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EVALUATION ON THE RELEVANCE AND EFFECTIVENESS OF SPORT PROGRAMMING FOR REFUGEE INCLUSION AND PROTECTION

EVALUATION REPORT
VOL 2: ANNEXES
APRIL, 2022

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UNHCR Evaluation Service

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Evaluation Service

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List of Abbreviations

AGD	Age, gender, and Diversity
COM	Mexican Olympic Committee (<i>Sp. Comité Olímpico Mexicano</i>)
CONADE	Mexican National Commission for Physical Culture and Sport (<i>Sp. Comisión Nacional de Cultura Física y Deporte</i>)
DRC	Democratic Republic of Congo
ES	Evaluation Service
EQA	Evaluation Quality Assurance
FGD	Focus Group Discussion
HQ	Headquarters
IDP	Internally displaced person/s
IOC	International Olympic Committee
KEQ	Key Evaluation Question
KII	Key Informant Interview
LGBT+	Lesbian, gay, bisexual, transgender, and intersex
MEL	Monitoring, Evaluation and Learning
MIRPS	Comprehensive Regional Protection and Solutions Framework
MIS	Monitoring Information System
NOC	National Olympics Committee
ORF	Olympic Refugee Foundation
PCR	<i>Programa Casa Refugiado</i>
PHF	<i>Personal History Form</i>
PoC	Person/s of Concern
QoE	Quality of Evidence
RET	Refugee Education Trust International
SC	Save the Children
SGBV	Sexual and gender-based violence
S4P	Sport for Protection
Tdh	Terre des hommes
ToC	Theory of Change
ToR	Terms of Reference
UNHCR	The United Nations High Commissioner for Refugees

Annex 1: Terms of Reference

EVALUATION ON THE RELEVANCE AND EFFECTIVENESS OF SPORTS PROGRAMMING FOR REFUGEE INCLUSION AND PROTECTION

Evaluation information at a glance	
Title of the evaluation	Evaluation on the relevance and effectiveness of sports programming for refugee inclusion and protection
Time frame covered	2017 - 2020
Type of evaluation	Decentralised Evaluation
Countries covered	Mexico and Rwanda
Evaluation manager / contact in UNHCR	Nick Sore
Support staff	Megumi Aoyomi
Evaluation commissioned by:	UNHCR Sport Section and Olympic Refugee Foundation

1. INTRODUCTION

UNHCR works with and for more than 70 million forcibly displaced and stateless people world-wide.¹ The majority of these people are internally displaced within their own country (IDPs) or have crossed an international border and are refugees in other countries. Both refugees and IDP's find themselves in new locations and communities which are often new and strange to them. When forced together through circumstances beyond their control such as war and conflict, it is common for both forcibly displaced and host communities to face increased personal conflict, psychological distress, and isolation. This can impact both individual and community well-being, social cohesion, and the ability to participate in one's own community.

The Olympic Refugee Foundation (ORF), founded by the International Olympic Committee at the end of 2017, uses sport to improve social inclusion, social cohesion, and psychosocial wellbeing for forcibly displaced young people across the globe. With solutions in mind, it is now widely believed that sport can play an important role in addressing some of the many challenges that young people and their communities face, when they are forcibly displaced from their homes by conflict and war.

The Global Compact on Refugees which was affirmed by Member States in December 2018 "...represents the political will and ambition of the international community as a whole, for strengthened cooperation and solidarity with refugees and affected host countries". Article 44 "recognizes the important role that sports [...] can play in social development, inclusion, cohesion, and well-being, particularly for refugee children (both boys and girls), adolescents and youth..." Sport can provide much needed opportunities and is seen as the vehicle for delivering many of the elements required to achieve positive protection and development outcomes, rather than being the change itself.

¹ Available at: UNHCR Global Trends Report 2018, <https://www.unhcr.org/globaltrends2018/>

2. BACKGROUND

Sport has always been found in refugee settings. The predecessor of UNHCR, the International Refugee Organization (IRO) worked with refugees to organize sports activities in European refugee camps following the Second World War. More recent UNHCR archive records clearly show that sports activities have been widely present in refugee situations but have not necessarily been recognized as having a direct humanitarian benefit. During the 1990s and 2000's records show that this starts to change, as sport becomes more visible as an intervention, particularly with recognition of the link to the Convention on the Rights of the Child Art. 31 on the right to play and the beginning of an understanding of the gender dimension of sport.

This evolution in understanding has led UNHCR, the International Olympic Committee (IOC) and now the Olympic Refugee Foundation (ORF) to believe in the potential of sport to meaningfully contribute to UNHCR's core mission and protection mandate and the IOC mission to build a better world through sport. Building on a longstanding partnership, UNHCR and the IOC have since 2014 been working together to develop a dedicated "Sport for Protection" approach.² The aim of the approach is to increase the protection space for displaced and stateless children and youth through the vehicle of sport. Projects developed to date have included for example, the establishment and rehabilitation of sports facilities to ensure safe spaces for young people to play, dedicated programmatic interventions that use sport as the tool to achieve protection outcomes, and efforts to provide opportunities for young people to become champions for life through their participation in 'organized' sports activities. Projects promote the participation of adolescent girls, young women, and other marginalized groups,³ bring refugee, IDP and host communities together, as participants, coaches, leaders, and supporters; with the aim of sharing common experiences and breaking down barriers and stereotypes, in the process strengthening resilience and psychosocial wellbeing. While sporting talent may be discovered and referred, sports excellence is not the objective of Sport for Protection projects.

Building on this, the International Olympic Committee (IOC), UNHCR and Terre des hommes (Tdh) collaborated in the development of the "*Sport for Protection Toolkit: Programming with Young People in Forced Displacement Settings*". The Sport for Protection toolkit has a distinct theory of change and focusses on three specific categories of protection outcomes - social inclusion, social cohesion, and psychosocial well-being.⁴ The objective of the toolkit is to provide young people aged 10 – 24 years with a safe and supportive environment where they have opportunities to build their skills and bring about a positive change in their own and the lives of the others. Prior to the release of the Sport for Protection toolkit in October 2018, UNHCR and the IOC/ORF partnered on the development and implementation of a number of Sport for Protection projects. These projects were implemented in refugee and IDP situations in Jordan, Ethiopia, Colombia, Rwanda, Mexico, Democratic Republic of Congo, Kenya and Turkey. New projects are under consideration in Uganda, Bangladesh and Colombia and will be developed based on the guidance outlined in the Sport for Protection toolkit.

² UNHCR and the International Olympic Committee have been working in partnership since 1994, with the aim of bringing protection, education and Olympic values to the world's refugees.

³ For example LGBTI young people, young people with disabilities and minority ethnicities

⁴ For more information on the Sport for Protection Toolkit, theory of change and protection outcomes please see: <https://www.unhcr.org/publications/manuals/5d35a7bc4/sport-for-protection-toolkit.html>

3. PURPOSE AND SCOPE

Purpose and Objectives

The ORF and UNHCR are now ready, to design and implement the first full projects based on the Toolkit's Sport for Protection approach. This new phase provides an opportunity for the two organizations to pause and work to understand better whether the original assumptions about the potential of organized sports activities to increase the protection space and protection outcomes for children and youth remain valid. With this in mind, UNHCR's Sport Section in the Division of External Relations and the Olympic Refugee Foundation are planning to evaluate two joint projects, one reaching completion of its funding period and another midway through.

This decentralized evaluation is intended to bring evaluative evidence of the contribution that Sport for Protection projects can have on protection objectives for refugee and IDP young people. The evaluation will explore whether and how sports activities have contributed to the overall protection objectives of the operations for both girls and boys, young women, and young men; as well as examining what has worked well or less well in this regard. The evaluation will further look at intended and unintended outcomes of the projects and collect lessons learned from the different project locations.

The evaluation will also contribute to the very limited knowledge base of the sport sector and the humanitarian sector regarding sports-based interventions, specifically for the protection of young people in refugee and IDP situations. This will potentially allow for course correction in ongoing projects, informing future project and programme development and potentially contributing to the strengthening of the Sport for Protection Toolkit. The evaluation will also provide a baseline of understanding for future evaluative work and understanding of the protection outcomes that sport can achieve pre-toolkit.

Scope:

The proposed evaluation will be conducted in two country locations, Rwanda, and Mexico.

Rwanda offers in many ways a classic protracted camp-based refugee situation, with most refugees hailing from two country locations, the Democratic Republic of Congo and Burundi. UNHCR/ IOC/ ORF have had a project in situ in five camp locations since 2017, with the funding due to cease at the end of 2019. Rwanda provides the opportunity to examine one of the first projects developed by the partners following the development of a good sense of what the Sport for Protection approach might look like, under the UNHCR/ IOC partnership.

Mexico offers a different operational context with young people and their families on the move and often residing amongst hosting communities in precarious legal situations in rural peri-urban and

urban environments. The geographical spread of project locations is broad and offer different challenges in each location.

Audience:

The primary audiences for the evaluation are the UNHCR Sports Section, the UNHCR Rwanda and UNHCR Mexico operations, the IOC and the ORF and NOC's of Rwanda and Mexico. Other interested stakeholders are expected to include the UNHCR Education Section and Child Protection and Youth Unit, the broader Olympic movement, Sport for Development and Peace Community and UNHCR operational and implementing partners.

4. EVALUATION APPROACH

4.1 Proposed Evaluation Questions

This evaluation seeks to address the **following key questions**, which are expected to be further refined during the inception phase. Evaluation criteria pertaining to effectiveness, relevance and sustainability will be of particular interest:

1. Do organized sport and sports-based activities contribute to increased protection space for displaced (and host community) children and youth as a part of the broader protection architecture?⁵ If so, how? What have been the main intended and unintended outcomes?
2. What are the key factors that contribute to and/or hinder organized sports activities increasing protection space, and how can these factors be practically supported and/or mitigated? Who are the key stakeholders in the process, how can they be further supported to maximize any positive outcomes?
3. What does the evaluation tell us for future programming vis-a-vis the "Sport for Protection" approach outlined in the UNHCR /IOC /TDH "Sport for Protection Toolkit" – particularly in terms of what specific practices could be scaled up, scaled down or piloted elsewhere. What are the key recommendations for Sport for Protection programming in displacement situations moving forward?

4.2 Evaluation Methodology

This evaluation is intended to be both retroactive and forward-looking, combining both process and performance evaluation approaches. The evaluation methodology should use a combination of quantitative and qualitative methods. UNHCR welcomes the use of diverse and innovative evaluation methods. Data from a wide range of sources and a representative range of stakeholders will need to be triangulated and cross validated to ensure the credibility of evaluation findings and conclusions.

⁵ Sport and sports-based activities could include organized activities such as football, basketball and volleyball as well as other activities that are in some way related to sport, for example, a livelihoods project to make footballs, an SGBV project that teaches self-defence, a project to rehabilitate sports playing areas, or an education programme that teaches sports management.

Data collection is expected to comprise of: 1) desk review and content analysis of relevant background as well as programmatic data and documents; 2) focus group discussions, in-depth interviews and rapid surveys (as appropriate) with UNHCR staff, implementing and operational partners, key interagency stakeholders, development partners and key donors, and; 3) field data collection in the selected country contexts involving a mixed-method approach, which in addition to the above may also include paired-interviews, participatory appraisals, outcome mapping and problem ranking exercises etc.,

The Evaluation Team will be expected to refine the methodology and final evaluation questions following the initial desk review, country visit and key informant interviews undertaken during the inception phase. The final inception report will specify the evaluation methodology, and the refined focus and scope of the evaluation, including final key evaluation questions, data collection tools and analytical framework.

5. ORGANIZATION AND CONDUCT OF THE EVALUATION

5.1 Evaluation Management and Quality Assurance

This evaluation will be co-managed by the UNHCR HQ Evaluation Service (ES), the UNHCR HQ Sports Section and the ORF. The UNHCR Sports Section with the co-management and support of the Olympic Refuge Foundation, will be responsible for:

- (i) Managing administrative day to day aspects of the evaluation process;
- (ii) Acting as the main interlocutor with the Evaluation Team;
- (iii) Facilitating communication with relevant stakeholders to ensure evaluators receive the required data;
- (iv) Facilitating communication with relevant stakeholders to ensure technical guidance on content, and
- (v) Reviewing the interim deliverables and final reports to ensure quality, with inputs from the UNHCR Rwanda, Mexico operations, and other HQ entities.

The ES Evaluation Manager will share and provide an orientation to Evaluation Quality Assurance (EQA) requirements at the start of the evaluation. Adherence to the EQA will be overseen by the ES Evaluation Manager with support from the UNHCR ES as needed.

The UNHCR Country Offices concerned will designate a focal point that will assist the Evaluation Managers and Evaluation Team with logistical and administrative arrangements. The Evaluation Managers will remain in close contact with the designated focal point in each location to facilitate mission arrangements.

The Evaluation Team will be required to sign the UNHCR Code of Conduct, complete UNHCR's introductory protection training module, and respect UNHCR's confidentiality requirements. In line with established standards for evaluation in the UN system, and the UN Ethical Guidelines for evaluations, evaluation in UNHCR is founded on the fundamental principles of independence, impartiality, credibility and utility. These inter-connected principles subsume a number of specific norms that will guide the commissioning, conducting and supporting the use of the evaluation. This includes protecting sources and data, informed consent, respect for dignity and diversity and the minimisation of risk, harm and burden upon those who are the subject of or participating in the evaluation, while at the same time not compromising the integrity of the evaluation.

A Reference Group may be established with the participation of the key internal, and external, stakeholders to help guide the process. Members of the Reference Group would be asked to:

- Provide suggestions to identify potential materials and resources to be reviewed and key contacts to be considered for key informant interviews.
- Review and comment on the draft inception report.
- Review and comment on the data collection and data analysis instruments that will be developed by the Evaluation Team.
- Review and comment on the draft final reports, validate emerging findings and conclusions.
- Advise on the focus of the evaluation recommendations that will form the basis of the Management Response to the review.

The final evaluation report is subject to approval from the UNHCR Head of ES. Upon completion, the final evaluation report will be published on the UNHCR and ORF websites and will be shared with the Head of ORF, Head of the UNHCR Sports Section and UNHCR Representative and Senior Management Team in Rwanda and Mexico, with the request to formulate the formal management response. The completed Management Response Matrix will also be made available in the public domain.

5.2 Expected Deliverables and Timeline

The request for Expressions of Interest will be issued in January 2020, and the selection process and signing of contracts is expected to be completed by February 2020. We anticipate the inception phase for this evaluation would commence in March 2020. An indicative timeline for the evaluation is outlined below. The evaluation is expected to be completed in a maximum of six months.

Activity	Key Deliverable	Indicative timeline
Phase 1: Inception including: <ul style="list-style-type: none"> - Initial desk review - 1-week inception visit to Rwanda and Mexico country operations and key informant interviews - EQA review on the draft inception report - Circulation for comments and finalisation 	Final inception report – including methodology, final evaluation questions and evaluation matrix.	Week 1-6
Phase 2: Data collection including: <ul style="list-style-type: none"> - Key stakeholder interviews and FGDs (max. 2 weeks in country and remotely as required); in depth document review; field visits as required. - Validation workshop on preliminary findings, conclusions, and possible recommendations (in country) - Stakeholder feedback on preliminary findings and emerging conclusions 	Validation/Sense-making workshop on preliminary findings, conclusions, and possible recommendations at stakeholder workshop in country.	Week 7-12
Phase 3: Data Analysis and Reporting including: <ul style="list-style-type: none"> - Analysis and write up - EQA review of draft report, circulation for comments - Stakeholder feedback and validation of evaluation findings, conclusions, and proposed recommendations 	Draft final report including recommendations (for circulation and comments)	Week 13-18
Phase 4: Finalisation of evaluation report	Final Evaluation Report (including recommendations and standalone executive summary)	Week 19-22

6. EVALUATION TEAM QUALIFICATIONS

The evaluation will be undertaken by a team of qualified independent evaluation consultants, comprising of at least a designated Team Leader and one Team Member. Gender balance in the evaluation team will be considered during the selection process. Evaluation Teams are expected to demonstrate evaluation expertise as well as expertise on sport for protection or sport for development in displacement situations/refugee settings, and knowledge of sport for protection approaches. They should also have knowledge of UNHCR’s protection mandate and operational platform. Members of the Evaluation Team must be willing and able to travel to Rwanda and Mexico and ideally be able to work in the required languages of English, Spanish, and French. Further required skills and qualifications are outlined below:

Evaluation Team Leader -

- A post-graduate or Master's degree in social science, development studies, international relations, or economics plus a minimum of 12 years of relevant professional experience in humanitarian and/or refugee response settings.
- Minimum of five years of evaluation experience with demonstrated ability in mixed research methodologies in humanitarian and/or refugee operations.
- Proven experience in research and/or evaluation in refugee settings, and/or with vulnerable and marginalized groups (particularly youth) is essential. Knowledge of sport for protection-related evaluation(s) in humanitarian and/or refugee settings is highly desirable.
- Proven track record in successfully leading an evaluation team and managing fieldwork in humanitarian and/or refugee response environments.
- Demonstrable technical expertise in sport in refugee settings, including relevant analytical frameworks and programming approaches and standards.
- Institutional knowledge of UNHCR's protection mandate and operational platform.
- In-depth knowledge of and proven experience with various qualitative and quantitative data collection, analytical methods, and techniques – with particular emphasis on qualitative and participatory, conflict- and gender-sensitive approaches.
- Experience in generating useful and action-oriented recommendations to senior management and programming staff.

Evaluation Team Member(s) -

- A post-graduate or Master's degree in social sciences, development studies, international relations, or economics plus a minimum of five years of relevant professional experience, ideally in humanitarian and/or refugee response settings, particularly with vulnerable and/or marginalized groups.
- Minimum of four years' experience supporting quantitative and qualitative data collection and analysis for evaluation purposes (preferable) or operational research in humanitarian and/or refugee response settings, with particular emphasis on qualitative data, participatory, conflict- and gender-sensitive approaches
- Demonstrable knowledge and experience of research and/or evaluation of sport in refugee settings is highly desirable.
- Good knowledge of humanitarian and/or refugee response programming, relevant analytical frameworks and programming approaches and standards.
- Proven expertise in facilitating participatory workshops involving different groups and participants.
- Excellent communication and presentation skills.

7. APPLICATION PROCESS

This evaluation requires a minimum two-person team. Applications can be submitted either by individuals, who UNHCR will place in a team, or as a team. It is important to note only individual contracts can be issued to respective team members, and payments will be made by deliverable.

