



**PeacePlayers International – South Africa
Program Evaluation Report
November 2016**



PeacePlayers International – South Africa is a sport for development program that serves children and youth ages 10 and above who live in Durban and the surrounding areas, including the townships of Umlazi and Lamontville. Founded in 2001, the organization aims to help young people from different communities live peacefully together and have positive aspirations for the future. Each year the program engages approximately 500 youth and coaches in a variety of activities, including basketball practices, tournaments and games, community service projects and coach training sessions.



Table of Contents

EXECUTIVE SUMMARY	3
1. EVALUATION OVERVIEW	4
2. FINDINGS	5
a. Program Context	5
Community and Youth Development Priorities.....	5
Program Design and Structure.....	7
b. Coaching.....	9
Coach Training and Preparation	9
Coach – Participant Relationships	10
c. Program Outcomes	11
Leadership Development	11
Self-Identity and Values.....	13
Positive Relationships.....	15
3. CONCLUSIONS AND RECOMMENDATIONS.....	17
4. APPENDICES	19
Appendix 1: Program Background.....	19
Appendix 2: Methodology.....	21
Evaluation Framework.....	21
Data Collection	21
Analysis.....	23
Evaluation Team	23
Limitations.....	24
Appendix 3: Logical Framework.....	25



EXECUTIVE SUMMARY

This evaluation of the PeacePlayers International – South Africa (PPI – South Africa) program assesses how effectively the organization designs and implements activities, and whether it has achieved intended program outcomes. To that end, it focuses on several key areas: 1) Program context, including community and youth development priorities, and what attracts participants to join PPI – South Africa; 2) Coaching, specifically coach training and coach – participant relationships; and 3) Program outcomes, with a focus on leadership development, self-identity and values, and positive relationships.

Findings

In regards to program context, the evaluation found that discrimination based on race, gender and cultural group is a major community development priority in Durban. On an individual level, youth consider personal assets such as self-esteem and responsibility as critical to future success. Participants, who are largely attracted to PPI – South Africa by the opportunity to play basketball, rated the organization as effective in addressing discrimination but less effective in tackling other issues of importance, specifically violence and inequality.

One of the major strengths of PPI – South Africa is the positive relationships between coaches and participants; this allows coaches to serve as role models and key influencers among their teams. While coaches find the training sessions offered to be useful, these should be updated to focus on positive youth development coaching techniques rather than basketball drills.

PPI – South Africa successfully builds leadership skills and confidence among participants, helps youth learn to set and achieve personal goals, and fosters positive relationships among those from different communities. However, the evaluation also found negative perceptions regarding gender equity, particularly among males and primary school-age participants.

Recommendations

Considering these findings, the evaluation recommends the following:

1. **Program Context:** Integrate key community and youth development priorities (e.g. violence, inequality, etc.) into programming, and support participant – community connections through volunteering, events with local leaders, etc. Consider purchasing uniforms.
2. **Coaching:** Create positive youth development coach training modules, and include time for staff to “report out” organizational updates to coaches during training sessions. Consult coaches when designing trainings and the life skills curriculum.
3. **Program Outcomes:** Create a workplan to address gender sensitivity as part of the PPI – South Africa strategic plan; this should include trainings for staff and coaches, and the incorporation of gender into the life skills curriculum. External organizations with specific expertise on gender should be consulted as needed.

1. EVALUATION OVERVIEW

This evaluation of PPI – South Africa was conducted with the goal of learning how effectively the organization designs and implements activities, and whether it has achieved expected program outcomes. The results of the evaluation will be used to improve the structure and delivery of future programming.

The evaluation focused on the following two major themes, corresponding to the criteria of relevance and effectiveness, respectively:¹

Program design

- Whether the design of the PPI – South Africa program is well suited to the priorities and needs of participants

Outcomes achieved

- Attainment of the intended outcomes of the program related to leadership development, enhancing self-identity and values, and improving relationships

The evaluation explored several key areas pertaining to the first theme of program design. Specifically, it examined **community and youth development needs in Durban, coach training and preparation, and what attracts participants to the program**. Questions considered include:

- What skills and resources are most important to youth living in the communities served by PPI – South Africa?
- What divides exist among the various communities in which the program operates? How can PPI – South Africa design programming to better address these issues?
- What motivates participants to join and remain in PPI – South Africa? What do they hope to gain from their participation in the program?
- Does the current design of the coach training program provide coaches with the knowledge and skills needed to run effective practices? Does it provide knowledge and skills that are useful to coaches outside of the PPI – South Africa program?

For the second theme of program outcomes, the evaluation focused on **determining what, if any, changes are experienced by program participants**. Specific questions examined are:

- To what extent did the PPI – South Africa program achieve its intended outcomes?
- Which activities contribute to the achievement of program outcomes, and why?
- How strong are relationships between participants and coaches, and how does this either positively or negatively affect achievement of program outcomes?

The evaluation utilized a variety of data collection tools, including surveys, participatory focus group activities, key informant interviews and observations. Youth program participants were consulted during data collection, as were staff, coaches, parents and school officials. Further background information for the evaluation, including a program overview and detailed evaluation methodology, can be found in Appendices 1 and 2.

¹ This evaluation used the criteria of relevance and effectiveness as defined by the OECD – DAC. For further detail, please see: [DAC Criteria for Evaluating Development Assistance](#).

2. FINDINGS

a. Program Context

Key Findings

Community and youth development priorities

- Discrimination based on race, gender and cultural group is a major community development priority in Durban
- Youth consider personal assets such as self-esteem and responsibility critical to future success, and do not value community assets as highly

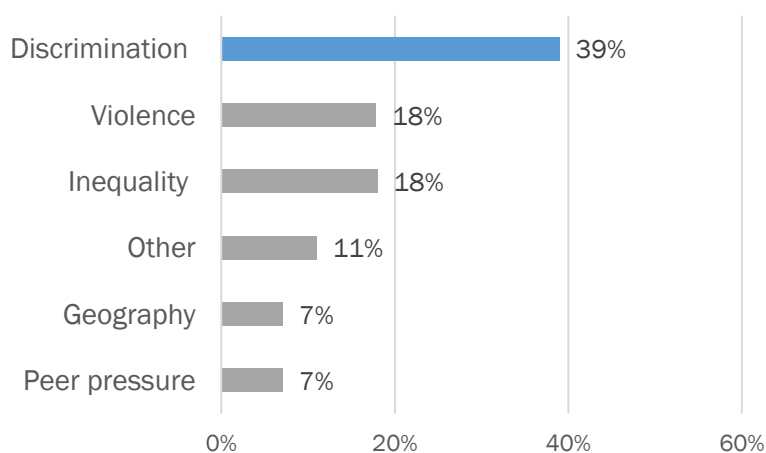
Program design and structure

- Basketball is the main factor that first attracts youth participants, though “meeting people from different communities” is also seen as a major benefit of the program
- PPI – South Africa is most effective in addressing issues related to geography, peer pressure and discrimination, but less effective in tackling violence and inequality

Community and Youth Development Priorities

Among communities in Durban and the city’s surrounding townships, **discrimination remains a pressing issue and major source of conflict. This includes racial discrimination as well as intolerance based on gender or cultural group** (e.g., prejudice against immigrants to Durban originating from other countries in Africa). When asked to describe the most significant divides among those living in Durban, 39% of PPI – South Africa participant and coach focus groups described some form of discrimination (please see Figure 1 to the right). In addition, participants cited violence and inequality – financial as well as unequal access to opportunities such as higher education – as major sources of division.

Figure 1: Discrimination is the most frequently cited community issue in Durban



“Income inequality, unemployment, resources, politics, racial divides...everything comes back to the history of the country. Resentment is the key word right now...we have Africans attacking other Africans, it’s the biggest challenge right now because it could escalate.”

