

Evaluation Report

PeacePlayers International - Cyprus

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I. Executive Summary

PeacePlayers International Cyprus (PPI-CY) projects a very youthful culture that has been an important attraction hook for both internal and external stakeholders. Children mention that they are part of this organization because 'it is cool and fun', coaches mention that they joined because it was something 'innovative and unique', while external stakeholders consider PeacePlayers as a 'spirited' organization which projects 'positive energy', 'high spirit' and a lot of 'passion'.

This positive energy has been used as the key driving force of the Organization. Activities are designed to be fun, educational and enjoyable. Children are 'hooked' and they enjoy themselves. Despite the lack of popularity of basketball in Cyprus, PeacePlayers have managed to project a message that was attractive and relevant to the children. New kids are always joining the teams, while approximately 1 in 4 'stick with the program' and now count 3 years of 'membership' with PeacePlayers.

Clearly, PeacePlayers is an Organization very focused on the 'to do' aspect of its operations. Even before all legal and logistical issues regarding the registration of the Organization were sorted out, the teams were already in operation and work 'on the ground' was being done. Other, more 'corporate issues' related to strategic planning, governance and leadership, organizational structure, roles and responsibilities, image-building, relationship-building etc have only recently started to be looked at more critically. This critical look will draw upon the expertise gained from other PPI sites, where the program has already been 'tried and tested'. PPI-CY will integrate this international expertise to strengthen its local capacity and work towards building more local autonomy from PPI- Head Quarters (PPI-HQ)

Local autonomy is an important aspect of PPI-CY. The local authority and local presence is now strengthened by the position of the local Managing Director. Decision-making has transitioned locally and the Managing Director can make any decisions necessary with regards to the implementation of the annual Operational Plan and the handling of finances. Furthermore, the MD is becoming the 'face' of the Organization locally, representing the Organization to external stakeholders, funders and supporters. Once the strategic plan is launched locally the Board will be delegated a more active role in governance, financial management and public relations.

To further enhance its local presence the Organization needs to build a more extensive positive visibility for itself. Currently, marketing activities are limited and awareness of the Organization remains at low levels. The image of the Organization needs to be clarified and a strong, clear identity needs to be communicated to the wider public. The local staff and Board need to become its best ambassadors.

Strengthening of the local identity will also enhance the interest of local donors and build their trust in the financially supporting it.

Local autonomy will entirely be achieved once the Organization has built local capacity in fundraising and has attained financial independence from Washington Head Quarters (HQ). Similarly to all Civil Society Organizations (CSOs) worldwide, funding is currently the biggest challenge PPI-CY is facing. PPI-CY's has high dependence on a limited number of sources, suggesting limited flexibility in the use of funds and some occasional cash flow difficulties. The HQ are working closely with the local office to ensure that they're researching and submitting applications targeting local, government and European funds. The Managing Director is devoted to fundraising and this is her primary responsibility. However, fundraising responsibilities need to be widespread in the Organization even if it is for a small amount. Once its role is clarified, the Board can be take onboard a more active role in fundraising through the use of their personal connections. Coaches and Coordinators can also more actively work towards building relationships with individuals and businesses in the community to help fund the program. In addition, relationships with donors need to be managed more consistently. The interests and objectives of all donors need to be considered and incorporated in the program activities. In addition, there is a need for maintaining frequent and proactive contact with them. Relationship management responsibilities for specific donors need to be clarified and delegated across the MD and the PDs

PPI-CY is built on a strong foundation with regards to its vision and mission. The Organization aims to alleviate mental barriers between children of the two communities in Cyprus, empower them to live healthy constructive lives and develop future leaders who will have a positive influence in their communities. All members of the Organization have confidence in this vision and are committed to helping Turkish Cypriot (TC) and Greek Cypriot (GC) children have positive interactions with each other. Despite the clarity of the vision, implementation of the mission has encountered some challenges in the Cyprus context. There have been financial challenges, staffing challenges and also challenges on the ground, like logistics in covering the distances between teams and crossing the border. In addition some issues were also encountered in relation to the target group that the program was targeting. Even though the mission of the program is targeting Turkish Cypriot and Greek Cypriot youth, children born on the island to Turkish parents were also attracted to the teams in the north. These children do not have the necessary paperwork to cross the border and thus there are some logistical difficulties regarding their participation in bicomunal activities, with them often being excluded from any activities in the south. There is definitely a need for clear guidelines and procedures which need to be provided to all coaches with regards to

which children can be included in the program and to what extent each can participate.

On the whole, PeacePlayers remains a newly formed Organization. It has only recently acquired a formalized Organizational Structure thus formalization in terms of roles and responsibilities, reporting lines, decision making and human resource management is just starting to be implemented. All staff have signed contracts that outline their roles and responsibilities. An organizational structure has been drafted indicating the relationships between members. Performance criteria for the systematic evaluation of staff members are also currently being discussed.

However, the Organizational structure is still not fully implemented as certain positions remain vacant. Some people are also new while for some positions there has been frequent turnover. This has resulted in overlapping in the roles of staff and ambiguity with regards to responsibilities and reporting lines. As a result, there have been gaps in internal communication, lack of follow through in the implementation of decisions and non-systematic monitoring of the teams.

Staff turnover, especially in the position of the International Fellow (Program Director) is having a negative impact on the continuity of the program, as it disrupts the flow of operations. Coaches experience most of the impact of this turnover, as by the time they have established a mode of working with the PD, they need to build a new relationship with the new person. The position of the Fellow is an important one as it maintains the 'American presence' in the organization, sustains neutrality between the two sides and ensures that values and principles of PeacePlayers are implemented across all operations. In reality, once roles and responsibilities operate efficiently, the role of the PD is one that will enhance the operations of the Organization and thus it is a position to be maintained in the organizational structure.

There is a clear and eminent need for filling the 'gaps' in the Organization. It is evident that the Organization is currently inadequately staffed to run effectively. Both positions of the PDs need to be filled, so as roles and responsibilities within the Organization can be reallocated accordingly. There need to be clear 'boundaries' between roles, clear reporting lines and decision making responsibilities. Contractual agreements need to translate into individual goals and personal targets, which will be used to monitor performance of staff on a semi-annual basis. The Coordinators need to assume a more active role in informing, coordinating, monitoring and supporting the teams. This will allow the PDs to take onboard a more management role in overseeing operations and ensuring the right quality of operations is in place.

Effectiveness and quality of operations is an important aspect for PPI. PPI-CY is gradually moving towards the standardization of its operations. Currently even

though teams are performing well in terms of the basketball aspect, there is little integration of the peace building element into their practices. Coaches have not yet been trained on PPI's goals and principles, thus find it difficult to implement these skills on the basketball court. Consequently, children cannot distinguish the difference between what they are learning at PeacePlayers and what is taught in basketball academies.

Quality of operations is driven by multiple components. To ensure minimum quality of operations, standardization of the structure of practices is imperative. A 'model' curriculum of practices needs to be implemented and be consistent across teams island wide. Towards this end, staff needs to be adequately trained to be able to implement this curriculum on the court. Considering that coaches have not been trained in PPI's strategies and mission, there is an eminent need to invest in the training and development of staff. Minimum standards of effectiveness also need to be set across teams. Ongoing evaluations need to be conducted by coaches and Coordinators on a monthly basis, tracking the effectiveness of coaches in teaching the skills, children's understandings and learnings, consistency of attendance in practices, positive or negative adoption by the children, progresses, challenges, problems and concerns. This will ensure that at least the minimum standards of quality are being implemented.

Standardization of operations will be achieved through the adoption of the Arbinger curriculum, which will commence as of September 2010. The Arbinger curriculum will introduce a standardized model for 'teaching the anatomy of peace' and will be equally implemented in all teams island wide. The effectiveness of the introduction of Arbinger in the local context in Cyprus remains to be determined. To enhance its successful implementation, there needs to be an initial evaluation of its compatibility with the local situation in Cyprus. Involving internal stakeholders in this process would prove particularly beneficial. Feedback from coaches, Coordinators and children will highlight specific needs that need to be addressed. Hence, where deemed necessary, adaptations can be made to address the diversity of skills and needs within teams.

In addition to the quality of operations, quantity is also important. Interactions between children need to become more frequent and more consistent, thus the need to increase the number of core activities (twinnings, tournaments, life skills projects). The bicomunal camp has had an amazing effect in bridging divides and changing children's perceptions and attitudes for children of the other community. Bicomunal camps or weekend retreats need to be introduced more systematically into the program. To further enhance the 'quantity' of the program's impact the total number of participants in the program also needs to increase. Quotas for the Limassol teams, which are currently below target levels, need to be reached.

Expansion to new areas will bring new children into the teams. Centralization of operations, i.e. more concentration in Nicosia and its suburbs would enable more frequent interactions between the children as logistics and costs with regards to covering long distances will be minimized.

All things considered, one cannot ignore the fact that despite the various challenges the organization is facing (financial, staffing, logistical, operational) the program is making considerable impact on the ground. The program is offering a unique opportunity for many of the children to be part of a basketball team, and includes everyone regardless of skill level and ability. Even though life skills have not been formally integrated into the program, children are gaining a variety of skills outside basketball: team work, cooperation, critical thinking, tolerance, friendship, honesty, acceptance, understanding, good communication skills, mutual respect, self-confidence and discipline, just to mention some of them. Teamwork and cooperation as well as the inclusion mentality that exists in the teams make all children feel as an equal and key member of their team. Consequently, children have learned to believe in themselves, trust that 'they can do it' and take a more active role in their team. Children are feeling more empowered. Their leadership development is starting.

The program is also having an unmistakable impact on bridging divides and helping children overcome their mental barriers for the other community. Children who are participating in bicomunal events are changing their thinking about each other, and changing their attitudes towards the other community. Children, who were negative in the past, are becoming neutral. Children who were neutral are becoming positive. And a small number of children that were negative in the past, are becoming positive.

Through their interactions with each other children are developing critical thinking and form their own opinions regarding the other community rather than believing the negative things that are being said around them. For one, they start to recognize that children from the other community are 'not masters', but 'people like them', who 'look the same' and 'do the same things they also do'. Stereotypes, prejudices and biases are being diluted. Instead they are substituted by 'trust', 'inclusion', 'tolerance', 'friendship', 'teamwork', 'feeling comfortable with each other'. The first seeds of acceptance and reconciliation have been planted. Children's understanding of peace building and the possibility of a peaceful coexistence is growing, with them mentioning that '*when they played together and didn't fight or argue, they realized that it is possible to have peace in Cyprus*'. Children are gradually becoming 'change agents' and are trying to influence the perceptions of other children, their elders and their communities.

Of course there is a share of children that still choose to stick to their nationalistic beliefs and the incorrect stereotypes that have been instilled in them over the years.

But this is a very pragmatic outcome. It would have been too idealistic (and almost naïve) to believe that the program could influence and change the perceptions of ALL children in the teams. Considering that the wider environment is not at all conducive to peace building and reconciliation, the fact that children are ‘moving’ from their original dispositions to more neutral ones is a remarkable step forward

Considering the Organization’s current impact, we also need to examine its potential. Towards this end, a strategic question needs to be answered with regards to the Organization’s growth: ‘is the primary aim of growth that of broadening or deepening the impact?’ Broadening the impact would mean a higher focus towards expanding to new regions and increasing the number of teams. Deepening the impact would entail having a ‘closer and more critical look’ of current operations, improving any gaps that may exist, and ensuring that children are developing into active citizens and future leaders, gaining skills that they can use for the rest of their lives.

This question is indeed a very difficult one to answer as growth and development is a complex and multifaceted process. Growth and development raise important questions with regards to the majority of the aspects discussed in this evaluation ranging from the clarity of vision and mission, human resource management, to standardization of operations, training of staff, financial sustainability, monitoring and evaluation and building positive relationships with external stakeholders. Some stakeholders believe that it is important to first deepen the impact and then broaden; in a way, the organization needs to understand where it stands, assess its progress and face its challenges and work with the current teams to enhance the quality of operations in current sites. These stakeholders claim that until minimum standards of effectiveness are reached in all teams, it does not make sense to expand. Other stakeholders are eager to see the program grow in numbers and envision expansion to new areas. They believe that growth needs to be opportunistic and that the Organization needs to take advantage of all opportunities that arise and can facilitate its growth (e.g. funding, partnerships, support). The truth is that broadening and deepening, quality and quantity need to work in parallel and a balance needs to be maintained across the two. While one cannot doubt the need to reach more children and positively affect their lives, one cannot ignore that growth cannot take place if it will jeopardize the quality of existing operations. Thus minimum standards of effectiveness need to be implemented and monitored closely.

Finally, there is another question to consider when discussing further growth of the Organization. Should the Organization invest its energy in making its program stronger or should it look inwards and strengthen aspects of its internal organizational management? PeacePlayers are an ‘extroverted’ organization, focused on doing work on the ground and having an impact. The latter is of great

importance to them. On the other end, issues of organizational management, vision, identity, values, strategy and mission constitute the heart of the organization. It is the heart that pumps the blood in the rest of the body, that keeps the operations going. So the due attention needs to be paid to it. Strengthening issues of organizational management will only make the impact of the Organization stronger and the operations more efficient. Thus, 'extroversion' and 'introversion' need to be kept in balance.

II. Background of the program

Description of the Program in terms of vision/mission, goals, objectives, planned project 'deliverables'

Context

PeacePlayers International (PPI) is a young organization that was established in 2001 with a premise that “children who play together can learn to live together.” PPI uses sport to unite and educate young people in divided communities internationally and currently operates programs in Northern Ireland, South Africa, New Orleans, Cyprus, and the Middle East. PPI brings children together to form positive relationships, develop leadership skills, and improve their futures.

PeacePlayers have a very clear vision of Bridging Divides and aim to achieve this by using the game of basketball to unite and educate children and their communities. There are four objectives that help PeacePlayers realize their mission. These concentrate on :

- i. bridging social divides
- ii. developing future leaders,
- iii. educating children to lead healthy, constructive lives
- iv. building community involvement to ensure long-term sustainability.

PeacePlayers International established a program in Cyprus (PPI-CY) in October 2006 by using a grant from the United Nations Development Program – Action for Cooperation and Trust (UNDP-ACT). PPI transfers its mission to Cyprus and aims to use the game of basketball to facilitate positive dialogue and interaction between Turkish Cypriot (TC) and Greek Cypriot (GC) youth, with the ultimate goal being improved relations between the Greek and Turkish communities in Cyprus.

The demographic and political context in Cyprus

Cyprus is the 3rd largest island in the Mediterranean with an estimated population of a million: 700 000 living in the south and 300 000 living in the northern part. Children and their communities are physically divided by the Green Line or Buffer Zone, separating the island since 1974. There has been no contact between the two parts for 30 years and crossings between the two parts started in April 2003. There are Greek Cypriots, Turkish Cypriots, Turkish, Maronites, Armenians, Latin and foreigner workers and immigrants who live on the island. Greek Cypriots and Turkish Cypriots are the majority. It is estimated that there are 630,000¹ Greek Cypriots, 3,500

¹ Statistical Service: ‘General Demographics characteristics’, vol.1, 2000

Maronites, 1500 Armenians, 300 Latin and 80,000 documented migrants (out of which 45,000 are Europeans) and around 20,000-30,000 undocumented immigrants² living in the south.

Statistics from the north estimate that there are around 140,000 Turkish Cypriots or people of Turkish Cypriot descent and 160,000 people of non-Cypriot descent (Turkish people or people born on the island to Turkish parents). The republic of Cyprus does not legally recognize people of non-Turkish Cypriot descent and thus does not give permission for these to cross the border to the south. Thus, it is estimated that more than half of the population in the north is not able to come to the south, a statistic that also applies to the youth at even higher rates. It is estimated that on average half of the children in schools are not able to cross to south. It appears that the majority of TC children who can cross come from private schools (these are consist of 90% TC students). Conversely, in most public schools it is estimated that nearly 85% of the children are not able to cross³.

PPI-CY needs to work within the context of the political situation in Cyprus. PPI's operations are built on interaction between children through bicomunal events conducted island-wide. In lieu of the political situation, there are limitations with regards to which children can cross the border and which cannot. There are no legal or administrative barriers for children from the south to cross to the northern part regardless of nationality. However, there are administrative problems regarding the crossings from north to south. Children who are born to Turkish Cypriot Parents, or have at least one of the parents as a Turkish Cypriot, are able to cross to the south without any problems. However children who are born on the island but to Turkish parents are not able to cross.

The set up and operations of PPI-CY

The first years of PPI-CY's operation concentrated on building the confidence of both the coaches and the parents in the mission of the program and work towards overcoming mental and language barriers to bring children and communities together. In its early stages the program managed to set up a number of teams across the Green Line and bring the children into contact through regular twinnings or tournaments. This has gradually developed to the current operation of 9 teams in various parts of the island, north and south, which follow a regular structure of practices and come together during bicomunal activities.

² Trimikliniotis and Demetriou: 'Active Civic Participation of Immigrants in Cyprus' , 2005

³ In private schools such as Near East College, Levent College, Kyrenia American College or schools of foundations such as the Eastern Mediterranean College or state schools such as Turkish Maarif College it is estimated that 90% of the children can cross. However schools such as the Arabahmet or Ataturk Primary school, Lapta Yavuzlar or Democracy high schools it is estimated that nearly 85% of the children cannot cross

The first Managing Director of PPI—CY, Zach Leverenz, began the program in October of 2006. In 2007, Brian Shea came to Cyprus from PPI's program in South Africa to serve as the PPI—CY Managing Director along with two US Program Directors, Joshua Motenko and Chris Sumner, who joined the team. They finished their tenure May and July 2008 and worked to transition two new US Program Directors, Megan Chawansky and Rory O'Neil, both of whom arrived in July of 2008.

The program was left without a Head of Program between October 2008 and March 2009, when Marina Vasilara took over as Managing Director. Megan Chawansky left in May 2009 and the TC coordinator position was elevated to cover the responsibilities of the Program Director in the TC community. It is envisioned that by May 2010, two new Program Directors will join the program in Cyprus. PPI-CY currently has a local staff of 6 coaches and 2 program coordinators, one for each community. There is also an advisory board consisting of 7 people namely Takis Lyras, Orhun Mevrit, Akis Christofides, Bill McCammon, Ercan Başaran, Nadia Karayianni and Tarik Tekman. The Board is very well constituted and has local experience in sports and basketball, civil society and NGO management, while they are also well networked in the society.

Figure 1 represents the projected organizational chart from May 2010.

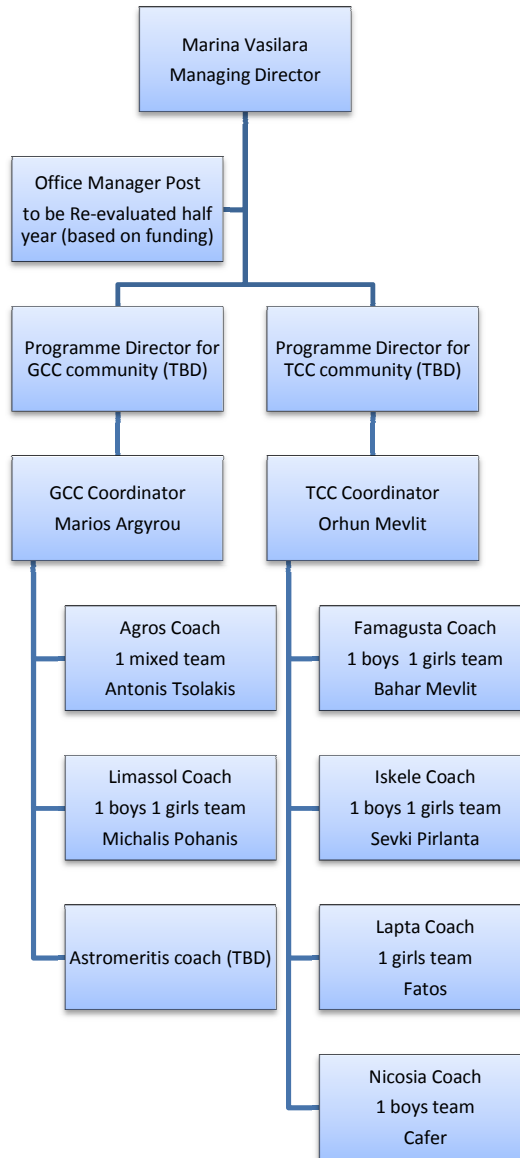


Figure 1 Organizational Chart of PPI-Cyprus

Constitution of teams

Currently, there are 9 PPI-CY teams in 6 cities of Cyprus. Even though it has been difficult to track the actual number of children in the teams, as children are always coming and going, it is estimated that a total of 136 children are participating in the practices of PPI. Since it has been difficult to calculate precise numbers with regard to the constitution of the teams, it is noted that all number numbers presented in the figures below are *best estimates*⁴.

There are four boys teams, four girls teams and one mixed gender team. In total, 79 boys and 57 girls participate in these teams island wide. Notably, since the Limassol

⁴ Estimates for number of children provided by the coaches, the coordinators and the PD

girls team has not 'picked up' yet, this has resulted in the gender balance in the teams to be skewed towards the boys, 58% vs. 42% for girls. It is expected that once the quotas for girls are achieved in Limassol, this will even out the gender balance. Figure 2 shows the cities and the gender of the teams.

Cities	Fama gusta	Iskele	Lapta	Nicosia	Limassol	Agros	Total No.	%
Gender								
Boys Only	25	14	0	12	13	15	79	58%
Girls Only	17	14	12	-	4	10	57	42%
Total No	42	28	12	12	17	25	136	

Figure 2a Number of Children per City and Gender

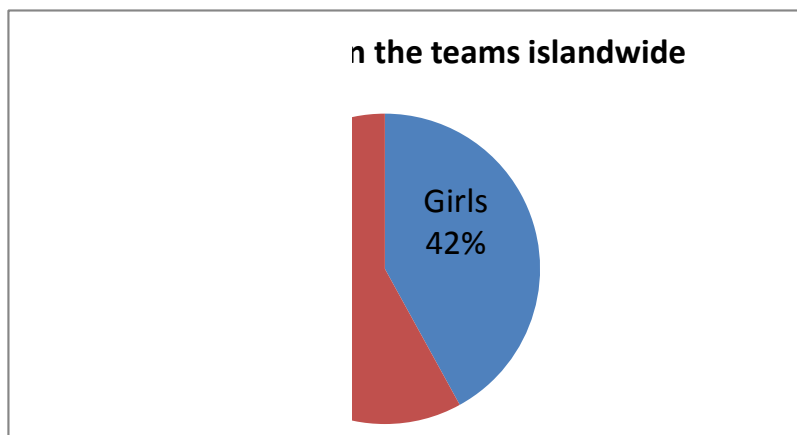


Figure 3b : Number of boys vs. girls island wide

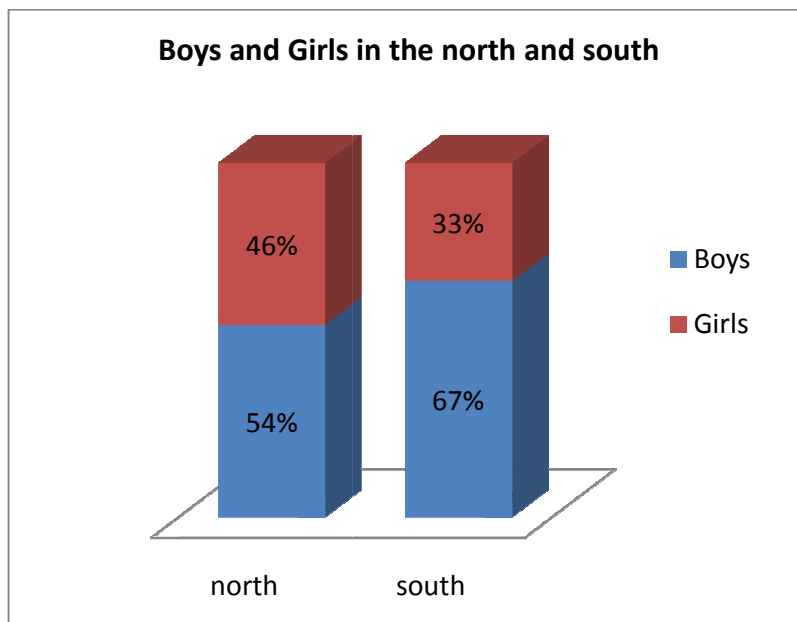


Figure 2c: Boys and girls in the teams north vs. south

Each team has an official minimum quota of 12 children. The Famagusta boys' team considerably surpasses this quota (it's actually double), while the Limassol girls' team is still lagging behind substantially (only 4 girls have been recruited to date). The remaining teams are right on target

Team	Gender Constitution	Total No. of children	% island-wide
Famagusta	Boys only	25	18%
Agros	Mixed gender group (15B, 10G)	25	18%
Famagusta	Girls only	17	13%
Iskele	Girls only	14	10%
Iskele	Boys only	14	10%
Limassol	Boys only	13	10%
Lapta	Girls only	12	9%
Nicosia	Boys only	12	9%
Limassol	Girls only	4	3%
TOTAL		136	

Figure 3 number of children in teams

Age

To maintain consistency in terms of age, children between the ages of 11 and 15 participate to the practices. Most teams have a mix of ages including younger and older children with the exception of Nicosia and Limassol; the former being a primarily 'young team' and the latter having attracted older children (14-15 year olds)

Team	Age				
	11y	12y	13y	14y	15y
Famagusta girls	6	6	3	2	0
Famagusta boys	6	10	3	4	2
Iskele	2	13	13		
Lapta Girls		2	1	7	2
Nicosia	12				
Agros	4	5	6	6	4
Limassol	2		2	11	2
Total number of children	32	36	28	30	10

Figure 4: ages of children per team

The breakdown per age is pretty much even per year of age, with the exception of the 15 year olds that constitute the lowest percentage, specifically 7%. Figure 5 shows the ages of children in more detail.

Ages	north	south	Island-wide	% island wide
11 years	26	6	32	24%
12 years	31	5	36	26%
13 years	20	8	28	21%
14 years	13	17	30	22%
15 years	4	6	10	7%
Total Number	94	42	136	

Figure 5 : ages of children

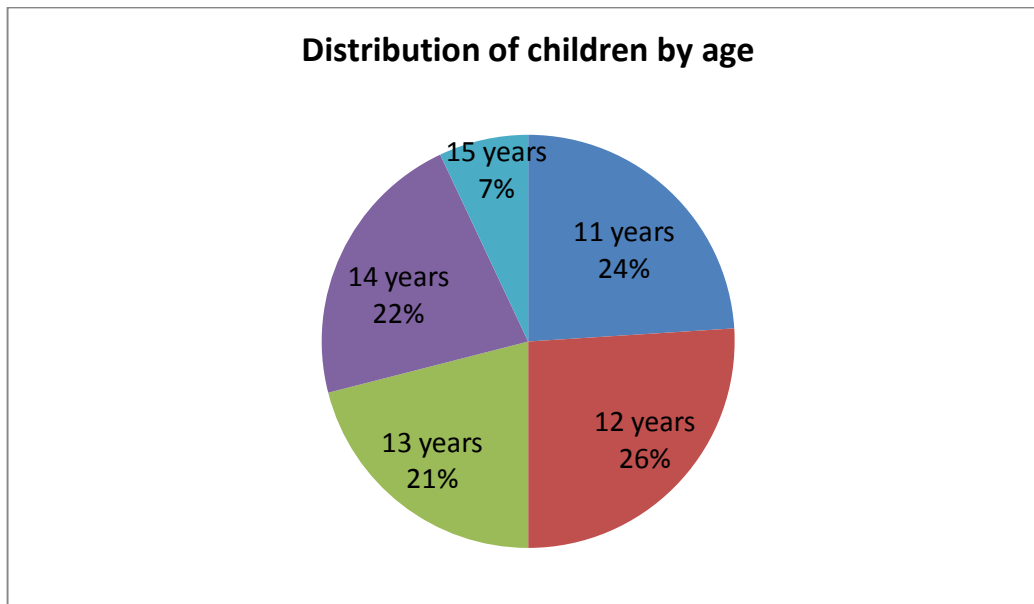


Figure 6a: Distribution of children by age

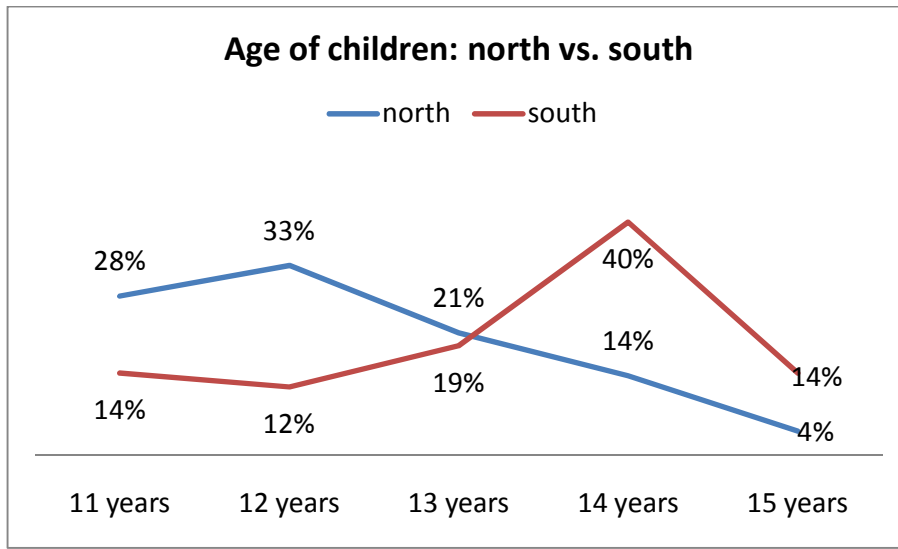


Figure 6b: Age of children, north vs. south

Nationality of children

In terms of nationality, teams are constituted primarily of TC and GC children, which represent the Organization’s primary target group. Even though no targeted efforts were made to recruit children outside these two target groups, in reality it appears that the two target groups have expanded to include a number of children born on the island but to Turkish parents in the north (16 out of 94 children or 17% of the TC teams) and a small number of minority children in the south.

This causes some difficulties when bicomunal activities are conducted because approximately 1 out of 6 children participating in PeacePlayers in the north cannot cross the border and thus cannot participate in events in the south. Minority children in the south normally have the necessary paperwork to cross, and thus do not experience an issue when crossing.

