



## **Project Title: GUM MAROM**

***Soccer-based community building in northern Uganda***

### **Primary Contact:**

Gavin Hollett  
+1 778 990 7292  
gavin@oaprojects.org  
www.oaprojects.org

### **Implementing Organizations:**

OA Projects – Vancouver, Canada  
Youth Coalition for Peace – Gulu, Uganda

## **Project Title: Gum Marom**

### ***Executive Summary***

The population of northern Uganda has been devastated by civil conflict that raged across the region for over twenty years. A ceasefire signed in 2006 has brought hope of long-term peace, but a return to stability has been slow. Tens of thousands of youth were forcibly abducted during the conflict and over one million people were forced to live in government controlled internally displaced people (IDP) camps. A major hurdle has been trying to reintegrate this population back into an appropriate community setting.

Using soccer as a platform, the Gum Marom (“Equal Opportunity” in Acholi) Project will work to break down barriers for youth and to address a significant gap in gender equality. This project will continue to help establish a locally driven framework that connects war-affected youth with local youth leaders to play soccer and to discuss important issues, such as post-conflict healing and community integration.

Our assessment trip in 2008 uncovered a great need for community building; as a result, we constructed our soccer-based community development project in 2009. After our successful pilot project (completed spring 2009) OA Projects (OA), in partnership with the Gulu-based Youth Coalition for Peace (YCFP), has planned an intermediate expansion of Gum Marom for April to August 2010. This expanded phase will focus on building upon the success in Gulu District, initiating activities in Amuru District, and digging deeper into the project’s overall impact on the youth.

The project will have at least 460 direct beneficiaries between the ages of 13 and 30, and at least 6,250 indirect beneficiaries throughout participating communities.

The successful implementation of this phase will provide further foundation for a larger project expansion in 2011 and beyond.

### **Project Goal:**

To engage war-affected youth in a locally driven community building process, empowering them within their community.

### **Project Purpose:**

To help establish a locally driven framework that connects war-affected youth with local youth leaders to play soccer and to discuss post-conflict issues, such as, social healing and gender based violence.

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## **General Description**

### **Context**

The 22 year conflict in northern Uganda between the Government and the Lord's Resistance Army (LRA) has been marred by atrocities against the civilian population, including the forceful recruitment of children and adults to the ranks of the LRA through attacks on villages, schools and IDP camps. At the height of the conflict, over one million people were confined in squalid IDP camps lacking adequate sanitation, food, infrastructure and protection from massacres, looting and raids.

The conflict has resulted in an entire generation reaching adulthood without experiencing an extended period of peace. During the conflict, the population most affected by violence, malnutrition, and societal breakdown were the children and youth. Moreover, youth were both the largest group of victims and the largest group of perpetrators of violence. According to the [Survey of War Affected Youth](#) (SWAY), it is estimated that 65% of those abducted by the LRA were children or adolescents. Over 58% of youth surveyed had witnessed someone being beaten or tortured and on average youth had witnessed nine of the traumatic events listed in the SWAY.<sup>1</sup>

Children under the age of 14 represent half of Uganda's current population and the national median age is 15, according to the most recent census. Furthermore, the [London Times](#) reports that about 77% of the population of Uganda is under 30.<sup>2</sup> Limited opportunities for schooling and employment due to the conflict have resulted in a high proportion of 'idle' youth. Although Uganda has universal primary education, the cost for school uniforms, the destruction of schools during the conflict, the displacement of populations and the general disintegration of civil society precluded school attendance for a large number of youth.

There is currently an uneasy peace in northern Uganda. The LRA and the Government of Uganda signed a ceasefire in 2006, which was followed by the commencement of the peace process in 2007 under the mediation of the Vice-President of South Sudan. The leader of the LRA has not yet signed the comprehensive peace agreement, and in late 2008 the LRA resumed attacks on populations in the Democratic Republic of the Congo (DRC) and South Sudan. The violence in the DRC and Sudan has been taking a large toll on the civilian population with similar atrocities taking place. Although the LRA has largely left Uganda, some IDPs remain in the camps because they still feel vulnerable to violence perpetrated by rebel forces or due to disputes over the ownership of land.<sup>3</sup> Despite this sense of continued vulnerability, northern Uganda is transitioning into a post-conflict or recovery situation.

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<sup>1</sup> Annan, Blattman and Horton, [SWAY I: The State of Youth and Youth Protection in northern Uganda](#), UNICEF, September 2006, 51.

<sup>2</sup> The London Times Online, [Times Labs Blog](http://labs.timesonline.co.uk/blog/2009/10/23/uganda-a-ticking-population-timebomb/), <http://labs.timesonline.co.uk/blog/2009/10/23/uganda-a-ticking-population-timebomb/>, last accessed November 16, 2009.

<sup>3</sup> IRIN, ["Residual IDPs Need Help to Go Home"](http://www.irinnews.org/Report.aspx?ReportId=86841) <http://www.irinnews.org/Report.aspx?ReportId=86841>, published November 2, 2009, last accessed November 16, 2009.

