitarian Assistance 2 (SAHA2). Right to Play Lebanon

Project Objectives and Reach

The project titled “Play to Grow Together”, was implemented by Right to Play International in two cities in Egypt, Cairo (Haram City), and Luxor, in partnership with a local partner “Funtasia”. Through the Football for Development (F4D) resource, the project aimed at developing children and youth’s life skills to address issues of bullying in schools and communities. The project focused on developing four primary life skills in children that have a direct link with the causes of bullying: respect to others, emotional management, teamwork, and problem-solving skills. In addition, the intervention transversally addressed gender issues by raising awareness on gender equality and ensuring equal participation of boys and girls in football activities.

Through training and continuous mentoring, the project created a movement of 40 coaches (12 males, 28 females), from the targeted communities of Luxor and Haram city to use the power of sports and games to address the social issues targeted by the project. The project reached a total of 592 children (315 males, 277 females) that participated in regular football sessions lead by the trained coaches over 9 months, known as “Program Reach”¹⁴. An additional 360 children (190 males, 170 females) were reached through participating in a total of 6 play days, known as “Community Reach”¹⁵ (Figure 1).

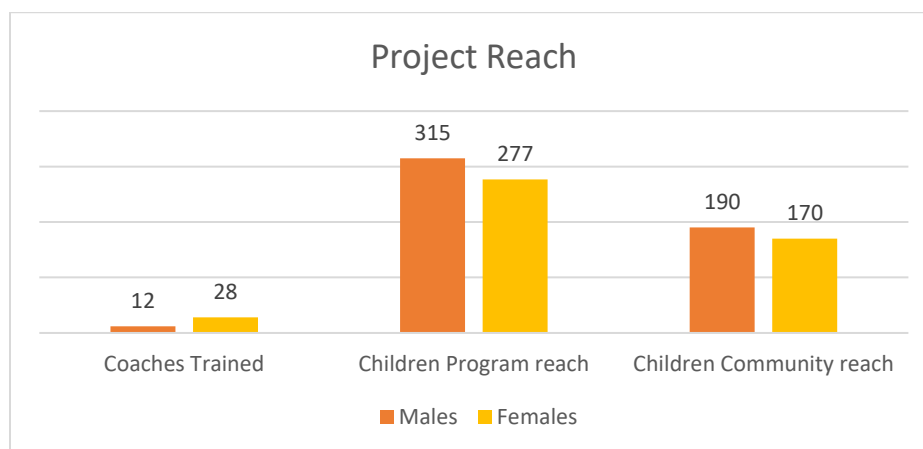


Figure 1. Project Reach

The project was based on the development of life skills for adaptive and positive behavior that supports children and youth to deal effectively with the stressors and challenges of their everyday life, including bullying and can help prevent violence. RTP’s life skills approach entails engaging children and youth in social and emotional life skills activities for peaceful resolution of conflicts while upholding the values of tolerance, appreciation of diversity, teamwork, empathy, respect, solidarity, and promotion of no-violence in the wider community.

¹⁴ As per the Global MEL HQ, REACH REPORTING TECHNICAL GUIDANCE NOTE, Program Reach is defined as project/intervention’s intended beneficiaries and intermediaries reached in the project’s intervention community (ies) by RTP or its implementing partners, including participation in regular Play-based Learning activities under a trained PBL teacher/coach and received follow up visits by RTP or its implementing partners.

¹⁵ As per the Global MEL HQ, REACH REPORTING TECHNICAL GUIDANCE NOTE, Community Reach is defined as Beneficiaries/intermediaries reached within a project’s intervention communities (who are not accounted for under program reach so defined) by mass events and activities including - Play Days and Sports Tournaments

Purpose of the evaluation study

The conducted evaluation study aimed at assessing:

1. **Effectiveness** of the project in contributing to its outcome: “Life skills of children and youth are developed to address issues of bullying in schools and communities”,
 - Effect of the sessions on the children’s four targeted life skills.
2. **Impact** of the project in contributing to its long-term goal: “Boys and girls are safer, more protected and able to prevent and cope with violence in their schools and communities”,
 - Response of children to violent behavior and bullying,
 - Feeling of safety,
 - Gender aspect of the project: acceptance of community for girls playing football.
3. **Relevance** of the project’s activities to the needs of targeted communities:
 - Prevalence of violence and bullying in the communities,
 - Availability of sports activities in the communities,
 - Interest of children in football.
4. **Sustainability** of the project’s effects on the targeted beneficiaries.
5. **Process** followed in this project:
 - Training assessment,
 - Coaches’ and staff’s performance,
 - Availability of material for implementation,
 - Challenges faced on field during implementation.

Evaluation Design and Methodology

A mixed methodology approach of quantitative and qualitative methods was used in the conducted evaluation.

Tools and sample characteristics

Quantitative tools

1. **Children surveys** were self-administered to a randomly chosen groups of children upon availability on field, at Baseline (before they started sessions), and at Endline (after they finished their last session). (Annex 1).

143 children participated in the baseline surveys, and out of the 127 who specified their gender, 48 were girls (37.8%) and 79 were boys (62.2%), all aged between 9 and 17.

176 children participated in the end-line surveys, and out of the 175 who specified their gender, 99 were girls (56.6%) and 76 were boys (43.4%), all aged between 8 and 16. 79 were from Luxor (44.9%) and 97 from Haram city (55.1%). (Figures 2 and 3).

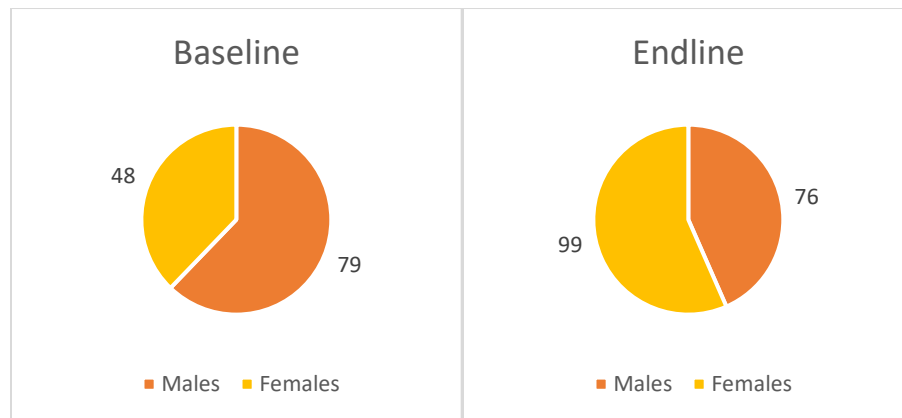


Figure 2. Gender distribution of survey participants at Baseline and Endline

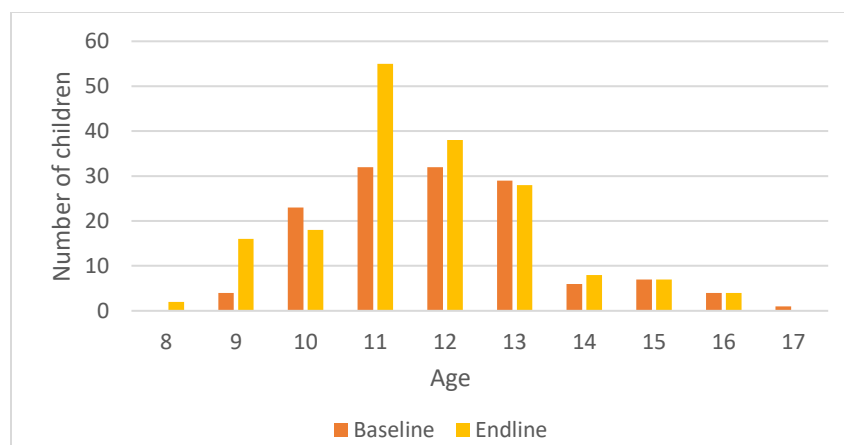


Figure 3. Age distribution of survey participants at Baseline and Endline

2. **Pre- and post-training assessment tool** was administered to all 40 coaches before and completion of the first training. (Annex 2)