At a total level, it is estimated that 86% of the children fall within the two target groups, with 12% island wide not having the ability to cross

Team	Gender Constitution	TC children	Children born to Turkish parents	GC children	Minority children	Total
Famagusta	Boys only	23	2			25
Famagusta	Girls only	17	0			17
Iskele	Girls only	10	4			14
Iskele	Boys only	8	6			14
Lapta	Girls only	8	4			12
Nicosia	Boys only	12	0			12
Agros	Mixed			25		25
Limassol	Boys only			10	3	13
Limassol	Girls only			4		4
Total		78	16	39	3	136

Figure 7a: Nationality per team

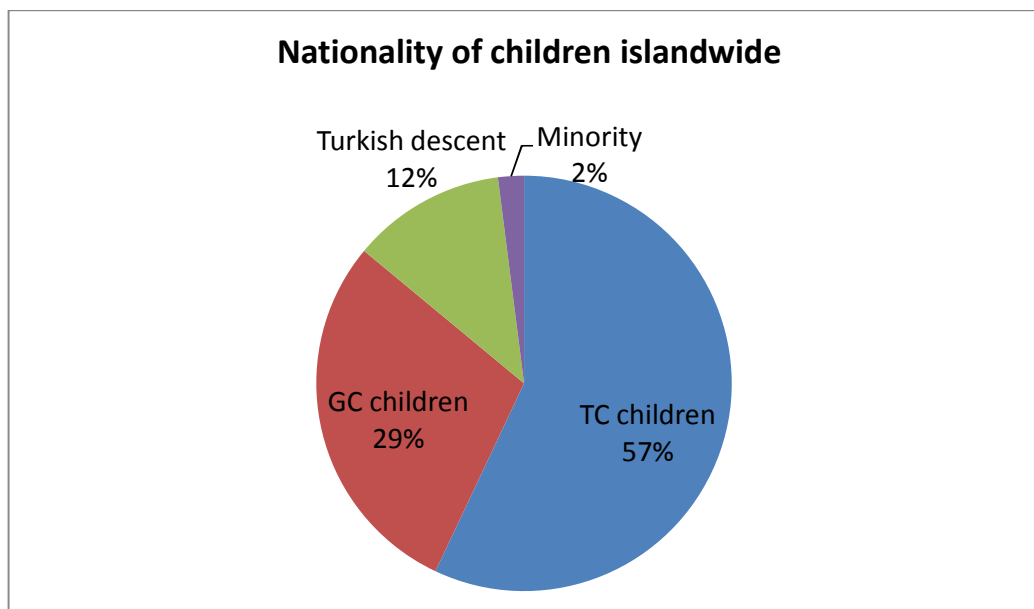


Figure 7b: Nationality of children island wide

Duration of participation in the teams- 'membership'

Looking at the years of membership at the teams, there is a balance between the old and new members in total. For each team there are some children who have been in the Organization at least for one year or more who can transfer knowledge, learning and experience. Notably, almost half of the children are newly recruited. (See figure 6 membership of children)

Teams	Gender Constitution	New membership up to 1 year	Membership up to 2 years	Membership up to 3 years	Membership up to 4 years	Total number of children
Famagusta	Boys only	6	14	-	5	25
Agros	Mixed	12	8	5		25
Famagusta	Girls only	5	5	4	3	17
Iskele	Girls only	7	2	5		14
Iskele	Boys only	2	2	10		14
Limassol	Boys only	11	2			13
Lapta	Girls only	3	4	5		12
Nicosia	Boys only	12				12
Limassol	Girls only	4				4
Total numbers		62	37	29	8	136
%		46%	27%	21%	6%	

Figure 8: PPI-CY membership by years

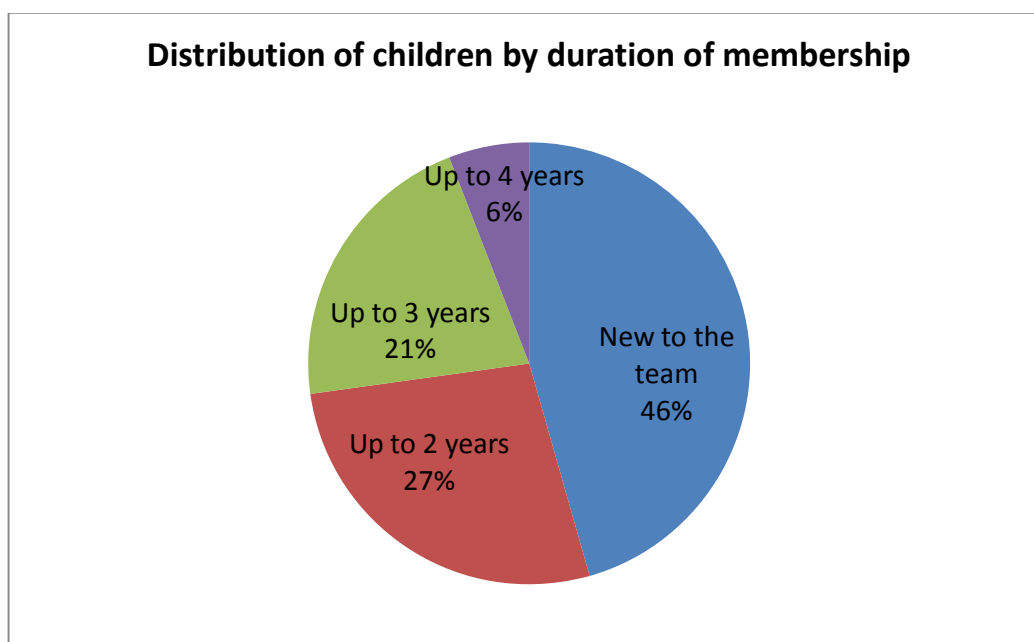


Figure 9: Distribution of children by duration of membership

Schools (recruitment)

Children are being recruited from 6 different schools in the north and 5 schools in the south. The majority of the children in the north are from the Eastern

Mediterranean College and Iskele secondary school. In the south, children come primarily from the Ayios Antonios High School and the Agros High School. See figure 10 for the number of children per schools.

North	Number of children
Eastern Mediterranean college	39
Bekirpasa secondary School	22
TMK	12
Lapta Yavuslar	12
TMK (Famausta)	5
Canakkale	4
Ayios Antonios High school (Limassol)	17
Agros secondary school	3
Ayios Ioannis secondary school (Agros area)	2
Agros High School	16
Agros Lyceum	4
Total	136

Figure 10: PPIs involvement in schools

Coaches

Very qualified and skilled coaches are coaching the teams of PPI-CY. Currently 6 coaches are working for PPI-CY. Bahar Mevrit is coaching a girls and boys team in Famagusta and is a Physical Education Teacher in Eastern Mediterranean College. She has more than 11 years of basketball coaching experience. Sevki Pirlanta is working at the Sehit Ilker Karter primary school and has been coaching basketball for the last 13 years. Zalihe Yucel has experience of coaching in several secondary schools and has 15 years of basketball coaching experience. Cafer is a physical education teacher in Turkish Maarif College and has 17 years of basketball coaching experience.

Antonis Tsolakis, who is coaching the Agros team, has been a professional basketball player since 1987 and a basketball coach for the past 15 years. Michalis Pohanis, the coach of the Limassol team, is a sports trainer, an athletics coach and a football coach for the Youth National Football Team. This is his first time coaching a basketball team. He has been coaching the Limassol team for the past 2 years.

Practice times and frequency of practice

PPI-CY teams have frequent practices, typically two times a week, averaging a total of 2-3 hours practice on a weekly basis for most teams. The Famagusta girls' team meets more frequently: 3 times a week resulting in four and a half hours practice weekly. The Limassol teams meet only once a week, for an hour and 15 minutes. Figure 8 shows the practice times of the teams.

Teams	Constitution	Monday	Tues	Wed	Thurs	Friday	Sat
Famagusta	Girls Only			13:00 - 14.30		13:00 - 14.30	10:00- 11:30
Famagusta	Boys Only			14:30 - 16:00			11:30 13:00
Lapta	Girls Only	15:00 - 16:00			15:00 - 16:00		
Iskele	Boys Only	17:00 - 18.30		20:00 - 21:00		20:00 - 21:00	
Iskele	Girls Only			19:00 - 20:00		19:00 - 20:00	
Nicosia	Boys Only	TBD					
Agros	Mixed			18:00 - 19:30	18:00- 19:30		
Limassol	Boys Only		13:45- 15:00				
Limassol	Girls Only			13:45- 15:00			

Figure 11: Practice times

Activities

Apart from practices PPI also organizes events. These events can be bi-communal basketball tournaments, educative and awareness raising events. Figure 9 shows the number of children that attended the events since July 2008.

Name of the event	Date	Place	No of children
Bi-Communal basketball camp	Jul-08	Agros	80
E.U. 'Help' Campaign Anti-Smoking Life skills project and Tournament	Oct-08		80-100
Island-Wide Basketball tournament	Nov-08	Nicosia	80
Bi-Communal basketball event	Dec-08	Pyla	50
Holiday event	Dec-08	Pyla	90
Rational Games Grant practices	Dec-08- Feb 09		24
U.S. Embassy Grant twinnings (4 teams involved)	May-09	Agros	60
U.S. Embassy Grant twinnings (4 teams involved)	May-09	Kyrenia	60
Bi-Communal basketball event	Mar-09	Pyla	50
Life skills project	Apr-09	Pyla	60

Figure 12: participation per activity

III. Purpose of the evaluation and evaluation criteria

The purpose of the external evaluation was to evaluate the current performance of the Program and provide concrete feedback and recommendations on program improvements for this year (2010)

As per the requirements provided by the Laureus Sport for Good foundation, the evaluation concentrated on 3 key axes:

1. *Participation of stakeholders*: The evaluation involved the participation of all internal and external stakeholders that are involved in the program. Upon completion of the evaluation process, this will aim at assisting internal stakeholders to develop their own objectives, baselines and key monitoring criteria.
2. *Organizational Management, Learning and Accountability*: A variety of aspects regarding organizational management were evaluated aiming to ensure effective internal management, implementation of the operational plan, achievement of organizational targets, accountability to donors, more positive visibility of the Organization and organizational learning
3. *Comprehensive methodology*: the evaluation drew upon qualitative and quantitative methodologies in order to provide an all-encompassing mapping of the current realities.

Two models created by International NGO Training and Research Centre (INTRAC) were used in creating the framework for this evaluation: the Three Circle Model and the Onion Skin Model. The 'Three Circles' Model" takes a broad view of how an organization operates, considering that the Organization is made up of three interrelated parts: its internal organization (to be), its programs/projects (to do) and its links to other organizations (to relate) . All three parts are located and interrelated within a specific external environment. See figure 13, Three Circle Model.

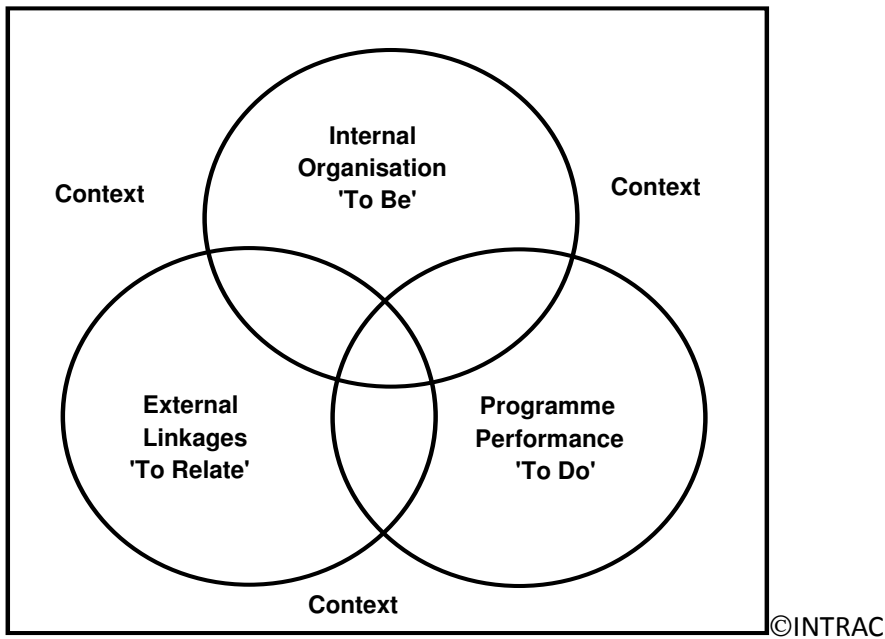
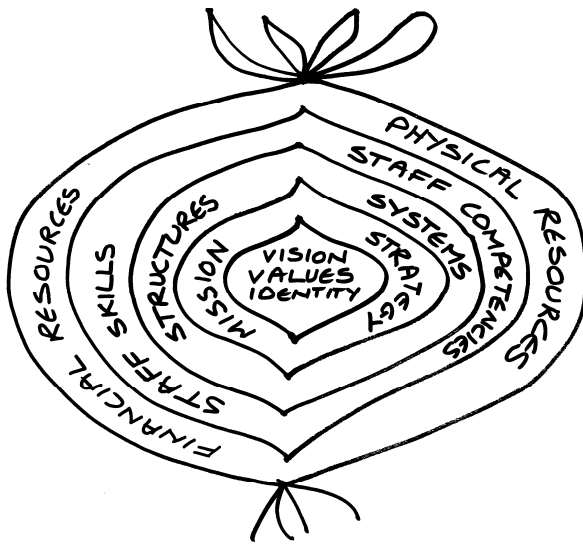


Figure 43: Three Circle Model of INTRAC

According to this model PPI-CY is seen to be made up of three main elements. Firstly there is the program element. This is what PPI-CY is set up to *do*. This is where PPI organizes projects and programs in communities, such as practices, twinnings, tournaments, bicommunal camps, and life skills project. PPI-CY's capacities in its program area were evaluated using nine key indicators also including key performance indicators (see list of indicators under program).

Programs are very important; however management of programs also has a very critical importance. One can see that NGOs may fail to deliver, not because of poorly conceived projects, but because there was not the leadership or staffing to make things happen, or the poor organizational systems and structures undermined the work. Effective management of a NGO is therefore seen as one of the critical factors. Thus, as well as being able "to do" PPI-CY needs "to be". Hence, evaluators also looked at the internal organization of PPI-CY. The Onion Skin model is used to take a deeper look at an organization's internal functioning, its 'To Be'. See figure 14 for the Onion Skin Model



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Figure 14: Onion Skin Model

PPI-CY's internal organization can be considered as an onion, with multiple layers structured around an inner core. We looked at the five principle layers of PPI-CY.

1. the resources, financial and physical, located in the 'outer layer' of the onion
2. the people-related factors such as the skills, competencies and abilities of staff which are located in the workforce of the Organization.
3. the Organization's systems and structures that are located at a deeper level and are close to the next layer (vision-mission)
4. the vision, mission, purpose and strategy of the Organization. This itself is informed and shaped by
5. the world view held by the Organization - its values, its culture, its very identity.

As the model illustrates, these layers and components of the Organizations are inter-related. Therefore, there is a need for coherence and consistency between these different components. This means that if PPI-CY works on one component, it will have ramifications for the rest of the Organization. The "fit" between the different components has to be good.

The onion-skin model also clearly demonstrates that the heart of the Organization is the key. There is almost a hierarchy of capacities. Unless the inside layers are adequate, there is little point in trying to address problems in outer layers. For example, raising a lot of resources without the necessary financial systems may do an organization more damage than good. As well as such "heart" issues, there are other core capacities needed by organizations. For example, some NGOs may be

strong on their vision for a better world, less are able to integrate these with a focused purpose and realistic strategy for making a difference. Sometimes, NGOs be unable to say no and while they try and do more and raise more resources, they actually spread themselves too thinly to have any impact. Therefore, NGOs need a clear sense of where they want to be in the future. It is obvious that unless the core of the organization is in shape there is little point in generating more financial resources or simply training staff.

The model also serves to show that the complexity of NGO capacities increases as you move towards the centre of the onion. It is often easier to solve the problem of a lack of financial resources than an unclear purpose. Indeed, NGOs themselves often struggle to analyze their needs beyond their immediate resource deficiencies, and yet their most serious and long-term problems are much more deep-rooted than that and not easily solved just through the outside injection of funds.

The onion skin model with all the layers was used in determining and defining the key indicators. Internal organization area of PPI-CY has been evaluated using the 15 indicators under two main headings of Organizational Structure and Organizational Management and Human Resource and Staffing.

Apart from “To Do” and “to be” PPI-CY also needs “to relate”. Significant impact cannot be achieved alone. All stakeholders need to be engaged and involved in the process. Therefore PPI-CY also needs to be able “to relate” that is, to have positive external linkages with other actors. PPI-CY is just one actor amongst a wide array of different stakeholders. For any NGO program to be effective in creating change, they need to relate effectively with these other actors. They may need to influence government and local government decisions; they may need to gain from the experience of other civil society organizations and to work with other NGOs to achieve common objectives, sometimes called “networking”. Five key indicators under the heading of external relations aim to look at these capacities.

The final element in the three circle model is the box – the environment in which PPI-CY is operating. The contexts within which NGOs are operating have a considerable impact on management issues. Henry Mintzberg⁵ identifies four criteria that are commonly used to assess the general nature and character of environments:

1. *Stability* - an organization’s environment can range from *stable* to *dynamic*. What is important is not the variability of the environment but its unpredictability – the extent to which you can plan with any certainty.

⁵ Mintzberg,H (1983) Structure in Fives: Designing Effective Organizations , Collegeville,PA.PH Enterprises

2. *Complexity* – ranging from *simple* to *complex*. A complex environment is one where the Organization needs to make use of knowledge and other inputs from a host of different fields to provide a complex range of services.
3. *Service diversity* – from *integrated* to *diversified*. Responding to an identified community or a broad range of social milieu.
4. *Hostility* – a range from *supportive* to *hostile*. When considering this element, it is important not to assume that differences of value and purpose, or disparities in resources and influence necessarily indicate environmental hostility. The environment only really becomes extremely hostile when the operations and the purposes of your organization and your organization alone are actively threatened.

This sort of classification can help in thinking through how your organization might cope with its various environments – how it might establish some control, deal with their diversity and respond quickly and appropriately.

However, since the purpose of this report was to concentrate on the evaluation of the operation of the Organization, this report does not include a comprehensive analysis of the external environment of PPI-CY. Nevertheless, some aspects of the context where PPI-CY operates and some implications related to the context are outlined in the 'Background section of this report' and also in indicators 1 (vision), 18 (relationships with the authorities), 22 (recruitment of children)

Lastly, one key aspect that interrelates all aspects mentioned above ('to be', 'to do', 'to relate', 'context', 'external environment', 'heart of the Organization' and 'outer layers') is the impact the program is having. Our last indicator, impact assessment (indicator 31) is evaluating how the program is helping to alleviate mental barriers and how it is contributing to making changes in the society and in people's lives. In general, the impact assessment evaluates how the program is contributing effectively to implementing the mission of the Organization.

The complete list of the evaluation indicators used is outlined in Figure 15 below.

List of evaluation criteria

Organizational Structure and Organizational Management		
1	Organization vision and mission	<ul style="list-style-type: none"> a. Vision and mission, culture and values of the Organization b. Understanding of the Organization's vision and mission by all internal stakeholders c. Implementation of vision and mission
2	Autonomy from head quarters and adaptation to the local context	<ul style="list-style-type: none"> a. The role of PeacePlayers International-Headquarters b. Degree of local autonomy c. Adaptation to the local context d. Degree of capitalizing on the international image, experience and expertise
3	Strategic planning	<ul style="list-style-type: none"> a. Strategic plan in place b. Strategic direction of work undertaken
4	Leadership / Governance	<ul style="list-style-type: none"> a. Governance - Governing body and Leadership b. Role and involvement of the local Board
5	Organizational structure	<ul style="list-style-type: none"> a. Organizational structure and reporting lines
6	Roles and responsibilities	<ul style="list-style-type: none"> a. Roles and responsibilities b. Clarity and formalization of roles and responsibilities across the entire organization
7	Decision making	<ul style="list-style-type: none"> a. Lines of decision-making b. Clarity and transparency of decision making, c. Dissemination of decisions
8	Internal Organizational Management	<ul style="list-style-type: none"> a. Systems, policies and procedures in place. Standardization of operations
9	Financial control	<ul style="list-style-type: none"> a. Correct and clear handling of money within the Organization
10	Financial resource base / Fundraising	<ul style="list-style-type: none"> a. Funding levels and diversity of financial resources b. Fundraising plans, funding strategy, c. Responsibilities for fundraising d. Relationships with the donors

Human Resource and Staffing		
11	Human Resource systems	a. HR policies and procedures regarding recruitment b. HR policies and procedures regarding staff management
12	Staffing levels and staff profile	a. Adequacy of staffing levels in reaching organizational objectives b. Diversity in skills and experience of staff c. Staff turnover
13	Training and development of staff	a. Training and development of staff b. Training and development of coaches
14	Internal communication	a. Clarity, transparency, effectiveness and frequency of internal communication
15	Group cohesion and teamwork	a. Degree to which group cohesion has been achieved
External Relationships		
16	Strategic analysis of external relationships	a. Identification and selection of external stakeholders
17	Building positive 2-way relationships with external stakeholders	a. Degree to which all relationships are well managed.
18	Relationships with the authorities	a. Degree to which relationships with the relevant authorities are good and well managed
19	Awareness building and marketing	a. Marketing / promotional activities b. Awareness of the general public of the Organization
20	Relationships with the media	a. Degree to which there are regular, proactive contacts with the media.
The Program and Key Performance Indicators:		
21	Program design, planning and implementation	a. Program design, planning and implementation
22	Current targets on number of children and plans for expansion	a. Recruitment of children in the teams b. Targets on number of children c. Plans for future expansion
23	Team structure	a. Structure of teams b. Age consistency within teams c. Cooperation of children in mixed gender groups
24	Structure of practices	a. Structure of practices in general b. Standardization of the structure of practices

25	Children's participation and involvement	<ul style="list-style-type: none"> a. Reasons for children joining the program b. Enthusiasm and motivation of children c. Consistency of attendance at practices d. What are children particularly enjoying? e. Degree of consultation with children regarding the program's activities f. Children's recommendations for future activities
26	Life skills and leadership development of children	<ul style="list-style-type: none"> a. How are life skills incorporated in the program? b. Leadership Development of children c. The Arbinger curriculum
27	Coaches involvement and participation	<ul style="list-style-type: none"> a. Coaches' skills and expertise b. Confidence of coaches in communicating the mission of the Organization to the children c. Motivation and commitment of coaches d. Interaction of coaches with coaches of the other community e. Needs and expectations of coaches
28	Participation and involvement of stakeholders	<ul style="list-style-type: none"> a. Involvement of parents in program activities. b. Involvement of other stakeholders in program activities (schools, authorities, community etc)
29	Monitoring and evaluation	<ul style="list-style-type: none"> a. Monitoring systems that are in place b. Monitoring and evaluation of the project's impact
Impact Assessment		
30	Overall impact of the project in overcoming mental barriers and bridging divides	<ul style="list-style-type: none"> a. How is the program contributing to reconciliation? b. What is the opinion of the external stakeholders on the impact of the program? c. Overall Impact of the program at the society level
31	Impact of the program on children's perceptions	<ul style="list-style-type: none"> a. To what extent has the program helped children to overcome mental barriers about the other community b. Creation of friendships among children of different communities
32	Enhancing the impact of the program	<ul style="list-style-type: none"> a. Activities that can enhance the positive impact of the program.

Figure 15: Evaluator indicators

IV. Methodology and processes used

The evaluation was conducted using the participatory approach. The intention was to involve as many people with a direct stake in the work of the Organization as possible, including both internal and external stakeholders.

The evaluation drew upon a combination of methods, incorporating both quantitative and qualitative methodologies. More specifically, the following methods were used:

- *Review of secondary data* : information was gathered from official documents of the Organization particularly the operations plan and informative leaflets. Other published information was also reviewed, as for instance information from the website, the blogs and media articles.
- *Direct observation* : direct observations were conducted during the practices. Observations concentrated on recording (i) a general description of the demographic profile of children in the teams (ii) the overall structure of practices (iii) skills learned during the practices (iv) reactions of the children to the structure of practices (v) the coach's overall approach and way of teaching (vi) children's attitudes towards the coach
- *Interviews* : semi structured interviews were conducted with key stakeholders either in the form of personal in-depth interviews or focus group discussions.
- *Questionnaires*: Internal stakeholders (coaches, coordinators, the Managing Director and the Program Director) completed a quantitative questionnaire ranking the efficiency of the Organization on indicators related to (i) internal organizational management (ii) the program operations (iii) external relationships and image building (iv) the program's impact assessment
- *Diagrams*: the output from the quantitative questionnaires was plotted in radar graphs, to highlight strengths and areas requiring development. Information from the questionnaires was juxtaposed with information gathered qualitatively from the interviews and the scores of the radar graph were adjusted accordingly.
- *Workshop with key internal stakeholders* : A mini-workshop was conducted with key internal stakeholders, namely the Board, the Coordinators, the Managing Director and the Program Director. The purpose of the workshop was to discuss the findings of the evaluation process and agree on strategic priorities.

Furthermore, quantitative data with regards to various Key Performance Indicators (KPIs) were also gathered so that the progress against objectives could be analyzed. These quantitative measurements included:

- a list of bicomunal events and activities (twinings, tournaments, camps, other activities)
- annual budgets
- total number of participants in the program island wide (for 2009)
- number of teams
- number of coaches
- structure of the teams (number of children per team, age, gender, nationality of children)
- attendance in practices and consistency of attendance

Analysis of the data gathered was conducted using the triangulation methodology. Triangulation is a way of confirming data by using several sources to reflect on and measure the performance of the same indicator. For example, children's evaluations on the structure of practices were juxtaposed with the evaluations of coaches, coordinators and the Program Director. In addition these evaluations were confirmed against information collected during the direct observations at the teams.

For more detailed information on the data gathered and the analysis conducted, please refer to Appendix 1 at the end of the evaluation report.

V. Findings

THE ORGANIZATION

1. Organization vision and mission

a. Vision and mission, culture and values of the Organization

The vision of the Organization is bridging divides between Turkish Cypriot (TC) and Greek Cypriot (GC) children; the mission is to use the game of basketball to unite the children and facilitate a positive interaction between them.

One important strength of the vision of the Organization is the fact that it incorporates sports and youth, two aspects that rank high in the interests of key stakeholders in both communities in Cyprus. Notably, the Organization provides a unique opportunity for children to integrate; it is very rare that the young population from both communities will come together on their own accord. Furthermore, PeacePlayers remains the only *on-going* bicomunal program in Cyprus, a uniqueness that needs to be capitalized upon, to draw the interest of potential supporters.

Overall, the Organization shares a very youthful culture that has been an important attraction hook for both internal and external stakeholders. Children mention that they are part of this organization because 'it is cool and fun', coaches mention that they joined because it was something 'innovative and unique', while external stakeholders consider PeacePlayers as a 'spirited' organization which projects 'positive energy', 'high spirit' and a lot of 'passion'.

This youthful culture is evident across all levels of the Organization. For one, beneficiaries of the program are in their overwhelming majority children. Activities are designed in such a way to be fun, educational, attractive and enjoyable. The staff is young, enthusiastic and energetic. Even the way things are run is based on 'personal interactions', on personal face-to-face meetings rather than on official or bureaucratic policies and procedures.

b. Understanding of the Organization's vision and mission by all internal stakeholders

The majority of internal stakeholders were able to mention the key elements of the vision and mission. The Board mentioned that the vision is about 'breaking barrier, cultural barriers, religious barriers, interpersonal barriers towards a peaceful

coexistence'. Coaches and Coordinators mention overcoming mental barriers, changing perceptions and talk about acceptance and inclusion

There is an understanding that PPI-CY has peace building as a key element and for some coaches this is very clear. For the new coaches however, the peace element is not strong; instead, there is more emphasis on children's self development.

'PeacePlayers use basketball as a tool to increase children's self confidence and help them to have a healthy body,.' TC coach

Notably, despite their understanding of the vision and mission of the Organization, it has been difficult for coaches to put this into practice, i.e. integrate the peace element in their practices. This is particularly evident in the south where the majority of the children only mention the sports element when they are asked about what the Organization is trying to accomplish. Evidently, the fact that life skills have not yet been incorporated in the practices curriculum has not provided any 'targeted' opportunities to children to process notions of trust, friendship, good communication, acceptance and reconciliation. It is anticipated that with the introduction of the Arbinger curriculum⁶ in the structure of practices children's awareness and embracing of these values will be enhanced.

c. Implementation of vision and mission

Despite its clarity, implementation of the mission has encountered some difficulties. Due to lack of training, coaches often find it difficult to integrate life skills into their practice curriculum. Thus some children cannot clearly differentiate how what they are learning through PeacePlayers differs from what other children learn in basketball academies.

Some issues were also encountered in relation to the target group that the program was targeting. Even though the mission of the program is targeting 'Turkish Cypriot and Greek Cypriot youth', children born on the island to Turkish parents were also attracted in the program in the north. These children do not have the necessary paperwork to cross the border and thus cannot participate in bicomunal activities in the south. There has been some confusion on behalf of the TC coaches on how to deal with these children; some coaches are sending these children away while others are allowing them to participate in the practices and bicomunal activities in the north. Hence, there is a need for providing clear guidelines to coaches with regards which children can be included in the program and to what extent each can participate.

⁶ Arbinger is a worldwide institute that helps organizations, families, individuals and communities in areas of conflict. PPI has worked in partnership with the Arbinger Institute to create a model curriculum for practices with the goal to 'create an out of the box space' where children can begin to see each other as people

2. Autonomy from Head Quarters and adaptation to the local context

a. The role of PeacePlayers International- Headquarters

PPI-CY operates in Cyprus as a non-for-profit company, where PeacePlayers International (PPI) is the sole shareholder. PPI assumes a coordination role, 'offering guidance and support but also oversees operations in Cyprus'. The Managing Director in Cyprus (MD) has the overall steering responsibilities for the Organization; PeacePlayers International (Head Quarters) are there to support the MD in her role.

PPI is responsible for drafting the overall strategic direction for the Cyprus operation, following some input from the local Board, the local staff and the Managing Director (MD). This strategy translates into an operational plan that is updated annually and is drafted by the local operations (PPI-CY) in conjunction with the Head Quarters.

The Managing Director in Cyprus is responsible for the implementation of the Operational Plan. She reports to the Director of Operations of PPI. The two are in regular contact, at least once every two weeks to discuss the operational plan, various aspects of the program implementation and finances. Washington maintains close control on program implementation and the handling of finances. PPI-CY is responsible for providing consolidated budgets and financial planning on a monthly basis to ensure the overall budget is followed closely. Decision-making is primarily a joint process, with most decisions taken in conjunction with the local operations.

There are some expectations of PPI Head Quarters for the local operations in Cyprus. These expectations concentrate on

- Strengthening the local capacity, in terms of :
 - fundraising,
 - more local autonomy in governance
 - and achieving more sustainability.
- Deepening the program's impact, in terms of:
 - training and development of coaches to help facilitate reconciliation efforts,
 - incorporating life skills and leadership development in the program
 - creating young leaders
 - and entrusting that children will use these skills with their families, their siblings their communities.

In addition, there are certain goals that are set by Washington with regards to how the program is operated. These are some Key Performance Indicators (KPIs) which are used to track progress against objectives. In particular, KPIs include:

- number of contacts for fundraising purposes
- number of teams
- number of children in the teams
- the structure of practices
- number of practices per week
- attendance in practices
- number of bicomunal events (twinings, tournaments, others)
- number of life skills events /projects
- number of meetings between the Coordinator, coaches, and Managing Director
- media contacts

b. Degree of local autonomy

The goal of PPI is to have more sustainable, locally run organizations. Local autonomy is closely intertwined with financial independence from Washington and building of local capacity both in terms of raising funds and efficient running of operations. This has also been the aim for Cyprus where there has been a transition towards achieving more local autonomy.

The Organization did not have a strong local presence until 2009 when it registered as a legal entity in Cyprus and a local manager was employed to be in charge of the day to day operations. Till then, the Organization was essentially operating as a UNDP-ACT project, run by an American Program Director and the International Fellows. This limited image-building and awareness of the Organization, as well as local fundraising efforts.

The local authority and local presence is now strengthened by the position of the local Managing Director. Decision-making has transitioned locally and the Managing Director can make any decisions necessary with regards to the implementation of the Operational Plan and the handling of finances. Furthermore, the MD is becoming the 'face' of the Organization locally, representing the Organization to external stakeholders, funders and supporters.

Once the strategic plan is launched locally (by the first quarter of 2010) the role of the local Board will also be strengthened. A Memorandum of Understanding (MoU) will be signed between PPI US and PPI-CY to transition more direct responsibilities to the local Board in terms of governance, fund-raising and financial control. Together with the MD, the Board can represent the Organization locally, strive towards building more visibility for the Organization and engage in fund-raising efforts to maintain financial sustainability.

c. Adaptation to the local context

Problems with adaptation to the local context were experienced in the past. People running the Organization lacked adequate local knowledge and this had some adverse effects on day to day operations.

For example, the legalities of crossing the border were not taken into consideration in the beginning of the project. Therefore, when trying to cross some materials to the teams there were problems with customs. Moreover, due to the demographic makeup in the north (70% Turkish descend, 30% Turkish Cypriots) the majority of the children originally drawn into the teams were children born to Turkish parents, who however were not allowed to cross the border.

Currently, adaptation to the local context does not seem to be a problem. The Organization's local presence is now strengthened by the position of the local Managing Director and the local advisory Board, people with extensive expertise in the operation of civil society organizations island wide. Staff and external stakeholders have confidence in them and their decisions and don't think that adaptation to local context is an issue any longer.

Regardless, some members of the Board still consider that the expectations of the Head Quarters with regards to fundraising and image building still need to be adapted to the local context. The implications of how things work in Cyprus need to be taken into consideration by Washington, especially the fact that the civil society sector in the island still remains weak. Civil Society Organizations don't draw many financial supporters nor do they enjoy much visibility through media.

On the whole, for the Organization to completely adapt locally it needs to build strong identity. This can be achieved through

- clarifying which are its competencies and strengths
- identifying which stakeholders to focus on and determine which is the best way to approach them
- carrying out a financial analysis and identifying what resources are available to build local capacity
- incorporating a more strategic approach in the work undertaken with clear goal setting
- building a presence and creating positive visibility

d. Degree of capitalizing on the international image, experience and expertise

Some problems regarding the branding of PPI-CY were faced in the past. Families, media and some staff did not have a clear idea of the identity of the Organization. In the first years of PPI-CY's activities and in lieu of its lack of legal entity locally, the Organization was seen as a subsidiary of UNDP.

Currently, following the 'formal' establishment of the Organization in Cyprus, there is a better idea amongst coaches, staff and external stakeholders regarding the identity of PPI. The international aspect of the Organization is being used in a variety of ways. For instance, the international identity is used when recruiting Board Members, coaches and children. It has also been used for lobbying and fundraising to attract certain donors and supporters (as for instance the American Embassy, the Laureus Good for Sport Foundation, UN Civil Affairs and UNFICYP).

However, the Organization has not fully capitalized on its international identity. Knowledge and expertise in incorporating life skills and leadership development in practices has still not transitioned to Cyprus. Coaches also expect to use the international expertise of PPI to learn new ways of teaching, learn new drills and exercises, especially in engaging children on the basketball court. Coaches and Coordinators also see the international identity of the Organization as an opportunity to be part of an international network.