Interested candidates should submit a brief (maximum five page) technical proposal outlining how they understand the terms of reference (TOR) and proposed methodology. Indicative budgets should be prepared in line with the expected deliverables outlined in section 5.2 and should include any anticipated overhead costs (e.g., translations services) and in-country data collection costs, which are

expected to be sub-contracted by the Team Leader directly and remain subject to requisite non-disclosure arrangement. Travel costs and Daily Subsistence Allowance will be paid separately. Interested candidates should also submit completed Personal History Form (PHF) for everyone included in the proposal, and a brief cover letter (two page maximum) to include availability as per indicative timeline, and an outline of how the applicant(s) match the required skills and experience outlined in Section 6. We also request three recent examples of relevant work, and the contact details for three references. Any clarification questions on the TOR or application process should also be submitted electronically to the UNHCR Evaluation Service at hqevaser@unhcr.org no later than midday Thursday 23 January 2020.

Full applications should be submitted electronically to the UNHCR ES at hqevaser@unhcr.org with the subject line "Last name, First name. Application Sport for Protection Evaluation". The deadline for applications is **midnight Sunday 9 February 2020**.

Annex 2: Documentation Reviewed

The following table shows the project documentation received and reviewed by the Evaluation Team. It also highlights the significant gaps in the availability of data.

Light blue blocks indicate data that was requested and has not been supplied.

Dark blue indicates a where a specific data set is not applicable to the location.

Document Type	Central	Mexico	Rwanda
Programme Wide Documentation			
Grant Agreement IOC to UNHCR			
Proposal - Design - UNHCR - ORF/IOC	n/a	X	X
UNHCR Report to IOC 2017		n/a	X
UNHCR to IOC Report 2018		X	X
UNHCR to IOC Report 2019		X	
UNHCR Completion Report 2020		X	X
UNHCR Evaluation Guidance	X		
Sport for Protection Toolkit	X		
UNHCR Financial Report 2018-2019		X	
UNHCR Financial Report 2019 - 2020		X	
UNHCR Country Level Documentation			
UNHCR COP 2018			
UNHCR COP 2019		X	
UNHCR COP 2020		X	n/a
UNHCR DRAFT COP 2021			
Field Office report to Head Office 2018		n/a	n/a
Field Office report to Head Office 2019		n/a	n/a
Field Office report to head Office 2020		n/a	n/a
UNHCR Report to IOC 2020 - Completion Report		Expected 02/2021	

UNHCR Participatory Appraisal docs (2017 - 2020 - pls list)			
UNHCR Workplan 2018			X
UNHCR Workplan 2019			
UNHCR Workplan 2020			n/a
Other documentation			<ul style="list-style-type: none"> • Proposal - UNHCR - IOC overview of FGDs 2016 • Proposal UNHCR - IOC overview of stakeholders supporting implementation • UNHCR consultation on sports ground rehabilitation 2017 • UNHCR ToR and recruitment procedures for sport trainees 2017 • UNHCR ToR and recruitment procedures for sport coordinators
Rwanda Partner Documents			
Save the Children Proposal			
Save the Children Contract			
Save the Children Budget			
Curricula - Modules Other programme documentation (please list if available)			
UNHCR Field Monitoring Reports - BTOR for SC activities (pls list)			
SC Report to UNHCR 2017			
SC Report to UNHCR 2018			
SC Report to UNHCR 2019			
SC Completion Report			
Other Periodic Reports (pls list)			




SC financial report / acquittal 2017			
SC financial report / acquittal 2018			
SC financial report / acquittal 2019			
SC Financial report/ acquittal 2020 - FNL			
SC MIS data			
SC ME PLAN			
PLAN Proposal			
PLAN Contract			
PLAN Budget			
Curricula - Modules Other programme documentation (please list if available)			
UNHCR Field Monitoring Reports - BTOR for PLAN activities (pls list)			X
PLAN Report to UNHCR 2017			
PLAN Report to UNHCR 2018			
PLAN Report to UNHCR 2019			
PLAN Completion Report			
Other PLAN Periodic Reports (pls list)			<ul style="list-style-type: none"> • Q1 2019 narrative report • Professional trainers reports Q1 2019
PLAN financial report / acquittal 2017			
PLAN financial report / acquittal 2018			
PLAN financial report / acquittal 2019			
PLAN Financial report/ acquittal 2020 - FNL			
Plan MIS data			
PLAN ME PLAN			
Mexico Partner Documents			
RET Proposal			

RET Contract			
RET Budget			
RET Curricula - Modules Other programme documentation (please list if available)		<ul style="list-style-type: none"> • Some Programme Materials for 2020 • Documents 1-6b RET Programme Materials • No Materials pre 2020 	
UNHCR Field Monitoring Reports - BTOR for RET activities (pls list)			
RET Report to UNHCR 2018		<p>X</p> <ul style="list-style-type: none"> • Documents 3-5 RET Reporting • Trimester 3 report is incomplete 	
RET Report to UNHCR 2019		<p>X</p> <ul style="list-style-type: none"> • 1st-3rd Trimester folders RET Reporting 	
RET Report to UNHCR 2020		<p>X</p> <ul style="list-style-type: none"> • UNHCR Project Description 	
RET Completion Report		X	
RET Other Periodic Reports (pls list)		<ul style="list-style-type: none"> • UNHCR Project Description • 6m. Periodic Report to UNHCR 01-06-2020; • December 2019 Monthly Report (2019 Reporting Document 4) • 2018 IOC Sports Report (2018 Reporting Document 2) 	
RET financial report / acquittal 2018			
RET financial report / acquittal 2019			
RET Financial report/ acquittal 2020 - FNL		X	
RET MIS data			
RET ME PLAN			




PCR Proposal			
PCR Contracts		<ul style="list-style-type: none"> Document 6 PCR Reporting – Framework Partnership Agreement Mexico City-UNHCR 	
PCR Budgets		<ul style="list-style-type: none"> No overarching complete budget Budget for RLV park in Document 4 & 7a PCR Reporting Itemized budget for renovating shelters in Document 7b PCR Reporting 	
PCR Curricula - Modules Other programme documentation (please list if available)		<ul style="list-style-type: none"> 2020 Annual Programming – Document 2 PCR List of Activities - COVID Documents 1 and 3 PCR Reporting 	
UNHCR Field Monitoring Reports - BTOR for PCR activities			
PCR Report to UNHCR 2018			
PCR Report to UNHCR 2019		X	
PCR REPORT to UNHCR 2020		X	
PCR Completion Report		Expected 02/2021	
PCR Other Periodic Reports (pls list)		<ul style="list-style-type: none"> Project Plans 2018, 2019, 2020 – incomplete Olympic Committee Report (no date) Some monthly reports Some indicator progress reports 	
PCR financial report / acquittal 2018			
PCR financial report / acquittal 2019			
PCR Financial report/ acquittal 2020 - FNL			
PCR MIS data		No MIS	

Annex 3: Evaluation Team




3.1: Team Leaders

Evaluation Team Leader	
	<p>Donna Leigh Holden has 30 years' experience as a consultant and senior manager of international development and humanitarian programmes in Asia and the Pacific. Her consulting experience extends to strategic design and evaluation as well as the design, monitoring and evaluation of development and humanitarian programmes in multiple sectors - governance and demand driven development, social inclusion, gender, civil society and institutional strengthening, DRR/DRM, child protection, community/rural development, health. Donna has a special interest in working with multi-stakeholder partnerships and in complex programming contexts including conflict affected areas and humanitarian crises.</p>
Mexico – Evaluation Lead	
	<p>Dr Jennifer K Lynne has a PHD in Peace and Conflict Studies and 12 years' experience working with civil society, academic, private sector and government partners in conflict affected countries and contexts. Her experience includes design monitoring and evaluation, management and capacity building for programmes in Africa, Sri Lanka, Mexico, and Europe. She has led design and evaluation of protection and resiliency programmes with APUDI-NG, SheForum Africa, and the African Centre for Research and Development. Her work with displaced communities along the US/Mexico border led to the development of a new approach for resiliency and psycho-social well-being. In Nigeria, she worked on community protection and social cohesion programmes for several NGOs.</p>
Rwanda – Evaluation Lead	
	<p>Kirsten Pontalti is a researcher and policy advisor with over 15 years of experience on issues related to children, youth and social change in conflict-affected, low-income contexts. Kirsten earned her doctorate from the University of Oxford for her dissertation on how childhood and children's transitions to adulthood have been changing in Rwanda and how children influence social change processes across generations, from colonialism to the present. She also has thematic expertise on governance and conflict, complex emergencies and development. Her recent clients include UNICEF, ECPAT International, UK DfID, Oxfam International, Girl Effect Rwanda, Grand Challenges Canada and the Rwanda Ministry of Justice.</p>

3.2: Mexico Team Members

Mexico Evaluation – Team Member (Sport A)	
	<p>Amaranta Acosta, is the CEO and founder of SportA Consulting, an international sports consultancy based in Mexico City. Since retiring from professional football in Europe, Amaranta has dedicated her studies and career to sport development, with a particular focus on women in sport. She has worked for several international sport organizations such as the International Paralympic Committee, the World Olympians Association, Juventus Club, among others. SportA Consulting provides design, implementation and evaluation solutions of sport for development programmes, particularly in Latinamerican context.</p>
Mexico Evaluation – Team Member (Sport A)	
	<p>Cecilia Vales has 8+ years of experience working with sports for development and education to empower girls and women from underserved communities in Mexico and Latin America. She has worked internationally in Bolivia, Colombia, Mexico, Nicaragua, the United States and Spain. Cecilia is the Founding Director of She Wins Mexico and often collaborates with SportA in sport for development projects in Mexico. As part of her professional career she was a delegate of the Global Sports Mentoring Programme (GSMP) from the Department of State and the eQuality Football Workshop implemented by UN Women and Valencia C.F. She has a bachelor in International Relations and a Master in Public Administration from NYU's Robert F. Wagner Graduate School of Public Service.</p>
Mexico Evaluation – Team Member (Sport A)	
	<p>Karla Gutiérrez holds a Marketing university degree and Football Technical Director certification by the Mexican Football Federation. In addition, she underwent the FA's Safeguarding and International Coaching Award certification. Since 2012 she has been part of Inter Campus, the social project of Inter de Milan, as coordinator and facilitator in Mexico and Latin America. She is responsible for ensuring gender equality of the projects and leads the capacity building of local coaches.</p>

3.3: Rwanda Team Members

Rwanda Evaluation – Team Member (Proteknon)	
	<p>Balezi Mawazo Jeanine is a lead researcher at Proteknon with over 10 years' experience in conducting research, working with UN Agencies (UNICEF) and bilateral aid organizations, such as UKAID and USAID, as well as international and national firms on monitoring and evaluation of education, gender, youth development, and child protection programmes and reconciliation in Rwanda. She has extensive experience coordinating fieldwork activities for research projects, including managing data collector teams, field logistics, quantitative/qualitative data collection, supervision (quality assurance), qualitative data transcription/translation and statistical data analysis with input around the local context.</p>
Rwanda Evaluation – Team Member (Proteknon)	
	<p>Juventine Mujawase is a lead researcher at Proteknon with over 10 years experience researching young people and families, education, gender, health and legal issues in Rwanda.</p>
Rwanda Evaluation – Team Member (Proteknon)	
	<p>Leon Habineza is a researcher, logistics manager and Translator at Proteknon with over 8 years of experience supporting research on issues related to children and youth, education, gender, health, and reconciliation in Rwanda.</p>

Annex 4: Tools

4.1: Consultations

The Evaluation engaged a range of informants through different Evaluation events. Consent was collected for all informants and all data has been anonymised. The table below shows participation by location, event and gender and informs Fig 2 in the body of the report. The Evaluation engaged with 303 people (141 women/162 men). 85 brought insights from Mexico, 208 who gave insight from Rwanda programming and 10 brought global/cross programme insights.

	Location	#	M	F
MEXICO		85	38	47
FGD Boys	Mexico City	9	9	
	Tapachula	1	1	
	Acayucan	6	6	
FGD Girls	Mexico City	3		3
	Tapachula	1		1
	Acayucan	4		4
FGD Coaches	Mexico City	3	1	2
	Tapachula	6		6
FGD Parents	Acayucan	5		5
Outcome Mapping	Mexico City	10	4	6
	Tapachula	8	5	3
	UNHCR Country Office	10	3	7
	Acayucan	6	2	4
KII'S LIST	Mexico City	8	3	5
	Tapachula	3	3	
	Mexico Country level	2	1	1
RWANDA		208	121	87
FGD Boys	Mugombwa	16	16	
	Mahama	16	16	
	Nyabiheke	16	16	
FGD Girls	Mugombwa	14		14
	Mahama	13		13
	Nyabiheke	13		13
FGD Coaches	Mugombwa	8	6	2
	Mahama	16	14	2
	Nyabiheke	15	12	3
FGD Parents	Mugombwa	16	7	9
	Mahama	16	7	9
	Nyabiheke	16	6	10
Outcome Mapping	Mugombwa	2	1	1
	Mahama	4	3	1
	Nyabiheke	1	1	
KII's	Mugombwa	12	8	4
	Mahama	4	4	
	Nyabiheke	2	2	
	Kigali	6	2	4
Global Level KII's		10	3	7
UNHCR		4	1	3
ORF		4	2	2
Sport Partners		2		2

4.2: Field Consultations Matrix

The following matrix for field consultations was used to provide a framework for the field teams to undertake FGDs and interviews and ensure that they were collecting responses in answer to these key fields of analysis.

The purpose of this matrix is to demonstrate the **focus** of each evaluation event, and its relationship to the Analytical Framework outlined in the Evaluation Plan.

It is not a tool for interviewing but rather a tool to support your planning, sensemaking and reporting by outlining the **key things that we want to understand from each event**.

If throughout your fieldwork you are finding that the information you need to answer these questions is not forthcoming, then it's time to reflect on and perhaps adjust your questions.

Remember that while these are the things that we want to understand, **ALL** evaluation events should seek to concurrently gather data while verifying and triangulating your understandings from desk review and other evaluation events such as outcome mapping with UNHCR and partners and KIIs.

Evaluation Event	Analytical Framework	Things we want to be able to report on following the Evaluation Event This is what your notes of each activity should address where possible
Focus Group Discussions (FGD)		
FGD Children - Young People	EFFECTIVENESS KEYQ 1 and 2	FOCUS: What was the experience of the programme by children and how do they define the outcomes and programming experience? Did the experience of refugee and host community children differ? Did the experience of girls and boys differ? In Rwanda FGD with children will be separated between host and refugee - we will be trying to get a sense of whether or not the protection space differed for each of these and if the programming responses were tailored to the different needs of these children.

		In Mexico it is not possible to separate host and local community children and so you will need to identify each and record findings separately.
<p>The key thing we are looking here is for the experience of children and young people of the programme.</p> <p>You can also use this event to verify things that had been told to you by programme staff.</p>		<ul style="list-style-type: none"> • General information - who participated - what did they participate in and how frequently? • Have we identified an understanding from children/you that their protection space has been expanded? How and why - what is the evidence you found on this? • Did they find sport programme spaces to be safe? • What relationships have been built/changed for them - do they have new relationships - with who? • Do they think they gained new life skills? • Did girls and boys experience the program in different ways?
<p>The second thing we are trying to understand is the 'play-gap' - barriers to the participation of women and girls in sporting activities more generally.</p> <p>This will help us to develop recommendations of how the programmes can strengthen their gendered approaches and attract and retain women and girls.</p>		<ul style="list-style-type: none"> • What are the barriers for girls in staying in sport? • Is there any evidence that the programme has tried to address these barriers? • What do you think could be done by the programme in the future to address the play gap? <p>(Look for cultural values, attitudes and norms, physical/physiological, systems, household responsibilities of girls, environmental factors such as access to toilets and wash facilities, menstrual management issues, harassment or power over on the sport field etc).</p>
<p>FGD Parents</p> <p>The key thing we are looking here is for any observed benefits and changes for children and young people from the perspective of parents if the environments were safe, what they feel they have gained.</p>	EFFECTIVENESS	<ul style="list-style-type: none"> • General information - did their children participate - what did they participate in and how frequently? Did parents get involved? • What did parents understand their children were involved in - did they understand that these activities were about protection, social inclusion and life skills? • Why did they agree for their children to participate? • Did parents feel that children were safe in sport activities - why or why not? • Did parents see any changes in children and young people - what were they - were there any negative experiences? <p>Do parents feel that sporting activities can support improved relationships between host and refugee/displaced communities? Why and how?</p>

<p>The second thing we are trying to understand is the gendered norms and values around children. We want to ask parents to explore the barriers to the participation of women and girls.</p>		<ul style="list-style-type: none"> • Did girls participate? What did they do? Were activities suitable to girls? Were they safe for girls? Did they continue? • Do you encourage your daughters to play sport - why or why not? • What are the barriers for girls in staying in sport? • Is there any evidence that the programme has tried to address these barriers? • What do you think could be done by the programme in the future to address the play gap? <p>(Look for cultural values, attitudes and norms, physical/physiological, systems, household responsibilities of girls, environmental factors such as access to toilets and wash facilities, menstrual management issues, harassment or power over on the sport field etc).</p>
<p>FGD Coaches and Volunteers</p>	<p>EFFECTIVENESS KEYQ 1 AND 2 SUSTAINABILITY EFFICIENCY</p>	<ul style="list-style-type: none"> • Who are the coaches and volunteers? Where do they come from? Do they have previous sporting or sport coaching experience? • What role do coaches and volunteers play in the programme? Were they paid? • Are they still involved in activities? What supports or prevents them from being able to continue to deliver activities or what incentivizes them to continue to be involved in activities? • What training did coaches receive? How frequent was that training? Do you think that the coaches have the skills and competencies to provide safe spaces for children (based on our protection criteria)? What is missing - what else do they need to know or what supports are required? <p>Is there any evidence that coaches and volunteers have seen changes in children and young people and/or in relationships between communities.</p>
<p>FGD's Local Community The focus of these sessions with local community is to understand the extent to which local communities have been involved in the S4D activities and second to understand if local community feel that sport activities can support improved coexistence between local community and displaced communities?</p>	<p>EFFECTIVENESS KEYQ 1 AND 2</p>	<ul style="list-style-type: none"> • What have been the involvement of local community in the planning, design and implementation of the activities? <p>Do local communities see as the benefit (or not) of the activities?</p>
<p align="center">KEY INFORMANT INTERVIEWS (KII)</p> <p align="center">Note these are presented by group/type of informant - you will clearly need to have specific questions for some individuals</p>		

<p>Municipal Leaders and Camp Leaders You will speak with a range of leaders. We really want to understand their insights into their local priorities with regard to protection and with regard to peaceful coexistence/social inclusion and how the programmes supported this work or not.</p>	<p>RELEVANCE EFFECTIVENESS SUSTAINABILITY KEYQ 1, 2, 3</p>	<p>What are the types of activities that were conducted in their areas? Were they consulted/involved in the design of these?</p> <ul style="list-style-type: none"> • Did they respond to local priorities or conflict with local priorities - how so? • What do they think has and has not been achieved? Protection and inclusion - how do they know - e.g. Were local leaders involved in implementation or monitoring of activities? <p>Are activities continuing - are the activities sustainable? Why or why not?</p>
<p>UNHCR Management</p> <p>There will be some opportunities to discuss with the UNHCR Heads of Mission and Deputy Heads of Mission. Donna anticipates engaging in these discussions. The focus of these discussions is to understand the context for S4P in each location and to understand the management challenges associated with resourcing, implementation, staffing etc.</p>		<ul style="list-style-type: none"> • Why sport for development - how does S4P align with UNHCR's programming approach in the region? • What are the key operational challenges and constraints? <p>How do UNHCR systems affect the delivery of S4P programming</p>
<p>UNHCR Technical Leads - These are the UNHCR staff who are not implementing but are leading technical work in either gender, protection, or peaceful co-existence. The purpose of these KIIs is to understand the context and the development/humanitarian challenges in the area and UNHCR priorities. It is critical to include a gendered analysis to these discussions</p>		<ul style="list-style-type: none"> • What are the key challenges relating to the informants area of expertise (for girls and boys and women and men)? • What is UNHCR's approach to addressing these challenges (for girls and boys/women and men)? • What role do they think that sport can play in addressing the challenge? • Does the informant think that the S4P activities have contributed to the intended outcomes of UNHCR and local communities - what evidence do they have to support that? • Do they have ideas of how to strengthen approaches in the future?
<p>Sporting Organizations Some programmes have worked with sporting organizations and other partners. We want to try and understand what the relationships have been</p>		<ul style="list-style-type: none"> • What role have sport organizations had in the delivery of the initiatives? Was this role relevant? • What are the benefits and costs of sport organizations being involved? What do they offer and what do they get out of being involved? • What support and training/capacity building have they received from UNHCR and partners? Especially around safeguarding, antibias, gender etc. • Were their skills utilized?