~ Interview with school principal, Umlazi township

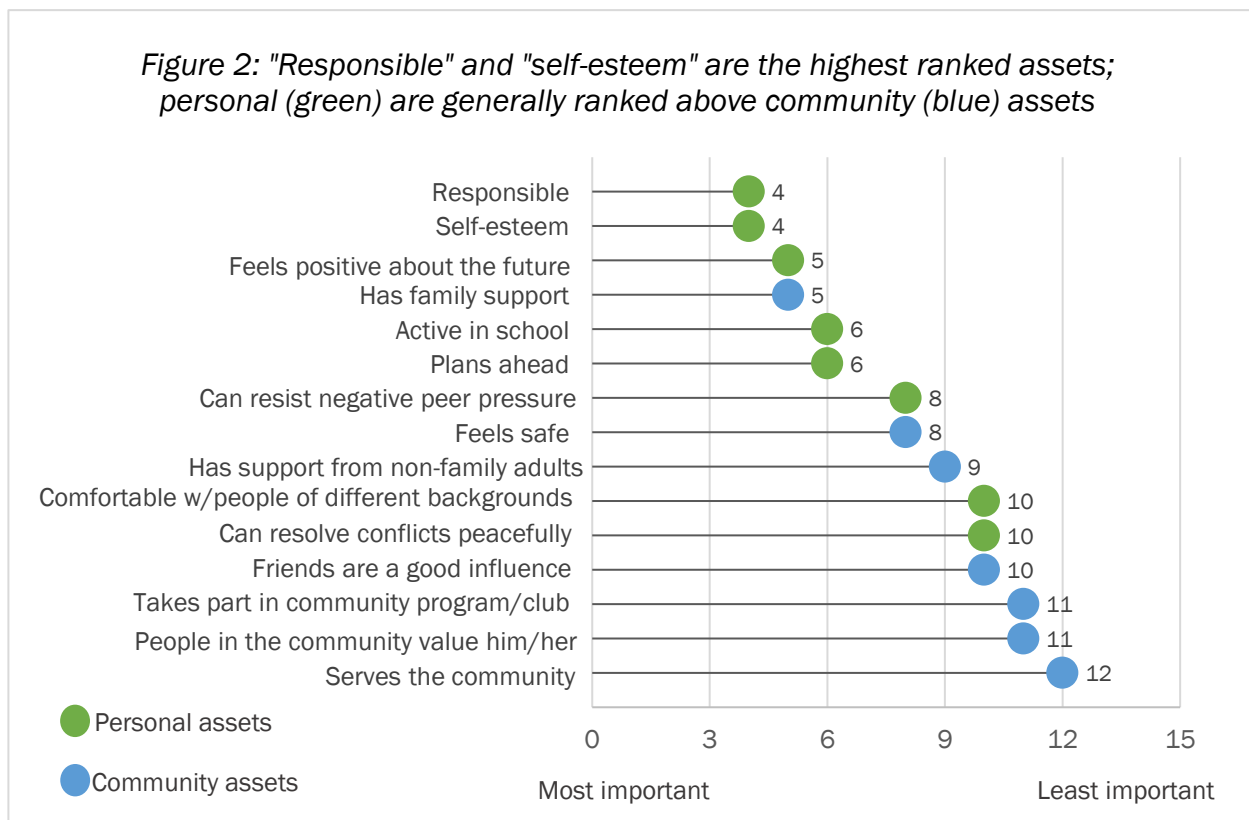
Thus, communities are seen by some as a negative influence. Indeed, PPI – South Africa youth place a high **priority on personal rather than community assets** as key to success. When given a list of youth development assets and asked to rank them from “1: Most important to future success” to “15: Least important to future success,” youth generally placed the personal assets higher than those related to their communities (see Figure 2 below). Several focus group participants described a lack of community connection and desire to leave rather than further invest in their communities:

“Sometimes communities don't help you get to where you want to be.”

“Success is measured by if you are able to get out of your community...everyone is either drinking, pregnant...there's no personal growth in the communities.”

Among the specific youth development assets considered, **“responsible”** and **“self-esteem”** received the highest average rankings; these are seen as the most important factors for personal achievement. As described by a female coach focus group participant:

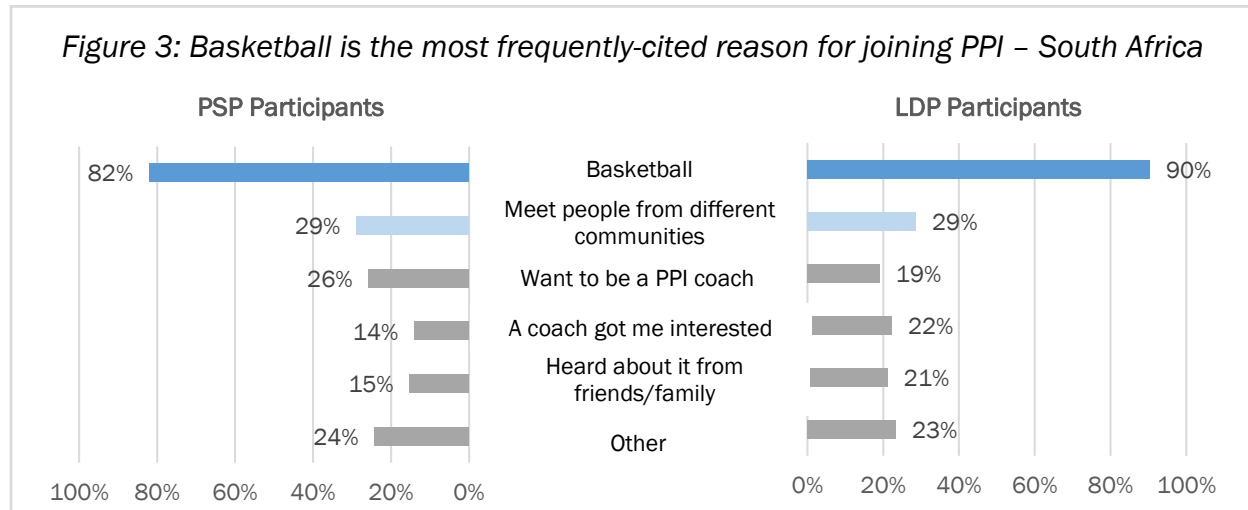
“You need to believe in yourself first before you can do other things...you can't be successful if you're not responsible.”



Interestingly, **parents and school officials** interviewed for the evaluation had differing views regarding which assets are most critical to future success. Although a few cited personal traits, the majority **discussed community-level themes** such as employment opportunities and access to constructive extracurricular activities to help *“keep [youth] off of the streets.”*

Program Design and Structure

Youth are initially attracted to PPI – South Africa because of an interest in playing basketball. 84% of participants surveyed cited **basketball as the reason for joining the program**; the second-most frequently mentioned reason for joining, “meeting people from different communities,” was cited by only 29% of participants. Basketball was also the primary motivation for joining among PPI – South Africa coaches, in addition to wanting to work with children and youth (mentioned by 69% of coaches). Figure 3 below details participant reasons for enrolling in the PPI – South Africa Primary School Program (PSP) and the Leadership Development Program (LDP), which serve youth ages 10 - 14 and 15 - 20, respectively:



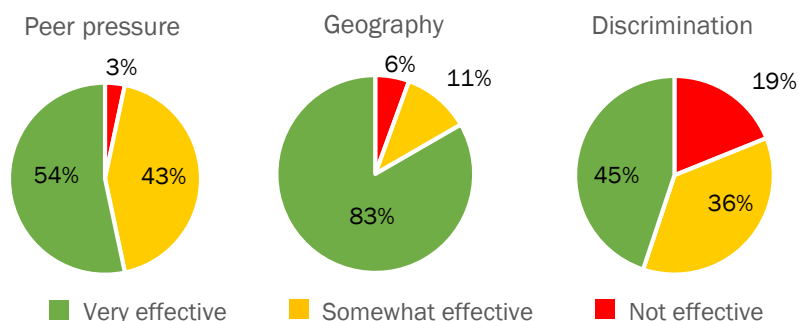
“Other” reasons given by survey respondents for joining PPI – South Africa include:

“I like to play sport because [it helps me avoid] bad peer pressure.”

“To show my community that even a girl can play basketball, it is not just a boys’ sport.”

In addition, participants were asked to discuss whether the program is designed to effectively address critical community development issues, specifically discrimination, violence, inequality, geography and peer pressure (please see Figure 1, page 5). Figures 4 and 5 detail results of a focus group exercise where participants placed red stickers on issues that PPI – South Africa is “not effective” in addressing, yellow stickers for “somewhat effective” and green stickers for “very effective” (please see Appendix 2: Methodology, page 21 – 22).

Figure 4: PPI – South Africa is considered most effective in addressing issues of geography and peer pressure



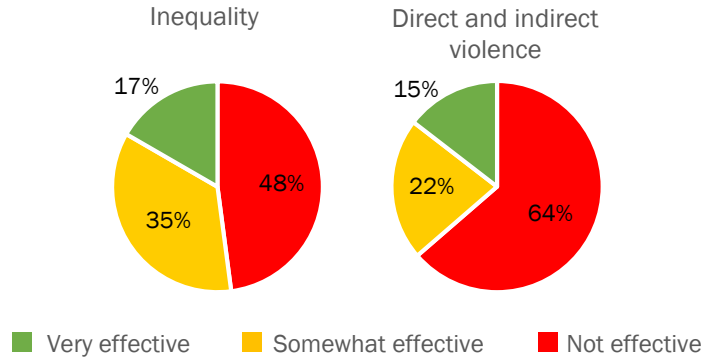
PPI – South Africa was rated as **very effective in tackling divides related to geography** (i.e., where people are from or live currently) and **peer pressure**, as more than half of stickers given to these categories were green. The organization is also considered relatively effective in addressing discrimination (45% of stickers received were green). As described by focus group participants, this is due to PPI – South Africa activities that are often mixed-gender, and that bring together youth from different parts of the city (e.g. extravaganzas, City Wide, etc.):

“Every time we visit other areas we learn and see how other people live. It teaches us to be open-minded.”

“In the culture of PeacePlayers, where you are from isn’t a problem.”

As reflected in Figure 5 below, PPI – South Africa is generally seen as **ineffective on issues of inequality and violence** (64% and 48% of stickers placed on these categories were red). Focus group participants remarked that inequality between groups is sometimes reinforced during program events. For example, during mixed activities with youth from the city and from townships, those from the townships often have noticeably less sports equipment (e.g., youth from the Umlazi township playing without shoes) and thus feel intimidated when playing with youth who wear basketball shoes and jerseys. In addition, there have been problems related to the broader issue of crime (e.g., theft of items from backpacks during events) that have not been thoroughly addressed.

