MID TERM EVALUATION OF “PROMOTING YOUTH LEADERSHIP AND A CULTURE OF PEACE THROUGH SPORTS” PROJECT

Submitted by:
Afghan-Australian Research and Management Consulting (ARM Consulting)

Submitted to:
Norwegian Church Aid (NCA)

November 2017
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<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ARM Consulting</td>
<td>Afghan Australian Research and Management Consulting</td>
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<tr>
<td>FGD</td>
<td>Focus Group Discussion</td>
</tr>
<tr>
<td>HPC</td>
<td>High Peace Council</td>
</tr>
<tr>
<td>HQ</td>
<td>Head Quarter</td>
</tr>
<tr>
<td>IDI</td>
<td>In depth Interviews</td>
</tr>
<tr>
<td>IDPs</td>
<td>Internally Displaced People</td>
</tr>
<tr>
<td>KII</td>
<td>Key Informant Interviews</td>
</tr>
<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-for-Profit Organization</td>
</tr>
<tr>
<td>NCA</td>
<td>Norwegian Church Aid</td>
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<tr>
<td>PATH-O</td>
<td>Public Awareness Time Hour Organization</td>
</tr>
<tr>
<td>SDO</td>
<td>Sanayee Development Organization</td>
</tr>
<tr>
<td>ToR</td>
<td>Terms of Reference</td>
</tr>
<tr>
<td>PDE</td>
<td>Provincial Department of Education</td>
</tr>
<tr>
<td>POC</td>
<td>Provincial Olympic Committee</td>
</tr>
<tr>
<td>ITC</td>
<td>Indicator Tracking Card</td>
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</table>
ACKNOWLEDGMENT

Afghan Australian Research and Management Consulting (ARM Consulting) conducted the midterm evaluation of the “Promoting Youth Leadership and a Culture of Peace through Sports” project in Maimana City of Faryab Province, with the financial support of the Norwegian Church Aid (NCA), Afghanistan.

ARM Consulting is grateful to the NCA’s staff in Kabul, and Faryab offices for their assistance and guidance throughout the evaluation. Without their tireless efforts, the evaluation would have not been possible. We are also thankful to the national implementing partners of the subject project: Sanayee Development Organization (SDO) and Public Awareness Time Hour Organization (PATH-O) for their support during the evaluation, in particular for sharing the required documentations to the evaluation team. In addition, ARM Consulting appreciates the relevant government officials for taking the time out of their busy schedules, to share their inputs and perspectives with us on the multiple dimensions of the “Promoting Youth Leadership and a Culture of Peace through Sports” project.

Likewise, ARM Consulting is grateful to the 320 project beneficiaries and all other project stakeholders for making themselves available for the interviews.

Furthermore, ARM Consulting is thankful to its team for the exemplary collaborative work demonstrated during the project. In particular, we are most indebted to the ARM Consulting young Afghan female and male field researchers who conducted face-to-face interviews with the project beneficiaries in Maimana City of Faryab province.

Ziauddin Wahaj
President
ARM Consulting
EXECUTIVE SUMMARY

ARM Consulting administered an external mid-term evaluation of the “Promoting Youth Leadership and a Culture of Peace through Sports” project on the basis of OECD/DAC criteria; Efficiency, Effectiveness, Relevance, Impact and Sustainability. The evaluation was aimed at determining whether the project has accomplished its intended objectives and outcomes, as well as, to outline lessons learned and best practices, which could be taken into account in future endeavors.

The mid-term evaluation involved face-to-face structured interviews with 320 project beneficiaries (50 percent female and; 50 percent male) in Maimana City of Faryab province. The evaluation team also extensively consulted NCA, the national implementing partners, and relevant government officials, through Key Informant Interviews (KII) and In-depth Interviews (IDIs). Furthermore, the evaluation administered three Focus Group Discussions (FGD) with the project beneficiaries in the target communities.

In general, the evaluation has found that the Promoting Youth Leadership and a Culture of Peace through Sports project is successful to a great extent in achieving its goal and objectives. The project addresses needs that are among the top 10 needs of the people. In addition, the target beneficiaries have provided positive feedback on the project’s performance. For example, overall around 74 percent of the respondents are “Very Satisfied” from the activities implemented by the project. However, it is important to highlight that the satisfaction level among female respondents is lower (55 percent) compared to male respondents (93 percent). The significant variation in the satisfaction level between female and male beneficiaries could be described by the very nature of the project, which is extensively focused on sports and games, while, women and girls are reluctant to participate in sports activities due to socio-cultural barriers. Furthermore, the evaluation demonstrates that:

- Around 86 percent of the beneficiaries from the literacy classes are empowered to develop reading and writing skills;
- Three in four respondents had practiced at least one leadership initiative during the last year;
- Nearly all respondents (98 percent), stated that conflict should be resolved through peaceful and non-violent practices;
- About 95 percent of the respondents stated they participate in sport activities with student from other ethnic groups, at least once a week.
- The establishment of Sport Councils was an effective practice, as it enabled the project to get buy-in from the target communities.

On the other hand, the evaluation finds that some issues pertaining to project effectiveness and efficiency and sustainability need prompt remedy measures. Some of the key issues include:
1. The criteria for the selection of participants for literacy classes were not adopted in some cases.
2. The project lagging on some outcome level targets;
3. Relatively lower engagement of sport teachers formally embedded in relevant schools;
4. No proper repairing and maintenance mechanism in place for sport equipments;
5. Need for better sport infrastructure particularly playgrounds;
6. No clear guideline for attesting literacy graduate level to enroll in formal education
7. No track record that demonstrates coaches performance appraisal;
8. Creation of hidden unemployment as a result of the project activities;
9. Limited time for playing sport activities;
10. No substantial information on leadership min-grants provision;
11. Overstaffed project structure for the components implemented by PATH-O
12. Lack of project sustainability strategy or exit strategy;