		<ul style="list-style-type: none"> Do you (team) have a sense that in Mexico/Rwanda sport organizations have a role and capacity to support S4P programming - what might that role be? <p>What would be needed to engage them - would there be scope of sporting organizations to be more directly involved in the delivery of protection programmes?</p>
<p>Programme Staff - Partners and UNHCR implementing staff</p> <p>In addition to the outcome mapping sessions ... which focus on the process of change. There are a few things that we want to understand from implementing partners about HOW they delivered the programme.... Please take whatever opportunity you have when speaking with field partner teams to explore their engagement in the delivery of the programme.</p> <p>You will not be able to ask all people these things but you will have the opportunity to unpack these issues with the team members accompanying you and with your local lead.</p>	<p>ALL</p>	<p>The conversations with programme staff and partners outside of outcome mapping sessions (to which there are separate guidance) should focus on helping you to understand what they did, how they did it.</p> <ul style="list-style-type: none"> What did programme staff understand about what they are trying to achieve - did they have a theory of change/vision in their own minds? Did they have experience in sport for protection before - if not did they feel they had enough support and guidance on sport for protection/sport for development? Did they understand the outcomes intended for the programme or was their programme model focussed on the delivery of activities and outputs? Did they have the right capabilities - skills and understanding to deliver the programme? What record keeping and MEL did they do - do they have any reports and data that you can access? What evidence do they have to support the outcomes that they claim? What efforts did they make to engage girls and boys, women and men? Were there any delays in programming? Why - what were the causes of those? What challenges did they find in implementing the programme? Are there changes they would make in the future? Basically - ANYTHING YOU CAN GET ON THE DELIVERY MODEL will help us to contextualize and position our analysis.

4.3: Outcome Mapping Run & Data Sheet

What is outcome mapping?

Outcome mapping is an evaluation method that helps us to analyse how change happens, test the programme logic, understand the effectiveness and relevance of different approaches and helps us to assess the contribution of the programme to those changes. Under usual circumstances, outcome mapping is highly participatory and takes considerable investment of programme actors over multiple sessions. This is not possible in the context of this evaluation but we do want to use outcome focussed thinking in our dialogue with stakeholders.

The following tool is a highly adapted outcome mapping process where the data that you collect in the field will be collated and contribute to the metanalysis. Field teams are asked to follow this process and record data using the template provided.

What sessions does this guidance relate to?

Outcome mapping will be undertaken with UNHCR and partner field teams in each of the country office locations and in each of field locations visited. There are approximately six outcome mapping sessions in each country as follows:

Mexico:

- UNHCR National Team - MC
- PCR combined field and national - MC
- RET (combined field and national) - MC
- UNHCR Field teams in three locations (MC, Tapacula, Acayucan)

Rwanda:

- UNHCR National Team (Kigale)
- SC National Team
- PLAN National Team
- Implementing Partner team in three locations
- UNHCR field team in three locations

SESSION PLAN

The following plan is for a three-hour session. Some sessions may be shorter than the planned half day sessions - in this event you will need to work with your Evaluation Lead (Donna, Jennifer or Kirsten) on the plan.

For long sessions you should be able to get through all sections in the order that they are presented. For shorter sessions the most important information / data required are those in **bold** and you should work through these in order.

Activity 1 Introduction: 10 mins.

1. Introduce the purpose of the session - To gain information from programme implementers and managers on what changes they think the programme has or has not brought about and how they think that change was brought about.

Highlight that this is not an assessment process; it's a learning process and we like participants to be open about the positive outcomes as well as the challenges so that we may think about how to make programming more effective in the future.

Confirm that what they share remains in the room and that any data used will be used anonymously.

2. They quickly introduce the Evaluation Team and the round the room introduction of participants - who is present and what was their role in the programme?

Documentation: Names and role of all participants.

Activity 2: Brainstorm: 5 - 10 minutes

Ask participants: **What is this programme trying to do?**

Record it - confirming each input as you go.

Documentation: List the things that they said.

Activity 3: Programme Actors and Changes expected - 25 mins

This session is about mapping out the types of changes that the programme is trying to create with each actor.

Ask the question: Who are the key actors in the programme and what change do you expect to see if the programme was working well?

Work with them to complete the table: by working through each group as relevant.

Who are the actors in the programme	What changes would expect to see (knowledge, attitudes and behaviours skills and capabilities)	What systems changes would you expect these to have implemented
Displaced / refugee Girls and young women		n/a
Displaced / refugee boys and young men	<i>e.g. boys providing space for women to speak</i>	n/a
Host community girls and young women		n/a
Host community boys and young men		n/a
Host communities		
Coaches and volunteers		
Local leaders		
UNHCR Implementing Partners		
UNHCR Country Office and Field teams	<i>e.g. increased capability in how to use sport as a vehicle to support protection</i>	

Activity 4: What did you do and Timeline: 15 mins

Put up a timeline for the programme. Ask participants to add key events and activities to the timeline. Keep these focussed on **approaches and strategies** not events - (e.g. lifeskills training, capacity building of volunteer coaches from local community, regular soccer coaching for girls etc).

Activity 5: Changes - 1 hour

This is the singularly most important part of the outcome mapping process and must be reported for all sessions.

This session is about mapping out the outcomes and how they stakeholders think that change happened.

Introduce the activity: This activity is designed to gain deep insight into what you see as the outcomes for each group. It will enable us to understand how change is brought about.

Documentation: The table should be completed with ask much detail as possible that describes the change

Beneficiary or Actor Group	What Outcomes have you seen (changes in knowledge, attitudes, practices, capabilities, systems)	How do you know? What is the evidence?	How widespread is that change?	How did the change come about?	Is there any counter evidence?
Girls and young women					
Boys and young men					
Host community					
Leaders					
Coaches					
UNHCR					
Delivery Partners					
Others - please add					

Annex 4.4: Focus Group Discussion (FGD) Guide for Children

Date:	Location:
# Participants:	Gender:
Start time:	End time:
Facilitator:	Notetaker:
Language:	Concerns reported? Y/N

*Focus on experience of programming - sense of safety and protection - gender play gap) - (120 mins)

Reminders for facilitators:

- *As participants arrive, check that they have a signed consent form from a parent/caregiver (if under age 21. Give them a mask/hand sanitizer.*
- *Make sure you've thought through how to accommodate and make welcome any child with a disability.*
- *Participant lists should have name, age, gender, location, country of origin? parent's name(s)*
- *Language: Before beginning, assess what language is spoken by most. Is it Kinya? Swahili? French? Facilitate the workshop accordingly.*
- *Keep within the times listed. At the end, if there is time AND the kids seem to be enjoying the time, do an optional activity.*
- *After each activity, tape the paper to the wall so youth can look at their work at the end (and comment, if time)*

Supplies:

Flipchart, markers (black, red, yellow/orange, green, other), tape (to put papers on the wall), refreshments, masks, hand sanitizer, name labels, Optional: chalk (large kind, multiple colours, if possible)

Schedule:

INTRODUCTIONS, CONSENT and ICE BREAKER: (10-15 MINS.)

ACTIVITY 1: BRAINSTORMING (25-30 MINS)

ACTIVITY 2: SPORT FOR DEVELOPMENT, SAFETY AND PROTECTION (50-60 MINS.)

ACTIVITY 3: BARRIERS AND ENABLING FACTORS (20 MINS.)

ACTIVITY 4: SCENARIOS AROUND S4D, SAFETY AND PROTECTION (10-15 MINS.)

ACTIVITY 5: SUSTAINABILITY (5 MINS.)

CLOSING

INTRODUCTIONS, CONSENT and ICE BREAKER: (10-15 MINS.)

1. Researchers begin by introducing themselves and:

- *Explain the project main objectives and purpose of workshop.*
- *Give them an idea of the schedule and types of activities they will do.*
- *Explain COVID protocols. Tell them where the bathroom is and protocols for using it.*

- *Share the information sheet and explain and obtain consent. Give them a copy of both forms to keep (Have everyone sign it at the same time).*

2. Explain that to begin, we're going to go around the circle and introduce ourselves by:

- Name (real or preferred) *Give them a label for their name/nickname - have them put it somewhere visible.*
- How long they've lived in camp/community (to ensure they were really living there during the programme) and
- Share one funny/interesting/surprising fact about themselves OR favourite sport or sport celebrity

Please don't ask their education level, occupation or profession, N/A.

ACTIVITY 1: BRAINSTORMING (25-30 MINS)

Supplies: *Flipchart, markers (black+other), tape (to put papers on the wall)*

Brainstorm #1: Programme description (5 mins.)

Instructions: *You will tell them that there was a sport programme in [refugee camp] run by [Plan/Save] in 2018-19. You will then ask them to tell you everything about it that they can remember, speaking out what they know as fast as they can. The idea is to keep them engaged and thinking. Notetaker will write down everything on the flipchart organizing answers by type of sport.*

Before moving onto the next activity, be sure to ask, "did we miss anything?"

Prompts:

- What sports were offered? For each sport they mention: where was it held? When? By whom? Do they remember anything special? Events?
- Who participated in each sport? (prompt: boys and girls? Were teams mixed gender or single gender? Children with disabilities? Young people from outside the camp?)
- How did you find out about the programme and its activities?
- What were the selection criteria to join the sport programme (get details for each sport activity) (Probe around: how the recruitment/participation campaign was done, if any)

Follow up questions: Programme awareness and participation in decision making (10 mins)

1. Who can tell me? Before the programme, what type of sport activities were available in [refugee camp]?
2. If you participated in the programme, can each of you personally tell me which sports you were involved in and why you chose it? What motivated you to participate? Was it your choice?
3. How often did you attend your team practices and events (always, most, sometimes, rarely/never)?

Questions on interactions between camp and host community:

4. Did young people from your [refugee camp] and [host community] engage in championships with each other?

If YES,

5. Why did they choose you/your team to play against the other group's teams? What were the selection criteria?
6. Was there any other time when you came in contact with the other group through the sports programme? Please explain why/not.
7. What did you learn about the young people and life in [other place - camp/host community]? Did your understanding/opinions change as a result of participation in the sport programme? If so, how?
8. Did sport programme improve your relationship with your [refugee/host community] peers? If yes, how? If no, why?

Brainstorm #2: Programme advice (10 mins)

Instructions: You will tell them that the UNHCR and Save/Plan needs their advice on how to improve the sports for protection programme. Remind them that the goal of the programme is to use sports to create a space in refugee camps for young people to feel they belong, get along with others, feel safe and good.

You don't have to ask all these questions below - and may not have time to - but within 10 mins, try to get a clear picture of their experience related to safety, inclusion, skill-building, wellbeing. For #3, please encourage them to keep their recommendations specific to their context (camp/community).

On new flip chart paper, make three headings (or one heading per paper, if they talk a lot):

1. What we liked (prompt: Was this a safe and welcoming space? Coaches and programme staff? Did you learn new skills? Make new friends? If so, were they similar or different from you? Did you have fun?)
2. What didn't we like?
3. How to improve the programme for girls so they are more likely to participate? (prompt: To make it safe, more welcoming, more enjoyable, learn skills... Any recommendations that are specific to children with disabilities?)

Ask for their input on each point and write it on the paper. Before moving onto the next point, be sure to ask, "did we miss anything?"

Additional prompts, if needed:

1. How do you feel about the way the sport programme was introduced to you or run in the camp? What did you enjoy? What would have made it better?
2. What are your opinions about the way programme activities were organized?

***If they really don't remember much, you will need to skip over some of the questions in the activities below. Focus on what factors they think are essential to a good sports programme in their community, focusing on safety, inclusion, skill building, wellbeing.*

ACTIVITY 2: SPORT FOR DEVELOPMENT, SAFETY AND PROTECTION (50-60 MINS.)

Supplies: Flip chart, felt pens (red, yellow/orange, green)

Mapping #1: Map sport locations (10 mins)

Instructions: Make a map of the camp with sports activity locations. Use the map to assess where they felt more/less safe, included, happy/well. This may be harder for young people who do not live in the camp. Just do what you can.

Ask for a volunteer who likes to draw. On the flip chart, ask him/her to make a simple map of the camp with special attention to the sports areas. Mark unisex toilets with "T", toilets for boys with BT, girls with GT. Get the other participants to offer advice, suggestions to make sure nothing key is missed.

Prompts: Map sport locations (label with name of sport played there) as well as areas important to children and youth, each refugee participant's home (if refugee FDG), road to host community, etc. (Don't overwhelm the map - try to get key spaces but not messy)

*If a sport facility was not used in the programme, please note this on the map.

Mapping #2: "Hands Up!" (15-20 mins)

Instructions: We are going to add each participants' experience in each sport location to the map. You will ask a question, given them a few seconds to think, say "Hands up" and then they will all quickly put up their hand with 0 (fist) to 5 fingers up - 0=don't remember, 1=not at all, 5=very good/much (cyane). You may need to keep your writing small (with a pen) to fit it all and not overwhelm the map.

For each sport location, ask how much they agree/disagree with the following statements. Do one test run to make sure that they understand (make it funny, e.g. "I have 3 toes"). Then have the note taker write responses on the map. For example, beside the soccer field write "Friends #1: 5 x 4 fingers, 1x2 fingers", "Safety #1: 3x5 fingers, 2x2", etc.

Statements, round 1: "At this [SPORT location/activity]":

1. Skills: "I learned to play a sport better" ---> "Hands up!" ---> write scores on map
2. Friends: "I made new friends" ---> "Hands up!" ---> write scores on map
3. Safety: "I always felt comfortable/safe" ---> "Hands up!" ---> write scores on map
4. Inclusion: "I felt included, like I belonged" ---> "Hands up!" ---> write scores on map
5. Wellbeing: "I had a great time / felt good" ---> "Hands up!" ---> write scores on map
6. Accessible: "children with disabilities could participate" ---> "Hands up!" ---> write scores on map
7. Gender: "Girls were really engaged/participating" ---> "Hands up!" ---> write scores on map
8. Resources: "We had all the equipment we needed to play well" ---> "Hands up!" ---> write scores on map

Statements, round 2: "Compared to other places in the camp/community, at this [SPORT location/activity]":

1. Friends: "It was easier to make new friends" ---> "Hands up!" ---> write scores on map
2. Safety: "I felt safer" ---> "Hands up!" ---> write scores on map
3. Inclusion: "I felt more included, like I belong" ---> "Hands up!" ---> write scores on map
4. Wellbeing: "I felt better, happier" ---> "Hands up!" ---> write scores on map
5. Accessible: "It was easier for kids with disabilities to participate" ---> "Hands up!" ---> write scores on map
6. Gender: "Girls were really engaged/participating" ---> "Hands up!" ---> write scores on map

Mapping 3#: Scores (15 mins, including the break)

Instructions:

1. Get participants to agree on and give each sport/location an overall score (0-5). List the score for each sport activity on a corner of the map.
2. **Take a 10 minute break for refreshments/toilet. Before the break,** give each participant a red, yellow and green marker (or sticker dots). Get one to (individually) put green dots on all the places they felt safe, yellow on the places that were so-so, red on the places they didn't feel safe. Collect the pens when you call everyone back together.

Mapping 4#: Explore responses (10-15 mins.)

Instructions: Explore high and low scores and coloured dots through discussion.

**For this, you'll need to quickly assess whether there were any patterns (note taker can help with this) - e.g. Was one sport/location lower/higher overall than others? Was one indicator (e.g. inclusion) lower/higher overall? Pick 3-5 trends (include gender) to explore with them, asking, for example, "It looks like soccer was the most successful sport activity in the programme...most of you felt safe, included, happy with the programme...Badminton got low scores. What made the soccer programme great? What made the badminton less successful?" Or, "It looks like most people felt really safe here...what made it a safe space?" (or unsafe..why?)*

Prompts:

- *Friendliness of programme staff, facility, equipment, volunteers, cultural norms, programme structure...*
- *Were staff more friendly with some than others? (e.g. boys/girls, disability, background) If so, how and why?*

Final questions for discussion (only choose those that weren't already answered):

1. If you had a complaint about the sports programme, was it clear who (in the programme) you should talk to? Did you feel comfortable with that person?
2. If any, what were the benefits of participation in the sports programme for young people in camp? In host community? Probe: (socially, physically, emotionally?)
3. What did you learn from the programme that changed your life in one way or another?
4. Did the sport programme improve your relationship with other young people of your age? If yes, how? If no, why? (Probe: ask question about their relationship with other young people from the camp/community)
5. REFUGEES ONLY: Did the sport programme improve your experience of living in the camp? If yes, how? If no, why?

ACTIVITY 3: BARRIERS AND ENABLING FACTORS (20 MINS.)