Figure 5: PPI – South Africa is considered least effective in addressing issues of inequality and violence



Participant recommendations for increasing program effectiveness on the issues described above include:

- Institute a program-wide uniform for participants to wear during mixed events
- Integrate key issues (violence, crime, inequality, etc.) into team discussions during life skills and practice sessions; this effort should be led by coaches, who are very influential and respected by participants
- Be aware of gender considerations; for example, after certain times in the evening it is not safe for girls to walk home, which should be accounted for when scheduling events
- Involve parents, schools and other community members by inviting them to program events; hold community events between different areas and townships

b. Coaching

Key Findings

Coach training and preparation

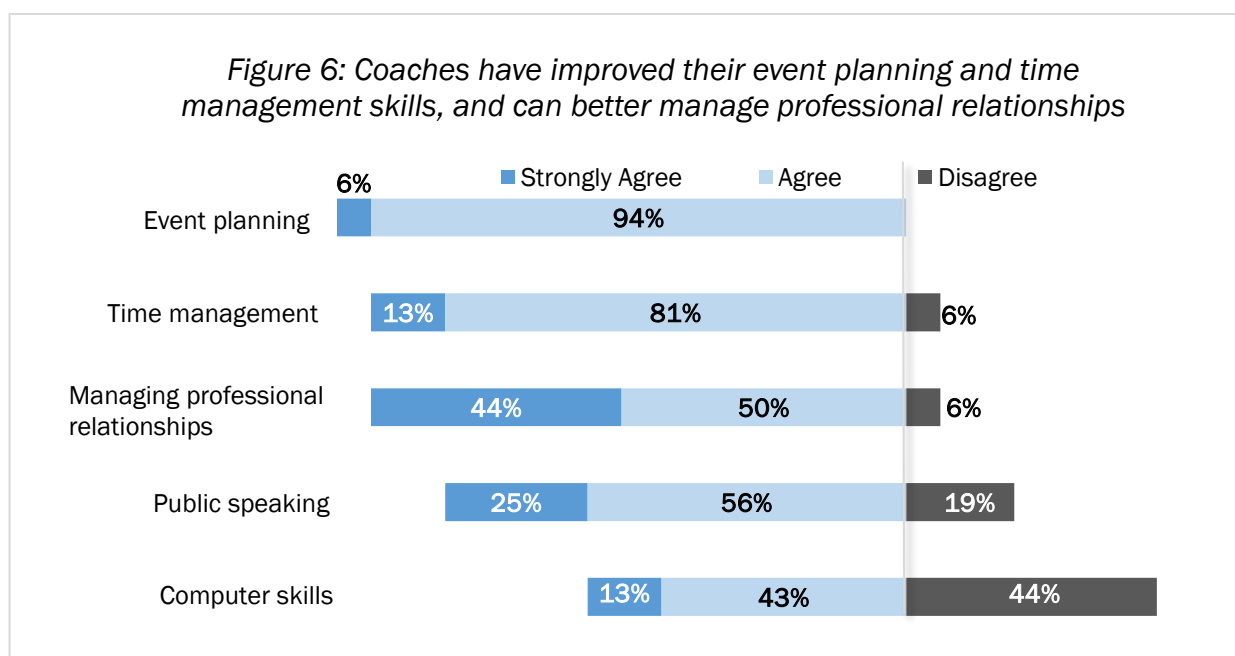
- The coach training program is useful overall, but the content should be updated to focus more on positive youth development coaching techniques rather than specific basketball drills

Coach – participant relationships

- Positive relationships between coaches and participants is one of the major strengths of the program; coaches serve as key influencers and role models

Coach Training and Preparation

The PPI – South Africa **coach training program is useful in equipping coaches** to lead practices and events. 94% of those surveyed agree that the trainings have prepared them to be successful coaches, while only 12% report continued difficulty in developing and implementing practice drills. In regards to specific skills gained, coaches report improved **event planning, time management and ability to manage professional relationships** (please see Figure 6 below). The overwhelming majority of coaches (94%) feel that the skills they have learned through trainings are useful in their lives outside of basketball coaching.



However, coaches also agree that the training content should be updated to focus less on specific basketball drills (e.g., how to teach dribbling, shooting, etc.); instead, they **want to learn positive youth development coaching techniques** (e.g., how to facilitate conversations on gender, how to positively discipline the team, etc.). Many coaches feel that the continued emphasis by PPI – South Africa staff on how and when basketball skills are introduced undermines their authority: *“Coaches know what the team needs; trust the coaches.”*

Coach – Participant Relationships

One of the major strengths of the PPI – South Africa program is the positive relationships between coaches and their teams. Indeed, 96% of PSP and LDP youth surveyed agree that “I like my coach,” while 100% of coaches agree that “I have a good relationship with my team” (see Figure 7 below). During participant focus groups, **coaches were frequently cited as role models and key influencers** among the youth they lead; when coaches directly address or model positive attitudes and behaviors, youth notice this and are more likely to follow suit. PPI – South Africa coaches generally hail from the communities they serve, and half of current coaches have been engaged in the program for 7 or more years.

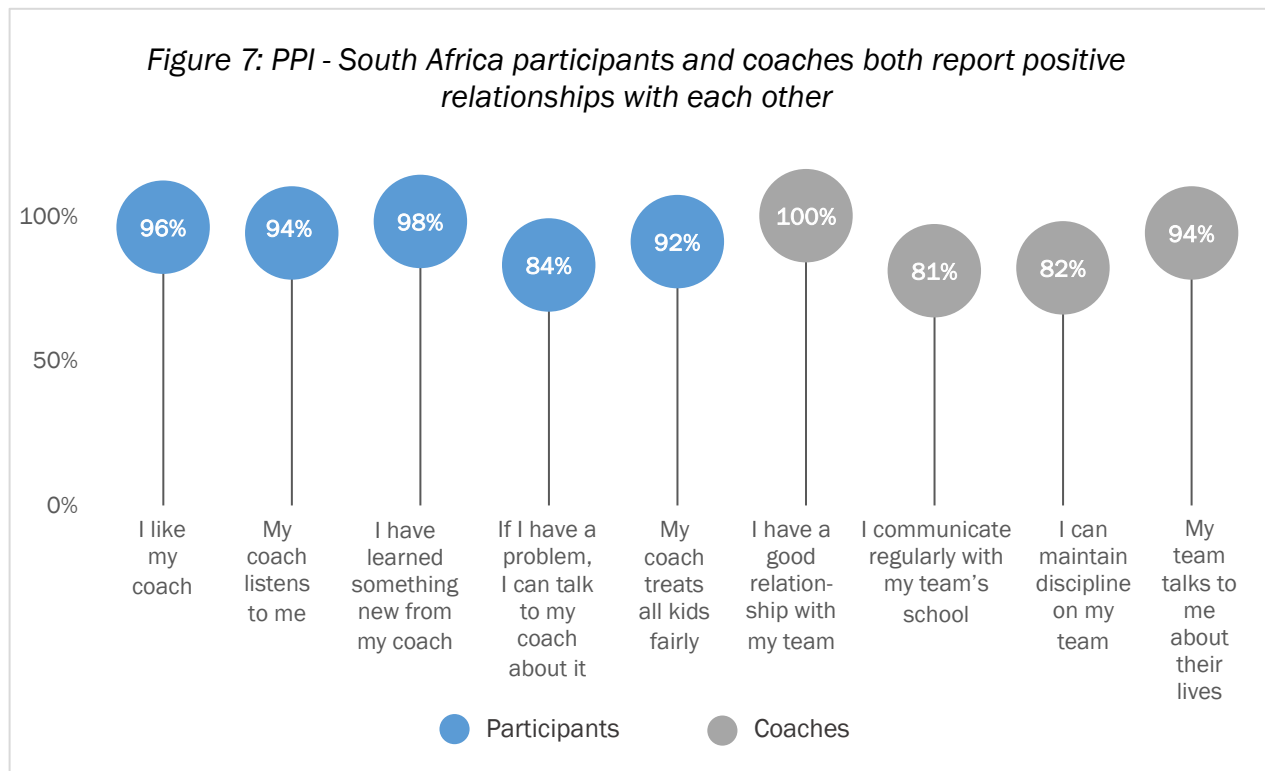


Figure 7 details participant and coach opinions on various aspects of their relationship. Participants feel strongly that coaches treat them fairly and teach them new skills. Notably, 84% of participants feel that they can talk to their coaches about their problems, a lower figure than the 94% of coaches who agree that their teams are comfortable discussing issues outside of basketball. For a small number of coaches, maintaining discipline and communication with school officials are two areas that need continued improvement.

c. Program Outcomes

Key Findings

Leadership development

- PPI - South Africa successfully builds participants' leadership skills and confidence
- LDP volunteer coaching and community service projects contribute to leadership development among participants