## Rationale

More than 20 years of civil war and interrupted, stunted socialization has created an entire generation that struggles to interact with each other. Communities and groups of people have been torn apart. The nature of the conflict, with a high numbers of forced combatants, has resulted in formerly abducted people working to come to terms with their experiences while living side-by-side with those who they were forced to terrorize. Trust on both sides has been destroyed and reconciliation is equally difficult for victimized communities welcoming back their attackers. The violence and destruction has divided individuals, groups, and communities. However, the Acholi people are committed to rebuilding their society and to returning to their homes.

Recreational activities have been recognized as an important part of the post-conflict recovery process. Sport, and particularly soccer, can be a way to bridge divides. [Pelle Kvalsund](#), of the International Network for Sport and Development, notes that "reconstruction of open sport facilities where people can meet and play has been recognized as an important and early step in the normalization process" after a conflict.<sup>4</sup>

The [SWAY](#) concluded that there is a significant gap between the need for programs for youth and young adults and the current level available. Soccer-based programs offer a meaningful outlet for idle youth stunted by the monotonous life in Gulu Town and in the IDP camps, where there is little opportunity for gainful employment.

The Gum Marom Project will focus on increasing local youth leadership opportunities and youth involvement in a locally driven equal opportunity framework. There will be opportunities for youth ages 18 to 35 to gain skills in coaching and leadership while implementing programs for younger youth between the ages of 13 and 17.

Overall, this project will help to break down barriers between people in a way that is inclusive and engaging for youth. It will combine an activity they love with important community building activities in a social and welcoming manner. According to Kvalsund, activities that are enjoyable can often attract participants who would normally not attend 'peacebuilding' or gender equality events.<sup>5</sup> OA's pilot project in 2009 showed that most of the participants came for the soccer but found the peacebuilding talks engaging and informative. They wanted to share what they had learned with the friends who had not attended the camp.

*I came to make new friends, and I learned how to deal with a friend who is having problems.*  
- Okello Innocent, age 13, Soccer Camp for Peace participant, May 2009.

Furthermore, by supporting established local programs that use soccer to strengthen and unite their communities, the project will have a sustainable impact, resulting in long-term replicable outcomes.

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<sup>4</sup> Kvalsund, Pele, [Sport and Peacebuilding, International Platform on Sport and Development](http://assets.sportanddev.org/downloads/sport_and_peace_paper_pelle_kvalsund.pdf), [http://assets.sportanddev.org/downloads/sport\\_and\\_peace\\_paper\\_pelle\\_kvalsund.pdf](http://assets.sportanddev.org/downloads/sport_and_peace_paper_pelle_kvalsund.pdf), last accessed November 16, 2009.

<sup>5</sup> Kvalsund, Sport and Peacebuilding.

## **Beneficiaries**

Gum Marom will have beneficiaries at a number of levels:

- Primary and secondary schools;
- Sub-county governments;
- The district governments;
- The Federal Ministry of Education; and,
- The communities as a whole through the new opportunities to participate in soccer-based peacebuilding activities and through a more engaged and empowered generation of youth.

## **Target Groups**

The main targeted groups of the project's programs are:

- Youth leaders ages 18 to 35 from local community based organizations and school that have already shown a commitment to peacebuilding and gender equality promotion.
- Youth aged 13 to 17 who will participate in new and increased community activities implemented by these youth leaders and their respective organizations.

There will be no discrimination or selection based on an individual's past level of involvement with the conflict.

## ***Methodology and Approach***

### **Aims**

OA and YCFP have designed the project with five aims in mind. These aims are:

- I. To increase access, for war-affected youth, to local youth leaders and to discussions about community-building;
- II. To increase opportunities for war-affected youth to play soccer in a community-building manner;
- III. To increase the capacity and outreach of local youth leaders and community-building groups;
- IV. To enable female youth to be more actively involved in community-building activities; and,
- V. To improve local infrastructure needed for engaging war-affected youth in increased levels of soccer-based community building activities

### **Activities**

The project will help to improve communities' ability to engage their youth in peace and community building activities, by:

- I. Rehabilitating existing community soccer fields,
- II. Training coaches and leaders,
- III. Implementing soccer camps, a league and a tournament for peace, and
- IV. Distributing locally procured soccer resources to trained coaches, schools, and peacebuilding groups.

## 2009 Project Outcomes

- One community soccer field was rehabilitated;
- 16 youth leaders completed a three-day workshop on soccer coaching and leadership;
- 156 youth attended two, 5-day soccer camps for peace (78 each week); and,
- Soccer equipment was provided to over 30 youth leaders, community groups and schools that work with the YCFP and that use soccer and sport in peacebuilding.

These pilot activities were completed mostly in and around Gulu Town. The 2010 Gum Marom Project will expand upon those activities in Gulu to include more rural parts of the District (e.g., Lalogi Sub-County) as well as to begin activities in the Amuru District.