Supplies: Chairs, flip chart and pens

Instructions:

1. Ask the participants to make a "barrier" between you and them using their chairs to make a pile in the middle of the room. Ask them to all stand on one side of the barrier, looking at you, on the other side with the flip chart. Draw a line down the middle of the flip chart and write a description at the top of column A "Barriers" and column B "enabling factors" (whatever wording makes sense). Explain that the barrier represents things that prevented them from fully participating in the sports programme.
2. Ask them to name the chairs/"barriers" in the pile (e.g. Q: what is this chair named? A: "bad organization"). Record their answers in Column A. E.g. barriers could be lack of time due to housework, lack of sports gear, hunger, feeling unwelcome, etc. Try to get details, not generalities. Ask them to think of barriers specific girls / children with disabilities and make notation beside their answers accordingly. Were there any barriers related to playing with youth from the other group? (e.g. camp/host community)
3. Next, ask them what would help remove the barriers to girls' participation and/or encourage participation? [key question] As they name "enabling" factors, list them on in Column B and ask the participant who answered to remove a chair from the pile (then they can sit down). Again, ask them to think of factors specific to girls/children with disabilities and make notation beside their answers accordingly. Were there any factors that helped to enable sport with youth from the other group? (e.g. camp/host community)
4. Ask them to reflect on differences between boys and girls in each column and explain anything that is unclear.
5. Did the programme help to address any of the barriers identified? If so, how?

Prompts: Gender and social inclusion (if there is time and the questions weren't already answered):

1. What challenges did girls encounter in the programme? (probe if there is a particularity around this, and please probe around girls retention in sport)
2. What are sports activities are girls most likely to choose? Why?
3. Do you think boys and girls should be put under the same standards and rules in their respective sports?
4. Do you think there is a significant difference between boys and girls in terms of their ability to learn sports? In their choice to play sports, can you please share some examples based on your experience in this programme?
5. In the co-ed teams, from your experience in the programme, how comfortable were girls to play with boys in the same sport activity?

ACTIVITY 4: SCENARIOS AROUND S4D, SAFETY AND PROTECTION (10-15 MINS.)

Instructions: The goal here is to get their ideas around whether sports contribute to young people's sense of wellbeing, inclusion, protection. They may not think sport is helpful, but try to get an understanding of why/not?

FOR GIRLS:

1. Nana is a 12 years old young girl who lives in a refugee camp of (name of the camp) she is part of a sport programme in her camp, she plays basketball with other young people, including boys. She likes basketball and spends hours practicing, including with her coach, who supports her to achieve her dream of being on an all-girls team. Sometimes, she and her coach stay on basketball court and the coach gives her extra tips about basketball after other players left.
2. Marina is 15 years old girl, she lives in the camp, she doesn't do any sports activity, she is not interested in any sports activity. Even her friends invited her to play football but she is not interested. She just stays home helping her family with household chores. During her free time, she just walks around in camp and chat with her friends or goes outside the camp in the community to see her friends. She comes back home when she thinks it is time.

Group questions:

- a. Between Nana and Marina, who is more likely to make friends with people who are different from her?
- b. Between Nana and Marina, who is more likely to face safety challenges than the other and why?
- c. Nana or Marina, who is more likely to feel included in their community? Why?
- d. Between Nana and Marina, who is more likely to have a sense of wellbeing? Why?
- e. How both scenarios relate to your experience in programme? Would you like to share?

FOR BOYS:

1. Cyangwe is a 12 years old young boy who lives in refugee camp of (name of the camp/community). He is a part of sport programme in his camp, he plays basketball with other young people of his age. He really likes basketball and he dreams to become an NBA super star player; he spends many hours on ground practicing. He spends hours with his coach who support him to achieve his dream. Sometimes, him and his coach stay on the basketball court and his coach gives him extra tips about basketball after other players left.
2. Yaka is a 15 year old boy, he lives in the camp, he doesn't do any sport activity, he is not interested in any sport activity. Even his friends invited him to play football, but he is not interested. He just stays home helping his family with household chores. During his free time, he just walks around in camp and chat with his friends or go outside the camp in the community around to see his friends. He come back home when he thinks it is time.

Group questions:

- a. Between Yaka and Cyangwe, who is more likely to make friends with people who are different from him?
- b. Between Yaka and Cyangwe, who is more likely to face safety challenges than the other and why?
- c. Yaka or Cyangwe, who is more likely to feel included in their community? Why?
- d. Between Yaka and Cyangwe, who is more likely to have a sense of wellbeing? Why?
- e. How both scenarios relate to your experience in programme? Would you like to share?

ACTIVITY 5: SUSTAINABILITY (5 MINS.)

1. When the programme phased out, did you continue to do your sport activities, please explain.
2. Today, what sports activities are available in [refugee camp]? (if some continued, ask whether they think that this is a result or impact of the S4P programme)
3. Are you still able to play sports with young people from [other group-camp/host community]? Please explain.

CLOSING

Thank you so much for your inputs and your time. Do you have any question, is there something you would like to share that I didn't ask you? Remind them that there is contact information on their info sheet, in case they have any questions or concerns.

Thank you so much!

4.4: Focus Group Discussion (FGD) Guide for Coaches/Volunteers, Parents & Local Community

Date:	Location:
# Participants:	Gender:
Start time:	End time:
Facilitator:	Notetaker:
Language:	Concerns reported? Y/N

*Focus on experience of programming - sense of safety and protection - gender play gap) - (120 mins)

Reminders for facilitators:

- *As participants arrive, give them a mask/hand sanitizer.*
- *Make sure you've thought through how to accommodate and make welcome anyone with a disability.*
- *Participant lists should have name, gender, location, role in programme*
- *Language: Before beginning, assess what language is spoken by most. Is it Kinya? Swahili? French? Facilitate the workshop accordingly.*
- *Keep within the times listed*

Supplies:

Flipchart, markers (black, red, yellow/orange, green, other), tape (to put papers on the wall), refreshments, masks, hand sanitizer, name labels

Schedule:

INTRODUCTIONS, CONSENT and ICE BREAKER: (15 MINS.)

ACTIVITY 1: BRAINSTORMING (45 MINS)

ACTIVITY 2: BARRIERS AND ENABLING FACTORS (20 MINS.)

ACTIVITY 3: SUSTAINABILITY (15 MINS.)

CLOSING

INTRODUCTIONS, CONSENT and ICE BREAKER: (15 MINS.) - ALL

1. Researchers begin by introducing themselves and:

- *Explain the project main objectives and purpose of workshop*
- *Give them an idea of the schedule and types of activities they will do*
- *Explain COVID protocols. Tell them where the bathroom is and protocols for using it.*
- *Share the information sheet and explain and obtain consent. Give them a copy of both forms to keep (Have everyone sign it at the same time).*

2. Explain that to begin, we're going to go around the circle and introduce ourselves by:

All FDGs:

- *Name (real or preferred) Give them a label for their name - have them put it somewhere visible.*

Coaches/Volunteers Only:

- Their position/role in the programme and how long they participated

Parents Only:

- How long they've lived in camp/community (to ensure they were really living there during the programme)?
- How many children they have?

Local Community Only:

- Their connection to the programme, if any
- Share one funny/interesting/surprising fact about themselves OR favourite sport or sport celebrity

Please don't ask their education level, occupation or profession, N/A.

ACTIVITY 1: BRAINSTORMING - ALL

Supplies: Flipchart, markers (black+other), tape (to put papers on the wall)

Brainstorm #1: Programme involvement and training (20 mins) – COACHES/VOLUNTEERS ONLY

Instructions: You will tell them that there was a sport programme in their camp/community run by Plan/Save in 2018-19. Split into 2 groups to gather details on each member's involvement. If there are obvious groups, keep same with same. Each facilitator will audio record his/her own group. In each small group, the facilitator will ask each person how they participated in the programme and have them share the details:

- Their role and responsibilities
- Previous relevant experience and education
- Length of involvement
- Training received before and during programme
- Any other details they feel are important.

If they don't mention safeguarding training, ask if they received any. Get as much detail as possible. After everyone is done, return to one group.

Questions for group:

1. What role do coaches and volunteers play in the programme? Were they paid?
2. Do you think that coaches/volunteers have the skills and competencies to provide safe spaces for children (based on our protection criteria)? What is missing - what else do they need to know or what supports are required?

Brainstorm #1: Family details (10 mins) – PARENTS ONLY

Instructions: You will tell them that there was a sport programme in their camp/community run by Plan/Save in 2018-19. Split into two groups to gather details on each family's involvement. Each facilitator will audio record his/her own group.

In each small group, facilitator will ask each person whether their child/ren participated in the programme and have them share the details - for each child:

- Age/gender

- *What they participated in*
- *How often were the activities?*
- *How often did the child attend their team practices and events? (always, most, sometimes, rarely/never)*
- *Why did they agree for their child/ren to participate?*
- *If you have daughters, did they participate? Why or why not?*
- *Any other details they feel are important?*

Also ask each parent whether they were involved in the sports programme in any way. Get as much detail as possible.

After everyone is done, return to one group.

Brainstorm #1: Programme involvement (15 mins) – LOCAL COMMUNITY ONLY

Instructions: *You will tell them that there was a sport programme in their camp/community run by Plan/Save in 2018-19. Split into two groups to gather details on each member's involvement. If there are obvious groups, keep same with same. Each facilitator will audio record his/her own group. In each small group, facilitator will ask each person how they were involved in the programme and have them share the details:*

- *What community they are from (camp or host community)?*
- *What institution they represent, if any (e.g. community leader)?*
- *Their relevant role and responsibilities, what they contributed to?*
- *Why they were involved? (Interest? Job?)*
- *Any other details they feel are important.*

Get as much detail as possible. After everyone is done, return to one group.

Question for group:

1. How was the local community involved in the planning, design and implementation of the sport activities?
 2. How could their involvement have been improved?
-

Brainstorm #2: Programme description (10 mins.)

Instructions: *You will now ask the group to tell you everything they can remember - it was a long time ago, so we need everyone to remember together. The idea is to keep them engaged and thinking. Notetaker will write down everything on the flipchart organizing answers by type of sport/activity.*

Prompts:

Questions for all FGDs

- What was the purpose of the sports programme?
- What sports were offered? for each sport they mention: where was it held? when? by whom? do they remember anything special? events?
- Who participated? (prompt: boys and girls? were teams mixed gender or single gender? children with disabilities? other young people/children in the community from outside the camp?)

- What were the selection criteria to join the sport programme (get details for each sport activity) (Probe around: How the recruitment/participation campaign was done, if any)?

Questions for Coaches/Volunteers

- How did you raise awareness about the programme and its activities?
- Were the starting and finishing times acceptable for all the participants (girls and boys)?
- Were there times when girls had to leave before dark when boys stayed and played?
- Were there times when girls arrived late when the programme was going on?
- Was there a reporting system where any participant felt free to report a safety concern- a challenge or abuse-violence matter?

Follow up questions:

1. Who can tell me: Before the programme, what type of sport activities were available in camp?
2. Who do you think benefited the most from this programme? (boys-girls-parents-communities) Why?

Questions for Parents

1. How did you find out about the programme and its activities?

Follow up questions:

1. Who can tell me: Before the programme, what type of sport activities were available in camp?
2. Who made the decision for your child to participate? Them? You? both?

Questions for Local Community

- How did you raise awareness about the programme and its activities?
- Were the starting and finishing times acceptable for all the participants (girls and boys)?
- Were there times when girls had to leave before dark when boys stayed and played?
- Were there times when girls arrived late when the programme was going on?
- Was there a reporting system where any participant felt free to report a safety concern- a challenge or abuse-violence matter?

Follow up questions:

1. Who can tell me: Before the programme, what type of sport activities were available in camp?
 2. Who do you think benefited the most from this programme? (boys-girls-parents-communities) Why?
-

Questions on Interactions between camp and host community: (5 mins)

All FDGs:

1. Do you feel that sporting activities can support improved relationships between host and refugee/displaced communities? Why and how?
2. Did young people from your camp participate in championships with young people from the host community?

If YES,

Coaches & Volunteers:

1. Did the sport programme change their relationship with the other community? If yes, how? If no, why?

Parents:

1. What did you learn about the young people and life in [other place - camp/host community]? Did your understanding/opinions change as a result of participation in the sport programme? If so, how?
2. Did sport programme improve your relationship with the other community? If yes, how? If no, why not?

Local Community:

1. Do you feel that sporting activities can support improved relationships between host and refugee/displaced communities? Why and how?
2. Did young people from your camp participate in championships with young people from the host community?

Brainstorm #3: Programme advice (10-15 mins) - ALL

Instructions: You will tell them that the UNHCR and Save/Plan needs their advice on how to improve the sports for protection programme. Remind them that the goal of the programme is to create a safe space for young people where they feel they belong, get along with others, and feel good.

You don't have to ask all these questions below - and may not have time to - but within 10 mins, try to get a clear picture of children's experience related to safety, inclusion, skill-building, wellbeing. For #3, pls encourage them to keep their recommendations specific to their context (camp/community).

On new flip chart paper, make 3 headings (or 1 heading per paper, if they talk a lot):

All FDGs:

1. Did you see any changes in children and young people - what were they - were there any negative experiences?
2. How do you feel about the way the sport programme was introduced or run in the camp? What did you enjoy? What would have made it better?
3. What are your opinions about the way programme activities were organized?
4. What worked well - how did children benefit? (prompt: was this a safe and welcoming space? coaches and programme staff? did children learn new skills? make new friends? Did they have fun?)
5. What didn't work well - any safety or protection concerns?
6. How to improve the programme and participation? (prompt: to make it safe, more welcoming, more enjoyable, learn skills...Any recommendations that are specific to boys? Girls? Children with disabilities?)

Coaches and Volunteers only:

- a. What do you think was the most important part of the programme?
- b. What do you think was the least important of the programme?

- c. What do you think should have been done to strengthen the programme and by who?

Ask for their input on each point and write it on the paper. Before moving onto the next point, be sure to ask, "did we miss anything?"

Additional prompts, if needed:

Local Community Group:

1. Do local communities see as the benefit (or not) of the activities? What are your opinions about the way programme activities were organized?

***If they really don't remember much, you will need to skip over some of the questions in the activities below. Focus on what factors they think are essential to a good sports programme in their community, focusing on safety, inclusion, skill building, wellbeing.*

ACTIVITY 2: BARRIERS AND ENABLING FACTORS (20 MINS.)

- Optional for coaches/volunteer group only
- N/A for local community group

Supplies: Chairs, flip chart and pens

Instructions: *Objective is for members to identify things that were **barriers to children's participation and programme success** as well as **factors that enabled participation and success**. If they don't remember the programme well, focus the discussion of barriers/enablers to children's participation in sport in refugee camps so we better understand the issues/norms.*

1. *Ask the participants to make a "barrier" between you and them using their chairs to make a pile in the middle of the room. Ask them to all stand on one side of the barrier, looking at you, on the other side with the flip chart. Draw a line down the middle of the flip chart and write a description at the top of column A "Barriers" and column B "enabling factors" (whatever wording makes sense). Explain that the barrier represents things that prevented them from fully participating in the sports programme.*
2. *Ask them to name the chairs/"barriers" in the pile (e.g. Q: What is this chair named? A: "bad organization"). Record their answers in Column A. E.g. barriers could be lack of time due to housework, lack of sports gear, hunger, feeling unwelcome, etc. Try to get details, not generalities. Ask them to think of barriers specific to anyone/boys/**girls**/children with disabilities and make notation beside their answers accordingly. Were there any barriers related to playing sports with youth from the other group (e.g. camp/host community)?*
3. *Next, ask them what would help remove the barriers to full participation and enable full participation. As they name "enabling" factors, list them on in Column B and ask the participant who answered to remove a chair from the pile (then they can sit down). Again, ask them to think of factors specific to anyone/boys/**girls**/children with disabilities and make notation beside their answers accordingly. Were there any factors that helped to enable sport with youth from the other group (e.g. camp/host community)?*
4. *Ask them to reflect on differences between boys and **girls** in each column and explain anything that is unclear.*
5. *Did the programme help to address any of the barriers identified? If so, how?*

Prompts: Gender and social inclusion (if there is time and the questions weren't already answered):

1. What were girls challenges in the programme vs boys challenges (probe if there is a particularity around this, and please probe around girls retention in sport)?
2. What sports activities are likely to mostly be chosen by boys? girls? Why? Please explain based on your experience in the programme.
3. Do you think boys and girls should be put under the same standards and rules in their respective sports?
4. Do you think there is a significant difference between boys and girls in terms of their ability to learn sports? In their choice to play sports, can you please share some examples based on your experience in this programme?

ACTIVITY 3: SUSTAINABILITY (15 MINS.) - ALL

Coaches/Volunteers

1. When the programme phased out, did you continue to practice sports with the beneficiaries? Please explain. If some continued, ask whether they think that this is a result or impact of the S4P programme.
2. Are you still involved in sports activities? What supports or prevents them from being able to continue to deliver activities or what incentivizes them to continue to be involved in activities?
3. Are children still able to play sports with young people from [other group-camp/host community]? Please explain.

Parents

1. Today, what sports activities are available in [refugee camp]? If some continued, ask whether they think that this is a result or impact of the S4P programme.
2. When the programme phased out, did your children continue to do sport activities? Please explain.
3. Are children still able to play sports with young people from [other group-camp/host community]? Please explain.

Local Community

1. When the programme phased out, did children continue to practice sports? Please explain. If some continued, ask whether they think that this is a result or impact of the S4P programme.
2. Are children still able to play sports with young people from [other group-camp/host community]? Please explain.

CLOSING

Thank you so much for your inputs and your time. Do you have any question, is there something you would like to share that I didn't ask you? Remind them that there is contact information on their info sheet, in case they have any questions or concerns.

Thank you so much!

4.5: Consent and Assent Forms

The following consent form was used in both Rwanda and Mexico with the relevant details updated. The form was distributed on letterhead clearly identifying the Evaluation organization.

PARTICIPANT INFORMATION

Donna Leigh Holden Consulting in collaboration with PROTEKNON Rwanda is undertaking an evaluation of UNHCR supported sport for protection programmes in Rwanda to help us understand the results for children, young people, and communities after being part of the programmes.

As part of this evaluation, our team comprising will be undertaking consultations and focus group discussions which you are invited to participate in.

The team facilitating the sessions will be:

- Jeanine Mawazo Balezi
- Juventine Mujawase
- Leon Habineza

Why have I been invited to take part?

You have been invited to take part because you have been involved with the programme either as a participant, a leader, or as programme staff. Your experience and knowledge will help in gathering more information about how the programme has been working in your community.

What is a focus group?

A focus group discussion is a conversation where a small number of people from similar backgrounds or experiences contribute feedback and insights into the programme and what worked well and what could be improved? The discussions will be led by two facilitators who will take notes or record the discussion. The discussions will be relaxed and delivered in a safe environment where participants are open to sharing their ideas and perceptions.