Self-identity and values

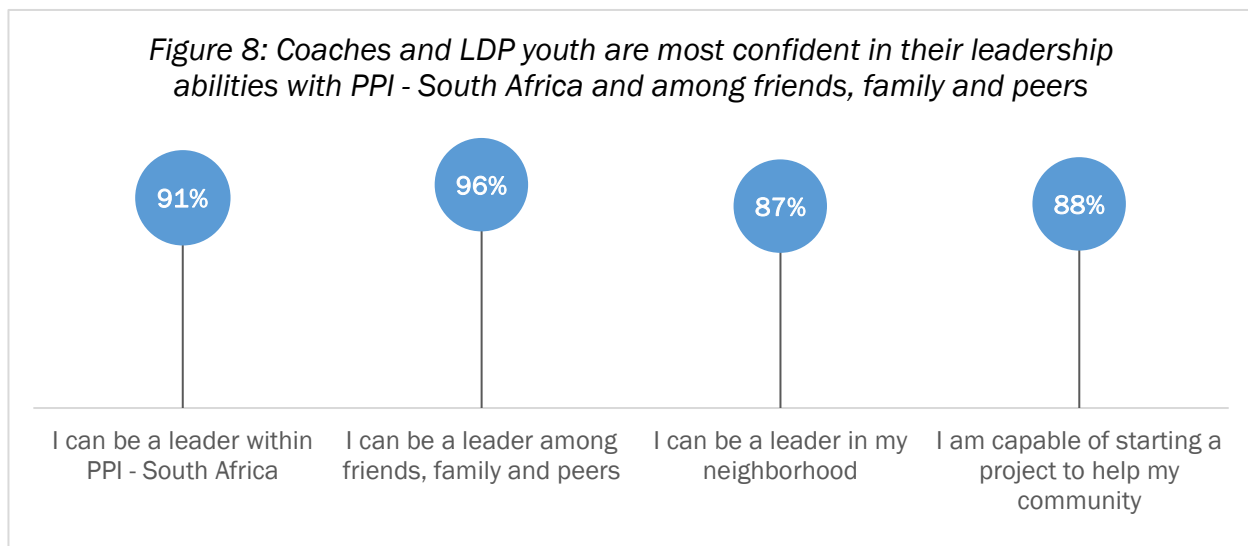
- Youth enrolled in the program received relatively high scores on the Children's Hope Scale, a survey that assesses a person's ability to set and achieve personal goals
- Career day and life skills sessions contribute to enhancing self-identity and values among participants

Positive relationships

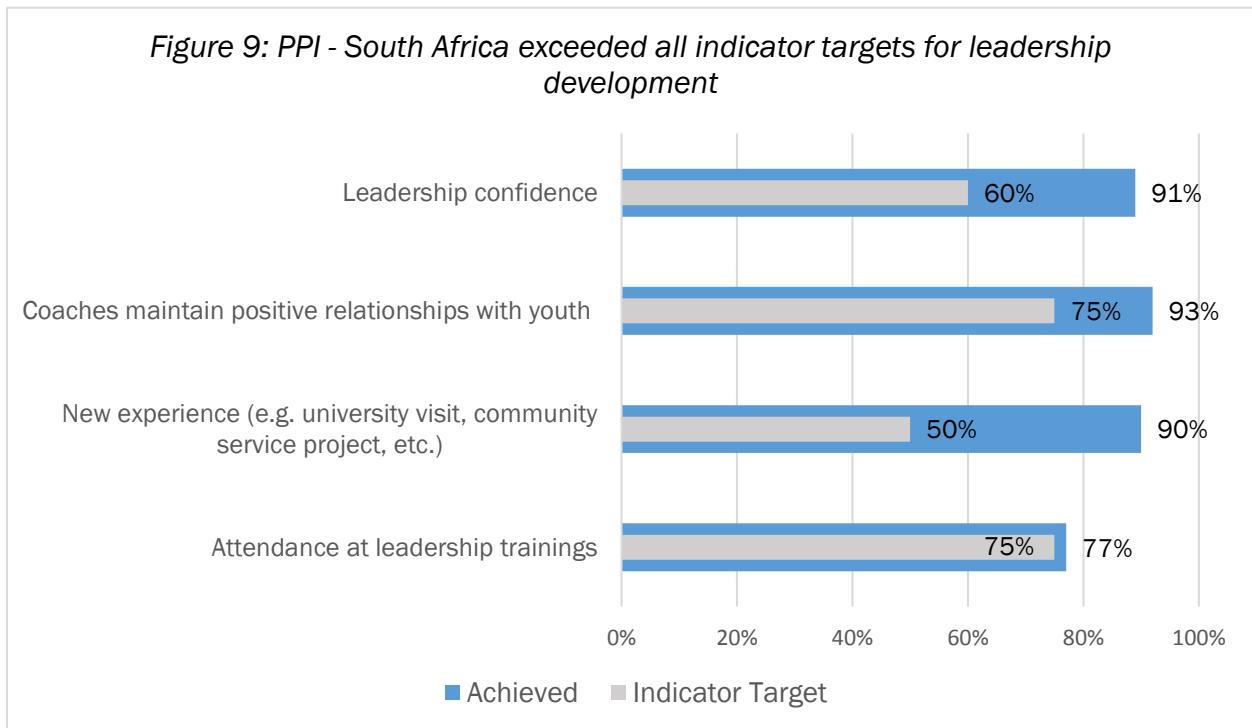
- The program successfully builds relationships among young people from different communities, particularly through City Wide and extravaganzas
- The evaluation found negative perceptions regarding gender equity, particularly among males and younger PSP participants

Leadership Development

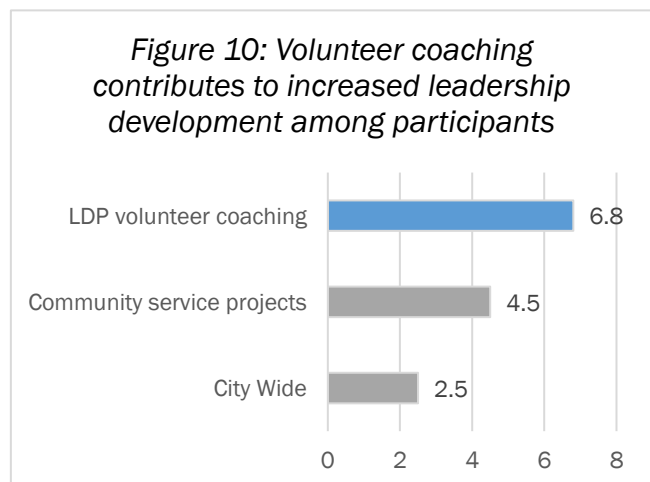
The PPI – South Africa program equips participants with the skills and confidence to be **leaders** in their communities. Coaches and youth who take part in the LDP indicate high levels of confidence in their personal leadership abilities in various contexts. As shown in Figure 8 below, nearly all participants (96%) express confidence in their ability to be a good leader among their friends, family and peers, while 91% feel they can be leaders within the PPI – South Africa program. Leadership confidence within local communities is slightly lower; 87% of participants are confident that they can be leaders in their neighborhoods, and 88% indicate that they can lead a community project.



In addition to confidence, PPI – South Africa has identified several indicators of leadership development among coaches and LDP youth, including the ability of coaches to maintain positive relationships with their teams (for further detail please see “Coach – Participant Relationships,” page 10), attendance at leadership trainings and events, and participation in activities such as community service and university visits. Data gathered through both program monitoring and the evaluation confirm **achievement of all leadership development indicators** (please see Figure 9 below). Further information on program outcomes and indicators can be found in Appendix 3: Logical Framework.

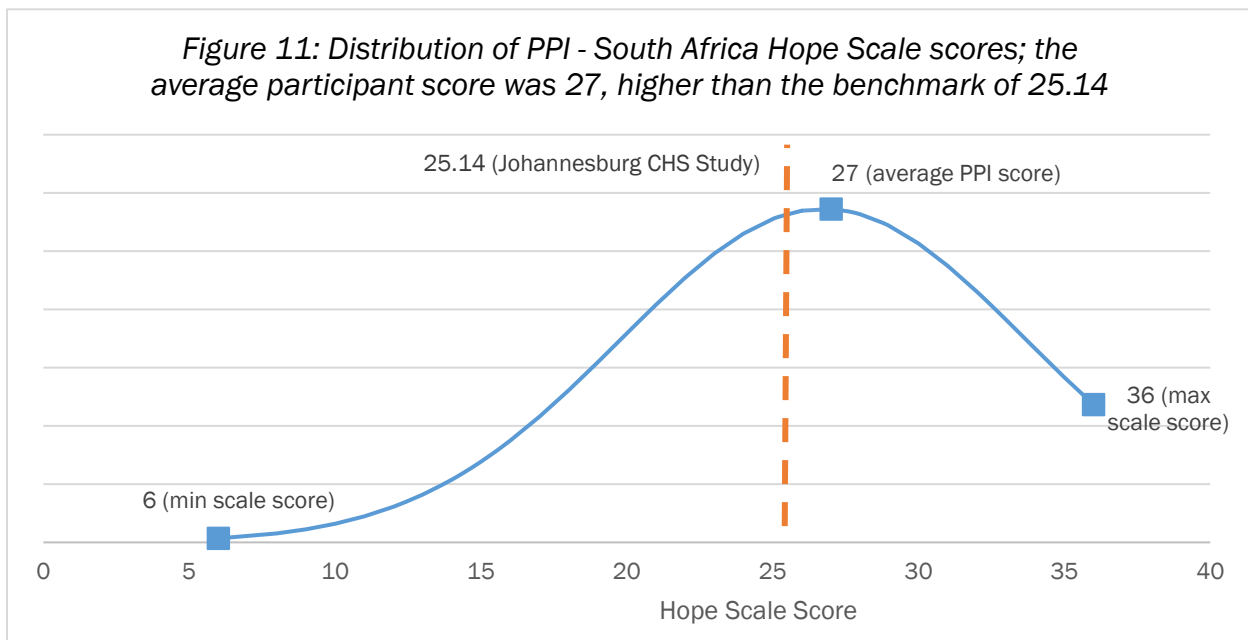


As part of the evaluation, participants discussed which PPI – South Africa program activities are most effective in helping youth develop leadership skills and confidence. Figure 10 below details results of a focus group exercise where participants placed the names of activities on the program outcomes they best contribute to achieving (please see Appendix 2: Methodology, page 22). **Volunteer coaching is considered to relate most strongly with leadership development** (this activity was placed on the leadership outcome an average of 6.8 times, the highest of all activities), followed by participation in community service projects. For PPI – South Africa coaches, their training sessions are also critical to their personal leadership development: “[The coach training program] is where I learned to be a leader and it's not found anywhere else in basketball.” ~PPI – South Africa coach