## Project Timeline -- from April to August 2010, the following activities will take place:

- I. The rehabilitation of two community soccer fields and continued maintenance of the one field rehabilitated in 2009
  - Two community soccer fields will be selected for rehabilitation through consultations with our local partner, the community and an engineer. The field rehabilitation will include levelling and flattening the playing surface, procuring the required soil, building and installing new goal posts and a perimeter fence, planting drought resistant grass, planting local species of trees and hiring maintenance staff for at least one year
- II. Two training workshops for at least 30 local youth leaders and coaches
  - Two, 3-day coaching workshops will enable at least 30 coaches to become stronger leaders in their community through leadership training, soccer specific training and instruction by the YCFP in gender equality and peacebuilding messages.
- III. One refresher session for 16 youth leaders and coaches trained in 2009
- IV. Three soccer camps for peace for 240 youth
  - Following the coaching workshops, there will be three soccer camps for peace with approximately 80 participants per camp. At these youth soccer camps for peace, the newly and previously trained coaches will have an opportunity to practice their coaching and leadership skills by leading a group of youth through five days of peacebuilding and gender equality promoting activities and soccer skill development.
- V. One soccer league for peace for 192 youth
  - The lessons and experiences built during the soccer camps will continue through a school centred soccer league for peace in Gulu. For seven weeks, eight schools and community groups will each have a male and female team that meet weekly to play soccer and discuss peacebuilding and community-building issues selected by our local partners, such as, conflict management and gender based violence.
- VI. One soccer tournament/forum for peace for 192 youth
  - During the 8<sup>th</sup> week of the league, there will be a tournament and forum for peace. Each of the school's teams will compete in a mini-tournament and discuss and share their ideas about peace and the future of their communities.
- VII. The distribution of soccer related resources to coaches and peacebuilding groups
  - Resource distribution will bring soccer equipment to newly trained coaches, schools and community groups that use soccer and sport to teach messages of peace and reconciliation.

## **Monitoring and Evaluation**

OA and the YCFP are committed to open and transparent reporting of our projects. To meet that commitment, OA continues to define monitoring and evaluation tools based on consultations with the YCFP and other partners. As a result, the participatory planning process is ongoing and the monitoring and evaluation plan is constantly evolving. Monitoring and evaluation prioritizes results based management and OA uses this method throughout the project life cycle. A draft logical framework (see appendix #3) has been created and it will be confirmed before project implementation.

Weekly reporting forms will be completed to provide ongoing documentation of the project. OA will complete a final report on the implementation of the project and provide tools for local partners to continue documenting the results after the project's core activities are completed. Some tools that are being discussed include:

- Participant surveys and feedback;
- Stakeholder consultations;
- Participatory video and photography;
- Field use studies and surveys; and,
- Social media reporting.

OA has been discussing experimenting with supplementary forms of monitoring and evaluation including, among others, the Most Significant Change model. In addition to traditional reporting methods, we provide radical transparency into our projects through video and photo journals, as well as blogging and microblogging ("tweeting") throughout the projects. These various means of reporting provide donors and supporters with the ultimate understanding of how funds are being used and which communities have been impacted. Our videos have been featured on the CBC, national television in Canada.

A further explanation of the monitoring and evaluation plan can be found in Appendix 1.

Below are a few of the video journals that were produced during the pilot project in 2009.

Journal #4 – [www.youtube.com/watch?v=VVb-m-mpPO8](http://www.youtube.com/watch?v=VVb-m-mpPO8)

Journal #9 – [www.youtube.com/watch?v=6MpmmDk4HG8](http://www.youtube.com/watch?v=6MpmmDk4HG8)

Journal #12 – [www.youtube.com/watch?v=srXmzG7Yjhc](http://www.youtube.com/watch?v=srXmzG7Yjhc)

Journal #13 – [www.youtube.com/watch?v=Nm5OrKKOMLU](http://www.youtube.com/watch?v=Nm5OrKKOMLU)

## ***Expected Results***

### **Impact**

The project will concentrate on the implementation of activities that will have a positive ***impact*** on the opportunities that youth have to participate in peacebuilding and reconciliation activities.

### **Outcomes**

The **primary expected outcomes** are:

1. War-affected youth will have increased access to local youth leaders and to discussions about community-building;
2. War-affected youth will be actively engaged in soccer-based community building activities as players, coaches or coordinators;
3. Local organizations and youth leaders will be better able to use soccer in community building activities;
4. Females will have increased opportunities to participate in soccer-based activities as players, coaches and leaders; and,
5. Communities will have the infrastructure and resources needed to implement more soccer-based community building activities.

### **Metrics of Success**

To achieve the outcomes, eight inter-related development **outputs** - short to medium term **results** - will be realized over the course of the project's implementation:

1. Curriculum of three soccer camps, one league and tournament for peace provide information about issues of peace, reconciliation, gender and health;
2. 432 youth aged 13-17 are engaged in increased community discussions of peace and community building;
3. 30 coaches and youth leaders are trained in sport, leadership and peacebuilding;
4. Participating groups and 46 leaders are linked and have a strong foundation on which to base their peacebuilding and community building activities;
5. 46 coaches and youth leaders demonstrate sensitivity to barriers preventing female youth participating in community building activities;
6. Barriers to female youth participation in community building activities are decreased through direct involvement of 16 or more female youth leaders, coaches and teachers and 173 as participants in those programs;
7. Two community fields are rehabilitated, and one maintained, and available for Gum Marom and local peacebuilding groups; and,
8. Coaches, community groups, and schools have \$10,446 USD worth of locally procured soccer equipment and support to carry out more peacebuilding activities.

The results based management pyramid in Appendix 2 explains the relationship between the various levels of results.

## **Partners Involved**

- I. [OA Projects](#) (OA) is a grassroots organization that uses soccer to build stronger communities for war-affected youth. OA's **objective** is to increase opportunities for youth in war-affected regions to participate in soccer-based community building activities.