Qualitative tools

3. **Focus Group Discussions (FGDs) with children:** 10 FGDs were conducted with an average of 8 children per group, for an estimated total of 80 child participants. (Annex 3)
4. **FGDs with coaches:** 7 FGDs were conducted with coaches with an average of 6 coaches per group, for an estimated total of 36 coach participants. (Annex 4)
5. **FGDs with parents:** 5 FGDs were conducted with parents with an average of 5 parents per group, for an estimated total of 25 parent participants. (Annex 5)
6. **Key Informant Interviews (KIs) with administrators:** 2 KIs were conducted with 2 center administrators. (Annex 6)

Data analysis

For quantitative data, descriptive statistics was used to analyze the percentage of participants answering questions, desegregating by gender. For children's surveys, individual comparison in responses between baseline and endline was not possible since children changed their codes, and the team was not able to pair the responses. For this reason, percentage of positive responses for each question was calculated as baseline and endline groups. A response was considered positive if the answer to the survey question was "true most of the time" or "always true", but not if it was "sometimes true" or "not at all true".

For pre-post training assessment tool, both group and individual comparisons were conducted. And to investigate if the change in average scores of the pre and posttests was statistically significant, dependent t-test was performed.

For qualitative data, guiding questions were used during data collection to create semi-structured discussions. Each question was linked to one of the evaluation 5 objectives, so data analysis was done by identifying common themes, issues and quotes developed from the FGDs.

Ethical considerations and limitations

The team took several measures to ensure anonymity of survey and FGD participants, including not collecting any names, using de-identified data for analysis, and storing data at the main investigator in the RTP office. Participants were informed that taking part in the survey and the FGDs was completely participatory and that their choice of not participating would not affect their relationship with RTP or any of the current or future activities done. Informed consents were collected from both the children and their parents and from coaches, prior to data collection.

One of the main limitations of this evaluation was the inability to pair individual survey respondents, which would have resulted in findings on the percentage of children with improved perceived life skills. Another limitation was in the consolidation of baseline data, where the "location" variable was not collected, so disaggregation per geographical location or center was not possible.

Findings

Survey Results

Table 1. Percentage of positive responses in pre- and post-sessions surveys

Survey questions	Percentage of children with positive responses at baseline	Percentage of children with positive responses at endline
How safe do you feel at school?	73.19%	74.56%
How safe do you feel in the center?	96.15%	95.93%
How safe do you feel in other places inside your community?	56.80%	63.91%
I play sports with my friends	64.20%	92.91%
My friends and I play as a team	72.46%	94.86%
I can rely on my friends when I face problems	52.99%	70.76%
I think both girls and boys can play football	54.24%	59.28%
I feel excited to go to school	62.69%	74.42%
I feel excited to go to the centre	93.33%	91.82%
Our coach makes sure we are safe	N/A	94.29%
Our coach knows how to motivate us	N/A	97.70%
I would ask our coach for advice if I have a problem at home or at school	N/A	79.19%

Table 1 above shows the percentage of children who agreed and responded with “true most of the time” or “always true” to the questions/statements they got, at Baseline before they have started any football sessions, and at Endline after they finished their last session in the project.

Results show improvement in almost most of the items, with noticeable improvement in the percentage of children reporting that they play football as a team from 73% to 95%, referring with that to teamwork. A significant increase was also shown in the percentage of children reporting that they would rely on friends when they face problems, from 53% to 71%. And there was a small increase after the sessions in the percentage of children who thought that both girls and boys can play football as compared to prior the sessions from 54.2% to 59.3%.

Two negative results were obtained however and associated with the responses of children about the centers, “feeling safe at the center”, and “feeling excited to go to the center”. For these 2 specific statements it is important to note that at the time the survey was designed, football sessions were planned to take place at the centers. Later during implementation, the teams moved to playing in football fields, and therefore did not attend the centers for the sake of these activities anymore. A possible explanation for the results could be a confusion between centers and field that is not associated with the project activities. This aspect is further explained in the qualitative results as no safety concerns were raised by any of the participating children during the FGDs.

Effectiveness

Effect of sessions on children's life skills

Four main life skills were targeted during the implementation of the sessions: respecting others, emotional management, teamwork, and problem solving. There was a spillover effect of the skills acquired in the sessions, as children shared what they learnt with their friends and family, especially their siblings. They also used what they learnt outside the sessions, with peers, at home, at school, and in their daily life in general. This includes for example persevering on difficult subjects in school and cooperating better with their siblings.

➤ Respecting others:

Qualitative data obtained from coaches, parents and children showed that children started to treat each other with more respect. This was interpreted by examples ranging from having more patience and respecting the others' personal spaces, to actively listening to the coaches and their teammates while playing and using appropriate language while communicating. One coach said, *"At the beginning, children didn't understand each other and had no patience at all. They started understanding each other more when they got to know each other."* Coaches also added that with time they started considering others' feelings and were careful not disturb the confidence of others.

One of the coaches shared with us the story of Hossam. Hossam is a 12-years old boy with a walking disability has joined the program from the beginning. Even though it was difficult for him at the beginning to join the activities, being the only child with disability in the project, his fellow teammates helped him arrive to the field and go back home safely every session. Hossam participated in the endline FGD and shared with us his experience: *"At first I didn't think I was able to participate in football sessions, my teammates and the coach encouraged me to attend and play"*.

➤ Emotional management:

Several cases were reported by coaches of children getting angry, crying or leaving the sessions if they lost at the beginning of the project, which then changed to becoming calmer and accepting the losses. They learned to persevere and overcome challenges, to continuously try and not give up, and to not be angry when things didn't go their way. One boy during an FGD said, *"I used to get angry easily, shout and stop the game. The coaches' words help me calm down"*. Letting children be leaders improved their personality and behavior, compassion, self-worth, self-acceptance, and self-confidence as well.

In fact, confidence, especially for girls, was a visible improvement during the sessions as reported by coaches. They said that girls started taking initiatives, talking in front of others, and participating in discussions clearly after several sessions have passed. Coaches shared several examples of children who developed compassion towards each other. *"They put themselves in others' shoes"*, added one of the coaches.

➤ Teamwork

There was a noticeable increase in the percentage of children reporting that they play football as a team from 73% to 95%, between pre- and post-project surveys. However, children's self-reported "teamwork" at endline in Haram city was significantly more than that in Luxor ($p=0.01$), which is an area worth exploring.

Coaches reported that many children at the beginning of the sessions wanted to constantly be in charge, keeping the ball and leadership positions to themselves. At the end of the sessions, they noticeably became less self-centered, and started to allow others to play the role of the leader. Some children even helped others improve their technical skills. "They developed a sense of sportsmanship and cooperation", coaches repeated.