Self-Identity and Values

Youth enrolled in PPI – South Africa **demonstrate a strong sense of self-motivation, confidence and goal-directed thinking**. As part of the evaluation, participants in both the PSP and LDP completed the Children’s Hope Scale (CHS) (Snyder et al. 1997), which measures hope as “the perceived capability to derive pathways to desired goals, and motivate oneself via agency thinking to use those pathways.”² Out of a possible range of 6 – 36 (with higher scores indicating higher levels of hope), the average score for all PPI – South Africa youth participants was approximately 27. In comparison, a 2015 study which administered the CHS to youth in Johannesburg found an average score of 25.14; 62% of PPI – South Africa participants scored higher than this benchmark.³



These findings are supported by information gathered through key informant interviews with school officials and family members of PPI – South Africa participants, who describe increased confidence, leadership and motivation:

“[My] daughter is shy, as she was playing basketball she was communicating more and making friends with others; [she is] more focused at home.”

“[PPI – South Africa participants] show leadership [and] are more motivated versus those who aren’t in PPI; [the program] tells them that they can do anything they want to do.”

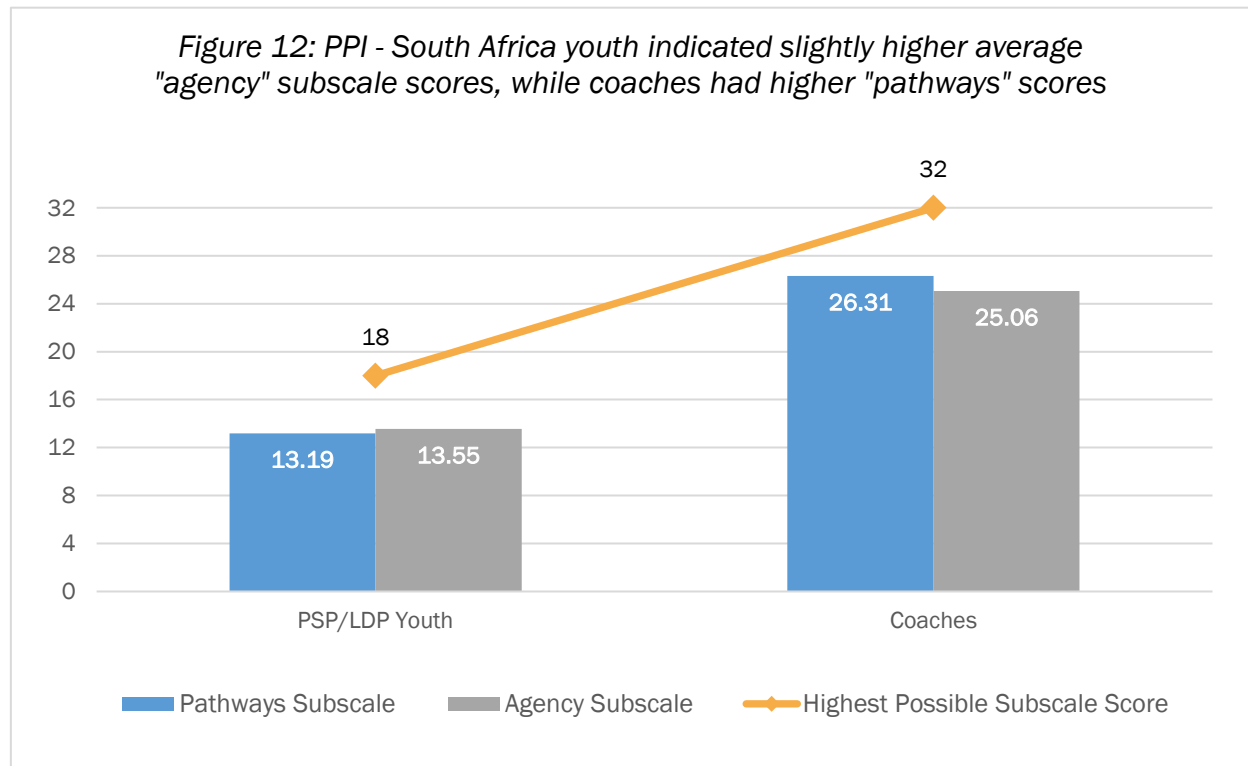
² Snyder, C. R. (2002). Hope theory: Rainbows in the mind. *Psychological Inquiry*, 13, 249-275.

Please see: http://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/PURPOSE_MEANING-AdultHopeScale.pdf

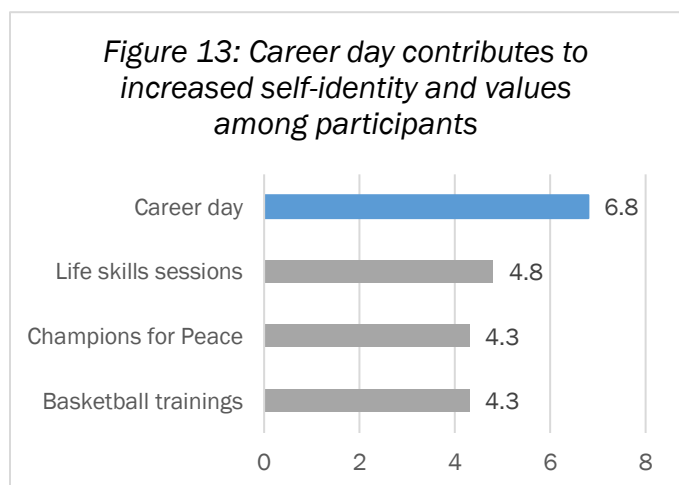
³ Guse et al. (2015). Validation of the Children’s Hope Scale in a Sample of South African Adolescents. *Child Indicators Research*, 9, 757 – 770.

The main limitation of this comparison is that the population sampled for this study (48% White; 31% Black; 15% Mixed ethnicity; 6% Asian) is different than that of PPI – South Africa participants (90% Black; 9.5% Coloured; .5% Other).

PPI – South Africa coaches also completed the Adult Hope Scale (AHS), with an average score of 51.38 out of a possible range of 8 – 64. Notably, the **coach score on the pathways (defined as “planning to accomplish goals”) subscale of the AHS was higher than the agency (“goal-directed energy”) subscale**; for both AHS subscales, the highest possible score was 32. For PSP and LDP youth the opposite results were found, with agency receiving a slightly higher score than pathways (out of a possible 18). These results are detailed in Figure 12 below:

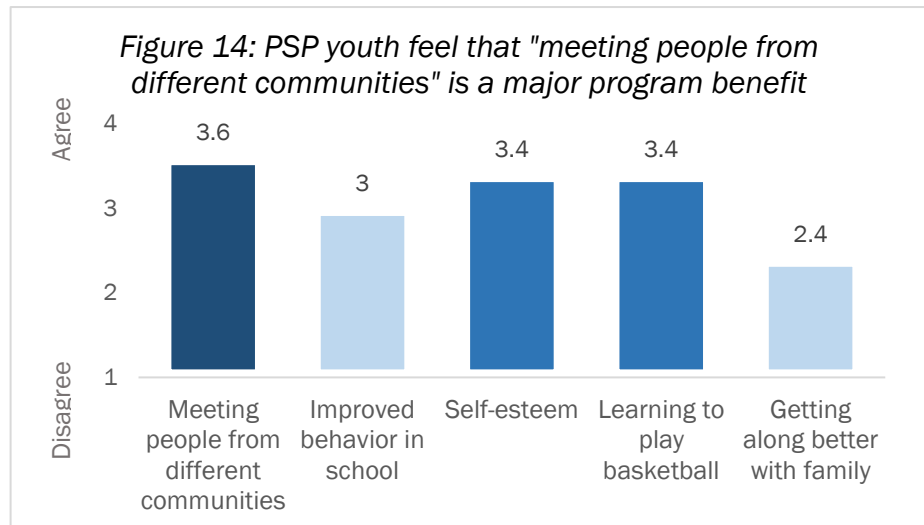


During the focus group discussion on the relationship between various PPI – South Africa program activities and achievement of outcomes (please see Figure 10, page 12), youth participants and coaches both identified **career day as helping to enhance self-identity and values**. Participants feel that career day “helps youth figure out what they might have an interest in, versus just doing the normal path.” In addition to career day, life skills sessions, champions for peace and basketball trainings were cited as contributing to this outcome (please see Figure 13 to the right).