OA was founded by Canadian students in 2006 and has completed three overseas projects - Ecuador in 2007, Rwanda in 2008, and northern Uganda in spring 2009. The combined impact of these projects has reached more than 7,000 children and youth in over 25 communities. OA began focusing on northern Uganda in 2008 after a needs assessment visit. OA was introduced to the Youth Coalition for Peace (YCFP) by a team member who had previously worked with the group and has since built a strong foundation of the working relationship. That relationship has allowed OA to work with the Youth Coalition for Peace to plan and implement an expanding program of activities in the region.

OA's goal in northern Uganda is to help build a large local framework that connects war-affected youth with youth leaders to play soccer and discuss important community issues, such as, peacebuilding and post-conflict healing. OA's project in 2010 will be to build off of the success of the pilot project in northern Uganda (2009) and to continue to help establish a strong framework in Gulu District and begin activities in Amuru District.

- II. The Youth Coalition for Peace (YCFP), established in March 2006, is a community based organization operating in three districts of northern Uganda: Gulu, Amuru and Pader. YCFP's primary purpose is to promote peace at all levels of society from the interpersonal to the international. YCFP approaches peace building activities in a very creative and friendly manner through recreation based activities/initiatives such as games and sports, especially soccer and netball; music, dance, drama, debates, essay competitions and a weekly radio talk show. YCFP has established strong working relationships with both in and out of school youth in the communities throughout Gulu, Amuru and Pader.
- III. OA and YCFP will be working with a number of other community groups including peace clubs, health promotion organizations, groups working to combat sexual and gender based violence (SGBV), the local and regional governments, and sports clubs.

## ***Key Development Issues***

### **Capacity Development**

OA's partnership with YCFP is based on mutual capacity building. Through working in tandem, OA is able to improve its capacity in community engagement, peacebuilding and Acholi culture. At the same time, through the planning and implementation of the project, the YCFP will be improving their skills in implementing soccer-based activities, managing and administering projects, and working with multiple partners.

As stated above, this project aims to have a positive impact on the number of opportunities for youth to become engaged in peacebuilding and reconciliation activities. The primary means of increasing these opportunities is to build the capacity of local youth leaders. This project will achieve this by training coaches and leaders in soccer-based youth engagement and by providing practical experience to establish a proper level of comfort and understanding. Following the training, coaches and leaders will have opportunities to use their new skills in the soccer camps and leagues for peace. Beyond the project's core activities, they will also be regularly monitored and surveyed for feedback. Additional support, such as a refresher-training course, will be provided when necessary.

This project will enable the YCFP, and other local groups involved, to (1) increase their ability to effectively connect with youth to discuss issues of peace and gender equality, (2) develop stronger relationships with schools and other local youth leaders, (3) increase the number of youth they connect with, and (4) increase the frequency of soccer-based peacebuilding activities in their community.

Without the partnership of OA, the YCFP would have few opportunities to engage the many youth in their community on these important issues. They would also have a limited ability to build or enhance relationships with other local and regional organizations and youth leaders.

### **Peacebuilding**

Over twenty years of conflict has significantly affected the entire population in northern Uganda. During the war, over 20,000 youth were abducted by the LRA, over 1.25 million people lived in squalid IDP camps, and over 58% of the youth have witnessed a violent or traumatic act. As families and individuals are rebuilding their lives and their communities, there is a need to facilitate increased discussions about the past, and the issues and the divides that it has created.

This project will focus on normalizing interaction amongst many different youth and address the need for strong and relevant discussions that will help to build peace. The project's local youth leaders (primarily from the YCFP) have training and experience with the issues at hand and this project will give them enhanced capacity to address them, as well as connect them with a larger number of youth and on a more sustained basis.

By connecting war-affected youth with local youth leaders to play soccer and to discuss important community issues, the project will help youth to bridge remaining divides and to build essential community relationships.

## Gender Analysis

While the conflict and displacement caused Acholi society to begin to breakdown, traditional gender roles still have a strong influence on daily life. Traditionally, men are the decision makers in the household or community and women prepare food, clean, care for children and cater to the men's needs. Although there are significant examples to the contrary, males have significantly more power and opportunity in Acholi society. Displacement and the general disempowerment experienced during the conflict have resulted in family breakup and widespread domestic violence.<sup>6</sup>

According to the SWAY, targeting programming to include a focus on "the needs and vulnerabilities particular to women and girls could serve a necessary step in achieving the objective of equitable needs-based targeting and assistance."<sup>7</sup>

Females are often taught that the worlds of sport and of community building (especially politics, public speaking and decision making) are the domain of men. You often hear "Football is something for the boys". Although this project values the traditional work that both men and women do in Acholi society, the activities are designed to encourage male and female youth to see themselves on an equal footing on and off the soccer field. This will allow equal participation in community building activities, opening new opportunities for both males and females.

To create more opportunities for females to engage in their community, this project will provide female leaders with training to become stronger role models for the younger youth as well as encouraging youth to work together and respect everyone's contributions. For example, in the coaches and leaders workshop, participants will examine local barriers to participation for girls and brainstorm possible methods of eliminating those barriers.