Cooperation and teamwork between children grew as well. They started to hear each other out, have agreements, work together to create a plan for their matches and pass the ball to each other in order to score. They noticed that the teams that would win were the ones who were cooperating and focused. Hence organization is also a skill they learnt. One of the coaches said: *"At first, they would all run to try to get the ball, but then they started creating plans and cooperating with others, which improved their play. During the RCT time, they started to reflect this as well"*. They became better at following the rules and adopting fair play. Coaches and children started to communicate and choose what to do together. One child who was angry whenever he had to share the ball shared that *"sharing can be fun because it is part of the game"*. He got that lesson when the coach made him stand in the middle position in one of the games, so he'd have to pass the ball.

➤ Problem solving

Another significant increase was shown in the percentage of children reporting that they would rely on friends when they face problems, from 53% to 71%. Coaches and children said that miscommunication caused a lot of debates which used to develop to problems, mainly when planning for the matches, or deciding whether a foul took place or not. Children eventually with the support of coaches knew that the only way to proceed with the games was to use peaceful communication which they gradually started to adopt.

They would look for the root cause of the issue in order to come up with an appropriate solution. They were able to be independent and solve their problems on their own, and even help others solve conflicts. One example of children tackling a problem at its beginning is them creating a plan for the match to avoid unfairness in play, and thus avoiding conflicts amongst each other like previous times.

Impact

Response to violence and bullying

At the beginning, children were prone to fighting with each other, shouting in reaction to being bullied, being encouraged to fight or even draw blood, making fun of others' appearances, mocking the losers, threatening each other, and cursing. Some children were bullied to the point they left the game, and

others didn't share in RCA because they were afraid of saying something wrong. Bullying went both ways between boys and girls.

Children didn't know what violence meant at first but grew to be able to detect it after several sessions discussing the topic. It was clear through FGDs that children were more likely to give examples about bullying and violence than define them. Some provided examples include mocking others and making fun of them, hitting them for no reason, calling them names, and spreading rumors. Children understood that bullying hurts others' feelings and disturbs their self-confidence. It took time, but with repetition, they understood what they were doing or saying wrong.

Bullying and violence didn't stop completely but they lessened considerably according to coaches. Children became aware that what they were doing was called bullying or violence. One child said, *"Violence only brings conflicts and doesn't lead anywhere."* Another talked about being too shy to participate in a one of the games that involved making facial expressions, then was comfortable to take part in it when bullying was addressed by the coach. Bullies improved their communication skills, and they started to take turns during the discussions and participating. Administrators noticed these behaviors outside the sessions as well.

Coaches played a big role in leading to this outcome, as they often had discussions with children who were violent or took part in bullying others. Coaches would take children aside, sit with them to understand the issue, and reconcile them, whether during the sessions or after. They would talk about the issue during discussions, and occasionally even stopped the game until things got better. Children also learnt to use discussion to resolve conflicts. Moreover, coaches would put children who were fighting together in one group, so that they could understand that the goal was to play and have fun. They taught children to shake hands with the opposing team after a match, and children ended up doing so without prompting.

According to coaches, a common way they used to deal with bullying was talking to the bully, calming them down and trying to find out the reason behind their behavior. Children talked to keep the peace. They started to avoid latching onto small things that can lead to fights or escalating the issue into a big problem that would require the involvement of coaches or parents. One child said, *"Now we stop bullying when it happens by ourselves, the coach doesn't need to interfere."* Children try to intervene and say what parents or coaches would say in these situations, even repeating coaches' words. Coaches observed how children were able to manage their issues and conflicts alone.

Children and coaches occasionally addressed bullying with parents. Coaches would sometimes address the problem with parents. In one incident, the coach went to the homes of two girls who were at odds and solved the problem between the moms that were reflected on the girls' behaviors.

Some parents observed changes in their sons and daughters' violent behavior as they became calmer. One noticed that even if their son lost at a game, he now accepts the loss without anger. They also found that their kids were less interested in consuming violent movies. When talking about their son, one said, *"The most important thing for him is football. Before attending the sessions, he used to watch violence through movies, but now all he thinks about, and watches is football matches".* The most frequent statement by parents was that the project provided a safe space for children to vent out and use their energy.

Feeling of safety

Qualitative data showed that the project contributed to children feeling both physical and emotional safety. Children felt physically safer playing in the sessions, compared to at home where they played alone at night. Parents also felt better about their children playing in organizations and not on the streets and were comfortable that their girls were safe. Coaches took great care in making sure the children were safe and saw it as an important role. In a couple of cases, they changed locations at the beginning as they deemed the places inappropriate and unsafe. During their training, coaches learned to maintain children's safety, and make sure nothing hurt them. In fact, staff observations noted how coaches constantly made sure that everyone stayed together, and no one was left alone, and would accompany children who needed to go somewhere. Additionally, coaches also put stress on safety, and the centers had signs to clarify what to do and where to go.

Regarding the emotional safety aspect, children were eager to attend the sessions and were happy and comfortable with the coaches, indicating that they felt safe. Parents were also confident that their children were safe after seeing their eagerness, as well as seeing coaches' care about safety and their follow ups with children. The sessions were a good opportunity for girls in specific, to play sports on the field freely and without fear. Girls would sit with coaches they saw as role models and were very comfortable, a fact that was reflected in their guardians who would continue to bring them to the sessions. Moreover, outcasts and shy children participated more, and felt safe to share private things, without fear of being judged. A trust was established between them and the coaches.

Post-sessions surveys corroborated this feeling of safety and trust, as they revealed a high number of positive responses (94.3%) to the question "our coach makes sure we are safe". Moreover, there was a significant difference ($p=0.003$) between girls and boys, where girls, more than boys, felt like the coaches checked on them. This was also the case for girls in Luxor ($p=0.031$) but not for the ones in Haram center. However, children in Haram center in general felt that coaches made sure they were safe more than children in Luxor ($p=0.01$). In addition to this, there was a small increase in children feeling safe in community spaces other than school and the center (from 56.8% to 63.9%).

Two negative quantitative results were obtained however regarding safety and excitement to go to the centers. As explained earlier, for these 2 specific statements it is important to note that children were not playing at the center, which may have caused confusion between centers and field that is not associated with the project activities. No qualitative data was obtained about any negative sense of safety among children.

Gender aspect

At the beginning, boys saw girls as inferior and incapable of playing as well as they did. Boys refused to play with girls, thinking that they had less skills than them and would make them lose, and thus would have them be goalkeepers to prevent them from playing. If boys lost, they would blame the girls even when it was their own fault. Girls weren't encouraged to play, and they themselves had the mentality that they will not be able to do as well as the boys. When they played, they would often pass the ball to boys so boys can score and win. One girl said that she would even run away from others and avoid playing with completely. A few girls used to say "shame" ("aayb") when talking about some games that involved boys, and even said that if boys and girls played together, it had to mean that they were in love. Bullying was also present at the start, which caused girls to be shy. Boys used to mock girls in some situations. One boy said that "before we thought it is appropriate to joke, then we learned it was bullying". These "jokes" that took place were not pleasant for girls, but they wouldn't do anything about it. For some, there was no bullying obvious from the beginning.

As reported by children and coaches during the FGDs, there was a clear improvement on this aspect. Boys changed their minds after playing for a while. They realized that both genders have the same capabilities, once given the chance to practice. They now feel that it's normal for girls to play football. One boy said, *"They're like us. We don't play better than them, we just got to practice more."* Another added, *"They are like our sisters, and they have the right to play like we do."* They grew to believe that girls can also win, play well, and could even have better teams. One boy said, *"A girl was really good, but the boys didn't know it until they lost to her."*

Quantitatively, there was a small increase after the sessions in the percentage of children who thought that both girls and boys can play football as compared to prior the sessions (54.2% to 59.3%).

