FINAL EVALUATION REPORT OF THE INTERNATIONAL INSPIRATION PROJECT

Photo taken by Sport in Action from Fountain of Hope in Lusaka, Kamwala, June 2010

December, 2012
## Table of Contents

ACRONYMS .................................................................................................................. 2
TABLES ......................................................................................................................... 3
ACKNOWLEDGEMENTS ............................................................................................... 4
EXECUTIVE SUMMARY ................................................................................................. 5

1.0 BACKGROUND ........................................................................................................ 9
   1.1 Situational Analysis ............................................................................................... 9
   1.2 Background to the International Inspiration Project: Life-Skills through Sports ..... 10
   1.3 Problem Statement ............................................................................................. 14

2.0 Purpose, Objective(S) and Scope of Evaluation ..................................................... 14
   2.1 Purpose .............................................................................................................. 14
   2.3 Conceptual Framework ....................................................................................... 14
   2.5 Significance of the Evaluation ............................................................................ 18

3.0 Evaluation Methodology ......................................................................................... 19
   3.1 Design ............................................................................................................... 19
   3.2 Methodology ..................................................................................................... 20
   3.3 Data Analysis .................................................................................................... 21
   3.4 Study Limitations ............................................................................................... 21

4.0 Findings .................................................................................................................. 21
   4.1 An Overview ..................................................................................................... 21
   4.2 Findings by the Objectives .............................................................................. 23
   4.3 Changes in context and review of assumptions (relevance) ................................ 28
   4.4 Implementation (Effectiveness and Impact) .................................................... 31
   4.5 Relevance ........................................................................................................ 34
   4.6 Efficiency ........................................................................................................ 35
   4.7 Sustainability ................................................................................................... 36
   4.8 Causality .......................................................................................................... 37
   4.9 Unanticipated Effects ....................................................................................... 37

5.0 Gender and Human Rights Including Child Rights ............................................... 41

6.0 Conclusions .......................................................................................................... 44

7.0 Recommendations ................................................................................................ 44

8.0 Bibliography .......................................................................................................... 46

Annex 1: Terms of Reference ....................................................................................... 47
Annex 2: Stakeholders Consulted for the Evaluation ................................................... 55
Annex 3: Interview Guide / Questionnaire on Behavioural Change ............................ 57
Annex 4: Main Evaluation Instrument ....................................................................... 61
Annex 5: Results Matrix .............................................................................................. 64
<table>
<thead>
<tr>
<th>ACRONYMS</th>
<th>Definition / Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACRWC</td>
<td>African Charter on the Rights and Welfare of the Child</td>
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<tr>
<td>CDC</td>
<td>Curriculum Development Centre</td>
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<td>CG</td>
<td>Communication Group</td>
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<td>CRC</td>
<td>Convention on the Rights of the Child</td>
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<td>CSO</td>
<td>Central Statistical Office</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>FNDP</td>
<td>Fifth National Development Plan</td>
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<td>GRZ</td>
<td>Government of the Republic of Zambia</td>
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<td>HDI</td>
<td>Human Development Index</td>
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<td>HIV AND AIDS:</td>
<td>Human Immuno-Deficiency Virus / Acquired Immuno-Deficiency Syndrome</td>
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<td>IIP</td>
<td>International Inspiration Project</td>
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<td>IOC</td>
<td>International Olympics Committee</td>
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<td>LOCOG</td>
<td>London Organizing Committee of the Olympic Games and Paralympic Games</td>
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<td>LSE</td>
<td>Life-Skills Education</td>
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<tr>
<td>LSBE</td>
<td>Life Skills-Based Education</td>
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<tr>
<td>MDG</td>
<td>Millennium Development Goal</td>
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<tr>
<td>MESVTEE</td>
<td>Ministry of Education, Science, Vocational Training and Early Education</td>
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<td>MYSCD</td>
<td>Ministry of Youth, Sport and Child Development</td>
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<td>NGO</td>
<td>Non-Governmental Organization</td>
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<td>OCHP</td>
<td>Ottawa Charter for Health Promotion</td>
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<td>OVC</td>
<td>Orphans and Vulnerable Children</td>
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<td>PE</td>
<td>Physical Education</td>
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<td>SCORE</td>
<td>Sports Coaches Outreach</td>
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<td>SNDP</td>
<td>Sixth National Development Plan</td>
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<td>STIs</td>
<td>Sexually-Transmitted Infections</td>
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<td>UNCRC</td>
<td>United Nations Convention on the Rights of the Child</td>
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<td>UNDP</td>
<td>United Nations Development Programme</td>
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<td>UNESCO</td>
<td>United Nations Education Scientific and Cultural Organization</td>
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<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
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<td>ZAAA</td>
<td>Zambian Amateur Athletics Association</td>
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<td>ZAVA</td>
<td>Zambian Volleyball Association</td>
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<tr>
<td>ZNMC</td>
<td>Zambia National Broadcasting Corporation</td>
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<tr>
<td>ZRA</td>
<td>Zambia Revenue Authority</td>
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<tr>
<td>ZSSA</td>
<td>Zambian Schools Sports Association</td>
</tr>
</tbody>
</table>
TABLES

Table 1 : Distribution of Project Sites by Implementer
Table 2 : Set Targets Compared to Achievements
Table 3 : Targets Achieved by Partners
ACKNOWLEDGEMENTS

The evaluation team which comprised one Lead Consultant, Dr. Lawrence Mukuka and eight Research Assistants, Mr. Henry Zulu, Mr. Mwansa Chalwe, Mrs. Clara Kalepa, Mr. Wesley Wakunuma, Ms. Grace Nachilongo, Ms. Agness Mwatabai, Mr. Aaron Mulenga and Mr. Jason Phiri would like to express its profound gratitude to UNICEF for giving it an opportunity to undertake the exercise.

Sincere thanks to Sports Organizations (Sport In Action, Edusport and SCORE) for ensuring that the targeted schools and communities were reached. The team is deeply indebted to the teachers and pupils in the communities and schools who provided responses to the issues that needed clarity.

Lastly, the team is greatly indebted to the Ministry of Education, Science, Vocational Training and Early Education, and British Council for providing information about their role in International Inspiration Project during the implementation phase.
EXECUTIVE SUMMARY

Introduction and background

This report presents findings of an evaluation of the International Inspiration Project (IIP) which was the official international sports legacy programme of the London 2012 Organizing Committee of the Olympic Games (LOCOG). The London 2012 bid team pledged to reach young people all over the world and connect them to the Inspirational Power of the Games and inspire them to use sport to become leaders and be positive role models in their communities. Participating countries included India, Brazil, Azerbaijan, Pilau and Zambia. Activities of IIP were in four categories itemized as:-

- Strand 1 which was managed by British Council and focused on physical education and school links;
- Strand 2 and 4 (managed by UK Sport) and focused on sport development and sporting excellence; and
- Strand 3 which focused on development of children in schools and communities through sport.

UNICEF supported the implementation of Strand 3. The project was implemented between 2008 and 2010 in Eastern, Lusaka, Southern and Western provinces by UNICEF partners namely SCORE, Edusport, Right to Play (2008 only as the organization closed its office in Zambia in 2009) and Sport in Action in collaboration with the Ministry of Education\(^1\). This activity is in line with UNICEF’s goal of promoting life skills for HIV prevention through sport.

The main purpose of the Evaluation was to determine whether the objectives, outcomes and impact as stated in the projects logical framework were achieved. The intended audience of the evaluation findings is the Ministry of Education and other stakeholders implementing lifeskills programmes.

Prior to the implementation of the project, a baseline survey was conducted in 2008 which revealed inadequate safe spaces, community coaching and peer leaders, children’s participation in structured sport for development activities and low level of community engagement in sport activities. Therefore, this evaluation assembled a wealth of information on the value of sport in enriching the lives of millions of children and young people through the power of high quality and inclusive physical education at school and community levels. The evaluation identified factors that contributed to the project’s success as well as constraints that may have affected the implementation of the project. The scope of evaluation covered all program activities from 2008 to 2010. The report provides a set of recommendations for government, civil society and cooperating partners in response to the critical findings of the evaluation of the project.

A desk review of secondary literature and participatory methodologies were used to collect data for this evaluation. Both qualitative (focus group discussions, interviews) and quantitative methodologies were used in collecting data while analysis was mostly analysed qualitatively according to the objectives and evaluation criteria (relevance; effectiveness; efficiency; impact; and sustainability). Respondents

\(^1\) The Ministry of Education has since expanded and is now officially the Ministry of Education, Science, Vocational Training and Early Education

~ 5 ~
included the civil society implementers, representative members of the communities where the project activities were implemented and key stakeholders such as the Ministry of Education.

Key Findings

The evaluation summarizes the findings based on the specific objectives provided. Findings focused on the achievements and outputs of the project. This evaluation established that:

- The project was successful in building capacity in the communities. Directly, a total population of (50,436) people benefitted from the programme as children, peer educators, parents, coaches and heads of schools. Statistically (43,351) children; (3,380) parents; (3,100) peer educators; (530) coaches; and (75) heads of schools received training in the use of sports. Notably, the training of peer educators achieved more than the set target of (800) in the project design.

- During the project phase more than 2,000,000 children inclusive of community members were reached within HIV prevention messages through sport and use of the media (radio). The radio played a pivotal role in reaching the intended target, particularly in disseminating the HIV prevention through the Zambia Broadcasting Corporation (ZNBC), Radios 1 and 4, Radio Phoenix and Yatsani Radio (Lusaka); Sky FM and Radio Zambezi (Southern Province); Radio Liseli (Western Province); Radio Explorer and Radio Breeze FM (Eastern Province). The Radio programmes provided unique opportunities for the children.

- The situation on creation of safe playing spaces remained the same since (6) safe spaces out of the planned (40) were created during the life span of the project. The evaluation revealed that even with the low number of safe spaces created the project achieved the intended outputs because children continued to meet in schools and use playing spaces meeting the minimum standards.

- The evaluation found that the project’s work with Alive and Kicking significantly helped to procure sporting equipment such as footballs and volleyballs which were branded with health-prompting messages to support learning and teaching of physical education in schools.

- The Youth Sport Trust played a significant role in providing guidance on regulations which ensured adherence to course standards and professional standards being followed in implementing specific interventions in selected areas.

- The (150) kits and materials (consisting of volley nets and balls, pumps, foot and Netballs plus nets, whistles, Jerseys, Golf t-shirts, Radio sets and Tape recorders) distributed in the project sites were found to be user-friendly and utilized effectively. However, in cases where materials were not available participants and teachers trained without them.

- A Curriculum Resource Package is being developed by the Ministry of Education while Capacity Development was supported by Strand 1 (British Council) in ensuring that capacity was built in a curriculum specialist to support curricula reforms in Physical Education. This is expected to enable the Ministry to promote the holistic approach to the development of children and lay the ground for sustainability of the sports activities.
There were mechanisms for institutional sustainability of the project since the Ministry of Education, Science, Vocational Training and Early Education had taken on the development of a new physical education syllabus which will be available for all learners as a compulsory and examinable subject across all schools in the country in 2013.

There were other unexpected benefits and changes during the phase of the project. For instance, as a result of the II project the sports partners(SIA) identified a learner to represent Zambia at the Olympics as a torch bearer. The torch bearer was selected through a competitive process in which young people were expected to demonstrate how participation in IIP had changed their lives.

Despite successes, there were some challenges during the lifecycle of the project. The project design indicated a (3) year implementation period while it only covered a period of (2) years. This was because the funder (UK Sport) decided to reach other countries and shifted the resources meant for the first set of countries to the new countries. This aspect mainly affected the output especially on the number of safe spaces that were created and this may have affected their participation in terms of numbers (assuming that more children would have participated in sporting activities if more spaces had been created). To mitigate the cut in funding from United Kingdom, the Zambia Country Office (ZCO-UNICEF) provided resources to the project to enable completion of the set activities by partners.

Other challenges point to the schedule of implementation of activities that although the work plans (quarterly and annual work plans) and monitoring plans, were in place, in practice these plans were not closely followed due to delays in the release of funds by UNICEF-Zambia. Notwithstanding the fact that delays by ZCO-UNICEF may have been due to poor quality of proposals from partners which led to increased transaction time in making the proposal meet UNICEF standards. It is realized that the project would have achieved more if these challenges had been taken care of. In addition, the lack of coordination structures affected the implementation of certain activities in some project sites and these had a bearing on the efficacy of the project. In some communities, the cultural-sensitive issues may have affected the participation between girls and boys in some sporting activities. A case in point is the issue of menstrual situations which did not warrant girls’ participation throughout the project. Insufficient time to collect data was also another challenge as most of the schools were going on recess at the time of data collection. Other factors were related to mobility of community members, where people may have relocated to other places at the time of the evaluation.

Conclusions

The evaluation therefore concludes that there are notable successes with IIP project in terms of getting young people to participate in sports activities and in HIV prevention messages reaching out to young people as well as capacity building of peer educators, teachers, coaches and community leaders and members. Such successes will ensure continued activity implementation in schools and communities even with minimal support. The new curriculum and the new PE syllabus developed offers renewed opportunities for the education sector to use sport to contribute to personal growth and development of inter-personal skills of young people. Overall, the evaluation found that the project had potential to positively impact on the lives of children and young people as it helped them to appreciate sport (Caesar’s as a torch bearer). The evaluation has also revealed that in certain communities the creation of safe spaces may not be an impediment to achieving results but that much may depend on community
perception and children’s interest in sport. The available spaces in the project sites ranged from being unsafe (i.e., rough, near noisy bar, accessible to general public and far from the community) to being very safe (i.e., smooth, away from noisy bars and located in an enclosed area within the community). Ultimately, the evaluation concludes that value for money between the funding agency and the implementing partners has been realized as evidenced from the outputs.

**Recommendations**

This evaluation establishes recommendations at three levels of policy, implementation and partnerships. Based on the lessons learnt from the implementation of the Institutional Inspirational Project (IIP) and because of its high success rate in reaching out to young people, it is strongly recommended that the project activities should continue in areas where IIP activities were to implemented. The evaluation specifically recommends that:-

1. The government should expedite the process of introducing physical education as a compulsory and examinable subject in the education sector.