*I attended the soccer camp for peace because I love playing football, it makes me feel healthy and I like the idea of football for peace. I learned a lot of skills I never knew.*

- Adoch Nancy, age 14, Soccer Camp for Peace participant, May 2009.

## Project Environmental Analysis

The environment will be a topic during project meetings and discussions with stakeholders and community members. This will improve the general awareness in host communities and ensure that environmental sensitivity will be integrated during every possible project activity.

During the soccer field rehabilitation, steps will be taken to eliminate any potential damage caused to the local vegetation and eco-systems, including trees and water sources. Heavy machinery will only be used when necessary and the construction plan will work around existing environmental structures. A significant amount of native tree and bush species will be planted around the area of the field and site to improve soil stability and reduce surface run-off during heavy rains. Some of the trees are varying fruit species that will provide a nutritious source of food (and a source of potential revenue) and an important environment for insect and bird species.

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<sup>6</sup> Carlson and Mazurana, "Beating wives and protecting culture: violent responses to women's awakening to their rights", Humanitarian Exchange Magazine, <http://www.odihpn.org/report.asp?id=2855>, last accessed November 16, 2009.

<sup>7</sup> SWAY, *A Way Forward for Assisting Women and Girls in Northern Uganda*, <http://chrisblattman.com/projects/sway/>, 8.

## ***Budget***

The total budget for Phase II of Gum Marom is **\$73,937 CAD**. Please reach us at the provided contacts for a detailed breakdown of the budget.

## ***Conclusion***

After over 20 years of devastating conflict in northern Uganda and the region, there is a significant need for more locally driven community-building programs.

This project will address this need by supporting existing local leaders and organizations who have demonstrated a strong commitment to working with the youth in their communities. It will enable them to reach more youth and on a more sustained basis, and will also provide increased opportunities for female youth to lead and to participate in the community rebuilding process.

Moreover, this phase will also provide an opportunity to further assess the impact of soccer-based activities on the peacebuilding process and provide further foundation for a larger scale project in the future.

Thank you for your time and consideration of Gum Marom's intermediate next phase. We sincerely hope that you decide to support this project and the youth leaders in northern Uganda.

Gavin Hollett, Project Director

[gavin@oaprojects.org](mailto:gavin@oaprojects.org) / +1 778 990 7292

## ***APPENDIX 1 - Summary of OA Projects Monitoring and Evaluation Plan***

### **Purpose**

The purpose of this Monitoring and Evaluation (M&E) plan is (1) to assess and record the impact of the project's activities and (2) to determine what other, and more significant, impacts can be had and properly measured over the long-term. For example, we will (1) assess and record the project's impact on a female's ability to participate in soccer-based activities, and (2) determine if the project activities, once scaled, could theoretically reduce the amount of violent acts in a target community.

The results and feedback from the first example will give tangible data on the success of the project and how to shape future programming. Information gathered from the second example will also help to structure future project activities and will provide a foundation for a more thorough analysis of the project's long-term impact on the community.

### **Summary Overview**

#### Weekly General Reporting

At the end of each week, the project committee (made up of 2 members of the Youth Coalition for Peace and 3 members of OA Projects) will briefly discuss the progress of the activities and complete the weekly project status form to monitor the progress of all activities and note any challenges.

#### Coaches Workshop

The workshop will begin with a pre-test that includes questions about the age, background, current activities, gender, etc of the participants as well as questions designed to determine their prior knowledge of the topics that will be discussed. The level of existing knowledge will be also used to shape the final structure of the training session. Following the workshop, they will complete a post-test with the same questions about the discussion topics. Coaches, who also participate in the soccer camp for peace and league, will again fill out the same test at the end of the camps. Comparisons between the two or three tests will provide data on the amount of information gained through the workshop and from the practical experience of the camp and league, as well as the background of the participants.

Additionally, the curriculum and training evaluation forms completed by the participants will provide further information to evaluate the workshop on a logistical, teaching and participant satisfaction. The exact pre-test/post-test and post-workshop evaluation form will be created with our local partners based on the information in the curriculum.

### Soccer League and Camps for Peace

The name, age, gender, education level, and area of residence of each participant will be recorded upon registration to gather background information on those involved. The local coaches will also record additional information about the participants' background (e.g., how many family members do they live with). Previous experience has shown that literacy levels impede the ability to gather information about what the participants have learned, their views and their experiences.

Therefore, to gather most of the information on the impact of the camps and leagues, coaches and OA/YCFP personnel will conduct detailed interviews of a random population covering at least 30% of the total number of participants. These interviews will be based on a standard survey and will allow for further discussion of any topics the interviewee brings up. Follow-up interviews will be conducted at two and five months after the soccer camps and leagues are completed to further assess the impact of the camps.

### Community Soccer Field Rehabilitation

A field selection form (designed to assess the need and the feasibility of rehabilitating a specific field) and meetings with stakeholders will provide a base line of data on the field usage and its overall importance in the community. During the actual rehabilitation, the progress will be monitored through field visits and recorded on the weekly reporting form. The actual impact assessment will begin after the completion of the construction is complete. In the months following the field rehabilitation, the YCFP and other local members of the project, will gather information on the usage of the field and the community's access to the field, as well as the impact of the field in general in a pre-determined and relevant format. Moreover, site visits and community consultations will also occur to assess the impact of the field that was rehabilitated at Laliya Primary School during the pilot project in 2009.