Nevertheless, it has been difficult to sell the International identity when lobbying for local funds. For some donors the American affiliation of the Organization created some skepticism with regards to the role of the 'Americans'. Other donors feared that the funds raised locally in Cyprus would be used to fund the operations in America or internationally. It is evident, that local donors need the local identity, the local branding, a local face to represent the Organization to build trust. Thus, the international identity needs to be used with care for lobbying and fundraising activities locally, so it does not overshadow the local presence and local autonomy of PPI-CY.

3. Strategic planning

a. Strategic plan in place

A strategic plan for PPI-CY has been drafted by HQ in consultation with the local staff and Board and is in line with PPI's overall strategy. It has already been circulated to the Board members for final recommendations and will be completed towards the end of the first quarter of 2010.

The strategic plan will include the long term strategy (3-5 years) and will be translated into annual operational plans and budgets, with clear targets for staff and KPIs for monitoring operations. This is important so it can ensure continuity.

b. Strategic direction of work undertaken

Most of the Organization approach has been 'reactive' rather than proactive, as activities are implemented depending on budgets. Currently, there is an operations plan in place including a set of envisaged activities, a forecasted budget and KPIs for the program's operations.

However, there is minimal involvement of the coaches and Coordinators in setting strategic decisions and in the adaptation of the program in the local context. Moreover, the operational plan does not translate into clear individual objectives and targets for team members, with the latter claiming that they are sometimes unclear about their responsibilities.

Individual targets would greatly assist the staff in planning their work and also being clear about what the Organization is expecting from them. Most staff members, particularly from the south, considered personal targets a positive thing, as they perceive that it can help them 'structure' their work more effectively.

Furthermore, there is also a need for the operations plan to include specific targets with regards to the relation dimension of the Organization: image building, management of external relationships, building and maintaining relationships with the media.

4. Leadership/ Governance

a. Governance -Governing body and Leadership

Due to structure problems, there has been ambiguity regarding the leadership of the Organization. Board members are unclear regarding their roles and responsibilities and have not been active or contributing to the Organization. There is the role of the HQ, and their implication in governance and leadership.

Marina, the Managing Director, is seen as the leader of the Organization by the staff. Positive feedback has been given with regards to her involvement in the Organization and staff has high hopes that her presence would make a big difference in the Organization. Comments like: 'finally we have someone who understands', 'good management', 'improvement', 'takes into consideration other people's points', suggest that Marina is performing well in her role.

In the TC community , Orhun is seen as the leader of the Organization after Marina. In the south, Rory is acknowledged as the 'manager' of coaches and he is the one

that they seek support from. He is considered very 'friendly', 'approachable', 'always available' and 'supportive'. Clearly, the GC Coordinator needs to step up in his role and assume more management responsibilities.

b. Role and involvement of the local Board

Board members are not as active, involved and contributing as they could have been. The Board is dormant and this is mostly due to the fact that their role and responsibilities are not yet clear. As a result, Board members are not able to assume responsibility and contribute more actively to the Organization. There are no frequent Board meetings and the Board is disconnected with what has been happening in the Organization.

Most Board members don't see themselves having a leadership role for the Organization or being part of decision making. They are also not involved regarding the financial control and the handling of money in the Organization. Most feel 'distant' and 'dormant' being on the outside where they are only being informed rather than being involved.

As part of strengthening the local presence of the Organization, PPI-HQ will be transitioning the governance locally to the local Board of Directors. Once the strategic plan is launched locally, there will be a memorandum of understanding (MoU) between PPI HQ and PPI-CY to give more direct responsibility to the local Board. The local Board will have authority to various degrees with regards to the operation and the financial control of the Organization locally.

Even though plans with regards to the exact role of the local Board have not been finalized yet, it is envisioned that the Board would assume more financial responsibility, an active role in developing partnerships with key stakeholders and raising funds locally and also more responsibilities in financial control. The Board will work closely with the HQ in Washington and there are thoughts of the chairman of the Board in Cyprus also being a part of the Board of Directors in HQ.

Once the role of the board is clear, the Managing Director will report dually to the Director of Operations in Washington and the local Board. Ideally, the local board should have the ability to make recommendations to HQ with regards to the management of the Organization and with regards to the performance of the Managing Director. This of course will not happen immediately and would take some time. In addition to fundraising the local Board needs to be aware of the operational plan, they need to act upon it and meet at least quarterly to review it

Ideally there would be subcommittees within the Board and each committee will oversee certain issues; some Board members will be responsible for fundraising,

others will be responsible for the execution of the operational plan (activities) and others for human resource management. It is still not clear how the new structure of the Board will work and also who will be responsible for what. Reporting lines however with regards to the Board reporting to Washington still remain to be defined. It is also important to define whether the Board will be elected or appointed and every how many years.

5. Organizational structure

a. Organizational structure and reporting lines

There have been challenges in adapting the International brand locally. Registration took some time to be figured out, even though on the ground the Organization was doing work. This resulted in the Organization operating without a 'formal structure' in place for a couple of years. Attaining a structure has been a start-stop process and there have been many changes in the way of operations over the past three years.

'When the Organization started you could feel the passion, the spirit, high energy, positivity. The Organization has this image, young, sports, positive thinking. When Brian left this inspiration was lost. This momentum needs to be regained', Board member.

Tal's (the HQ Director of Operations) visit was considered crucial in helping the Organization get on track drawing upon his expertise from the other sites. Procedures were outlined for the standardization of operations and setting the KPIs to monitor progress against objectives.

Since April 2009, the Organization acquired a new structure of operations when the MD got on board. This was positively viewed by staff and Board members as new beginning and a great opportunity to start afresh and regain the lost momentum.

'The identity of the Organization needs to be strengthened. MD needs to show good and charismatic leadership, to bring people together, create a new beginning, this situation is a great opportunity to regroup, to start afresh. Bring a new energy,' Board Member

However, even though there is a new structure in place, there is still some ambiguity about reporting lines and how various positions relate to each other. Internal stakeholders draw organizational charts that are different to each other and different than the structure outlined in the operational plan.

Firstly, the Board could not place themselves on the Organizational chart. Once the responsibilities of the local Board are clarified, the role of the Board also needs to be

outlined in the Organizational chart. Clear reporting lines would need to specify when and how the MD would report to the local Board in addition to reporting to the Director of Operations in Washington. Any reporting responsibilities of the Board to HQ would also need to be clarified.

The fact that some positions remained vacant for some time has resulted in various overlaps with regards to roles and responsibilities and reporting lines. Technically, the TC Coordinator reports to the PD who is responsible for the TC community. Since this position remains unfilled, the role of the TC coordinator has been 'elevated' to compensate for this, assuming additional responsibilities. Thus the TC Coordinator mentioned that he considers his position at the same level as the PD, reporting directly to the MD.

Similarly, the turnover experienced at the position of the GC coordinator also created some gaps which had to be filled by the PD, who had to assume a more active role in supporting and coordinating the teams. Consequently, coaches in the south were not sure as of the role of the Coordinator and believed that they are reporting to the PD. The new GC Coordinator himself was unclear with regards to who he reports to and who reports to him.

There is clearly a need for clarifying roles and responsibilities and communicating the Organizational chart to all staff, so everyone can be clear about what is expected of them and how positions relate to each other. Moreover, clear reporting lines also need to be added to the Organizational chart, so as they can be followed effectively.

6. Roles and responsibilities

a. Roles and responsibilities

The Managing Director was hired to strengthen the local presence and autonomy of the Organization. She has the responsibility for the overall management of the Organization both operational and financial. Primarily, the MD is committed to fundraising and program implementation and acts as the 'link' between HQ and the local operations, disseminating and implementing decisions that are taken in conjunction to Washington. It is also the MD's responsibility to update the Board on the progress and the issues encountered.

The Program Director (also referred to as International Fellow) oversees operations and is responsible for ensuring that the operational plan is implemented. The PD works on the 'basketball aspect of things, creating the positive energy that engages the children on the court'. He is also responsible for training coaches and children on new skills and basketball drills and works closely with the Managing Director on a case by case basis. The Program Director maintains the American presence in the Organization and as mentioned by the HQ, 'the presence of the International Fellow

is to help maintain the neutrality of things between the two communities and also the neutrality within the Organization'. The role of the international fellow should be one that enhances the operation of the Organization. Head Quarters stipulate that the role of the PD needs to evolve to include more management responsibilities, oversight, and implementation.

The Coordinators are responsible for the quality of the sites (teams). Coordinators coordinate the teams, provide the necessary support to coaches and plan for events and bicomunal activities. They are the ones responsible to disseminate decisions, follow up on decisions and make sure they are implemented. Coordinators ensure that quality of the sites is maintained by monitoring the progress in the teams and coaches' performance. Lastly, Coordinators are also responsible for coordinating the expansion to new sites and recruiting new coaches for the teams. In the north, the TC Coordinator also initiates and manages relationships with external stakeholders namely schools, parents and authorities.

Coaches implement the practice curriculum and ensure teams operate smoothly. They create a fun and positive environment for children to enjoy practices and twinnings. They also act as ambassadors of the program to parents, teachers and community members, with which they build and maintain good relationships. They also help in the planning and organization of twinnings and tournaments.

b. Clarity and formalization of roles across the entire organization

As of last year (2009) all roles and responsibilities are formalized. Coordinators and coaches have signed contracts which clearly outline their roles and what the Organization is expecting of them. The Head Quarters are also working on clarifying the roles and responsibilities of the two International Fellows that will join the team in May 2010 as also the role of the local Board.

Coaches are the only staff members who are clear of their role and of what is expected of them. However, for the remaining of the staff and Board there is still ambiguity with regards to their roles, tasks and responsibilities. As mentioned previously, until Washington proceeds with formalizing the role of the local Board, Board members remain unclear about their involvement and therefore are not actively engaged or contributing in the Organization. Furthermore, due to the structural issues described above, there has been some overlap in roles and responsibilities across positions.

To cover for the unfilled position of the PD for the Turkish Cypriot community, the role of the TC coordinator has been 'elevated' to handle additional responsibilities with regards to the overseeing of operations in the north. The additional responsibilities that the TC Coordinator has assumed for the growth of the Organization in the north, including building and managing relationships

(responsibilities that are handled by the MD and the PD in the south) limits the time that he actually spends with the teams and coaches, resulting in lack of information dissemination and a lack of follow up on the implementation of decision.

The GC coordinator is new and still not fully responsive to what the Organization expects from him. So far his position has been covered by the PD, who assumed a more active role in supervising and supporting the teams in the south, to compensate for the gap experienced at the GC Coordinator level. Since the PD had a very frequent contact with the teams in the south, the coaches have not yet built a relationship with him and continue to seek assistance from the PD instead. This has resulted in the PD spending most of his time spent in day to day management issues than in monitoring and 'quality control' of the operations.

The Managing Director is experiencing challenges in her carrying out her role, trying to maintain a balance between fundraising and management responsibilities. Even though technically most of her responsibilities are in fundraising, a lot of her time is consumed in management of the operations. The fact that the PDs have been reduced from two to only one, has also transitioned various administrative and 'housekeeping' responsibilities (office logistics) to the hands of the MD, again consuming a lot of her time away from fundraising.

There is an immediate need for filling the 'gaps' in the Organization, experienced both by the unfilled positions and also by the overlapping of roles and responsibilities across the Organization. It is estimated that with the two PDs joining the Organization a lot of responsibilities will be reallocated accordingly. The role of the Coordinators needs to be extensively clarified and Coordinators need to assume a more active role in informing, coordinating, monitoring and supporting the teams. Similarly the PDs need devote more time in management: overseeing operations and ensuring the right quality of operations is in place.

7. Decision making

a. Lines of decision-making

In general, decision-making is considered to be a shared process and all staff, at all levels of the Organization, feel part of decision making. The only exception is the Board which is still not actively involved in the Organization and thus it does not feel part of decision making.

Most of the decisions with regards to the strategic direction of the Organization are taken by the HQ in consultation with the Managing Director and some input from the local Board. Decision-making is gradually transitioning locally with the Managing Director having the power to make decisions with regards to the day to day operations, the implementation of the Operational Plan and the handling of

finances. Marina is considered very skilled and equipped to make decisions and both the HQ and the staff have a lot of trust in her management abilities.

The PD also plays a key role in decision-making, especially with regards to expansion to new areas, the coordination of the teams, the standardization of operations, the introduction of lie skills into the practices curriculum and the Organization of twinnings and tournaments.

In general, coaches feel that they are part of the decision making process by being consulted. They feel they have ownership and almost complete autonomy regarding their teams and the practices. Following certain guidelines from the PD, they decide on the curriculum of their practices, the skills they will train on and also set the program and dates of twinnings. Other events, such as tournaments, are decided centrally but with consultation with coaches with regards to dates and activities. Coaches feel involved when planning bicomunal activities since decisions concerning ways of implementation are discussed jointly by the entire team: coaches, coordinators, PD.

Coordinators also feel part of decision making because they are consulted on the overall operation of the teams and the planning of activities. Weekly meetings are held between the Coordinator, the PD and the MD, where joint decisions are taken.

b. Clarity and transparency of decision making

Overall, people in the Organization feel that their opinion is considered and valued. However, there is some ambiguity with regards to the lines of decision-making. In view of the uncertainty that exists in relation to the structure of the Organization and the ambiguity with regards to reporting lines and staff responsibilities, it is sometimes unclear to coaches and Coordinators about which decisions need to be taken and by whom. Thus, coaches and Coordinators in particular may not take the initiative to make a decision that 'technically' falls under their responsibilities and this results in decisions being taken centrally, by the PD or the MD.

There is an obvious need for decentralizing decisions. The roles of the Coordinators and their decision-making responsibilities need to be further clarified, with them assuming a more active role in the management and supervision of the teams. This is particularly true for the Coordinator in the south who is relatively new in the Organization and needs. This will also entail more initiative and involvement on their behalf in decision-making with regards to operational issues of the teams and the planning and implementation of bicomunal activities.

c. Dissemination of decisions

The MD and the PD are responsible for the dissemination of strategic and operational decisions to the Coordinators, who in turn disseminate this information to the coaches. In the south, there is good dissemination of decisions with all GC staff claiming to be adequately informed with regards to new decisions that are taken. In particular, both coaches and the GC Coordinator were able to elaborate on the new structure of practices (including the introduction of the 'value' of the month) and were aware of the upcoming trainings of the Arbinger curriculum. The dissemination of decisions in the south is also strengthened by the fact that some decisions are disseminated by the PD directly, who has regular contact with the GC teams.

In the north there needs to be more follow up on the dissemination of information and implementation of decisions. Coaches for instance were either unaware or confused regarding the new model of practices. This is covered more in detail in section 14 (internal communication) and 29 (monitoring and evaluation).

8. Internal Organizational Management

a. Systems, policies and procedures . Standardization of operations

There is growing awareness and initial steps are taken to establish systems, policies and procedures for managing people, resources and operations. Currently, there are not many 'formal' policies and procedures in place, with most of internal organizational management depending on 'informal' ways of gathering information. Official policies and procedures with regards to HR management are still lacking. Policies with regards to tracking team performances and the quality of operations are only just starting to be implemented, while procedures on monitoring and evaluation still remain to be established.

On one hand, this more 'informal' way of running things has provided the Organization with the flexibility it needed to get its operations off the ground in its first years of operation. However, as the Organization grew and attained a formal organizational structure, the need for standardizing operations was recognized in an effort to ensure consistency and good quality across operations.

While all staff members acknowledge the need for having official policies and procedures in place, some express the concern that 'too much standardization and formalization' may lead to a more 'rigid', somewhat 'bureaucratic' way of running things. Clearly, a balance needs to be maintained when policies for standardization

are implemented, incorporating formal and less formalized ways of running operations in a healthy balance.

A more detailed evaluation on the introduction of formalized policies and procedures is outlined under indicators 11 (Human Resources), 24 (Standardization of operations) and 29 (Monitoring and evaluation).

9. Financial control

a. Correct and clear handling of money within the Organization

There is a solid understanding of financial processes, budgeting and the handling of money within the Organization. Processes and policies for preparing budgets and maintaining financial control are integrated into everyday operations. As the PD mentioned, 'now that there is an MD in place, budgets are well prepared, well thought through and integrated with work plan'.

There is close financial control which takes place both locally and by the Head Quarters. There is an annual consolidated budget for the Organization and this is overseen by the HQ. There are clear financial procedures on how budgets will be prepared and monitored. PPI-CY is responsible for the overall financial planning process and for preparing the budgets.

Budgets are regularly reviewed against actual expenditure and adjusted accordingly. Consolidated budgets and financial planning is submitted to HQ on a monthly basis to ensure that the overall budget is followed closely. Upon review of the monthly budgets, consolidated accounts are sent back to Cyprus with recommendations if deemed necessary. The overall financial control is completed with the yearly audits of accounts; currently PPI-CY has completed the first yearly audit for 2008-2009.

There is clearly a very close financial control on finances and a clear handling of money within the Organization. This is evidently a strength which is however not communicated to all interested parties. The Board, which consider themselves accountable for financial control even though this has not officially been their responsibility, claim to be unaware of what type of financial control is implemented and whether there are audited accounts in place. Two Board members also claimed uncertainty as to whether money that is raised locally is solely used for local operations. There was the misconception that funds raised in Cyprus may be used to finance operations in other PPI sites or be otherwise handled by the HQ. Thus, these misconceptions need to be clarified and the Board to be ensured that local funds are locally run. It is also necessary to circulate audited accounts to all Board members so as to build alleviate any false impressions.

10. Financial resource base / Fundraising

a. Funding levels and diversity of financial resources

Up to 2008, PPI-CY was almost exclusively funded by UNDP operating as a UNDP-ACT program. Since then, funding has been and remains the biggest challenge the Organization is facing.

PPI-CY's high dependence on a limited number of sources suggests financial vulnerability and limited flexibility in the use of funds. Some cash flow difficulties were encountered last year and constant attention is required to ensure that all activities are funded.

The Organization has been dependent on HQ for financial support. In 2009, PPI-HQ covered for more than 60% of the operational costs of the Cyprus site. Overall, an opportunistic approach to raising funds is followed, with the Organization accessing easily available sources. The remaining funds in 2009 were raised from a variety of sources and primarily international funds, including funds from Laureus Sports for Good Foundation (24% of total funding), UNDP-ACT (7% of total funding), the US Embassy Bicomunal Program (3%), Rational Games Inc. (4%) and the EU Anti-Smoking Campaign. Some funding from the north has also been received under 'people to people connections' initiative of EUPSO.

Even though PPI- HQ was in a position to financially support the local operations in Cyprus, their ability to raise funds in the US has been restricted and is becoming increasingly difficult in lieu of the financial crisis. Thus, there is a need for PPI-CY to build the capacity to raise funds locally so it can be more financially independent and less financially vulnerable. Besides International and EU funds, PPI-CY would also need to target state funds that are available in the south, other local funds (i.e. through local Foundations and institutions) corporate sponsorships and in-kind donations.

Notably, raising funds from local sources is great challenge. The civil society sector is still not a strong sector in Cyprus while any interest for funding Civil Society Organizations is concentrated on welfare organizations (AIDS, cancer, disabilities etc). Interest in bicomunal organizations and peace building remains negligible.

In addition, uncertainty with regards to the identity of the Organization has caused some funding reservations on behalf of potential donors. There was a perception that PPI-CY is an American Organization (with no local office) and thus there was uncertainty as to how the funds raised locally would be handled. Some potential donors appeared reluctant to provide financial support as they perceived that funds raised locally in Cyprus would be used by PPI-HQ to fund their operations in

Washington or perhaps operations in other sites. This is of course not the case, as all funds raised locally are exclusively used for the operations in Cyprus. Regardless, this suggests that there needs to be more clarity with regards to the legal status of the Organization in Cyprus, its local presence and how funds are used to fund local operations.

The Organization also held some discussions internally, evaluating the possibility of PPI-CYs registering in the northern part of the island so as to be able access funds that are available to Civil Society Organizations from EUPSO and other funding bodies. Registration in the north could also help maintain more positive relationships with the authorities in the north. However, both Washing and PPI-CY are currently looking into all pros and cons of dual registration, considering all benefits and implications. The issue of dual registration is currently not considered a priority but in due time a final decision would need to be made.

b. Fundraising plans, funding strategy

Similarly to other PPI sites, PPI-CY has an annual financial target that they are responsible for raising locally. This target is assignable to the Operational Plan and Budget annually. The responsibility for raising funds locally lies primarily in the hands of the local MD and her targets for 2010 were set at 50,000 EUR. Gladly, the target for 2010 has already been achieved through the support of the Laureus Sports for Good Foundation and a grant from Anna Lindh Foundation. Some funds were also raised through a grant from the Ministry of Education in the south for the operation of the two teams in Limassol. PPI-HQ estimates that some ties with the Greek or Turkish American community in US can prove fruitful for attaining some funds for the local operations in Cyprus.

The HQ are working closely with the local office to ensure that they're researching and submitting applications targeting local, government and European funds as well as corporate sponsorships and in-kind donations. A weekly spreadsheet with all fundraising contacts that have been made is submitted to HQ and reviewed. This has proved to be an effective way to monitor fundraising efforts and document successes, feedback that can prove particularly useful when drafting the financial strategy for next year.

The financial strategy currently targets any opportunistic grants that may be available and can stir new activities. Proposals are submitted targeting both existing and new funders both locally and internationally: international foundations, local corporations, European programs, funds from the Cyprus government in the south, the US Embassy, the Youth Board, just to mention a few.

Personal networks are also incorporated to seek in-kind donations. There are also some other ideas for raising funds as for instance a fundraising party which will be held in February where key stakeholders will be invited.

c. Responsibilities for fundraising

The Managing Director is primarily responsible for raising funds locally. Nonetheless, responsibilities for raising funds need to be widespread throughout the entire organization, even if it is for a small amount. For instance, if the new PDs that will join the program carry project management skills (and proposal writing capacities) this would increase the capacity of the Organization in targeting international funds and submitting a larger number of proposals. On their part, the Board recognizes that there is a need to fundraise, however they find it difficult to act on this responsibility due to unclear roles and responsibilities. Once the role of the local Board is clarified, the Board can assume a more active role in fundraising, working closely with the Managing Director to achieve the annual financial targets. The Coordinators and coaches can also take a more proactive role in this, approaching local companies for sponsorships of the teams, donations of food, water and basketball equipment.

d. Relationships with the donors

Overall, relationships with donors are good and well managed, based on trust and transparency. It is evident that all donors share a positive image about the Organization and this is a great strength. PPI is considered as 'very collaborative', 'friendly', 'approachable', 'honest and sincere in their programs', 'professional' and 'effective in what they do'. Other donors mentioned that PPI-CY shows good commitment and are very reliable and trustworthy. Cooperation with donors is considered excellent. Some donors also feel adequately informed and part of the decision-making process.

'We exchange views, most decisions are joint and we are always asked for our opinion to provide suggestions or make improvements if needed',

'Communication is excellent, there were always open channels of communications and they were always there when we need them and kept us informed of all the activities'

Most donors claimed that their interests were taken into account and that PPI-CY incorporated their objectives in the program.

'They showed the sensitivity we expected to the political situation in Cyprus and respected our interests'

'They understand the complexity of things and they have been sensitive to the concerns of the Ministry of Education... '

However, some inconsistency was noted in terms of how relationships with the donors are managed. This appears to stem from the fact that in the absence of the Managing Director on maternity leave, it was difficult for the PD, as the sole representative of the Organization at the time, to invest equally in all external relationships. While some donors mentioned that they feel involved in the program operations and they have a say, others mentioned that they are kept more distant and would like to feel more involved. Moreover, while the majority of the donors considered the Organization as 'very professional', 'able to deliver' and 'preparing good quality and comprehensive reports', one donor mentioned the need for better quality of deliverables.

Regardless, all donors alike mentioned the need for being kept more in touch with the Organization's activities, especially activities that are not funded by them. All were keen on the idea of receiving frequent newsletters, press releases and media articles about PPI-CY.

HUMAN RESOURCES AND STAFFING

11. Human Resource systems

a. HR Policies and procedures regarding recruitment

There are no written policies and procedures for recruitment of staff, board or children. Currently, recruitment is mainly done through personal networks and in the majority of the cases positions are not advertised. Coaches for instance are being recruited using the personal network of Coordinators or other coaches who are considered to be quite knowledgeable of 'good people in the local field of basketball'.

Till recently (before the introduction of contracts and job descriptions), criteria for the selection of coaches and Coordinators were not clear. Even selection criteria for the recruitment of the new PD's still remain to be clarified in conjunction with Washington. This poses the risk of not attracting the right people in the Organization, for instance coaches who are not able to cross the border or coordinators who still have not overcome their own mental barriers and are unwilling to participate in bicomunal activities.

Furthermore, the current policy regarding the recruitment of the children needs to be reviewed. The profile of children to be targeted needs to be clarified and all coaches need to be clear about which children can participate in the program and to which extent. In lieu of the inclusion of children of Turkish descent in the teams in the north, a new policy regarding the recruitment of children needs to be drafted with a neutral language, outlining the extent of inclusivity of all the communities in the island.

b. HR Policies and procedures regarding staff management

Since PPI-CY is a small organization, each person of the Organization is important. This makes recruitment of the right people a key priority of the Organization. However even if the right people are drawn in the Organization, it is important that they are managed correctly and that their performance is effectively monitored.

Till recently, job descriptions were not formalized and roles and responsibilities were communicated in an informal manner. Staff performance was not officially monitored. None of the staff has gone through an official evaluation review while coaches' performance is reviewed in an informal basis when the Coordinator or Program Director attends the practices.

Human Resource Management is a key priority area for Head Quarters. To ensure a more effective management of Human resources in Cyprus, HQ are working towards the standardization of operations so as performance could be monitored more effectively. Firstly, HQ are trying to ensure that people in the Organization (PPI-CY) are having regular interaction and are meeting regularly; there are specific indicators in place that track the frequency of meetings and interactions of the staff. In particular, these meetings and planned interactions include:

- meetings of the Coordinators and the Management (MD, PD) once a week to monitor program progress, plan upcoming events, and discuss fundraising opportunities
- meetings of the Coordinators with the PD once a week to discuss coaches' progress and coordinate events
- monthly visits of the Coordinators to the teams to ensure quality of practices and that coaches performance is satisfactory
- quarterly meeting for coaches

Secondly, as of the second quarter of 2009, there have been some initial steps in formalizing roles and responsibilities. Contracts with written job descriptions, roles and responsibilities were signed with coaches and Coordinators. Progress reports were also introduced (since November 2009) which also include the monitoring of coaches' performances (by the Coordinators).

However, even though roles and responsibilities are formalized there is no performance management system in place. Contracts are not referred to and not used as a way of monitoring performance. Job descriptions may include some general targets but often these do not translate into specific objectives for staff. Coaches mentioned they are unclear about the specific outputs they are expected to deliver each semester. In addition, while there are targets for some responsibilities, there are no targets for others. For instance, while coaches are monitored on the number of children in their teams and the consistency of attendance in practices, there are no specific objectives for the work they need to do in relationship building (i.e. number of meetings with potential donors, targets for in-kind donations). The same is true for Coordinators.

Quite importantly, when considering performance evaluations, staff development also needs to be taken into account. Once the staff is trained on the new standardization of operations, performance can be monitored more effectively.

12. Staffing levels and staff profile

a. Adequacy of staffing levels in reaching organizational objectives

Staffing levels have gotten smaller in 2009 and are now below what is needed in order to implement full program in Cyprus. The position of the Program Director for the Turkish Cypriot Community has remained empty since May 2009 when Megan left PPI-CY. This position is temporarily filled by the TC Coordinator until a new PD for the TC community joins the program in May 2010.

The position of the GC coordinator was also under-performing for a long period of time and experiencing turnover. There is a new GC Coordinator in place who joined PPI-CY in September 2009 but who has not yet fully assumed his role. As a result, the PD had to fill in for this role as well taking on board additional responsibilities.

Use of volunteers is minimal with no targeted volunteer recruitment efforts in place. Use of part time staff is starting, by part time positions for teams in Nicosia and Lapta.

Clearly, important changes need to be made in terms of staffing. The inadequacy of staff levels resulted in overlaps in roles and responsibilities, which has affected the effectiveness of the work done. The fulfillment of the vacant positions will greatly assist in reallocating roles and responsibilities accordingly and maintaining clear 'boundaries' between positions.

Fund permitting, the addition of an office assistant to the team will also enhance the efficiency of work. The office assistant can take onboard all administrative duties of running the office (logistics, administration, housekeeping etc), can assist in preparing accounts (quick books) and also in project management (reporting and proposal writing)

b. Diversity in skills and experience of staff

HQ are very confident in the abilities of the staff in Cyprus. They have a lot of trust that they have gotten the 'right people for the job', 'people who are currently building a strong foundation and are helping the Organization to move forward and be successful long term'. Generally, staff is considered to be very capable to fulfill their individual roles, including the ability to solve problems as they arise.

PPI-HQ are very satisfied with the Managing Director, and have a lot of trust in her experience and expertise, her knowledge of the local context and her ability to manage the Organization. Equally, the PD is considered to be very skilled in 'engaging children on the court and creating the positive energy that is needed'. Children look up to him to teach them 'cool things they can show off to his friends'.

Feedback from children suggests that coaches are also doing a good job, considered to be 'great with them', 'friendly', 'approachable' and 'fair'. They perceive their coaches as very 'knowledgeable' and that they have learned a lot from them.

In terms of expertise, there is good diversity in the background and experiences of the staff. The Managing Director brings with her experience in human development, peace building programs and civil society. The PD carries significant experience in basketball, coaching, peace building and conflict resolution. Profiles of coaches also vary. Some coaches are professional basketball coaches and have the necessary technical knowledge through university education and profession where for some other coaches basketball is a passion and they developed themselves and acquired basketball coaching skills on their own initiative. This diversity of skills in the expertise of staff is important as it brings a good balance of skills in the Organization

c. Staff turnover

Despite its short 'life span', Organization has experienced great staff turnover. Until the Organization established a stronger local presence and attained its current organizational structure, six Program Directors have come and gone. The current Program Director is also leaving the Organization in May 2010. Some level of turnover was also experienced in the position of the GC Coordinator.

Notably, staff turnover is having a negative impact on the continuity of the program, as it disrupts the flow of operations. It is estimated that as soon as a PD gains a

comprehensive understanding of the local context, s/he ends up leaving the program. This would entail the need for resources being allocated each time for re-training the new Program Director on the local situation and the way of running things.

With the frequent turnover, the 'flow' of operations ends up being dependent on the 'chemistry' and degree of relationship- building between the PD and the staff, slowing down or enhancing operations accordingly. Thus, as some staff mentioned, 'stability' is disrupted.

Staff turnover also has had an impact on the building and strengthening of relationships with external stakeholders, as different levels of interest, commitment and investment was noted among the various PDs that joined the Organization over the last 3 years. This issue is elaborated in more detail under indicator 17 (building positive two-way relationships).

Clearly, it is important to strengthen the local presence of the Organization to compensate the turnover experienced at the Program Director level. Strengthening the roles of the Coordinators, with them being more actively engaged with the coaches, would help maintain stability of operations at the team level. In addition, standardization of operations and operational plans with clear targets and objectives could also help maintain continuity and ensure a smooth flow of operations.

13. Training and development of staff

a. Training and development of staff

The Organization recognizes the importance of investing in the training and developing of its staff. The training and development of staff is completely intertwined with the standardization of operations aiming to maintain consistency and continuity in the Organization. In the past, annual trainings were conducted bringing together all the MDs from the various sites. Similarly, there were regular trainings for International Fellows and coaches on the introduction of life skills into the structure of practices.

Unfortunately due to budget restrictions these trainings have been put on hold. Undoubtedly, training and development has become a priority area for the Organization and will receive its due merit in 2010. It is evident that coaches need to enhance their understanding of PeacePlayers' vision, goal and ideals. Moreover, all coaches require more training and support in introducing life skills in their practices curriculum.

This need has been recognized by all involved stakeholder alike, coaches, coordinators, management and Washington Head Quarters. Training and development of coaches is a must.

b. Training and development of coaches

As mentioned in the Operation's Plan, coaches are indeed the 'foundation' of the program and thus their training and development has been recognized as a key priority for PPI-CY.

Thus far coaches do not have the necessary knowledge of 'the positive coaching techniques and strategies associated with PPI's goals and missions'⁷ and thus find it difficult to incorporate life skills in their practices curriculum. In children's perceptions, their practices are not much different than those of any other basketball team. In addition, the current way of practices does not actively encourage the targeted leadership development of children. Clearly, one could argue that coaches' lack of training impacts the effective implementation of the Organization's mission, thus it is indeed an aspect to concentrate on promptly.

Training needs of coaches are varied. Some TC coaches mentioned the need for more 'hands-on' support on how to carry out certain activities in their practices. Others who are more experienced (TCs and GCs alike) ask for more international exposure and specific training in the PeacePlayers' 'way of doing things': they want to learn new skills and new ways, witness what types of activities are implemented internationally and understand how they can introduce life skills into their structure of practices. The Limassol coach in particular mentioned the need for additional support in activities that could help him engage his 'vibrant bunch' of boys on the basketball court. To a lesser extent, some of the coaches also mentioned support in spoken English.