2. The evaluation recommends strengthening the coordination and collaboration structures at both national and local levels of the implementing agencies to increase efficiency, effectiveness and impact.

3. Having realized that the project recorded successes even with minimal safe spaces that were created it is recommended that NGOs should be supported to rehabilitate existing structures to promote participation in sports.

4. In communities where culture and traditional values present a serious challenge for parents to change their mind-set on the importance of sport for young people in impacting on behavioral change, it is recommended that the Ministry of Education and partners provide community education to raise awareness among parents aimed at positively changing their mind-set.

5. The use of sport to promote positive values and reduce vulnerability of children and young people in target areas to such ills as adolescent and teenage pregnancy, alcohol and drug-abuse, pornography and sexually-transmitted diseases in order to transform their lives.

6. Increased budgetary allocation for coaching, training materials, creation of more safe spaces to project sites in order to make learning on-going, and create refresher training for those already trained as well as encourage the use of local knowledge and traditional games for easy of sustainability of the programme.
1.0 BACKGROUND

1.1 Situational Analysis

The situational analysis creates the situation within which IIP was contextualized to address the problem of vulnerability of children and young people, in target areas in the country, to such ills as adolescent and teenage pregnancies, alcohol and drug-abuse, pornography, sexually-transmitted diseases and general delinquency. Zambia and UNICEF were specifically asked to deal with Strand 3: Development of Children in Schools and Communities through Sport of the International Inspiration Project because of the following several underlying critical factors.

The United Nations Development Programme of 2006 ranked Zambia on the UNDP’s Human Development Index (HDI) with a score of (166/177), at the bottom category of the least developed countries in the world. By then, Zambia had a population of (11) million of which (68) percent lived in poverty. Life expectancy was (37.5) years and experiencing a serious HIV and AIDS epidemic. The prevalence rate of HIV and AIDS was (16.9) percent, females aged (15-24) were more likely to be HIV positive (16.1) percent than males (12.3) percent while (90,000) children were infected with HIV and (1.2) million children were orphans and vulnerable children (Fifth National Development Plan 2006-2010). Urban areas had higher prevalence (20) percent than rural areas (10) percent. The key drivers of HIV and AIDS identified by the government were: high rates of multiple concurrent sexual partners; low and inconsistent use of condoms; low rate of male circumcision; mobility; vulnerable groups with high risk behaviour; and mother-to-child transmission.

Among the young people, the challenges included slow progress in behavioural change, weak resource tracking and poor impact mitigation, especially for orphans and vulnerable children and also low level of HIV and AIDS comprehensive knowledge (SACMEQ 2010). At both national and community levels, the Fifth National Development Plan also reported that with the impact of HIV and AIDS and other factors associated with it, girls and other vulnerable groups were dropping out of school before they completed primary school largely due to poverty, lack of food and the impact of HIV and AIDS on families. Given the need to provide all children and young people with access to education and important life-skills training it was, therefore, important that programs and projects were created to contribute in counteracting the vices and that these programmes could reach both in-school and out-of-school youth.

Mitigating the impact of HIV and AIDS is a key priority in the Government of Zambia-UNICEF’s (2007-2010) Country Programme of Cooperation to protect the “Window of Hope from HIV infection”. The key strategies in life skills education for HIV prevention were information dissemination, awareness creation and ‘skills’ development using child-and youth-friendly innovative approaches. UNICEF’s key partners included the Ministry of Education, Science, Vocational, Training and Early Learning, Ministry of Youth, sport and Child Development and sport-for development partners with the aim of reaching school-going and out-of-school children and young people.

Notably, Zambia’s National Child Policy of 2006 provides the basis for the welfare and development of children in the country. The vision of the policy is, “to provide long-term guidance and a framework for
the implementation of child survival, development and protection interventions through a well-coordinated and multi-sectorial approach in order to improve the quality of life of every child in Zambia”. The policy focuses on creating an environment that places priority on the needs of women and children and strives to fulfill their rights especially in improving support for and protection of the child living in especially difficult circumstances.

Therefore, the major outcomes of this IIP were to ensure that the generation perceived as the ‘window of hope’ (4 to 14 year olds) was protected through various school and community-based prevention and risk-reduction strategies. For this reason, the situation within which IIP was implemented required an intervention that would meet the needs and challenges of children and young people in the country. Life skills education through sport as an intervention aimed at fostering positive and acceptable behaviors across a range of psycho-social skills. It was expected that Life skills education through sport approach would help children, youth and life skills facilitators (teachers, coaches, peer leaders) to respond to situations requiring decisions which may affect their lives. Assuming that such skills were best learned through experiential activities which would be learner-centered and designed to help young people gain information, examine attitudes and practice skills. From a human rights point of view, young people through life-skills and sport interventions had opportunities to learn about their rights and demonstrate their commitment to ensuring that these rights were met and, therefore, through IIP. Through the project young people were expected to be powerful agents of change in their own households, in the lives of their peers and in the community.

1.2 Background to the International Inspiration Project: Life-Skills through Sports

International Inspiration Project (IIP) was London 2012’s official international sports legacy programme of the London Organizing Committee of the Olympic Games and Paralympic Games (LOCOG). The London 2012 bid team pledged to reach young people all over the world and connect them to the Inspiration Power of the Games so that they become inspired to choose sport, become leaders, positive role models and inspire their peers. According to the International Inspiration Annual Review (2010-2011), “The program was a direct result of the pledge made by Seb Coe when London won the bid for the 2012 games to, ‘reach young people all around the world and connect them to the inspirational power of the Games so they are inspired to choose sport … improving their lives as a result’. Its vision is, “to enrich the lives of (20) million children and young people of all abilities, in 20 countries across the world, through the power of high-quality and inclusive physical education, sport and play”.

International Inspiration worked on three levels – with policy makers, sports practitioners and children and young people. This was aimed at changing the way countries were promoting the role of sport in the school curriculum and in the community. The approach was aimed at creating long-term, transformational change for young people around the world through and beyond London 2012.

1.3 Strategic Focus of the International Inspiration Project in Zambia

In 2007, Zambia was selected as one of the five countries (along with India, Brazil, Azerbaijan and Pilau) to benefit from a programme named International Inspiration (II) which grew out of a
commitment by UK Sport, UNICEF, British Council and partners to help transform the lives of millions of children in schools and communities through the power of sport. The Government of the Republic of Zambia (GRZ) and partners engaged in a scoping exercise and developed a country proposal to guide International Inspiration activities within the four program work Strands, which would be common among all participating countries. The strands were:-

**Strand 1: Physical Education and School Links.**

This Strand was delivered by the British Council and had the following program priorities:-

i. New British Council Dreams + Teams School Links which took place in Lusaka, Southern and Western Provinces.

ii. Training – Tutors and Young Leaders.

iii. HIV and AIDS Awareness and Life Skills Training.

iv. Sports Events involving the wide community.

v. Curriculum Development.

**Strand 2: Sport Development.**

This Strand was delivered by the UK Sport and embraced capacity building through:-

i. Capacity Building Athletics – worked with Zambian Amateur Athletics Association (ZAAA) in conjunction with Zambian Schools Sports Association (ZSSA).

ii. Volleyball – worked with the Zambia Volleyball Association (ZAVA).

**Strand 3: Development of Children in Schools and Communities through Sport.**

This Strand was delivered by UNICEF and it had the following programmes priorities in the (4) provinces of Lusaka, Eastern, Southern and Western:-

i. Safe Spaces for Sport Programme.

ii. Community Coaching.

iii. Awareness Raising and Campaigns (Behavioral Change Communication Approach)
   - Community-based youth-led radio programs.
   - Peer education and counseling training.
   - Curriculum Resource Package and Capacity Development.

**Strand 4: Sporting Excellence.**

This Strand was delivered by the UK Sport and it had the following programme priorities:-

i. Chevening Scholarships.

ii. Coaching Scholarships.

iii. Athletics Scholarships.

In Zambia, UNICEF was identified to be the lead agency responsible for Strand 3 - Development of Children in Schools and Communities through Sport. The intervention was under the HIV and AIDS and Life-skills Education Project in the Basic Education Programme of the GRZ-UNICEF Country Programme (2007-2010), where II results were expected to contribute to the Country Programme outcome, “Contribute to reduction of new HIV infections among teachers and young people.” The UNICEF Zambia Country Programme Plan – Vision was, “To transform the lives of millions of
children in schools and communities… through the power of sport”. In 2007, UNICEF engaged the Ministry of Education, Ministry of Youth, Sport and Child Development and Sports Organizations including Right to Play\(^2\), Sport in Action, SCORE and EduSport to plan for the implementation of the International Inspiration activities from 2008 through to 2010.

Prior to the implementation of the project, a baseline survey was conducted in 2008 with the purpose of providing a situational analysis of each of the project areas (four provinces of Lusaka; Eastern; Western; and Southern). The baseline findings revealed inadequate safe spaces, community coaching and peer leaders, children’s participation in structured sport for development activities and low level of community engagement in sport activities. Therefore the implementation of Strand 3 was expected to achieve the following objectives:-

i. Creation of (40) safe spaces for sport in schools in Eastern and Western Provinces.

ii. Training of (800) peer educators through community coaching.

iii. Awareness raising and campaigns reaching (1.5million) young people and adults in (4) provinces (Behavioral Change Communication Approach).


v. Printing and distributing physical education syllabuses across the country.

The information below describes how each of the objectives was to be implemented.

i. **Safe Spaces for Sport Programme**

   Partnerships between UNICEF and the Ministry of Education, Right To Play Zambia, Sports in Action and EduSport were expected to result in the creation of safe playing areas where children could participate in sport and recreational activities.

   It was anticipated that (40) safe spaces would be cleared in schools in Eastern and Western provinces. These (40) spaces would be at schools which were already working with UNICEF under the *Schools as Centers of Care and Support*.

ii. **Community Coaching**

   To support the creation of safe spaces for children, capacity was to be enhanced for effective sport and Physical Education programs at school and community levels through the training of teachers and community club coaches in various sports and life-skills.

   Community Coaching was to be delivered in partnership with Right To Play Zambia, EduSport and Sport in Action, working with community-based organizations. In the pilot phase, a total of about (750) coaches were to be trained in the (4) target provinces. The (750) coaches were to directly reach out to an estimated population of (30,000) young people in the (4) target provinces over the (2) years of the pilot, engaging them in regular organized sport and play activities.

\(^2\) Right to Play closed before 2008
UNICEF was expected to work with the British Council to ensure that, where possible, there were geographical and personnel crossovers between the communities benefiting from community coaching and the schools involved in Dreams plus Team links through Strand 1.

iii. Awareness Raising and Campaigns (Behavioral Change Communication Approach) was to be enhanced through:–

a. Community- Based Youth Led Radio Programmes

An estimated (1.5) million young people and adults were expected to be reached with life-changing messages on social orientation through the radio broadcasts. Radio programmes were to be broadcast in the (4) provinces on the importance and benefits of physical education and sport, imparting life-skills and education messages about drug and substance abuse, HIV and AIDS and delinquency. Broadcasts were aimed at changing attitudes toward physical education and sport for Head teachers, teachers, parents and children and to be linked with the rest of the program in different strands.

b. Peer Education and Counselling training

A total of (800) peer educator were expected to be trained, supported and encouraged to lead activities at major district and regional sports events as well as regular peer education sessions in their communities. This was to involve, where possible, participants from other elements of the programme.

iv. Curriculum Resource Package and Capacity Development

The Ministry of Education was expected to promote the use of sport to achieve two objectives of the need to emphasize the holistic development of young people through the development of mind, body and spirit of the individual as well as ensuring that the communities begin to view sport as an intervention and prevention strategy targeted at youths and children from social ills such as drugs, pornography, sexually-transmitted infections and general delinquency. In this respect UNICEF was to support the printing and distribution PE syllabuses across the whole country, and PE teaching and learning materials across the (4) chosen provinces to enhance the school sport experience and support the integration of life skills education in the training of (750) coaches in the (4) provinces.

v. Additionally, UNICEF was expected also to support the procurement (150) recreation kits for the schools in (40) pilot schools where safe spaces for children to play were to be created through Alive and Kicking and Youth Sport Trust. The KITS were to be branded with health messages, to support learning and teaching of PE in schools.

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3 Alive and Kicking is an African Social Enterprise that manufactures sports balls to provide balls for children, create jobs for adults and promote health education through sport. It provided II Project with Sporting Materials. Youth Sport Trust is an independent charity based in the UK that is devoted to changing young people’s lives through sport. It provided II Project with guidance on course standards and how clubs should operate.
1.3 Problem Statement

The problem addressed by this terminal evaluation of the International Inspiration Project (Strand 3) was due to lack of adequate empirical evidence-based data and information about the project’s relevance; effectiveness; efficiency; impact; and sustainability in the country. The evaluation, therefore, had to determine the extent to which IIP objectives, outcomes and impact as stated in its logical framework had been achieved, identify lessons learned, provide recommendations for future programmes with similar focus and assess UNICEF and its implementing partners’ roles and performance as implementing agencies.

2.0 Purpose, Objective(S) and Scope of Evaluation

2.1 Purpose

The purposes of the evaluation were to:

i. determine whether the objectives, outcomes and impact as stated in II’s logical framework were achieved.

ii. identify lessons learned and provide recommendations for future programs with similar focus, and

iii. assess UNICEF and its implementing partners’ roles and performance as implementing agencies, including issues of sustainability of the project.

2.3 Conceptual Framework

2.3.1 An Overview

The conceptual framework selected for this evaluation is Life Skills-Based Education (LSBE). Life skills-based education is one of the most effective ways of strengthening strategies used to prevent negative vices among children and young people. These vices include teenage pregnancies; alcohol and drug-abuse; pornography; sexually-transmitted diseases; and general delinquency. Life skills-based education enables children and young people to make positive decisions and take positive actions to change their behavior and environment in order to promote health and safety in their lives. In addition, life skills-based education also empowers children and young people with self-esteem, self-discipline and self-control, with which they can transform their lives and overcome these and other vices in the society.