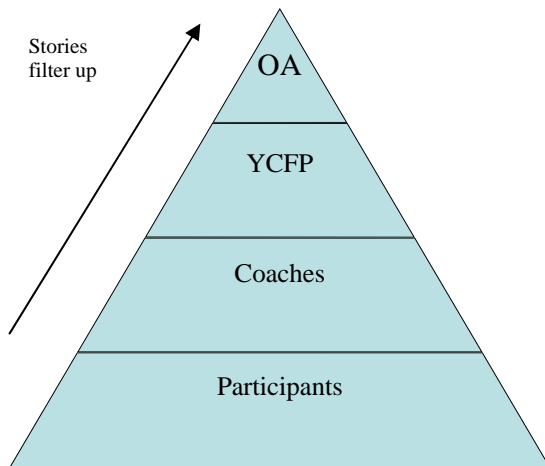
### Equipment and Resource Support to Trained Coaches and Partner Peacebuilding Groups

The recently trained coaches from the workshops and partner peacebuilding groups will be provided with equipment to implement more soccer-based activities within their networks (schools, peace clubs, soccer clubs, etc.). An assessment of the resources of the coaches/leaders, and the groups they work with, will be conducted prior to the workshop. Moreover, details of the current level of activities for both the soon to be trained coaches and the partner peacebuilding groups will be recorded. It should be noted that the majority of the equipment procured is provided to the recently trained coaches and leaders and the groups they work with.

Following the distribution of equipment support to trained coaches and participating groups, field visits and interviews will be used to gather information on the usage of that equipment and the activities the groups are organizing. Based on that information and on the views of the youth involved in any activities, the coaches and the community members, OA and the YCFP will be able to assess the results of equipment and resource support.

## Additional Techniques

This project will also include a *video monitoring* portion to provide a glimpse into the project as it happens. The *Most Significant Change* model also will be used alongside the aforementioned methods to provide OA and YCFP with stories of change brought about through this project. This model is based on collecting stories of change from participants and filtering these stories up through the coaches and the YCFP to end with a collection of ten to twelve stories outlining the changes the participants have experienced due to this project.



The diagram on the left illustrates the path stories will take; at each level the members of the group will decide which of the stories are the most significant and pass those stories onwards.

It is expected that the collection of stories will take place through the participant interview process. This will help to enhance what is measured and analyzed during future activities and provide insight into shaping future activities.

The amount of time and resources allocated to this technique will depend on the initial willingness of the participants and local project members.

Finally, these are draft plans based on best practices from other organizations and OA's experience during the pilot project. Indicators have been created for all activities and can be found in the logical framework.

## APPENDIX 2 - Results Based Management Pyramid

|  |   |   |  |  |   |  |  |
|--|---|---|--|--|---|--|--|
| <p>Impact:<br/>This project will have a positive <b>impact</b> on the opportunities that youth have to participate in peacebuilding and reconciliation activities.</p>   |   |   |  |  |   |  |  |
| <p>Purpose:<br/>To help establish a locally driven framework that connects war-affected youth with local youth leaders to play soccer and to discuss important community issues, such as, post-conflict healing and gender based violence.</p> |   |   |  |  |   |  |  |
| <p>Outcome 1<br/>Youth are actively engaged in community building activities</p>   |   | <p>Outcome 2<br/>Local organizations and youth leaders are better able to use soccer in community building activities</p> |  | <p>Outcome 3<br/>Females have increased opportunities to participate in soccer-based activities</p>                          |   | <p>Outcome 4<br/>Communities have the infrastructure and resources needed to sustain these community building activities</p>               |  |
| <p>Output 1<br/>Curriculum of three soccer camps, one league and tournament for peace provide information about issues of peace, reconciliation, health and gender</p>   | <p>Output 2<br/>432 youth aged 13-17 are engaged in increased community discussions of peace and community building</p> | <p>Output 3<br/>30 coaches and leaders are trained in sport, leadership and peacebuilding</p>                             | <p>Output 4<br/>Participating groups and 46 leaders are linked and have a strong foundation on which to base their peacebuilding and community building activities</p> | <p>Output 5<br/>Coaches and youth leaders demonstrate sensitivity to barriers preventing female youth from participating</p> | <p>Output 6<br/>Barriers to female youth participation in community building activities are decreased through direct involvement of 16 or more female youth leaders, coaches and teachers and 173 as participants in those programs</p> | <p>Output 7<br/>Two community fields are rehabilitated, and one maintained, and available for Gum Marom and local peacebuilding groups</p> | <p>Output 8<br/>Coaches, community groups, and schools have \$10,446 worth of locally procured equipment and support to carry out more peacebuilding activities.</p> |
| <p><b>Direct Beneficiaries:</b> 30 new coaches, 16 previously trained coaches (4f), 432 youth aged 13-17 (200+f), primary and secondary schools</p>  |   |   |  |  |   |  |  |
| <p><b>Participants:</b> youth aged 13-17 from local schools, youth leaders and teachers aged 18-35, primary and secondary schools, peace clubs, soccer clubs and teams</p>   |   |   |  |  |   |  |  |
| <p><b>Key Stakeholders:</b> Ministry of Education, school administration, local government officials including District Sport Officer, and community youth groups</p>  |   |   |  |  |   |  |  |
| <p><b>Delivery Agent:</b> Youth Coalition for Peace, Community Based Organizations, OA Projects</p>  |   |   |  |  |   |  |  |