What is a consultation?

A consultation is an interview between the facilitator and one or two people who can provide detailed information about the programme or on a related topic.

Voluntary Participation

Your participation is voluntary. If you agree to be part of the evaluation, we will need you to sign a waiver of consent. You do not have to take part if you do not want to. If there are any questions that you prefer not to answer you do not need to answer without any explanation.

Risks and Benefits

The focus group discussions and consultations will be held in line with current COVID-19 regulations. We do not think there are any risks involved in taking part. There are no personal benefits in being involved, but your contribution and insights will help future programming.

Audio Recording and Images

The focus group discussion or consultation might be recorded and photographed to make sure that we accurately capture everything you say. We will ask you to sign a consent waiver to know if we can use your photos, video, voice and/or written surveys/stories in our reports. **This material will not be published publicly**, and your name will not be used.

Professional Standards

You are entitled to be treated with respect and care by the researchers at all times. At no time should a researcher conduct an interview with you in a private space with the door closed unless you remain visible to others. Your contact information will only be used to arrange a time and place for you to participate in the research activities.

Contact

If you have any questions or concerns about this evaluation or any of the research activities, you can contact:

UNHCR: Arum Cho: UNHCR Senior Program Officer +250784994394

Research Lead: Donna leigh Holden +61431111286 - donnaleighh@bigpond.com

Consent form for Evaluation of UNICEF Sport for Protection programmes

PARENT CONSENT FOR CHILDREN UNDER 18 YEARS

This focus group / consultation will be conducted on (date) _____ in
(location including village/community) _____ by (evaluators)
_____.

I confirm that I (name of legal guardian) _____ am the legal guardian of (name of child)
_____ who is (age) _____ years old and currently lives in the community
of _____. As the legal guardian of this child, I grant permission on his/her behalf
to allow UNHCR, Donna Leigh Holden and Proteknôn to **record/collect** the following during the
duration of the focus group/consultation in which this child will participate:

- Pictures
- Videos
- Voice recording
- Written surveys/ stories

I also grant permission to UNHCR, Donna Leigh Holden and Proteknôn to **use** the material stated
above in their reports as long as it is not published publicly, and the name of the child is not used.

I acknowledge **that I will not receive payment or compensation** for the use of the material stated
above, and I release UNHCR, Donna Leigh Holden and Proteknôn from all claims which arise out of
or are in any way connected with its use as described, in any jurisdiction.

**I have read and understand the content of this consent in a language I understand and
hereby give UNHCR, Donna Leigh Holden and Proteknôn the permissions described above.**

Date _____

Name of Parent/Legal Guardian/Caretaker _____

Signature _____

Consent form for Evaluation of UNICEF Sport for Protection programmes

YOUNG PEOPLE 18 AND OVER AND ADULTS

This focus group / consultation will be conducted on (date)_____ in
(location including village/community) _____ by _____ (evaluators)
_____.

I (name) _____ grant permission to UNHCR, Donna Leigh Holden and Proteknôn to **record/collect** the following during the duration of the focus group/consultation in which I will participate:

- Pictures
- Videos
- Voice recording
- Written surveys/ stories

I also grant permission to UNHCR, Donna Leigh Holden and Proteknôn to **use** the material stated above in their reports as long as it is not published publicly, and my name not used.

I acknowledge **that I will not receive payment or compensation** for the use of the material stated above, and I release UNHCR, Donna Leigh Holden and Proteknôn from all claims which arise out of or are in any way connected with its use as described, in any jurisdiction.

I have read and understand the content of this consent in a language I understand and hereby give UNHCR, Donna Leigh Holden and Proteknôn the permissions described above.

Date_____

Name _____

Age_____

Signature_____

Assent form for Evaluation of UNICEF Sport for Protection programmes

YOUNG PEOPLE UNDER 18

(To be read to the young person, ensuring they understand each point)

This focus group / consultation will be conducted on (date) _____ in
(location including village/community) _____ by (evaluators)
_____.

I (name) _____ grant permission to UNHCR, Donna Leigh Holden and Proteknôn to **record/collect** the following during the duration of the focus group/consultation in which I will participate:

- Pictures
- Videos
- Voice recording
- Written surveys/ stories

I also grant permission to UNHCR, Donna Leigh Holden and Proteknôn to **use** the material stated above in their reports as long as it is not published publicly, and my name not used.

I acknowledge **that I will not receive payment or compensation** for the use of the material stated above, and I release UNHCR, Donna Leigh Holden and Proteknôn from all claims which arise out of or are in any way connected with its use as described, in any jurisdiction.

I have read and understand the content of this consent in a language I understand and hereby give UNHCR, Donna Leigh Holden and Proteknôn the permissions described above.

Date _____

Name _____

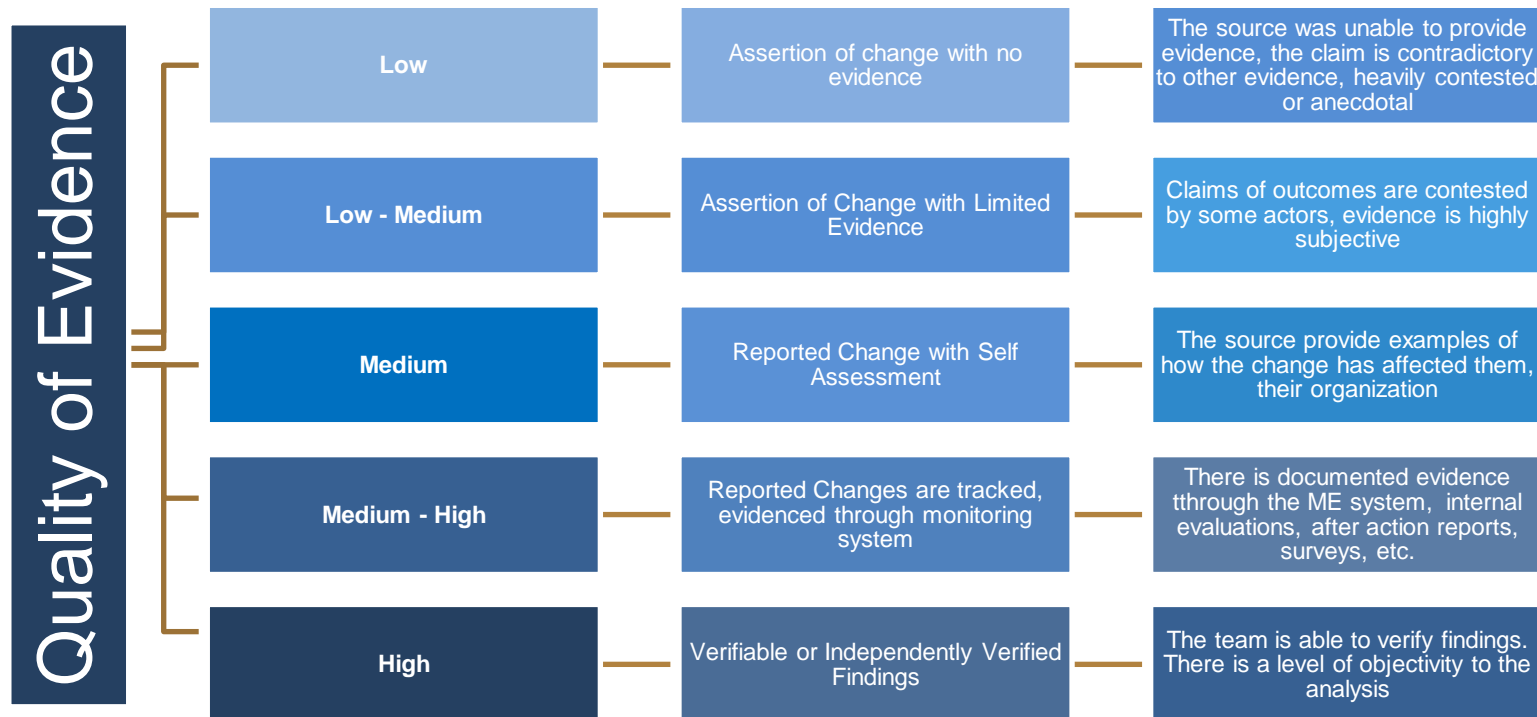
Age _____

Signature _____

Annex 5: Quality of Evidence

The Quality of Evidence tool provides an indication of how different forms of evidence will assist the Evaluation Team in assessing the robustness of findings. The intent of the tool is to seek multiple forms of verifiable evidence that will assist in moving reported evidence through a range of dimensions from Low to High.

The tool is particularly relevant to addressing some of the challenges associated with poor access to programme data, and access to key actors including beneficiaries, project staff and community and civil society leaders.



Annex 6: Evaluation Matrix

The Evaluation Matrix seeks to unpack the KEQs into a set of sub questions. It compliments a number of additional tools and analytical frameworks developed by the team to consider sub issues including, protection and gender, as well as the Development Assistance Committee criteria. These are outlined in the Evaluation Plan and can be supplied on request.

KEQ	Sub Questions	Lines of Inquiry	Methods	Stakeholders/Actors
Do organized sports and sport-based activities contribute to increased protection space for displaced (and host community) children and youth as part of the broader protection architecture? If so how?	What activities and/or strategies have been implemented within each project?	What was done by each partner (reporting to map data, participation, scope etc)?	Desk Review Outcome mapping sessions FGDs KILs	Delivery partners AND UNHCR Beneficiaries Other actors
What have been the main intended and unintended outcomes?	What did the projects aim to deliver for the range of stakeholders and actors?	Using the outcome mapping tool: What were the intended outcomes for each of the different target groups e.g. young women and young men, including those from displaced and refugee communities and host communities; coaches? (Unit of analysis Country and location)	Desk review Outcome mapping sessions (markers)	Delivery partners UNHCR field staff Delivery partner field staff
	What outcomes have been achieved for different groups (young women and men, host communities, coaches)?	Using the outcome mapping tool: What did projects deliver compared to what they aimed to deliver? Issues to consider: To what extent have girls and boys and young women and young men strengthened relationships with their peers, families and communities? To what extent have girls and boys and young women and young men enhanced their life skills?	Outcome mapping sessions KILs with programme actors FGDs	UNHCR field staff Delivery partner field staff Verified by beneficiaries parents and local leaders

		<p>What protection mechanisms have been created (Considering the framework for protection outlined in Annex 6.2)?</p> <p>Is there a changed perception in security and safety of young people?</p> <p>How have programmes created safe spaces?</p> <p>Have different groups benefitted in different ways?</p>		
	<p>What is the quality? i.e. technical quality of the delivery; timeliness; outreach, etc.</p>	<p>Were projects delivered in a timely way? What factors influenced the timely implementation of programmes?</p> <p>Were projects informed by gender/inclusion analysis? What are the barriers to the participation of young women? How have these been addressed?</p> <p>Who is included or excluded from activities (e.g. Persons living with disability, women and men, girls and boys, urban/rural etc).</p> <p>Note: We would like to consider financing implications here but there is NO budgetary data available.</p>	<p>Desk review</p> <p>KIIs</p>	<p>UNHCR staff</p> <p>Delivery partner staff</p>
	<p>What approaches have/not been effective?</p>	<p>What factors impacted on the delivery of the intended outcomes and activities?</p> <p>Are there approaches that have been more successful? (Unit of analysis to consider if different approaches work for different groups, girls and boys etc)</p>	<p>Outcome mapping</p>	<p>UNHCR field staff</p> <p>Delivery partner field staff</p>

<p>What are the key factors that contribute to and/or hinder organized sports activities increasing protection space, and how can these factors be practically supported and/or mitigated?</p> <p>Who are the key stakeholders in the process, how can they be further supported to maximize any positive outcomes?</p>	<p>Do the differing contexts of Rwanda and Mexico offer different lessons for S4P programming?</p>	<p>What contextual factors impact the delivery of S4P programmes in each Mexico and Rwanda and how have the programmes responded to these?</p>	<p>KIIS</p>	<p>Implementing partner staff UNHCR field staff UNHCR Sport Unit Other partners - e.g, SCORT and sporting organizations</p>
	<p>What capacities are required for partners to design and deliver S4P programmes?</p>	<p>What capacities are required for partners to design and deliver S4P programmes?</p> <p>What resources are required for the ongoing delivery of S4P programmes?</p>	<p>KIIS</p> <p>FGD</p> <p>Verification Workshops</p>	<p>Implementing partner staff UNHCR field staff UNHCR Sport Unit Other partners - e.g, SCORT and sporting organizations</p> <p>Coaches and volunteers Local leaders</p> <p>UNHCR staff - delivery partners</p>
	<p>What partners have been involved in the delivery of programmes and what is their contribution?</p>	<p>How have the strengths and assets of these partners been mobilized?</p> <p>What partnerships have not been utilized - who is missing?</p>	<p>KIIs - UNHCR and partners</p> <p>KIIs with NOCs and sporting organizations</p>	<p>Implementing partner staff UNHCR field teams UNHCR Sport Unit</p> <p>NOCs SCORT</p>
	<p>How do UNHCR and ORF programming/operational systems support or impact on the delivery of S4P programmes.</p>	<p>What changes are required to support the effectiveness of future programming?</p>	<p>KIIs and sensemaking sessions</p>	<p>UNHCR Sport Unit, UNHCR Senior Staff in Rwanda and Mexico ORF</p>

<p>What does the evaluation tell us for future programming vis-à-vis the “Sport for Protection” approach outlined in the UNHCR /IOC /TDH “Sport for Protection Toolkit” – particularly in terms of what specific practices could be scaled up, scaled down or piloted elsewhere?</p> <p>What are the key recommendations for Sport for Protection programming in displacement situations moving forward?</p>	<p>To what extent have the programmes reflected the practices outlined in the S4P toolkit?</p> <p>What are the key lessons emerging from the Evaluation?</p>	<p>What changes would stakeholders recommend to strengthen future programming (e.g. what is the one thing you would do differently if you were about to start again)?</p> <p>Have lessons emerged that identify or fill gaps in the toolkit, or make another contribution to the toolkit?</p>	<p>Verification and Findings Workshops</p> <p>KIIs</p>	<p>UNHCR Field staff</p> <p>UNHCR Sport Unit</p> <p>ORF</p> <p>TdH</p> <p>Sara Lim Bertrand - Proteknon</p>
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Annex 7: Reference Group ToR

Background and Context

The Olympic Refuge Foundation (ORF) and UNHCR are now ready to design and deliver programmes based on the Sport for Protection approach detailed in the Sport for Protection Toolkit, co-developed by the IOC, UNHCR and Terre des Hommes (Tdh). This new phase provides an opportunity for both organizations to understand better whether the original assumptions about the potential of organized sports activities to increase the protection space and protection outcomes for children and youth remain valid. With this in mind, UNHCR's Sport Section in the Division of External Relations and the ORF have co-commissioned an evaluation of two joint programmes, one reaching completion of its funding period and another midway through.

This evaluation is intended to generate evidence that helps guide and enhance the ORF and UNHCR's engagement with actors from the humanitarian/development and sports field to better respond to the needs of refugees, other forcibly displaced persons and host communities, and aims to:

- Bring evaluative evidence of the contribution that Sport for Protection projects can have on protection objectives for refugee and other forcibly displaced young people;
- Explore whether and how sports activities have contributed to the overall protection objectives of the operations for both girls and boys, young women and young men; as well as examining what has worked well or less well in this regard;
- Look at intended and unintended outcomes of the projects and collect lessons learned from the different project locations;
- Contribute to the very limited knowledge base of the sport sector and the humanitarian sector regarding sports-based interventions, specifically for the protection of young people in refugee and IDP situations;
- Allow for course correction in ongoing projects; informing future project and programme development and potentially contributing to the strengthening of the Sport for Protection Toolkit; and
- Provide a baseline of understanding for future evaluative work and understanding of the protection outcomes that sport can achieve pre-toolkit.

The proposed evaluation will be conducted in two country locations, Rwanda and Mexico.

Purpose of the Reference Group

An advisory Reference Group will be established to help guide the scope of the evaluation, as well as provide strategic feedback on key deliverables.

Specifically, the Reference Group will:

- Provide advice to the Evaluation Team to improve the quality of the evaluation process so that it results in relevant and useful guidance for UNHCR/ ORF and their partners;
- Assist in promoting ownership of the results of the evaluation by different stakeholder groups to help ensure appropriate use of the evaluation; and
- Help in supporting the evaluation team's work by, for example, facilitating contacts, access to key documents, etc.

Structure of the Reference Group

The UNHCR Evaluation Service will invite two individuals appointed by each Organization (ORF and UNHCR) to join the Reference Group. The Reference Group will comprise individuals from both the ORF and UNHCR with complementary skills and experience, including in depth knowledge of the Sport for Protection approach, UNHCR's protection mandate and refugee responses; experience in monitoring, evaluation and learning and knowledge of humanitarian-development cooperation, and other relevant policy areas.

Participation in the reference group is voluntary and participants will ideally be engaged over the full period of the evaluation. It is envisaged that members of the Reference Group will engage and participate in a maximum of 5 conference calls with the evaluation team over the duration of the Evaluation. The UNHCR Evaluation Manager will coordinate these discussions between the Evaluation Team and the Reference Group, including the collation of feedback as required.

Reference Group Tasks

It is expected that Reference Group participants will:

- Provide suggestions to identify potential materials and resources to be reviewed and key contacts to be considered for key informant interviews;
- Review and comment on the draft inception report;
- Review and comment on the data collection and data analysis instruments that will be developed by the Evaluation Team;
- Review and comment on the draft final reports, validate emerging findings and conclusions and how these will be presented (format); and
- Advise on the focus of the evaluation recommendations that will form the basis of the Management Response to the evaluation.

Annex 8: Case studies

Rwanda

This case study aims to provide a deeper understanding of how the Sport for Protection project was implemented in Rwanda. It describes the programming context, aims, challenges, observations and lessons from the perspective of the evaluation team. Although it is based on the evaluation findings, it is illustrative by nature and not intended as a comprehensive analysis or assessment of the project in its entirety.

The Rwanda refugee and displacement context

Having received refugees and asylum-seekers from the Congo since 1996 and Burundian refugees since 2015, Rwanda represents both a protracted and recurring refugee crisis. Currently, Rwanda hosts 127,557⁶ refugees within its population of 12,950,000.⁷ The majority of these (92 per cent) live in six camps across the country: Mahama (Burundian) and Kigeme, Mugombwa, Gihembe, Nyabiheke and Kiziba (Congolese), or transit centres, while a small number (8 per cent) live in urban areas.