The overall goal of life-skills education is to develop in an individual a positive mind-set change by maximizing Protective Factors and minimizing Risk Factors. Life skills-based education is based on the assumption that it is not the presence and amount of negativity in the environment which matters the most but rather it is the presence and amount of positivity in an individual’s own thinking. A person with a positive mind-set and a positive behavior shapes his or her own environment from the general...
environment whereas a person with a negative mind-set or negative behavior is simply shaped by the general environment. There are also various approaches and definitions as laid out below:-

### 2.3.2 Life-Skills

According to the United Nations Children’s Fund (UNICEF), life-skills are defined as:

*Psycho-social abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into (3) broad categories of skills: cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others (e.g., sociability, consideration of others).*

In essence, therefore, a life-skill is basically a positive behavior.

### 2.3.3 Life-Skills Education (LSE)

UNICEF defines Life-Skills Education as:

*A structured program of needs-and outcomes-based participatory learning that aims to increasing positive and adaptive behavior by assisting to develop and practice psycho-social skills that minimize risk factors and maximize protective factors. Life-Skills Education Programmes are theory-and evidence-based, learner focused, delivered by competent facilitators, and appropriately evaluated to ensure continuous improvement of documented results. The expected learning outcomes from life skills-based education and practicing life-skills education include a combination of knowledge, values, attributes and skills with a particular emphasis on those skills which relate to:-*

1. Self-esteem.
2. Critical thinking and problem-solving.
3. Self-management.
4. Communication and interpersonal skills.
5. Taking action and generating positive personal life-transformation.

The objective of life skills-based education is to develop in an individual self-esteem (skin-deep feeling of one’s worthiness); self-confidence; self-discipline; and self-control, all of which are essential factors in one’s ability to overcome challenges and achieve personal success in any area in life.

### 2.4 Literature Review

Life skills-based education has become a recognized and significant methodology in addressing a variety of issues concerning child and youth development. One of the main reasons why life skills-
based education is used in child and youth development in so many program and thematic responses across the globe is that it allows for achieving increased empowerment and participation of children and young people in areas affecting their well-being and livelihood. Another reason is that it enhances observance and protection of their rights in order to build a sound human resource base. A review of recent literature emphasizes the use of Life Skills-Based Education to support the development and promote the health of children and young people in many countries. For example, in recent history the different programmes and thematic responses which incorporated life skills-based education include the following:

i. Zambia’ Sectoral Vision for Children and Young People in its National Vision (2030) is stated as, ‘Innovative and productive life-long education and training for all’.


iii. In 2009, Zambia developed its National Youth Policy which defined a youth as a male or female aged between (15) and (25). Zambia’s National Youth Policy goals reiterate the need for the promotion of the welfare of the youth and safeguarding the rights of the youth to exist, develop and meet his or her life needs in accordance with international requirements. The policy also emphasizes the provision of adequate recreation and other services, skills development, training in leadership skills, rehabilitation of street and vulnerable children and training of child and youth workers as well as sports administrators, coaches and community facilitators.


v. The (2000) Dakar, Senegal, World Education Conference took a position that all young people and adults have the human right to benefit from ‘an education that includes learning to know, to do, to live together and to be’ and included life-skills in through goals 3 and 6. The Education for All (EFA) goal Number 3: emphasizes the need to ensure that the learning needs of all young people and adults are met though equitable access to appropriate learning and life-skills programmes. Goal Number 6 embraces: Improvement in all aspects of the quality of education and ensure excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life-skills.

vi. The (1990) Jomtien Declaration on Education for All included life-skills among essential tools for survival, capacity development and quality of life.

vii. In (1986), the Ottawa Charter for Health Promotion (OCHP) recognized life-skills in terms of better health choices.
viii. The (1969) Convention on the Rights of the Child (CRC) linked life-skills to education by stating that education should be directed towards the development of the child’s fullest potential.

Other documented literature on the power of sport looks at various programmes such as:-

**Life Skills-Based Education through Sports**

Literature on sports studies strongly indicate that sport has the potential for producing positive outcomes in educational and non-educational settings for children and youth. Contemporary literature supports the view that sport is a contributor to health, personal fulfillment and community integration. Mihaly (1982) developed a model for systematically assessing the potential positive outcomes of sports and the conditions necessary to produce personal, social enjoyment, social harmony and social growth and change.

**Sports for Development and HIV Prevention**

There has been a strong recognition of the role of sport in development and HIV prevention. Some organizations emphasize sports and development while others emphasize sports and HIV prevention. In both cases, the key and underlying factor is that sport has the power to bring people together and also it has power to break barriers.

**International Olympics Committee (IOC)**

The International Olympics Committee stresses that sport can and does play a developmental and transformative role in communities around the world (IOC, 2006).

**United Nations Education, Scientific and Cultural Organization (UNESCO)**

The United Nations Education, Scientific and Cultural Organization uses youth development in its broadest sense as one of its core principles of creating social support, resilience, children’s rights, participation, civic engagement and leadership. It puts emphasis on knowledge and transferable skills to live a more inclusive and independent life. Life skills are regarded as personal management and social skills which are necessary for adequate functioning on an independent basis. UNESCO’s Delors Commission of 1996 states that, “Human being’s further progress depends less upon continued economic growth than upon an increase in a broader ‘personal development’ and ‘empowerment’ that people need to steer overall developments in a sensible way.”

**Grassroots Soccer**

In Mexico City, Mexico, Latin America, Grassroots soccer programmes use the power of soccer to engage homeless people. Homeless World Cup is a foundation that was established in 2003 with the aim of supporting grassroots soccer programmes and using the power of soccer to engage homeless people so that they can change their own lives (Homeless World Cup, 2005). The foundation had (250,000) players which included men and women in a network of (73) national partners around the world. The best teams came together to compete each year in a world cup tournament. One participant
in the Homeless World Cup Tournament, Cicolella, once said: “this is a fantastic experience for me and I hope that it can help me to reintegrate into society and…enable me to see my family again”.

A supporter of the Homeless World Cup Tournament commented:

_The Homeless World Cup benefits the fans as well as the players because we all meet to join with other nations in a fiesta of soccer. The people who are playing have a message we must take into account, that although we are presented with difficulties in life, we can always move forward._

In Zimbabwe, grassroots soccer competition tournaments were used for HIV prevention. The main objective was getting people to the site where they got free HIV Testing, CD4 count services, sensitization on male circumcision, family planning services, tuberculosis screening and referrals to hospitals. The team with the highest points received a trophy and medals while runners-up were given medals (Zimbabwe Grassroots Soccer, 2010).

In Zambia, too, grassroots soccer was used for HIV prevention. Soccer was used to increase awareness among children, young people and their parents about HIV and AIDS. The aim of grassroots soccer in Zambia was to harness the power of football to combat HIV and AIDS and other problems, with the initiative to benefit the boys and girls who took part and also the adults in their families and social circles. It achieved this aim by encouraging those involved in the games to gain an in-depth knowledge about the disease and then to pass on what they have learned to the rest of their communities (Zambia Grassroots Soccer, 2011).

Sport is a useful tool which can be and is being used to promote development in different areas of human endeavor, and HIV prevention mainly, because it has power to bring people together and it also breaks barriers. Nelson Mandela was right when he once said, “Sport has the power to change the World.”

Many sport authorities and writers are of the view that sport because it brings people together and it also breaks barriers may serve to transmit general societal values, including life-skills and health-prompting messages, and they also believe that sport has a positive value for the participants in building character, discipline, a strong work ethic and the ability to work in teams. Most research literature reviewed supports the importance of de-emphasizing winning and competition and thereby moving young people into positive and enjoyable experiences. Nevertheless, the same literature points out that unfortunately the trend has been toward a more competitive, ‘win-oriented’ framework. This still remains as a challenge in organized sports to be overcome.

### 2.5 Significance of the Evaluation

The findings and results of this evaluation will contribute to UNICEF, UK Sport, British Council, Ministry of Education, Science, Vocational Training and Early Learning and other key stakeholders understanding of the International Inspiration Project and its relevance, effectiveness, efficiency, impact and sustainability. These findings have identified lessons learned and evidence-based information on: _What worked well or not? What challenges were faced by implementers and whether sport can be utilized to pass on life skills and other health-prompting messages? Was there any evidence of behavioral change? How were the roles of UNICEF and its implementing partners_
performed? In summary this evaluation will be used by UNICEF, implementing agencies and other stakeholders to improve their decision making and strengthen their strategies to empower children and young people to overcome the negative vices of society which affect them.

3.0 Evaluation Methodology

3.1 Design

A representative sample of (56), out of (105) schools and communities, was taken and (170) questionnaires were administered to peer leaders, coaches, community leaders, students, teachers and parents in all of the (4) provinces. The evaluation team spent a maximum of (15) days for travel and collection of data and information in all the (4) provinces, at the same time. On average, the evaluation team covered about (3) sites (schools and communities) per day. Sample selection on four (4) provinces was based on the findings of the baseline study using existing community placements where partners had worked before, with the help of MESVTEE, District Commissioners, Ministry of Sports and the National Sports Development Centre. This evaluation was conducted in (105) project sites in the (4) provinces of Lusaka; Eastern; Southern; and Western as indicated in table 1 below.

Table 1: Distribution of Project Sites by Implementing Partners

<table>
<thead>
<tr>
<th>SCORE (56) SITES IN (3) DISTRICTS</th>
<th>SPORT IN ACTION (43) SITES IN (5) DISTRICTS</th>
<th>EDUSPORT (6) SITES IN (6) DISTRICTS</th>
<th>RIGHT TO PLAY^4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lusaka Province</strong></td>
<td><strong>Lusaka Province</strong></td>
<td><strong>Lusaka Province</strong></td>
<td><strong>Lusaka Province</strong></td>
</tr>
<tr>
<td>1. Lusaka District</td>
<td>1. Lusaka District</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• (25) Schools</td>
<td>• (9) Schools</td>
<td></td>
<td>• 7 Schools</td>
</tr>
<tr>
<td>• (2) Communities</td>
<td>• (4) Communities</td>
<td></td>
<td>• 4 Communities</td>
</tr>
<tr>
<td>2. Chirundu District</td>
<td>2. Chirundu District</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• (3) Schools</td>
<td>• (2) Communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• (4) Communities</td>
<td>• (2) Communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Eastern Province</strong></td>
<td><strong>Eastern Province</strong></td>
<td><strong>Eastern Province</strong></td>
<td><strong>Eastern Province</strong></td>
</tr>
<tr>
<td>1. Nyimba District</td>
<td>1. Petauke District</td>
<td>1. Petauke District</td>
<td></td>
</tr>
<tr>
<td>• (4) Schools</td>
<td>• (10) Schools</td>
<td>• (1) School</td>
<td></td>
</tr>
<tr>
<td>• (16) Communities</td>
<td>• (2) Communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Nyimba District</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• (1) School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Southern Province</strong></td>
<td><strong>Southern Province</strong></td>
<td><strong>Southern Province</strong></td>
<td><strong>Southern Province</strong></td>
</tr>
<tr>
<td>• (7) Schools</td>
<td>• (1) School</td>
<td>• (1) School</td>
<td></td>
</tr>
<tr>
<td>• (2) Communities</td>
<td>• (4) Communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Maamba District</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• (1) School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Livingstone District</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• (1) School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Kazungula</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

^4 Data was not collected from the Right to Play sites as they had closed the project

~ 19 ~
| SCORE (56) SITES IN (3) DISTRICTS | SPORT IN ACTION (43) SITES IN (5) DISTRICTS | EDUSPORT (6) SITES IN (6) DISTRICTS | RIGHT TO PLAY

### Western Province
- Kaoma District
  - (10) Schools

#### ACTIVITIES CARRIED OUT
1. **Capacity Building**
   - Kicking AIDS Out Peer Leader Programme
   - Youth Lead Training
   - Generic Coaching Course
   - Sports Specific Coaching Training Course
   - Life Skills Youth Active Course
2. **Sports Development**
   - Community Sports Leagues
3. **Safe Spaces**
   - Two Safe Spaces – One created Nyimba District and one maintained in Kaoma District

#### ACTIVITIES CARRIED OUT
1. **Leagues in:**
   - Football
   - Netball
   - Basketball
   - Volleyball
   - Traditional Games
2. **Fun and movement activities**
3. **Leadership**
4. **HIV and AIDS**
5. **Child Rights**
6. **Sex and Sexuality**
7. **Program against drug and alcohol**
8. **Safe Spaces – one created in Lusaka District and one created in Kaoma District**
9. **Tournaments and Leagues Workshops**
10. **HIV AND AIDS/First Aid**
11. **Programme against drug abuse**
12. **Peer leadership**
13. **Reproductive Health**
14. **Monitoring and Evaluation**
15. **Self-confidence**
16. **Self-assertiveness**
17. **Safe Spaces – one created in Maamba District and one created in Gwembe District**

### 3.2 Methodology

The consultant used participatory methodologies to collect the data and information for this evaluation. Quantitative methodologies were used as a supplement. These methodologies included:

i. **Secondary literature review:**
This was a desk review of project documents and material related to the overall International Inspiration Project as well as background material used in project preparation, proposal documents and project monitoring documents, progress reports, work plans and other information available at UNICEF office and with the implementing partners. In addition, other sources of data reviewed included data generated from UNICEF and IIP’s monitoring systems, baseline evaluation as well as data from relevant national studies, evaluations and statistics, National Child Policy, National Youth Policy, Millennium Development Goals, Fifth and Sixth National Development Plans and Vision 2030.

ii. **Key informant and Stakeholder interviews and consultations**

These were held with the International Inspiration Project Secretariat, UNICEF office, Edusport, Right To Play (Former Staff), SCORE, Sport in Action, parents, coaches, community leaders, teachers, sports coordinators, Radio Managers, club leaders, peer leaders and Ministry of Education, Curriculum Development Centre (CDC). Overall, the evaluation conducted (7) key informant interviews in Lusaka.

iii. **Focus group discussions**

Consultations and group interviews were held in all project sites with peer leaders, coaches, community leaders, students, teachers, parents, coordinators, key informants and managers. During the process (170) questionnaires on behavioral change was administered to them. In total, the evaluation conducted (56) focus group discussions in all the (4) provinces of the project.

3.3 **Data Analysis**

The data analysis for the evaluation was mainly qualitatively although minimum data was collected quantitatively to complement the qualitative methodologies according to the objectives of the evaluation and the provided criteria on relevance; effectiveness; efficiency; impact; and sustainability.