Overall, all staff are eager to learn and develop. Positive feedback regarding the benefits of training was received from previous trainings attended (such as the international basketball seminar from Antalya and the training in Israel). Coaches claim that these trainings not only provided them with the opportunity to learn 'new ways of doing things' but also were great occasions for team building and bonding.

It is envisioned that in 2010 there will be more opportunities for training for coaches and many coaches have commented that they are looking forward to the training in Ireland in February and the Life Skills training in the summers.

⁷ FY Operational Plan Cyprus, 2010

14. Internal communication

a. Clarity, transparency, effectiveness and frequency of internal communication

There appears to be inconsistency with regards to the transparency, effectiveness and frequency of internal communication in the Organization. There is good communication at certain levels of the Organization but communication problems arise at other levels.

At the management level communication is very good. There is frequent (weekly), communication between Head Quarters and the local Managing director. At the local level, there are frequent communications between the Managing Director, the Program Director and Coordinators, who meet on a weekly basis. Additionally, Coordinators meet once a week with themselves and the PD. Communication is primarily based on informal means of disseminating information, mainly face to face meetings and telephonic conversations.

In the south, internal communication is clear and effective. All GC staff (Coordinator and coaches) feel adequately informed and involved whenever relevant. Coaches are systematically informed about new decisions and are aware of new developments such as the new model of practices.

In the TC community communication between the Coordinator and the coaches is not very frequent, averaging to less than once a month. In TC, the lack of a Program Director had a negative effect in communication. For example, when looking at the 'value' of the month, one coach was not at all aware regarding the implementation of the new model of practices. In other areas in the north, coaches were informed about the 'value' of the month but confused about which value they were supposed to be implementing. Problems in communication, therefore affect the implementation of the program and consequently the standardization and consistency of operations.

Board members don't feel adequately informed in advance and feel that they are not able to contribute. This is also related to the unclear role of the Board and its involvement.

There is also a need for better transparency regarding the finances of the Organization. The Board was unsure regarding the handling of finances within the Organization. As PPI-CY ranks very high in financial control and accountability, this needs to be communicated to internal stakeholders to enhance their trust in the organization.

Cultural norms and existing biases also seem to affect the way information needs to be handled and communicated. Apparently, transparency with regards to certain operational issues that would often be deemed 'petty' and insignificant' is becoming increasingly important. Inadequacy of communication with regards to purchases of materials (basketball equipment, uniforms, food and water) is causing issues of 'favoritism', fairness and meritocracy to come up from different stakeholders. Coaches often hold biased perceptions regarding fairness and express the complaint that 'the Organization prefers to make purchases from the other community' or 'they favor the other community more than us'. Children also share similar biases quoting that 'they only buy south products', 'they should buy more from us', 'why can't we have uniforms made in the south' and other similar responses.

Biased perceptions were also noted with regards to the 'balance of venues' for twinnings across both communities. As information regarding the comprehensive annual schedule of events is not communicated timely and clearly to children, inaccurate perceptions regarding the frequency of events in each side were mentioned: 'it is not fair that we always have to cross the border', 'we always go they never come', 'I would prefer that we played in our village for a change'. The notion of hospitality was also used by children from the north: for example, if one team goes to another team for twinning, there is a clear expectation that the visited team should return the visit by coming to their city. When this doesn't happen, this causes the perception of unfairness amongst many children.

15. Group cohesion and teamwork

a. Degree to which group cohesion has been achieved

Group cohesion is evident across most levels of the Organization but it is stronger within communities rather than across them. Group cohesion between TC and GC staff members is now starting to form.

In the north there is group cohesion between the TC coordinator and the coaches. Coaches express that they receive all the support they need from the TC coordinator. Good group cohesion and teamwork can be observed amongst TC coaches, especially those who have been in the program for three years. Coaches have formed good relationships because of the program and this relationship moved from the work setting to their personal lives. Personal relationships help interaction between TC coaches and have a positive effect on group cohesion.

In the south there good group cohesion is also obvious which mainly stems from the personal relationships and friendships the coaches and the Coordinator shared prior to joining PeacePlayers. Even though there is no frequent interaction between the

coaches themselves and between the coaches and the Coordinator, their cooperation and teamwork is great. There is also good cohesion between the two coordinators and the management (MD and PD) resulting from the frequent contact (face to face meetings) between them. The Greek and the Turkish Cypriot coordinators are also joined by a personal friendship.

Notably, group cohesion is stronger within communities (TC vs. GC) rather than amongst them. Interaction between coaches of the two communities is limited as is also the interaction between the coaches and the Coordinator of the other community.

EXTERNAL RELATIONSHIPS

16. Strategic analysis of external relationships

a. Identification and selection of external stakeholders

To some degree there has been an initial stakeholder assessment but this has been done informally. Relationships are usually initiated in a sporadic and ad hoc manner depending on personal initiatives. Some stakeholders have already been approached to identify possible ways of cooperation. These included authorities (KOA, Zone of Educational Priority, Ministry of Education) and schools (Astromeritis, Phaneromeni). Contacts of Coordinators are also being used to facilitate expansion to new areas.

Identification of potential donors is a constant process. The Managing Director is devoting the majority of her time in researching and submitting applications targeting local, government and European funds. Once the role of the Board is clarified, the Board can also be used more actively to identify potential sponsors.

Even though not done formally, there is some informal identification of the interests, purpose and objectives of potential supporters, and how these are linked to the Organization's objectives. However, this has to be consistent across all donors/supporters and external stakeholders' interests need to be incorporated in the design and planning of new activities.

In an effort to build more strategic relationships and partnerships, PPI-CY are planning to conduct a formal stakeholders analysis after the completion of this external evaluation process.

17. Building positive 2-way relationships with external stakeholders

a. Degree to which all relationships are well managed.

The Organization is starting to recognize the need for building and managing relationships with external stakeholders. Plans for conducting stakeholder analysis can be seen as a good indicator of this start.

Overall the Organization shares a positive image among its external stakeholders, suggesting that it projects a message that is relevant and engaging. Donors consider the Organization 'reliable', 'trustworthy' and 'effective'. Supporters and collaborators regard PPI-CY 'unique', 'different', 'with innovative ideas'.

However, even though the organization has been successful in attracting donors and supporters, there are some inconsistencies in the way relationships are managed. Some relationships and especially relationships with donors are very well managed. There contact between PPI and the donor is frequent, communication is regular, open and transparent and donors appreciate PPI's commitment in their collaboration. These donors are positive and willing to support future initiatives of PPI-CY, claiming that 'there is always an open door on our behalf for them'

Conversely, PPI-CY does not show the same level of commitment in managing relationships with partners. Feedback from partners suggests that the Organization is not taking their interests and their needs into account. PPI-CY seems to project a more 'individualistic' approach in their partnerships. Comments from two partners included incidences of lack of communication, taking decisions about activities without informing the partner, not showing up in meetings, delays in deliverables, not meeting deadlines and general un-responsiveness. Notably, the quality of partnerships seems to be affected by staff turnover and (up to recently) the lack of local representation. Partners claimed that their relationship with the Organization depended on the degree of involvement and commitment of each PPI representative and his/her understanding of the local context, which was variable and inconsistent across different members. Partners claim the need for a local representative, who would be aware of how things operate in the local context and will help provide more 'stability and continuity' in the partnership.

Lastly, regardless of the quality of their relationship with PPI-CY, all external stakeholders expressed the need to be informed with regards to other activities of the Organization and receive regular updates from them in the form of newsletters or invitations to events.

18. Relationships with the authorities

a. Degree to which relationships with the relevant authorities are good and well managed

Relationships with authorities differ across communities. In the south, there is not much interaction with authorities as the Organization is currently in the process of building relationships with the Ministry of Education, the national Sports Association (KOA) and school authorities. The current relationship that is in operation regarding the team of Ayios Antonios in Limassol, is with ZEP (Zone of Educational Priority of the Ministry of Education) a relationship that is very good, well managed and built on trust and good cooperation.

In the north, relationships with the authorities are informal and based on personal relationships. However, there are some issues that need to be considered with regards to the relationships with the authorities in the north. In order to operate in the north, permission needs to be taken from sports and education authorities. These permissions have been obtained in the previous years. With the current administration in northern part, there is a minimal risk of interruption of work. Education authorities may prevent students and coaches to use school times or students for practices. Sports authorities may not give permission for the use of premises and this may influence the practice of students. All the venues belong to the sports authorities and there are no private basketball courts.

Precautions are taken, worst case scenarios have been prepared and the Organization is prepared for such a risk with alternative scenarios. Furthermore, the Organization is working on relationships in order to prevent such a thing from happening. Furthermore, informally, Turkish Cypriot coaches have taken the initiative to manage some of the local relationships and this is done successfully.

19. Awareness building and marketing

a. Marketing / promotional activities

The Organization is not communicating its vision and mission strongly. The impression of most internal and external stakeholders is that the Organization is not having a strong visibility in the Cyprus Civil Society. There is no formal PR strategy in place. Marketing and promotional activities have been sporadic and unsystematic, confined to personal networks and personal initiatives of the staff members.

b. Awareness of the general public of the Organization

Awareness of PeacePlayers is limited and 'confined' within the communities where the Organization operates. There is a need for the Organization further developing

its image among its key target audience and strengthening its presence in the wider public.

The Organization also needs to build a stronger image among its internal stakeholders, especially the children. The Greek Cypriot children in particular indicate low awareness with regards to Peace Player's objectives and their overall mission.

'I don't know anything about PeacePlayers. We had a presentation about them in school a couple of years ago but I don't remember anything from it', GC Boy

'I don't remember them saying us much. They only told us they are a basketball team and to come to the practices if we wanted to', GC Girl

PPI-CY's low awareness has limited its access to funding from local sources. Local foundations or corporations may appear reluctant to fund PeacePlayers because they have not heard of them and are not aware of their work. Lack of visibility and image building has also caused some confusion as of the identity of the Organization. Some people consider the Organization as an American Organization and since they are not aware of its objectives and operations regard it with skepticism.

The image of the Organization needs to be clarified and a strong, clear identity to be communicated to the wider public. People need to understand what the Organization is and stands for to alleviate any misconceptions and biases.

20. Relationships with the media

a. Degree to which there are regular, proactive contacts with the media.

The 'youth' and 'sports' aspects of PPI-CY have acted as key attraction hooks in drawing media interest to the Organization. Key media contacts have been identified and some personal relationships have been built with some reporters. Articles and press releases about the Organization have been published both in the north and the south. The addition of a local MD in the team has enabled access to more media publicity. On January 22nd PeacePlayers were broadcasted live at the national radio RIK 97.2 on its Saturday morning bi-communal program. The Managing Director was also interviewed for a 5 minute spot on the Astra Radio Station (92.8).

However, even though there is an understanding of the interests and requirements of the media, the Organization has limited capacity to respond to these. Sometimes opportunities for media exposure are not fully utilized. Staff (coaches and coordinators included) hardly takes the initiative to write an article about the Organization. Relationships with the media operate only on a need- basis but they

need to become more proactive. Responsibilities for managing media relationships need to be specifically allocated so that a regular and systematic relationship is built with reporters and media that have shown an interest in the Organization. A focal contact point in the Organization needs to be appointed, from which media can receive information. Newsletters and links to the blog can also be sent to the media to keep them abreast with the Organization's activities.

THE PROGRAM

21. Program design, planning and implementation

a. Program design planning and implementation

The program area of the PPI-CY has been its key strength, ever since its establishment in the island. Even before the Organization attained a local presence and a formal structure, it was still very active on the ground. Overall the program area is working well, with the Organization making considerable work 'on the ground': children that participate in the program are enthusiastic, motivated, committed and proud to be part of PeacePlayers.

It is clear that PPI-CY has devoted most of its energy in the actual implementation of the program activities. Expertise was drawn from other PPI sites, where the Program was 'tried and tested' and incorporated in the local operations in Cyprus. However, it is clear that more emphasis needs to be placed in other aspects of the project life cycle, besides implementation, which can help improve the effectiveness of work. Some tools in project lifecycle management could prove useful, especially, with regards to the following:

- *Identification*: PPI-CY needs to achieve a more thorough understanding of its external environment and the context in which it operates. Information needs to be gathered with regards to the Political, Economic, Social, Technological, Legal and Environmental framework in which it operates (a PESTLE and SWOT analysis could prove useful towards this). A formalized and targeted stakeholders' analysis also needs to be conducted in order to identify all parties that may have an interest in PeacePlayers' work and determine the quality of each relationship PPI-CY needs to establish with them. 'Problem trees' could also be introduced to help 'map' causes and effects more clearly.
- *Design and planning*: Overall, project design and planning appears to work well. Budgets per activity are well prepared and thought through and correspond well with work plans. Nevertheless, both the design and the

planning process can become more structured. Log-frames for activities could prove constructive in better documenting objectives, outputs, indicators of achievement, beneficiaries, partners and risks and assumptions. Log frames will also be useful for monitoring and evaluation, as key performance indicators can be put in place and tracked. More involvement of children and other stakeholders in the design and planning process is also beneficial, as activities can be designed to better address their needs and interests. (also see indicator 28, participation and involvement of stakeholders)

- *Implementation:* Feedback for the implementation of activities suggests the need for more consistent project management. The Organization is implementing all planned activities, but it is not necessarily achieving specific objectives related to its mission. Development and training of staff and standardization of operations are important for achieving successful implementation. Moreover, more attention needs to be paid in managing partnerships more effectively, suggesting more commitment, frequent and transparent communication, respect of deadlines and consistency of deliverables. Project management responsibilities need to be clearly allocated per project to ensure more quality of work.
- *Monitoring and evaluation:* Currently there are few Monitoring and Evaluation Systems in place. Key performance indicators and other evaluation criteria need to be decided upon. Information needs to be collected and analyzed throughout the entire life of the project. Monitoring and evaluation systems need to be put in place in order to assess progress against objectives. This will enable the Organization to make any changes and adaptations as deemed necessary for current and future activities. (also see indicator 29)
- *Impact assessment:* Once monitoring and evaluation systems are in place, the program's impact also needs to be assessed. Feedback from children and other internal and external stakeholders can be collected to estimate any changes in perceptions, overcoming mental barriers and bridging divides.

22. Current targets on number of children and plans for expansion

a. Recruitment of children in the teams

Coordinators and coaches have the overall responsibility for recruiting children. Most children are recruited in their schools, following a demonstration by the coach, the Coordinator and the Program Director. Children appeared to be drawn by these demonstrations which they characterized 'fun', 'cool', 'exciting' and 'intriguing'.

Current participants in the program have become the most committed ambassadors of PeacePlayers, also bringing their friends to the teams.

Notably, the current policy of recruitment of children in the north does not have a clear approach for children born in the island to Turkish parents which constitutes the majority of the population in the north. In the past, children from Turkish descendant families were recruited and were the majority in number in the teams. However, these children encountered problems in crossing to the south and thus a different mode of participation of these children in the teams had to be adopted. Although children born to Turkish parents can participate in events that take place in the buffer zone i.e. Ledra Palace, they cannot participate in events that take place in the south. There is an unofficial practice of recruitment where 'Turkish children are not actively recruited to any of the Turkish-Cypriot Teams'⁸. However coaches are still not clear about how to include these children in the teams. While some coaches are willing to accept a number of them and allow them to participate in weakly practices, other coaches are turning them down.

Clearly, there is a need for clarifying the 'target group' for the teams and specifying the type of involvement of children from different nationalities, so as coaches can be clear on the extent of participation of each child and be consistent in their practices. The operation plan clearly states how children of different nationalities can participate⁹ and this mode of operation needs to be incorporated in all teams alike.

b. Targets on number of children

The number of children that participated in the program during 2009 is estimated to be around 125-140. It has been difficult to track with precision the exact number of children that participate in each team, as children are always coming and going from teams. The Organization is currently in the process of implementing procedures to track the number of participants more effectively, through tracking the average attendance at practices and maintaining rosters of participation in activities.

Coaches regard the total number of children island wide as satisfactory, considering that basketball is not particularly a popular sport in Cyprus. Cyprus, north and south,

⁸ As stated in the Operations Plan

⁹ As stated in the Operations Plan: 'Because PPI—CY is an inclusive program, children born in the island to Turkish parents are allowed to be on TC teams and are permitted to participate in practices, twinnings, tournaments, and retreats that take place in the Turkish-Cypriot community. However, their participation in PPI—CY will be neither highlighted nor promoted because of the sensitive political situation in Cyprus. Also, PPI—CY will not actively recruit or add any new Turkish children to any of its Turkish-Cypriot Teams. This policy is the safest way to avoid any conflict with the Greek-Cypriot government and to maintain good relations between the two communities'

remains predominantly a soccer-loving country and the children attracted to basketball are few compared to the children interested in soccer.

In general, the number of kids in the TC teams is on target. All teams fulfill the minimum target of 12, while Famagusta has considerably surpassed it, with 25 children in the boy's team. In total, there are 94 kids in the north in 6 teams, considerably higher to the 42 children in the GC teams.

There is definitely a need for raising the number of children in the south. Agros is well on target, with 25 children in its team. Limassol is still lagging behind especially in the girls' team where the numbers need to be boosted considerably (at least by another 8 girls). Recruitment efforts in Limassol have concentrated on word of mouth but have not been very fruitful. More targeted recruitment efforts will continue hoping to attract more girls to the team. There are also plans of establishing some new teams in the south, in an effort to maintain a more even balance between the number of TC and GC children that are involved in the program island wide. Please see next point, plans for future expansion

c. Plans for future expansion

Currently, there are some plans for expanding to new areas in the south, probably in the rural areas around Nicosia (Astromeritis /Kokkinotrimithia or Klirou) or perhaps in Nicosia itself (Phaneromeni). There is a new program starting in Limassol, with an additional team being formed in Ayios Antonios with the elementary school. As of January 2010, there will be some attempts to revive the program at the English school in Nicosia. The target for 2010 is set at 150-200 children.

There were various issues that need to be considered however when plans for expansion were discussed. Currently, there are no clear criteria with regards to which regions to expand to. On one hand, there are some thoughts about having some of the operations more 'centralized', which will allow for the easier monitoring of the teams and help eliminate some of the logistical difficulties encountered when organizing twinnings. It is true that having more centralized operations will make it easier for children to cross, as the distances will be minimized. If a team does get established in Phaneromeni in Nicosia, GC children can get together with TC children after a 10 minute walk. Costs will be less, as the need for buses will be minimized. The same is true for Astromeritis /Kokkinotrimithia, a village which is only 20 minutes away from Nicosia. Logistics would decrease considerably.

Yet, one cannot ignore the fact that the Program has provided a unique opportunity for children that reside in more remote areas in Cyprus (for instance Agros and Iskele) to come together. It is unlikely that Agros children would ever come together

with children from Iskele, considering that it takes around 3 hours of travel to do so. The same thing is true for the teams of Limassol and Famagusta. Thus, when considering plans for expansion, a balance needs to be maintained in terms of having some degree of centralization but also considering the types of opportunities that are provided to children.

Plans for expansion also depend of ease of access in certain areas and any opportunities that arise. The Coordinators, the coaches and the MD would each mobilize their own personal contacts to ensure an 'open door' for PeacePlayers in certain areas. There is also a lot of interest on behalf of the Ministry of Education's ZEP department in the south in terms of the PPI program establishing and running new teams in ZEP regions.

Quite importantly, expansion should not only take place in terms of quantity alone. The quality of operations in existing sites also needs to be considered. The impact of the program in existing sites needs to grow deeper with children developing as future leaders and active citizens. Thus, it is essential that the Organization also invests in the quality of its operations through introducing the life skills component in the practices, investing in the training and development of staff and working towards the standardization of operations. Moreover, some the basic standards of quality need to be established and monitored, to ensure that at least the minimum accepted quality of operations is in place.

23. Team structure

a. Structure of teams

The constitution of the teams is a very diverse one. There is diversity in terms of age, basketball skill level and duration of participation in the teams. Following the expansion to new areas (Nicosia and Limassol), almost half of the children (46%) are new to the teams. Retention rates are also good, with 1 in 4 children having been in the program for 3 years or more. Gender balance is slightly skewed towards the boys (58% vs. 42%) suggesting a need for attracting more girls in the program. Fulfilling the quotas of the girls team in Limassol could help maintain a more even gender balance in the program island wide. The age spread is pretty much even, with younger and older children equally being attracted in the teams. The share of 15 year olds can be boosted and these children can transition to a leadership role in the team once they 'graduate' from the program.

Notably, it appears that this mixed profile of children has had a catalytic effect in enhancing their learning. Children enjoy learning from their peers: younger children are learning from older ones and new children are learning from others that have

been part of the program for some time. This peer learning has been particularly effective in building good cooperation and teamwork between them.

b. Age consistency within teams

Overall, teams try to maintain an age consistency between teams, recruiting children aged 12-15 years. Age consistency was deemed important so as the children in the teams will be roughly of the same physical built and will have more or less the same strength when playing basketball. However, for practical reasons, in order to cover the minimum quotas in each team, some younger children were also involved in the program, aged 11 years.

Regardless, the age diversity does not seem to cause particular problems in the teams. Instead it appears to have sprung a learning culture in the form of peer-to-peer teaching and learning, with the older children often assuming the role of a 'teacher' or a 'helper'.

'I learned a lot from the older children. I used to watch them play and I copied them. They also helped me out and showed me things', GC Boy

'Our coach encourages us to teach younger children. I like helping them out.', GC Girl

c. Cooperation of children in mixed gender groups

Currently there is only one mixed boys-girls team in Agros. The rest of the teams from both communities have separate teams for boys and girls. The Limassol team used to be a mixed gender group last year but the girls and boys of that team didn't continue with the program, thus two different teams were formed instead. Any thoughts about having a mixed boys-girls team in Limassol during this year were abandoned in view of the fact that the (i) the girls' team are still very new at basketball and lack considerable skill, thus it would be difficult to integrate them with the boys who are significantly better (ii) the girls don't seem to have the necessary 'dynamic' attitude that is needed to deal with the 'tough bunch' of boys in the team.

In Agros, the boys-girls team works very smoothly. Boys and girls greatly enjoy working together. For them it is very natural to be in a mixed gender group together and none of them claimed that they wanted to be in all-boys or all-girls team. The cooperation between boys and girls is impeccable; they are all part of the same team and behave as such, inclusively. The coach is also actively encouraging this cooperation between boys and girls, reminding the children that they need to pass the ball to their team members equally, regardless of whether it is to boys or girls.

'I like to play with the boys.... There is no friction or animosity between us. We have great cooperation', GC Girl

'Boys realized that girls can also be good at basketball. When they saw that I could pass and shoot and do things well, they trusted me more and included me in their game. The fact that I am a girl doesn't make any difference to them', GC Girl

Boys and girls are learning a lot from each other. For one, boys are learning to be less egotistical and more sharing, also more 'gentleman like'. It is true that in the Agros team there was no place for 'machismos' and 'tough attitudes' as boys feel the need to 'behave' in front of girls. On the other hand, girls are becoming more confident and playing with boys has increased their self-esteem.

'I liked it when we played with girls. Girls play good basketball. It's more interesting to have girls in your team. Boys behave better in the presence of girls. They don't show off as much ', GC Boy

'I have learned that boys and girls are equal. We are both good at basketball and we can do things equally well', GC Girl

'Playing with boys I have learned to respect myself more. I learned to believe in myself and know that I can do. Boys and girls are equal,' GC Girl

24. Structure of practices

a. Structure of practices in general

As one of the Board members mentioned, 'basketball is what children love, what children want, what children do, what they want to do'. And this is true. Children are happy as long as they get to play basketball. Children love basketball, they want to play basketball and as long as they get to play basketball, they are happy.

Coaches have tried to maintain a balance between teaching certain skills and allowing enough time for the children to play a game during practice. Children commented that they enjoy been given adequate time to learn and 'digest' a variety of basketball skills, which they can use to improve their game

'I like the practices. I learn a lot of things. I like the fact that we are given time to learn a skill really well before we move to the next skill, GC Girl

Of course, no matter how much time is allocated for them to play a game, children want more of it. They asked about what they would want to change with regards to the structure of their practices, they say 'less drills, more play'. Others mentioned

that they would also like to have more weekly practices, at least twice a week, confirming once again their enjoyment and enthusiasm of the practices.

'I wish that once a month we could devote the entire practice only to play a game',
GC Boy

Even though up until recently there was no common model of practices across teams, all coaches talked about similar steps they are following for their practices. Due to the nature of the game, there is already some degree of commonality in terms of teaching the basic basketball skills (layup, shoot, pass, dribble, defense, 3 pointers etc). Each coach more or less taught the same skills and adapted the structure of practices according to the level of skill in the team and the specific needs of the children.

Other parameters that called for the tailor-making the practices are the size of the teams, the age mix and the level of skill and experience across children. Some teams are larger in size than others (Agros and Famagusta boys have teams of 25 compared to 14-15 children in other teams). Different drills need to be implemented in these teams, to break down the children in smaller groups and ensure that each child receives an equal share of attention and has adequate time to practice. Some teams ((Agros and Famagusta boys again) need to accommodate younger children and have to introduce certain drills that can include these younger children in the game. Other teams have to maintain a balance among keeping more 'experienced' children challenged while at the same time not discouraging or excluding younger members with less experience.

The attitudes and the team cultures also differ. For instance, comparing the two teams in the south, the Agros team works in a more disciplined context. The entire team shows up in practice in full PeacePlayers uniform, there is complete compliance to the coach's instructions and the practice runs smoothly. Clearly, the fact that the coach and the children are from the same village, and have known each other since the children were little, helps to maintain the aura of respect and discipline.

In Limassol, the situation is a very different one. The dynamics of the team are very different than Agros. The children are 'tougher', more rebellious and have an attitude. They are very vibrant kids, street-smart, coming from a neighborhood that is far from the serene atmosphere which is experienced in the quiet village of Agros. Some of them come from broken homes, with the parents having very low involvement in their children's lives. The children's attitude filters through their game as well; they don't listen easily, show very little discipline, purposely ignore the coach's instructions and try to do their own thing. Consequently, this makes the structure of practices more difficult, with the coach having to spend a lot of time to

instill discipline, this often resulting in some of the drills not taking place or remaining incomplete.

b. Standardization of structure of practices

The standardization of the practices has been recognized as a priority area for the PeacePlayers' Program, and the Organization has started making various steps towards this direction.

Currently there is not much differentiation of PeacePlayer's practices, as PPI principles and life skills have still not been fully incorporated in the program. Consequently, the impact of the program with regards to the leadership development of children and bridging divides between communities has been limited.

The Organization has recognized the need for implementing a 'model curriculum' that will be consistent across all teams island wide. This model curriculum will introduce ways of teaching 'the anatomy of peace' through the game of basketball. It is envisioned that this model curriculum will be taught through the lens of Arbinger, a curriculum that has already been implemented in PPI Middle East. In Cyprus, the implementation of the Arbinger curriculum will commence with the new school year, in September 2010. Naturally, the implementation of the Arbinger curriculum is intertwined with coaches' training and development. All coaches need to be trained on 'positive coaching techniques and strategies associated with PPI's goals and missions'¹⁰, which they can then instill in weekly practices.

Until the Arbinger curriculum is implemented, Coordinators and coaches have worked out a standard structure for practices which incorporates a certain life skill or 'value' of the month as it is commonly referred to during weekly practices. These 'values' concentrate on notions of trust, confidence, friendship, self-esteem, communication, teamwork and mutual respect.

The process of creating a model curriculum had a positive effect in enhancing group cohesion at various degrees. For one, it has created more interaction among the two Coordinators and between the Coordinators and their coaches. In addition, when the standardization is fully implemented, it can strengthen the interaction of coaches of two communities, as it will create common grounds between them. The coaches would be in a position to discuss similar activities and drills, exchange views on what works in their teams, exchange 'tips' and coaching strategies and share ideas for improving their practices.

However, the value of the month has not yet been introduced in all teams. Some gaps in communication in the north have resulted in the value of the month not

¹⁰ As stated in the Operations Plan

being implemented consistently across teams. That is to say, coaches are either not implementing the 'value' of the month or are implementing a different 'value'. This suggests that there needs to be

There have been some concerns on behalf of the coaches with regards to the standardization of practices, especially about the degree of freedom to adapt the new model of practices according to the specific needs of each team. So far, the different composition of the teams has called for the 'tailor-making' of the practices to address the needs of children in each team. For the large part, this tailor-making has been successful, as it has enabled the children to learn and kept them happy and enthusiastic.

In the south, there are additional concerns with regards to how the Limassol boys' team will react to the implementation of the new curriculum, considering that they are not very disciplined or keen in following rules. The discipline issues experienced in Limassol would make the implementation of the standardized curriculum a challenging process and a lengthier one.

Of course, standardization does not mean ignoring the specific needs of the teams. To achieve maximum effectiveness, the standardized curriculum may need to be adapted if need be to 'fit' differences in size and age composition in the teams. The fact that the Agros and Famagusta teams are considerably larger than the rest, would call for some of the drills to be adapted to accommodate the needs of a larger group. In addition, considering the mix of younger children with older ones in some of the teams, some adaptations of the exercises and drills may take place, if deemed necessary, so as the younger children can understand the drills and be able to carry them out. At all times, a balance needs to be maintained in terms of ensuring that children do acquire the knowledge incorporated by the new curriculum but in a way that is fit for their skill level and needs.

25. Children's participation and involvement

a. Reasons for children joining the program

Basketball is clearly what children love and this was what has attracted children to the teams. As children themselves mentioned, they were drawn to PeacePlayers to 'learn basketball', 'improve their game', 'have fun', 'be with friends', in an environment where there is 'positive energy' and where they can learn 'cool tricks that they can show off to their friends'. Some children also mentioned that they were driven by a need for 'fitness' and 'health'. Others, the need to socialize, to meet new people and make new friends.

'I love basketball. I'm very happy to play with PeacePlayers,' GC Girl

'It's more fun being here than being at home in front of the computer', GC Girl

'I'm here to become more fit and also lose some weight,' GC Boy

Only a small minority of children (5 in total) mentioned that they were attracted by the bicommunal character of the program.

'I came because I wanted to meet Turkish Cypriot children. I wanted to learn things about them, about their culture', GC Girl

For a large majority of children, PeacePlayers have provided them with an opportunity they wouldn't otherwise have. This is particularly true for the girls, for which the outlets for playing basketball are limited. For the Limassol children, being part of PeacePlayers keeps them off the streets and out of trouble, away from drugs and bad habits.

'I know that if it wasn't for PeacePlayers I wouldn't be playing basketball', GC Girl

'PeacePlayers are the only team that would take me. I don't think that any other basketball team would be interested in me, as I am not that good in basketball', GC Boy

Clearly, basketball and the fun environment it creates will remain the key attraction hooks for children. Ultimately, with the introduction of the Arbinger curriculum, children's awareness of what they gain by being part of PeacePlayers will be broadened.

b. Enthusiasm and motivation of children

Good attendance levels are a good indicator showing that the children are enthusiastic and motivated to participate in activities and practices. Children are motivated to go to events and are sad when not being able to attend. This was mentioned by children, parents and coaches alike.

'I saw my daughter sad when she was not able to participate at one of the events of PeacePlayers'. TC mother

'I heard from parents that children fight with them to let them come to practice, when they haven't finished their homework or when they have a test the next day. They won't miss practice at any cost,' GC coach

Even the Limassol kids, who because of their undisciplined attitude may appear indifferent, they are far from it. The fact that they can be in a positive, understanding and accepting environment during practice helps them 'soften'. They enjoy being in the practice, they claim to 'have a good time' and have also considerably improved

their basketball skills, which suggests that there are learning and improving. In addition, being part of PeacePlayers could be the only opportunity they have for someone to 'show some faith in them' and make them feel 'valued and worthwhile'.

Furthermore, parents and coaches are using children's enthusiasm to attend PeacePlayers practices as a motivator for improving their school work and grades. For example, a mother mentioned that she uses the practices as a motivator for her daughter to finish her homework and commented positively on the performance of her child in school. One student mentioned that her coach asked her to increase her grades in order to go to one of the PPI events and this has been a great drive for her to study.

All children interviewed during the evaluation process said that they already recommended PPI to their friends, another indicator suggesting their satisfaction. In addition, most of the recommended friends came and became part of PPI with a few exceptions.

c. Consistency of attendance in practices

PPI-CY and the TC coaches have been very successful in engaging the children in the program and attendance of children to practices are excellent. Records of attendance are very good and show that students are attending practices consistently. Children's love and respect of their coaches, coupled with enjoyable practices and events, can be seen as one of the major reasons for the consistency of the practices.

The only 'exception to the rule' is the Limassol boys' team. The mode of attendance in Limassol is irregular. The coach believes that if the children are pressured into attending they will rebel and drop out. Any attempts to instill discipline have not been fruitful.