Coaches played a role in this change of attitude. They would talk about the gender aspect in the RCT discussion and would sometimes take the children aside to discuss this issue with. Coaches also made boys play together with girls when they didn't want to. They worked on developing respect between boys and girls as well as the skills of both. They stressed on the importance of girls' roles and on the point that they were all playing together. They encouraged the girls to trust their abilities as well. One rule they implemented for example, was that everyone must touch the ball for a team to win. This increased girls' participation, which in turn led to them having more confidence in their abilities.

Another reason boys and girls got along better was the cooperation between them. Children understood that the games were not only dependent on physical power, but on focus and teamwork as well. One boy gave the example of a couple of boys joining the girls' team when they were divided by gender to *"help them beat the group of boys."* Girls and boys started helping each other out often, interacting and playing together, and sharing their knowledge. Boys who were more capable would teach girls and give them advice on how to improve. They would also give them compliments. Girls enjoyed the balanced teams and learning from boys. This led to girls and boys becoming comfortable with hanging out together at school, even outside the sessions.

Girls became more assertive and confident, claiming their positions in the matches. They started to ask to be put in games and assume certain positions they used to avoid. One girl said, *"Now I'm confident telling my parents and friend that football is a game I like, so I want to play it."* *"To fight bullying, girls proved boys wrong. They learnt to play better and plan well, and started winning"*, added another girl. Some girls were encouraged to join because their friends were in the program.

However, this differed between groups. Older groups of children and their coaches, agreed in general that it was better to not have mixed gender groups because touching or hitting each other, even by accident, was uncomfortable or inappropriate. Others found it wasn't a problem to mix once they got used to each other. Staff observations noted that although mixed groups were uncomfortable at first, when they stuck together and weren't re-divided based on gender, it often worked out. Moreover, some boys were still asking to have matches on their own in addition to the mixed matches because they felt they had more experience and wanted to have a match where they showcased their abilities, and this was not possible when girls played along.

Finally, younger children (9–10-year-olds) still seem to need the coach to facilitate things between boys and girls. One boy said, *"If the coach is not here, we wouldn't play well with the girls, they don't know how to play."* This doesn't seem to be the case for older children (12–13-year-olds). One of them said, *"If the coach is not there, we will try to change the mind of anyone who doesn't want to play with girls."*

Administrators encouraged parents to register their daughters, but there was still a low percentage of girls that the program lost because their parents didn't want them to participate. For parents, mixed opinions prevail on whether groups should be mixed or divided based on gender. While one mother felt that football should mainly be for boys, one father didn't think there was a difference between girls and boys as both have ambitions and should be respected and allowed to play. Another dad said that girls should learn what will benefit them, and that included these sessions that give them self-confidence. Some parents felt weird that their girls started playing football and that they loved it. They expected them to be more into something like gymnastics or wanted them to learn self-defense. Others maintained that there was no issue at all, and boys and girls should have the same opportunity.

Relevance

Absence of sports activities in targeted communities

Children reported that outside the sessions, they used to play games after school or at night, in the street, in a field, at home, and occasionally, in sports clubs. However, clubs that children referred to were private and required payment, which means they're not accessible to everyone. Some children used to schedule times for themselves to play, others didn't have time to play. Children's interest in sports grew along with the program. Some of them didn't really like sports, then ended up practicing on their own and coming in earlier than the starting time to wait for the sessions, sometimes even before coaches. More children reported playing sports with their friends, post-program (92.9%) than they did before the program started (64.2%). The program was talked about in the community, which encouraged other children to register. Even some who were too young to join wanted to be involved. The program provided an escape for children, allowing them to play and have fun. In fact, a lot of them didn't get to leave the house and this program allowed them to do so once a week, as well as allowed boys and girls to mix naturally in teams and play. It was important especially for girls because they don't have anywhere else to play, as it's sometimes considered inappropriate for them to play football on the street or even at all. Administrators felt that the areas they live in need these kinds of programs. Parents as well found that there were little to no sports activities in these areas, only private clubs, and confirmed the need for such programs.

Presence of violence and bullying in targeted communities:

"Violence, conflicts, and bullying are prevalent in our communities", this statement was repeated by children, coaches, administrators and parents in the FGDs. Bullying in schools in other community areas, happens both across genders and between children of the same gender, and principals and teachers often cannot do much about the violence that takes place. Most parents felt that violence in the community is increasing and is more prevalent than bullying. Most of them thought that violence is usually more common among boys than girls, and this may be referred to their definition of violence, that might be restricted to physical conflict. Parents said that violence is everywhere - in movies, on phones, in games, on the internet – which all play a role in encouraging violence among kids. When asked about bullying, the first example shared by almost all participants was that it mainly affects children with disabilities and children with certain body shapes, referred to as "body shaming". Parents think that programs such as this one, should start at early ages in order to direct children's energy to the right place.

Sustainability

One point of view considered that the project will have long lasting effects on children, given the fact that it helped in building children's character, and that it is needed in the community, on top of the fact that the program built self-confidence for girls' especially, enabling them to go out and meet new people.

On the other hand however, mainly coaches and parents said that if the project stopped, the community will have stronger effects on children, than the effects that this short project can have. They said that the issues of the community and schools referred to as "external factors", might reduce what the project has provided.

A sort of middle ground opinion felt that, at the end of the project, children will still remember what they learned, but they will need refreshers to prevent external factors from playing a considerable role.

Several recommendations on completing the project and scaling it up were brought as a confirmation on the importance of its sustainability.

Process evaluation

Training evaluation

Training self-evaluation:

Coaches were asked to evaluate their knowledge and abilities in 11 different areas pre and post the training they received. For each skill, they were asked to rate themselves as Excellent, Good, Average, or Poor. On average, coaches' scores improved across all categories with an average pretest score of 76% compared to a higher average score on the posttest which was 84% indicating a 9% increase. The figure below demonstrates in more detail the improvement in self-perceived abilities, knowledge, and skills.

To investigate if the change in average scores of the pre and posttests is statistically significant, a dependent t-test was performed. Results showed a mean difference of 3.8 points (out of a total of 44 points) between the pre and post test results. This difference is statistically significant ($p\text{-value} < 0.001$). (Figure 4)