3.4 **Study Limitations**

There were limitations in the data connected to mobility—where people originally involved in the project had relocated to other places at the time of the evaluation. Also due to lapse of time since the project ended there were challenges in accessing data from implementers. In addition, data was not disaggregated in some cases. For example, in some areas coaches, parents and peer educators were interviewed together due to time constraint in the field.

4.0 **Findings**

4.1 **An Overview**

The overall finding of this evaluation was that the project performed above average for all the set targets. The table below outlines the level of achievement for the different set targets.
Table 2: Set Targets Compared to Achievements

<table>
<thead>
<tr>
<th>Planned Result</th>
<th>Status</th>
<th>Key Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness raising and campaigns (1.5) million and adults in (4) provinces</td>
<td>Achieved</td>
<td>(2) million young people and adults reached by sport, HIV prevention messages and Life Skills Education through training multiplier effects and (9) radio stations in the (4) provinces</td>
</tr>
<tr>
<td>Training of (750) coaches and (800) peer educators in sports and life-skills in (4) provinces</td>
<td>Achieved</td>
<td>(530) coaches and (3,100) peer educators were trained in sports and life-skills</td>
</tr>
<tr>
<td>Creation of Curriculum Resource package and capacity development</td>
<td>Achieved</td>
<td>Each partner developed a training resource manual and conducted training</td>
</tr>
<tr>
<td>(30,000) young people reached by HIV messages over the (2) years in Eastern, Lusaka, Southern and Western Provinces</td>
<td>Achieved</td>
<td>(43,351) children and young people reached by HIV messages over the (2) years</td>
</tr>
<tr>
<td>Creation of (40) safe spaces in schools within the Eastern and Western Provinces</td>
<td>Partially achieved</td>
<td>(6) safe spaces created during the life span of project</td>
</tr>
</tbody>
</table>

The findings from the study exemplify aspects of relevance, efficiency and sustainability for the programme. For instance, the project represents relevance to the national priorities as expressed in GRZ’s Child, Youth and National Sports Policies as well as the Fifth National Development Plan (2006-2010), to develop skills for young people and promote sport in the country). The project is also viewed as having contributed to effectiveness through the achievement of most of its objectives and perceptions reflected by stakeholders in the follow up write ups. **Efficiency on the value for money spent on the project has been realized as evidenced from the project’s achievement of most of its intended targets.**

In terms of sustainability it can be argued that measures of sustainability had also been put in place as MESVTEE had initiated a process of curriculum reform with the aim of making Physical Education compulsory. The syllabus had been prepared to include all the major sports activities like football, netball, volleyball as well as traditional games and sports. The Table below highlights achievements by each implementing partner. The Table indicates a reflection of achievements above the set targets, apart from the creation of safe spaces, which was implemented below the expected number of safe spaces at (6) instead of (40), while the training of coaches was significant with (530) coaches instead of (750).
Table 3: Targets Achieved by Partners

<table>
<thead>
<tr>
<th>Provider</th>
<th>Number Of Coaches Trained</th>
<th>Number Of Peer Educators Trained</th>
<th>Number Of Children Reached</th>
<th>Number Of Parents Reached</th>
<th>Number Of Heads Of Schools Reached</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edusport</td>
<td>90</td>
<td>1,800</td>
<td>5,737</td>
<td>270</td>
<td>6</td>
<td>7,903</td>
</tr>
<tr>
<td>Score</td>
<td>140</td>
<td>500</td>
<td>23,964</td>
<td>2,000</td>
<td>36</td>
<td>26,640</td>
</tr>
<tr>
<td>Sport In Action</td>
<td>300</td>
<td>800</td>
<td>13,650</td>
<td>1,110</td>
<td>33</td>
<td>15,893</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>530</strong></td>
<td><strong>3,100</strong></td>
<td><strong>43,351</strong></td>
<td><strong>3,380</strong></td>
<td><strong>75</strong></td>
<td><strong>50,436</strong></td>
</tr>
</tbody>
</table>

4.2 Findings by the Objectives

4.2.1 Objective 1: To assess awareness among (1.5million) children, parents and heads of schools in (4) provinces on the importance and benefits of physical education and sport.

The awareness creation on the importance and benefit of physical education and sport directly reached (50,436) children, parents, coaches, peer educators and heads of schools and indirectly reached more than an estimated (2,000,000) young people and adults through training and multiplier effects inclusive of the (9) radio stations in the (4) provinces. All the implementing partners put their radio programmes together through what they called Communication Groups (CGs). The radio stations which implemented the project radio programmes were:-

i. Zambia Broadcasting Corporation, Radios 1 and 4 (Lusaka).
ii. Radio Phoenix (Lusaka).
iii. Yatsani Radio (Lusaka).
iv. Sky FM (Southern Province).
v. Radio Zambezi (Southern Province).
vi. Radio Liseli (Western Province).
viii. Radio Breeze FM (Eastern Province).

Each radio station aired (13) series program per each quarter from 2008 to 2010. There were (31) listening clubs formed in communities and community schools supported by the monitoring instruments such as one-on-one interviews, questionnaires, focus group discussions, observations and progress reports by the implementing partners, “that due to the (9) radio stations which implemented the project radio programmes, the awareness about HIV/AIDS increased in the project sites more than it was at the time of the baseline study in 2007”.

4.2.2 Objective 2: To assess a ‘Safe Spaces for Sport’ programme in (40) schools within the Eastern and Western Provinces.

The evaluation found that only (6) ‘Safe Spaces for Sport’ were created in the (4) provinces out of the expected (40) spaces. The difference was largely because the funder U.K. Sport decided to shift the resources to cover new additional countries. The available spaces in the project sites ranged from being ‘unsafe’ (i.e., rough, near noise bar, residents passed through it and far from the community) to being

~ 23 ~
‘very safe’ (i.e., smooth, away from noisy bar and located within the community). The number of beneficiaries who started using these safe spaces increased to between (500) to (600) per each safe space per month from schools and communities, especially during school time. The evidence of the existence of these safe spaces is found in the implementing partners’ narratives, activity and quarterly reports and or photographs. For example, the following (2) photographs show the (2) safe spaces created and rehabilitated by SCORE in Eastern and Southern provinces.
The evaluation study found that the need for safe spaces was still high as most schools still continued to use playing spaces that met the minimum standards and sharing the available playing spaces continued. As evidenced from the baseline evaluation that (10) out of (16) or (63) % of sports activities were implemented below (50) % due to limited spaces (68) % and sharing of playing spaces at (63) %, the need for ‘safe spaces’ still remained high.

4.2.3 Objective 3: To assess the training of (750) coaches in sports and life skills in (4) Provinces reaching out to (30,000) young people over the (2) years

The evaluation found that the training of coaches in sports and life-skills in the (4) provinces directly reached (530) less than the expected (750) in the (4) provinces because the project duration was reduced from (3) years to (2) years. The training in sports and life skills directly reached (50,436) more than the expected (30,000) young people and adults over the (2) years of project duration because the sports and life skills were both exciting and popular that they attracted many children and young people.

Through FDGs stakeholders shared perceptions from project sites, that the training given by coaches and peer educators, the multiplier effects and together with the work of the (9) radio stations, created awareness about HIV/AIDS and sports penetration increased in the project site (note there is not sufficient data to for inference to the 2007 baseline) more than it was at the time of the baseline study in 2007. At the time of the baseline, the reasons for not implementing sports activities were inadequate sports attire (74) % and inadequate trainers, coaches and peer leaders (32) % while sports penetration rate (impact) was (21) % for males and (23) % for girls.
4.2.4 Objective 4: To assess the training of (800) peer educators to lead regular Peer Education Sessions at major sport events in (4) provinces.

The evaluation found that the training of peer educators at major sports events and regular sports sessions directly reached (3,100) exceeding the expected (800) in the (4) provinces. This was because these sporting activities and events, which included schools and communities, were viewed as being so unique that they attracted many children and adults.

4.2.5 Objective 5: To assess the creation of Curriculum Resource Package and Capacity Development that enables the Ministry of Education to promote the holistic development of children and young people’s mind, body and spirit in order to dissuade them from such social ills as drugs, pornography, sexually transmitted diseases and general delinquency.

The evaluation found that the creation of Curriculum Resource Package and Capacity Development was at draft level in MESVTEE. This was expected to enable MESVTEE to promote the holistic development of children and young people’s mind, body and spirit in order to develop fixity of purpose and self-control with which to overcome temptations from such social ills as alcohol and drug-abuse, pornography, sexually transmitted diseases and general delinquency. It was to be piloted in some schools before it could be finally adopted across the country.

4.2.6 Objective 6: To assess the utilization of 150 kits and materials distributed to project sites, including where safe spaces were created.

The implementing partners distributed the (150) kits containing balls, jerseys and other materials such as brochures and posters to their project sites for utilization according to the needs which they had earlier established through needs assessments. For example, a standard kit for one of the partners, SCORE, included:-

i. (52) Volleyballs.
ii. (150) Pumps.
iii. (20) Volleyball nets.
iv. (300) Footballs.
v. (145) Whistles.
vi. (200) Netballs.
vii. (4) Sets of netball jerseys.
viii. (4) Sets of football jerseys.
ix. (4) Sets of volleyball jerseys.
x. (15) Football nets.
xi. (20) Netball nets.
 xii. (300) Red hats.
xiii. (15) Freeze bees.
xiv. (31) Cones.
xv. (1) Stop watch.
xvi. (75) Golf t-shirts.
xvii. (100) Round T-Shirts.
xviii. (60) Radio sets.
xix. (1) Tape recorder.

Overall, for all the implementing partners the provision of these tool kits excited the administrators, teachers and coaches. The tool kits made the teaching and learning of sport and physical education easier than before. However, the tool kit lacked instructional manuals for reference in case trained coaches transferred from project areas. Notably, the tool kit also lacked sports attire like track suits for trained coaches for motivation and the lack of replenishment affected continuity and quality of activities in many schools.

The evaluation found that the (150) kits and materials distributed to project sites, including where safe spaces had been created, was accounted for and effectively utilized. The kits were distributed according to needs which had been established through needs assessments by the implementing partners. In most places, for example, all the balls had been used up at the time of this evaluation and children and young people were found using improvised balls.

4.2.7 Objective 7: To assess the work with the Youth Sport Trust to make the most of the Youth Sport Trust’s experience in creating TOPS equipment, while making sure the kits are relevant in the Zambian context.

The Youth Sports Trust played a significant role in providing the project with the necessary technical expertise and guidance on such issues as regulations with regard to course standards, professional conduct of sports coaches and managers, running of sports clubs and creating TOPS equipment which was relevant to the Zambian context.

4.2.8 Objective 8: To assess the work with Alive and Kicking to locally procure other various sporting equipment, such as footballs and volleyballs branded with health messages, to support learning and teaching of PE schools.

Alive and Kicking was a social enterprise that was in the business of making footballs and netballs. In the beginning of the project, footballs and netballs were a little oversized and heavy and not refined to suit ages e.g. volleyballs were oversized, heavy and lost shape quickly. Their panels were made like that of a football which made it rather difficult to differentiate volleyball from a football. However, later on the locally made were refined to suit the ages of children, lasted longer than imported ones as they were tailored to withstand the rough terrains.

The evaluation found that the project’s work with Alive and Kicking significantly helped to procure sporting equipment such as footballs and volleyballs which were branded with health-prompting messages to support learning and teaching of physical education in schools. This was strongly appreciated by teachers and sports coordinators in the project sites. The distribution of the footballs and volleyballs by the implementing partners was done according to the earlier assessed needs in the project sites.

4.2.9 Objective 9: To assess the integration of life-skills education in training of (750) coaches in (4) provinces.

~ 27 ~
Life skills were integrated in the training of coaches and peer educators. This was done before, during or after the games depending on the coach. For example, SCORE integrated life skills education in the training of coaches after the games. When it was discovered that a few trainees needed mentorship and some were not comfortable to talk about sex and sexuality. The implementing partners encouraged using peer education as an effective mechanism of integrating life skills education in the training of coaches and peer educators. Peer education soon became the bedrock of the life skills education programme for coaches and peer educators. Peer education made use of peer influence in a positive way.

The young people who were being trained in peer education initiatives often spoke about information being transmitted more easily because of the peer educator’s expertise, the audience’s shared background and interest and the use of language including jargon and family themes. Peer educators were less likely to be seen as authority figures ‘preaching’ about how others should behave from a judgmental position. Rather, the process of peer education was perceived more like receiving advice from a friend ‘in the know, who had similar concerns and an understanding of what it was like to be a young person.

Not surprisingly, young people got a great deal of information from their peers on issues that were especially sensitive or even culturally taboo. Peer education, therefore, proved to be a vital way to both empower young people and integrate life skills in the training of coaches and peer educators. The project offered them the opportunity to participate in activities that affected them and to access the information and services they needed to protect their health through informed peers. As a result, the integration of life-skills education in the training of (3,100) coaches and peer educators in the (4) provinces was effectively achieved.

4.2.10 Objective 10: To assess the sustainability of the International Inspiration (Strand 3) project.

In addition to what has been discussed under (4.6.1) above, the evaluation found a mechanisms for institutional sustainability of the project. MESVTEE had taken on the development of a new national syllabus which would include physical education as a compulsory and examinable subject across all government schools. Although there was a slow down in the implementation of II project activities, between the end of funding of the II project and the time when MESVTEE actually implements the new syllabus, some activities still continued. For example, Petauke’s Radio Explorer and Mongu’s Radio Liseli continued after the project to broadcast health-prompting messages only as public announcements but not as a series programme; community sports leagues, festivals continued in Lusaka and Nyimba districts

Kicking Aids Out activities continued; to lead and form sports teams through the knowledge which they received in workshops; and the young people were able to effectively deal with peer pressure, which was one of their biggest challenges.

4.3 Changes in context and review of assumptions (relevance)
4.3.1  Linkages between objectives, inputs, activities, and outputs clear and logical?

The linkages between objectives, inputs and outputs were all clearly outlined and easier to by the implementing partners. For example, the objectives of raising awareness through radio broadcasts among (1.5) million children (outputs) and training (750) coaches in sports and life-skills in (4) provinces to reach (30,000) young people (outputs) over (2) years by UNICEF and the implementing partners were clearly stated in the logical framework, funded and successfully implemented. The implementing partners through the (9) radio stations in the (4) provinces (2 of which were national radio stations, ZNBC Radios 1 and 4) reached more than an estimated (2,000,000) children and young people in the country. Through training they directly reached (3,100) coaches and peer educators.