Limassol needs to be looked at more closely. Considering that it is a team that has been created out of the funding and support of ZEP, it is a team that needs to continue but also grow. There is a balance that needs to be struck between what the children want and what needs to be done. Clear boundaries with regards to the structure of practices have to be instilled and expectations on behalf of children need to be communicated clearly. For instance participants in the practices need to understand that in order to be part of the team, they need to show up in practices consistently (i.e. 3 times a month at least). In addition, children need to understand that there is a clear context in which the practices will operate and they need to respect that.

d. What are children particularly enjoying?

Amongst the children that were interviewed all students who attended the camp mentioned it as the most enjoyable activity. On one hand, at the camp there was a lot of time devoted to playing basketball and children adored that. Children were happy because they played a lot of basketball and enjoy themselves, while coaches claimed that children had enough time to thoroughly practice specific skills and this helped to improve their game considerably.

The camp also provided adequate time for more 'personal' interaction, outside the basketball court, which had a catalytic effect on bonding between children of the two communities. By performing day to day activities together, like eating together, sleeping in the same room, spending time in each other's company, having fun, telling jokes, even playing pranks on each other, children could start seeing each other as 'similar people', as friends, as equals. Undoubtedly, the camp had a huge positive impact in bringing children together and helping them overcome mental barriers and prejudices.

'We ate together...we walked together... we said joked and laughed. At night we had adjacent rooms and played pranks on each other. It was a lot of fun!' GC Boy

'I was with the Turkish Cypriot girls all the time. We talked a lot. I have learned how they spend their day, what they like.... We also talked about our boyfriends or the boys we like. It was great!', GC Girl

In general, children enjoy activities that require them to travel. Twinings conducted in the other community, in a village that they have never visited, were the next most enjoyable events. Children enjoy visiting new places and meeting new people, especially knowing that they would have little chance to visit these places otherwise.

Finally, some students who attended the Campaign Anti-Smoking Life skills project also mentioned that they enjoyed it. Children mentioned that the project gave them the opportunity to discuss good and bad habits and was effective in raising their awareness about health and healthy living.

e. Degree of consultation with the children regarding the program's activities

Even though coaches have managed to build a friendly and approachable relationship with the children, there is limited targeted consultation with them with regards to the effects the program might have on them. Coaches claim that there is usually not enough time left during practices to receive feedback; they are more concentrated in using the short time of the practices to teach children basketball and get them engaged on the court.

'Mr. Coach doesn't ask us many things. His job is to teach us basketball', GC Boy

Some feedback is received in the buses when the children are returning from a twinning. However, it is done so in an informal, non-targeted and infrequent manner. In addition, children's views rarely have any significant influence on the design and implementation of projects and the program's activities.

The children are very willing to express their opinions and have wonderful ideas to share. Encouraging feedback will help the children feel more involved in the program and would also enhance their commitment and loyalty. Children need to feel that they are 'important' and that their opinion is valued. Integrating the children's feedback in the planning and implementation of the Organization's activities would ensure that all activities are relevant to the children's interests and respond to their needs and expectations.

f. Children's recommendations for future activities

Children's' recommendations for future activities concentrate on the activities they enjoy most. Camps received the highest share of mentions, drawing upon the fun and excitement children had in the last camp they participated in. Similarly, weekend retreats were also suggested for the same reason.

Nearly all students asked for an increased number of events asking for 'More activities' 'more often' , 'more tournaments' , 'more street ball'. Travelling abroad to visit other PPI sites was also mentioned as a key hook for them: they will have the opportunity to meet new people, make friends from other countries and learn skills that are used internationally. Social events also received a fair share of mentions: attending a professional basketball game, going out to dinner, going to the movies or a teenage club were also fun activities they can do together. Lastly, some mentioned the need to meet professional basketball players and train with them.

Notably, coaches share similar perceptions. All the above suggestions were also mentioned by coaches when they were asked about other activities that can more actively engage children in the program.

26. Life skills and leadership development of children

a. How are life skills incorporated in the program?

There is an informal integration of skills to the program. Children are learning many life skills in addition to playing basketball. There is a great overlap between what coaches have been saying they have been teaching and what children are saying they have been learning regarding life skills.

Coaches emphasized that children are learning a lot of life skills from the program in addition to playing basketball. Teachings of these skills are happening in different ways. Some are built in playing basketball such as teamwork, discipline, self confidence and responsibility. Other skills are developed by children who are assuming positions of leadership in the group. For the majority of these skills, coaches draw upon their own personal values, beliefs and experiences.

Coaches commented on skills such as 'team work', 'cooperation', 'critical thinking', 'tolerance', 'friendship', 'honesty', 'acceptance' ' 'understanding', 'respect', 'self-esteem' and 'discipline'. All of these were mentioned by children as well.

'I always try to help the children become better people. We are role models for them so instilling the values that build good character are among the key priorities I try to do...', GC coach.

'Over time I have seen changes in the self esteem of children. The more they can accomplish in basketball, the more they believe in themselves', GC coach

Children are very aware that their involvement with the program has helped them in developing skills other than basketball. They very enthusiastically, clearly and easily talked about an array of things they have learned by being involved in PPI-Cyprus.

Teamwork and cooperation were the key life skills mentioned. While, some of the children mentioned that they were more 'self-centered', 'less considerate' and non-inclusive in their game before they joined PeacePlayers, they now claim that they 'play equally with everyone', 'pass the ball to everyone' and are now team-players.

'I always use the word 'we' rather than 'I' when I'm talking to my team,' TC girl

'I have learned not be egotistical and selfish. I realized that I shouldn't have a big idea about myself..... In the team you need to do things that help the entire team and you need to listen to your team-players', GC Girl

Children are also learning about inclusion. In many ways the diversity in the teams (in terms of age, skill level and gender in some teams) has provided grounds for the children to learn to accept everyone and not to discriminate against.

You shouldn't exclude anyone while you play. It doesn't matter if someone is not good. You still include him in the game. When you play in a team you are all one', GC Boy

Similarly to coaches, most children commented that they have learned to be more disciplined. They are more respectful, more cooperative and more persistent. Some of them claimed that this discipline has extended in their everyday lives, with them being more cooperative with their parents and teachers.

'I am better with my parents. I am not so rebellious when they ask me something. I listen to them more', Girl, Agros

'I respect my teachers more', GC Boy

'I learned that you need to be disciplined and to persist when you're trying a new skill. you shouldn't stop till you get it', GC Girl

Improvement in communication skills was also evident. For example one TC boy said

'I learned to solve things without shouting. Now when we have problems I don't shout. I talk....I listen more... '

'In the beginning we used to fight a lot in the team. We kicked the ball to each other and didn't cooperate. Now we are all one team and respect each other', GC Boy

'I am better at controlling my anger. I can keep my cool', GC Boy

Similar to coaches, most Turkish Cypriot children also commented that they have increased their self confidence.

'Before I was shy and passive now I have more self confidence.' TC child

'Now I make myself listened to and can influence the team to do something I want,'
TC child

'In the past I didn't think I could do it but now I know I can !', GC Boy

Socialization of the children is also an important parameter that needs to be noted. For the Limassol children, the team is important because it gets them off the streets and provides them with a healthy environment where they can keep out of trouble. For others, it helps them socialize and make new friends.

Lastly, involvement in PeacePlayers also had a positive effect in their school performance and also enhanced their English language skills. Many children commented that they considerably improved their English by attending the events of PPI-CY and by talking with the friends they made in the other community. This is also confirmed by the parents.

b. Leadership development of children

Even though leadership development has not been formally incorporated in the program, some indirect effects were evident with regards to the empowerment of children.

The informal integration of life skills into the practices curriculum offered a great opportunity for children to improve their self confidence. A high share of children interviewed (particularly in the north) commented on an increase in their self confidence. This was also recognized by families. A parent from Iskele mentioned about her daughter said “she has more self confidence now she is not distant or shy to people whom she doesn’t know’.

Teamwork and cooperation as well as the inclusion mentality that exists in the teams make all children feel as an equal and key member of their team. Consequently, children have learned to believe in themselves, trust that ‘they can do it’ and take a more active role in their team. The environment of acceptance in their teams seems to have greatly contributed to build an environment of trust where children feel safe to take initiative, without being judged at, even if they make a mistake. All the above values children are gaining are definitely contributing to their leadership development and in helping them to become more active citizens in their communities.

A small number of children in the teams of Agros and Famagusta are encouraged to take a more active role in their teams either as ‘assistant coach’ to the younger children or as volunteers in some events. However, this is done informally and non-systematically.

Recognizing the importance of leadership development, PPI-CY are planning to more actively involve children that have already ‘graduated’ from the program in the teams. These children will participate in leadership development and life skills intensive trainings and will assume the role of ‘assistant coaches’ in a more formal and structured manner.

c. The Arbinger curriculum

PPI has worked in partnership with the Arbinger Institute to create a model curriculum for practices with the goal to ‘create an out of the box space’ where children can overcome problems created by self-deception and begin to see each other as people¹¹

The standardization of practices will be fully implemented once the Arbinger curriculum is in place. The Arbinger curriculum will be in effect from September 2010, with the beginning of the new school year, following a training of the staff on the curriculum in the summer. Specific toolkits and action plans will be devised with regards to the implementation of this curriculum, so as coaches can easily integrate it in practice.

¹¹ As stated in the PPI-Middle East and Arbinger Institute curriculum

The key advantage of the Arbinger curriculum is the fact that it will introduce Life Skills into the program, which will aid the development of children as leaders and active community members. Through their training in the Arbinger curriculum children will be empowered to live healthy and constructive lives, learn to appreciate different cultures and diversity, overcome mental barriers for people that are 'different' and finally act as 'agents of change' within their communities.

A lot of hopes are placed on the introduction of the Arbinger curriculum, as it is envisioned that it will strengthen the impact of the program. However, there are still some considerations regarding its effectiveness in the Cyprus context. In the past it was estimated that Cyprus was not ready for its full implementation and there were concerns with regards to its compatibility with the PPI—CY teams. In addition, if PPI-CY continues to expand its operations in new areas, it will take longer for the Arbinger curriculum to be effective.

27. Coaches involvement and participation

a. Coaches' skills and expertise

Coaches are professionals in the field of basketball and most of them carry years of expertise. The leadership of the Organization (MD, PD, Board and Coordinators) is confident that they have the 'right people for the job' and consider them 'a great asset'

All teams talked very highly of their coaches. It is very obvious that children love their coaches, think highly of them, and look at them as role models. TC children used words such as 'mother', 'father', 'older sister', 'older brother', 'good', 'great', 'knowledgeable' when describing their coaches. Similarly, GC children also look up to their coaches for their knowledge and regard them as 'friendly', 'approachable', 'great with them', and 'fair'.

However, coaches find it difficult to introduce PPI principles in their practices. There is an eminent need for further investing in the training and development of coaches with regards to the integration of life skills and leadership development in the practice curriculum.

b. Confidence of coaches in communicating the mission of the Organization

Despite their own mental barriers and personal perceptions, coaches appear very confident in the vision and mission of the Organization. They recognize that sports are particularly effective in promoting notions of inclusion, anti-discrimination, equality and cooperation.

Coaches in the north have been quite successful in communicating the peace element and children see themselves as contributors to building peace. In the south, attempts to communicate the vision of the Organization have been successful only in Agros. The Agros children seem to have understood the peace element objective and a lot of them were able to articulate it. Conversely, it has been very difficult for the Limassol coach to introduce elements of peace building during practices, as the all children in the team are new to the program.

c. Motivation and commitment of coaches

Coaches talked very positively about the Organization and feel happy to be part of PPI-CY. Coaches are personally very involved with the children and children's interests are a priority for them. They often become children's mentors, helping children become better people, work on problems they are facing and help them in family matters.

Coaches are highly motivated, love the work they do and have extremely good relationships with the children. They are looked up to as role models. Coaches get their main motivation from the work they do and said that more events would make them more motivated quoting "more opportunities for children to have matches would motivate them and myself."

Some differences are observed between north and south with regards to commitment levels and the involvement of coaches in the program. While TC coaches are considered 'flexible', 'available' and 'engaged in the program', GC coaches appear less involved. Being professional coaches, GC coaches are often tied up with other commitments, thus their availability for staff meetings, trainings and events is limited and less flexible.

d. Interaction of coaches with coaches of the other community

Quite importantly, the program seems to have had a catalytic effect in helping coaches work towards overcoming their own mental barriers and preconceptions. This was particularly more evident in the south, where the coaches and the GC coordinator had limited interaction with Turkish Cypriots prior to their involvement in the program. The Agros coach and the GC coordinator crossed the border for the first time during an activity of PeacePlayers

As a whole, coaches feel part of the same team because they take decisions together regarding the implementation of the program. Decision making about the program island wide has had a positive effect in building group cohesion and teamwork. The

trip to Israel for a joint training and the bicomunal camp greatly contributed in encouraging more personal and intimate contact amongst them.

Nevertheless, interactions between coaches remain limited to twinings and the assigned quarterly meetings (averaging around 12 times a year). Unfortunately these meetings provide limited time for personal interaction and bonding. Overall, there is little collaboration between coaches and very rare sharing of ideas and coaching strategies.

In addition TC coaches regard GC coaches as 'reserved' and less eager to initiate and maintain contact. In the past, these initial reservations caused some distance in relationship-building amongst them. This is gradually smoothed out as interactions between coaches increase. There is also the problem of language. For some coaches, it is difficult to express themselves articulately in English. Even when they talk about issues unrelated to PeacePlayers (like the NBA for instance), 'views are not transferred clearly' and 'lack of individual communication restricts the development of relationships between them.' The turnover of the staff and the introduction of new coaches into the team also hold back relationship forming.

All coaches, TC and GC alike, voice the need for more frequent contact between them to improve their group cohesion and collaboration.

e. Needs and expectations of coaches

Needs of coaches differ amongst communities. In the north, coaches are satisfied and content. They are not very demanding and their expectations are met. Even the practices materials are considered a source of motivation for them. A coach commented positively on this saying "I used to do my drills with plastic water bottles; they saw this and brought me cones.... Brought first aid kits even'

In the south there are different issues that are of importance. The coaches in the south expressed some concerns regarding the financial sustainability of the Organization and how this would affect them. The discontinuation of two teams in the south (Dali and Latsia), mostly due to financial reasons, was demotivating as it raises issues of continuity of their teams and of their employment as coaches. In addition, restrictions in finances are sometimes limiting coaches' initiative, as adequate budgets may not be available to implement new activities.

Some coaches also mentioned the need for personal objectives and annual (or semi-annual) targets which can help better structure their team's operation and plan the year ahead. As one of the coaches mentioned, 'if I have measurable targets, then I know exactly what is expected of me, and I can deliver'.

28. Participation and involvement of stakeholders

a. Involvement of parents in program activities.

In the north, the need to have good relationships with parents has been addressed and energy is being put into thinking about how to build on this in the future. Coaches are in frequent contact with the parents and are the ambassadors of PPI-CY when it comes to families. For coaches who are also Physical Education teachers of children they already have a link with parents because of school. However, even for coaches who are not educating children in schools their relationships with parents are still very close. Relationships between parents and coaches are excellent. Parents can call coaches on their mobile phones and talk about their concerns. Overall they are very happy with them and talk very highly of the coaches. Some parents also volunteer and for example come at the end of the practice to help distribute the children to their houses using their personal cars.

Positive feedback has been given regarding the meeting PPI had with the families. Parents referred to the slideshow at the meeting quoting “we like seeing the slideshows of other similar countries such as Israel and Africa.” In general parents said they were content with the information given to them about the events that their kids are participating. However, parents like other internal stakeholders, don’t have a bigger view about the comprehensive schedule of activities of PPI CY.

Conversely, parents of Greek Cypriot children have very little to no involvement in the program. Information dissemination to parents is negligible. The Agros parents have attended the general presentation about PeacePlayers International some time ago but their awareness about the Organization and the program in particular is very low. Most of them have never attended practice nor did they watch their children play in a twinning or tournament. Children and coaches claim that the parents are too busy or sometimes uninterested to watch them play. The fact that twinings are also held in other towns also makes it more difficult for parents to be present at their children’s games.

Limassol parents present a particular challenge, remaining unresponsive to any attempts by the coach and the school to get them interested or involved in the program. Nevertheless, despite their absence, parents in the south do support their children’s joining PeacePlayers because ‘sports’ are good for them and helps them to ‘stay healthy’. Only some of the parents in the south are aware of the bi-communal nature of the program and those who are aware appear neutral to it. What is important for parents is for their children to enjoy themselves.

b. Involvement of other stakeholders in program activities (schools, authorities, community etc)

Since relationship-building with the authorities and the communities has been limited, there is not much interaction or involvement of external stakeholders in the program activities. There have been some sporadic attempts to involve more children from the schools and the wider communities in some activities, as for instance the anti-smoking tournament, the projects in Pyla and the Earth dance Festival, but took place only on an ad-hoc basis.

Consultation with external stakeholders, including parents is limited. Very little feedback is gathered from them; they are rarely asked to contribute their thoughts and ideas about the program and the effects the work might have on the children but also on them. Views, recommendations and suggestions from external stakeholders rarely have a significant influence on the design and implementation of activities.

29. Monitoring and evaluation

a. Monitoring systems that are in place.

Monitoring of the events and participants is just starting to be addressed by PPI-CY. There is a good feedback from staff regarding the various monitoring attempts, especially from the north. In general these changes with the new coming leadership are seen as an indicator for becoming a more organized, professional organization and are very welcomed by staff.

There is overseeing when it comes to tracking the number of children in the teams and consistency of attendance in practices. This is starting to be implemented through the completion of attendance sheets. Some coaches mentioned to be consistent in completing attendance sheets and submitting them to the Coordinator, while others are not.

A monthly progress report has also been introduced to track the quality of practices. The report will include compiled records of all children that have registered in the teams, including gender, age, address, nationality, and whether the parental consent form has been signed. In this report, coaches will be recording consistency of attendance, drills taught, problems encountered and the response of children to the activities. This report would help to identify problems or issues in the teams, explore possible solutions and also provide a good way to monitor the effectiveness of the coaches. In addition progress reports would be a good way to track the implementation of decisions, and ensure that decisions are consistently implemented across the entire organization. Even though progress reports have been introduced since November, none of the coaches have completed them yet.

Coordinators are also required to submit a monthly report to the Program Director highlighting progresses, challenges, problems and concerns from the previous month's activities. Again these reports are only just starting to be in effect.

At the management level, a 'monthly tracking sheet' is submitted to HQ which includes team tracking, training tracking, frequency of staff meetings and fundraising attempts.

However, monitoring and evaluation also needs to be introduced in Human Resource Management, tracking the performance of the staff. As mentioned previously, coaches and Coordinators are given a contract and some of their responsibilities are being monitored while others are not. Contracts need to be referred back to and staff's fulfillment of their contractual agreements needs to be monitored. Contracts need to translate to personal objectives and clear targets which will then translate to clear expectations for which staff can be accountable for. There are plans for implementing formalized staff evaluations, where all staff (PDs and MD also included) will be evaluated based on a set of predetermined performance indicators.

Lack of monitoring and evaluation also has affected the learning culture in the organization. Since successes and oversights are not documented, past learnings are not consistently incorporated in new activities. Even though there are some discussions and questioning of various approaches, there is no systematic reflection on past activities that could enhance learning.

b. Monitoring and evaluation of the project's impact

There is no formal, systematic or structured monitoring and evaluation of the project's impact. Some coaches also try to receive feedback from children regarding the structure of practices, about aspects they enjoy and what they would like to be added to their practices. A small number of children feel that there is room for them to express their opinions and that their opinions matter and are taken into account.

There are some informal discussions between coaches and children about their feelings and experiences with children of the other community after playing at twinnings. This is mainly happening at the end of events when travelling on the bus but is done sporadically and unsystematically.

In the past there was a more formal attempt to capture children's attitudes and perceptions towards the other community through the completion of questionnaires. Some children remembered filling them out. However questionnaires were only used on an ad-hoc basis and were not repeated since then.

There are plans for implementing a formal and detailed evaluation of the attitudes of children twice a year. This will be done in collaboration with child psychologists and will be based on a combination of methods, quantitative and qualitative (focus group discussions, in-depth interviews, questionnaire completion by the children). The evaluation will aim to track any changes and accomplishments in overcoming mental barriers.

IMPACT ASSESSMENT

30. Overall impact of the project in overcoming mental barriers and bridging divides

a. How is the program contributing to reconciliation?

The program has been contributing to reconciliation by building trust and relationships between the children of two communities. This was done by exposing children to various activities where they have to interact with members of the other community and work as a team.

This is primarily done through bicomunal team twinnings, where one TC team gets together with one GC team either in the north or in the south. The aim is to hold twinnings on a monthly basis. Teams are paired together in the beginning of the school year depending on various factors, namely the distance between the two communities, age and gender ratios in the team and the level of basketball skill¹². Twinnings provide a small and 'intimate' setting for children to learn and play together but most importantly have fun. In addition, the fact that twinnings mix children together, with TCs and GC playing in the same team, has been particularly effective in 'forcing' teamwork and cooperation, alleviating competitive notions against the other community.

Bicomunal tournaments are also taking place twice a year. Tournaments provide a broader a more inclusive opportunity for all PPI—CY teams island wide to participate. Tournaments are open to ALL children participating in PPI-CY regardless of gender, age, and skill level. Other bicomunal events are also organized on an ad-hoc basis, as for instance the Anti-Smoking project in October 2008 and the Life Skills project in Pyla in April 2009. A bicomunal camp was also held in the summer of 2009 which had an amazingly positive impact in bringing children and coaches closer together (this is outlined in more detail in indicator 25d)

Twinnings and tournaments have been effective as they create a positive, fun and interactive environment where children from the two communities can meet. To use

¹² As mentioned in the Operations Plan

the words of a GC coach, *'There are no enemies on the basketball court. Sports unite people,'*

Children apply the same principles of inclusion, respect, teamwork and cooperation that they use in their weekly identity practices, during twinnings as well. Another important aspect where basketball has proved catalytic in encouraging the bridging of divides is the fact that children can play without the need for the use of language during a game. While outside the court, language is a divisive parameter and it hinders communication between children of the two communities, it is not an issue on the court. Children either resort to the use of body language or use basketball words that are universal and everyone can understand, like 'pass', 'shoot', 'rebound'.

'I usually don't speak with them (TC's) because I can't speak English. But this is not a problem when we play. We don't need to speak', GC Boy

In addition, if I can quote the Fellow Rory O'Neil, children only need to speak basketball and this is more than enough :

'The language of basketball is universal; it is "spoken" by kids of all shapes, sizes, and nationalities. It has the power to unite, and to bridge divides that our mother tongues sometimes prevent us from crossing. It is a language of sportsmanship, teamwork and fun. We speak it by playing it and teaching it for a cause greater than ourselves, just as the team is greater than the individual. ...Do I speak basket?' Yes. Do we? Yes...fluently.' <http://peaceplayersintl.wordpress.com/2009/11/06/you-speak-basket/>

Twinnings, tournaments and the bicomunal camp have also been important in promoting interactions between coaches as well. There have been multiple benefits observed from the closer interaction of coaches. For one, these interactions are important in helping them overcome their own mental barriers and come closer to people of the other community. In addition, coaches' confidence in the mission of PPI-CY is strengthened, they embrace PPI principles more actively and thus can become committed ambassadors of PPI in their communities.

The organization of bi-communal twinnings and events solely depends on funding availability and thus their frequency is less than expected, due to budget issues. In reality, teams get together around 6 times a year. Moreover, since a rotation of teams is followed for the pairings at twinnings, this would suggest that some teams in the north would only come together with a GC team once or a twice a year. This is definitely not sufficient for meaningful interactions to take place.

Finally, as only a certain number of children from the teams are selected to participate in twinnings, this ends up excluding some of them. Attention needs to be paid to ensure that all children can equally participate at twinnings or tournaments.

A rotation roster for instance can be in place, to make sure that all children in the team have an equal opportunity to participate.

b. What is the opinion of the external stakeholders on the impact of the program?

Overall, the organization is perceived as making some solid and important steps towards alleviating mental barriers and encouraging positive interactions between youth in the two communities. The fact that PPI-CY is using an innovative and unique approach in bringing youth together is positively regarded, with external stakeholders claiming that 'PeacePlayers managed to bring the children together when other organizations have failed'.

'In the past TC and GC children in the school were segregated, they threw stones at each other. PeacePlayers have helped to bring the children together, do something in common, follow common rules. There is no segregation when it comes to basketball',
Supporter

Other stakeholders mentioned that PPI work has been important because it is 'planting seeds to the ground'. The children involved in PPI events and activities will grow up to be active citizens, who will cherish positive memories with people from the other community, would have overcome their prejudices and would be able to live in peaceful coexistence.

'Children are having fun in the basketball court where they are sharing something good and positive. When they play together they forget all the negative stuff mentioned to them by their parents or what they learn at school'

The impact the organization is making is considered valuable because children can grow up to become 'agents of change' in their communities. They will be the future of this country and would positively influence their environment. Thus, some stakeholders regarded that the actual impact of the program will be fully materialized and more prominently felt at a later stage in the future.

Notably, some external stakeholders also acknowledged the impact the program has had in other levels of the community, besides children. The events in Pyla have been particularly effective in encouraging interactions between parents and teachers. Parents and teachers had an opportunity to participate in the events, interacted with the other community and challenged their own biases and prejudices.

'They brought the parents together. We could see parents talking among themselves. They also managed to bring the teachers together when the teachers were very negative and didn't want to cooperate', Donor

All external stakeholders recognize however that the Organization's impact concentrates primarily on its direct beneficiaries. Impact at the wider society level is limited. Donors and supporters expressed the need for PPI-CY to expand its impact to other levels of the community as well, through attaining a stronger presence and visibility.

c. Overall Impact of the program at the society level

Clearly, the impact of the program has been primarily concentrated on its direct beneficiaries. These include mainly all TC and GC children that participate in weekly practices and bicomunal events, as also coaches and Coordinators. To some extent, the program is also expanding its impact to include parents (primarily in the north). Parents from the north claim that they would like a more active and frequent involvement, also mentioning that they are willing to meet parents from the other community and interact with them

'We didn't manage to meet the families of the GC children. It would have been a good change for us as. Afterall, political problems are for government officials... we are humans and we should approach this in a humanistic way', TC parent

Teachers are also targeted, but to a small extent and only at the bicomunal events in Pyla. What is important to note is that the teachers in the Pyla community were often negative to participate in a bicomunal event, even though they live together with the other community in the only bicomunal village in the island. PeacePlayers managed to break their reservations and prejudices, managed to involve them in the project resulting in teachers having positive interactions with teachers of the other community and really enjoying themselves.

Currently, the Program is not having a prominent and direct effect in the community or in the wider society level. The community has very little involvement in PPI-CY's activities and it is not directly targeted by PPI. However, there have been some indirect effects of the program, the majority of these initiated by the children themselves. Children talk to their friends, their families and their schoolmates about their experiences with PeacePlayers. In the majority of the cases they share strong positive experiences about children of the other community. In some ways children are acting as 'agents of change', positively influencing their environment, the lives of their families and other people in their community.

There is an anecdote of a boy from Iskele who through his interaction with the Greek Cypriots in the PPI program was able to understand them and relate to them. So when he heard his elders in the village talking negatively about Greek Cypriots, he

was able to challenge them on their perceptions, based on his own experiences. The boy used his personal interaction as an evidence to stop them talking negatively.

'Did you see ever see a Greek Cypriot? I did and they are not like what you are talking about'

This anecdote is important as it reflects that PeacePlayes are indeed making an impact on the ground; their work acts catalytically in the breaking of mental boundaries and overcoming inaccurate stereotypes and prejudices that existed for generations. Undeniably, by targeting children, PeacePlayers is contributing to shaping a better future for the island of Cyprus.

Even though the effect at the society level is not broad and prominent yet, it is definitely a reality that is beginning to take place and will be increased in the future, as more children of PeacePlayers will have the chance to have positive experiences and interactions, both the court and outside.

31. Impact of the program on children's perceptions

a. To what extent has the program helped children to overcome mental barriers about the other community

It is evident that the PeacePlayers Program in Cyprus is having a positive impact in facilitating positive interactions between children of the two communities. Changes in perceptions are evident, as also steps in the direction of breaking mental barriers and bridging divides.

Children who are participating in bicomunal events are changing their thinking about each other, and changing their attitudes towards the other community. Some children are also trying to change the thinking and attitudes of other children and adults around them. For instance, children who have been involved in the program for three years can draw upon a variety of personal anecdotes and positive experiences which they can share with children who are newly joining.

'I told the other children that playing with Turkish Cypriots would be a good experience for them. That it would help them form positive opinions about them', GC Boy

All types of transitions in beliefs and opinions were evident. Children who were negative in the past, are becoming neutral. Children who were neutral are becoming positive. And a small number of children that were negative in the past, are becoming positive. Of course, there is also the share of children that still holds on

tight to their old negative beliefs and stereotypes, claiming that they 'will never change their ideas' of the other community.

When children's perceptions are evaluated in their entirety, looking at the 'whole picture' and not 'zooming in' on particular beliefs, they seem to reflect a very pragmatic outcome. It would have been too idealistic (and almost naïve) to believe that the program could influence and change the perceptions of ALL children in the teams. The fact that children are 'moving' from their original dispositions to more neutral ones is a remarkable step forward. When evaluating the impact of the program one also needs to consider the wider context in which this happens. The external environment in both sides of the island is not at all conducive to reconciliation practices or changing beliefs. Children are still influenced by their families, their friends, their cultural norms, their communities, the media. Taboos, incorrect stereotypes and prejudices are passed on from one generation to the next. Mental barriers are prominent and reinforced on a daily basis what is portrayed in the media. Hence, even a 'crack in the wall' of mental barriers needs to be applauded.

Positive Feedback

Through their interactions with each other children are developing critical thinking and form their own opinions regarding the other community rather than believing the negative things that are being said around them. For one, they start to recognize that children from the other community are 'not masters', but 'people like them', who 'look the same' and 'do the same things they also do'.

'When I played with the Turkish Cypriots I understood that we are all the same. We look the same. Our facial characteristics are the same. We are like brothers', GC Girl

'They are very much like us', TC Girl

'Greek Cypriots are not monsters' TC Boy

'They are not bad, they don't treat us bad, they are like my normal friends', TC Girl

'They (TC's) are not different to us. They do the same things with their lives we do too', GC Boy

'I loved them.... we have so much in common..... we are very similar', TC Girl

Children have managed to free themselves from politics and political divides when they play on the court. They understand what has happened in the past has no room in their game and they cannot hold each other accountable for it. The first timid steps towards peace building and a peaceful coexistence are being made.

'It is not their fault what happened in the past', GC Girl

'I understood that when I play with the Turkish Cypriots, we go beyond the political problem. Politics have no place in our game.', GC Boy

'I have more confidence that there will be peace in the island now', TC Boy

'If there is peace (referring to a solution) I would not be that afraid', TC Girl

'When we played with the Turkish Cypriots and we didn't fight or argue, I realized that it is possible to have peace in Cyprus', GC Boy

Definitely, positive interactions of children on the court have had a catalytic effect on breaking barriers. Children's perceptions are changing. Stereotypes, prejudices and biases are being diluted. Instead they are substituted by 'trust', 'inclusion', 'tolerance', 'friendship', 'teamwork', 'feeling comfortable with each other'. The first seeds of acceptance and reconciliation have been planted.

'I used to think badly about them now I don't', TC Boy

'My perception changed, it's not like the exaggerated version they make them out to be', TC Boy

'Playing with the Turkish Cypriots, I have become more friendly with them', GC Boy

'The first time I felt awkward. But I now I feel good with them [the TCs]. I know them. I have seen them before and I feel comfortable with them,' GC Girl

'I am more tolerant of them', TC Girl

'At first I thought they didn't like us but then I saw that it's not like that..... I trust them now', TC Girl

'When you play basketball you don't think he or she is not from our side, instantly we establish the team. We have the opportunity to meet them and play with them'. TC child

'Through PeacePlayers I have learned that I should accept people who are different. I have learned to make friends with the TCs, not to hate them because they are different, to speak words of their language, teach them words from my language,' GC Girl

'In time I learned to accept them as they are' TC Boy

Neutral Feedback

Some neutral feedback received from the children suggests that some of them still have some reservations. These reservations do not show a negative disposition but instead suggest that a large share of children is still in the process of change. Children experience a great contradiction between what has been instilled in them over the years and what they are actually experiencing for themselves through their personal interactions with children from the other community. Children's neutrality indicates an 'openness' to change, which when properly enhanced through frequent positive experiences would transform to an attitude of genuine acceptance and cooperation.

'Some of the Turkish Cypriots are good, some are not.' GC Boy

'I think they must be good people, but I still don't feel very comfortable with them',
GC Girl

'It would be better if we could spend more time discussing our relationships between Turkish Cypriots and Greeks. If we talk about it more, then we can understand that it is ok to play with them and that they are good people', GC Girl

Some feelings of indifference were also mentioned. A small share of GC children, who were unsure how to react towards Turkish Cypriots, pretended to 'ignore' them or pay little attention to them when they played together.

