

## ANNEX 3a – EXECUTIVE SUMMARY:

### Football for development – INEX-SDA

#### Evaluation context

This evaluation was prepared on the grounds of the order of minor scale *Evaluation of international development aid projects of the Czech Republic realized under the grant heading “Global development education and awareness-raising”*. This report presents findings on the project Football for Development, which was implemented by INEX – Association of voluntary activities (INEX-SDA). This project has been receiving long-term support from the Czech Development Agency (CzDA); the assessment covers the time span of 2014 – 2016. The evaluation was ordered by the Ministry of Foreign Affairs of the Czech Republic (MFA) and prepared by the research team Evaluation4Action. This evaluation used both criteria of OECD/DAC as well as additional criteria which were selected regarding to general principles and aims of global development education (GDE), particularly in the area of communication and awareness-raising.

#### Purpose of the evaluation

General purposes of this evaluation were:

- to provide independent, impartial and coherent findings, conclusions and recommendations, which would be useful in the decision making process of the Ministry and the Agency to in designing its activities of public awareness raising and communication of results of development cooperation in the Czech Republic;
- to provide feedback to implementers of the projects, which they can rely on in their future activities;
- to inform projects’ participants, final recipients and other stakeholders about the project they have been part of.

Specific aims of the evaluation were particularly:

- to evaluate the project, focusing particularly on effects and sustainability of the activities, or assess under what conditions and to what extent this evaluation can be undertaken;
- to evaluate the congruence of the project with general principles and aims stated in the National Strategy for Global Development Education for the 2011 – 2015 framework, and later updated for 2016 – 2017 period;
- to pilot new methodology of cross-cutting principles of Czech development cooperation policy, as developed by the Institute for Evaluation and Social Analyses – INESAN, s.r.o. in the programme Omega of Technological Agency of the Czech Republic.

#### About the intervention

Football for development has been implemented by INEX-SDA as one of its long-term programmes since 2005. Throughout the years, particular composition of its activities – as well as its place in the education system – has been changed. In all of the years, it included in promotion of so called „fair football“ as a method of social work with youth. Fair football, as it is supported by the project, presents a combination of standard football with principles of nonviolence, communication, fair play and tolerance. In the years the evaluation covered, the project worked mainly in the area of informal education, with youth workers (multipliers), who were presented with fair football methods. Multipliers – working in youth clubs or leisure centres – were then supposed to use the methods in their practice with youth socially excluded children and young people.

To complement this, the project also included a month-long campaign consisting of football matches, lectures and workshops organised by young Czech and Kenyan volunteers (ambassadors). These

activities were further supported by media campaign aimed to attract children to the programme and inform them about basic concepts of global development education.

The goal of the project was to increase civil competencies among children and young people, which consisted not only knowledge, but also the field of values and behaviour. Despite the fact the project is implemented as a part of global development education and awareness rising – and global topics were often brought up – the main focus of the project lies in social work in the Czech Republic. It promoted mainly the values of cooperation, mutual respect and nonviolence.

The project was implemented in several regions of the Czech Republic. Its main implementing partner was Mathare Youth Sports Association (MYSA), which was sending volunteers every year to participate as project ambassadors. Other partners were Czech organizations working with youth, whose employees participated as multipliers.

#### Evaluation team

The research was carried out by Evaluation4Action. The team consisted of the evaluation leader, Anna Kunová, MSc, and two experts in global development education: Mgr. Lenka Sobotová and Mgr. Tomáš Profant, PhD.

## Findings and conclusions

### Relevance

At this level, the evaluation assessed relevance of the project to the National Global Education Strategy and to needs and interests of the target groups.

Both in the project documentation and in the real practice the project oscillates between the global development education and awareness raising. In this regard, it is relevant to the goals formulated in the Strategy. However, its main focus was mainly in the area of social, pedagogical work with children and youth dealing with social exclusion, which was supported by the element of volunteering. Thanks to participation of volunteers from a “developing” country, the project can be presented as “global development education”.

The evaluation concluded that the project was relevant to needs and interests of all engaged actors; ambassadors (who got the opportunity to grow personally, learn new things and volunteer) as well as multipliers (who were assisted in their work with youth). Children and youth who took part in the project were mainly interested in playing football without necessarily needing to learn anything, but as the method proves successful in helping them to reduce aggression and improve communication and cooperation – which is highly desirable – it was considered as relevant to their need as well.

The relevance was thus assessed as **rather high**.

### Effectiveness

#### A. Multipliers

The multipliers were mostly interested in the social work methods of fair football rather than in particular topics of global development education. They eventually improved their knowledge mainly in this area. They also reported they learned about human rights, poverty, inequality and social exclusion – topics that are imminently relevant to their work. They also shared their knowledge with involved kids. With them, they mostly covered topics of development cooperation, environment protection, poverty, inequality and social exclusion and gender equality.