Based on thorough literature review and fieldwork in the target communities, the midterm evaluation has rated the Promoting Youth Leadership and a Culture of Peace through Sport project as below.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Ratings</th>
<th>Description</th>
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<tbody>
<tr>
<td>Relevance</td>
<td>Accept</td>
<td><strong>Improve</strong>: Where the quantum of findings are substantial enough to put the project’s activities at considerable risk</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>Monitor</td>
<td><strong>Monitor</strong>: Where the quantum of findings are enough that can partially put the project's activities at risk of failure.</td>
</tr>
<tr>
<td>Efficiency</td>
<td>Monitor</td>
<td><strong>Accept</strong>: Where the quantum of findings are of low substantiality and may not endanger the operations of the project</td>
</tr>
<tr>
<td>Sustainability</td>
<td>Improve</td>
<td></td>
</tr>
<tr>
<td>Impact</td>
<td>Monitor</td>
<td></td>
</tr>
</tbody>
</table>
1. INTRODUCTION

1.1 Background:

Norwegian Church Aid (NCA) contracted ARM Consulting in October 2017 to undertake a comprehensive midterm evaluation of the Promoting Youth Leadership and a Culture of Peace through Sports project, which is implemented through national implementing partners; (1) Sanayee Development Organization (SDO) and (2) Public Awareness Time Hour Organization (PATH-O). NCA is a humanitarian, non-governmental, non-profit organization, working with people and organizations around the world in their struggle to eradicate poverty and injustice. NCA helps those whose needs are greatest, regardless of ethnicity, creed, and political or religious affiliation. NCA has been working in Afghanistan since 1979 and its programmatic interventions currently focus on water, sanitation and hygiene, peace building and economic empowerment and emergency.

NCA has supported the subject project activities in two phases: Phase-I, called “Football for Peace and Stability”, covered the period of 2009-2014, while Phase-II commenced in 2015 with broaden scope that included relationship building, leadership skills, and provides entry points for youth empowerment through education. Specifically, the second phase focuses on the following three central outcomes to promote youth leadership and a culture of peace in Maimana, Faryab.

- Girls and boys from different social and ethnic groups practice newly acquired skills and knowledge on relationship building, leadership, and non-violent conflict resolution.
- Girls and boys who did not attend school are empowered to enroll in formal education.
- Girls and boys have gained self-confidence and are participating in activities and games during- and after-school hours and in literacy classes.

1.2 Evaluation Objective:

The evaluation aims to improve the project design and modality, introduce new elements to the project and document results achieved thus far. The evaluation is conducted based on the OECD/DAC criteria: Relevance, Efficiency, Effectiveness, Impact and Sustainability. The evaluation’s key findings are expected to be used by NCA and the project implementing partners to further improve the project’s performance.

The evaluation was administered in order to accomplish the following specific objectives:

1. To analyze the project’s wider impact and contribution to peace building in Maimana.
2. To identify and evaluate to what extent the project objectives have been met
3. To identify best practices and advise how the project could be strengthened to inform future programming and wider organizational learning.
4. To compare the Youth Leadership project with similar interventions in Afghanistan or in other countries and give recommendations for better project modalities for this program based on the comparison.
5. To assess accountability towards our rights-holders, donors and duty bearers and to verify that funds are spent according to planned objectives.
6. To make recommendations (at both operational and strategic levels) regarding the future development of the project and its sustainability.
7. To make recommendations on how to strengthen women’s participation in the project.
8. To identify and document unintended achievements and constraints
9. To review whether and how risk assessments were conducted and the assessments used during the project cycle
10. To propose recommendations for what could be NCA’s niche and added value as a faith-based organization working on peace building.

1.3 Scope and Methodology:

The evaluation methodology entailed a combination of qualitative and quantitative methods including; literature review, field visits to the project sites, face-to-face structured interviews with the project beneficiaries and semi-structured interviews with relevant government officials and project implementation team, as well as, Focus Group Discussions (FGD) with the project beneficiaries in the target schools.

Literature Review:

ARM Consulting studied wide range of project documents including but not limited to; project proposal, logical framework, work plans, technical and financial reports, training evaluation reports, baselines survey, materials and manuals used in literacy and sport activities. The literature review helped the evaluation team to increase understanding of the project, identify the information gaps that need to be filled and other areas that require particular attention during the evaluation. The literature review also assisted the consultants to get familiar with the government entities who had stakes in the project so that they are consulted at considerable length.
Consultation with other Key Stakeholders:

The qualitative component of the evaluation consisted largely of KIIs, used to consult the relevant NCA staff, relevant government authorities, and other stakeholders on various dimensions of the project. A total of 15 KIIs were administered as part of the evaluation with the NCA area offices in Maimana, national implementing partners (SDO and PATH-O) in field and Kabul; relevant government entities at the provincial level such Provincial Department of Education, Head of Provincial Olympic Committee and project beneficiaries. In addition to the KIIs, three FGDs were administered with the target project beneficiaries. The output of the KIIs and FGDs was qualitative data, which was subsequently triangulated with the findings of the structured questionnaires, in order to make evidence based conclusions about the different aspects of the project.

Face-to-Face Structured Interviews with Project Beneficiaries:

The midterm evaluation involved face-to-face structured interviews with 320 project beneficiaries (50% women and 50% male). The sample size was calculated based on the internationally accepted way of calculating sample size. Given the data shared by NCA with us, approximately 5,262 individuals (2,262 male; 3,000 female) have benefited from the project. Thus, with a population size of 5,262 individuals and keeping confidence level at 95 percent and margin of error at 5.64 percent, a well representative sample size has been calculated as 320 individuals. The sample size was segregated over five schools.

Field Observation:
Field observation was also a key part of the fieldwork. The evaluation team, comprising male and female members visited spaces where sport activities take place, examined sport equipments provided to schools, and more importantly reflected on the interpersonal skills of the beneficiaries. In addition, the evaluation team held extensive consultations with the coaches, principles of the schools and witnessed literacy classes.

1.4 Characteristics of Respondents:

Respondents’ Age:
Overall, the age structure of the evaluation sample complies with schooling age of Afghanistan educational system. However, individuals with 16-20 years of age and 11-15 years of age were the two largest segments of the project beneficiaries interviewed for the evaluation, with 48 percent and 42 percent respectively. In addition, around 7 percent of the respondents were 21-25 years old, less than half percent were student between seven and ten years and around 2 percent could not tell their ages. These figures provide useful insight into the age structure and dynamics of the project’s beneficiaries and help to determine whether or not right and useful sport activities are designed by the project for beneficiaries of different age categories.