'When I play with the Turkish Cypriots I ignore them and stick to my team', GC Boy

'I don't think much of them. I just got used to them,' GC Boy

Negative Feedback

Notably, negative and nationalistic beliefs were expressed only from children from the south. There is a share of GC children in the teams that still hold nationalistic beliefs towards the other community and are negatively predisposed against the TCs. Stereotypes and biases are evident. Mental barriers also been deeply instilled.. Sadly, these children mention no willingness to change and claim that they will stick to their beliefs no matter how many times they interact with TCs

'I don't like them [the TCs]. They look different. They have a different color. They behave differently. I don't understand them when they speak', GC Boy

'They are low-class people and dirty', GC Boy

'I liked the fact that we beat them. That we beat the Turks. I don't like them.', GC Boy

'I hate the Turks. They have our country and think they can do whatever they want',
GC Boy

'My opinion of the Turkish Cypriots will never change. I will never like them', GC Boy

'My feelings towards them are those of antipathy.... They are not worthwhile people',
GC Girl

'Some of us compromise to play with them [the TCs] because we don't have another option', GC Girl

Negative and nationalistic perceptions are expected. In their responses, these children replicated perceptions that have been 'passed down to them' from their elders and reflected nationalistic ideas promoted by the media. Peace building is not an easy process, it is a gradual process, a complex process. Mental barriers don't break overnight. With continuous contact, even these nationalistic children can learn that it is possible to live together in peace, as some of their teammates have already realized. Definitely, the fact that these children who hold these negative dispositions are given the opportunity to share a common space (i.e. the basketball court), it is a step in their right direction

b. Creation of friendships among children of different communities

In lieu of the geographical distances that separate them and the difficulties in logistics in crossing over the checkpoint, face to face contact between children is limited to twinnings and tournament. Friendships are created on the court but they remain on the court. They hardly transition outside the court.

'My only friendship with them is during the game. Unfortunately, we don't keep in touch after the game', GC Girl

'When I see them [at the twinning] I go near them, I shake hands with them, I ask them how they are doing', GC Boy

'I wish that the Turkish Cypriots I meet in the twinnings and I can be friends in the future', GC Boy

Only a small share of the children have tried to expand this contact outside the bicomunal activities . Technology has proved particularly useful in helping children from different sides of the border keep in touch through MSN messenger and facebook. Some children exchanged phone numbers as well, however phone contact between them also remains limited.

'My daughter has friends from Agros, she talks to her Greek Cypriot friends on the facebook', TC parent

32. Enhancing the impact of the program

a. Activities that can increase the positive impact of the program.

When considering how the impact of the program needs to be enhanced, a very delicate balance needs to be maintained between broadening and deepening the impact. Broadening the impact would mean an expansion to new regions and increasing the number of teams. Broadening would also mean having a core set of activities in place, which can increase in number every year. However, effectiveness is also important. Deepening the impact would entail having a 'closer and more critical look' of current operations, improving any gaps that may exist and enhancing the quality of operations. The introduction of the life skills component into the program, training and development of staff, quality standards and performance indicators are important aspects for deepening the impact of the program. Thus, for the impact to be enhanced, 'quality' and 'quantity' need to be kept in balance.

Parameters regarding the quality aspect of the operations (life skills, training of staff, M&E, standardization of operations etc) have already been analyzed in previous indicators in this report. In this last indicator we will concentrate on activities that children and other internal stakeholders consider as important in helping to 'broaden' the impact.

The vision of PPI is to bridge divides and break mental barriers. This can only happen by the positive interaction between children. Children are only interacting at events as get-togethers outside PPI's activities are difficult and rare. Therefore in order to maximize the impact, interaction between the children needs to increase.

Interviews with the children indicate that they are very happy with their involvement with PPI. They thoroughly enjoy their practices, twinnings, tournaments and life skills projects. Hence, it was only natural that all children, without any exception, asked for more events. More events would translate to more interaction, more positive dialogue, more friendships being created. As children mentioned, it is not possible to create a friendship with someone if you see them only for 2 hours twice a year. Coaches also mentioned the need for more bicomunal events which would increase their own interactions with other PPI-CY coaches.

Equally, parents in the north also wanted to see more events, quoting: 'events are rare...it would be better if they were more.... children would integrate more.....we are hoping that they will increase the events'

As recommended earlier by the children, camps are excellent activities to bring children together in an intimate environment which will encourage more personal interactions. Children mentioned that it was when they spent time socializing that they started changing perceptions for the other community. The same was true for coaches as well. There has been very positive feedback about the camps and children and coaches want to see more of them. Camps don't necessarily need to be week long. Alternatively they can take place as overnight retreats or over long weekends.

Social activities outside twinning activities could also be effective in bringing the children together. These activities could include a joint excursion, a trip to a water-park, a football game, a fun activity at an arcade or a teenage club, a dinner. To bridge divides it is important that continuous contact between the children is maintained. Ways that could encourage this continuous contact need to be sought and implemented. For instance, TC and GC children could be assigned a common project which they can present at the end of the year. This assignment would encourage their cooperation longer term as also their interaction outside twinings, creating the need to establish more frequent communication over the phone or over the internet.

Expanding to new areas could also be done on the basis of certain criteria. Nicosia could be targeted for various reasons. Its physical division through the border is a deeper symbolism of the mental boundaries that exist between communities. The more this border is physically crossed, the more it can translate to the mental barriers been lifted. Nicosia would provide the opportunity of having more centralized operations. Distances, and consequently, logistics with regards to transportation and costs would be minimized. Thus more frequent contact of the teams will be possible. Nicosia can be more actively targeted either by establishing a new team in the area (as for instance Phaneromeni) or by holding more events there, as also more events in the buffer zone at Ledra Palace. With regards to the latter, events at the buffer zone would also enable children that have been born in the island to Turkish parents and who cannot cross to the south, to more actively participate in the program and feel less excluded.

Lastly, broadening the impact also needs to include infiltrating to other sections of the community and the society. This would entail that parents, the local authorities, and the communities where the teams operate are targeted more systematically and ways need to be sought to engage them in the program.

VI. Recommendations and Suggested Follow up Actions

THE ORGANIZATION

1. Organization vision and mission

More emphasis needs to be placed on the peace element of the mission, so it is clear amongst coaches and children. Further development and training of the coaches and Coordinators is a must so that they will be in a position to apply the aspects of the vision in their court, i.e. integrate life-skills in their structure of practices. It is anticipated that with the introduction of the Arbinger curriculum in the structure of practices children will have the opportunity to work on specific life skills (cooperation, team building, communication, acceptance, mutual understanding etc) which will help expand their awareness of reconciliation.

For the north, there is also a need for clearly defining the target group and providing clear guidelines to coaches with regards to which children can be included in the program and to what extent each can participate.

2. Capitalizing on PPI's international identity

It is important that PPI-CY's identity needs to clearly be communicated to all stakeholders to avoid misconceptions. PPI's internationality can be used to open doors for coaches to attend international courses and trainings. The international presence of PPI can also be utilized for 'exchanges' of children from different PPI sites. However, the international identity needs to be communicated with care during lobbying activities and fundraising efforts with local donors and supporters, so it does not overshadow the local presence and local autonomy of the Organization.

3. Strategic planning

It is important that the strategic plan is in line with the vision and mission of PPI, and forms a concrete vision and mission locally for PPI-Cyprus. The strategic plan needs to have a good analysis of the local environment and the local context drawing upon the strengths and opportunities available. Moreover, weaknesses and threats also need to be taken into account. This process needs to be taken slowly and comprehensively and has to involve all stakeholders i.e. internal and external, beneficiaries, media etc.

The desired impact of the Organization also needs to be thought carefully. The Organization needs to adopt a more strategic framework in its work. Strategic objectives and specific objectives need to be set in order to achieve the vision and mission. Operational plans that will be developed need to meet the specific

objectives. Indicators of success (KPIs) need to be included and it is very important to have a monitoring plan for the strategic plan. Individual targets and objectives also need to be set, so as responsibilities will be clear and staff performance can be monitored.

Furthermore, there is also a need for the operations plan to include specific targets with regards to the relation dimension of the Organization: image building, management of external relationships, building and maintaining relationships with the media.

4. Leadership / Governance

The Board needs to clarify its status and have a clear role and responsibility. A clear and detailed MoU with Washington HQ needs to define the context within which the role and responsibilities of the Board will lie. In particular, reporting lines need to be clarified (how the Board will be reporting to HQ and how the MD will be dually reporting to the local Board and HQ). In addition, the Board needs to be clear with regards to its involvement in human resource management, the overseeing of the local operations, its flexibility in allocating and using funds locally and financial control. Once its role is clear, the Board can be used to develop partnerships with key stakeholders through their personal networks and assume an active role in fundraising.

It is important to outline the role and responsibilities of the Board clearly so as to ensure that the right people will be attracted to the Organization with the required capacities to contribute to this role and responsibilities. Since the issue of the role of the Board has been exhaustively discussed for some time, it is an issue that needs immediate attention.

5. Organizational structure

The Organizational chart needs to be communicated to all internal stakeholders and reporting lines need to be clarified so as they can be followed effectively. Once the responsibilities of the local Board are clarified, the role of the Board also needs to be outlined in the Organizational chart. Clear reporting lines would need to specify when and how the MD would report to the local Board in addition to reporting to the Director of Operations in Washington. Any reporting responsibilities of the Board to HQ would also need to be clarified. The Organizational chart can also be made publicly available on the website so it can be used as a point of reference.

6. Decision making

There are uncertainties regarding the lines of decision making stemming from the ambiguity that exists with regards to the Organizational structure and reporting lines. The final structure of the Organization and the definition of roles and responsibilities will affect the decision making in the Organization. If the Board's

responsibilities are defined, the board also needs to be part of decision making especially when it comes to strategic matters that affect the Organization.

There is an obvious need for decentralizing decision making. It is important that the coaches and Coordinators feel more part of the decision making rather than feeling consulted for decisions. The roles of the Coordinators (and especially the role of the GC Coordinator) and their decision-making responsibilities need to be further clarified, with them assuming a more active role in the management and supervision of the teams. It can also be investigated further how coaches can be made more active in decision making, especially with regards to receiving input from them on strategic matters.

Since some discrepancies with regards to the dissemination of decisions was observed (particularly in the north). There needs to be more consistent follow up on the dissemination of information and implementation of decisions.

7. Roles and responsibilities

There is an immediate need for filling the 'gaps' in the Organization. It is evident that the Organization is currently inadequately staffed to run effectively. Both positions of the PDs need to be filled, so as roles and responsibilities within the Organization will be reallocated accordingly. The Coordinators need to assume a more active role in informing, coordinating, monitoring and supporting the teams. This will allow the PDs can to take onboard a more management role in overseeing operations and ensuring the right quality of operations is in place. Funds permitting, an office administrator can be hired to relieve the MD from administrative and logistical tasks. Clear objectives and annual (or at least semi-annual) targets need to be set in the beginning of the year for all staff, including the coaches. This could help maintain focus and direction across the Organization and assist in the realization of goals and objectives.

8. Internal Organizational Management

Clearly, there is a need for introducing formalized policies and procedures in running the Organization. The Organization has recognized the need for standardizing its operations as a way to ensure consistency, continuity and that the minimum standards of performance are maintained. Notably, standardization needs to be introduced in a non-bureaucratic way, incorporating formal and less formalized ways of running operations in a healthy balance.

9. Financial control

There is scrupulous financial control across the Organization. Good budget controls are in place. There needs to be more internal communication with regards to the handling of finances, especially towards the Board, who consider themselves accountable for financial control. Moreover, Board members also claimed

uncertainty as to whether the funds raised in Cyprus may be used to finance operations in other PPI sites or be otherwise handled by the HQ. This misconception needs to be clarified. Annual audits need to be circulated to Board Members to enhance their knowledge and confidence in financial handling.

10. Financial resource base / Fundraising

There is high dependence of PPI-CY on a limited sources of funding, primarily PPI-HQ and the Laureus Sports for Good Foundation which have provided more than 70% of the funding for 2009. The need for building local capacity to raise funds is evident, so as the Organization can be less financially vulnerable. In addition, financial independence from Washington would also entail more local autonomy.

Fundraising responsibilities need to be widespread in the Organization even if it is for a small amount. Once its role is clarified, the Board can be take onboard a more active role in fundraising through the use of their personal connections. Coaches and Coordinators can more actively work towards building relationships with individuals and businesses in the community to help fund the program. This would increase involvement of local organizations in the program and also greater visibility of the Organization in the local community. Eventually, once the local capacity is built and is securely in place, a longer term (3 year) financial planning strategy needs to be drafted to assist the financial stability of the Organization.

Lastly, relationships with donors need to be managed more consistently. Attention needs to be paid in managing all relationships equally, understanding and responding to the interests and objectives of all donors and maintaining frequent contact with them. Specific relationship management responsibilities need to be delegated across the MD and the PDs. Moreover, maintaining a close contact with the donors and keeping them 'in the loop' about the Organization's progress and activities (including activities that are not funded by them), will help maintain a positive image of PPI-CY in their perceptions and assisting in building stronger relationships with them.

11. HR systems

It is important to create and implement policies for the recruitment of staff, board and children. In recruiting staff, a clear job definition needs to be accompanied by knowledge, skills and experience that are required to do the job. A list of selection criteria needs to be set and this needs to be communicated widely. The vision of the Organization and its island wide presence needs to be emphasized and incorporated to the selection criteria. Basketball experience and attitude towards the vision of the Organization needs to be balanced.

Job descriptions need to be advertised more widely, in the press, websites and NGO mailing groups. Networks of the Board also can be used and the Board can be

involved in suggesting people who are suited for the positions. A formal recruitment process is needed with short listing of candidates and interviews. Interviews can be conducted by more than one person and different internal stakeholders can be part of the process.

Performance evaluation criteria need to be determined. Personal goals and objectives can be set for each position and monitored. Performance evaluation needs to be conducted at least once a year for each person. This would enable evaluation of progress against set objectives. This process also provides an opportunity for each position to communicate their support needs i.e. in terms of training.

It is noted that performance evaluation will be able to be conducted more effectively once the standardization of operations is achieved and once the Organization invests in the training and development of its staff.

12. Staffing levels and staff profile

Evidently, there is a need for filling all gaps in the Organizational chart by filling all vacant positions. The two new PDs that will join the program in May 2010 would help reallocate responsibilities accordingly and maintain clear boundaries between roles. Fund permitting, an office assistant can be hired to take onboard the load of administrative duties from the Managing Director so she can be more focused on her fundraising role.

Clearly, it is also important to strengthen the local presence of the Organization to compensate with the turnover experienced at the Program Director level. Strengthening the roles of the Coordinators, with them being more actively engaged with the coaches, would help maintain stability of operations at the team level. In addition, standardization of operations and operational plans with clear targets and objectives could also help maintain continuity and ensure a smooth flow of operations.

13. Training and development of staff

Coaches' training and development has been recognized as a key priority for PPI-CY. Training coaches on the coaching techniques and strategies associated with PPI's goals and missions will have multiple positive impacts on the program operations, ensuring a more effective implementation of the mission. PPI's strategies and goals will be incorporated in weekly practices. Children's awareness and understanding of the reconciliation aspect of the program will be enhanced, while their leadership development will be strengthened. Once coaches are trained on PPI's principles, it will also be easier to evaluate performance and thus track the overall progress of the program. Furthermore, joint trainings will increase coaches' interactions with each

other, promote the sharing of ideas, experiences and an exchange of coaching strategies.

More specifically, there is a need for training the coach in Limassol in specific drills or activities that he can introduce in the practices to help engage his vibrant bunch of boys and instill more discipline to the team.

14. Internal communication

There is a need for clear, complete and timely communication within *all levels* of the Organization. Board needs to be more frequently informed about the Organization operations as well as the handling of finances. There is also a need for more frequent, clear and thorough information dissemination in the north. Filling up of the position for the TC program director, would enable more frequent contact between the Coordinator with the teams and thus enable a closer follow up of decisions. Overall, communication can be additionally strengthened island wide with more 'formal' means such as emails, blogs, the web site, facebook groups etc

It is also important that the Organization communicates transparent information about *ALL* activities, even issues that may be considered 'petty' or insignificant. For instance, the fact that purchases of materials are equally made from both communities needs to be clearly communicated. It is important for the organization to address the issue of being fair and make this known to all stakeholders. Coaches need to see the big picture, understand and transmit the issue of fairness and meritocracy.

Lastly, if the previously suggested performance management system is implemented, this would help in clarifying personal objectives, and provide an opportunity for more formal communication within the Organization.

15. Group cohesion and teamwork

Recognizing the need for more interaction between staff from both communities, there are some thoughts for team building activities especially in the form of social outings, training retreats and camps.

16. Strategic analysis of external relationships

A formal stakeholder analysis needs to be conducted to identify potential donors and supporters, their influence on the Organization's objectives and the quality of relationship that needs to be maintained with them. In addition, a formal analysis of the interests of external stakeholders needs to be conducted and these interests need to be incorporated in decision making and the planning of new activities. Once relationships are established, they also need to be actively managed and prioritized appropriately.

17. Building positive 2-way relationships with external stakeholders

Responsibilities for managing each relationship with external stakeholders need to be clearly assigned so as to maintain consistency, continuity and stability across all relationships. Communication and information sharing needs to be frequent, transparent and become an integral part of relationship-management. Interactions with all donors and partners need to be based on committed collaboration.

18. Relationships with the authorities

There is a need for building stronger relationships with relevant government departments. In the south, this will provide additional access to funding but also facilitate the expansion of PPI-CY to new locations. In the north, relationships with authorities need to be handled very carefully. The current strategy of communication with authorities based on informal personal relationships seems to be working. There have been some thoughts about registration in the north, which could help alleviate some of the problems with the authorities, however all benefits and drawbacks, legal and political implications need to be considered beforehand.

19. Awareness building and marketing

There is a need for the Organization building its image and attaining a stronger presence in the Cyprus society. A PR and communications strategy needs to be drafted and implemented. Since PPI-CY is attaining more local autonomy, the local staff and Board need to become its best ambassadors, to give a more local face to the Organization. This will enhance the interest of donors and build their trust in financially supporting PPI-CY. The international affiliation of the Organization needs to be promoted with care, so it does not over-shadow the local presence. It is important to link the international image with knowhow and expertise, something that could be used as an attraction hook for drawing children and coaches to the program.

The image of the Organization needs to be clarified and a strong, clear identity to be communicated to the wider public. People need to understand the identity of the Organization to alleviate any misconceptions and biases. Even among donors, the Organization needs to market itself more systematically. Regular updates and newsletters can help strengthen the building of positive relationships with external stakeholders.

20. Relationships with the media

Regular, proactive contacts with the media need to be built. Responsibilities for managing relationships with the media need to be allocated to specific staff / Board members to ensure that these relationships are nurtured and well managed. Staff can be encouraged to write articles in the press or press releases. Newsletters and links to the blog can also be sent to the media to keep them abreast with the Organization's activities.

21. Project design, planning and implementation

PPI-CY's project management skills need to expand to include all aspects of the project life cycle: identification, design, planning, implementation, M&E, impact assessment. Specific tools can be used to more closely examine and understand the external environment as for instance PESTLE analysis or SWOT. Problem trees could also be introduced to help 'map' causes and effects more clearly. The design and the planning process needs to become more structured. Log-frames for activities could prove particularly useful. In addition, feedback from children and other stakeholders needs to be received and integrated in the design and planning process. This would result in designing activities that better address children's needs and interests.

22. Current targets on number of children and plans for expansion

There is definitely a need for defining the target audience in the teams. Cyprus is becoming a multicultural country and minority children are a reality both in the north and in the south. It is inevitable that children of non-Cypriot descent will always be attracted to the PPI teams, therefore a clear policy needs to be in place with regards to which children can be included and which not, and to which extent they can participate. If the Organization decides on inclusivity of all the communities in the island, the number of children that needs to be recruited for both communities for the coming years with their origins needs to be set in balance and monitored.

At an overall, island wide level, the quota for the number of children for 2009-10 has been reached. There is definitely a need for further expanding operations in the south, to maintain an even balance of GC and TC in the program island wide. In addition, the number of girls needs to be raised, to reach a more even gender balance. Towards this end, the quotas for the girls' team in Limassol need to be reached.

Quality and quantity need to work in parallel when plans for expansion are considered. A balance needs to be maintained with regards to 'broadening' and 'deepening' growth. On one hand growth is often opportunistic and depends on the availability of funding and access for certain areas. However, minimum standards of quality need to be in place to ensure that existing sites (teams) are performing at the required level.

23. Team Structure

There have been some positive effects emerging from the diversity experienced in the teams, suggesting that this diversity needs to be maintained. Age diversity stemmed a peer-to-peer learning culture, where younger children are learning from older ones. Boys and girls are also learning a lot from each other. For one, boys are learning to be less egotistical and more sharing, also more 'gentleman like'. On the

other hand, girls are becoming more confident and playing with boys has increased their self-esteem.

24. Standardization of practices

Standardization through the introduction of the Arbinger curriculum needs to be addressed with all staff; Coordinators and coaches need to be involved in this discussion and their concerns also need to be taken into consideration. Clarification of PPI principles, strategies and mission and an understanding of the balance that needs to be maintained between basketball and life skills would help coaches more easily adopt this standardization.

In addition, standardization also needs to take into consideration the diversity of the teams in terms of age and skill level and allow for some room for adaptations to address the children's needs. Particular adaptations may be required for the boys' team in Limassol to ensure that the new model curriculum will be embraced by the children (a more relaxed, fun and game-oriented approach may prove more constructive)

In addition, there is a need for better monitoring performance and quality of practices in the teams. Certain minimum standards of effectiveness need to be implemented and monitored as for instance:

- a minimum attendance in practices (number of children),
- a minimum consistency of attendance (at least 3 out of 4 practices a month),
- the level of improvement on certain skills
- the use of new skills in the game
- excitement and positive energy during the practice,
- positive or negative feedback from the children,
- changes in attitudes, in team work and cooperation
- progresses and success stories
- challenges

The indicators for effectiveness need to be monitored on a monthly basis by both the coaches and the Coordinators. Progress reports on the various indicators of effectiveness would need to be prepared and reviewed at least on a quarterly basis

25. Children's participation

Increase children's participation can be strengthened by concentrating on the activities they enjoy most. Children thoroughly enjoy events and in their recommendations asked for an increased number of events, quoting 'More activities' 'more often' , 'more tournaments' , 'more street ball'. Camps received the highest share of mentions, drawing upon the fun and excitement children had in the

last camp they participated in. Camps, and retreat weekends are considered particularly effective and would carry multiple benefits as they:

- provide unforgettable experiences and social interactions between children through which bonding is initiated
- bring coaches together and enhance their group cohesion
- provide adequate time for children to practice certain skills and improve their game
- carry less logistics in terms of (i) giving an opportunity for a large number of children to participate thus no need to select from teams (ii) team pairing and the needs for keeping track which team needs to visit which.

Moreover, consultation with children needs to become incorporated in activity planning. The views expressed need to be taken into consideration for planning and implementing activities as well as decision making. Feedback needs to be received in a targeted, systematic and structured way. Encouraging feedback will help the children feel more involved in the program and would also enhance their commitment and loyalty. Integrating the children's feedback in the planning and implementation of the Organization's activities would ensure that all activities are relevant to the children's interests and respond to their needs and expectations.

26. Life skills

Even though there has been an informal introduction of life-skills into the program, it is evident that children are gaining vital skills, that can help them develop as the next generation leaders and active citizens who would contribute to their society and communities. Teamwork, cooperation, communication skills, discipline, tolerance, acceptance, inclusion and self confidence are some of the values children have gained. The formal adoption of the Arbinger curriculum would increase the implementation of life skills and hence the impact of the practices on leadership development.

Considerations for the compatibility of the Arbinger curriculum in the local context of Cyprus, call for a more gradual introduction and a slow implementation of it. Efforts need to be made to introduce it slowly and piece by piece. In addition, on-going monitoring and evaluation needs to be implemented to track the extent to which children have benefited from its lessons and feel comfortable to continue with it in the future. M&E will also allow for adaptations to be made in the implementation of the curriculum, where necessary, according to children's and coaches' needs.

27. Coaches involvement and participation

Interaction of coaches needs to be increased so as group cohesion between them can be strengthened. This can be done by holding more frequent staff meetings,

increasing the number of bicomunal activities (twinings) and also increasing the number of camps or weekend retreats which also provide a positive effect on group cohesion between coaches. Social events outside the work environment, can also stir more personal contact. Notably, it is envisioned that joint trainings targeting the development of coaches (e.g. the Arbinger curriculum) will also result in more bonding between them.

Another suggestion that came from coaches is to 'increase their inter-dependency on each other when conducting activities', having joint responsibilities that would 'force' them to work together as for instance, for the preparation and coordination of bicomunal activities. Lastly, more 'balanced' criteria of recruitment can be introduced when selecting coaches, i.e. a balance between coaching/basketball expertise and bicomunal work would have a positive effect on the group cohesion.

Some coaches are concerned about the financial sustainability of the Organization and this is impacting their motivation (especially in the south). It is important that coaches are informed about any new funds that have been gained and which would contribute to the financial sustainability of the organization. A comprehensive semi-annual schedule of the activities for which funding has already been attained, also needs to be communicated to them in advance, so as to build their sense of safety and trust in the Organization.

28. Participation and involvement of stakeholders

Parents' involvement in the program needs to be enhanced as it can build loyalty, commitment and continuity. Informed and involved parents will act as good ambassadors of the program to other parents and thus help draw more children into the teams. Some parents may be encouraged to employ their personal networks and help in fundraising. In addition, the more the parents believe in PeacePlayers' work, the greater their encouragement would be towards their children consistently attending practice and continuing with the program for the next years.

More frequent information dissemination to parents is a must. Parents need to understand who PeacePlayers are, what they stand for, what their vision and mission are and their goals in working towards reconciliation efforts in Cyprus. Social gatherings for parents (dinner or other events like the children's photography exhibition) could also get the parents more involved, especially if held jointly for TC and GC parents. Helping to alleviate mental barriers among parents (even at a basic level) will encourage their more active involvement in helping their children alleviate theirs.

There is also a need for more systematic attempts to involve children (who are not participating in PeacePlayers practices) and the community in PPI's activities. The activities of the program can be advertised in school notification boards, community

centers and places where young people hang out (cafes, arcades, internet cafes). In addition, consultation with all levels of the community (including parents and families) would ensure their more active involvement in the program and their stronger affiliation with PPI-CY.

29. Monitoring and evaluation

The Organization has recognized the need for the quality control of its operations. Monitoring and evaluation systems are starting to be implemented. The importance of this needs to be communicated so that all internal stakeholders can understand the benefits and commit to M&E.

Clear evaluation criteria need to be set to track team performance. When collecting data it is very important to collect data that would be of use. In this type of lean organization, it would be a burden to collect data for the sake of collecting data and using the approach of “just in case”. Data needs to be collected for a purpose. Reports tracking the performance of teams need to be regular (at least monthly) and triangulated amongst coaches and coordinators.

Monitoring and evaluation need to be linked to the objectives of the Organization. Indicators of success need to be determined both qualitatively and quantitatively, for all levels of operation, including staff performance. Contractual agreements need to translate to individual targets and clear semi-annual goals, so as staff can be held (and feel) accountable.

Evaluation of the program and activities started with this external evaluation. It is also important for the Organization to do a self evaluation as well and support that with occasional external evaluations.

30. Priorities for development set by internal stakeholders

Priorities for development were discussed by the Board, Coordinators, the MD and the PD. These priorities appeared to be divided among members. One group acknowledged the need to concentrate on aspects related to the Program, to enhance the quality of work on the ground. The other group considered that it was important to work on strengthening the ‘heart’ of the Organization and focusing on internal management issues first, before concentrating on the quality of operations. More specifically, the following priorities were discussed:

Aspects related to the Program Area

- Increasing stakeholders involvement in the design and planning of operations
- More frequent interaction of coaches
- Making an impact
- Clear lines of decision making (related to clarity of roles and responsibilities)

Aspects related to internal organizational management

- Clarify the role and involvement of the Board
- Clear roles, responsibilities and reporting lines
- Fundraising
- Effective implementation of the mission

VII. Appendices

Appendix 1 – List of follow up actions

Follow up actions	Priority	Time Frame
1. <u>Organization vision and mission</u>		
Clearly define the target group		
Provide clear guidelines to coaches with regards to which children can be included in the program and to what extend each can participate		
2. <u>Capitalizing on PPI's international identity</u>		
PPI-CY's identity needs to clearly be communicated to all stakeholders to avoid misconceptions		
Open doors for coaches to attend international courses and trainings		
Use the international presence of PPI for 'youth exchanges'		
International identity needs to be communicated with care during lobbying activities and fundraising efforts with local donors and supporters, so it does not overshadow the local presence		
3. <u>Strategic planning</u>		
SWOT analysis to be conducted		
PESTLE analysis to be conducted		
have a monitoring plan for the strategic plan		
include specific targets with regards to the relation dimension of the Organization		
4. <u>Leadership / Governance</u>		
Clarify roles and responsibilities of the Board		
Reporting lines with regards to leadership need to be clarified (how the Board will be reporting to HQ and how the MD will be dually reporting to the local Board and HQ).		
Assess the capacity of the local Board in adopting the new role and attract new people if necessary		
5. <u>Organizational structure</u>		
The Organizational chart needs to be communicated to all internal stakeholders		
Reporting lines need to be clarified so as they can be followed effectively		

The role of the Board also needs to be outlined in the Organizational chart		
The Organizational chart to be made publicly available on the website so it can be used as a point of reference.		
6. <u>Decision making</u>		
Decentralize decision making. Coaches and Coordinators to feel more part of the decision making rather than feeling consulted for decisions		
Decision-making responsibilities for ALL staff need to be further clarified		
More consistent follow up on the dissemination of information and implementation of decisions		
7. <u>Roles and responsibilities</u>		
Roles and responsibilities within the Organization to be reallocated accordingly to eliminate overlaps		
The Coordinators need to assume a more active role in informing, coordinating, monitoring and supporting the teams		
Funds permitting, an office administrator can be hired to relieve the MD from administrative and logistical tasks		
8. <u>Internal Organizational Management</u>		
Introduce formalized policies and procedures in running the Organization		
Standardization needs to be introduced in a non-bureaucratic way, incorporating formal and less formalized ways of running operations in a healthy balance		
9. <u>Financial control</u>		
More internal communication with regards to the handling of finances, especially towards the Board, who consider themselves accountable for financial control.		
Misconceptions with regards to the handling of money by PPI- HQ need to be clarified.		
10. <u>Financial resource base / Fundraising</u>		
Fundraising responsibilities need to be widespread in the Organization		
Board can be take onboard a more active role in fundraising through the use of their personal connections		
Coaches and Coordinators can more actively work towards building relationships with individuals and businesses in the community to help fund the program.		
relationships with donors need to be managed more consistently		

Specific relationship management responsibilities need to be delegated across the MD and the PDs.		
Frequent communication with donors to keep them 'in the loop' about the Organization's progress and activities (newsletters, postcards etc)		
11. <u>HR systems</u>		
Create and implement policies for the recruitment of staff, board and children.		
A list of selection criteria needs to be set and this needs to be communicated widely.		
The vision of the Organization and its island wide presence needs to be emphasized and incorporated to the selection criteria to attract people who are willing to do this type of work		
Job descriptions need to be advertised more widely, in the press, websites and NGO mailing groups		
Performance evaluation criteria need to be determined. Personal goals and objectives can be set for each position and monitored		
Performance evaluation needs to be conducted at least once a year for each person.		
12. <u>Staffing levels and staff profile</u>		
Fill all vacant positions		
Fund permitting, an office assistant can be hired to take onboard the load of administrative duties from the Managing Director		
13. <u>Training and development of staff</u>		
Training coaches on the coaching techniques and strategies associated with PPI's goals and missions		
Training the coach in Limassol in specific drills or activities that he can introduce in the practices to help engage his vibrant bunch of boys and instill more discipline to the team		
14. <u>Internal communication</u>		
More frequent, clear and thorough information dissemination in the north		
A need for clear, complete and timely communication within <i>all levels of</i> the Organization		
The Organization needs to communicate transparent information about <i>ALL</i> activities, even issues that may be considered 'petty' or insignificant, to avoid misconceptions about meritocracy and fairness		
15. <u>Group cohesion and teamwork</u>		

team building activities especially in the form of social outings, training retreats and camps		
16. <u>Strategic analysis of external relationships</u>		
A formal stakeholder analysis needs to be conducted to identify potential donors and supporters and the quality of relationships with them		
17. <u>Building positive 2-way relationships with external stakeholders</u>		
Relationships with external stakeholders to be actively managed and prioritized appropriately		
Responsibilities for managing each relationship with external stakeholders need to be clearly assigned		
The interests of external stakeholders need to be incorporated in decision making and the planning of new activities		
Communication and information sharing needs to be frequent, transparent and become an integral part of relationship-management		
18. <u>Relationships with the authorities</u>		
Build stronger relationships with relevant government departments		
In the north, relationships with authorities need to be handled very carefully. The current strategy of communication with authorities based on informal personal relationships seems to be working		
19. <u>Awareness building and marketing</u>		
The image of the Organization needs to be clarified and a strong, clear identity to be communicated to the wider public. People need to understand the identity of the Organization to alleviate any misconceptions and biases		
A PR and communications strategy needs to be drafted and implemented		
The local staff and Board need to become its best ambassadors, to give a more local face to the Organization		
The international affiliation of the Organization needs to be promoted with care, so it does not over-shadow the local presence		
Regular updates and newsletters can help strengthen the building of positive relationships with external stakeholders.		
20. <u>Relationships with the media</u>		
Regular, proactive contacts with the media need to be built		

Responsibilities for managing relationships with the media need to be allocated to specific staff / Board members to ensure that these relationships are nurtured and well managed.		
21. <u>Project design, planning and implementation</u>		
Feedback from children and other stakeholders needs to be received and integrated in the design and planning process		
22. <u>Current targets on number of children and plans for expansion</u>		
If the Organization decides on inclusivity of all the communities in the island, the number of children that needs to be recruited for both communities for the coming years with their origins needs to be set in balance and monitored.		
Further expanding operations in the south, to maintain an even balance of GC and TC in the program island wide		
The number of girls needs to be raised, to reach a more even gender balance		
23. <u>Standardization of practices</u>		
Standardization through the introduction of the Arbinger curriculum needs to be addressed with all staff; Coordinators and coaches need to be involved in this discussion and their concerns also need to be taken into consideration		
Carry out an evaluation prior to the introduction of Arbinger to assess compatibility to the Cyprus context		
Allow for some room for adaptations to address the children's needs.		
Certain minimum standards of effectiveness need to be implemented and monitored		
24. <u>Children's participation</u>		
Increase the number of events		
Bicommunal camps		
Weekend retreats		
Feedback needs to be received in a targeted, systematic and structured way.		
Integrating the children's feedback in the planning and implementation of the Organization's activities would ensure that all activities are relevant to the children's interests		
25. <u>Life skills</u>		
Introduction of Arbinger curriculum in the structure of practices		
26. <u>Coaches involvement and participation</u>		

Increase coaches' interaction by holding more frequent staff meetings, increasing the number of bicomunal activities (twinings) and also increasing the number of camps or weekend retreats		
Social events outside the work environment, to stir more personal contact between coaches		
Coaches to be informed about any new funds that have been gained and which would contribute to the financial sustainability of the organization		
A comprehensive semi-annual schedule of the activities for which funding has already been attained, also needs to be communicated to them in advance, so as to build their sense of safety and trust in the Organization.		
27. <u>Participation and involvement of stakeholders</u>		
More frequent information dissemination to parents		
Social gatherings for parents (dinner or other events like the children's photography exhibition) to get the parents more involved		
The activities of the program can be advertised in school notification boards, community centers and places where young people hang out (cafes, arcades, internet cafes)		
28. <u>Monitoring and evaluation</u>		
Clear evaluation criteria need to be set to track team performance		
Indicators of success need to be determined both qualitatively and quantitatively, for all levels of operation,		
Regular reports from coaches and coordinators		

Appendix 2- Data collection and Data Analysis

Data Collection and sampling

Direct observations were conducted with all teams in the north and south. In total, 11 direct observations were conducted as follows:

- 2 in Famagusta (1 for the boys team and 1 for the girls team)
- 2 in Iskele (1 for the boys team and 1 for the girls team)
- 1 in Lapta
- 4 in Limassol (3 for the boys team and 1 for the girls team)
- 2 in Agros

Direct observations were followed with semi-structured interviews with the children. The majority of the children were interviewed face to face on a one-on-one basis. Only the Limassol girls' team was interviewed as a group. Children were chosen at random by the coaches, trying to maintain a balance in terms of gender, age and duration of participation in the program. All children were interviewed either during practice or after the practice was completed. Each interview with the children lasted approximately 15-20 minutes, while the focus group with the girls in Limassol lasted for about half an hour.