At the level of skills, the multipliers learned mainly to include competencies building elements to their work. These competencies were mainly group cooperation, violence prevention and conflict resolution. The evaluation concluded that the methods are widely applicable to different topics and skills, so its particular use depends a lot on needs of particular group and consideration of particular youth worker.

#### B. Children and youth

The main changes that occurred among kids and youth were – according to the multipliers – decrease of rivalry and aggression on the pitch, improved communication and general openness. While before taking part in the project it was common for the kids to not only talk, but also behave aggressively, now these behaviour is significantly improved. Setting and respecting rules, tolerance and the ability to resolve conflict peacefully enables kids to overcome mutual animosities of different groups or gangs (especially in Prague). These principles are being reflected also in daily life.

The children and young people were mainly interested in playing football than in developing personally or learning about global issues – the participation was mainly fun for them. Interviewed players nevertheless reported they are “trying to play fairly” and “to confess”.

All the involved actors claim that the main factor in reaching these changes is long-term work, regularity and continuity, which means the multipliers can work with the kids not only during the campaign, but throughout the year. This manner was eventually attained mainly by contribution of a complementary project.

### C. Ambassadors

The evaluation showed the ambassadors improved their capacities both at the level of knowledge and at the level of skills. Within the first mentioned area, the areas of improved knowledge consisted mainly of methods of working with youth (using fair football or not). This corresponded not only with particular activities the ambassadors were taking part in, but also with their motivations. Improved knowledge of the global education topics seems rather limited.

At the level of skills, the main element of change occurred in the ambassadors’ ability to take part in joint work, to cooperate and communicate effectively within a group. Moreover, the ambassadors also reported increasing their time and team management skills and improved public presentation. There was not significant difference between Czech and Kenyan volunteers, neither among women and men.

At the level of views and values, there has been a shift towards tolerance, openness and ability to agree on compromises. This was reported mainly by Czech ambassadors. Kenyans were mainly claiming they are now more aware about equality of men and women, and of various ethnic groups. Czech and Kenyan ambassadors alike also reported they are now more likely to reflect their responsibilities and to take initiative in a group. There was, however, no new behaviour reported among the volunteers.

The project also enabled ambassadors to break some of their stereotypes on “Czechs/Europeans” and “Kenyans/Africans”. Despite this, some of the previous stereotypes may remain, or have been replaced by other generalized and simplified images.

Taking this into account, the effectiveness was assessed as **rather high**.

### Efficiency

During the three years of the implementation, the project used total funds of CZK 3 696 941 Kč. The majority of these funds consisted of personal costs for managerial and expert positions in the project; significant part of the budget was also spent on flight tickets for Kenyan volunteers and media campaign. The level of workload of INEX-SDA employees, as well as their remuneration, corresponds to common local relations.

Methods of working with multipliers and ambassadors were assessed as completely adequate to intended goals. In case of ambassadors, the focus was on encouraging them to independent learning from their own experiences; multipliers were offered more of mutual sharing and inspiration. Methods of social work that were being introduced were a part of thoroughly developed, tested and internationally acknowledged methodology. In this regard, INEX-SDA benefitted from its partnership with MYSA and other institutions connected through Streetfootballworld.

As was mentioned above, the main partner of INEX-SDA in this project was MYSA. Cooperation through Streetfootballworld has been established after the end of evaluated time span.

Efficiency was assessed as **high**.

## Impact

Global impact of the project was formulated as “*Inclusive society that allows for full realization of human rights and basic freedom of every human being*”. Any member of the implementing organization did not specify this further.

This level was thus **not assessed**.

## Sustainability

Sustainability was addressed mainly regarding multipliers, who obtained a methodological handbook enabling them to freely use methods of fair football and spread it further even after they are no longer part of the project. This step was thus impossible to evaluate, as majority of them is still active in the programme. The methods can be used without any connection to the project. (However, the participation of kids and youth is now significantly connected with the campaign provided by the INEX-SDA. It would be thus necessary to motivate them in other way.)

Ambassadors reported changes that seem to have long-term character and that are not likely to be easily “forgotten” as knowledge can be. Their appreciation of the project can be seen in the fact that some of them are volunteering for INEX-SDA repeatedly and help in coordination further.

Sustainability of the project’s benefits was assessed as **rather high**.

## Recommendations for INEX-SDA

<b>Recommendation</b>	<b>Importance<sup>1</sup></b>	<b>PCM phase</b>
Strengthen the discussion on stereotyping	2	Implementation
Increase support and coordination provided to Czech partner organizations (multipliers) and offer them activities throughout the year (this is being partially implemented in current project)	1	Implementation

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<sup>1</sup> 1 – high importance, 2 – medium importance, 3 – low importance