



RWANDA 2017-2023 EVALUATION REPORT



Report date: November 2023



Dear reader,

In September 2023, we were back in Rwanda for a Follow-up Education. **Follow-ups are always special, as they provide a chance to reconnect with the Young Coaches who were part of our initial education, meet some of the peers that they have trained,** and also gain further insights into the benefits of their activities through the voices of children and youth.

In 2017/18, we trained 85 Young Coaches from several refugee camps. **It was pleasing that even after 5 years, about a quarter of the Young Coaches are still coaching on a regular basis.** Many others have been resettled, left camps or entered livelihood programmes. Importantly, the trained Young Coaches have passed on their knowledge to almost 300 Peer Young Coaches. Given the **role that Peer Young Coaches play in the ongoing delivery of activities in camps,** it was great to have 58 of them attend the Follow-up.

Through feedback, **we can see that structural elements associated with organising training sessions and events were important learnings that Young Coaches have applied from the 2017/18 education and passed on to their peers.** Being able to deliver quality trainings and events are important as they help ensure children have a positive experience. This is vital to encouraging them to return, and ultimately to maximise the benefits from coach-led activities.

Feedback during the Follow-up Education suggests that **the majority of Young Coaches use sport-based activities to teach other important**

messages, such as the importance of school, drug prevention, and health and hygiene. Through conversations with children and youth we also see how their activities create safe spaces away from negative influences and promote a sense of belonging – which is vital to children’s well-being.

Furthermore, it was **particularly pleasing to see the development that Young Coaches had made in terms of their coaching skills and ability to adapt to the challenges they face, such as a lack of equipment or Covid-19.**

It was clear that **the Follow-up Education was beneficial for the Young Coaches and Peer Young Coaches.** As a result, there is a strong belief that the new knowledge shared will help create more safe and inclusive spaces for children and young people to thrive.

We would like to take this moment to also **thank the national offices of the UN Refugee Agency, Plan International, and Save the Children,** who ensured a smooth running of the education in both 2017/18 as well as 2023.

We hope that you enjoy the read.



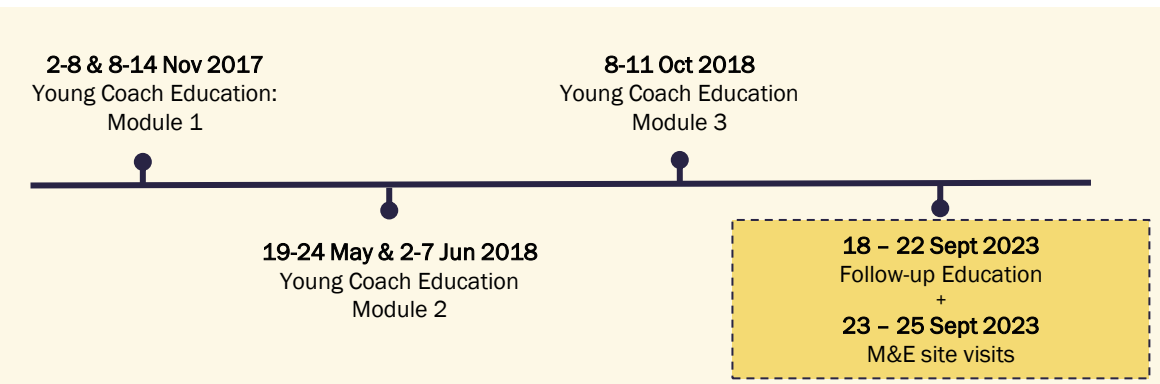
Tom Vahid,
Monitoring & Evaluation Specialist,
Scort Foundation

Background

In 2017/18, Scort and the Football Club Social Alliance (FCSA), in collaboration with UNHCR Rwanda, trained 85 Young Coaches (YCs) from several refugee camps in Rwanda. Recognising that children and youth represent over 50% of the refugee population in the country – and with camps lacking trained coaches – the education aimed to build the capacity of YCs to provide sport-based activities for children. Through the education, YCs were equipped with the skills to deliver safe and inclusive sport-based activities, teach social messages, and be persons of trust in the lives of vulnerable children. See Scort’s [website](#) for more background information about the project.