Just over two-thirds of the refugee population in Rwanda are children and young people (68 per cent).⁸ They face a range of challenges, including poverty, lack of access to and knowledge of education and health services, lack of recreational or employment opportunities, stigmatization, weak mechanisms for identifying children and young people at risk, and lack of knowledge of available child protection actors, services and mechanisms. Many of these young people include unaccompanied and separated children, young parents, trafficked and exploited children, young people with disabilities, and HIV-positive young people. These vulnerable groups are at greater risk of violence, including sexual and gender-based violence, extreme poverty, early pregnancy, abuse, and exploitation and neglect. In some cases, vulnerable young people resort to high-risk behaviours such as alcohol and drug abuse, survival sex and domestic labour.⁹

The project

The UNHCR–IOC/ORF Sport for Protection project was launched in 2017 and completed in 2019 (see timeline, Figure A2). Its budget of \$494,604 was fully funded by IOC/ORF.

Save the Children and Plan International, both long-standing protection partners of UNHCR, were chosen as implementing partners. Save the Children implemented the project in Mahama; Plan International implemented it in Kigeme, Mugombwa, Gihembe, Nyabiheke and Kiziba.

⁶ UNHCR. Last updated 31 May 2021. Source: <https://data2.unhcr.org/en/country/rwa>

⁷ UN Data as of 2020. Source: <https://data.un.org/en/iso/rw.html>

⁸ UNHCR Sport for Protection Proposal 2016, unpublished document

⁹ 2016 Assessment of Youth Needs for Sport for Protection Programmin, unpublished document

The project was designed prior to the publication of the *Sport for Protection Toolkit*. The design provides a broad set of objectives (see Table A1) but fails to articulate a Theory of Change that clearly describes the intended outcomes and the pathways through which these would be achieved, as well as a set of assumptions that underpin them. As a result, in April 2021, UNHCR’s Sports Section and ORF created a Theory of Change (see Figure A) to help inform the evaluation.

Figure A1: Sport for Protection Rwanda: Theory of Change

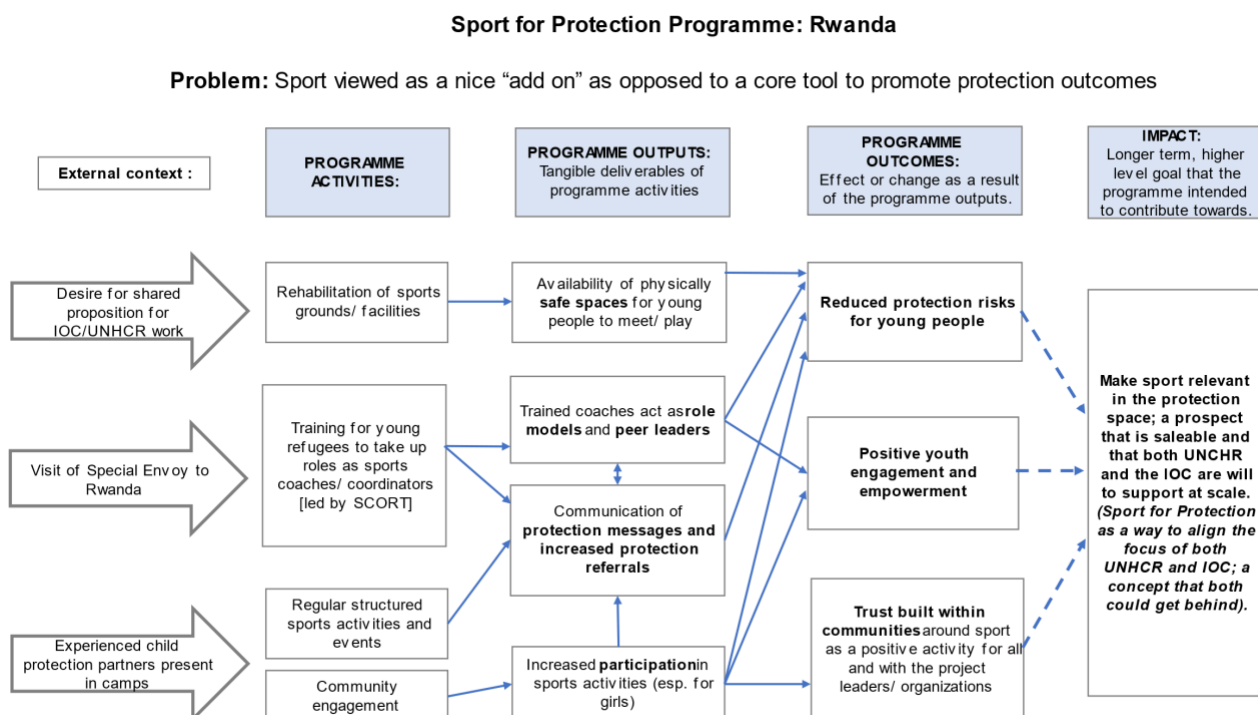


Table A1: Relationship between Rwanda project objectives, the Toolkit and the Rwanda Theory of Change

Project objectives	Toolkit outcome	Theory of Change outcome
Ensure the participation of adolescents and young adults in dedicated sports programmes – through the lens of the age, gender and diversity (AGD) approach – focusing on the inclusion/ participation of adolescent girls and young women and young people with disabilities so they can achieve equal access to rest and leisure through sport activities	Well-being	Positive youth engagement and empowerment
Sensitize adolescents and young adults, their parents and communities on the benefits of sports, including	Well-being	Reduced protection risks for young people

how sport can replace negative coping mechanisms, and the sports activities available in the camps		
Ensure and enhance the safety and security of adolescents and young adults by rehabilitating existing sports grounds, providing them with adequate sports equipment and ensuring appropriate maintenance	Well-being	Reduced protection risks for young people
Provide opportunities for adolescents and young adults to be active and valued members of their community and enhance their resilience by helping them acquire life skills and competencies through organized and structured sports activities	Social inclusion Social cohesion Well-being	Trust built within communities around sport as a positive activity for all and with the project leaders/organizations
Strengthen the relationships of adolescents and young adults with their peers, families and other members of the refugee and host communities to enhance peaceful coexistence and develop a community-based protection mechanism, especially against abuse, exploitation, neglect and violence	Social inclusion Social cohesion Well-being	Trust built within communities around sport as a positive activity for all and with the project leaders/organizations

Project implementation

While the project was camp-based, it also worked with both refugee and host communities in all locations. Implementation was centred around the creation and/or rehabilitation of safe play areas and sports facilities, coupled with training for professional and volunteer coaches who ran regular sporting activities, which integrated key life skills and behaviour change communication messages for young people. Projects were strongly linked to the wider child protection programmes of UNHCR, Save the Children and Plan International.

Figure A2: Rwanda implementation timeline



In terms of project outcomes, between 2017 and 2019 it achieved the following:

- A total of 6,959 adolescents and young adults aged 12–25 years participated in the sports project across six camp locations.
- Ninety-six coaches were trained, and these went on to trained a further 94 coaches, 40 of whom were women.
- Twelve sports grounds were rehabilitated in the six project locations.
- The project offered seven sport activities: football, karate, dance (modern and traditional), taekwondo, volleyball and gymnastics.

Project outcomes

Data collected throughout the evaluation confirm project reports that **the Rwanda Sport for Protection project made good progress against all objectives, and that these reflect the outcome areas anticipated by the Toolkit and the Theory of Change.**

Specifically, the evaluation found evidence of the contribution of sport to improving the protection space for young people from the refugee and host communities in four ways:

- *Promoting a sense of well-being*

Participants, parents and project implementers found that young people's well-being improved due to their involvement in sports programmes. Young people gained an opportunity to develop their physical capabilities, and many reported that sports became a form of therapy that eased their loneliness, stress and sense of desperation. Sport activities allowed girls to take a needed break from household chores, and implementing partners reported that school dropouts, unplanned pregnancies and drug use decreased, as participating in sport activities became a space for entertainment and learning new life skills and values.¹⁰ Finally, many parents remarked that they could see that sport had improved their children's morale and behaviour, so their appreciation for sport significantly increased.

- *Promoting behaviour change and enhancing the life skills of young refugees and displaced persons*

The training of coaches, both professionals and young refugees, was central to the logic of the project in Rwanda. The role of these coaches went well beyond the running of sports activities and the training of young athletes. Coaches were recruited, trained and supported to act as role models and peer leaders. They played an essential role in helping young people at risk to develop self-discipline, distinguish between good and bad behaviour, and learn how to avoid risky behaviours and spaces.

¹⁰ These were commonly reported outcomes during outcome mapping sessions and KIIs with UNHCR and partners. However, no data supporting these claims was provided to the evaluation team.

There is evidence that young participants learned from coaches and that coaches themselves were partially responsible for supporting positive youth engagement and empowerment. In Mahama, girls from the local community said that they felt safe with the coaches and that they were friendly.¹¹ One coach in Nyabiheke reported:

"As parents know that their children like sports activities and they consider their coaches as their role model, if a child misbehaves at home or refuses to do something that their parent has told them to do, they [parent] use sport activities as a pretext like, 'if you don't do this you will not attend sport activities again' or 'I will report you to your coach', and a child will immediately change his bad behaviour. So, sports activities play a crucial role in children's education [socialization]."

Former participants, both girls and boys, said **that through the sports activities, they gained new knowledge and life skills**, including (in their own words) how to behave well in society; work hard; self-control, self-confidence, sharing, teamwork and discipline; gender equality; child protection and rights; how to avoid drugs, alcohol and smoking; and the dangers of transactional sex and cohabitation:

"We developed various skills such as self-confidence, making friends, etc. For instance, before I joined this programme, I was so shy that I could not be able to talk in public, but now I can do that."

Girl, host community, Nyabiheke

Young people from the refugee and host communities said that this has offered them a new vision for their future, which was a significant incentive in the context of a protracted crisis characterized by extreme poverty and scarce opportunities. For example, several children in Nyabiheke confirmed that they had won scholarships having been identified through sporting activities.

All informants in the evaluation noted **positive behaviour change and improved life skills** among participants through increased feelings of self-discipline, personal care and hygiene skills. The most common observations were that participation in sports prevented young people from "wandering" (a cultural taboo associated with delinquency), school dropout (Nyabiheke), engaging in high-risk behaviours, and fighting with peers.

The project also played a crucial role in improving young people's sense of well-being and mental health by reducing stress and helping them to cope with the emotions and trauma related to their current situation. Informants attributed this to the positive benefits of physical exercise, including a greater sense of well-being, enjoyment, relaxation, reducing substance abuse, and the safety and confidence associated with feeling supported by coaches and team members.

- **Protecting young refugees against abuse, exploitation, neglect and violence**

¹¹ However, despite evidence that there were 19 female coaches in Mahama, girls said that they did not remember having a female coach (Mahama, FGD with local girls).

Evaluation consultations suggest that the project contributed to protecting young refugees and young people within the host community against abuse, exploitation, neglect and violence. Young people and parents, both from camps and host communities, noted that children's participation in sports and play (on playgrounds) discouraged them from engaging in high-risk behaviours such as fighting, drug abuse, and engaging in unprotected sex. These shifts in behaviour are perceived to have prevented further cases of abuse, exploitation, neglect and violence.

In Mahama camp, girls from the host community said that before the sports project began, they rated their safety at 30 per cent; after the sports activities had been introduced, they rated their safety at 80 per cent. In Nyabiheke, consultations indicated a perception among host community girls that once the sports project was established, instances of rape, physical abuse and violence reduced significantly.

Project staff highlighted that an important factor in improving the protection space for young people was the role of trained coaches who could provide support and identify and refer young people at risk:

“Sport times were a great opportunity to identify the cases of children who are facing difficulties. For example, if the child was facing a neglect issue, you could find that s/he does not have clothes, has poor body hygiene, etc. Thus, those are indicators of child neglect. There are other indicators you could find, such as isolation. So, as coaches were trained, they were able to identify those various cases and report them to the concerned parties for assessment.”

Plan International staff member, Nyabiheke

Sports activities were successfully used to help raise young people’s awareness of essential protection issues and where to access support. In all locations, sport was used as a convening mechanism, not only for young people but also their parents and wider community. In 2019, for example, young people in Mahama camp conducted awareness-raising campaigns during weekly practices and half-time breaks during matches, focusing on children’s rights and preventing violence, exploitation and substance abuse. Girls in the host community remembered hearing advice on how to prevent unplanned pregnancies, how to show respect for others, and how to build social cohesion (unity). Other issues were also addressed, such as children's rights and how to avoid drug abuse and child abuse.

Sport also provided young refugees with reporting mechanisms in case they needed protection or advice. Consultations also indicated that young people were aware of where they could go to get support, and could also go to their coaches to access information and support.

Many young people involved in the project said they felt safe going to their coach with concerns and that the coach knew what to do. Young people in Nyabiheke also said they could go to Plan International project staff for help. Coaches also reported that there was a Save the Children hotline for reporting any concerns.

There is some anecdotal evidence that this increased awareness of rights has directly impacted the reporting of child protection issues. The Child Protection Coordinator in Nyabiheke explained that prior to the sports project, they were worried about the prevalence of child neglect and abuse, but:

"What is interesting is that case reporting is now at a good level, which has dramatically increased the number of beneficiaries from the programme who get rescued from violence."

- **Creating and strengthening relationships between refugee family members and between refugees and their host community**

Perhaps the most indisputable success of the sports project is how **it improved relations between young people and parents in the refugee camps and host communities.**

Informants explained that the project helped to ameliorate significant tensions, violence (such as rape, assaults and fights), prejudice and fear that existed between the refugee and host community population. All groups of informants (young people, parents, coaches and implementers) in all locations reported that the project built friendships across the two communities, improving social cohesion, unity

In Mahama, young people were engaged in volunteering (through monthly *umuganda* events) to support vulnerable people by plastering their houses, rehabilitating playgrounds and conducting awareness raising sessions on issues of concern. This was seen as an important opportunity to bring together people from refugee and host communities for common purposes, which in turn helped to build relationships and a sense of cohesion.

and safety in the communities. When young refugees and their parents, and young people from the host community and their parents, began to meet and engage with each other through competitions and tournaments inside and outside the camps, their relationship slowly improved. They attributed this primarily to their time playing together and socializing at events. For example, in Mahama, girls from the local community said they were initially isolated from the Burundian refugees in the camps but soon realized that the young refugees were very good at basketball. As the Burundian young people began to help the local young people improve their skills, they became more integrated into the community.

Sport created an opportunity for girls to be involved in their community. While boys' participation was significantly higher than girls' (76 per cent versus 24 per cent), partners report that communities started to play a role in encouraging girls to participate in sports activities, in turn providing protection benefits and opportunities to young women and girls. This came about as a result of coaches' gender inclusion training, mobilization and awareness-raising messages delivered in the community and at sports events, as well as success stories about girls already in sport:

"We got women's teams where they did not exist before. By the end of the project, we had 25 girls playing football, 68 girls playing basketball, 46 girls playing volleyball regularly; 29 girls in modern dance; 20 girls in karate; and 42 girls in traditional dance... Our women's karate team won some medals at the national level. The competition was organized by Japan's Ambassador to Rwanda."

While this suggests progress against the intended objectives of the project (and the pathways identified in the Theory of Change), the project failed to meet its targets for the participation of young women (see “Challenges” below). Arguably, this suggests that young women did not equally reap the benefits of the project and would have had fewer opportunities to benefit from behaviour change communication and rights awareness messaging, and the project’s physical and mental health benefits.

Challenges

Sport for Protection project implementers faced several challenges that provide important lessons for future programming.

- *Financial and resource challenges*

The budget was simply insufficient to deliver the anticipated outcomes (Table A2). Over 80 per cent of the budget was spent in the first year of implementation. On average, \$53,000 per location was allocated to inception costs, of which approximately 78 per cent was used for facility rehabilitation, equipment and training of coaches and staff. This left an annual budget of only \$6,800 per year in each location for project delivery.

Table A2: Rwanda budget in USD (\$)

Year	Kigali ¹²	Nyabiheke	Mugombwa	Mahama	Kiziba	Kigeme	Gihembe	TOTAL
2017	15,327	53,495	44,664	98,047	56,438	57,912	53,495	379,377
2018	15,864	6,824	6,824	7,359	6,824	6,824	6,824	57,346
2019	16,400	6,824	6,824	7,359	6,824	6,824	6,824	57,882
TOTAL	47,590	67,144	58,313	112,766	70,087	71,561	67,144	494,604

This scarcity of resources meant that it was difficult for the implementing partners to plan and stay focused on their priorities or dedicate resources to sports programming. It also resulted in an insufficient volume and poor quality of equipment and infrastructure, a lack of toilets and changing rooms, and delays in the completion of playgrounds and procurement of equipment that needed to be imported.

Informants said that there were simply not enough playing fields and coaches, and there were no trained referees. Only \$288 and \$80 per year were allocated in each camp for sports coordinators and coaches respectively, meaning that professional coaches were significantly underpaid, and refugee coaches were not paid at all. Given the centrality of coaches to the Theory of Change, this is a very significant design flaw. This frustrated coaches and participants alike, limiting their ability to reach their potential, particularly in such a resource-poor context.

¹² Kigali expenses were related to UNHCR recovery on Child Protection Officer wages and administration costs.

Furthermore, the very nature of working in a humanitarian context means that projects always need the flexibility to adapt in response to emergency situations, changing contexts, priorities, constraints and refugee needs. The inadequacy of both financial and human resources allocated to the project brought further pressures to these situations.

- ***Absence of a Theory of Change and a framework for monitoring, evaluation and learning***

The absence of a Theory of Change and MEL framework meant that Save the Children and Plan International's actions evolved in response to the changing situation and their own programming and priorities in each location, rather than Sport for Protection objectives and priorities. This lack of focus, combined with financial constraints, meant that implementing partners were more opportunistic in identifying opportunities where they could add sport to existing activities rather than investing in the design of specific approaches. This resulted in less strategic attention to targeting, the development of sport-based behaviour change communication curricula, or brokering partnerships with local sports organizations and schools.

Most significantly, the absence of a Theory of Change and associated MEL framework meant that insufficient attention was paid to the systematic collection of data against indicators that could provide evidence of outcomes and a deeper understanding of how these were achieved. The evaluation was unable to access any knowledge and attitude surveys, perception surveys, stories of change, referral records or disaggregated participation data through the MEL system to verify and substantiate reported outcomes. Given that this was a pilot project, and the limited evidence base around the contribution of sport to protection in the humanitarian sector, this was a missed opportunity.

- ***Gender and disability inclusion***

There was limited evidence that the project implemented an AGD approach, despite clearly articulating its objectives. Overall, while evaluation informants consistently reported that young women's participation improved over time, this perception is not borne out in project reporting (see Table A3), which shows that project targets for young women's participation were not met, and that their participation declined over time. At only 24 per cent of total participants, young women and girls were extremely under-represented in sports activities.