4.3.2 Project design responsiveness to the national HIV and AIDS situation and the needs of the target groups? Did the project strategy correspond to national HIV and Education priorities and development policies?

Both the project design and strategy were responsive to the national HIV and AIDS situation in the country and the needs of the target groups. The project design strongly responded to the National HIV and education priorities and development policies. For example, the project responded to GRZ’s national HIV and AIDS prevention strategies by encouraging young people to practice safe sex, sexual abstinence and use of condoms; Voluntary Counseling and Testing; The Goal of the Sixth National Development Plan (2011-2015) for Child, Youth and Sports Development provide for increased empowerment and participation of children and youth in many areas affecting their well-being and livelihood and enhance observance and protection of their rights in order to build a sound human resource base); and the Millennium Development Goals (4) and (5) of Reducing Child Mortality and Improving Maternal Health. The project responded by training project participants in Kicking Aids Out methods which included health and well-being, myths and attitudes towards HIV and AIDS basic knowledge.

4.3.3 To what extent did the design take into account the capacity of Sports for Development NGOs and the commitment of stakeholders, especially the Ministries of Sports and Education?

The design took into account the capacity of Sports for Development NGOs and the commitment of stakeholders especially MESVTEE which helped them to ensure that all the key stakeholders supported the project. For instance, Sports for Development NGOs were given support to procure equipment and material, which they never had before the project. UNICEF under the project (Strand 4) supported the Ministry of Education by training a CDC specialist and printing the new school syllabus.

4.3.4 Examine the capacity and constraints of Sports for Development NGOs and the commitment of stakeholders, and how this impacts on the implementation of the project.

The evaluation found that the majority of stakeholders were committed to the project as they (MESVTEE) identified schools, pupils, location areas, sports facilities, assigned teachers to the project and approved work plans. In addition, MESVTEE continued to press on the Cabinet Office to direct
ZRA to suspend duty on all imported equipment used for physical exercise, gymnastics, athletics and other sports. As a result, in 2012 the government through Cabinet agreed to suspend all duty on sports equipment, in its demonstration of the importance of sport in shaping the fabric of society through recreation and healthy living. NGOs worked together in advocacy programmes and were partners in the implementation and monitoring programmes.

Despite these identified opportunities, the financial capacity of Sports Development NGOs still remained constrained and inadequate in that they were unable to continue implementing activities after project funding ended. For instance Radio Explorer in Petauke and Radio Liseli in Mongu continued to broadcast project health-prompting messages only as public announcements after the end of project funding. NGOs that continued implementing the activities after the end of project funding did so because they received funding from other partners.

4.3.5 To what extent were external factors and assumptions identified at the time of the design? How have they been addressed?

The key external factor and assumption was that IIP would end after (2) years and this was addressed by MESVTEE and Sports Development NGOs as they prepared alternatives aimed at institutionalizing the project activities. This significantly affected the implementation of the project. Building capacity of MESVTEE through CDC syllabus development and training a CDC specialist became the cornerstone of the project.
4.4 Implementation (Effectiveness and Impact)

4.3.1 Assess whether the project achieved its objectives and intended outputs, outcomes and its impact on learners, coaches, communities, etc. in terms of changes in HIV knowledge, attitudes and behavior.

The project achieved all but one of its objectives, intended outputs and outcomes the creation of (6) instead of (40) safe spaces. The impact on leaders, coaches, communities and young people in terms of HIV knowledge, attitudes and behavior was significant. For example, (81) percent of the respondents indicated that the knowledge gained through peer education training and counseling at sports events and regular peer education sessions at school and in the community helped them to improve their knowledge, attitudes and behaviour towards HIV and AIDS. About (90) percent indicated that the knowledge they received from the project training inspired them to practice good behaviour and associate themselves with good people in order to achieve good health. More than (86) percent of the respondents indicated that their participation in the project inspired them to experience a long-term personal transformation. This is also supported by the evidence in the report on events of 2009 July to 2010 at Longe Basic School in Western Province, the Head Teacher wrote:

*Just after inter-schools sports competition, our school was again involved in Sport-in-Action festival which was held at Kaoma High School from 5th July to 6th July, 2009. Through the event:-*

i. *Most of the pupils have developed more interest in sports as well as knowledge in HIV and AIDS.*

ii. *Some skills are seen in most of the pupils especially in ball games.*

iii. *Interaction between pupil and pupil and between pupil and teacher has improved tremendously.*

iv. *Truancy has reduced especially absenteeism.*

v. *Sports-in-Action has brought more good than harm.*

4.3.2 How would you rate the quality and relevance of the information produced by the project?

The quality and relevance of the information produced by the project was both effective and relevant. For example, the concept of using sport as a tool in the fight against HIV and AIDS was effective as it included the development of a training resource manual. The resource manual contains roles; tasks and characteristics of peer leader; facilitation skills; why sport and HIV; health and well-being; myths and attitudes; the introduction of HIV and AIDS (basic knowledge); planning; and movement games. Information in the manual was significantly relevant to the objectives of the project.

4.3.3 In what ways is government, specifically MESVTEE and MYSCD involved in the project and how would you assess its level of support for the project?
MESVTEE and the Ministry of Youth, Sport and Child Development worked closely with the project particularly through the Curriculum Development Centre and the Sports Council of Zambia, respectively. The Curriculum Development Centre became the entry point for the project toward institutional sustainability while the Sports Council of Zambia provided technical expertise, guidance and legitimacy to the project. In addition, MESVTEE supported the project through providing land for safe spaces; providing lessons for physical education; providing an enabling environment for in-school children and teachers to participate in the project; promoting physical education and recommending that it becomes a compulsory and examinable subject in all government schools; supplying physical education materials to schools; and producing calendars for sports in schools. The Ministry of Youth, Sport and Child Development organized workshops for youths; helped in funding youth projects, and encouraged young people to participate in sports.

4.3.4 Was the entire target population reached?

Most of the target population of children and youths between the ages of (10) and (16), parents, stakeholders, community coaches, leaders and teachers in the project sites of the (4) pilot provinces was reached. These were reached by the implementing agencies which focused on the (5) main and most popular activities in the country that had been identified by the baseline study (i.e., football, girls’ football, netball, volleyball and basketball). In addition, the target group was also reached by training young people in sports and life skills and raising awareness on the importance and benefits of physical education and sport to children, parents and heads of schools. However, the need for such sports and life skills activities in the (4) pilot provinces still remained a challenge for far- and out-lying remote areas which could not be reached due to resource and transport constraints as well as the short duration of the project of (2) years instead of the initial expected (3) years.

4.3.5 What mechanisms were in place for project monitoring?

The evaluation study found the monitoring process of the project to be adequately robust in that it was comprehensive and done at different levels which included project sites; implementing partners; UNICEF-Zambia; and UNICEF-UK/ other stakeholders. The implementing partners trained teachers, community youths and parents, in project sites who implemented the activities on the ground, monitored participation rates, school attendance and pass rates, motivation rates and number of school pregnancies using mainly observations and one-on-one interviews.

Additionally, implementing partners used a wide variety of monitoring and evaluation mechanisms that used mainly logical framework; field monitoring visits to project sites; questionnaires and observations; pictures; videos; focus group discussions; case studies; work plans; interviews with participants, parents and committee members; integrated life skills tournaments, league closures and youth camps; and financial and progress reports from youth peer leaders, coaches and teachers.

Thirdly, UNICEF-Zambia conducted monitoring through monitoring visits to project sites and implementing partners. In turn, UNICEF-Zambia used the information collected from its monitors and different reports, it received from the implementing partners, to report to UNICEF-UK and other stakeholders. The reporting system used a detailed outline of commitment of funds, measurement of achievements against objectives and updated figures of children engaged and reached. Overall, the evaluation found the project monitoring mechanisms to be above average.
4.3.6 Assess the quality and use of work plans and monitoring plans. How did factors outside the control of the project affect project implementation and project objectives and how did the project deal with these external factors?

The work plans (quarterly and annual work plans) and also monitoring plans were in place and reflected the scheduled work in the logical framework. However, in practice these plans were not closely followed due to delays in the release of funds by UNICEF-Zambia. In most cases, the delay in the release of funds also delayed the implementation of activities. Sometimes, the implementing agencies made effort to look for funds from elsewhere which they later replaced when project funds became available. The creation of other funding partnerships with either the community or other bodies was not common. This could probably be explained by the short duration of the project.

4.3.7 How effectively did the project deploy resources?

Quarterly and progress reports available, resources which the implementing agencies received were used and managed with strict adherence to the given guidelines on project activities. For example, an analysis of the financial statement of Edusport for the Quarter that ended in October 2009 found that the project activities consumed the most resources at (92) percent. These activities included the construction of the safe space, transport, communication, hire of venue, food for participants, prizes and auditing. However, the disbursement of funds and materials as discussed above was not done timely and this adversely affected project implementation.

4.3.8 Assess the effectiveness of the project’s overall management arrangements.

The overall project management structure that was used by the implementing partners was found to be robust. For example, it involved the programme Coordinators to give approval to work plans which had been submitted by trainers; trainers to plan for activities; and national managers and programme coordinators to conduct monitoring and evaluation activities. These management arrangements proved effective because they encouraged a wide participation which enabled the implementing partners to achieve most of their objectives. In addition, the structure encouraged building management and delivery capacity among local volunteers and teachers by providing training; equipment and activity manuals; mentoring; and using fun and participatory-based approaches. In future, this type of management structure could be considered for replication and also improved upon by providing adequate non-monetary incentives like bicycles for transport to access remote catchment areas in the project areas for volunteers and certificates of participation.

4.3.9 Assess the effectiveness of the project’s financial management.

Although the evaluation did not specifically conduct a financial audit, the fact that funds from UNICEF continued to flow to the implementing partners for the whole project period was sufficient proof that there was prudent financial management by the implementing partners. The implementing partners strictly adhered to the given UNICEF financial guidelines. The procedures which UNICEF used to assess the utilization of its funds included physical inspections by UNICEF staff, meetings with accountants and project managers of the implementing partners, and auditing their accounts.
4.3.10 Assess the participation of the various relevant actors in the project. How did these actors participate in programme implementation? How does this participation affect the outcomes of the project?

The evaluation found that the participation of various actors in the project such as MESVTEE, UNICEF, implementing agencies, Alive and Kicking, CDC, NGOs, schools, teachers, radio stations, children and communities, coaches and peer educators was effective. For example, the support from various relevant actors made it possible for the project to perform above average and to achieve most of its objectives. It was also found that the in-school children were more organized, consistent and focused in their participation than the out-of-school children. This was because the in-school children received regular professional guidance from their teachers and could use extra curricula activity time while the out-of-school children did not have the same opportunity/opportunities.

4.5 Relevance

4.3.11 Assess the strategy the project adopted. Was it relevant to the problem it aimed to address? Will the results of the project solve the problem as intended?

The strategy chosen and used “the power of sport to transform the lives of young people in the project sites was effective and relevant to the problem it aimed to address”. Sport was a crowd puller and a bridge to barriers among children, young people and adults in the community. Sport was used as a medium through which to pass on life-skills information, health-prompting messages and knowledge. Sport helped them to increase the children’s’ self-confidence with which to overcome such dangers and ills as HIV and AIDS; physical and sexual abuse; early and forced marriages; teenage pregnancies; child alcohol and drug abuse; and poor learning achievements. The strategy helped in meeting the outcomes in the best way.

4.3.12 Do the problems and needs that gave rise to this project still exist or has the situation changed? If so in what ways?

The problems and needs that gave rise to this project still existed at the time of the study, even with increased awareness of the importance and benefits of physical education and life skills, which the project created. Perceived from the schools is that there were modest increases in school attendance and pass rates, and reductions in teenage pregnancies during the project phase 2008 to 2010 and started to decline gradually after the project.

4.3.13 How did the project know whether it was responding to the real needs of the beneficiaries?

Through monitoring activities and target achievement it can be viewed that the project was responding to the real needs of the beneficiaries. The achievement in many instances of above the set targets may indicate the a positive response by the communities to the programme.

4.3.14 Assess the validity of the project approach and strategies and their potential to upscale.
The evaluation found that the project approach and strategies of using sport to pass on life-skills and health-promoting messages to children and young people had high validity and effectiveness. The meeting of almost all of the objectives of the project and the achievement of the perceived positive results of the project, referred to above, were made possible by building management and delivery capacity among local volunteers and teachers; providing training, equipment and activity manuals; and using fun and participatory-based methods. Therefore, given what these approaches and strategies achieved it suggests that they have potential for up-scaling and replication in other areas of the target districts and even other areas of the country.

4.3.15 What change occurred in the project environment that was not taking place in the project?

Generally, the project had a grip on most changes which were taking place in both internal and external environments. However, the evaluation found a need to increase the depth of engagement with some project areas in issues of positive mind-set and behavioral change. The case in point was in Southern province where the issue of polygamy presented a serious challenge to the project. The pressure from the project external environment on polygamy affected the project by encouraging early marriage among girls. In future, there is need to involve community leaders in such issues in order to enable their communities to begin to appreciate the benefits of education for the girl child.

4.6 Efficiency

4.4.1 Examine delivery of project outputs and outcomes in terms of quality and quantity. Were they delivered in a timely manner?

The evaluation found that the project outcomes were adequately delivered especially in terms of quantity as most sites had to do with unsafe spaces. Quality was more compromised than quantity because the project only constructed (6) out of the planned (40) safe spaces. Timeliness of project outcomes and outputs posed challenges as funds and materials in some instances were delivered late which in turn adversely affected the project’s outcomes. All the three implementing agencies indicated that they had experienced delays in receiving funds from UNICEF which affected the timeliness of project activities on the sites.

4.4.2 Assess the efficiency of the project (i.e., compare the allocated resources with results obtained). In general, do the results obtained justify the costs incurred?

The evaluation found that the project was efficient as it reached (50,436.00) beneficiaries which was more than the expected number of (30,000.00), especially through the use of community sporting events and radio programmes with modest budgets. The results obtained justified the costs incurred.