Almost 5 years on, Scort and the FCSA returned to Rwanda to conduct an Impact Assessment and Follow-up Education for active YCs and a selection of Peer Young Coaches (i.e. people trained by YCs using the knowledge they gained from the 2017/18 Young Coach Education).

Figure 1: FCSA timeline of activities in Rwanda (2017-2023)*



* Due to the large number of YCs being trained, the modules of the Young Coach Education were delivered in two groups, each lasting one week. Module 3 and the Follow-up Education were delivered during the same week, but in two separate groups.

The Impact Assessment and Follow-up Education in Rwanda aimed to answer the following:

- Did the education in 2017/18 have the intended impact? (pp. 4-8)
- Was the Follow-up Education in 2023 of added value? (pp. 9-12)

As reflected in Fig. 1, the Follow-up Education was combined with visits to the regular activities of several YCs. The Follow-up Education was delivered in partnership with the Rwandan offices of the UN Refugee Agency (UNHCR), Plan International, and Save the Children, with the support of the FCSA, Scort, and Fondation Botnar.

The Follow-up Education was attended by 79 coaches (27% female):

- 21 Young Coaches
- 58 Peer Young Coaches

Beneficiary overview

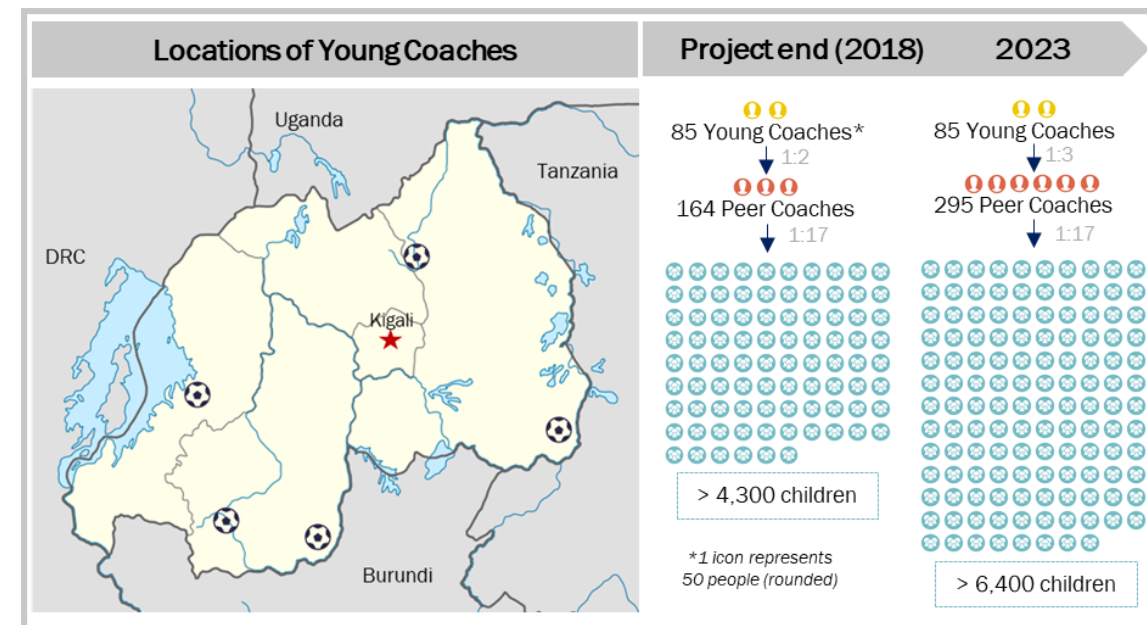
In total, 23 of the 85 YCs who had attended the education in 2017/18 are still actively coaching in refugee camps. During the past 5 years, the number of active YCs has slowly decreased. It is important to consider this decline in context of the project situation:

Many of the refugees who no longer coach have been resettled (24%), are no longer present in the camps (22%), or have taken up other livelihood opportunities within their respective camps (19%). Only a small number indicated that they are no longer interested in coaching (8%). It is reasonable to suggest that some of the reasons for YCs no longer coaching could be

associated with lack of incentives in comparison to other paid opportunities, the interruption of activities during the Covid-19 pandemic, loss of motivation due to lack of equipment, or changes in circumstances.