Table A3: Participation of young women and adolescent girls

Target all camps (2016)			2017	2018	Actual all camps (Dec 2019)		
Female	Male	Total	Female participation %	Female participation %	Female	Male	Total
3,822 (47%)	4,328 (53%)	8,150	28.8	29.5	1,889 (24%)	5,290 (76%)	6,959

Project reporting claimed that this low participation of girls and young women was due to social-cultural barriers “associated with Burundian/Congolese culture”,¹³ including beliefs and stereotypes that sports are inappropriate for girls, that girls are less able, and that daughters should shoulder housework more than sons, preventing girls from becoming involved in sport activities. As a Child Protection Officer in Nyabiheke said, “*There is a perception that girls are for reproduction, not sports*”.

Acknowledging that gendered norms play a part in this, the evaluation found that this perception only partly accounted for this lower-than-anticipated participation rate, and that other factors, including the physical environment and the sporting experience, impacted young women’s access and willingness to engage in sports activities.

In Nyabiheke and Mugombwa, girls reported that they did not play because there were no toilets and no changing rooms at the playing fields. Also, compared to boys, girls were less likely to have appropriate clothing for sports, and even where the project provided these, there were not enough to go around. One group of girls shared the experience of waiting for the boys to finish playing and then having to change into their dirty uniforms on the field in order to play. Girls often arrived to find boys using sport facilities and became discouraged and stopped trying to access them over time. Girls in the camps reported that they did not have coaches for their teams, so they often played without a coach, which again left them at a disadvantage compared to boys. Others reported that boys versus girls games were held at times, and they feared getting hurt.

In some areas, female teams were established to provide opportunities for girls to participate if they chose to, but there was insufficient attention to ensuring that they had a positive sporting experience, which meant that retaining young women and girls was an ongoing challenge. While some coaches received gender training, there was limited evidence that this went beyond gender-affirmative messaging.

Many of these issues could have been considered if there had been appropriate technical and financial resources to support the participation of young women and adolescent girls, including a gendered analysis at the design stage and gender-sensitive monitoring and course correction during implementation. Consultations with project staff from both UNHCR and partners indicated that while gender and social inclusion was a stated priority, the limitations on resources (including staff resources to monitor gendered interactions during sport activities) and inadequate MEL systems meant that there was no gendered approach to addressing the barriers that prevent women and girls taking up sports activities.

Despite inclusion being a key objective of the project, the evaluation found that there was little or no attempt to include young people with disabilities in Sport for Protection activities. Young people with disabilities were not included in any mainstream sports. The single exception was a “sitting volleyball” team for people with disabilities, which we understand to be a pre-existing programme:

¹³ These value-led perceptions suggest a poor analysis and “othering”, including in their absence of analysis of Rwandan gender norms!

"We worked together with Handicap International – Monitor and Inclusion who cater for disabled children. So, we had to inclusively allow all children to participate in sports activities. Such as sitting volleyball."

The evaluation found no evidence that coaches were trained in disability inclusion and specific strategies for supporting people with disabilities to engage in sports activities through appropriate modifications. Similarly, there were no resources for specialized equipment or reasonable accommodations.

- **Safety and safeguarding**

Safeguarding is a first principle for sports programmes that work with children and young people. While UNHCR and its partners have child protection policies and frameworks that establish procedures to protect children and young people from harm and abuse, the evaluation team was unable to confirm the specific safeguards and requirements that were in place to ensure that coaches and volunteers were appropriately screened and trained, and had appropriate clearance for working with children. This practical attention to safeguarding should be a first principle and minimum standard for any sports programme working with children and young people.

- **Sustainability**

The project did not have a clear sustainability plan. While sports facilities were rehabilitated, resources and plans for the ongoing upkeep or supply of equipment were not identified, and some of these have fallen into disrepair.

Importantly, the retention of coaches and volunteers is a key assumption of the Theory of Change and a central pathway for achieving and sustaining outcomes. However, the retention of coaches is a significant challenge, particularly in a resource-poor context in which those living in camp situations have limited control over their time and resources. Keeping coaches engaged relies on some form of financial incentive; it also requires ongoing training, mentoring and skill-building.

Both Save the Children and Plan International acknowledged the positive contribution made by sport activities in convening young people, facilitating opportunities to have positive shared experiences, and disseminating behaviour change communication messages. Both organizations expressed intent to continue using sports events where possible for these purposes when resources could be leveraged.

Perhaps the clearest indication of sustainability is the acknowledgement by all those consulted during the evaluation that Sport for Protection activities delivered tangible benefits to young people, and the recognition by project implementers of the value of sport as a convening power. Unfortunately, the COVID-19 pandemic brought an end to all sports activities shortly after the project ended, and continues to prevent partners from pursuing this opportunity.

Summary

The evaluation found that the Sport for Protection project made some progress with its objectives and aligned well with the outcomes anticipated within the Toolkit and the pathways outlined in the Theory of Change (albeit retrospective). **The central message of the project's impact is that sport has become more relevant in the refugee camp protection space in Rwanda.**

The creation of dedicated playgrounds and sports facilities provided spaces for young people and the community to come together, and appear to have impacted parents' willingness to send their children to sports activities. Some informants felt that a few of the play areas were unsafe due to rocky ground, holes that caused children to trip, or were near water; many others highlighted that the existence of dedicated play locations and supervised group activities made children safer and even reduced the risks of children being taken by wild animals (such as crocodiles and hippopotamus) when they left the camps to play.

Sports activities helped improve social cohesion, social inclusion and well-being, and enhanced child protection across all locations. Young people valued the opportunity to engage in and learn about sports in a context where opportunities for young refugees are incredibly scarce. The opportunity motivated them to listen to coaches, trainers and parents, who associated their continued participation with good behaviour and discipline. An increase in knowledge and enjoyment of sports contributed to changes in behaviour and attitudes; young people who participated reportedly became more disciplined and aware of prevention measures related to unwanted pregnancies and the consequences of early sexual intercourse, and substance abuse. As parents witnessed improvements in their children's behaviour and heard positive parenting messages, many parenting relationships improved. Reportedly, drug abuse, gender-based violence and violence against children decreased.

The project succeeded because, in an environment of extreme scarcity, it gave young people an opportunity to develop life skills and knowledge, make new friends, relax and have fun, try new things, and do physical activities.

However, it is essential to note that these positive outcomes cannot be attributed solely to sports programming when considering this evidence. This is in part due to the fact that the project built on pre-existing work by partners through various clubs, including sports clubs; but perhaps most importantly, it is due to the absence of a clear MEL framework to establish clear indicators and tools to systematically collect and analyse data on the outcomes experienced by participants and how sport contributed to these.

Therefore, it is impossible to discern the exact contribution of sport in relation to the impact of other programmes in the camps, due to the extent to which these outcomes were reliant on resources mobilized through UNHCR, Save the Children and Plan International's wider portfolio of programmes and services, and the absence of meaningful MEL. Due to being very under-resourced, the project was only able to progress on its objectives and create positive change because the implementing

partners adapted and identified as many synergies as possible to add sport to their existing protection programmes. In other words, the evaluation provides evidence that sports can be a very effective intervention to advance child protection, well-being, social inclusion and cohesion in refugee contexts, particularly where they support and build on existing programme efforts and relationships.

Change Narrative - Mahama Camp, Rwanda

Discussions with the Mahama Sports Association revealed that when we look back, the relationship between the Burundian camp population and their Rwandan host community was less than ideal. While relations were not too bad overall, there were allegedly cases of refugees who stole from the host community. There were also reports of some girls being raped by host community members when they went to fetch firewood outside the camp, and some refugee children being killed after being accused of wrongdoing outside of the camp.

Girls in Mahama also explained that there was a lack of familiarity and understanding between the Rwandan and Burundian communities which remained isolated from each other.

When Save the Children began to run the sport for protection project, this situation began to change. With support from UNHCR and the IOC/ORF a playing field was built in the host community, and organized events and competitions were held between the refugee and host community. Rwandans were able to come and play inside the camp and Burundians were able to join events outside in the host community. Young people from the different communities trained together and played on the same teams. When the host community had *umuganda* (community service days), each month, they were impressed that the refugee youth joined in.

The change in relations was dramatic. Asked what they learned from each other when they played together, young women in the host community remarked:

"Burundians are very social! [...] They are very talented in basketball. In general, we can say that Burundians helped us to improve our talents."

In both communities, young people, parents, and coaches remarked that through sporting events, children and parents built friendships, learned to cooperate, and improved their skill in sport. Girls from the host community noted,

"We liked the way that we are all equally treated in the same ways without any discrimination."

Parents noted:

"We parents from the camp and those from outside of the camp visit together, and that is the result of the friendship of the children who became friends from sport activities."

One thing young people did not like was that Burundians were not allowed to play in some school competitions (due to being refugees), even though they had trained and were very talented.

Some of the young peoples' new Burundian friends have now returned home. Asked how the skills they gained will help them interact with new refugee arrivals, the girls in Mahama responded:

"We will approach them and tell them the importance of teamwork and welcome them to the team."

Mexico

This case study aims to provide a deeper understanding of how the Sport for Protection project was implemented in Mexico. It describes the programming context, aims, challenges, observations and lessons from the perspective of the evaluation team. Although it is based on the evaluation findings, it is illustrative by nature and not intended as a comprehensive assessment of the project in its entirety.

Context

Since 2017, Mexico has become host to a continuing flow of refugees due to deterioration of the political, human rights, security and economic situations in Honduras, Nicaragua, El Salvador, Guatemala, Haiti, Cuba, Venezuela and Africa, with people seeking to settle in Mexico or North America. There are significant numbers of unaccompanied minors and young adults. It is a dynamic and ongoing crisis¹⁴ that completely overwhelmed UNHCR, which declared a Level 2 emergency in 2018, and in 2019 saw a 137 per cent increase in the number of asylum-seeker claims (70,302 persons) compared to 2018 and a 3,194 per cent increase compared to 2014.¹⁵

The context in Mexico is complex and differs significantly across the country. Those arriving in Mexico City tend to stay longer, seeking accommodation in shelters and residency among host communities with hopes of establishing livelihoods. Across the country, refugees are highly transitory, with limited reliable access to cellular communication, financial challenges due to the absence of work, and a poor security context.

Key protection concerns for young refugees and IDPs include access to education, health and essential services, lack of development opportunities, and risks associated with organized crime and gang violence, including forced recruitment of boys and sexual exploitation of girls. Unaccompanied minors are specifically vulnerable to the risk of exploitation and trafficking. Mental health and trauma are significant issues, with the majority of persons of concern to UNHCR having experienced violence, trauma and persecution or human rights abuses. Many people live with continued fear of being identified and targeted for retribution by satellite gangs and government operatives from their place of origin.

The crisis in Mexico also coincided with national elections and the establishment of a new administration that delivered a new human rights-based migration policy. However, it also created delays associated with changing local and national government policy initiatives and the turnover of officials at all levels of government and the bureaucracy.¹⁶

¹⁴ New caravans began entering Mexico following the 2020 US presidential election.

¹⁵ [UNHCR 2019 Year End Report: Operational Context](#).

¹⁶ [UNHCR 2018 Year End Final Report: Operational Context](#).

The year 2020 came with additional operational challenges, given the global pandemic and associated restrictions on movement, and effects on the Mexican economy, resulting in the closure of businesses and shelters, exacerbating economic stress and increasing health and security concerns.¹⁷

The UNHCR–IOC/ORF Sport for Protection project in Mexico

The project was implemented from January 2018 to December 2020 and delivered by Programa Casa Refugiados (PCR) in four locations in Mexico City and by the Refugee Education Trust (RET) International in five locations in the southern states of Oluta, Acayucan, Palenque (Veracruz), Tenosique (Tabasco) and Tapachula (Chiapas). Both partner organizations were chosen on the basis of their contextual knowledge, relationships and wider programme of support for refugees and displaced persons, including social cohesion, education and psychosocial assistance programming in the project locations.

The total budget of \$828,336 comprised a \$420,403 grant from the IOC and a \$435,436 co-contribution from UNHCR.

UNHCR and partners have not collected consolidated data relating to total numbers of participants in the project. As a result, the evaluation is unable to confirm the reach of the project beyond confirming the stakeholder groups that were engaged.

The Sport for Protection projects support the strategic objectives of the 2018–2020 Comprehensive Regional Protection and Solutions Framework (MIRPS)¹⁸. Specifically, they include a focus on creating safe spaces, supporting opportunities for peaceful coexistence through community-based protection activities to increase interaction between asylum-seekers, refugees and host communities in order to prevent and reduce social tensions and to enable the identification and prevention of protection risks and opportunities through community-based networks. There is also a focus on protecting children and young people.¹⁹ Project interventions were nuanced each project location with safety and security a key concern in the southern states, and community-building, social cohesion and psychosocial well-being in Mexico City.

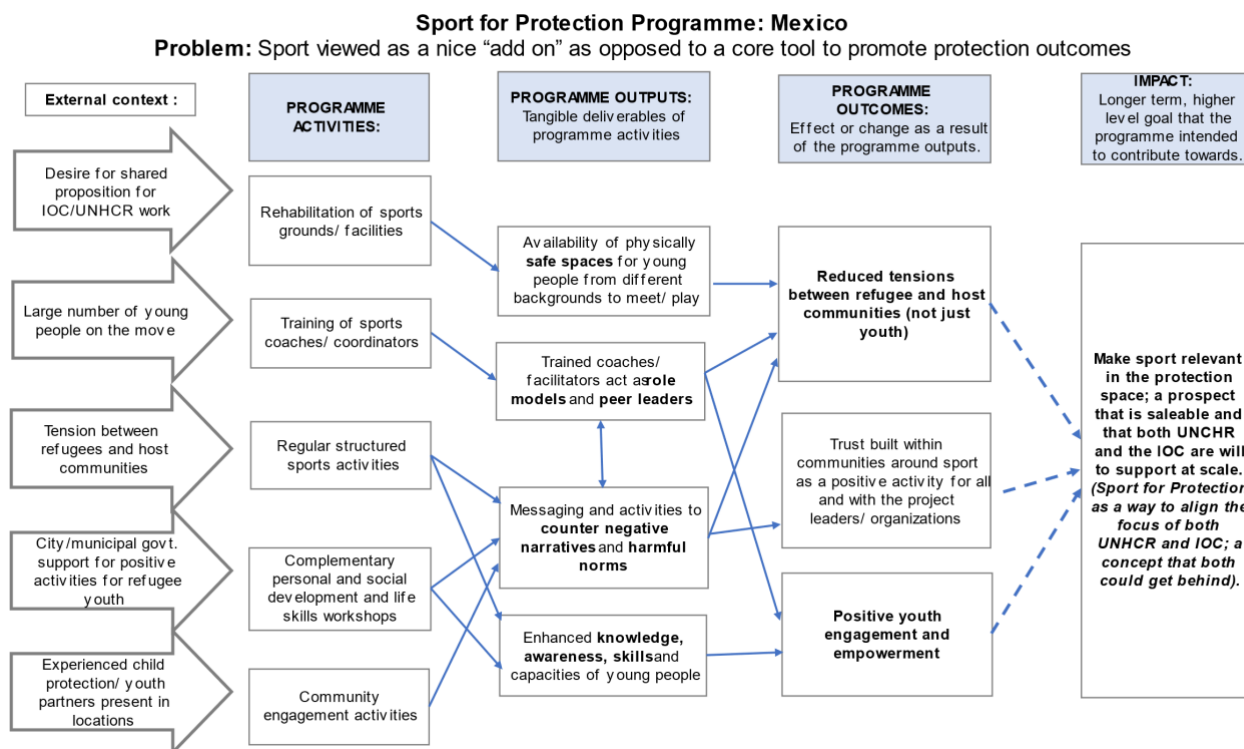
The project was designed prior to the publication of the *Sport for Protection Toolkit*, and the design provides a broad set of objectives (see Table A4) but fails to articulate a Theory of Change that clearly describes the intended outcomes and the pathways through which these would be achieved, as well as the set of assumptions that underpin them. As a result, in April 2021, the UNHCR Sport Section and ORF created a Theory of Change (see Figure A3) to help inform the evaluation.

¹⁷ [UNHCR 2020 Operational Context Reporting](#).

¹⁸ See <https://www.acnur.org/5b50db084.pdf>

¹⁹ UNHCR-Mexico 2019 VOuntry Operations Plan pp. 2-4.

Figure A3: Mexico Sport for Protection Theory of Change



Although the Theory of Change was created after programming was completed, when mapped against the project’s objectives and the Toolkit outcome areas (Table A4), a clear relationship between the three is apparent.

Table A4: Relationship between Mexico project objectives, the Toolkit, and the Mexico Theory of Change

Mexico project objectives	Toolkit protection outcome	Theory of Change outcomes
1. Provide opportunities for adolescents and young adults to engage in activities that can have a positive psychosocial impact, enhance new and existing life skills and reduce risk factors for violence	Well-being Social inclusion Social cohesion	Reduced tensions between refugee and host communities Positive youth engagement and empowerment
2. Create and sustain safe environments; ensure access to sport facilities for adolescents and young adults so that they can safely play, focusing on the inclusion/participation of female	Social cohesion Social inclusion Well-being	Trust built within communities around sport as positive activity Positive youth engagement and empowerment

adolescents and young women, LGBTI+ adolescents and youth, and adolescents and youth with disabilities		Reduced tensions between refugee and host communities
3. Strengthen relationships between adolescents, young adults and families as well as other members of the host communities as a protection mechanism	Social cohesion Social inclusion	Reduced tensions between refugee and host communities Trust built within communities around sport as positive activity Positive youth engagement and empowerment
4. Raise awareness among the community at large on the situation of asylum-seekers and refugees, rights, and protection services	Social cohesion Social inclusion	Reduced tensions between refugee and host communities

Project implementation

In the first year of implementation (see Figure A4 for timeline), UNHCR and partners focused on rehabilitating safe spaces for sports activities in areas where there were high concentrations of refugees. In Mexico City, PCR began holding events that brought refugees and host communities together to promote peaceful coexistence. A range of sport and recreational activities began in all locations in the second year (see Table A5). The COVID-19 pandemic and associated restrictions on public gatherings severely impacted the final year. Partners pivoted to remote activities, focusing on physical and psychosocial well-being to support refugees and host communities experiencing significant stress due to economic hardship and social isolation.