![Figure 1: Respondents by Age](image-url)
Respondents’ Marital Status:
Most of the beneficiaries interviewed are single, which constitute 93 percent, whereas the residual 7 percent are married students. Among the married students, 77 percent are male and 33 percent are female. The lower marriage case of female compared to male could be a testimony of drop out cases of girls due to early marriage as outlined in the project proposal. On the other hand, the percentage of students either divorced or widowed is zero.

Respondents’ Education Level
In terms of education, majority of the students participated in the evaluation were from secondary (class 6-10) and 11th + 12th classes, the former category counts 48 percent and the later represent 35 percent of the total sample population. Primary classes represent only 4 percent the sample, while participants with literacy skills count for 13 percent.
Respondents’ Ethnicity
Ethnic composition of the sample population is outlined in figure five. The majority (61 percent) of the direct beneficiaries belong to Uzbek ethnicity, followed by Tajik (28 percent), Pashtun (8 percent), Turkmen (2 percent), and Hazara (1 percent). This data will assist in understanding whether or not the project beneficiaries represent all ethnic groups, as reduction of ethnic tensions through sports remains an objective the project. It is worth highlighting the ethnic composition of the sample size might not be the same when it comes to the exact population of different ethnic groups in Maimana. That said, Uzbek are the largest ethnic group in Maimana city, as per the Central Statistics Office of Afghanistan.

1.5 Basis of the Evaluation:
ARM Consulting has used the below ratings for ranking the evaluation criteria, as well as, the nature of findings under each criteria.

Table 2: OECD DAC Criteria Assessment

<table>
<thead>
<tr>
<th>Ratings</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Improve</td>
<td>Area where the quantum of findings is substantial enough to put the project’s activities at considerable risk</td>
</tr>
<tr>
<td>Monitor</td>
<td>Area where the quantum of findings are substantial enough to partially put the project’s activities at risk</td>
</tr>
<tr>
<td>Accept</td>
<td>Area where the quantum of findings are of low substantiability and may not endanger the operations of the project</td>
</tr>
</tbody>
</table>
Table 3: Key Findings Assessment:

<table>
<thead>
<tr>
<th>Ratings</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High</strong></td>
<td>A finding of significance requiring immediate attention of NCA Country Office/Implementing Partners</td>
</tr>
<tr>
<td><strong>Medium</strong></td>
<td>A findings of importance requiring attention of NCA and implementing partners to take remedy actions in future</td>
</tr>
<tr>
<td><strong>Low</strong></td>
<td>A finding requiring an action plan for resolution</td>
</tr>
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</table>
2. KEY FINDINGS:

2.1 Evaluation Criteria I: Relevance

Under this evaluation criterion, the evaluation team examined the project in relation to the core problems of the right target group and with the overall objectives of NCA for Afghanistan. In addition, the project design was analyzed in order to determine whether the project activities and outputs could accomplish the intended project outcomes and impacts. The mid-term evaluation has rated the relevance of the project as “Accept”.

The following listed positive features of the project that fall under the relevance criteria were observed during the evaluation.

- The project directly contributes to the main needs and priorities of the target population. When asked to name the major challenges faced by their communities, it was noted that 72 percent of the project beneficiaries see insecurity as one of the main issue. Over a third of all respondents (36 percent) say that education/illiteracy is a problem for their community. Other most frequently cited problems by respondents are unemployment (23 percent); domestic violence (19 percent), corruption (16 percent), cultural barriers for women (12 percent), forced marriages/dowries (11 percent), poverty (10 percent), and drug use (8 percent). That is, the project directly and indirectly contributes to some of the main challenges of the target community.

- For insight into respondents view, concerning the suitability of the project with their needs, a direct question was asked to gauge if the project reflects the needs of the communities. In response, almost majority (87 percent) stated “yes”, one in twenty (5 percent) selected “No”, while 7 percent replied they “Don’t Know”. This also highlights a fact that the project resembles with their needs.

- The implemented project activities are well designed when it comes to their contribution towards the realization of expected outcomes. While reviewing the materials and manuals of sports/games activities, it was observed that the activities could assist the beneficiaries in gaining awareness and increasing understanding on mutual respect, inclusion, skills development of communication, problem solving, leadership, self-confidence, teamwork, and character development as the students grow up.

- The project is also consistent with NCA country strategy. NCA’s interventions in the country are largely focused on implementing long-term development and peace building programs in local communities with the purpose to address the root causes of poverty. In addition, NCA visions for Afghanistan is ‘A country that has just and sustainable peace. Hence, the evaluation concludes that the subject project has close relation with the NCA strategy for Afghanistan.

Notwithstanding the above listed positive aspects of the project, the evaluation team identified the following areas relating to the project relevance, which shall be addressed by the project team.

1. The criteria for the selection of participants for literacy classes were not adopted in some cases.
Table 4: Key Findings Related to Project Relevance

<table>
<thead>
<tr>
<th>No</th>
<th>Key Finding/Issue</th>
<th>Issue Rating</th>
<th>Current State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The criteria for the selection of participants for literacy classes were not adopted in some cases.</td>
<td>Medium</td>
<td>The Ministry of Education (MoE) has developed clear criteria for the selection of the literacy participants. However, the mid-term evaluation indicates that the stated criteria were not used in some cases. For instance, the literacy eligibility criterion, predicts age of 14 and beyond, however, the evaluation finds that in some cases the participants are aged either below 10 or above 40 years. The issue is of significant importance as adult learning is very distinct compared to adolescents. Hence, the mixture of quit distinct age groups makes it difficult for a teacher to enable an effective learning environment.</td>
</tr>
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</table>

### 2.2 Evaluation Criteria II (Effectiveness)

Under this criterion, the evaluation team examined the effectiveness and quality of the project activities implemented as of yet in the field. The mid-term evaluation has rated the effectiveness of the project as “Monitor”. The evaluation team observed the following positive aspects of the mentioned project. This section also discusses outcomes realizations.