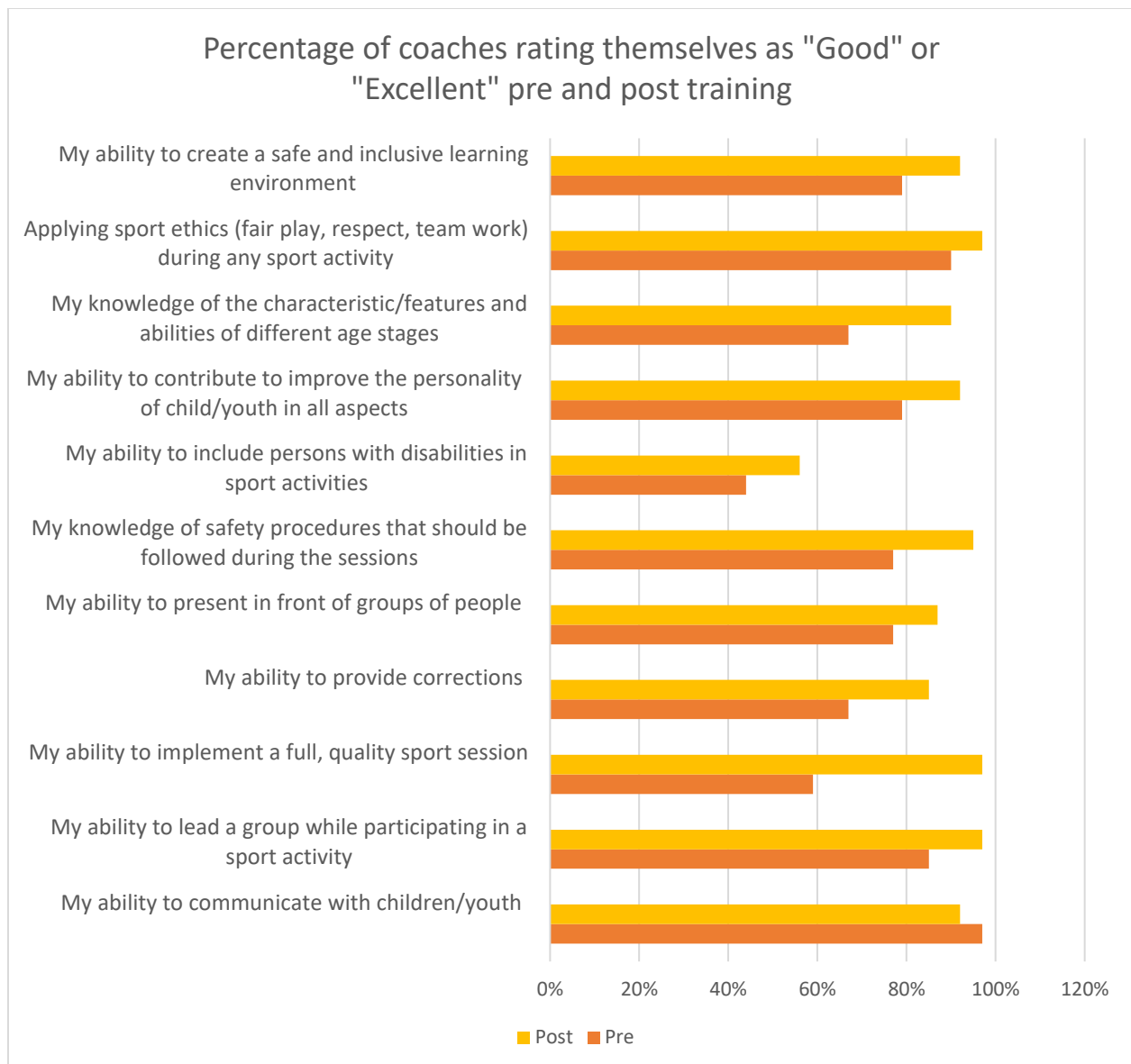


Figure 4. Pre and post test results of the coaches' self-evaluations

Knowledge, Skills, and Attitudes:

The average score on the Knowledge, Skills, and Attitudes post training was 55% with a range of 11-89%. Sixty-one-point five percent of coaches achieved a passing score of 50% and above, and 49% of coaches answered more than half of the questions completely correct. (Figure 5)

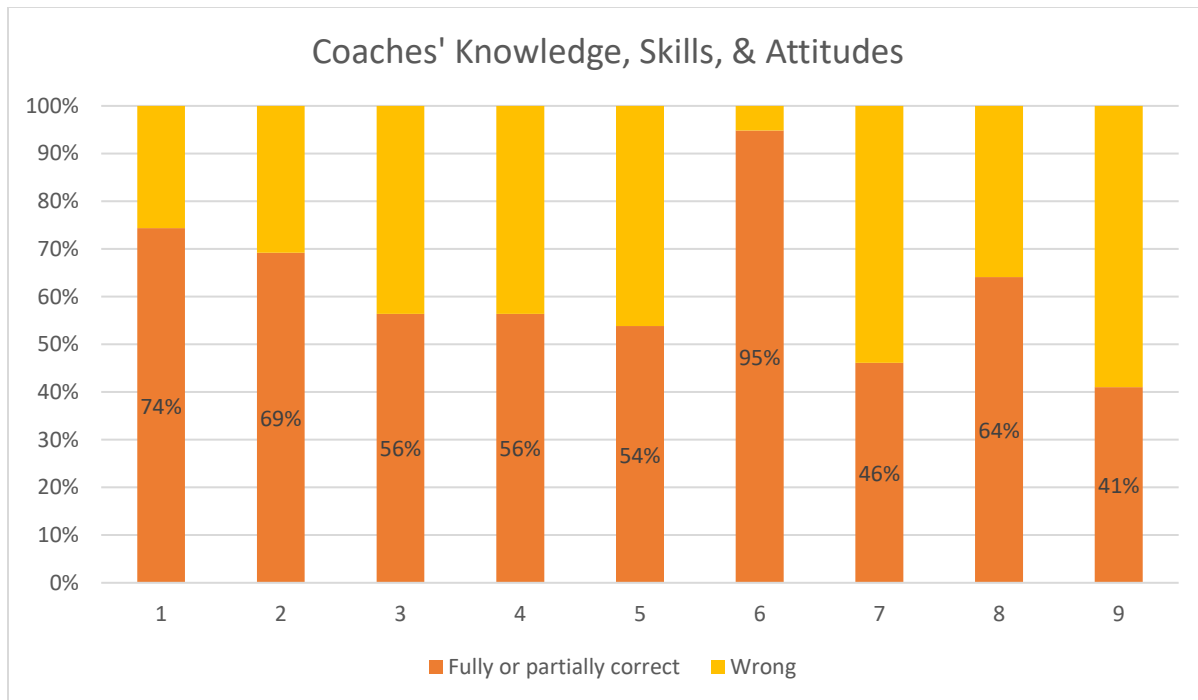


Figure 5. Coaches' performance on the Knowledge, Skills, and Attitudes section of the post test

Upon closer examination of the responses, we see at least half of all coaches were able to answer the questions on the Knowledge, Skills, and Attitudes components completely or partially correct, except for two questions pertaining to the structure of a S4D session (Fig. 2, question 7) and tackling community and cultural resistance to the participation of girls in S4D sessions (Fig. 2, question 9) where 54% and 59% of coaches gave incorrect answers respectively.

Facilitator Evaluation:

The diagram below shows the percentage of participants who rated the facilitator's performance as Excellent or Good on eight different criteria. The evaluations showed that overall, facilitators performed a satisfactory job, with possible room for improvement related to organizing discussions and dialogue as well as explaining the available resources and manuals to the participating coaches.