4.4.3 Were there more efficient ways and means of delivering more and better outputs with the available inputs?

There were some ways of delivering more and better outputs with the available inputs especially if the implementing agencies had collaborated more closely than they did. For example, combining field trips
when going to the same project areas would have saved them some resources which they could have used for other project activities. In addition, this close collaboration among the implementing partners could have increased field supervision, resulting in better quality performance on the ground. However, this could only have possible in sites which had more than one implementing agency.

4.7 Sustainability

4.7.1 Is there any phase-out strategy in place and what steps are being taken to ensure sustainability?

A phase-out strategy was in place through the involvement of MESVTEE, the Ministry of Youth, Sport and Child Development, UNICEF and the project implementing partners. This phase-out strategy has made it possible for some project activities to continue after the end of project funding as described earlier. This phase-out strategy was to include sports in the school curriculum and to provide technical support especially to MESVTEE through CDC in order to promote institutional sustainability. Notably, the evaluation found that the pace for this institutional sustainability process was slow. MESVTEE had already done a draft syllabus but it had to be piloted, evaluated and changes made to it before it could be finally adopted (the process was on-going at the time of producing this report). The other challenge was the provision of adequate physical education training staff and materials by MESVTEE across the country in order to ensure the sustainability of the II project.

On the part of the implementing partners, their phase-out strategy involved: conducting participatory community assessments; facilitating participatory community planning; building capacity of communities through training; introducing new sports codes; including traditional games, which could even be taught by parents and community residents; facilitating formation of leagues; and encouraging participation through the introduction of tournaments. The implementing partners planned that involving communities in all activities and providing them with capacity building would contribute effectively to the sustainability of some project activities. Community members would have acquired the necessary and skills to continue with some activities of the project.

4.7.2 Are there future activities or commitments of the project partners that will help to ensure sustainability?

The evaluation found that MESVTEE, through CDC, was committed to ensuring sustainability of project activities through the development and future implementation of the new school syllabus in the country. The introduction of Physical Education as a compulsory subject in schools will ensure sustainability and embrace sport activities for development. The evaluation also found that the inclusion of traditional games in the project contributed to the sustainability of at least some project activities in the project sites.

4.7.3 What contributions did the project make to strengthen the capacity and knowledge of national stakeholders and to encourage ownership of the project to partners?

The project enhanced MESVTEE and the implementing partners to build their capacity and increase knowledge of national stakeholders in order to encourage local and national ownership of the project.
4.7.4 What are the levels of commitment and the technical and financial capacity of local/national institutions, especially government, and the target groups to be able to continue?

Evidently there was an increased level of commitment and technical capacity of local and national institutions such as MESVTEE and the three implementing partners (i.e., SCORE, Edusport and Sport In Action), to be able to continue the project activities even after the end of funding by UNICEF. At the time of the evaluation, MESVTEE had started to put in place the process of taking over the project (sustainability), and this process was not yet completed. On the part of the three implementing partners, it was found that they all still had some project activities taking place in the project sites, to varying degrees of intensity. However, the study also found that it was only the government through MESVTEE which had the financial capacity to continue the project after the end of funding by UNICEF. Target groups, still had the technical capacity, which they had gained through training under the project, to continue the project activities.

4.7.5 Were lessons learned and documented? What are the possibilities for replication of good practices?

Lessons were learned and documented by the respective implementing agencies in their project reports and many of them have possibilities for replication of good practices. A detailed list of these lessons is discussed in section 6.0.

4.8 Causality

4.8.1 What particular factors or events affected the project’s results?

There were mainly two factors which affected the project’s results. The first one was the cut in funding and consequently the reduction of the project duration from (3) years to (2) years by the UK Sport. The second one was the delay in the disbursement of funds and materials by UNICEF-Zambia to the implementing partners.

4.8.2 Are these factors internal or external to the project?

These two factors were both external and internal to the project. The cut in funding and the subsequent reduction of the project duration from (3) years to (2) years by the UK Sport was external to the project while the delay in the disbursement of funds and materials to the implementing partners by UNICEF-Zambia was internal to the project.

4.9 Unanticipated Effects

4.9.1 Did the project have any significant (positive and/or negative) unforeseen effects?

The project had mainly positive unforeseen effects which included the following:-

~ 37 ~
i. Reaching beyond the target population particularly through radio programmes.

ii. Creation of openness among participants with which to discuss culturally-sensitive issues like sex and sexuality.

iii. Project sending (15) pupils on the Youth Exchange Programme to partner organizations in Norway, South Africa, Zimbabwe, Namibia and within Zambia.

iv. Zambia being represented by one of the project beneficiaries from Munali High School as a torch bearer at the London 2012 Olympic Games.

v. The young people who passed through the life skills training activities indicated that the knowledge which they received from IIP helped them to have self-confidence. For example, Precious Mutale, a pupil from Gwembe High School in the Southern Province and many share their experiences in a number of situations as indicated below:

*The program has helped me to have self-confidence. I feel that I can face any obstacle that may come my way because sport and life skills have given me courage.*

Another pupil from Petauke Basic School in the Eastern Province said:

*The important thing that has happened to me since I joined II project activities is acquiring respect and discipline. I have played football before in compounds but we used to shout, insult the referees or fight each other.*
081- The Zambian Representative as torch bearer at the 2012 London Olympics
Monde Chiputa, a pupil from Mahilo Basic School in Western Province gave the following story:

“I really enjoyed sports in action because it changed my life. I was able to tell what is bad from good. I really benefited a lot from sports in action because if not for the knowledge our teachers gave to us, some of us would have suffered from the mentioned diseases and we would have been involved in bad things like group influence which would have led to drug abuse, prostitution etc as a result.”

Mrs. Dimba, a teacher from Gwembe Basic School observed:

“Last year we had (15) girls who got pregnant and this year (2009) we did not witness any pregnancy case. Of the (15) girls who got pregnant, (5) gave birth and got reintegrated in the school system”.

Whitika Liboma, a pupil from Kaoma High School in Western Province, told his story as follows:

“I love Sports in Action because when you are involved in it, you will be doing exercises and because of this your body becomes fit. I was kept busy during Sports in Action hence it has kept me away from smoking, drinking beer and other unsuitable bad things such as drug abuse”.

Among the young people who participated in the II project sports activities, some were playing in major leagues in the country, some became coaches while some went back to school, those who were out of school then.

One girl by the name of Esnart explained:

I like sport because it keeps me away from many things like fighting in the community and not finding myself with boys and even when I am found with them, I would not fall prey to them because I have knowledge and I know what is wrong and right. I can make good decisions. Sports skills and life skills prevent us from getting unwanted pregnancies.

One participating boy in the project said:

As you have seen, I am spending a lot of time here doing sport and learning what I did not know, this helps me not to do wrong things in the compound. I would have been doing other things like
drinking beer, finding myself in bars and smoking as a result, I could have contracted disease. Nowadays three-quarters of teenagers here are found in bars.

In its August to October 2009 Quarterly Progress Report, Edusport observed:

*The pregnancy records among the young females are decreasing. The increased knowledge levels on the effects of HIV AND AIDS, of early marriages, substance abuse and peer pressure are some of the things to write home about and as causes for the decrease in pregnancy cases among the girls.*

Overall, the evaluation found that II project could have been one of the contributing factors, to positive behavioral change that was described by the participating pupils since the project included messages on: life skills; prevention of HIV and AIDS, substance abuse and early pregnancies; reproductive health; leadership; and advantages of education, which helped young people to make informed decisions and to safeguard their future.

### 4.9.2 What could be done to either enhance or mitigate them so that the project has a greater overall impact?

The positive effects could be significantly enhanced by the continuation of the project activities, in different ways by UNICEF and its implementing partners, particularly that MESVTEE was ready to implement the new school syllabus. Because of the capacity built in communities members, coaches and peer educators, the implementing partners were able to continue with some activities in the project sites.

### 5.0 Gender and Human Rights Including Child Rights

#### 5.1 Has a gender analysis been carried out of the project’s target group?

The progress of project’s gender mainstreaming activities could be describes as satisfactory. Gender analysis was carried out before (baseline) and during the project which stressed the participation of both sexes in the project. The outputs of this deliberate gender mainstreaming has been seen in the perceived modest reduction in school girls’ pregnancies and increase in school girls’ attendance and pass rates during the project period.

#### 5.2 Was the project design gender sensitive and did it recognize and respond to the vulnerabilities of girls and women?

The project design was consultative and concerns of various stakeholders including males, females, youths and OVC were primarily taken into account, given the sensitive nature of some aspects of the project like HIV and AIDS, sex and polygamy, which touched on long-held traditional beliefs, practices and taboos. For example, in 2009 among the (18,100) children reached by Edusport (643) were disabled. During training, effort was made to balance boys and girls as peer coaches, leaders and role models. The children and adults trained and reached by the project came from different
demographic categories although data was not always disaggregated in most reports. The number of boys and girls in schools were almost even.

5.3 Assess the progress of the project’s gender mainstreaming activities.

Gender mainstreaming was effectively done. Girls and boys were equally involved in the project activities. For example, in some project sites the participation of girls equaled to that of boys, especially where female soccer and male netball games were introduced. There were, however, concerns that girls’ netballs were not adequately provided as boys’ footballs. There were also culturally-sensitive issues like polygamy and menstrual situations which did not warrant girls’ participation throughout the project. It was not possible to arrive at the exact figures of male and female coaches trained since not all data was disaggregated by the implementing partners.

5.4 Has gender planning been used in addressing the different vulnerabilities and needs of men and women in the target group?

Gender planning was used at all levels from project proposal, baseline study and project implementation by ensuring that both sexes took the same or similar roles in project activities.

5.5 Are the project’s benefits accruing equitably to men and women in the target group?

The evaluation found that the project’s benefits were accruing equitably to men and women in the target population. For example, males and females were equally and actively involved in most schools and communities as peer educators, focal point persons and coordinators. It was easier to obtain data from schools, to support this study finding, because it was available in the school records which had been compiled by the teachers. Data from communities was not available unlike in the schools where it was a requirement by MESVTEE for teachers to compile all important school-related data and information.

5.6 In what way, if any, did socio-cultural and gender aspects endanger the sustainability of the project and what actions were taken to sensitize local institutions and target groups on these issues?

Two of the main socio-cultural and gender aspects which were found to endanger the sustainability of the project were, in some areas, not to allow girls to play football and the encouragement of early marriages for girls by parents. The actions taken to resolve these issues were to implement gender sensitization and a general education on the importance of education for the girl child in those communities affected.
6.0 Lessons Learnt

Among the best practices and lessons learned, the evaluation study found that:

i. The formation of (31) radio listening clubs to be useful in increasing awareness among children and young people about the importance of physical education, sport and life skills. The clubs provided a structure that enabled their members to listen to the radio programmes on a regular basis.

ii. The frequency of major sports events like the integrated life skills tournaments, youth closures and youth camps provided an opportunity for training and a platform for young people to share their experiences, achievements and challenges among themselves. In this way, many people were reached and trained and who also went and trained others.

iii. Working with schools and actively involving teachers in project activities enhanced the efficacy of II project as teachers used their professional capacity to further explain the project to the pupils and communities.

iv. The use of peer coach leaders proved to be effective as pupils were more expressive, energetic, relaxed and receptive to learn from fellow peers than they were from teachers and parents.

v. Bringing schools and communities together helped to promote social integration and social harmony in the project sites. It also reduced levels of vandalism to school property as pupils and communities expressed pride in their schools.

vi. The use of sports, games and life skills-based education, as tools to pass on health-promoting messages and other positive messages, had a transformative power on children and young people and significantly helped them to tackle culturally-sensitive issues like those concerning sexuality, polygamy and self-esteem. These tools also taught children and young people to play by the rules.

vii. Project activities such as training workshops, sports camps as well community league events should be scheduled outside the official school calendar to fully engage teachers as well as pupils.

viii. Project activities helped to build positive character among the young people and also helped them to postpone sexual activity.

ix. Project activities created an effective beginning towards girl child empowerment by helping girls to understand their right, make independent and right decisions and become assertive, in a highly traditional and male-dominated society.

These lessons learned from the project were essential for personal management of children and young people, and they also have potential for possible replication to other areas in the project sites and even other districts in the country.
6.0 Conclusions

The evaluation concludes that there are notable successes with IIP project in terms of getting young people to participate in sports activities and in HIV prevention messages reaching out to young people as well as capacity building of peer educators, teachers, coaches and community leaders and members. Such successes will ensure continued activity implementation in schools and communities even with minimal support. The new curriculum and the new PE syllabus developed offers renewed opportunities for the education sector to use sport to contribute to personal growth, and development of interpersonal skills of young people.

Overall, the evaluation found that the project had potential to positively impact on the lives of children and young people as it helped them to appreciate sport (Caesar’s as a torch bearer). The evaluation has also revealed that in certain communities the creation of safe spaces may not be an impediment to achieving results but that much may depend on community perception and children’s’ interest in sport. The available spaces in the project sites ranged from being unsafe (i.e. rough, near noisy bar, accessible to general public and far from the community) to being very safe (i.e. smooth, away from noisy bars and located in an enclosed area within the community). In addition, the II project through sport contributed effectively to UNICEF’s Country Programme Outcome of reducing new HIV infections among teachers and young people by promoting HIV/AIDS awareness knowledge in areas where it was weak before the project.

Above all, the II project has enabled the London 2012 Olympic Games to leave behind a strong and positive legacy in Zambia of using sport to transform the lives of millions of children in schools and communities. It achieved this by reaching children and young people and connecting them to the inspiration power of the games so that they become inspired to choose sport, become leaders, positive role models and inspire others. Ultimately the evaluation concludes that value for money between the funding agency and the implementing partners has been realized as evidenced from the outputs. Arising from this exercise, the evaluation concludes that the project activities should be continued in other areas where II was not implemented. The new curriculum and the new PE syllabus developed offers renewed opportunities for the education sector to use sport to contribute to personal growth, and development of interpersonal skills of young people.