- **Overall satisfaction**: In terms of satisfaction, a vast majority (74 percent) of the respondents said that they are “Very Satisfied” from the project activities. One in four respondents are “Satisfied” and less than 1 percent are “Somewhat Satisfied” with services delivered. The percentage of dissatisfaction is zero. This data has been further analyzed by sex to gauge if the satisfaction rate differs among girl and boys. Contrary to male respondents among which 93 percent are “Very Satisfied” and 6 percent are “Satisfied”, analysis shows lower female satisfaction, where only 55 percent are “Very Satisfied”, and 44 percent are “Satisfied”. In comparison to male, the weak relation between female respondents and sport could be attributed either to cultural barriers or to the notion that female show reluctance to participants in sport activities.

- **Increase in joint sport activities among diverse ethnic groups**: As outlined in respondent ethnicity, the project beneficiaries represent all major ethnic groups – albeit, a vast majority (61 percent) of the study sample are from Uzbek tribe. To deepen our understanding of the intra-ethnic relationship, the evaluation asked respondents on who often they participate in sport activities with individuals from other ethnicities. About 95 percent of the respondents stated they participate in sport activities with student from other ethnic groups, at least once a week. This shows seven percent increase, when the data is compared with the baseline report, in which 13 percent reported the never participate in sport activities with other ethnic group.
• Improved Skills and Positive Change in Perceptions: In the quest to examine whether the implemented activities were useful for boys and girls in practicing newly acquired soft skills, the evaluation entailed a few questions. As such, the respondents were asked to provide information on number of leadership initiatives undertaken in the last year. The data shows, that three in four respondents had practiced at least one leadership initiatives. Comparing the date with baseline report, the number of leadership initiatives executed by respondents highlights 14 percent improvements. The baseline report states that about 29 percent of the students had not taken any initiatives while percentage of leadership initiatives for 1-2 times, 3-4 times, 5-10 times, are cited to be 56, 11, and 3 percent respectively. The evaluation finds that their leadership initiatives include leading a class (32 percent), leading a sport team (30 percent) leading a game session (17 percent), leading an event or other leadership initiatives (21 percent)

In addition, the study team reviewed manuals of games played by children. It was realized that the nature of the games uphold values and ingenuity that can strengthen interpersonal skills of inclusion, skills development of communication, problem solving, leadership, self-confidence, team work, and character development. Particularly, the Reflect, Connect and Apply approach was found very useful.

The respondents were asked to provide insights on the role of sports in promoting interpersonal skills. As stated in the figure below, a vast majority (between 67 – 79 percent) considers sport as a practical tool to improve soft skills. More specifically, 79 percent of the respondents believe that sport can assist student in

![Figure 6: Leadership Initiatives undertaken](image)

![Figure 7: Role of sport in promoting skills](image)
building leadership qualities, 71 percent considers sport important for boosting self-confidence and tolerance, and 67 percent sees sport curtail for promoting peaceful co-existence. However, as shown in the figure 6, contrary to the project expectations, promoting peaceful co-existence through sport is rated relatively lower than leadership, tolerance and confidence building. On the other hand, change in perception about girls’ participation in social and economic process was observed in focus group discussion, conducted during the evaluation. Perception about non-violent conflict resolution are reportedly very positive. Among the interviewed population, about 98 percent respondents stated that conflict should be resolved through peaceful and non-violent practices. Whilst, the residual 2 percent respondents do not believe in conflict resolution through non-conflict approaches.

Furthermore, perceptions about engagement of girls and boys with specific needs/disabled in sports and games activities was also gauged. In doing so, near all (98 percent) of the respondent stated that disabled girls and boys should play sports and games. This shows around 14 percent increase, compared to the baseline report in which 83 percent reported agreement with disabled to play sports. However, when asked if they have ever played with disabled students in the last year, only 30 percent responded with “Yes”, while the remaining 70 percent stated “No”.

- **Participants are empowered to enroll in formal education:** One of the key project outcomes is to empower boys and girls to enroll in formal education. The evaluation sought respondent insights from literacy classes if they are interested to step into formal education upon completion of literacy courses. The results are found promising, where more than half (57 percent) of the students are interested to commence formal education upon completion of the literacy classes. The respondents who are not interested in pursuing formal education counts for 43 percent. The percentage of respondents who were setting on fence are reported as zero.

On the other hand, the evaluation team identified the following areas, which need further focus from the project management.

- 2. SDO is lagging behind the set target in enrolling boys and girls upon completion of the literacy courses;
- 3. Relatively lower engagement of sport teachers formally embedded in relevant schools;
- 4. No proper repairing and maintenance mechanism in place for sport equipments;
- 5. Need for better sport infrastructure particularly playgrounds;
6. Procurement of equipment that only a pair can make use of them;
7. No clear guideline for attesting literacy graduate level to enroll in formal education

Table 5: Key Findings Related to Project Effectiveness

<table>
<thead>
<tr>
<th>No</th>
<th>Key Finding/Issue</th>
<th>Issue Rating</th>
<th>Current State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>SDO is lagging behind the set target in enrolling boys and girls upon completion of the literacy courses.</td>
<td>High</td>
<td>The Indicator Tracking Card (ITC), provided by SDO, highlights that the percentage of girls and boys who will enroll in formal education will be increased to 40 percent in 2017 from 26 percent in 2016. However, the ITC shows the progress made to date (Nov 20, 2017) is only about 12 percent. This is worrying as it is lower than the baseline data.</td>
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<tr>
<td>3</td>
<td>Relatively lower engagement of sport teachers formally embedded in relevant school</td>
<td>High</td>
<td>The evaluation finds that coaches hired by the project (PATH-O) carry out their activities during official hour dedicated for sport at the school teaching syllabus. There are two critical issues with this approach: First, the project does not create additional useful time for students; but rather takes school syllabus time. Secondly, the sport activities are facilitated by coaches hired by PATH-O. This means the formal sport teacher of the relevant school has no job to do. In economic terms, the project has enabled environment for hidden unemployment. This is not just an observation; the sport teachers have also brought the issue to the evaluation team attention during the fieldwork.</td>
</tr>
<tr>
<td>4</td>
<td>No proper repairing and maintenance mechanism in place for sport equipments</td>
<td>High</td>
<td>The life span of equipment can be significantly reduced if not well maintained and dealt with diligence. Neither the project nor the schools administrations have a proper mechanism in place for repairing and maintenance of sport equipments. In addition, the evaluation team was unable to get a list of equipments procured by the project from school administrations. Lack of assets list triggers risks of misuse and mismanagement.</td>
</tr>
<tr>
<td>5</td>
<td>Need for better sport infrastructure particularly playgrounds</td>
<td>High</td>
<td>Outdoor sport activities are carried out in almost all schools in very poor playgrounds. Proper sport infrastructure is the pre-requests for sport activities. The study team finds that in some cases sport equipments are stored in school warehouse as there is no proper place for their installations. The sport councils, established by the project can be mobilized to assist school administration in improving sport infrastructures. For instance, in one of the schools, a Ping-Pong table has not been used for last several months due to lack of appropriate space to place the table.</td>
</tr>
<tr>
<td>6</td>
<td>Procurement of equipment’s that only</td>
<td>Medium</td>
<td>In some cases, the project has procured equipment that cannot be used by more than two people in one time. For instance, the purchase of tennis table for some schools. There are two issues with this. One, it cannot bring many students together nor they</td>
</tr>
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</table>
a pair can make use of them can be used by a team which is the core aim of the project. Secondly, scarcity of resources often escalate tensions, if frequently used by specific students.