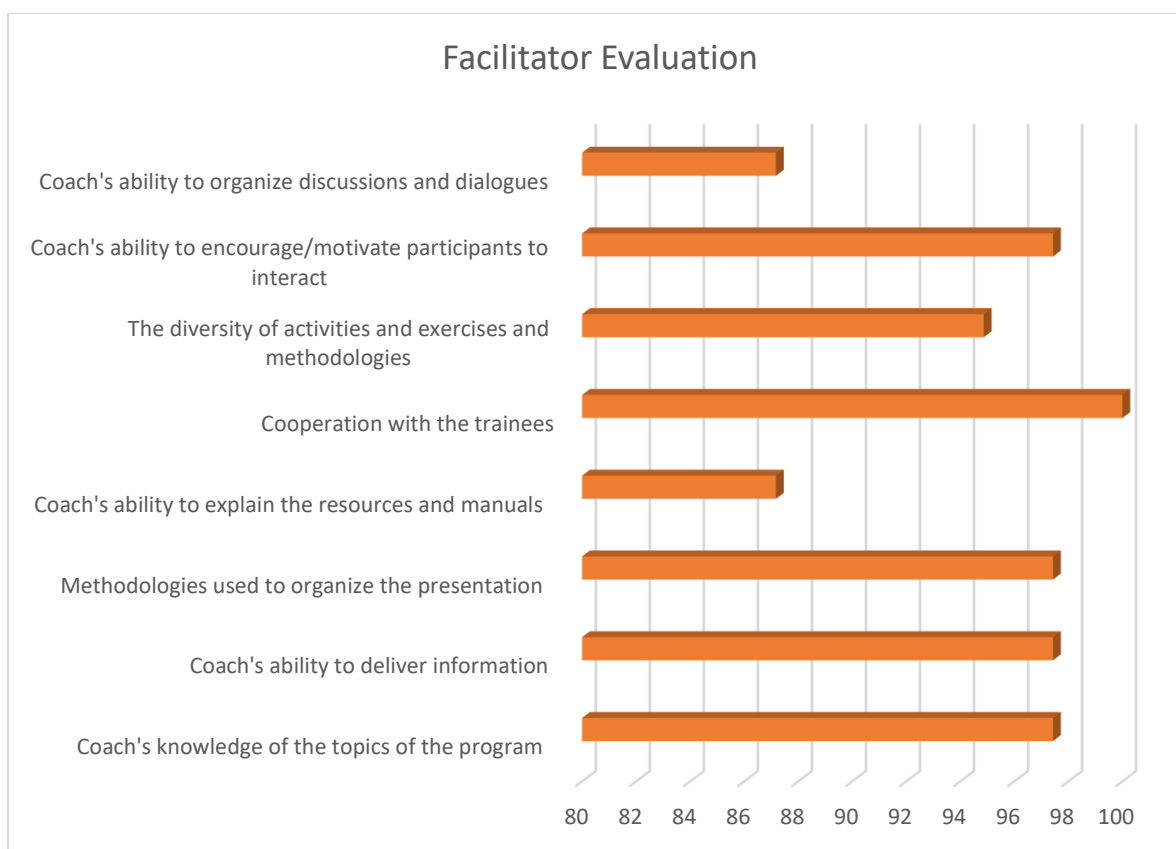


Figure 6. Percentage of participants who rated the facilitator's performance as Excellent or Good.

First training:

During FGDs, coaches found the first training to be very good and useful. It gave them the confidence and the techniques necessary to start the implementation of the sessions with children. One coach said, *"It made me release the power and energy that I have."* It presented the basis of planning for a session, was comprehensive when it came to giving the whole idea, targeted the life skills children needed, and fit well the environment and norms. It included "learning" and "applying" at the same time, which wasn't easy for the coaches at first. They would discuss a life skill in the session then apply it with the children on the field. RCA methodology was useful for both coaches and children to reflect on the session and their own personal life. It helped them share, thus benefit others. It's important to note that, according to coaches, football was the activity that was able to gather children and have them commit to attending sessions and learning, more than any other activity, artistic or other conducted at the same centers.

Second training:

The follow-up refresher training took place 6 months after the coaches participated in the first training and started implementing sessions with children. Some coaches considered that it was more beneficial than the first training. They said that it was able to work on and improve the coaches' techniques in the sessions. In the second training, the four main life-skill objectives were divided into further sub-categories which was helpful, as it allowed coaches to be more focused on the life skill intended to be delivered. This

made it easier for coaches to lead on the RCA discussions with children, plan for the sessions and use the skills in different ways. *“The refresher training broke the routine”*, said one of the coaches. After the second training, the group of coaches in Luxor decided to start to work together. They started to meet once a week, plan together for the sessions and share experiences and lessons learnt from their past sessions. There were mixed opinions however, on the timing of the second training. While some found it came right on time to address their difficulties after 6 months of working with children, others preferred if it was done earlier, for instance, after no later than 4 months implementation with children.

Coaches and staff's performance:

Partner staff were evaluated by the coaches. Feedback came back that they were good trainers and gave apt comments at the right time. They followed up with coaches and guided them through the process. They supported them in building and editing the sessions, including writing the questions for the RCA and choosing the games. They also helped coaches in their personal life and became friends with them. When asked on the feedback given by staff after observing the coaches' sessions, coaches replied that partner staff would ask the coaches what they saw wrong, or how things could have been done better in the sessions, instead of just telling them what they should do. Encouraging them to do this self-reflection influenced coaches in how they dealt with children's mistakes: they wouldn't tell them that something was wrong, but rather that it could be better. The follow-up the staff did was right on point and was a positive reinforcement that boosted coaches' confidence.

Coaches observed then gave remarks, and with time, only interfered in big problems while allowing small problems to be resolved by the children themselves. Children considered them their role models. At the beginning, the groups were not excited to share their ideas and talk, but coaches learned how to appeal to the children, when to engage them and how not to lose their interest during the discussion. They started to adapt games, based on previous experiences and the children's interest and needs. They would give personal examples to encourage children to share. Coaches grew to not only supervise children but to also become their friends and work with them. They listened to the kids and asked for their opinions, talked about any problems that would take place. Coaches were careful with children and have even followed up with them on the phone when needed. In fact, a high percentage of children in the post-session surveys (79.2%) declared they would ask their coach for advice if they faced a problem at home or at school.

Almost all survey participants post-sessions (97.7%) believed their coach was able to motivate them. While there was no significant difference in post-session surveys between centers or between girls and boys when it comes to feeling motivated by the coach, there was a difference between girls and boys within the Haram city groups themselves, as girls felt that the coach knows how to motivate them more than boys believed so ($p=0.027$). That difference was not observed in the Luxor center.

Availability of material

When asked, coaches reported that materials for the games were ready and were always more than enough. However, for some coaches at the beginning, the materials for the implementation of the sessions weren't enough but were purchased and distributed later.

Challenges in implementation

Many of the challenges faced throughout the sessions were resolved as time went on. This included parents' concern about their girls playing football or their children playing with older kids, before they eventually trusted the program. On a couple of occasions, the timing, weather, and locations were not suitable, and were thus modified after discussions, such as the timing during Ramadan or during summer hot-season.

It was weird for children that coaches were of similar ages in some cases (Banati Foundation), but that contributed to children relating to coaches and being more comfortable with them. At first, children had trouble listening to coaches' instructions and focusing on discussions, as they were too eager to play for fun, but they grew to like the sessions' structure as time went on.

Coaches were sometimes young and lacked experience and confidence at the beginning (example from Banati Foundation). They were afraid to deal with the children, but when children started trusting them, and with time and growing experience, coaches became more comfortable and confident. Reporting and preparing the session plan was also difficult for coaches. In the beginning, it used to take them a whole day to prepare one session collectively, but after they got familiar with the games, it only needed half an hour to do it individually. While implementing the session however, they would sometimes have to change the content on spot, and they came to know that it was OK. Some games in the sessions were for more experienced children, but coaches gained enough experience to prepare well and choose the games after assessing the interactions inside the session.

RCA was not clear and was hard to implement at the beginning by coaches. Some found it to be the hardest part of the sessions, especially that sometimes, children might not talk or could have unrelated answers. At the beginning, coaches had trouble picking the right questions to get children to talk, and children didn't have the confidence to participate, particularly younger ones (9- to 12-year-olds). But then coaches received staff support, and children grew to talk a lot, ask questions, and give ideas.