Interviews were conducted using a semi-structured discussion guide with open-ended and exploratory questions. The sessions began with warm-up questions to help build a relaxed and comfortable environment so the children could express themselves freely. During the discussions, probing and clarification questions were used in order to maintain the children's' interest and engage them in the discussion. At the end of the session, the moderator clarified any questions, concerns or points of confusion.

First, all staff in north and south filled out a quantitative questionnaire which provided an initial perspective on the various issues. Following the completion of the quantitative questionnaires, in-depth interviews were also conducted to provide an opportunity to drill further into initial perspectives, attain a more in-depth understanding of the issues and understand attitudes, behaviors and perceptions in more detail. Qualitative in-depth interviews were conducted with all internal stakeholders, namely coaches, coordinators, Board Members, the MD and PD. All interviews were conducted face to face on a one-on-one basis, with the duration of the interviews averaging to 1 and a half hours. Interviews with the MD and PD were 3 and a half hours in duration each as the discussion included all aspects of the

Organization's operations (internal management, relationship building, program operations, impact assessment).

Interviews with representatives from PeacePlayers International were also conducted telephonically. At first, a group discussion was conducted with the Operations Director, the Finance Director and the Executive Director. The group discussion was then followed with a more comprehensive in-depth interview with the Operations Director on an one-on one basis.

Interviews with external stakeholders were conducted over the phone and also followed a semi-structured discussion guide. External stakeholders included donors, funders, supporters, project partners and collaborators.

A complete list of the stakeholders interviewed are outlined in the table below. To maintain confidentiality, stakeholders are not listed by name or organization.

Stakeholder	north	south	Total
Internal Stakeholders			54
- Managing Director		1	1
- Program Director		1	1
- Board Members	2	3	5
- Coordinator	1	1	2
- Coaches	4	2	6
- Children	12	27	39
External Stakeholders			8
- Donors		4	4
- Supporters		1	1
- Project Partner		1	1
- Parents	2		2
Total Stakeholders interviewed	21	41	62

Demographic Profile of children interviewed

Team	Boys	Girls	Total
Famagusta	3	2	5
Iskele	3	2	5
Lapta		2	2
Nicosia		-	-
Limassol	7	4	11
Agros	10	6	16
Total number of children	23	16	39

Interviews were conducted from December 7th to December 21st in the south and from December 21st to December 30th in the north.

Data analysis

Notes from the observations were classified into key thematic categories recording:

- the demographic profile of children in the teams (gender, approximate age, nationality)
- the overall structure of practices (skills and drills, life skills)
- the overall attitude of children during practice (enthusiasm, motivation, boredom)
- reactions of the children to the structure of practices
- children's attitudes towards each other (degree of teamwork and cooperation, inclusion of all team members, communication, overall 'feeling' in the teams)
- children's attitudes towards the coach (respect, discipline, communication)
- the coach's overall approach and way of teaching (friendliness, fairness, strictness, thoroughness, coach's interest and motivation)

In-depth interviews were taped and the responses were transcribed by hand (transcription excluded only any irrelevant comments that the participants made when they side-tracked). Upon conclusion of each interview, notes were taken to record the main points and to capture the overall 'feeling' during the interview. The analysis was conducted by reading through the notes and the transcribed responses, as well as listening to the tapes in an attempt to obtain a comprehensive overview of all the data.

The information collected was then analyzed in a thematic format, with responses being grouped under each indicator so the key issues could emerge more clearly. Any additional aspects or ideas that arose from the collected material were classified into new thematic categories (sub categories within the indicators), which were further explored during the analysis. The complete matrix of indicators is included under Appendix 2.

The analysis of the data also included a juxtaposition of responses from the in-depth interviews with data collected from the observations and the quantitative questionnaires. Data was also triangulated within responses, with children's responses juxtaposed with responses from the coaches, the Coordinators and the Program Director.

To strengthen the meaning of the findings, actual quotations ('verbatim'), from the interviewees were used. To ensure confidentiality, these quotations are presented without names or any other information that may have pointed to their identity (i.e.

they are quoted without recording the team for children and coaches or the organization’s name in the case of the external stakeholders).

Analysis of quantitative questionnaires

The questionnaires were fully structured, using however ‘qualitative scales’ in the pre-coded answers. The qualitative scales acted as indicators for the stage of development of each capacity area, from least developed through to most developed. More specifically:

- *level 1 was considered to be an embryonic level of development:* the Organization is at the first steps in developing the capacity, or finding out more about it.
- *level 2 was considered to be a developing level :* the Organization is making partial progress in moving forward with some areas related to the capacity being more advanced than others
- *level 3 was considered to be a satisfactory level of development:* the capacity is actively in operation but there may be one or two areas that are still not *systematically* in usage.
- *level 4 was considered to be the exemplary level:* all aspects of the capacity are in complete and systematic use, and the CSO is often looked at by others as a ‘model’ of success

Taking the Organizational structure for instance, the following scale was used:

1. Would you say that the current **organizational structure**:

Is still not totally suitable for the Organization’s current work and sometimes acts as an obstacle to effective working	1
Supports the Organization’s current work but reporting lines need to be further clarified and are not always followed.	2
Is designed to effectively support the current work program but also some future planned work in the next year	3
Other (please explain)	

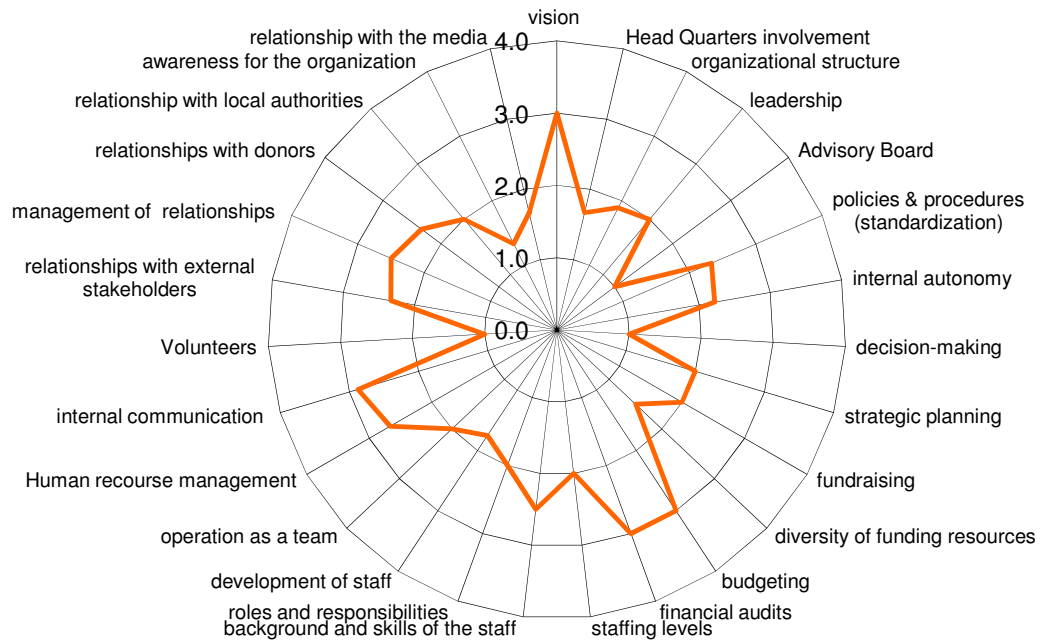
- Number 1 suggests that the Organizational structure is still at an embryonic level of development (i.e. just starting to form)
- Number 2 considered that the Organizational structure is developing
- Number 3 suggests that the Organizational structure is satisfactory for adequately supporting the work of the Organization

In total, 10 questionnaires were completed by all key internal stakeholders (coaches, coordinators, the MD and the PD). All responses from the questionnaires were

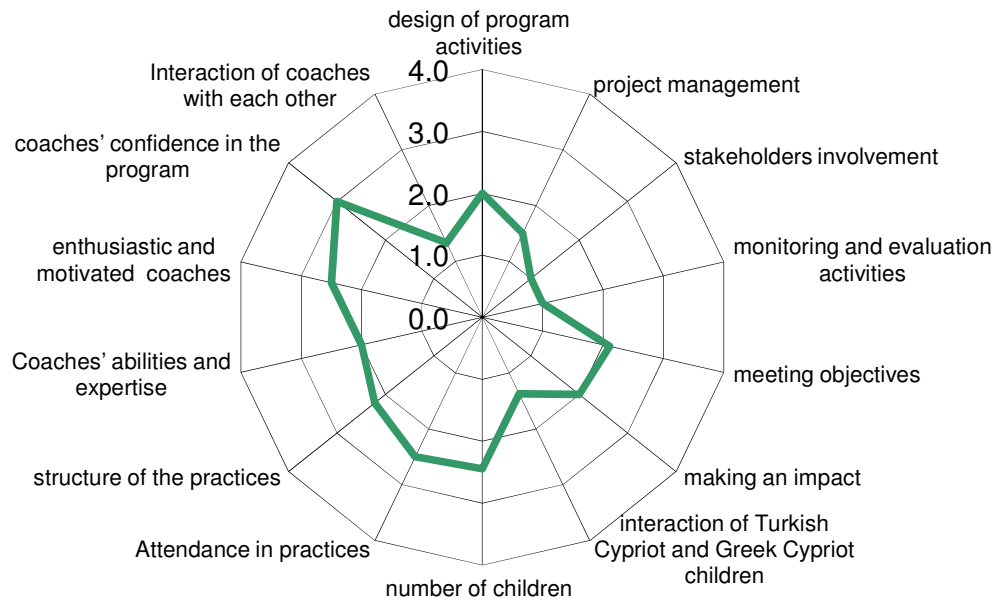
consolidated and average scores and modes of frequency were calculated for each capacity area. Average scores were then plotted in radar graphs and juxtaposed against responses gathered from the qualitative in-depth interviews. Wherever necessary, average scores were adjusted accordingly, to also reflect opinions and perceptions disclosed in detail during the personal interviews.

Two comprehensive radar graphs were plotted, reflecting perceptions of internal stakeholders with regards to the development of the Organization in terms of (i) internal organizational management and external relationships (ii) the program area and the program’s impact assessment.

Average scores for INTERNAL ORGANIZATION



Average scores for PROGRAM AREA



Appendix 3 – List of acronyms and terminology

PPI	PeacePlayers International (based in Washington, United States)
PPI-CY	PeacePlayers International, Cyprus
TC	Turkish Cypriot
GC	Greek Cypriot
MD	Managing Director
PD	Program Director
International Fellow	Program Director
HQ	Head Quarters (PeacePlayers International, Washington.)
Washington	Head Quarters (PeacePlayers International, Washington D.C.)
US	United States, referring to Head Quarters
UNDP-ACT	United Nations Development Program- Action for Cooperation and Trust
ZEP	Zone of Educational Priority, Ministry of Education
MoE	Ministry of Education
KOA	Cyprus Sports Organization
MoU	Memorandum of Understanding
HR	Human Resources
KPI	Key Performance Indicator
M&E	Monitoring and Evaluation
CSO	Civil Society Organization
INTRAC	International NGO Training and Research Centre
EU	European Union

Appendix 4- References

1. PeacePlayers International

<http://www.peaceplayersintl.org/>

2. PeacePlayers International Cyprus

http://www.peaceplayersintl.org/dsp_cyprus_background.aspx

3. Arbinger Institute

<http://www.arbinger.com/en/home.html>

4. PeacePlayers International Middle East and the Arbinger Institute – Curriculum 2008-2009

5. Laureus Sport for Good Foundation

<http://www.laureus.com/foundation>

6. FY 2010 Operational Plan Cyprus

7. INTRAC's Manual of Models and Tools for CSOs

Appendix 5- Names of evaluators and CVs

Idil SEYTANOGLU

CURRICULUM VITAE

1. Personal Details

Address: Sht. Kemal Selim St. Darem Apt No 5/4, Kyrenia, Cyprus

Date of birth: 23rd October 1978

E-mail: idilsheytan@gmail.com

Mob: (+90) 533 867 26 28

Nationality: Cypriot (Turkish)

Gender: Female

2. Education :

Institution	Degree(s) or Diploma(s) obtained:
University of Nottingham, UK 1999 – 2001	Masters of Arts Corporate Strategy and Governance
University of Nottingham, UK 1996 – 1999	Bachelors of .Arts (Honors) Management Studies
University of Warwick, UK 1995 – 1996	Higher Education Foundation Program Business studies
Turkish Maarif College, Cyprus 1989-1995	Secondary School and Lyceum Diploma

3. **Language skills** : Excellent command of Turkish and English in reading, speaking and writing.

4. Membership of professional bodies:

2009- Present	Founding Member of SAYAM
2008- Present	Associate of Management Centre of Mediterranean
2003- Present	“International Graduate” Trainer of Junior Chamber International
2007- 2009	National Representative of International Breathwork Foundation
2003- 2008	Executive Board Member of Junior Chamber International North Cyprus. Currently an active member.
2006- Present	Executive Board Member of Cyprus Turkish Managers Association
2002- 2006	Executive Board member, active member and trainer of Mediation Association.
2004- 2006	Executive Board Member of Cyprus Turkish Education Foundation

5. **Other skills:** Full computer literacy with all Microsoft applications. Conduct simultaneous and consecutive translation from Turkish to English and vice versa.

6. **Interest areas:** Community Development, Climate Change, Capacity building, Institutional development; NGO development; Strategic planning and processes; Governance; Organizational systems and structures; Human Resources Management; Monitoring and Evaluation

7. Professional experience record

September 2009 – Present, United Kingdom, National Council for Voluntary Organizations (NCVO)

Conducting a professional study visit. Working with the Strategy and Impact team. Conducting trainings and facilitating for the organization and its clients. Working with clients on evaluation of NGOs and conducting training on value added approach. Studying human resources systems, fundraising and memberships of the organization.

July – September 2009, Cyprus, Cyprus Turkish Association of Managers

Worked as a consultant. Responsible for training 4 consultants in capacity assessments and planning. Required to conduct capacity assessments and ensure that the consultants deliver high quality assessments and plans. Train, coach and mentor consultants in carrying assessments and creation of action plans.

April 2009 – Present, Cyprus, Easy Group

Worked as a Consultant: Consulting island-wide 4 year Stelios Award program with a budget of 1 million Euros with an aim of encouraging business communities of two sides to work with each other to overcome psychological barriers to trade in the island. Designing and implementing networking events, increasing awareness and organizing for the award ceremonies. Coordinating with British High Commission, Turkish Cypriot authorities, Chamber of Commerce, and Chamber of Industries.

June 2009, North Cyprus, Civil Society Support Team

Worked as a facilitator: Facilitated during the Conference on Environment with and aim of creating a joint action plan for environmental NGOs of northern Cyprus, using participatory decision making methodologies.

May 2009, Turkey, Junior Chamber International

Coached and mentored 3 Turkish trainers in development of training materials for a presentation course. Monitored presentations and evaluated trainers.

February 2009, Syria, Junior Chamber International

Coached 3 Syrian trainers in development of a course in presentation and training skills. Monitored and evaluated their presentations

January 2009, Russia, Junior Chamber International

Coached 2 Russian trainers in development of a course in presentation skills. Monitored and evaluated their training. Trained NGO representatives in adult learning.

July 2005 – October 2008, Nicosia, North Cyprus (Island wide) Management Centre of Mediterranean

Project design, implementation and management. Responsible for managing island wide capacity development program for Civil Society. Designed projects and the program, supervised, implemented and monitored its progress. Selected local trainers and coordinated and supervised different teams of Turkish Cypriot, Greek Cypriot and trainers from EU to work together to create and adapt training courses for civil society capacity building with different topics. Conducted organizational assessments and supervised consultants in conducting organizational assessment as a lead consultant. Managed staff, set objectives and evaluated progress. Responsible for budgeting of 832,044 CYP for program and 258233 CYP for MC. Worked in harmony with 2 consortium partners INTRAC from the UK and NGOSC from southern Cyprus.

Nov 2005 – Nov 2006, Nicosia, North Cyprus, Bearing Point

Worked as a Curriculum developer and trainer. Developed and conducted a Human Resources Management course for Human Resources Managers of banks in Northern Cyprus.

Sept 2002 – July 2005, Famagusta, North Cyprus Eastern Mediterranean College

Started a new course in “Business Studies” and created a syllabus that was in line with International General Certificate of Secondary Education (IGCSE) for the UK. Updated the syllabus of “Economics” and made it in line with IGCSE Economics. Taught both the courses. Prepared students for the IGCSE Economics and Business Studies exams of the UK.

September 2004 – June 2005 North Cyprus School of Oriental and African Studies (SOAS)

As a lecturer prepared lesson plans in line with Business Studies syllabus and taught them in coordination with another teacher in London. Lectured business studies as a subject to the foundation school students and coordinated with Lefke European University in Cyprus and SOAS in London.

Sept 2002 – Jan 2003 Famagusta, North Cyprus Eastern Mediterranean University

As a lecturer, lectured the course “Principles of Management”, for the second year Bachelors of Arts Management students.

8. International Conferences Attended:

Learning from Comparing Conflicts and Reconciliation Processes: A Holistic Approach, Prio, Cyprus, June 2009

Securing our common future: a conference on future of international development, Department for international development, DFID, London, UK, March 2009.

Whatever Happened to Civil Society, INTRAC, Holland, December 2008

Civil Society Capacity Building, INTRAC, UK, December 2008

9. Publications: “Building Real Bridges Across Green Line”, Praxis Note, International NGO Training and Research Centre, Oxford, forthcoming, 2009.

10. References: Available upon request.

Stalo Lesta

Contact Info

P.O.Box 23823, Nicosia 1686, Cyprus

+357 22 749749

+357 96 511011

stalo.lesa@gmail.com

Formal Education

Jan. 2002-Dec 2007

Diploma in Psychotherapy, Czech Institute of Psychotherapists

Sep 1992-Sep 1996

B.A. Statistics, University of California, Davis

Professional Experience

April 07-Present **NGO Support Center, Cyprus**

External Associate, NGO Consultancy and Training

- Consultancy services to NGOs with regards to :
 - Capacity Assessment in the areas of internal management, program design, planning and implementation and relationship building
 - The use various tools aimed at capacity assessment, namely Visioning exercises, SWOT analysis, PEST analysis, Lifecycle, Stakeholder mapping, Portfolio Analysis
 - Training and consultancy assistance in CSO Capacity Building and strengthening
 - Training in the areas of Volunteer Recruitment and Management, Human resource management, Leadership development, Strategic planning
 - Action planning in terms of organizational development
 - Project monitoring and evaluation

April 07- Present **CARET, Cyprus**

- Research associate:
 - Qualitative and quantitative research in the fields of reconciliation, inclusive education, minority rights, social justice pedagogies
 - Trainer in the fields of inclusion, multicultural education and social justice pedagogies

Sept 06-Present **Mediterranean Institute of Gender Studies**

- Research associate
 - Qualitative and quantitative research in the fields of gender and civil society, women and leadership
- Trainer in the fields of:
 - Gender based violence

- Women and leadership

April 07-Present Noverna Consulting and Research, Cyprus

Manager of Social and HealthCare Research

- Project manager of quantitative and qualitative market research surveys
- Focus group moderator and experienced in-depth interviewer
- Specialization in the following fields:
 - Social Research : Qualitative and Quantitative Surveys on Volunteerism, Sex Education, Adolescence, Intercultural Education and Gender Issues
 - Healthcare: Health Care Market Analysis, Pre and Post Product Assessment, Branding and Positioning
 - Telecommunications: Market Segmentation and Customer Satisfaction research on Mobile Telephony and Internet Usage

Feb. 06-April 07 Watch Media, Cyprus

Business Development Officer

- Responsible for identifying prospects and facilitating the penetration of the company's services (media measurements, viewership/listenership/readership trend identification, media planning, target audience analysis) into the media market
- Prepared and analyzed daily reports on viewership, listenership and readership focusing on key trends and behavior patterns
- Consulted customers on media planning and effective audience targeting
- Responsible for Sales, sales follow up and after sales support

Mar.05- Dec. 05 MTN, Cyprus

Risk and Credit Control Manager

- Responsible for monitoring traffic usage, identifying high risk behavior and minimizing bad debts
- Responsible for the recruitment, supervision, training, guidance, support and development of a team of four
- Coordinated and implemented new action plans geared towards the prevention, control and monitoring of fraudulent high usage activity
- Identified, improved and implemented restorative actions to maintain bad debt percentage at required target levels
- Achieved a decrease of 10% in bad debts in the first 6 months
- Customer Service: problem solving in coordination with other departments to more effectively handle customer queries, requests and complaints

Aug. 04-Mar 05 Wagerlogic, Cyprus

Head of ECash and Fraud Operations

- Responsible for the enhancement, development and implementation of verification tools to identify and prevent fraudulent activity
- Responsible for the monitoring of fraudulent activity through on-line payment-solution systems for customer accounts with a daily turnover up to 100,000 USD
- Supervised and coordinated the on-line payments of customer winnings
- Supervisor of a team of six: responsible for recruitment, training, development and supervision of the team

May 00- May 04 ACNielsen Emerging Markets , Cyprus

Senior Research Executive

- Project manager of multi-country and country-specific market research surveys conducted in the Middle East, North Africa, Central and Eastern Europe
- Specialization in the following areas: customer satisfaction measurement, market segmentation, market potential estimation, tracking surveys, usage and attitude, advertising effectiveness, new product launch, concept and product testing, brand equity
- Account manager of a portfolio of multinational clients across a variety of industries, i.e.: pharmaceuticals, health care, agro-business, fast-moving consumer goods, telecommunications, banking and advertising. Account Portfolio included Merck Sharp & Dohme, Novartis, Aventis, Syngenta, Kraft Foods, Orascom Tunisie, VISA International
- Set-up, developed and expanded ACNiensens' Pharmaceutical and Agro-business Unit (covering the Levant and North-Africa)
- Managed client sales and marketing (targets in the range of \$ 250, 000)
- Coordinated and facilitated internal teams of other executives, fieldwork specialists and data processors ensuring a smooth implementation of the survey project from beginning to end
- Responsible for the entire project cycle: from proposal writing and project design to implementation, data analysis, data interpretation, preparation and presentation of survey reports

Mar. '97-May 00 Universal Bank, Cyprus

- Provided help-desk support to customers, both in person and over the phone, dealing with queries, requests, concerns and complains
 - Assisted in the development of new policies and procedures
 - Key member of a quality management team of five team members, responsible for the testing, tailor -making and implementation of the operations software
-

Voluntary Work

1999-present **‘Youth for Youth’, Cyprus Family Planning Association, Nicosia, Cyprus**

- Trainer / Educator: Educator and active member of the educational team which organizes and delivers interactive workshops on issues regarding sexuality, sexual health and interpersonal relationships
- Counselor: Trainer, facilitator and supervisor of the team which provides psychological support to young people over a support hotline
- Researcher: Responsible for various research projects on issues related to Sexual and Reproductive Health and Rights as well as Volunteer Management and Sustainability

Recent Projects

Volunteerism- Civil Society:

‘Strengthening the Civil Society: Capacity Assessment and Capacity Building in Civil Society Organizations’

- ‘Volunteer network’, a quantitative and qualitative study aiming to identify socio-economic aspects, perceptions, trends, motivations and barriers to volunteerism
- ‘Volunteerism and volunteer sustainability for Youth Groups’, a comparative study between the Youth Groups of the Cypriot and Greek Family Planning Associations
- ‘Barriers and Incentives to volunteerism’, a qualitative study with past and new volunteers of the CFPA (Cyprus Family Planning Association)
- ‘Volunteer Recruitment and Sustainability’, a short manual prepared in association with the Greek Family Planning Association

Gender Issues:

- ‘Gender Gap in Civil Society’, a quantitative and qualitative study conducted as a follow up to the CIVICUS survey
- Trainings on gender based violence
- Trainings on peer education (with regards to gender issues and gender based violence)
- Trainings about the position of women in civil society
- Trainings on Women and Leadership and empowering women

Sex Education:

- ‘Attitudes towards Sexual Behavior and Sexual Health’, a comparative quantitative study of Greek-Cypriot and Greek college students
- ‘Quality of Sex Education’, a qualitative study with adolescents to evaluate the type and quality of information received by young people with regards to sexual health and right
- ‘Sex education through entertainment’, a qualitative study with adolescents

Trainings Attended

- *Training of Trainers*, INTRAC and NGO-Support Center
 - *Training of Consultants*, INTRAC and NGO-Support Center
 - *Training of Consultants in Monitoring and Evaluation*, INTRAC and NGO-Support Center
 - *Civil Society and Strengthening of NGOs*, INTRAC and NGO-Support Center
 - *Project Cycle Management*, INTRAC and NGO-Support Center
 - *Social Marketing and Raising Resources in NGOs*, INTRAC and NGO-Support Center
 - *Advocacy and Campaigning*, INTRAC and NGO-Support Center
 - *Strategic planning*, INTRAC and NGO-Support Center
 - *Managing staff and volunteers*, INTRAC and NGO-Support Center
 - *Monitoring and Evaluation*, INTRAC and NGO-Support Center
 - *Challenging Multiculturalism*, CARDET
 - *EU Development and Development Policy*, CARDET
 - *European Citizenship*, the European Youth Parliament
 - *Business Case of diversity*, European Commission, Directorate-General for Employment, Social Affairs and Equal Opportunities
 - *Human Rights Education Training*, Mediterranean Institute of Gender Studies
 - *Group Facilitation Methods*, Facilitative Leader Institute
 - *Conciliation Planning Methods*, Facilitative Leader Institute
 - *Advanced Group Facilitation Methods*, Facilitative Leader Institute
 - *Project Cycle Management*, IPPF European Network
 - *Supervisory Development Training Program*, PWC
 - *Quality Customer Service*, PWC
 - *Sexual Counseling for young people*, Cyprus Family Planning
 - *Communication and Counseling Skills*, Cyprus Family Planning
 - *Sexual Relationships and Relationship issues*, Cyprus Family Planning
 - *Interpersonal Relationships*, Ododeiktis counseling center
 - *Conflict resolution and intercultural education*, Intercultural Center
-

Languages

Excellent verbal and written use of English and Greek. Fair knowledge of Spanish

Computer Skills

Excellent knowledge and command of Microsoft Windows Vista, Microsoft Word, Excel, PowerPoint, Outlook and Web-browsing.

Appendix 6 – PPI-CY Operations Plan 2010

Vision: Bridging Divides

Mission: To Unite and Educate Children and Their Communities Through Basketball

FY 2010 Strategic Planning Themes

1. **Organizational Structure:** Transition to new organizational model with more autonomy from local sites and with DC as a global network hub. A key component will be building capacity in country, particularly in the fundraising/development arena.
2. **HR and Staffing:** Dramatically improve HR systems (including but not limited to training, legal, recruiting/hiring, communications, and leadership development).
3. **Fundraising and Resource Development:** Create organizational fundraising strategy for next three years that merges with newly formulated operations plans that come out of revised organizational structure.
4. **Programs:** Broaden, deepen and sustain impact of program activities. Focus on bridging divides and developing leaders through basketball and life skills training.
5. **Monitoring and Evaluation:** Monitor performance on a systematic basis.

Executive Summary

The operations plan for PPI—CY for the fiscal year 2009-2010 aims to allow the organization to become one of the most successful, bi-communal engagements on the island of Cyprus between Greek-Cypriot and the Turkish-Cypriot youth. Coming off a challenging 2008-2009 program year, PPI—CY is poised to set up a simple, sustainable, and effective bi-communal program that brings together the Greek-Cypriot and Turkish-Cypriot communities through the game of basketball.

2009-2010 will feature the return of a standardized and coordinated twinning program for 6 teams of girls and boys (aged 12-14); a coaches training program that will assist our coaches in helping communicate the mission and principles of

PeacePlayers International to Cypriot youth and a tournaments and special events program that will aim to attract not only PPI children but also be open to the community. Fundraising will be one of the biggest challenges of the program in the year to come given a very stringent fiscal environment. Funds permitting, PPI-CY aspires to create a Leadership Development Program in order to engage youth who have “graduated” from PPI’s twinning program. As an organization, PPI—CY must set up, implement, and perfect the above mentioned programs in order to effectively expand and increase the number of children, teams, coaches, and overall level of involvement in PeacePlayers International in Cyprus and in the youth reconciliation efforts.

This Operations Plan also details the fundraising/development plan and includes key tables and KPIs (Key Performance Indicators) that will help track the progress and expansion of the program. Aside from being a blueprint and roadmap for the 2009-2010 program year, this operations plan will serve as a checklist that will hold the organization accountable to certain goals and milestones it aims to achieve. Furthermore, this document sets forth the projected activities for the next years considering phasing growth based on priorities in light of constraints, how to best structure the organization for maximum impact, and the resources needed to achieve this impact. The Operational Plan is accompanied by a budget and a plan for raising the required financial resources.