No clear guideline for attesting literacy graduate level to enroll in formal education

In some cases, the graduates of literacy classes directly sit in class 7 or 8. Implementing partner shall strictly adopt MoE policy in this regard

<table>
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<th>2.3 Evaluation Criteria III (Efficiency)</th>
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Under this evaluation criterion, the evaluation team examined the utilization of resources by the project. In addition, focus is made on how efficiently the budget has been used on programmatic and non-programmatic activities. Moreover, the evaluation team studied the adequacy and efficient utilization of personnel, concerning their duties and responsibilities.

The mid-term evaluation has rated the efficiency of the project as “Monitor”.

The following listed positive features of the project pertaining to its efficiency were observed during the evaluation.

- The project has deployed local expertise during the implementation of activities. For instance, the use of volunteers in sport activities is plausible innovation. On one hand, it reduces project cost, while on the other hand it promotes volunteerism and the culture of fulfilling social responsibilities as active citizens. In addition, the project has adopted a community-driven approach, which had ensured the buy-in from key players in the communities such as community elders, and other influential figures through the establishment of sport councils.
- Generally speaking, an accepted budget allocation ratio between program and operations cost is seventy percent (program) and thirty percent (operations). Looking at the SDO budge allocation, it was noted that their operation cost counts just for 27 percent, while the residual (73 percent) is allocated for program activities. This is a reasonable allocation. However, the budget allocation for outcomes 1 and 3 for which PAHT is responsible is found less efficient compare to SDO. That is, the allocation ratio between operations and program is 40 percent and 60 percent respectfully, in the case of PATH-O
- The existence of NCA area offices in Faryab ensured effective coordination with the implementing partners and to some extent with government authorities. NCA area office staff held regular meetings with the implementing partners to provide them guidance, technical assistance, as well as, to ensure the planned activities are implemented on time.
On the other hand, the evaluation team identified the following areas, which require improvement.

8. No track record that demonstrates coaches performance appraisal
9. Creation of hidden unemployment as a result of the project activities
10. Limited time for playing sport activities;
11. No substantial information on leadership mini-grants provision;
12. Overstaffed project structure for the component implemented by PATH-O

Table 6: Key Findings Related to Project Effectiveness

<table>
<thead>
<tr>
<th>No</th>
<th>Key Finding/Issue</th>
<th>Issue Rating</th>
<th>Current State</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>No track record of coaches/trainers performance appraisal</td>
<td>High</td>
<td>The evaluation finds that neither SDO nor PATH-O has a traceable record, which demonstrates performance of the hired coaches and trainers. Moreover, the school administrations also lack record of their performances.</td>
</tr>
<tr>
<td>8</td>
<td>An enabling environment for hidden unemployment</td>
<td>High</td>
<td>Facilitating project activities in the formal sport hours prescribed in the yearly syllabus undermines the efficiency of the project. This means, the formal sport teacher will be inactive during project span.</td>
</tr>
<tr>
<td>10</td>
<td>Limited time for playing sport activities</td>
<td>Monitor</td>
<td>As stated above, activities related to sport component of the project are being played during sport hours, for which only hour per week per class is allocated. Students arose concern over the limitation of the time.</td>
</tr>
<tr>
<td>11</td>
<td>No substantial information on leadership mini-grants provision;</td>
<td>High</td>
<td>About USD 1400 are allocated for Youth Leadership Mini Grants in the budget of the outcomes 1 and 3 of the project. However, no data was available if such grants have been awarded. No mechanism is in place for application and evaluation of the initiatives.</td>
</tr>
<tr>
<td>12</td>
<td>Overstaffed project structure for the component implemented by PATH-O</td>
<td>High</td>
<td>Apart from coaches and volunteers, PATH has included 6 people in the project management structure, including the PATH director, program manager, and project coordinator. The evaluation team believe that the number of staff currently included in the budget sheet can be significantly reduced to 2 or maximum 3 people, to ensure project efficiency.</td>
</tr>
</tbody>
</table>
2.4 Evaluation Criteria IV (Sustainability)
The mid-term evaluation comprehensively studied the sustainability measures taken by the project. The focus under this criterion was to determine whether the beneficiaries and school administrations can sustain the project activities and gains, if yes, to what extent and what further resources are needed in this regard. The evaluation team has rated this area as *Improve*.

Overall, the implementing partners have not taken any convincing measures aimed at ensuring the sustainability of the project once the project ends. For insight into the views of beneficiaries with regard to the sustainability of the project, the Evaluation asks respondents to share their opinions on whether school administrations can sustain the project. In response, only 30 percent say “Yes”, 64 percent say “No”, and 6 percent replied with “Don’t know”. This shows that the Directorate of Education of Faryab province may not have the adequate resources to sustain the project’s gains once the NCA funding stops.