Figure A4: Timeline of Mexico activities



Table A5: Mexico Sport for Protection project activities

Year	Activities
PCR - Programa Casa Refugiados	
2018	<ul style="list-style-type: none"> • Equipment: 4 shelters received sports equipment (table games, yoga mats, volleyball, basketballs and footballs, weights, gym machines); 3 shelters were painted and renovated.
2019	<ul style="list-style-type: none"> • Soccer: 8 games, training from the female soccer team of Mexico National Autonomous University and 7 training sessions for women, including volunteers and PCR staff. • Cycling: Started as a solidarity ride to take some donations from the PCR office to the shelters and then became a monthly activity. Participants also gave food to homeless people. • Chess tournaments: Held on World Refugee Day and other recognized events. • Events: International Children's Day, Day of the Dead, Day of Peace, Christmas. • Other sports: Ultimate frisbee, relay running, visit to see professional basketball players of the Mexican National Professional Women's Basketball team.
2020	<ul style="list-style-type: none"> • Three races: Organized with National Council for the Prevention of Discrimination. • Creation of a virtual physical activation space: http://enlacasita.mx/index.php/activate/ to support participants to cope with confinement and maintain physical and mental well-being. • Distribution of sports kits: Including balls, elastic bands, dumbbells, yoga mats and jump ropes, which were delivered to adolescents and families at Cafemin shelter and in their homes.
RET - Refugee Education Trust International	
2018	<ul style="list-style-type: none"> • Rehabilitation of sports facilities: In Acayucan, Veracruz – swimming pool “El Greco”. In Tapachula, Chiapas – 7 spaces across the city: 3 basketball courts, 2 football fields and 2 parks. In Tenosique, Tabasco – 4 areas across the city: 3 football fields and 1 softball field, including installation of 5 drinking fountains.
2019	<ul style="list-style-type: none"> • Soccer: 15 soccer tournaments in Tapachula, Tenosique, Palenque and Acayucan. In Acayucan, regular training was conducted in central locations and neighbouring towns. • Women's tournament: A three-month women's tournament was organized. • Inter-school tournament: An inter-school soccer tournament was organized across 4 municipalities in the indigenous part of Veracruz. 15 schools participated. • Other sports: Basketball, volleyball, judo and yoga.

	<ul style="list-style-type: none"> ● Recreational activities: Sport training sessions combined with several recreational activities and warm-up exercises to foster team-building and leadership among refugees and local youth. ● Life skills camp focused on personal development, values and tools for a life free of violence, and the role of young people as agents of change in society. ● Youth clubs: 4 youth clubs created where workshops were conducted to discuss topics such as diverse masculinities, leadership, gender roles, and sexual and gender-based violence. Youth club members and young community leaders participated in the recovery of public spaces through painting, garbage collection, and repairing and maintaining sports fields. ● Training on protecting children through sport for parents and public servants (Tapachula, Acayucan).
2020	<ul style="list-style-type: none"> ● Soccer: Organized and held 7 tournaments across project regions. ● Implementation of virtual sports activities: Coaches produced videos and visual materials that included stretching and relaxing exercises. They also kept regular follow-up calls and WhatsApp messages with the youth participants. ● Training: Trained 61 young coaches. ● Sports activities: Implemented 192 activities across project regions: 90 in Tapachula, 29 in Tenosique, 28 in Palenque and 45 in Acayucan. ● Workshops: 29 workshops on life skills, person development, gender equality, racism, and leadership.

Project outcomes

The following discussion draws on insights collected through key informant interviews (KIIs) and focus group discussions (FGDs) with project participants, coaches and volunteers, parents and community leaders, and cross-verified with outcome mapping sessions with UNHCR and partner staff, as well as UNHCR and partner reporting. However, the evaluation was unable to quantify these findings due to the absence of management information system (MIS) data from UNHCR and partners.

Objective 1: Provide opportunities for adolescents and young adults to engage in activities that can have a positive psychosocial impact, enhance new and existing life skills and reduce risk factors for violence.

Field consultations supported the logic of the project, which was that organized sports activities that bring host communities and refugees together can help develop resilience and self-confidence, and create a sense of community and belonging (peaceful coexistence).

Opportunities for positive engagement by young people were brought about through:

- the rehabilitation of physically safe spaces;
- sport and recreational activities;
- training of coaches and volunteers to act as role models and provide referrals;
- supporting leadership development and building peer leaders;
- integrating key messages within sports and youth club activities to provide rights awareness, counter negative narratives and norms, and enhance young people's knowledge, awareness

and skills on a range of issues, including racism, sexual and gender-based violence, violence, drugs, and substance abuse and gangs.

Young people interviewed as part of the evaluation reported that the activities and training helped them to gain confidence and life skills, and overcome their anxieties and fears:

“I liked most the opportunity to meet and build relationships with people of different nationalities, including Mexicans. The coaches were super friendly and respectful and that helped me to improve myself because I used to be shy.”

Young man, Tapachula

“I gained confidence and lost my fear to do new things. Now I am studying a Biological and Pharmaceutical Chemistry degree and still playing in a women's football team.”

Young woman, Tapachula

This finding is supported by the observations of UNHCR and partner staff as well as project reporting. Coaches trained by the Scott Foundation, for example, reported that participants improved their social skills, became more creative, and demonstrated reduced stress, depression and anxiety. Coaches also reported that young people built solid relationships between teammates, and *“no nationality, gender, or disability discrimination was visible”*.

In some locations, the sporting activities aimed to support leadership development and engage young people in serving their communities. Youth camps were organized in Mexico City (PCR) and Acayucan (RET), and young people played a role in managing these. In Tapachula, young refugees joined a local youth club and undertook community service activities, reporting that these activities made them feel more engaged with their community, further increasing their sense of safety. The project also provided an opportunity for parents who took their children to activities to socialize, and those participating in FGDs reported improved understanding of others and an increased feeling of being accepted in the community.

Project staff reported that sport and recreational activities, including drawing, drama and workshops, and the trusted relationships that young people built with coaches and volunteers, were important for young people's sense of well-being. They also acted as an essential entry point for identifying vulnerable young people, including those experiencing trauma and other mental health issues, abuse and exploitation, so that they could be monitored and supported or referred to psychosocial, health and other protection services. Reports from RET, for example, highlight the experience of a young person suffering from severe depression who became very engaged in sports activities and attended a leadership camp. Coaches and project staff noted a significant change in his emotional well-being, and reported that after taking part in the camp, this young person sought psychosocial support services.²⁰

²⁰ RET programme report 2019.

Objective 2: Create and sustain safe environments; ensure access to sports facilities for adolescents and young adults so that they can safely play, focusing on the inclusion/participation of female adolescents and young women, LGBTI+ adolescents and youth, and adolescents and youth with disabilities.

Safe spaces

Where sports facilities were rehabilitated (repair of broken equipment, painting, installation of lighting and supply of equipment), this contributed **to increasing the access of young refugees and host community young people to safe spaces for play and social interaction**. Participatory assessments were conducted with young refugees to identify the spaces to rehabilitate, based on the types of sport and recreational activities they were interested in and the locations that would be safe for them to access.

However, access to sport and recreation facilities varied significantly across project locations, which in turn impacted the nature and frequency of activities. In Tapachula and Acayucan, RET had access to rehabilitated public spaces and a public gymnasium provided by the local government. This enabled them to plan and conduct regular activities and training sessions and organize football tournaments, which provided a programme of sustained support and messaging to young people. In Mexico City, however, PCR did not have access to suitable spaces for carrying out sports activities. As a result, activities tended to be event-based and implemented sporadically in public places or local shelters.

An ongoing challenge to sustaining this outcome is that many sports facilities were rehabilitated in the absence of plans for their ongoing management and maintenance. Once completed, they were not monitored for safety and repair by UNHCR or its partners. Observations during the evaluation found many spaces that were not satisfactorily maintained. For example, two of three basketball courts visited in Tapachula are no longer in use because boards and hoops are missing or damaged. Similarly, there was no plan for the ongoing maintenance and supply of sports equipment; project staff, coaches and youth raised scarcity of equipment as an ongoing concern.

Furthermore, rehabilitation work did not consider the needs of gender and sexual and minorities and people with disabilities, such as dedicated changing rooms and toilet facilities, and disability access and specialized equipment. As a result, the project is unlikely to be in a position to address the specific vulnerabilities of some of the most marginalized young people.

In Acayucan, RET supported a women's indoor soccer team that went on to win a local championship.

Inclusion

All project activities were, in principle, accessible to all participants irrespective of their gender, sexuality or ability/capability. While some informants confirmed the participation of LGBTI+ and people with disabilities in some activities, they did not participate in significant numbers, and the

evaluation team found no evidence of affirmative efforts to include these groups in activities, or of specific training for project staff, volunteers and coaches on disability and LGBTI+ inclusion and protection.

The absence of project-wide participation data means that the participation of women and other target groups cannot be verified. However, consultations indicate that women and girls regularly participated in project activities, and in 2019, women and girls accounted for 44.75 per cent of participants in activities organized by PCR in Mexico City.²¹ There is also evidence that both RET and PCR made efforts to target young women and girls through initiating women's basketball and football teams and tournaments. RET also undertook a survey to identify additional activities of interest to women and girls, and yoga and martial arts were included in the project as a result.

Young women overwhelmingly reported positive experiences with the sporting activities they engaged in, and felt safe during the activities and with their coaches:

"I was in group of 30 from local and refugee communities and only 5 were women. Despite this, I always felt secure and built a good relationship of respect with my teammates and coaches."

Young woman, Tapachula

"The relation between community and refugees was always good, there was no discrimination either with the women and girls involved."

Young man, Acayucan

Refugee women interviewed in Mexico City said they had participated in several organized events such as cycling and running. They said that these helped them become familiar with the city, reduced their fear of getting around, and strengthened their sense of security.

Objective 3: Strengthen relationships between adolescents, young adults and families as well as other members of the host communities as a protection mechanism

Objective 4: Raise awareness among the community at large on the situation of asylum-seekers and refugees, rights, and protection services.

Objectives 3 and 4 are discussed together to form a logic chain: increasing awareness among the local community on the rights of refugees, strengthening relationships between host communities and refugees (peaceful coexistence), and supporting community-based protection for refugees.

Community-based protection through building social cohesion is a central strategy for UNHCR in Mexico and for the MIRPS. Despite safety concerns that were more prevalent in the southern states, refugee families, children, young adults and host community members who were interviewed consistently reported that the activities and events provided learning and social cohesion opportunities that built tolerance and person-to-person relationships between refugees and host communities. Specifically, the Sport for Protection project provided an opportunity to convene diverse

²¹ UNHCR 2019 Interim Report.

communities in a safe and non-threatening way. UNHCR and its partners used organized sports events such as running and cycling races as opportunities for interaction, alongside International Children's Day, the Day of the Dead, the International Day of Peace, and Christmas, bringing together refugees and host communities to build resilience through having fun, and fostering a greater understanding of each other's culture, fears and needs.

"It was a space to meet people from different countries and was our only space to share with other people."

Parents of child participants, Mexico City

"El Rinconcito has many people from Haiti and Mexicans are not used to French and African cultures. The day we painted the murals, a lot of people that were curious gathered together, and from that day they got to know the refugees. The perception the community had of refugees changed a lot."

UNHCR staff member, Mexico City

Young refugees appreciated the multicultural exchange where they learned about different traditions and foods as well as building their football skills.²² Similarly, efforts to build relations between young people, parents and the host community appear to have been highly successful. Members of host communities reported positive changes in their views about refugees.

"We have friendship and respect and learned to share. We were getting along no matter where we were from, not discriminating against people who were not from Mexico."

Young man from host community, Acayucan

Community leaders also reported that sport and recreational activities provided host communities and refugees with positive opportunities to interact and work toward common goals. One community leader in El Rinconcito (Mexico City), for example, reflected that a mural project *"united the host community with the refugees because everyone was there painting and helping better this common public space"*.²³

"The cycling rally for adults helped us to meet new people and express our feelings, the rally was about recreational activities, but by the end we were getting together to play football."

FGD with adult persons of concern to UNHCR and the local community, Mexico City

In addition to building relationships, both RET and PCR reported that sports activities and events improved the protection space for refugees by providing avenues for the dissemination of information about their rights and the types of services available to them. PCR reported that a significant outcome of its work in the shelters in Mexico City was **increased awareness of refugees regarding legal,**

²² Acayucan FGD Adolescent Boys & Girls

²³ Tapachula KII Community Leader

health and social support services.²⁴ Similarly, UNHCR staff at the Mexico Representative Office and in field offices reported an increase in awareness of rights and uptake of UNHCR services among refugee communities.

Finally, the potential power of sport in supporting community-based protection is illustrated in the frequency with which UNHCR and partner staff reported that the project had increased understanding within their own teams and organizations of the value of sport as a tool for social cohesion. While RET closed its Mexico operations at the end of the project, PCR is already exploring how to integrate sport as part of its wider programming in Mexico.

Challenges

The project in Mexico faced several challenges that provide important lessons for future Sport for Protection programming.

- **Capability and capacity**

As Sport for Protection is an emerging field, both UNHCR and its partners in Mexico lacked experience in designing and implementing sport programmes that would include best practices in key areas such as protection, safeguarding, and stronger attention to gender and disability inclusion.

Training delivered by the Sport Foundation and Football Club Social Alliance was positively received and valuable in that it provided practical tools that coaches and project staff could use to integrate child protection and rights awareness messages within football activities and arguably adapt to other activities. While there is evidence that some of the coaches who were trained went on to train other volunteer coaches, the project was unable to provide a mechanism for ongoing support and development for coaches. This issue of capacity was also affected by the high turnover of staff and coaches.

Outcome mapping sessions with project staff consistently highlighted a desire from UNHCR and partner staff to have a dedicated focal point to provide technical support for Sport for Protection activities, and access to more tools, resources and training opportunities to improve integration of sports programming within their ongoing protection work.

- **Absence of a Theory of Change and a framework for monitoring, evaluation and learning**

The absence of a Theory of Change meant that partners focused on the implementation of a series of activities rather than adapting approaches that would contribute to the desired outcomes. Most significantly, an MEL framework was not developed, and implementing partners did not have sufficient MEL capability to collect and analyse data themselves.²⁵

²⁴ PCR Mexico City Country Staff Outcome Mapping

²⁵ The 2018 and 2019 interim reports highlighted that implementing partners were not able or equipped to demonstrate evidence of impact other than anecdotally, as MEL expertise and resources did not exist.

The absence of outcome indicators and tools to measure progress means that UNHCR is unable to generate robust evidence to demonstrate the project's achievements, to understand which approaches are effective and why, or to draw lessons to inform ongoing programme implementation and design. There is no evidence of partners undertaking assessments of knowledge, attitudes and practices or surveys on perceptions of safety to understand how these changed over time in order to demonstrate improved social cohesion, rights awareness and life skills. Nor did UNHCR and partners collect disaggregated participation data to assess who was attending activities.

Given the "pilot" nature of the project in Mexico, this inability to collect evidence on how sport can contribute to the protection space for young refugees is a lost opportunity to build both a stronger evidence base but also capacity of staff and partners for this type of work.

- **Gender and inclusion**

While consultations confirmed that women actively participated in the project, evidence provided during the evaluation does not clearly confirm how effective their participation was. Furthermore, the absence of participation data means that the evaluation team has been unable to use project data to support a gendered analysis of outcomes.

During consultations, UNHCR partners reported that gendered assessments were undertaken; however, field consultations were unable to identify how these were used to design or adapt activities for girls and young women.

The evaluation found no evidence of efforts to address the specific needs of people with disabilities, nor examples of disability-inclusive activities.

- **Partnerships**

Partnerships are central to good Sport for Development and Sport for Protection work. Partnerships should draw on the capabilities of development organizations in supporting human and social development, and the assets of sports in terms of convening people and their ability to draw on the sporting ecosystem – infrastructure, access to playing opportunities, development pathways and training and coaching capabilities.

- **Protection and safeguarding**

Effective safeguarding of children and young people is a first principle for any sports programme. While UNHCR and implementing partners reported having child protection and safeguarding policies and referral and reporting systems at the institutional level, the evaluation team was unable to find evidence that these were being strictly applied to sporting activities. For example, while some coaches and volunteers received child protection training from UNHCR, the high turnover of staff and volunteers meant that many had not received adequate training. The evaluation found no evidence

that all people coming into contact with children and young people through the project had mandatory training or that appropriate checks were in place for those having direct contact with children.

Furthermore, there was no evidence of a clear reporting system for young people to report any protection concerns. Although field officers and UNHCR protection leads reported that complaints and reporting systems were in place for young people – including boxes for submission and focal points for receipt of complaints – young people interviewed during the evaluation were unable to describe these mechanisms and seemed unaware of them.

Prior to the start of the project, UNHCR made early efforts to map Sport for Protection actors in Mexico and engage them in setting priorities for the project. However, insufficient attention to establishing operational partnerships during implementation resulted in a high dependence on project staff and funding resources, limited sustainability, and less than optimal use of resources.

These missed opportunities appear to be threefold. First, a lack of sophisticated understanding and limited design capacity of UNHCR and its partners in the Sport for Protection space; second, the time required to establish meaningful and mutually beneficial programming relationships; and third, significant pressures on programming resources as a result of the massive influx of caravans in the first year of programming.

Partnerships with local and national governments appear to have been more transactional in nature, including seeking permissions for the conduct of public activities or the identification of public sports facilities for rehabilitation. Early efforts to engage the Mexican Olympic Committee were not successful. However, this interest was rekindled in 2020 when the Committee organized two events to raise awareness of the rights of refugees and IDPs in Mexico and UNHCR was able to facilitate access to refugee communities.

During outcome mapping sessions, both UNHCR and implementing partners recognized the need to have deeper engagement with the Mexican Olympic Committee and local sporting federations, associations and clubs to provide access to training facilities and development pathways.

Summary

The Mexico Sport for Protection project faced significant challenges, including unforeseen increases in refugee and asylum-seeking populations, the COVID-19 pandemic, and design and implementation issues associated with inadequate resourcing, particularly for staff, coaches and volunteers, and capacity-building. Despite this, the project sought to leverage its limited resources and capabilities, and community leaders, children and adolescents all confirmed positive outcomes from participating in the various events and activities.

The key challenge for the evaluation in assessing the extent to which the project outcomes were achieved was the low quality of evidence the team were able to draw on due to weaknesses in MEL and reporting systems, both at the partner level and within UNHCR. As such, the evaluation has only been able to draw on (unverified) UNHCR and partner reports and field consultations.

Some progress was made against each of the four project objectives, with reported outcomes including improved social inclusion, social cohesion and psychosocial well-being of the young people who participated.

The objective to create safe spaces for play and protection has been achieved in part, although access to and sustainability of rehabilitated assets is an ongoing concern. This is due to poor planning relating to maintenance and management of sports assets, and evidence of deterioration.

Awareness of protection and rights issues appears to have improved among participants, coaches and volunteers; however, inconsistent attention to and practical application of safeguarding systems is an immediate and pressing priority for all partners and should be a first principle of future programming.