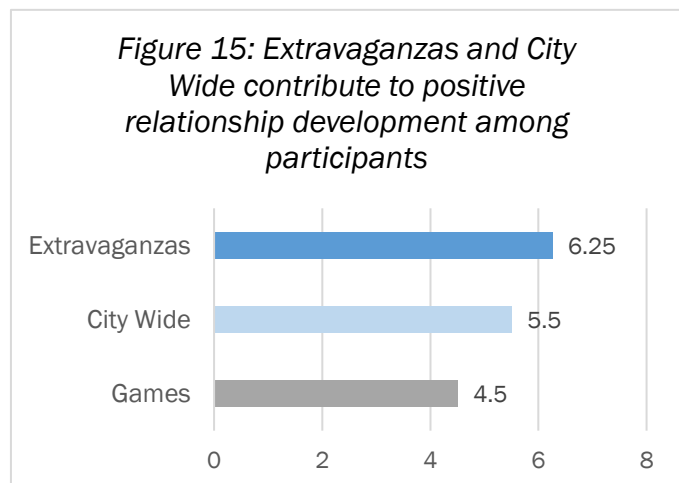
Positive Relationships

PPI – South Africa successfully **builds relationships among young people from different communities** in Durban and the surrounding townships. 88% of participants and coaches indicate having made friends with someone who lives in a different area, while 87% keep in contact with that friend outside of program activities. In addition, 90% report being comfortable playing basketball with peers from different neighborhoods. These data are supported by



findings of a focus group discussion with PSP youth, who identified “meeting people from different communities” as a major benefit of their participation in PPI – South Africa, along with “self-esteem” and “learning to play basketball” (please see Figure 14 above).

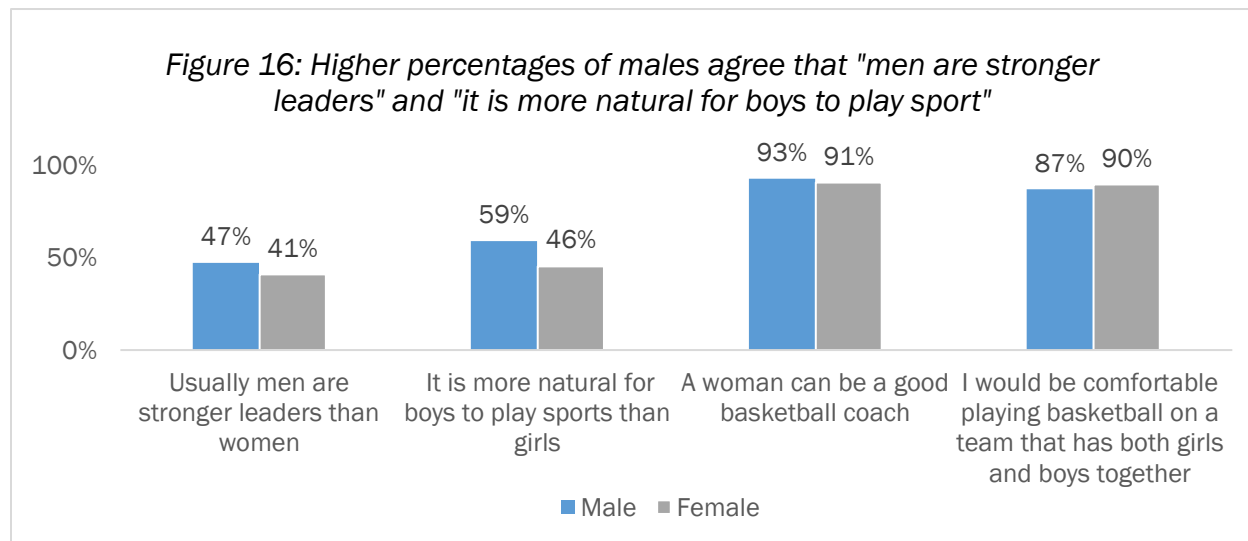
During the focus group discussion on the relationship between various PPI – South Africa activities and achievement of outcomes (please see Figure 10, page 12, and Figure 13, page 14), **participants and coaches identified extravaganzas and City Wide as events that contribute to the development of positive relationships among youth.** These activities were highlighted because they allow for people from different areas of the city to play together and interact.



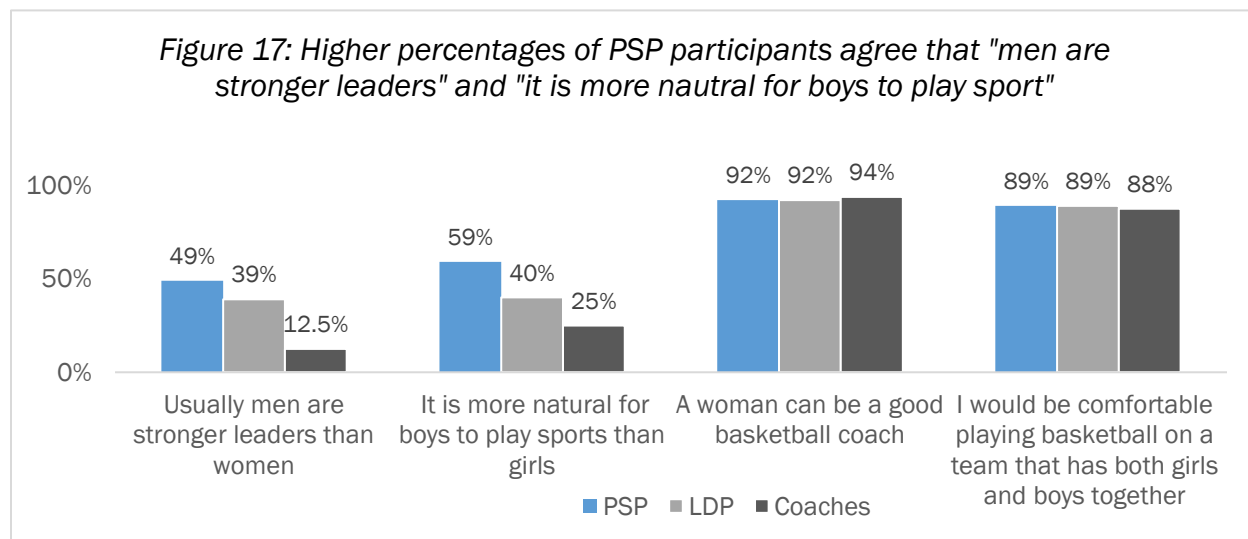
However, the **evaluation also found persistent negative perceptions regarding gender equity, particularly among males and those enrolled in PSP, the youngest age group of PPI – South Africa participants.** Across a series of survey questions, a notable number of respondents expressed attitudes favoring males in sport and positions of leadership. For example, 45% of participants agreed that “usually men are stronger leaders than women,” while 53% agreed that “it is more natural for boys to play sports than girls.” Interestingly, **when asked specifically about gender in the context of basketball, participants indicated more positive attitudes. 92%**

of PPI – South Africa youth and coaches agree that “a woman can be a good basketball coach,” and 89% feel that they “would be comfortable playing basketball on a team that has both girls and boys together.”

There are distinct differences in these results depending on participant gender. As detailed in Figure 16 below, more males than females agree with the notion that men are stronger leaders and more natural athletes, while opinions on female coaches and acceptance of mixed-gender basketball teams were more aligned.



Similarly, differing gender attitudes can be seen across the three PPI – South Africa programs, which serve children and young people of varying ages. As seen in Figure 17 below, more PSP participants (ages 10 – 14) believe that men are usually stronger leaders (49%) and that it is more natural for them to play sports (59%); agreement with these statements decreases for LDP participants (ages 15 – 20) and coaches (ages 20 and above).



3. CONCLUSIONS AND RECOMMENDATIONS

Program Context: The PPI – South Africa program is well-designed to address several issues of importance to participants and their communities, such as discrimination. However, the organization must continue to adapt its approach in light of additional youth and community development priorities identified through the evaluation (e.g., violence and inequality), while working within the scope of its existing mission, capacity and resources. The following are recommended for improving PPI – South Africa programming:

- Integrate key community and youth development priorities into the PPI – South Africa life skills curriculum (e.g. discrimination, violence, inequality, responsibility, self-esteem, etc.). In addition, design the PSP and LDP curriculums together to ensure that they complement each other.
- Work with participants to increase a sense of connection to their local communities. Depending on age group, this can be achieved through a variety of activities, including community service, volunteer coaching, activities with local community leaders, inviting community members to PPI – South Africa events, school-based service projects, etc.
- Budget for the purchase of program-wide jerseys, to be worn during tournaments and game days.

Coaching: Coach training and positive coach – participant relationships are a major strength of PPI – South Africa. To further improve coach training, the program should shift focus away from basketball drills to teaching positive youth development coaching techniques. In addition, PPI – South Africa staff should work to increase communication and information sharing with coaches. To implement this recommendation, the following are suggested:

- Create positive youth development coach training modules, which should be delivered during the weekly coach training sessions. PPI staff in other global sites and Washington, DC can serve as a resource for designing these trainings. The modules should also include strategies for maintaining team discipline and improving communication with schools (please see Figure 7, page 10).
- PPI – South Africa staff should set aside a portion of the weekly coach training sessions to “report out” organizational news and updates to coaches. Example reports can include: results of the evaluation; monitoring results each term; upcoming planned activities; news from other PPI sites, etc.

Coaching recommendations, continued:

- Include coaches in the process of developing coach training modules and other program resources, specifically the life skills curriculum.
- Encourage coaches to incorporate informal time⁴ into their practices and other activities to promote continued communication with youth. This strategy may help youth see their coaches as a resource when faced with personal issues or problems (please see Figure 7, page 10).