Background

PeacePlayers International (Playing for Peace) began operations in Cyprus after a grant from the United Nations Development Program – Action for Cooperation and Trust (UNDP-ACT) in 2006, with the goal of bringing together children from the Greek-Cypriot and Turkish-Cypriot communities to learn to play and live together. These children and their communities are physically divided by the Green Line or Buffer Zone, separating the island since 1974 and have no opportunities to interact or come together to break down long-standing perceptions of the ‘other’ or the ‘enemy’. In 2003 was the first time that controlled crossings across the Green Line were allowed, however, no organized crossings of children we allowed. With time, PPI-CY has been able to overcome many mental barriers that children and their families had in crossing to the other community and also move around some of the bureaucratic hurdles of allowing the children to cross to meet teams from the other community and play together. The first years of operation had to build the confidence of both the coaches and the parents in the mission of the program and work to overcome mental and language barriers to bring children and communities closer together. What the program managed to do in a few years is set up a number

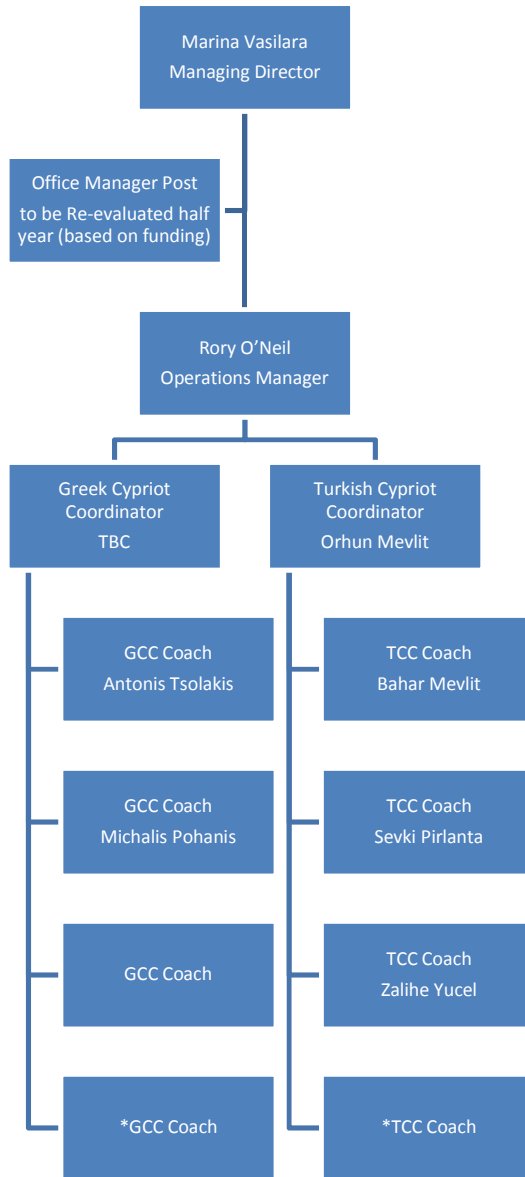
of teams across the Green Line and bring the children into contact through regular twinnings or tournaments. The program now operates in three Greek Cypriot communities (Agros, Nicosia, and Limassol) and three Turkish Cypriot communities (Iskele/Trikomo, Mağusa/Famagusta, and Lapta/Lapithos).

The first Managing Director of PPI—CY, Zach Leverenz, began the program in October of 2006. In 2007, Brian Shea came to Cyprus from PPI's program in South Africa to serve as the PPI—CY Managing Director along with two US Program Directors, Joshua Motenko and Chris Sumner, who joined the team. They finished their tenure May and July 2008 and worked to transition two new US program directors, Megan Chawansky and Rory O'Neil, both of whom arrived in July of 2008. The program was left without a Head of Program between October 2008 and March 2009, when Marina Vasilara took over as Managing Director. In addition to our international staff, PPI-CY currently has a local staff of 6 coaches and 2 program coordinators, one for each community.

Organization Structure

In previous years, PPI—CY was led by a Managing Director and two Program Directors. The Program Directors oversaw the work of two local Program Coordinators (one assigned to the GC community and one to the TC community). The Program Directors and Coordinators worked directly with the local coaches on all program matters, primarily coaching development and life skills/peace building training. The following changes have been made to the organizational structure in FY 2010:

FY2010 PPI—CY Organizational structure:



*These positions will be filled in January or March 2010 provided that all other existing locations have established teams that meet the expected targets in terms of overall numbers, gender, age, and ability to cross.

**Operations arrangement while Marina Vasilara is on maternity leave:

For the period July 20 to November 23, 2009 Marina Vasilara, MD will be on maternity leave and not available to work in the office. For October and November, Marina while on maternity leave, will undertake work from a home office. During the whole maternity leave period, the Operations Manager, Rory O'Neil, will be the official representative of the organization locally and will consult jointly on a weekly basis with Orhun Mevlit (the Turkish Cypriot Coordinator), the Greek Cypriot Program Coordinator (TBC), Tal Alter, PPI-Director of Operations, and Marina

Vasilara, MD (as needed). Rory will undertake the financial operation of the organization and will be responsible for the EarthDance 2009 event and reporting to UNDP-ACT. Mateo Jarrin, volunteer, will be undertaking the completion of a corporate sponsorship leaflet, relations with the media, and ad-hoc proposals to the Youth Board for different events. Mateo is also available to assist with the organization of events.

Local Advisory Board Biographies:

Takis Lyras – Takis has a degree of Physical Education and Sports from the University of Athens. For nearly 40 years, he served as a teacher of Physical Education and as a Headmaster for a number of schools in Cyprus. He is a FIBA coach and has coached a number of Cypriot teams including the national team. Takis is a founding member of the Cyprus Basketball Federation and is also the Chairman of the federation's basketball school.

Orhun Mevlit – Raised in Nicosia, Cyprus, Orhun received a degree in Physical Education from Ankara Gazi University in 1992. Orhun participated in athletics for school and professional clubs during his educational pursuits. He has coached boys and girls in the sport of basketball since 1994 and served as a coordinator of basketball activities for Turkish Cypriots from 2005 to 2008. He has been the Turkish Cypriot coordinator for PPI-CY since 2008.

Akis Christofides – Akis is a consultant, facilitator, trainer and coach with the ability to inspire people and transfer knowledge through play and paradigm. He works in the areas of strategy, leadership, teamwork, creativity and innovation and process design. He is a seasoned professional with extensive business experience, both in industry and as a management consultant, in Cyprus and abroad. Akis holds a BSc in Industrial Engineering from Rutgers University, USA, and a MBA (Management of Innovation) from the Graduate School of Management, Rutgers University, USA. He is fluent in Greek and English.

Bill McCammon – Bill has spent over 25 years working in basketball. He spent ten years as an assistant coach in 3 NCAA Division 1 universities and the last 15 years as a head coach in professional leagues in Puerto Rico, Mexico, Venezuela, Dominican Republic, Spain and Cyprus. For the past four years, he was involved as a FIBA Expert conducting seminars and development programs in Vietnam, Eritrea, Gambia, Namibia and Indonesia.

Ercan Başaran –Ercan has played for over 10 professional teams in the professional basketball league of the Turkish Cypriot Community, starting in 1994. He has taken part in a number basketball courses as a coach and player. Ercan has a BA and has been running his own software business, Basaran Systemes and Designs, for the last

two years. Before that Ercan worked for a software and computer company, Unidev Systems, in Nicosia for five years.

Nadia Karayianni – Nadia is a Project Manager in NGO Support Centre. She has worked as a volunteer in Girl Guides Association of Cyprus for 20 years, and she now serves as its International Commissioner. She was the Vice President of Cyprus Youth Council from 2005 to 2007 and she currently works in the European Youth Committee. She is also involved in the WAGGGS Advocacy Group and she represents the Girl Guides Association. Nadia holds a BA in Politics and International Relations and MS in Management with Human Resource Management.

Three more Board members (one TC, one GC and one International) will be hired extending the Board members to 10, and also a resolution will be signed by the Board of Directors of PPI extending the responsibilities of the local Advisory Board.

Management Biographies

Marina Vasilara — Marina has worked in human development and peace building programs for the last 12 years, at the World Bank, UNDP and different NGOs and has recently taken on the post of Managing Director for PeacePlayers International—Cyprus. Her most recent post was Portfolio Manager for Civil Society related projects at UNDP-ACT Cyprus. She completed her masters at the Graduate School of Foreign Service of Georgetown University, and was a Fulbright Scholar at Washington and Lee University where she studied Management and Accounting and was a member of the university's swim team.

Rory O'Neil – Rory O'Neil has been a Program Coordinator in for PPI—CY since July 2008. He is responsible for all of PPI—CY's teams, coaches, events, and basketball operations in the Greek Cypriot community. In addition, he is also responsible for coordinating with PPI's local Advisory Board, and serves as the point person for PPI—CY's special project in Pyla. Rory earned his BA in history from John Carroll University (Cleveland, Ohio) in 2006, and he was a member of their 3-time Ohio Athletic Conference Champion men's basketball team during his time there. Rory was the Graduate Assistant Coach for John Carroll University from 2006-2008, and earned his M.A. in History in 2008. He completed his master's thesis on the U.S. government's policies towards the Northern Ireland Troubles. In the summer of 2004, Rory participated in the University's Belfast Institute in Peace Building and Conflict Resolution in Belfast, Northern Ireland, where he studied the history of the Troubles and the impact of the Good Friday Agreement. Rory hails from Oakton, Virginia and graduated in 2002 from Paul VI Catholic High School. There he played football, basketball, and baseball.

Programs

The following programs detail the 2009-2010 program year's operations and activities, set out in terms of priority ranking that will be reviewed based on budgetary constraints:

Program 1 (American Program Directors/Fellows)→ Megan Chawansky will be leaving PPI—CY in May 2009 and Rory O'Neil's contract with PPI—CY will expire in January 2010. PPI—CY will not replace Megan Chawansky's position with a new international PD and Rory O'Neil will become the lone international PD in Cyprus. His position will be restructured into an Operations Manager position for the entire program. At the expiration of Rory O'Neil's contract, a 6 months extension will be issued or O'Neil will depart and PPI—CY will be replaced by another American/International fellow. (For the following fiscal years, the possibility of hiring a local PD will be considered). At the end of May, Rory O'Neil and Megan Chawansky will move out of the 48 Kyriakos Matsis Avenue 2 bedroom flat and Rory will move into a one bedroom flat.

Program 2 (Communities/Teams)→ During the 2008-2009 program year, PPI—CY operated out of 6 areas (Agros, Limassol, Nicosia, Famagusta, Lapta/Lapithos, Iskele/Trikomo). At the start of the 2009-2010 program year, PPI—CY will operate teams in these same areas, (with the exemption of the English School, which is under review). The primary goal is to improve the quality of each area/team. During the 2009-2010 program year we will specifically monitor these areas of concern: consistent attendance, equal numbers of girls/boys (12 boys 12 girls), age consistency (12-14), attendance at twinnings, better structure of practices, and improved coaching ability. If in January 2010, PPI—CY has achieved the standardization in each of these areas, and if the budget is permitting, we will create two new teams (one GC and one TC)

One of our major concerns is that some children of Turkish origin do not have the necessary paperwork to cross into the Greek-Cypriot community. Turkish Settlers arrived in Cyprus after the division of the island in 1974 and in the Republic of Cyprus, where PPI—CY is registered, the government considers their presence in Cyprus to be illegal. Because PPI—CY is an inclusive program, Turkish settlers will be allowed to be on Turkish-Cypriot teams and will be permitted to participate in practices, twinnings, tournaments, and retreats that take place in the Turkish-Cypriot community. However, their participation in PPI—CY will be neither highlighted nor promoted because of the sensitive political situation in Cyprus. Also, PPI—CY will not

actively recruit or add any new Turkish children to any of its Turkish-Cypriot Teams. This policy is the safest way to avoid any conflict with the Greek-Cypriot government and to maintain good relations between the two communities.

Program 3 (Coaches' Trainings)→ The foundation of our program is our coaches. Special efforts will be made in the 2009-2010 program year to hold more events geared towards training our coaches and instilling in them the goals and missions of PeacePlayers International. The first coaches' training will be held in conjunction with PPI—ME in August of 2009. All PPI—CY coaches, program directors, and coordinators will attend a five day trip to the Middle East to participate in a PPI—ME/Arbinger training. After this first coaches' training, there will be additional trainings in January and April. The program will start with day-long retreats and attempt to arrange weekend or overnight retreats in the future based on budget capabilities. These trainings will be required for coaches, coordinators, and program directors. They will also be made available and extended to PPI—CY board members and volunteers. While basketball skills and the teaching of x's and o's will be incorporated into these trainings, the primary focus will be to instill the positive coaching techniques and strategies associated with PPI's goals and missions. **The primary goal of this program is to train our coaches. PPI coaches do not interact with each other on a weekly basis. There is no collaboration and/or sharing of ideas, coaching strategies, philosophies, tips, etc.** Also, during our weekly single-identity practice sessions, there is not as much teaching of PPI principles as there should be. Coaches' trainings will reiterate the need to emphasize these principles on a daily basis in practice. During the 2008-2009 program year, there was no program to reinforce these coaching principles; this program will drastically improve our coaching for the 2009-2010 program year.

Program 4 (Life Skills)→ Several new and former life-skills projects will be incorporated into PPI—CY's twinning programs, coaches trainings, and LDP events throughout the year. **Projects will be developed covering the following areas (but not limited to): human rights, multiculturalism, gender equality and conflict resolution.** Other projects will include the Greek-Turkish basketball dictionary as well as the Arbinger Curriculum. While the Arbinger curriculum has been implemented completely in other programs (PPI—ME), PPI—CY is not ready for full implementation. Efforts will be made to slowly, introduce it piece by piece through coaches' trainings, LDP trainings, and twinning programs throughout the 2009-2010 program year.

Life skills are the aspect of PPI's program that separate it from other organizations; they make PPI more than about just playing basketball together but also learning together. They assist in delivering the PPI message to our children in every theatre of PPI—CY (single-identity practices, twinings, tournaments, coaches trainings). While

during the year many different topics will be used, the main underlying theme will be conflict resolution; specifically the introduction of the first levels of the Arbinger curriculum into PPI—CY's life skills program. Topics such as those mentioned above will be discussed through the lens of Arbinger.

The basic introduction of the Arbinger curriculum will also serve as a trial to see how compatible the basic Arbinger lessons are with PPI—CY. At the end of the program year (May 2010), an informal and in-house evaluation will be carried out by the Managing Director and Operations Manager to see if both the children subjected to the introduction of Arbinger and the coaches who helped implement it approved of it, benefited from its lessons, and wish to continue using it for the 2010-2011 program year.

Program 5 (Twinings)→ PPI—CY's twinning program's goal is to bring together one team from the Turkish-Cypriot community with one team from the Greek-Cypriot community **in an effort to foster mutual respect, friendship, and acceptance over a 9 month period of time.** Children from different communities **are more at ease with each other if they are in regular contact.** Teams will be paired together from September till May and will meet each other once a month. Pairings will be made by the Managing Director with consultations from the Operations Manager and Program Coordinators prior to the start of the program year in September 2009. Teams will be paired according to a variety of factors: level of basketball ability/talent, distance between the two communities, ability of coaches to relate/communicate with each other, and age/gender ratios.

Life skills projects (i.e. the basketball dictionary) will be incorporated to make these twinings more than just playing basketball together. **Teams will also be encouraged to be creative in how they interact with their twinning partner.** While basketball is the primary activity that the two teams will engage in, other activities will be encouraged and accepted as appropriate. Field trips, attending a professional sports match, Skype sessions, bowling, movies, are all examples of creative events that could be used as a substitute for a basketball twinning. **The teams should develop a "pen-pal"-like relationship with each other and should become more than just seeing each other once a month.**

The Operations Manager is responsible for the implementation and coordination of this program with assistance coming from both the TC and the GC coordinators. Twinings dates, activities, and locations will all be approved by the Operations Manager. Program coordinators from both communities will be especially responsible for communicating with each other to plan and organize twinning

events. In previous years, coordination of simple twinings presented challenges because of failures in communication.

Program 6- (Tournaments + Special Events)→ Bi-Communal Tournaments will take place three times during the year (September, February, and May/June). These events will be open to all PPI—CY programs and participants, and every attempt will be made to open these tournaments to all participants regardless of gender, age, and skill level and make them as fun as possible. While the main purpose of PPI—CY's twinning program is to connect two small team/communities with each other in a smaller more intimate setting, the main purpose of the tournaments will be to connect all PPI—CY programs from both communities in a much larger and more inclusive setting. At least one of these tournaments will take place in the TCC and at least one in the GCC. The location of the third tournament will be determined at a later date based on sensitivity issues within the Greek-Cypriot community and willingness of GC teams to cross into the TCC.

Throughout the year, opportunities will present themselves for PPI—CY to participate in special events within both communities. This involves streetball festivals, professional league games, presentations of PPI—CY to other organizations and corporations, etc. A small budget will be set aside for opportunities that present themselves on short notice. Events such as organizing small scrimmages with the NBA (Nicosia Basketball Academy) and attending Cyprus professional basketball games are examples of such events. Attempts to organize a regular twinning between two teams within a special context or a special setting will also be made. An example would be to coordinate a twinning before a professional game or to schedule a particular twinning on a special date with special guests.

Along with the Turkish-Cypriot NGO Hasder, PPI—CY will help organize the EarthDance Streetball Festival on September 26, 2009. This event will take place in accordance with PPI—CY's association in the Cyprus Network for Youth Development (funded by UNDP-ACT).The tournament will be a daylong 3-on-3 tournament comprised of all kids in PPI—CY's programs. Children from other youth sport organizations will be invited as well as other children from Cyprus Network for Youth Development (which PPI is a part of).

Program 7 (Leadership Development Program)→ This program will target youth over 14 years of age, who were former participants in our program and who have "graduated" and are thus too old to participate in the weekly single-identity practices and twinning programs. It will encompass weekend or, day-long trainings, and possibly overnight retreats. While making kids better basketball players is a major goal of PPI—CY, the overall aim of this program will not be to just make our

kids better basketball players, but **better and more active citizens and leaders**. Lessons associated **with life skills projects** will be incorporated into these trainings. Trainings will take place every three months (November, February, May). This program presents an additional opportunity for PPI—CY to help train future coaches, keep former PPI participants involved in the program, and to empower them to develop into better leaders, on and off the court. LDP provides an opportunity for those kids, who are too old, to stay associated with PPI. This program will be run by the Director of Operations, while being assisted by PPI—CY coaches and volunteers.

Program 8 (Pyla)→ Since December 2007, PPI—CY has sporadically helped organize, stage, and coordinate a few bi-communal events in the mixed village of Pyla. We have worked with the UNFICYP to help stage ad-hoc events, but there has never been a sustainable and consistent PPI program in Pyla. During the 2009-2010 program year, PPI—CY will work with our contacts at both the TC and GC schools in Pyla as well as our relationship with the UNPA to create a monthly program there starting in September. Our goal is recruit two local teachers/coaches to help stage 1 bi-communal basketball event a month at the Pyla town hall (gymnasium). Efforts will be made to incorporate these teachers/coaches into all PPI events (twinning, trainings, tournaments, etc).

This program in Pyla will not be a “team” like other areas and will not attend twinings, tournaments, and other regular program activity. The status of Pyla will be a *special project*. The age of the children in Pyla is far below that of our regular teams (the kids are in the 9-10 range while the teams in our communities are between 12-14). However, developing a small program in Pyla has long term benefits. Staging once/twice a month events can prepare Pyla to create a full time-mixed team in two years time that can be easily added to PPI—CY’s regular group of teams and communities. Also, Pyla is already a mixed village of Turkish-Cypriots and Greek-Cypriots. Staging events in the village does not present the usual logistical problems of twinings two teams from opposite sides of the island.

General & Administrative→ There are several new auxiliary costs that must be added to the 2009-2010 budget because of PPI—CY’s new registration status:

- Cost of hiring a local audit firm to perform an audit of organization.
- Social insurance costs associated with hiring of local Managing Director.
- Cost of hiring an independent outside source to perform evaluations
- Liability insurance for office, and for all events
- Local consultant- Hiring of a local office manager to work on logistical, organizational/office work (Full time during July, August, September, November and part-time-30 hours a week, after that).
- Possibility of owning a car will be investigated
- PD and MD development is needed. Each will be able to attend at least 1 training abroad (conference, retreat, clinic, etc).

Key Performance Indicators (KPI's)

<i>KPI's</i>	<i>FY 2009 Results</i>	<i>FY 2010 Projections</i>	<i>FY 2011 Projections</i>	<i>FY 2012 Projections</i>
<i>No. of children participating</i>	<i>110</i>	<i>150-200</i>	<i>200-250</i>	<i>250-300</i>
<i>No. of schools participating</i>	<i>6</i>	<i>6-8</i>	<i>8-10</i>	<i>10-12</i>
<i>No. of coaches employed</i>	<i>6</i>	<i>6-8</i>	<i>12</i>	<i>14</i>
<i>No. of un-paid volunteers</i>	<i>0</i>	<i>5</i>	<i>5-7</i>	<i>7-10</i>
<i>No. coaches/staff trainings</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>No. children who become coaches</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>No. of twinnings</i>	<i>10</i>	<i>27-36</i>	<i>36-45</i>	<i>45-54</i>
<i>No. of tournaments/events</i>	<i>1</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>No. of life skills events/projects</i>	<i>2</i>	<i>2-3</i>	<i>2-3</i>	<i>2-3</i>
<i>No. of events in Pyla</i>	<i>5</i>	<i>9</i>	<i>12</i>	<i>15</i>
<i>Attrition rate</i>		<i>20%</i>	<i>15%</i>	<i>10%</i>
<i>Media Contacts</i>	<i>1-2</i>	<i>2-5</i>	<i>2-5</i>	<i>2-5</i>

Beneficiaries

It will be important to track both the direct and indirect beneficiaries of the program.

Direct Beneficiaries 2009

Number of children	110
Number of coaches	6
Number of Fellows (US Program Directors)	2

Indirect Beneficiaries

Number of teachers / principals	6
Number of families	100
Number of communities	6
Number of spectators/guests at events	50
Number of community and parent meetings held	12

It will be important to substantiate the numbers for the direct and indirect beneficiaries. It will especially be important to justify the rationale for the number of indirect beneficiaries (i.e. for every direct beneficiary, we estimate there are five indirect beneficiaries).

Target Demographics 2010

Once the direct beneficiaries are defined, drill down to the demographics

Beneficiaries	Age range	Female	Male	Ethnicity	Community	Socio-Economic
Primary school students (6 th grade only)	12	25	25	Equal numbers of TCs:GCs		Low to middle

Secondary schools students	12-14	50	50		Low to middle
Coaches	20-40	3	3		Varies

Calendar of Activities

Month	Activities (<i>Holidays for both communities are in italics</i>)
June 2009	<ul style="list-style-type: none"> • Olympic Games of the Small States of Europe-Opening Ceremony attendance and volunteering • Sept. 26 Earthdance Festival preparations with Hasder • Begin recruitment of new children for teams (specifically: Agios Antonios/Limassol and Agros) <p><i>June 8 → Pentecost (Kataklysmos, GCC)</i></p>
July 2009	<ul style="list-style-type: none"> • Doves Olympic Movement Summer Camp (open to PPI—CY kids) • Iskele/Trikomo Streetball Festival (tbc) • Sept. 26th EarthDance Festival Preparations. • Start team preparations for new year. • Prepare all coaches' contracts • Prepare coordinators' contracts • Prepare plans for Sept. 26-27 EarthDance Festival with HASDER
August 2009	<ul style="list-style-type: none"> • Prepare/finalize teams. • Prepare/finalize all coaches' contracts • Prepare/finalize coordinators' contracts • Prepare/finalize all plans for Sept. 26-27 basketball Festival with HASDER • Coaches' Training No.1 (Middle East Trip) (Anna Lindh Grant, pending) • PD, Coordinators and Coaches meetings (last week of August or first week of September) <p><i>August 15 → Assumption (holiday GCC)</i></p> <p><i>August 30 → "Victory Day" (holiday TCC)</i></p> <p><i>August 21 → Ramadan Begins (TCC)</i></p>

September 2009	<ul style="list-style-type: none"> • Programs in all areas commence, 2nd or 3rd week of September • Parents Meetings • Pyla Opening Event (tbc) • 26-27th EarthDance Festival 2009 (Tournament #1). • Belfast Tournament (tbc) <p><i>September 19-22 → Ramazan Bayrami (End of Ramadan, Sept. 20th)</i></p>
October 2009	<ul style="list-style-type: none"> • PPI—CY Advisory Board Meeting • Oct 10, Help for a Life without Tobacco Tournament (Tournament #2) • Pyla Event (tbc) <p><i>October 1 → Cyprus Independence Day (GCC)</i></p> <p><i>October 28 → Greek National Day (Ochi Day, GCC)</i></p> <p><i>October 28-29 → Republic Day (28th is a half day, TCC)</i></p>
November 2009	<ul style="list-style-type: none"> • Pyla Event (tbc) • External Evaluation of PPI—CY <p><i>November 27-30 → Kurban Bayrami (Feast of the Sacrifice, TCC)</i></p>
December 2009	<ul style="list-style-type: none"> • Pyla Holiday Event (tbc) • Northern Ireland Trip (pending on EU People to People Grant approval) • 2009-2010 Fiscal Year Budget/Operations Plan revisions • PPI—CY Staff and Coaches meeting. <p><i>December 24-26 → Christmas (GCC)</i></p> <p><i>December 31, January 1 → New Year's (islandwide)</i></p>
January 2010	<ul style="list-style-type: none"> • Programs start up again after end of year break • Coaches Training No.2 • Pyla Event (tbc)
February 2010	<ul style="list-style-type: none"> • Pyla Event (tbc) • Tournament No.3 (based on Youth Board funding) • AEL Basketball Event (tbc)
March 2010	<ul style="list-style-type: none"> • LDP No.1 • Pyla Event (tbc) • Coaches training No. 2 <p><i>March 1 → Green Monday (GCC)</i></p> <p><i>March 25 → Greek Independence Day (GCC)</i></p>

April 2010	<ul style="list-style-type: none"> • Pyla Event (tbc) • Coaches Training No.3 <p><i>April 1 → Greek-Cypriot National Day (GCC)</i></p> <p><i>March 28-April 5th= Orthodox Holy Week (GCC) → April 1 (Holy Thursday), April 2 (Good Friday), April 3-5 (Easter Sat/Sun/Monday)</i></p>
May 2010	<ul style="list-style-type: none"> • Pyla End of the year event (tbc) • End of the Year Evaluation • End of the Year Staff Event • Tournament No.4 <p><i>May 1st – Labor Day (islandwide)</i></p>
June 2010	<ul style="list-style-type: none"> • End of the year Tournament (No.5) (tbc)
July 2010	<ul style="list-style-type: none"> • UNDP summer camp participation

Evaluation Plans

1) Internal Evaluation Plan

A. Evaluation of all staff members

1. Coaches – Twice per year (December and June) all coaches will be evaluated based on: Number of children reached, number of children attending practices, twinnings and tournaments and a questionnaire that will be given to all children/families by the coach to grade the skills of the coach.
2. Program Directors – Twice per year, all PDs will be evaluated by the Managing Director, with input from local coordinators, coaches, and other stakeholders, based on a set of indicators that will be set in August/September of each year in order to evaluate their training, mentoring and organizational skills. Furthermore, at the end of each coach training session carried out by the PD's, an evaluation sheet will be circulated to all participants and taken into account in the PD's annual performance.
3. Managing Director – Twice per year, the MD will be evaluated by the Director of Operations, with input from the Program Directors and Local Coordinators, based on a set of performance indicators set in the MD's job description .

B. Participant Tracking Plan

All coaches will be required to submit to the Local Coordinator a standardized attendance sheet at the end of each month including the dates of all practices and reasons for re-scheduling or cancellation of practices. In addition at the beginning of each October, all coaches will be required to submit to the Local Coordinator a completed record that will list all children that have been registered, including gender, age, address, nationality, and confirm that the parental permission sheet has been signed and is on file with the coach. Copies of the parental permission sheets should also be given to the Local Coordinator and submitted and filed. The participant tracking plan will be uploaded on the PPI shared site.

C. Evaluation of participants

A thorough evaluation of the attitudes of children will be undertaken twice a year. Technical assistance will be obtained from child psychologists/sociologists in developing this questionnaire (e.g. from the Center for the Study of Childhood and Adolescence at the European University Cyprus) and will be based on a combination of methods, including focus groups and one-to-one interviews at each location, including the completion by all children of an evaluation questionnaire testing their attitudes towards the other community, any changes, and key accomplishments.

2) External Evaluation Plan

Funds from the Laureus Sport for Good Foundation grant can be employed in this direction, however, the restriction is that the work needs to be completed by December 2009, so the evaluation will be only a mid-year one. Contact has been made with both local and international evaluators, and contractual decisions need to be completed soon. **The purpose of the external evaluation is to provide concrete feedback and recommendations on program improvements for the next year.**

3) Implementation Plan Based on Evaluation Feedback

One of the outputs of the external evaluation assignment will be **a list of recommendations including a time plan and the assignment of responsibility and a list of performance indicators, both qualitative and quantitative.**

Budget Narrative

Program 1—US Fellows

Costs include: Stipend (2000/month), housing (700/month * 12 months), transport (500/month), visa costs (650/per person), flight costs (1400/year), health insurance (700/year). Total: 41,150 per fellow per year

Program 2—Communities/Teams

Costs include: Salaries for 6 coaches and 2 coordinators: 4,300/month, salaries for two new coaches (1000/month) as of January 2010-tbc, uniforms (600), basketball supplies (600), facility rental (150), travel to monitor (75/month)

Program 3—Coaches' Trainings (x 3/per year)

Costs include: Trainers (1000), venue (500), food/refreshments (150), supplies (100), transportation (200). Total: 1,950/training

Program 4 – Life skills (incorporated in Programs 2,3,5,6)

Program 5—Twinings (3 twinings/month for 9 months. Cost below is for one month—take total x 9)

Costs include: Transportation (600), basketball supplies (600), facility rental (150), uniforms (300), staff uniforms (150), food & drink (300). Total: 2,100/month

Program 6—Tournaments and Special Events (x 3/ per year)

Costs include: Program Coordinators (1100) transportation (1200), basketball supplies (500), facility rental (7000), prizes (1000), food & drinks (750).

Program 7—Leadership Training Program (x 2-3/per year)

Costs per event include: Trainers (1000), venue (500), refreshments (150), supplies (100), transportation (400). Total: 2,150/event

G&A

Costs include: MD's salary (3,333/month) plus employer social insurance contributions and medical (5,000/year), office rental (635/month), office utilities (100/month), local accountant (1500/year), social insurance costs, liability insurance for office (xxxx), office manager to work (30 hours a week/10-15 euro an hour, PD and MD development (650/year per person for trainings),

Monitoring and Evaluation

Costs include: Consultant, Translation, Transcription, publication

Some key assumptions:

- LSGF's grant has committed 8,500 euro to an external evaluation (ending December 2009).
- 18,500euro was allotted for the EarthDance tournament/festival in light of UNDP's support to this event for 2009 and 2010.

Overview: Development Plan

These plans are based on looking at your prospect lists conservatively and building in key income assumptions. Goals should be realistic and be able to be justified.

SOURCE OF INCOME	GOAL in euro	Probability	EURO
KOA (Cyprus Sport Authority) ad-hoc funding	10,000-15,000	? (no history)	
Anna Lindh Foundation	78,000	? (no history)	
Local/central government sources (e.g. Municipality of Nicosia, Ministry of Education) based on ad-hoc funding	10,000	? (no history)	
Individuals/Corporations	1,000-3,000	? (no history)	
Youth Board of Cyprus	10,000-15,000	50%	5,000-7,500 euro
European Commission funds for TCC: People-to-People	30,000	? (no history)	
LSGF 2010	50,000	90%	45,000 euro
US Embassy	\$ 15,000	90%	\$13,500
TOTAL			

Sample Marketing Plan

Community Newsletter every three months (November, February, May/June), with articles in all three languages and photos

Direct mailing to corporations and individuals for support and funding once a year.

Special events – Fundraising dinners with a presentation of the program, twice a year.

Creation of communication material, including a film spot to be shown at fundraising events

Website Updates—Updates/changes to website, email Tim.

Key Milestones

Key Milestone	Expected Date	Necessary tasks
Olympic Games of the Small States of Europe-Opening Ceremony attendance and volunteering (tbc by Cyprus Olympic Committee)	June 1-6	Follow up with Cyprus Olympic Committee and Basketball Federation
Coaches' Leadership Training in Israel (with PPI-ME, pending approval of the Anna Lindh Grant)	Aug. 15-18	Complete Anna Lindh application by April 30, 2009
EarthDance Festival 2009.	September 26 th	Arrangements under way with HASDER and international EarthDance organization (under UNDP-ACT grant)
Northern Ireland Trip (pending EU's People to People Grant approval)	Early December 2009	Awaiting grant approval. PPI-NI informed.