However, the evaluation team realizes that sustainability of the project activities can be preserved, should the school administrations and implementing partners take some measures. Based on consultation and field visits, the evaluation team has identified the following areas related to sustainability, which need immediate attention of NCA and the project implementing partners:

13. Lack of project sustainability strategy or exit strategy;
14. Poor technical expertise transfer to sport teachers to sustain the project’s activities
15. Concerns among the project beneficiaries about the continuation of activities currently implemented by the project
16. Need for improving coordination with line departments of the government

*Table 7: Key Findings Related to Project Sustainability*
No | Key Finding/Issue                                                                 | Issue Rating | Current State                                                                                                                                                                                                 |
---|----------------------------------------------------------------------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
11 | Lack of project sustainability strategy or exit strategy                          | High         | The evaluated project does not have a documented sustainability strategy or an exit strategy. Without a contextualized and practical sustainability strategy, the project gains could be at considerable risk. Given that only 40 days are left in the project duration, the project team should have already developed a strategy. Alternatively, the project could have worked on an exit strategy. The absence of both sustainability and exist strategies is concerning to the evaluation team. |
12 | Poor knowledge and skills transfer to sport teachers to sustain the project’s activities | Medium       | The evaluation finds that the formal sport teachers are not fully engaged in the project activities. This issue was brought up by sport teachers, and articulated that the project activities can be implemented in due diligence through them. Less to no involvement of sport teachers is an important concern when it comes to sustaining project activities. |
13 | Serious concerns among the project beneficiaries about the continuation of activities currently implemented by the project | High         | As stated above, the respondents were asked on whether the school administration could sustain the project activities. Majority of the respondents (64 percent) responded with No, while only 24 percent said yes. The remaining 6 percent were not sure about the abilities of the community and school administration to continue the project activities once the project winds down. This indicates that sustainability of this project is a challenge, which need urgent and substantial attention of the project management team. |
14 | Need for improve coordination with line departments                                 | Low          | Officials at Provincial Sport Department has raised concern over poor coordination and of sharing information with them. The project management team is encouraged to convene at least a coordination meeting once a month or once in two months with all of the concerned government offices. |

2.5 Evaluation Criteria V (Impact)
Under this criterion, the midterm evaluation largely tried to gauge the changes in knowledge, attitude and practices of the target group, related to building leadership and promoting a culture of peace. That being said, it would be very difficult to measure project impact in mid-term evaluation, particularly when it comes to change in behaviour. That being said, the impact of the literacy classes can be easily and promptly observed.

Based on the following key findings relating to the impact, the evaluation team has rated the project’s impact as “Monitor”.

- To hear personal success stories on individual cases, the evaluation team has asked respondent to provide insights on the changes they have realized. Stories from literacy classes are fascinating. For instance, some women from
literacy classes are engaged in embroidery and tailoring activities in a bid to address livelihood challenges. Before joining literacy classes, they had serious problems with recording measurement. Nevertheless, the project has enabled them to develop reading and writing skills and can easily record all sort of information required for their home base Income Generating Activities (IGAs).

- Around 86 percent from literacy classes are empowered to develop reading and writing skills.
- Three in four respondents had practiced at least one leadership initiative during the last year, which include, leading a sport team, leading a class or leading any other presiding any other event. Albeit, the project a set a target of 17 for each individual.
- In comparison to the baseline survey, there are significant positive changes noticed in the attitude of target groups towards peaceful co-existence. Near all student (98 percent), respondents say conflict should be resolved through peaceful and non-violent practices.

3. GLOBAL BEST PRACTICES AND LESSON LEARNED

Sport has become a recognized method of intervention that can contribute positively to peace building efforts. It is also argued that sport activities could become catalyst for social inclusion, conflict resolution and peace in different regions affected by poverty and conflict. In this spirit, the below section examines some successful case studies across the globe, and how Afghanistan can replicate those practices. The synthesized information about the case studies are based on secondary data, that is, the study team did not collect firsthand information on any of the cases presented below.

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>PROJECT OVERVIEW</th>
<th>IMPACT OF THE PROJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghanistan (Parwan and Kabul)</td>
<td><strong>Project Name: Learn and Play</strong></td>
<td>The project allows the most disadvantaged children in Afghanistan the opportunity to attend non-formal school and learn computer</td>
</tr>
<tr>
<td></td>
<td><strong>Implemented by: Afghanistan Hilfe Paderborn</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Learn and Play project has been implemented in Afghanistan with objectives to:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Improve the quality of life for disadvantaged children in Kabul by giving them the opportunity to attend school and to participate in regular sports and games.</td>
<td></td>
</tr>
</tbody>
</table>

- Provide street children with a safe environment to develop skills and training relevant for their future success
- Develop the football talents of participants and use sports as an opportunity to teach cooperation and conflict resolution skills.

**Implementation Approach:** The program targets children between the ages of eight and twelve, who are living on the street, have been orphaned or are from single parent homes. Participants receive one meal and attend three hours of lessons and a two-hour football practice. Children learn fundamental academic skills such as reading, writing, mathematics and one foreign language, often English. In addition, they learn skills, including basic computing, designed to increase their employability after the program. For more details see: http://ehsanbayatafghanwireless.com/need-know-learn-play/

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**UK**

**Project Name:** Living for Sport  
**Implemented by:** Youth Sport Trust  
The Living for Sport project has been implemented in UK with objectives to:
- Engage young people in school and to help them realize their potential, both inside and outside the classroom through sport.
- Keep youth actively engaged in school life and encourage them to also become active members of their communities.
- Build participants’ confidence and self-esteem and help them form positive relationships with people.

**Implementation Approach:** Project participating schools send teacher to a workshop organized by an implementing partner. Teacher is tasked with identifying young people who will benefit from the program and then working with each student to set individual behavior improvement targets. Next, students are given the opportunity to participate in a range of activities such as archery, sailing or martial arts. Continued access to these activities is determined by each student’s success in reaching behavior targets. Once students have been exposed to a variety of sporting activities, they are responsible for working as a team to organize a sporting event in a school or community group. The project cycle (normally one academic year) ends with a celebration event, where the participants’ achievements are publicly recognized. **For more details:** https://www.youthsporttrust.org/living-sport

- 70% of project participants showed an increase in self-confidence.  
- 67% demonstrated improved social skills.  
- 90% of students who had demonstrated improvements immediately after participation in the project.