7.0 Recommendations

This evaluation establishes recommendations at three levels of policy, implementation and partnerships. Based on the lessons learnt from the implementation of the Institutional Inspirational Project (IIP) and because of its high success rate in reaching out to young people, it is strongly recommended that the project activities should continue. The evaluation specifically recommends that:-
7.1 Policy Level

a. The government should expedite the process of introducing the new physical education syllabus as a compulsory and examinable subject in the education sector as it will afford an opportunity for teachers to teach Life Skills for HIV prevention in every sporting activity.

b. The government, and NGO’s (through resource mobilization), should increase budgetary allocation for coaching, training materials, creation of more safe spaces to project sites in order to make learning on-going, and create refresher training for those already trained as well as encourage the use of local knowledge and traditional games for easy sustainability of the programme.

7.2 Implementation Level

a. Having realized that the project recorded successes even with minimal safe spaces that were created it is recommended that government should mobilize resources to rehabilitate existing structures to promote participation in sports.

b. The Ministry of Education and partners should raise awareness among parents in communities where culture and traditional values present a serious challenge for parents to change their mind-set on the importance of sport for young people, especially girls, in impacting on behavioral change.

7.3 Partnership Level

a. The evaluation recommends strengthening the coordination and collaboration structures at both national and local levels of the implementing agencies to increase efficiency, effectiveness and impact of sporting activities.

b. ii The government and NGO’s should develop a strategy that would encourage the use of sport to promote positive values and reduce vulnerability of children and young people in target areas to such ills as adolescent and teenage pregnancy, alcohol and drug-abuse, pornography and sexually-transmitted diseases in order to transform their lives.

c. The evaluation recommends establishing of partnerships the private sectors to support sports and life skills, which would help to encourage joint ventures in future of talent identification and scholarship support to schools,

d. The evaluation recommends that implementing partners should increase the use of electronic mass media of radio and TV as these channels proved effective in reaching many people in the project areas and in other parts of the country.
8.0 Bibliography


Annex 1: Terms of Reference

Background

In 2007 Zambia was selected as one of five countries (along with India, Brazil, Azerbaijan and Pilau) to benefit from a programme named International Inspiration (II) which grew out of a commitment by UK Sport, UNICEF, British Council and partners to help transform the lives of millions of children in schools and communities through the power of sport. The Government of the Republic of Zambia (GRZ) and partners engaged in a scoping exercise and thereafter developed a country proposal which would guide International Inspiration activities with the four programme work strands, which would be common among all participating countries: Strand 1- Physical Education and School links; Strand 2- Sport Development; Strand 3- Development of children in schools and communities through sport; Strand 4- sporting excellence.

UNICEF was identified to be the lead organization responsible for Strand 3- Development of Children in Schools and Communities through Sport. The intervention was under the HIV AND AIDS and Life-skills Education Project in the basic Education Programme of the GRZ-UNICEF Country Programme 2007-2010 where II results are expected to contribute to the following Country Programme outcome “contribute to reduction of new HIV infections among teachers and young people”. In 2007, UNICEF engaged the Ministry of Education, Ministry of Youth, Sport and Child Development, and sports organizations including Right-to-Play, Sport in Action, SCORE and Edusport to plan for the implementation of international Inspiration activities from 2008 through to 2010.

A baseline evaluation was undertaken in 2008 the purpose of which was to provide a situational analysis of each of the project areas in four provinces: Lusaka, Eastern, Western and Southern, with regard to safe spaces community coaching and peer leaders, children’s participation in structured sport for development activities, and level of community engagement in sport activities. The objectives of the assignment were to:

- determine the most critical indicators for II monitoring and evaluation, using the International Inspiration implementation logframe;
- develop appropriate data collection tools and map out the research strategy for baseline and progress monitoring;
- collect data in conjunction with implementing partners and concurrently build partner capacity to update monitoring tool;
- generate International Inspiration data set in Microsoft Excel or Access;
- produce report on the situation of sports and opportunities for access to HIV and AIDS information and empowerment for children in project communities.

The results of the baseline evaluation were described in two sections. The first section was an institutional analysis of sports activities and the second section outlined the results of the youth HIV and AIDS, personal and social development knowledge and behavior. Additionally, a monitoring and evaluation framework for the II Strand 3 project was developed. UNICEF has been supporting implementation of II activities since 2008 through partners.

Justification
A Consultant will be engaged locally because there are in-country experts with the necessary qualifications and experience to undertake this assignment. Local knowledge of the nuances of HIV and AIDS discourse will be critical in ensuring that vital information is captured. The assignment cannot be conducted by UNICEF staff as it is intended to be an independent external evaluation.

Objectives / Target

Conduct Final Evaluation of II project taking into account the project’s relevance, effectiveness, efficiency, sustainability, and lessons learned (See Annex 1 for more specific evaluation questions under each of these aspects) Overall goal of the evaluation will be:

- To determine whether the objectives, outcomes and impact as stated in II’s logical framework were achieved.
- To identify lessons learned and provide recommendations for future programs with similar focus.
- Assess UNICEF and its implementing partners’ roles and performance as implementing agencies.
Specific Tasks

1) Desk Review- Review Project Documents and material related to the overall program, as well as background material used in project preparation, proposal documents, and project monitoring documents, fund disbursement reports, progress reports, work plans, and other information available both in UNICEF Office and with implementing partners.

2) Filed visits and interviews:

These will include (i) conduct field visits to carry out in depth interviews, inspection and analysis of the project activities; (ii) phone interviews and data surveys of institutions and individuals as relevant, (iii) interviews with UNICEF staff and implementing partners who participate in the programme design and execution, (iv) interviews with a sample of consultants and or technical assistance providers who were hired by implementing agencies to provide technical assistance under the program. For each of these interviews, the consultant / team should first develop and present the ideas for the comment and format of the survey/interview forms that will be applied to capture the information required, as well as the method to be used in administering them and tabulating the results.

3) Data Collection

In addition to interviews, other sources of data will include data generated from the UNICEF and IP’s monitoring systems as well as data from relevant national studies, evaluations and statistics. The consultant / team may propose additional methods of conducting the evaluations.
<table>
<thead>
<tr>
<th>Tasks</th>
<th>Expected output</th>
<th>Estimated No. of Days</th>
<th>Tentative Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop methodology/approach to evaluation</td>
<td>Inception report with detailed work plan, methodology, evaluation instruments, etc.</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Solicit and incorporate feedback on methodology</td>
<td>Presentation of inception report/work-plan and feedback incorporated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct field visits, interviews and write report</td>
<td>Evaluation report, including findings from field visits by the evaluator(s);</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead consultative meeting with key stakeholders</td>
<td>Presentation and feedback incorporated into evaluation report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop final report</td>
<td>Present comprehensive final report including:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Executive Summary with key findings</td>
<td></td>
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<tr>
<td></td>
<td>• Lit review and methodology</td>
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<td></td>
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<tr>
<td></td>
<td>• Findings and Conclusions</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Lessons learned</td>
<td></td>
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<tr>
<td></td>
<td>• Recommendations for future projects of similar nature</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Appropriate Annexes</td>
<td></td>
<td></td>
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</tbody>
</table>

Performance indicators for evaluation as per above timeline
Budget: Payment Schedule

<table>
<thead>
<tr>
<th>1st Payment (30%)</th>
<th>2nd Payment (30%)</th>
<th>3rd Payment (40%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Upon signing</td>
<td>• Upon presentation of final report to stakeholders</td>
<td>• Satisfactory Final report</td>
</tr>
</tbody>
</table>

Qualification/ Specialized knowledge and Experience

- Minimum of Master’s Degree in Education or related Social Sciences.
- At least 5 years’ experience in Evaluation and research, particularly qualitative evaluation.
- Experience in working on HIV and AIDS issues in Zambia;
- Knowledge and experience in Sports Education or Sports for Development is required; understanding of HIV and AIDS prevention life skills would be an added advantage
- Experience in the design, management and evaluation of development projects, in particular with policy level work, institution building and local development projects;
- Excellent writing and analytical skills and ability to synthesize large and diverse sources of information.
- Have a good working knowledge of computers and proficient in word processing and data processing packages.
- Professional competence and technical skills in project impact assessment is an essential asset.
- Fluency in English.

General Conditions:

The following general conditions shall apply. The consultant shall (please edit as applicable)

1) Work station: *Free-lance and field*
2) Applicable DSA - *to be included in as part of consultancy*
3) Official travel within the country, if any — *as above*
4) Specify if office will provide with a laptop, computer and office supplies - *No*
5) If authorized to have access to UNICEF transport – *No*
6) Be paid *as per schedule above* Consultants are not entitled to any payments during days off and sick leave.

Ethical Considerations

Policy both parties should be aware of:

1) Under the consultancy agreements, a month is defined as 22 working days, and fees are prorated accordingly. Consultants are not paid for weekends or public holidays.
2) Consultants are not entitled to payment of overtime. All remuneration must be within the contract agreement.
3) No contract may commence unless the contract is signed by both UNICEF and the consultant or Contractor.
4) For international consultants outside the duty station, signed contracts must be sent by fax or email. Signed contract copy or written agreement must be received by the office before Travel Authorisation is issued.

5) No consultant may travel without a signed travel authorization prior to the commencement of the journey to the duty station.

6) Unless authorised, UNICEF will buy the tickets of the consultant. In some cases, the consultant may be authorised to buy their travel tickets and shall be reimbursed at the “most economical and direct route” but this must be agreed beforehand.

7) Consultants will not have supervisory responsibilities or authority on UNICEF budget.

8) Consultant will be required to sign the Health statement for consultants/Individual contractor prior to taking up the assignment, and to document that they have appropriate health insurance, including Medical Evacuation.

9) The Form Designation, change or revocation of beneficiary’ must be completed by the consultant.

**Life-skills through Sports final evaluation**

The evaluation should examine the following aspects:

a) Changes in context and review of assumptions (relevance): What internal and external factors have influenced the ability of youth and implementing agencies to meet projected targets? Was the project design appropriate, feasible and realistic for achieving the objectives and expected results?

- Were the linkages between objectives, inputs, activities, and outputs clear and logical?
- Was the project design responsive to the national HIV and AIDS situation and the needs of the target groups?
- Was the project design gender sensitive and did it recognize and respond to the vulnerabilities of girls and women?
- Did the project strategy correspond to national HIV and Education priorities and development policies?
- To what extent did the design take into account the capacity of Sports for Development NGOs and the commitment of stakeholders, especially the Ministries of Sports and Education?
- Examine the capacity constraints of Sports for Development NGOs and the commitment of stakeholders, and how this impacts on the implementation of the project.
- To what extent were external factors and assumptions identified at the time of the design? How have they been addressed?

**Implementation (Effectiveness and Impact)**

a) Assess whether the project achieved its objectives and intended outputs, outcomes and its impact on Learners, coaches, communities, etc. in terms of changes in HIV knowledge, attitudes and behavior.

b) How would you rate the quality and relevance of the information produced by the project?

c) In what ways is government, specifically MoE and MYSCD involved in the project and how would you assess its level of support for the project?
d) Was the entire target population reached?
e) What mechanisms were in place for project monitoring?
f) Assess the quality and use of work plans and monitoring plans.
g) How did factors outside the control of the project affect project implementation and project objectives and how did the project deal with these external factors?
h) How effectively did the project deploy resources?
i) Assess the effectiveness of the project’s overall management arrangements.
j) Assess the effectiveness of the project’s financial management.
k) Assess the participation of the various relevant actors in the project. How did these actors participate in programme implementation? How does this participation affect the outcomes of the project?
l) Assess the progress of the project’s gender mainstreaming activities.

Relevance

a) Assess the strategy the project adopted. Was it relevant to the problem it aimed to address? Will the results of the project solve the problem as intended?
b) Do the problems and needs that gave rise to this project still exist or has the situation changed? If so in what ways?
c) How did the project know whether it was responding to the real needs of the beneficiaries?
d) Assess the validity of the project approach and strategies and their potential to upscale.
e) What change occurred in the project environment that was not taking place in the project?

Efficiency

a) Examine delivery of project outputs and outcomes in terms of quality and quantity; were they delivered in a timely manner?
b) Assess the efficiency of the project, i.e. compare the allocated resources with results obtained. In general, do the results obtained justify the costs incurred?
c) Were there more efficient ways and means of delivering more and better outputs with the available inputs?

Sustainability

a) Is there any phase-out strategy in place and what steps are being taken to ensure sustainability?
b) Are there future activities or commitments of the project partners that will help to ensure sustainability?
c) What contributions did the project make to strengthen the capacity and knowledge of national stakeholders and to encourage ownership of the project to partners?
d) What are the level of commitment and the technical and financial capacity of local/national institutions, especially government, and the target groups to be able to continue?
e) In what way, if any, did socio-cultural and gender aspects endanger the sustainability of the project and what actions were taken to sensitize local institutions and target groups on these issues?
f) Were lessons learned documented? What are the possibilities for replication of good practices?
Gender

a) Has a gender analysis been carried out of the project’s target group?
b) Has gender planning been used in addressing the different vulnerabilities and needs of men and women in the target group?
c) Are the project’s benefits accruing equitably to men and women in the target group?

Causality

a) What particular factors or events affected the project’s results?
b) Are these factors internal or external to the project?