Program Outcomes: PPI – South Africa achieved intended program outcomes related to leadership development and enhanced self-identity and values. In addition, the program helps form positive relationships among youth from different communities in Durban and the surrounding areas. However, the program must focus on improving participant attitudes regarding gender equity. The following are recommended for better incorporating gender into PPI – South Africa programming:

- Include gender sensitivity in the PPI – South Africa strategic plan, and build out a workplan for achieving this among both staff and participants.
- Research and contact gender-focused organizations (ideally located in Durban) that can serve as a resource.
- Implement training(s) for staff and coaches on gender sensitivity; for coaches, this should include training on how to lead discussions on gender stereotypes with youth.
- Integrate gender as a topic in the PPI – South Africa life skills curriculum.

⁴ Please see “Playing to Heal: Designing a Trauma-Sensitive Sports Program:”
<http://www.edgeworkconsulting.com/assets/PlayingToHealEdgeworkJUNE2013.pdf>

4. APPENDICES

Appendix 1: Program Background

PeacePlayers International (PPI) uses the game of basketball to unite, educate and inspire young people living in divided communities. Based on the premise that “children who play together can learn to live together,” PPI has become a worldwide leader in the use of sport to build a more peaceful world, reaching more than 75,000 youth in 16 countries. The organization operates year-round programs in the Middle East, South Africa, Northern Ireland and Cyprus, with the Sports and Peace Innovation Network (SPIN) technical assistance program coordinated from PPI’s office in Washington, DC.

Program Context

In South Africa, where half the population is under 25, youth unemployment is among the highest in the world. Unqualified teachers and poor infrastructure contribute to high dropout rates in schools. Disenfranchised youth denied the skills needed for healthy constructive adult lives are at high risk for dangerous activities including drug and alcohol abuse, risky sexual activities and crime.

In KwaZulu-Natal, 1 in 4 young people are living with HIV/AIDS (source: UNAIDS). Moreover, with few positive role models to demonstrate a path towards success, most youth do not see the benefits of education and professional development. These issues are particularly prevalent for women and girls. According to a 2009 study from the World Health Organization, social norms in South Africa continue to promote maltreatment and violence against women. South African Human Rights Commission Deputy-Chairperson Pregs Govender said, “South African women still face serious challenges in realizing their human rights as enshrined in the Constitution. We need to understand why there are still such high levels of poverty, inequality, unemployment and violence directed at women and girls.”

PPI’s program in South Africa was founded in 2001 to help young people in Durban, KwaZulu-Natal carve out a safe and successful path. The program is guided by the following **theory of change**:

- If PPI – South Africa develops well-trained coach-role models who lead extra-curricular activities in a diverse, safe environment, then youth will gain more positive perceptions and have higher levels of self-confidence, enabling them to pursue constructive future life outcomes.

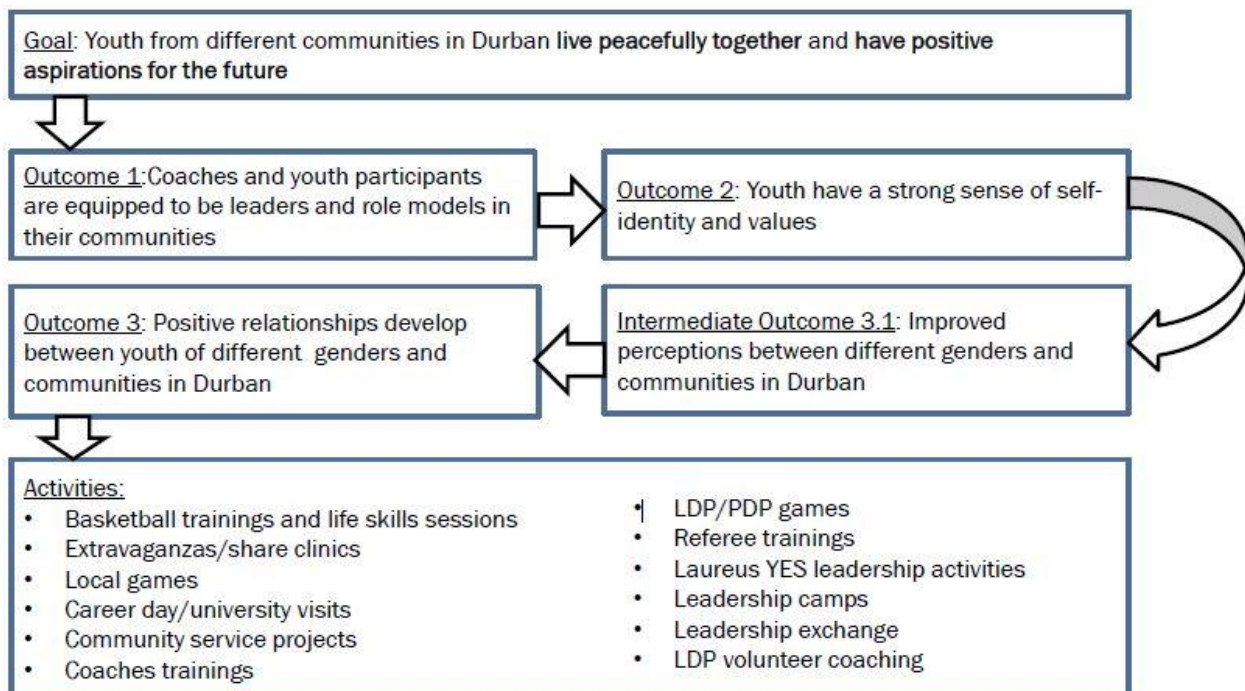
The **goal** of PPI – South Africa is for youth from different communities in Durban live peacefully together and have positive aspirations for the future. To meet this goal, the program aims to achieve the following outcomes:

- 1) Coaches and youth participants are equipped to be **leaders** and role models in their communities
- 2) Youth have a strong sense of **self-identity and values**
- 3) Positive **relationships** develop between youth of different genders and communities in Durban

The PPI – South Africa program operates in three main tiers, each serving different age groups:

- 1) **Primary School Program (PSP):** PSP is a school-based program providing structured basketball and life skills activities for youth ages 10 – 14. Sample PSP activities include: basketball training, life skills sessions, games, field trips and tournaments with schools from differing communities.
- 2) **Leadership Development Program (LDP):** Upon completing PSP, high school-age participants are offered the opportunity to join the LDP, where they receive advanced basketball instruction, life skills education and leadership training. The goal of the LDP is to help youth become role models and mentors within their wider communities. Sample LDP activities include: basketball practices, games and tournaments; community service projects; and volunteer assistant coaching for PSP teams.
- 3) **Professional Development Program (PDP):** PPI – South Africa coaches participate in the PDP, where they receive training as mentors and basketball coaches. The PDP also aims to give coaches skills to aid in their long-term success, including employability, local community development and professional experience. PDP participants meet weekly for professional development trainings.

Detailed below is the **PPI – South Africa Program Model:**



Appendix 2: Methodology

Evaluation Framework

This formative evaluation was conducted with the goal of improving the structure and delivery of PPI – South Africa programming. It examined the following criteria:

- **Relevance:** Whether the design of the PPI – South Africa program is well suited to the priorities and needs of participants
- **Effectiveness:** Attainment of the intended outcomes of the program related to leadership development, enhancing self-identity and values, and improving relationships

The evaluation used the Utilization-Focused Evaluation (UFE) approach. In keeping with the principles of UFE, findings are targeted towards a very specific audience – PPI – South Africa staff – and are intended to be used to inform decision-making about the program.

Data Collection

The evaluation utilized a mixed methodology, with both qualitative and quantitative data collection tools. Specific tools used include surveys, focus group discussions (FGD), key informant interviews and observations. These are described in further detail below:

Participant survey: Three distinct surveys were developed for PPI – South Africa PSP participants (ages 10 – 14), LDP participants (ages 15 – 20) and coaches (ages 21 and above). Surveys were available in both English and Zulu.

- 256 PSP participants completed the survey out of a total of 291 enrolled in the program; therefore, the sample is statistically significant at a confidence level of 99% with a margin of error of +/- 2.8.
- 94 LDP participants completed the survey out of a total of 105 enrolled in the program; therefore, the sample is statistically significant at a confidence level of 95% with a margin of error of +/- 3.29.
- 16 coaches completed the survey out of a total of 17 employed by PPI – South Africa; therefore, the sample is statistically significant at a confidence level of 95% with a margin of error of +/- 6.13.

Participant surveys were distributed by teams of 2 – 3 enumerators, drawn from PPI – South Africa program staff and the Evaluation Team (please see page 23). Enumerators spent a full day being trained on how to distribute the surveys and reviewing English – Zulu translations. Before distribution, the survey was piloted with PPI – South Africa participants in Durban; these pilot data were not included in the final analysis.

Focus groups: All FGDs were conducted using participatory methods. Each FGD included three distinct exercises: 1) Community Mapping; 2) Resource Ranking; and 3) Effective Activities. An overview of each is provided below:

- 1) Community Mapping: The key objective of this exercise was to gather information on the communities where PPI – South Africa operates, in order to inform the structure

and delivery of program activities. To complete this exercise, participants first brainstormed issues or attributes that divide different groups of people living in and around Durban. Similar issues were then grouped together into categories, and participants were asked to rate the current effectiveness (red stickers corresponding to “not effective,” yellow to “somewhat effective,” and green to “very effective”) of PPI – South Africa in addressing each of these. The facilitator concluded the exercise by leading a debrief discussion with participants.