Administrators faced some financial and logistical issues at the beginning and found some lack of clarity in the program, pathway, proposal, session plans and job descriptions. With follow-up meetings and as time went on, things became clearer.

Some additional challenges were faced that were ongoing throughout the sessions or that needed to be further addressed. There were the occasional extreme reactions from children that coaches and administrators were unequipped to deal with. There were also issues in the manual: the wording was hard, translated and not very contextualized, the "main activities" were similar which made it hard to differentiate between them, and the skill of "respecting others" didn't have clear games for it. Some issues originated from parents directly, meaning that the coach could not help the children unless the parents were responsive to their efforts. The question of "what is next?" when it came to the future of the sessions was also commonly asked by many participants.

There were some issues with having boys and girls play together, as they couldn't coordinate and communicate well. They didn't expect to be put together. Coaches had to take the decision to divide groups based on gender or keep them mixed, and it was not unanimous among them. Some found that for older children, divided groups were better, and that for younger children, it was better to have boys and girls together. While some coaches preferred to divide the groups between girls and boys to avoid physical contact, others preferred to mix them to resolve the issues. One coach who had mixed groups found that at first, children didn't want to play together at all. With time, the coach was able to put them in mixed groups, saying, *"You feel that there was animosity between them, waiting for each other's mistakes, but this didn't last"*

Recommendations

The most repeated recommendation among all groups of participants was to increase the period of the project beyond 1-year and add more games and life skills to be targeted, in order to ensure sustainability of the effects. Other recommendations were suggested by different groups as categorized below:

Common recommendations:

- Change the length of the sessions to more than an hour and increase the number of sessions to two per week.
- Introduce the component of competition. This includes participating in outside competitions, having competitions between different groups (even between different governorates), and adding a prize for the winning team. However, this should happen after children have gained the skills to manage their emotions, and provided that they receive the right guidance and feedback from coaches to avoid getting carried away.
- Include parents more. One suggestion (by coaches) is having a one-day event with parents to share what was done during the project and showcase the efforts and results. Stakeholders and parents of non-participating children could also attend. Another suggestion (by administrators) is to do activities and games with mothers, other than awareness sessions, as mothers are often more involved in their kids' activities than fathers. This can be done by assessing parents' needs and interests and building activities based on that. Mothers suggested being involved in open play-day competitions with their children.
- Leave the decision on the timing of sessions (i.e., the day and time), to coaches.
- Leave the decision on whether groups should be of mixed genders or not, to the discretion of each coach and their group after a trial period.
- Include additional games, other than football. Some suggested examples including mental games, running, games to know directions or etiquette, basketball, swimming, as well as self-defense especially for girls.
- Offer rewards to children to motivate them more.
- Address the question of "What's next?" People want the project to be continuous, not for just a few months, and to reach a bigger scope of more children. They expect to reach further places after this project. Therefore, the sustainability of the project can be ensured by linking the program with clubs, meaning partnering with football clubs as well as securing sponsorships and ambassadors to help sustain the project after it ends.

Administrators' recommendations:

- Include additional trainings for coaches, like how to influence children's behaviors, first aid training, and training on being creative.
- Include differentiated learning for children who are more active than their peers.
- Hire psychologists or train coaches on how to deal children with challenging behaviour.
- Review and update the manual (Arabic version).
- Have coaches outside the organization work with children (recommendation targeting Banati Foundation).

Children's recommendations:

- Add more sessions on self-confidence.
- Allocate more time for matches and have more of them. One way is to have a day for games (practice) and another for matches. Children prefer matches because there's a goal to achieve and because it's a way to imitate all the professional players they are inspired by.

Parents' recommendations:

- Involve children in community service projects, through their teams.
- Organize trips for children to touristic sites, and trips for children to interact and play with children from other areas.
- Have groups of similar ages and include earlier ages.
- Include awareness messages in schools and religious places (beyond the scope of football sessions).
- Be more inclusive of children with disabilities
- Work on the children's health from different aspects, like advice on their nutrition and healthy habits.

Coaches' recommendations:

- Give opportunity for children, to lead a session at least once.
- Conduct meetings with parents at the beginning of the program to discuss suitable timings.
- Include the "training on skills" in the first training and have more training on RCA.
- Have a social media account to connect the children to each other and encourage them to keep playing in a safe space. Also include a YouTube channel with videos so kids can remember what they learned on the long term.
- Distribute clothes for children to play in as some of them don't have appropriate clothing or shoes to play.
- Have the follow up training after two to three months from the start of implementation, not further.

Annexes

Annex 1- Children Surveys

This survey includes several questions on how you feel and think of certain topics. We are asking you to fill them with your preferred answers. Your answers will help us plan well and understand the effects of this project on you. You need to know that there are no right or wrong answers, so it is important that you report what you really want. The survey is confidential, but for the sake of comparing your answers we will ask you below to substitute your name with a CODE that only you will know it refers to you.

Your participation in this survey is completely voluntary, so if you do not want to participate, or would like to stop at any point, you have the freedom to do so.

Do you have any questions before we proceed?

Do you want to participate in this survey?

☐ Yes 

☐ No 

Information about you

Please write down your code, as follows:

First letter of your name, First letter of your family name, date of birth

Example, my code would be: **GM30**

How old are you? _____

What is your gender?



☐ boy



☐ girl

1. Do you do any extracurricular activities?	YES NO
2. If yes, what are they?	SPORTS MUSIC ACTIVITIES IN THE COMMUNITY SUCH AS FESTIVALS, THEATRE AND ART LITERACY AND NUMERACY CLASSES, HOMEWORK SUPPORT INTERNSHIP. VOCATIONAL TRAINING, others OTHER: _____
3. How safe do you feel at school/center?	A) NOT SAFE AT ALL B) SOMETIMES I FEEL UNSAFE C) SAFE MOST OF THE TIME D) ALWAYS FEEL SAFE E) PREFER NOT TO ANSWER
4. How safe do you feel in other places inside your community?	A) NOT SAFE AT ALL B) SOMETIMES I FEEL UNSAFE C) SAFE MOST OF THE TIME D) ALWAYS FEEL SAFE E) PREFER NOT TO ANSWER
5. WHAT MAKES YOU FEEL UNSAFE? (Open question)	

	HOW TRUE IS THIS ABOUT YOUR TEAM?	Not at all true	Sometimes true	True most of the time	Always true	No answer
	I play sports with my friends	1	2	3	4	0
	My friends and I play as a team	1	2	3	4	0
	I can rely on my friends when I face problems	1	2	3	4	0
	I think both girls and boys can play football	1	2	3	4	0
	I feel excited to go to school	1	2	3	4	0
	I feel excited to go to the center	1	2	3	4	0
	POST - OUR COACH MAKES SURE WE ARE SAFE	1	2	3	4	0
	POST - OUR COACH KNOWS HOW TO MOTIVATE US	1	2	3	4	0
	POST - I WOULD ASK OUR COACH FOR ADVICE IF I HAVE A PROBLEM AT HOME OR AT SCHOOL	1	2	3	4	0