**APPENDIX 3 – Logical Framework**

| LOGICAL FRAMEWORK   |  |   |   |
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| Narrative Summary   | Objectively Verifiable Indicators  | Means of Verification   | Risks and Assumptions   |
| <p><b>Goal:</b><br/>Youth are engaged in a locally driven peacebuilding process and are empowered within their community.</p>   |  |   |   |
| <p><b>Purpose:</b><br/>To help establish a locally driven framework that connects war-affected youth with local youth leaders to play soccer and to discuss important community issues, such as, post-conflict healing and gender based violence.</p> |  |   | <p>youth are interested in being involved in their community / there is a need for increased activities</p> <p>local youth leaders have the time to implement more activities</p> <p>that youth still have difficulty dealing with issues created by the conflict</p> |
| <b>Outcomes/Results</b>   |  |   |   |
| <p><i>War-affected youth have increased access to local youth leaders and to discussions about community-building</i></p>   | <p>% increase in numbers of youth that local leaders interact with</p> <p>% increase in community building events attended by youth</p> <p>% increase in community building activities implemented by participating local youth leaders and groups</p> <p>% increase in local youth leaders that participating youth can identify and talk to</p> <p>% increase in understanding of the community issues affecting them by participating youth within a month of the completion of activities.</p> | <p>partner records, baseline survey information, field visits</p> <p>partner records, baseline survey information, field visits</p> <p>partner records, baseline survey information, field visits</p> <p>interviews with participants, baseline survey information</p> <p>baseline survey information, interviews with participants</p> | <p>youth are interested in being involved in their community / there is a need for increased activities</p> <p>local youth leaders have the time to implement more activities</p> <p>youth still have difficulty dealing with issues created by the conflict</p>      |

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|  | <p>% increase in # of friends of participants</p> <p>% of participating youth who can name mentors who can provide support within the community</p>   | <p>interviews with participants</p> <p>interviews with participants</p>   | <p>peacebuilding remains a priority in Acholi communities</p>  |
| <p><i>War affected youth are actively engaged in soccer-based community building activities both as players and coaches</i></p>  | <p># of community building events</p> <p>% increase in the number of youth attending peace/community building activities following the project</p> <p># of youth involved with soccer camps, leagues, and tournaments for peace broken down by age, gender and background</p> <p># (or %increase) of youth benefiting from trained coaches and their new resources/equipment</p>  | <p>partner records, field visits</p> <p>partner records, baseline survey information, field visits</p> <p>partner records, field visits</p> <p>partner records, baseline survey information, field visits</p> | <p>youth will be welcome to participate in community building activities</p> <p>youth are interested in being involved in their community</p> <p>security and other factors allow youth to participate</p> <p>youth have limited or no opportunities to get involved in soccer-based community building activities</p> |
| <p><i>Local organizations and youth leaders are strengthened and supported to expand their community building activities</i></p> | <p># of soccer coaches trained in peacebuilding</p> <p># of peace leaders who can recruit more participants through coaching</p> <p># of teachers trained in soccer and peacebuilding</p> <p># of schools participating in soccer league for peace</p> <p>% increase in ability of peace club leaders to communicate their message</p> <p># of participating coaches/leaders who report increased levels of self-worth and confidence to lead community building events</p> | <p>project records</p> <p>project records</p> <p>project records</p> <p>project records</p> <p>interviews and field visits with participating groups</p> <p>participant interviews</p>                        | <p>youth will be welcome to participate in community building activities</p> <p>youth are interested in being involved in their community</p> <p>teachers will be available to participate in the training</p>   |

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|  | # of school representatives involved in soccer league for peace   | project records  |  |
| <i>Females have increased opportunities and are empowered to participate in community peace activities as players, coaches and leaders</i> | <p>% increase of female teams in project area</p> <p># of participating females who report increased levels of self-worth at end of project</p> <p># of participating males who report a greater appreciation for female participation in soccer-based and other community building activities</p> <p># of females capable of leading soccer-based community building activities</p> <p>% increase in female involvement within the groups of the trained youth leaders and coaches</p> | <p>partner records, community group records, field visits</p> <p>interviews before and after project with participants</p> <p>interviews before and after project with participants</p> <p>interviews before and after project with participants</p> <p>baseline data of the participants active in current programs, survey of group make up in the months after the training and project activities. (control against other programs encouraging female participation)</p> | <p>views about women and sport will inhibit participation</p> <p>girls will want to play soccer</p> <p>boys are open to sharing soccer with girls</p> <p>females want to be coaches and leaders in their communities/ they will be allowed to be</p> |
| <i>Communities have the infrastructure, capacity and resources needed for more community building activities</i>                           | <p># of community building events/activities per week carried out by partners in the six months following the project</p> <p>% increase in improvement or ease of implementation of activities on field after rehabilitation is complete (qualitative)</p> <p>% increase in number of activities on field after rehabilitation is complete</p>  | <p>partner records, reports from observers</p> <p>baseline data survey of existing groups using the soccer field. Survey of same groups 6 months after field has been rehabilitated</p> <p>partner records, field visits</p>   | <p>non-participating groups may become angry they were not selected</p> <p>transportation available</p> <p>theft and vandalism</p>   |