Community Mapping FGD Exercise



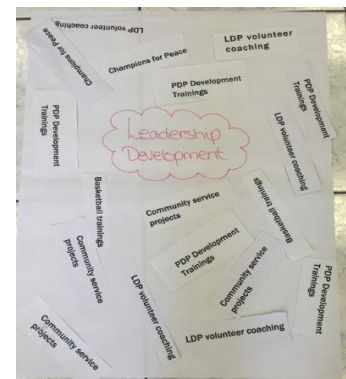
- 2) **Resource Ranking:** The key objective of this exercise was to identify the assets and resources that are most important to youth living in and around Durban. To complete the exercise, the facilitator provided a pre-determined list of positive youth development assets, and asked participants to add their own as needed; each of the assets on the list were pre-assigned a unique shape and color. First individually and then as a group, participants ranked each asset in the order of importance. The facilitator concluded the exercise by leading a debrief discussion with participants.

Resource Ranking FGD Exercise



- 3) **Effective Activities:** The key objective of this exercise was to understand whether and how PPI – SA is achieving its intended outcomes and which activities best contribute to this. During this exercise, the facilitator taped 3 large pieces of paper on the wall, each pre-labeled with a PPI – South Africa outcome (1. Leadership development; 2. Self-identity and values; and 3. Positive relationships). Participants were then given pieces of paper with a PPI-South Africa activity written on each, and were instructed to place these on the outcome that they believe the activity is most effective in achieving. The exercise concluded with a debrief discussion.

Effective Activities FGD Exercise



FGD exercises were developed and administered by the two lead evaluators, in consultation with PPI – South Africa staff. FGDs were held with LDP participants and coaches only, as the exercises were not designed for younger PSP participants. Discussions took place in English and Zulu, with translations provided by PPI – South Africa staff as needed.

Key Informant Interviews: Interviews were conducted with program stakeholders, including relatives of participants and officials from PPI – South Africa partner schools. 5 interviews were conducted in total, 3 with parents or guardians of PPI – South Africa participants, 1 with a school principal, and 1 with a school sports representative.

Questions for the interviews were developed by the two lead evaluators, in consultation with PPI – South Africa staff. The evaluators carried out all interviews in English, with translation to Zulu provided by PPI – South Africa program staff as needed.

Observations: 4 observations of PSP life skills sessions were conducted as part of the evaluation. Facilitators, which included the two lead evaluators and members of the PPI – South Africa staff, used a guide to conduct the observations.

Data collection was conducted in every area where PPI – South Africa operates, inclusive of Durban, Umlazi, Lamontville and Wentworth. The table below summarizes geographic coverage and sex of respondents for all qualitative and quantitative tools administered:

Table 1: Data Collection by Geographic Area and Sex of Respondents

Data Collection Tool	Geographic Area				Respondent Sex		
	Durban	Lamontville	Umlazi	Wentworth	Male	Female	Prefer not to answer
<i>Quantitative Data Collection</i>							
# PSP surveys	80	69	88	19	109	139	8
# LDP surveys	28	26	40	0	56	35	3
# Coach surveys	7	3	4	2	10	6	0
<i>Qualitative Data Collection</i>							
# FGDs	4	0	1	0	42	28	N/A
# Interviews	N/A				1	4	N/A
# Observations	2	0	2	0	N/A		

Analysis

Qualitative and quantitative data were collected over a period of 5 days in May 2016. Following each day of data collection, surveys were reviewed by the evaluation team and entered into an Excel spreadsheet. Survey entry was checked twice, once before the evaluation team left Durban and again several weeks later. The lead evaluator collected all focus group, interview and observation notes, and entered these into Excel after the data collection period. All data was analyzed, and report tables and charts created, using Excel.

Evaluation Team

The evaluation was conducted by a team of two lead evaluators, the PPI Director of Monitoring and Evaluation and the PPI – Northern Ireland Assistant Project Coordinator (please see biographies below). In addition, two PPI – South Africa staff, the Strategy and Operations Manager and the Life Skills Coordinator, served as evaluation managers. Other PPI – South Africa staff administered participant surveys.

Evaluator Biographies:

- Julie Younes joined PPI in 2015 as the **Director of Monitoring and Evaluation (M&E)** after serving as a Fellow in the Middle East from 2008 – 2010. Previously, Julie worked as a Design, Monitoring and Evaluation Specialist for Search for Common Ground, a peacebuilding nonprofit organization. In this capacity Julie provided M&E training and

technical support to Search staff and partners, including the UN Children’s Fund (UNICEF). In addition, she served as the M&E Officer for Coach Across America, a US-based sport and youth development program. Julie’s professional experience also includes work on peacebuilding and community development programs in East and West Africa, and the Middle East. She received her master’s degree in 2012 from the Fletcher School of Law and Diplomacy at Tufts University, where her studies focused on conflict resolution and monitoring and evaluation in international development. Julie obtained her undergraduate degree in 2006 from Dickinson College, where she played varsity basketball.

- Laura Agnew serves as the PPI – Northern Ireland **Assistant Project Coordinator**, where her responsibilities include management of the program’s M&E activities. Laura first became involved in community relations programming in Northern Ireland at the age of 10, joining a victim’s group in her local area of Co. Down. She helps local people affected by “The Troubles,” and has been elected onto the committee each year since the age of 17. Laura became involved with PPI – Northern Ireland when undertaking her university placement year, and took on a full time position after graduating from Ulster University with a BSc (Hons) in Business Studies with Marketing. Laura also plays rugby for Ballynahinch RFC.

Limitations

The evaluation utilized non-experimental methodology; therefore, results cannot be considered attributable solely to participation in the PPI – South Africa program. Instead, the evaluation assesses PPI – South Africa’s contribution to the results identified.

PPI – South Africa staff members served as enumerators for the participant survey, which can lead to bias among respondents. However, the evaluation team aimed to mitigate this both by training enumerators on proper survey distribution techniques, and by scheduling data collection so that no enumerator would be responsible for giving out surveys to a team that he/she has coached. All surveys were administered away from team coaches, the staff members who interact most frequently with participants.

During FGDs in particular, varying language abilities occasionally affected discussions. In addition, one of the LDP FGD sessions had an unexpectedly large number of participants, which made the dynamic of the discussion different from the others; unlike in the other 4 FGDs, participants completed the exercises in small groups rather than individually before the larger group debriefs.

Due to logistical constraints, the evaluation team was not able to complete qualitative data collection in Wentworth. Instead, the team focused primarily on Durban and Umlazi, as these are the largest areas of PPI – South Africa programming activity.

Appendix 3: Logical Framework

Detailed below is the outcome monitoring section of the PPI – South Africa program logical framework, with targets and results achieved for each indicator:

Program Design	Indicator	Means of Verification	Target	Result
Outcome 1: Coaches and youth participants are equipped to be leaders and role models in their communities	1a: % of LDP/PDP participants attending trainings and practices on time each week	Attendance register	75%	77%
	1b: # of LDP participants helping as assistant coaches for the PSP program by Nov '16	Attendance register	3	N/A*
	1c: # of LDP/PDP participants who complete a community service project by Dec '16	Photos; blog; area mentor report	4	N/A*
	1d: % of PDP participants who actively organize PSP games/events by Dec '16	PDP rewards system; area report	90%	N/A*
	1e: % of PDP/LDP participants indicating confidence in their leadership abilities (i.e., confidence to present in public, to lead basketball trainings, etc.)	Survey	60%	91%
	1f: % of PSP youth indicating satisfaction with PPI programming	Survey	70%	99%
	1g: LDP/PDP youth who indicate having a new experience (i.e., traveled outside the community, visited a university, participated in an organized sport event or camp, conducted a community service project, mentored a peer, etc.)	Survey	50%	90%
	1h: % of PSP youth indicating a positive relationship with their coach (i.e., learning something new from their coach, comfortable confiding in their coach, etc.) after 1 year	Survey	75%	93%
Outcome 2: Youth have a strong sense of self-identity and values	2a: % of participants (PSP/LDP/PDP) demonstrating hope and goal-directed thinking	Survey (CHS)	TBD	62%
	2b: Teachers, parents and school reps indicating positive behavioral change/character development among PSP/LDP participant	Key informant interviews	TBD	Yes (3/5)
Outcome 3: Positive relationships develop between youth of different genders and communities	3a: % of participants (PDP / LDP / PSP) indicating having made a friend with another PPI participant from a different community	Survey	TBD	88%
	3b: % of participants (PDP / LDP / PSP) indicating keeping in contact with friends from other communities outside of PPI after 1 year	Survey	TBD	87%
Intermediate Outcome 3.1: Improved perceptions between different genders and communities	3.1a: % of participants (PSP/PDP/LDP) indicating willingness to play basketball on mixed (gender/other communities) teams	Survey	TBD	90%
	3.1b: % of participants (PSP/PDP/LDP) indicating gender equity among males and females coaches (i.e., both genders are equally capable of coaching, playing sport, etc.)	Survey	TBD	65%

*Timing of data collection for these indicators falls outside of the scope of the evaluation