Unanticipated Effects

a) Did the project have any significant (positive and/or negative) unforeseen effects?
b) What could be done to either enhance or mitigate them so that the project has a greater overall impact?
Annex 2: Stakeholders Consulted for the Evaluation

<table>
<thead>
<tr>
<th>No</th>
<th>Organization</th>
<th>Persons Consulted</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>UNICEF</td>
<td>Patrick Slavin</td>
<td>11/4/12</td>
</tr>
<tr>
<td>2.</td>
<td>Sport in Action</td>
<td>Kizito Chileshe</td>
<td>11/4/12</td>
</tr>
<tr>
<td>3.</td>
<td>UNICEF</td>
<td>Muna Sikaulu</td>
<td>12/4/12</td>
</tr>
<tr>
<td>4.</td>
<td>SCORE</td>
<td>Philip Kapena Mwamba</td>
<td>12/4/12</td>
</tr>
<tr>
<td>5.</td>
<td>Edusport</td>
<td>Paul Zulu</td>
<td>12/4/12</td>
</tr>
<tr>
<td>6.</td>
<td>International Inspiration Project (Previous Manager)</td>
<td>Edwin Milambo</td>
<td>12/4/12</td>
</tr>
<tr>
<td>7.</td>
<td>Ministry of Education, Curriculum Development Centre</td>
<td>Abigail Tuchili</td>
<td>3/5/12</td>
</tr>
</tbody>
</table>

Table 8 : Schools / Communities where Questionnaire was Administered between March 26 and April 18, 2012

<table>
<thead>
<tr>
<th>Province</th>
<th>Name of School / Community</th>
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<tbody>
<tr>
<td>LUSAKA PROVINCE</td>
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</tr>
<tr>
<td></td>
<td>1. Chirundu High School</td>
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<tr>
<td></td>
<td>2. Mandenga Basic School</td>
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<tr>
<td></td>
<td>3. Kabulonga High School</td>
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<td></td>
<td>4. Kabwata Community</td>
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<td></td>
<td>5. Munali Secondary School</td>
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<td></td>
<td>6. Fountain of Hope</td>
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<td></td>
<td>7. Mulelemwana Community School</td>
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<td></td>
<td>8. St. Lawrence Community School</td>
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<tr>
<td></td>
<td>9. Kamwala Prison</td>
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<td></td>
<td>10. Kabwata Orphanage</td>
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<td></td>
<td>11. African Vision of Hope</td>
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<td></td>
<td>12. Jarmy Mutendere Academy</td>
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<td></td>
<td>13. Mary Aiken Basic School</td>
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<td>14. Big Brain Basic Schol</td>
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<td></td>
<td>15. Despotes Christian Academy</td>
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<tr>
<td></td>
<td>16. Chitanda Basic School</td>
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<tr>
<td></td>
<td>17. Twalumba Basic School</td>
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<td></td>
<td>18. Kalikiliki Community</td>
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<tr>
<td>SOUTHERN PROVINCE</td>
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<tr>
<td></td>
<td>1. Zambezi Basic School</td>
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<tr>
<td></td>
<td>2. Libuyu Basic School</td>
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<td></td>
<td>3. Longacres Basic School</td>
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<td></td>
<td>4. Kazungula Basic School</td>
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<td></td>
<td>5. Subuyu Basic School</td>
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<tr>
<td></td>
<td>6. Greenacres Basic School</td>
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<tr>
<td></td>
<td>7. Gwembe Basic School</td>
</tr>
<tr>
<td></td>
<td>8. Zambezi Radio Station</td>
</tr>
<tr>
<td>Province</td>
<td>Name of School / Community</td>
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<tr>
<td>---------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>EASTERN PROVINCE</td>
<td>1. Petauke Basic School</td>
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<tr>
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<td>2. Nsenya Basic School</td>
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<tr>
<td></td>
<td>3. Nyimba Basic School</td>
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<td></td>
<td>4. Mfumbili Basic School</td>
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<tr>
<td></td>
<td>5. Kalito Club</td>
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<tr>
<td></td>
<td>6. Showgrounds Club</td>
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<tr>
<td></td>
<td>7. Madrid Club</td>
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<td></td>
<td>8. Salvation Club</td>
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<td></td>
<td>9. Celtic Rangers Club</td>
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<tr>
<td></td>
<td>10. Prison Freedom Rangers</td>
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<tr>
<td></td>
<td>11. Showgrounds Girls Soccer</td>
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<tr>
<td></td>
<td>12. Black Bullet</td>
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<td></td>
<td>13. Chongololo Club</td>
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<td>14. Matire Club</td>
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<tr>
<td></td>
<td>15. Redeemed Club</td>
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<tr>
<td></td>
<td>16. Petauke Day</td>
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<tr>
<td></td>
<td>17. Petauke Basic School</td>
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<tr>
<td></td>
<td>18. Black Stars Club</td>
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<tr>
<td></td>
<td>19. Radio Explorer</td>
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<tr>
<td>WESTERN PROVINCE</td>
<td>1. Malamatila Basic School</td>
</tr>
<tr>
<td></td>
<td>2. Mahilo Basic School</td>
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<tr>
<td></td>
<td>3. Shishekano Basic School</td>
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<td></td>
<td>4. Kashokonto Basic School</td>
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<td></td>
<td>5. Kaoma Basic School</td>
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<td></td>
<td>6. Chilombo Basic School</td>
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<td></td>
<td>7. Longe Basic School</td>
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<tr>
<td></td>
<td>8. Kehema Basic School</td>
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<tr>
<td></td>
<td>9. Lwena Basic School</td>
</tr>
</tbody>
</table>
Annex 3: Interview Guide / Questionnaire on Behavioural Change

(Used in focus group discussions with peer leaders; coaches; community leaders; students; teachers; parents; and selected others)

On a scale of 1 to 5, where 1 represents the lowest score and 5 represents the highest score:

1. Assess how the Inspiration Power of the Games under IIP has inspired you to choose sport in your life.
   
   1 2 3 4 5

2. Assess how the Inspiration Power of the Games under IIP has inspired you to become a leader in your life.
   
   1 2 3 4 5

   Give an example(s): ____________________________________________________________
   __________________________________________________________________________

3. Assess how the Inspiration Power of the Games under IIP has inspired you to become a positive role model.
   
   1 2 3 4 5

   Give an example(s): ____________________________________________________________
   __________________________________________________________________________

4. Assess how the Inspiration Power of the Games under IIP has inspired you such that you can inspire others.
   
   1 2 3 4 5

5. Assess how the Inspiration Power of the Games under IIP has changed your attitude toward physical education and sport.
   
   1 2 3 4 5

6. Assess how the Inspiration Power of the Games under IIP has developed you:

   Spiritually (Spirit) 1 2 3 4 5
   Mentally (Mind) 1 2 3 4 5
   Physically (Body) 1 2 3 4 5

~ 57 ~
7. Assess how the Inspiration Power of the Games under IIP has inspired you to have a positive mental attitude which enables you to be positive in your thinking; believe in your ability to achieve your goal; and look for the good in and expect the best out of every situation in your life.

    1  2  3  4  5

8. Assess how the Inspiration Power of the Games under IIP has inspired you to have ambition or drive to win in your life.

    1  2  3  4  5

9. Assess how the Inspiration Power of the Games under IIP has inspired you to have self-confidence.

    1  2  3  4  5

10. Assess how the Inspiration Power of the Games under IIP has inspired you to have courage and perseverance.

    1  2  3  4  5

11. Assess how the Inspiration Power of the Games under IIP has inspired you to develop your goal-setting skills.

    1  2  3  4  5

12. Assess how the Inspiration Power of the Games under IIP has inspired you to have discipline.

    1  2  3  4  5

13. Assess how the Inspiration Power of the Games under IIP has inspired you to practice good behaviour and associate yourself with good people in order to achieve happiness and good health.

    1  2  3  4  5
14. Assess how the Inspiration Power of the Games under IIP has contributed to the reduction of new HIV infections among teachers and young people.

1  2  3  4  5

15. Assess how the Inspiration Power of the Games under IIP has improved or positively transformed your life.

1  2  3  4  5

16. If IIP has improved or positively transformed your life, give an example(s):
________________________________________________________________________
________________________________________________________________________

17. Identify the benefits which you have gained for yourself from your participation in IIP.
________________________________________________________________________
________________________________________________________________________

18. Assess the long-term personal transformational change in your life as a result of your participation in IIP

1  2  3  4  5

19. Assess the appropriateness of sport as a channel through which to pass on life-skills and other health prompting messages.

1  2  3  4  5
20. Do you think IIP should continue?

   Yes

   No

21. If yes, what improvements should be made to the new IIP?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Annex 4: Main Evaluation Instrument

The evaluation examined the following aspects:

a) Changes in context and review of assumptions (relevance): What internal and external factors have influenced the ability of youth and implementing agencies to meet projected targets? Was the project design appropriate, feasible and realistic for achieving the objectives and expected results?

- Were the linkages between objectives, inputs, activities, and outputs clear and logical?
- Was the project design responsive to the national HIV and AIDS situation and the needs of the target groups?
- Was the project design gender sensitive and did it recognize and respond to the vulnerabilities of girls and women?
- Did the project strategy correspond to national HIV and Education priorities and development policies?
- To what extent did the design take into account the capacity of Sports for Development NGOs and the commitment of stakeholders, especially the Ministries of Sports and Education?
- Examine the capacity constraints of Sports for Development NGOs and the commitment of stakeholders, and how this impacts on the implementation of the project.
- To what extent were external factors and assumptions identified at the time of the design? How have they been addressed?

Implementation (Effectiveness and Impact)

a) Assess whether the project achieved its objectives and intended outputs, outcomes and its impact on Learners, coaches, communities, etc. in terms of changes in HIV knowledge, attitudes and behavior.
b) How would you rate the quality and relevance of the information produced by the project?
c) In what ways is government, specifically MoE and MY SCD involved in the project and how would you assess its level of support for the project?
d) Was the entire target population reached?
e) What mechanisms were in place for project monitoring?
f) Assess the quality and use of work plans and monitoring plans.
g) How did factors outside the control of the project affect project implementation and project objectives and how did the project deal with these external factors?
h) How effectively did the project deploy resources?
i) Assess the effectiveness of the project’s overall management arrangements.
j) Assess the effectiveness of the project’s financial management.
k) Assess the participation of the various relevant actors in the project. How did these actors participate in programme implementation? How does this participation affect the outcomes of the project?
l) Assess the progress of the project’s gender mainstreaming activities.

Relevance
a) Assess the strategy the project adopted. Was it relevant to the problem it aimed to address? Will the results of the project solve the problem as intended?
b) Do the problems and needs that gave rise to this project still exist or has the situation changed? If so in what ways?
c) How did the project know whether it was responding to the real needs of the beneficiaries?
d) Assess the validity of the project approach and strategies and their potential to upscale.
e) What change occurred in the project environment that was not taking place in the project?

Efficiency

a) Examine delivery of project outputs and outcomes in terms of quality and quantity; were they delivered in a timely manner?
b) Assess the efficiency of the project, i.e. compare the allocated resources with results obtained. In general, do the results obtained justify the costs incurred?
c) Were there more efficient ways and means of delivering more and better outputs with the available inputs?

Sustainability

a) Is there any phase-out strategy in place and what steps are being taken to ensure sustainability?
b) Are there future activities or commitments of the project partners that will help to ensure sustainability?
c) What contributions did the project make to strengthen the capacity and knowledge of national stakeholders and to encourage ownership of the project to partners?
d) What are the level of commitment and the technical and financial capacity of local/national institutions, especially government, and the target groups to be able to continue?
e) In what way, if any, did socio-cultural and gender aspects endanger the sustainability of the project and what actions were taken to sensitize local institutions and target groups on these issues?
f) Were lessons learned documented? What are the possibilities for replication of good practices?

Gender

a) Has a gender analysis been carried out of the project’s target group?
b) Has gender planning been used in addressing the different vulnerabilities and needs of men and women in the target group?
c) Are the project’s benefits accruing equitably to men and women in the target group?

Causality

a) What particular factors or events affected the project’s results?
b) Are these factors internal or external to the project?

Unanticipated Effects
a) Did the project have any significant (positive and/or negative) unforeseen effects?
b) What could be done to either enhance or mitigate them so that the project has a greater overall impact?
Annex 5: Results Matrix
### Programme Matrix

<table>
<thead>
<tr>
<th>Programme</th>
<th>Overall Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prevention</strong></td>
<td>To enhance knowledge and awareness about HIV and AIDS, and to help behaviour change.</td>
</tr>
<tr>
<td>Survey</td>
<td>Improved comprehension of HIV &amp; AIDS</td>
</tr>
<tr>
<td>Young girls have improved comprehension of HIV &amp; AIDS</td>
<td></td>
</tr>
<tr>
<td>Government and Community Support</td>
<td>To increase knowledge on how to reduce the burden of HIV and AIDS in the community.</td>
</tr>
<tr>
<td>Survey</td>
<td>Young people in the schools and out of school have improved knowledge and understanding of HIV and AIDS.</td>
</tr>
</tbody>
</table>

### Assumptions
- Schools and community have improved knowledge and understanding of HIV and AIDS.
- Positive behaviour change through awareness increase.
- To continue to fix HIV and AIDS prevention and adoption of behaviour change among youth and adults.

### Narrative Summary

2010

Programme by 31 December

- Government, community and families in schools and outside school have improved knowledge and understanding of HIV and AIDS.
- Young people have improved knowledge of HIV and AIDS, 
- Positive behaviour change through awareness increase.
- To continue to fix HIV and AIDS prevention and adoption of behaviour change among youth and adults.
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Expected Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased awareness of HIV</td>
<td>To increase awareness of HIV among people and reduce the spread of the virus.</td>
</tr>
<tr>
<td>Improved adherence to medication</td>
<td>To improve adherence to medication among people living with HIV.</td>
</tr>
<tr>
<td>Reduced transmission of HIV</td>
<td>To reduce the transmission of HIV.</td>
</tr>
<tr>
<td>Improved health outcomes</td>
<td>To improve the health outcomes of people living with HIV.</td>
</tr>
</tbody>
</table>

**Output 1**
- Number of new HIV cases reduced
- Reduction in hospitalizations
- Improved quality of life for people living with HIV

**Output 2**
- Increased access to antiretroviral therapy
- Increased linkage to care
- Increased retention in care

**Output 3**
- Increased community mobilization
- Increased awareness through partnerships
- Increased community engagement

**Key Strategies**
- Education and awareness campaigns
- Health promotion and prevention activities
- Partnerships with community organizations

**Expected Outcomes**
- Reduced HIV transmission rates
- Increased life expectancy for people living with HIV
- Improved public health indicators
<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community, national programmes</td>
<td>- Continue participation in national programmes</td>
<td>- NGOs, volunteers, youth</td>
</tr>
<tr>
<td>- Implementations plans</td>
<td>- Progress reports and</td>
<td>-</td>
</tr>
<tr>
<td>- Continued communication and</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>- Capacity building</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Result 1 Activities:**
- Hold community meetings for targets, parents and participants
- Distribute 12) radio sets and IEC materials
- Implement prevention and control of abuse, violence and HIV among youth and adolescent girls. Focus on the achievement of the HIV and AIDS reduction targets, programmes, PAS and drama shows on six television programmes.
- neighbouring, P&TA and drama shows on six television programmes.