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|   | <p>% increase in frequency of activities organized by coaches and groups that receive equipment</p> <p>% increase in enrolment of participants in programs receiving equipment support</p>  | <p>baseline survey information, follow-up surveys, field visits</p> <p>baseline survey information, follow-up surveys, visits</p>                        |   |
| <b>Outputs</b>  |   |  |   |
| <p>Curriculum of soccer camps and soccer league for peace provides information about issues of peace, reconciliation, health and gender</p> | <p>time devoted to each topic covered</p> <p>% of participating youth who can meet the learning objectives at the end of the session</p> <p>participation broken down by gender, age, background</p>  | <p>curriculum plan and training records</p> <p>pre and post tests</p> <p>project records, interviews with participants</p>                               | <p>curriculum will be covered</p> <p>partner groups are knowledgeable</p>   |
| <p>Participating youth aged 13-17 are engaged in community discussions of peace and community building</p>                                  | <p>participation broken down by gender, age, background</p> <p># of youth who report discussing issues brought forward in discussions with outsiders</p> <p>% of participating youth reporting increased confidence as measured through ability to lead and/or participate in discussions</p> | <p>project records, interviews with participants</p> <p>interviews with participants, field visits</p> <p>interviews with participants, field visits</p> | <p>youth are interested in discussions</p> <p>community members will welcome youth participation</p> <p>parental approval</p>         |
| <p>30 coaches and youth leaders are trained in peacebuilding, sport and leadership</p>  | <p>participation broken down by gender, age, background</p> <p>% and # of coaches who report increased self-confidence and leadership skills</p> <p>% of coaches who report increased ability to organize soccer-based activities</p>   | <p>project records, interviews with participants</p> <p>post-tests, interviews with participants</p>   | <p>coaches are willing to incorporate messaging into their practices</p> <p>peace leaders are inclined to use sport in their work</p> |

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| Participating groups and leaders are linked and have a strong foundation on which to base their peacebuilding and community building activities                | # of leaders who have met the coaching workshop learning goals<br># of follow up meetings between workshop participants in the three months after the end of the workshop<br>% increase in number of community members considered peers or colleagues by youth leaders | pre and post tests<br><br>project records, local partner reporting<br><br>participant interviews                      | participating groups are willing to work together and do not view one another as competition<br><br>a variety of groups are interested in participating in the project                     |
| Coaches and youth leaders demonstrate sensitivity to barriers preventing female youth participating in community building activities                           | # of participating coaches/leaders who can identify reasons why females may not participate  | interviews with participants, post tests  | including females into soccer based community building activities is seen as a priority<br><br>females want to be coaches and leaders in their communities                                 |
| Barriers to female youth participation in community building activities are decreased through direct involvement of female youth leaders, coaches and teachers | # of female youth participating in soccer leagues or camps<br>frequency of female youth participating in group discussions<br># of participating male youth who demonstrate willingness to include female team mates   | project records, interviews with participants<br><br>observation, coaches records<br><br>interviews with participants | coaches, other players and the female youth are open to the idea of female participation<br><br>parental approval - parents are willing to let their female youth participate              |
| Community fields are rehabilitated and available for Gum Marom and local peacebuilding groups  | # of fields rehabilitated<br><br># of hours a week participating groups can access the fields  | project records<br><br>project records, agreement with field owner, partner reports                                   | field owners and local organizations can create an agreement about field usage<br><br>weather is amenable to the rehabilitation process and there is sufficient rain for the grass to grow |
| Schools, coaches and community groups have equipment and support to carry out their peacebuilding activities.  | amount of equipment available to each participating group  | project records, self-reporting from partners   | schools, coaches, and community groups are motivated to continue their activities<br><br>youth are interested in the activities  |

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|  |   |   | theft and vandalism  |
| <b>Objectives/Activities</b>   |   |   |  |
| (1) Implement Soccer Camps, Leagues and Tournaments for Peace that involve at least 40% female participants          | # of participants in soccer camp or league for peace  | project records, partner records  | parental approval<br>security<br>weather - rains too early   |
| (2) Host training workshops for local youth leaders and soccer coaches that involve at least 40% female participants | # of coaches/leaders trained<br>% of trained coaches/leaders who have exceeded the learning outcomes for the workshop   | project records<br>training notes, project records, training evaluation, observation                | coaches/leaders are interested<br>coaches/leaders not invited may become upset at their exclusion  |
| (3) Rehabilitate community soccer fields in a eco-friendly manner  | # of fields rehabilitated<br># of trees and bushes planted  | project records, field visits<br>project records, field visits                                      | lack of cooperation with the field owner after agreement made<br>lack of equipment slows field rehabilitation process<br>weather - drought could impact grass recovery |
| (4) Procure equipment required to implement and sustain soccer-based community activities                            | # of participating schools/peace groups and soccer coaches who have equipment and access to a field<br># of soccer balls, practice shirts, cones, etc that are procured locally | project and partner records, information from coaches, group leaders and schools<br>project records | Groups want and need increased equipment/field access<br>security  |