---

**IRAN**

- Group and team activities provided
### Project Name: Sport and Play for Traumatized Youth  
**Implemented by:** Swiss Academy for Development

This project has been implemented in Iran with objectives to:

- Support the psychosocial rehabilitation of children and youth in earthquake-affected areas by providing sports and games to help channel frustration and fear.
- Use sport and games to promote fair play and teamwork, laying the foundation for peaceful and respectful social integration and interaction.
- Use play activities as a platform from which to provide education on health issues such as drug prevention, and violence.

**Implementation Approach:** Three locations lacking psycho-social support facilities were selected for the project. All three locations were equipped with sports equipment for table tennis, gymnastics, football and volleyball. Experienced sport coaches were recruited to provide training in psycho-social issues, as well as sport training method. Sport activities were held on regular bases and were followed by “friendship circles” during which coaches identified a relevant social or health-related topic, and invited the participants to discuss their ideas and experiences. For more details see:  

### Project Name: Dreams and Teams  
**Implemented by:** British Council

This project has been implemented in 7 countries with objectives to:

- Develop young people's leadership, team-building, management skills through sports.
- Encourage greater social inclusion of youth with disabilities through sporting activities.
- Increase the profile of physical education in secondary schools and to build the capacity of physical education teachers.

**Implementation Approach:** Participating schools select prospective Dreams and Teams participants (called Young Leaders) on the basis of their interest and participation in sport and leadership qualities. Once selected, Young Leaders participate in an intensive week-long training session which teaches them how to organize and host a successful sporting event. Workshops are provided on

- Participants and community members have dramatically changed their perceptions of what people with disabilities can accomplish. Many participants report that organizing inclusive sport events was one of the most rewarding experiences for them.
Mid Term Evaluation of Promoting Youth Leadership and a Culture of Peace through Sports Project – November 2017

<table>
<thead>
<tr>
<th>LEADERSHIP</th>
<th>EVENT PLANNING</th>
<th>CULTURAL DIVERSITY</th>
<th>FUNDRAISING</th>
<th>COMMUNICATIONS</th>
</tr>
</thead>
</table>

The workshops are conducted by local tutors (usually teachers from participating schools). After completing their training, Young Leaders continue to meet regularly at school and travel to the link school and implement joint sport festival. For more details:


PAKISTAN
(Quetta)

**Project Name:** Sport Works

**Implemented by:** Right To Play and Insan Foundation Pakistan

This project has been implemented in 7 countries with objectives to:

- Use sport as a transformative activity, which can provide new leadership and participation opportunities for Afghan refugee girls and women.
- Develop the capacity of Afghan coaches to implement inclusive sport and play activities to promote healthy lifestyles.
- Overcome tension and mistrust between the Pakistani and Afghani populations and to create opportunities for positive interaction

**Implementation Approach:** The SportWorks program was initiated in 2002 in Quetta and Peshawar, Pakistani cities close to the Afghan border where the vast majority of Afghan refugees reside. Insan staff select and train coaches from both the local Pakistani and Afghani communities. Coaches receive training related to child rights, gender equality and peace-building and they are taught how to run sporting activities that promote these concepts.

CAMBODIA

**Project Name:** Cambodian Volleyball League (Disabled)

**Implemented by:** National Volleyball League

This project has been implemented in Cambodia with objectives to:

- Use sport as a tool for the continuation of national reconciliation.
- Build accessible, multi-use sports facilities throughout Cambodia

**Implementation Approach:** Cambodia was affected by regional instability resulting from the Vietnam conflict in the 1960s and 70s. The project organizes and trains the teams and is involved in constructing simple but multi-purpose sports facilities around the country, consisting of a wheelchair accessible concrete slab, which can be used for basketball, volleyball or badminton. Players commit to their teams for a period of 8 months, sign a contract and agree to attend practice four times a week.

Former soldiers from both sides of Cambodia’s conflict are able to play together with genuine respect.

Cambodian firm that manufactures Timberland and Clark shoes, has hired some project
times per week. In return, they receive a stipend (US $450), meals and transportation. The project also has a component of Wheelchair racing. For more info:  
https://www.gichd.org/resources/organisations/detail/organisation/cambodia-national-volleyball-league-disabled/#.WkCpGt-WY2w

<table>
<thead>
<tr>
<th>BANGLADESH</th>
<th>Project Name: Sport and Leisure for Children and Youth with Disabilities</th>
<th>Implemented by: Handicap</th>
<th>- Twenty-five volunteer trainers now organize and run programs reaching nearly 1000 young people — 60% of whom have a disability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This project has been implemented in Bangladesh with objectives to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Promote the social inclusion, physical rehabilitation and personal development of children and youth with disabilities using sport and leisure activities.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Change the community's attitudes toward people with disabilities.</td>
<td></td>
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<tr>
<td></td>
<td>- Develop local capacity to provide inclusive sport and leisure activities for young people of all abilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Implementation Approach:</strong> Under the Sport and Leisure for Children and Youth with Disabilities program, Handicap International works with three Bangladeshi Disabled People's Organizations (DPOs) to build the capacity of staff and volunteers to develop and deliver inclusive and sustainable sports programs for young people with disabilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>For more details see:</strong> <a href="http://www.handicapinternational.org.uk/">http://www.handicapinternational.org.uk/</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RWANDA</th>
<th>Project Name: Football for Peace</th>
<th>Implemented by: Youth Sports Association</th>
<th>- Participants learn to regulate their own football matches, organize their own teams and set strategies for training.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This project has been implemented in Rwanda with objectives to:</td>
<td></td>
<td>- Girls are being recognized for their contribution and value as team members. Staff report that spectator groups are now</td>
</tr>
<tr>
<td></td>
<td>- Promote stable and lasting peace in Rwanda by using football to develop young people's capacity to resolve conflict peacefully.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Increase participation of girls and young women in football, and to provide gender training to participants and community members to increase awareness of the issues faced by girls and women.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Use sporting events to contribute to peace and reconciliation efforts and raise awareness about health and human rights issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Implementation Approach:</strong> In 1994, the ethnic divide between Rwanda's Hutu and Tutsi populations erupted into a genocide in which more than one million people were killed in the space of one hundred days. In 2002, the project began implementing the Football for Peace program, adapted from a model started in</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Learned based on the Comparison

Based on the case studies presented above, the study team concludes that sport can play a significant role in peacebuilding, social inclusion and importantly breaking down social barriers. Marginalized groups, such as children with disabilities, can participate and have their abilities acknowledged. Besides, sport provides an engaging context in which youth can learn and practice leadership and management skills. However, there is no such thing as a “one size fits all” solution. The context and situation differ from country to country, which are critical to be taken into account for any potential intervention.