Annex 2- Pre-post training assessment tool

First: Training Evaluation *(Pre and Post)*

	Excellent	Good	Average	Poor
1. Your ability to communicate with children/youth				
2. Your ability to lead a group while participating in a sport activity				
3. Your ability to plan for, apply and assess a sport session				
4. Your ability to provide corrections (Constructive criticism)				
5. Your ability to present in front of a group of people				
6. Your knowledge of safety procedures that should be followed during the sessions				
7. Your ability to include persons with disabilities in sport activities				
8. Your ability to contribute to improve the personality of child/youth in all aspects (mental, psychological, social, physical, and Health aspect)				
9. Your knowledge of the characteristic/features and abilities of different age stages				
10. Applying sport ethics (fair play, respect, teamwork) during any sport activity				
11. Applying sport ethics (fair play, respect, teamwork) during any sport activity				

Second: Facilitator Evaluation *(Post)*

	Excellent	Good	Average	Poor
1. Coach's knowledge of the topics of the program				
2. Coach's ability to deliver information				
3. Methodologies used to organize the presentation (In terms of clarity and efficiency)				
4. Coach's ability to explain the resources and manuals				
5. Cooperation with the trainees				
6. The diversity of activities and exercises and methodologies				
7. Coach's ability to stimulate participant to interact				
8. Coach's ability to organize discussions and dialogues				

Third: General Information *(Post)*

	Yes	No
1. Do you think that you are the appropriate person to attend the program?		
2. Do you think that the program helped you to improve your skills?		
3. Before attending the program, were you given sufficient information regarding the nature of the program?		

Fourth: Open ended questions:

1. Knowledge

- On which levels does sport influence youth and children? (Answer: Emotional, Social, Physical, Cognitive, Health)

- What are the types of Child abuse? (Answer: Physical, sexual, Neglect, Emotional, psychological/verbal)

- List the life skills associated to the following age category:
10 to 12:

12 to 14

2. Skills

- While observing the session, you saw a child pushing a teammate; the child fell on the ground, the other on took the ball and continues playing. What do you do?

- During your preparation you included a game where player should catch each other. Once on the field you realize that in the group you have children/youth that don't like to touch each other. What do you do?

- What is the structure of a Sport for development session?

3. Attitude

- How can sport influence your community?

- Some girls in your community would like to participate in the S4D session, however the community (parents, community key members) does not accept that. What do you? (You can pick more than one answer)

- A. Visit their Parents and talk to them
- B. Visit Community key members
- C. Agree with the community
- D. Adapt my session to host the girls

- In your point of view, what are the main challenges faced by children and youth in their community. As a coach can you help them overcome this challenge. If yes how?

Annex 3- Children FGD Guiding Questions

Objective: To generate information on the a) feedback of children on the sessions b) concepts that children have learnt during the sessions c) effects of sessions on the children in terms of behavior.

Questions:

1. Do you like to play sports? If yes, can you share with us the sports activities that you like the most?
2. Have you participated in sports activities in school/center before? If yes, what are some sports activities you've participated in?
3. Do you like to be present at the school/center? Why? Or why not?
4. Have you participated in football games lately?
5. How do the football games you play with RTP (at your center) differ from the football games you usually use?
6. Can you give us your opinion on the football sessions that you have attended so far? (Was it very good, good, average, not good, or bad)? Why?
7. What are the things that you like the most in these sessions?
8. What are the things that you don't like in these sessions?
9. What do you think of the coaches?
10. In the sessions above, have you discussed with the coaches the topics of violence and bullying?
11. What is the definition of "violence"?
12. What is the definition of "bullying"?
13. What types of violence and bullying do you see in your school/center?
14. What are the dynamics in playing football between girls and boys in your teams?
15. Does violence/bullying happen between the 2 genders in the sessions?
16. If yes, how have your coach and team deal with these incidents?
17. Do you feel that the school/center is a safe place for the girls and boys attending?
18. What are your suggestions to improve future sessions, and the program as a whole?
19. Is there anything else you'd like to share with us?

Annex 4- Coaches FGD Guiding Questions

Objective: To generate information on:

- a) coaches' feedback on the sports for development training, life skills teaching practices and learning processes
- b) effect of the project on children as noticed by coaches in terms of acquired life skills, and change in behavior (violence and bullying) – if any
- c) challenges faced by coaches during implementations and recommendations to improve the project

Questions:

1. Generally, how would you evaluate the project?
2. Now we will go in more details,
What are the main challenges that faced your implementation in this project?
3. Which of the mentioned challenges were you able to deal with and resolve, and which ones no?
4. What are the benefits of this project on the children?
5. In more details, were you able to notice changes in the interests and behaviors of children that you worked with?
If yes, what were they? Can you give specific examples?
6. Were there differences between girls and boys in these changes?
7. Were girls and boys able to integrate in the sports activities and play together?
8. In what cases and games were they playing together, and in what cases were they away?
Please share examples with us.
9. What were the children's opinions and reactions to playing together as boys and girls?
10. How do you see your role as a coach in encouraging boys and girls to integrate and play together?
11. Do you think that the project allowed equal opportunities of participation for both boys and girls in sports activities? If no, what was lacking in your opinion?
12. In your sessions, what are the strategies that you used to assure equal and comfortable participation for both girls and boys?
13. How would you rate the issues of "violence" and "bullying" in your community?
(Highly present, present, normal, slightly present, not present at all)
14. We'll ask about the trainings that took place,
What were the new pieces of information that you got to learn from the 1st and the 2nd training (8 months apart), and how well were you able to implement what you learnt in the trainings?
15. Do you think it was needed?
16. Do you think the timing of the 2nd training was appropriate?
17. What are your suggestions/recommendations for future phases of the project?
18. Is there anything else you would like to share with us?

Annex 5- Parents FGD Guiding Questions

Objective:

To generate information on the a) perception of parents on sports activities in general, and the implemented project in specific b) effect of the project on children as noticed by parents.

Questions:

1. In general, how do you perceive sport projects?
2. How needed do you think are sports projects in your community?
3. How aware are you of the sports project your children are participating in?
4. What do you think of the project?
5. Did you notice any change or improvement in your children especially on life skills level so far? If yes, please specify them/ give examples.
6. What do your children tell you regarding the sessions? What do they take back home?
7. What do you think about having girls participating in such football sessions?
8. Are you with or against those football sessions for both genders?
9. Do you encourage the merge of children in such sessions, or do you prefer them to be separated?
10. Would you like to add anything else that we did not cover? Or have any question to us? Or any recommendations or suggestions...?

Annex 6- Community Center Administrators KII Guiding Questions

Objective: To generate information on learning environments of the identified centers focusing on a) coaching teaching styles, learning processes, and practices in Sports For Development and b) degree of protection from violence and bullying

Questions:

1. How do you perceive the sport project provided by Right to Play, and the benefits of this project?
2. How would you rank the problem of peer violence and bullying in schools and community now?
(Ranking: not a problem, mild, moderate, severe)
3. Are those problems related to violence the same for boys and girls? Explain
4. What are the circumstances/examples where girls and boys participate in sports activities? What are the cases where they participate together?
5. Are boys and girls have equal opportunities to participate in sport activities? If not, why do you think that is?
6. How do you see the role of coaches in bringing children together?
7. In sports sessions, what strategies coaches are using to ensure equal and comfortable participation of boys and girls in sports sessions (e.g., does not mix genders in groups when not acceptable, etc.)?
8. Do you think the provided resources and coaches with skills are enough to address challenges on the ground?
9. Did you notice any change in children interests and behaviors so far? If yes, what are they?
10. What are the challenges you have faced during the past months?
11. Which of the challenges were you able to overcome, and which not?
12. Would you like to add anything else that we did not cover? Or have any question to us? Or any recommendations...?