- Having the whole school get sense of what the project is trying to achieve is imperative; school administration and teacher all need to be on board. In addition, giving participants a sense of ownership makes the program much more successful.
- It is very important that the mentors/coaches of sport activities are enthusiastic, committed well motivated, and their motivation is key to the project success. Peacebuilding efforts through sport should be derived by participating school’s involvement. The more schools are involved, the better results will be produced.
- Deploying local resources including staff is critical to success. Locals have a much deeper understanding of the cultural, religious and political issues and will be more likely to have the trust of the community. However, outside specialists can provide technical assistance in project design or monitoring tools, however it is important the frontline staff should be local.
- To sustain sport peace projects in resource-limited settings, it is important to strengthen local capacity to build and maintain partnerships with relevant local and national structures.
- Through participation in competitions, sport can provide opportunities for people with disabilities to strengthen their self-esteem and learn about their own capacity to compete with other.
- Sport for peace and development activities should simple: simplify games, activities and training. If volunteers can learn to use an activity quickly, momentum can be maintained.
- Involve parents early and comprehensively. Parental support helps participants stay involved in project activities.
- Not only is training in program methods important, but educating facilitators on how to work with children is equally important.
- It is important to work within existing local authorities and structures. This allows projects to build on present resources and expertise and avoid duplication. Having the buy-in and visible support of community and government leaders is important for success and sustainability of programs.
• Well-connected and knowledgeable community volunteers facilitate the efficient set up of projects properly tailored to specific community needs

4. EVALUATION RECOMMENDATIONS

Based on the field observation, and interviews with the project beneficiaries, staff and government officials, the evaluation team identified the following lessons learn, best practice and challenges. The evaluation team appreciates that some of the recommendations may not be implemented due to time and resources constraints. However, they can still be used for designing future similar projects.

1. A vast majority (77 percent) rated football as their favorite game, followed by volleyball and cricket, preferred by 9 percent and 3 percent respectfully. Other games such as hockey, buzkashi, table tennis, racing and wrestling have rated least preferred games by respondents. Interestingly, football is found to the favorite game for both female (75 percent) and male (78 percent) respondents. This marks urgency for more investment in establishing sport infrastructure that are suitable for football play.

2. Establishing Sport Councils was an effective practice, as it enabled the project to get buy-in from the target communities.

3. The project management is encouraged to expand time allocated for practicing sport activities. The study team suggests that project management should work with school administrations to shift sport activities toward the end hours and the student should stay one additional hour on those days when the have sport activities in their syllabus.

4. The project did not develop a stakeholder map, which is vital for developing stakeholders’ engagement strategy. The stakeholders’ map is an important management tool, which should be a key requirement for the project management to develop and update through the project life. Furthermore, no risk registrar was prepared, which could outlines all of the risks involved in the project, along with the mitigation strategies.

5. Creating a platform of lessons learn and exchange of ideas between schools that are benefiting from the project activities and those which are not covered by the project through a regular meeting mechanism. This way the project positive spillovers can be maximized. In addition, NCA is encouraged to organize a one-day workshop at in the end of the year to transfer the gained lessons and share experience with other school administrations and government departments. The participants of the workshop could include principals and sport teachers of other schools, which were not covered by the project, and representatives from the line government departments.

6. The evaluation team encourage both PATH-O and SDO to invest on their filing systems, both in the central and regional offices. Particularly, improving monitoring system (M&E tools, Plan and Manual).
7. Coaches and Volunteers need additional orientation sessions on five Core sports ground rules, and how to link them with project outcomes. That is, the combination of sport team should be formed in a ways, where students from different ethnic group and students with disabilities are part of the team.

8. NCA is encouraged to publish several copies of the games/sport manuals prepared by PATH-O and to be disseminated to other schools, not cover under the project, as measures to transfer knowledge and project gains.

9. Provided the project continues in the future, the evaluation team highly encourage NCA to work on a transition strategy where formal sport teachers replace the hired coaches by the project.

10. Pay specific attention to gender dynamic is critical to increase women participation in the project actives. The study observed that girls were not accustomed to playing sports with boys or in public. It is therefore necessary to find a safe, covered space for their activities. That is, safe spaces for girls to meet and participate in activities are of paramount importance. This will prove to be successful and secure long-term participation of local girls. That said, it takes time for social transformation to occur, in conservative societies. Albeit, the project can claim achievements, concerning literacy courses. NCA is encouraged to build on it literacy courses, with special quota for women.

11. Involving women in in all stages of the project can be empowering and beneficial for the participants. Project staff must be vigilant about upholding this spirit.

12. NCA is encouraged to work with Ministry of Education (MoE) to advocacy for including the some of the games in the formal sport curriculum of MoE. This can be done through Education Coordination Committee (ECC), or Human Resource Development Board (HRDB), coordination platforms where all education stakeholders shares lesson learned.
5. CONCLUSION

This midterm evaluation concludes that the PYL&CPTS project has performed well overall, however, in terms of effectiveness, efficiency and sustainability further attention is required to be paid by NCA and implementing partners in order to (1) better realize the intermediate project outcomes and (2) to ensure project’s gains are sustained beyond the project funding cycle.

Despite concerns about project, effectiveness, efficiency and sustainability, the project has performed well in delivering services to the target communities in Maimana city of the Faryab province. The empowerment of women and male who was deprived of education and contributing toward conflict transformation efforts through behavior changes are some of the outstanding characteristics observed in the PYL&CPTS project. However, there is always room for improvement in the way project activities can be implemented. It is in this spirit that the evaluation team has presented around 22 recommendations, which might be helpful for the project to improve its performance.

6. ANNEXES

6.1. Individual Questionnaire
6.2. FGD Guideline
6.3. Key Informants Interview
6.4. Evaluation Matrix