The presence of trained coaches, however, is vital to realising the wider benefits of sport in the protection context. While 73% of the originally trained Young Coaches are no longer active, 295 Peer Young Coaches have been trained to support and deliver activities across all of the refugee camps – helping to impact over 6,000 children

Figure 2: Locations and beneficiary impact of Young Coaches



How beneficial was the Young Coach Education in 2017/18?

This section focuses on the active Young Coaches to establish if they found the education in 2017/18 beneficial, how they applied the knowledge, and any challenges they have faced.

When asked to rate the extent to which the Young Coach Education benefited their work with children, on average, YCs rated it 8.5 out of 10*. Specifically, YCs frequently cited new methods of teaching and how they were able to use their sport-based activities to achieve sporting and non-sporting objectives. Many also cited personal success stories about encouraging children to attend school, preventing unwanted problems such as drug abuse, and improving football skills.

Most important learnings

When asked about the 3 most useful learnings that they applied from the 2017/18 education, YCs most frequently cited the following:

*1= not beneficial; 10 = extremely beneficial

"[My activities] have helped children to know how to play football, to know how to live in peaceful coexistence with other children, how to prevent them from using drugs, and to know the basic elements of the children's right as well. And how they can prevent themselves from any harmful element that could destroy their lives."

Fabrice, Young Coach



"I discovered that it was very important to prepare a festival because it makes children smile and they become very happy."

Philibert, Young Coach

- **Training sessions:** It was apparent that learning about how to coach football skills was greatly appreciated by YCs (e.g. dribbling, passing etc.). There was often a clear desire amongst the YCs to improve the football skills of the children within their camps through training sessions.
- **Educational games:** Over half the YCs also cited how they learnt to use sport as a tool to teach educational messages (incl. health & hygiene, good behaviour, problem-solving, and children's rights).
- **Events:** Many YCs noted that learning about how to deliver events (i.e. festivals and tournaments) was of particular importance. The events enabled them to reach more children, and also helped promote competition within and beyond the individual camps.





What influence did the Young Coaches have on people around them?

The next three pages will explore the influence Young Coaches had on people around them i.e. Peer Young Coaches, children and youth.

Peer Young Coaches: The multiplier effect

YCs have passed on coaching knowledge from the 2017/18 education to 295 Peer Young Coaches (PYCs). Almost a quarter (70) of the PYCs are still coaching within the camps, whereas for those not coaching anymore, it could be assumed that it is due to the same reasons as for why YCs no longer coach (p.3).

Whilst it was not possible to invite all of the active PYCs to the Follow-up Education, it was valuable to have 58 PYCs attend. Not only was it an opportunity for FCSA instructors to pass on additional knowledge and skills, but it was also a chance to see where the PYCs are at in terms of coaching. This helps to better understand if the multiplier effect is having the desired effect.

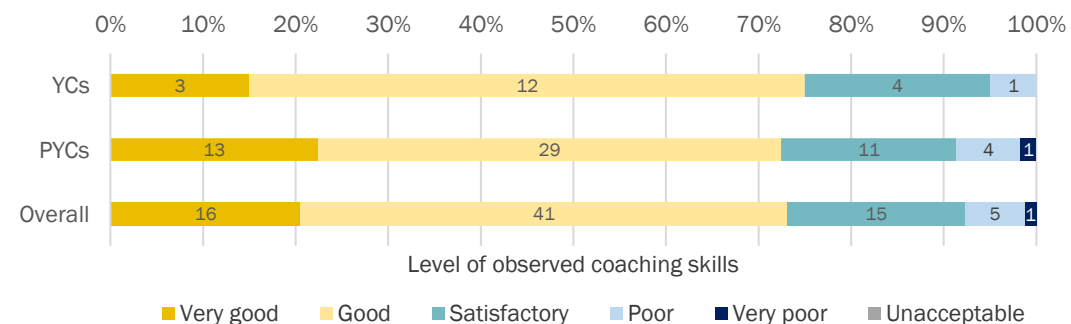
Instructor observations

During the Follow-up Education, FCSA instructors observed the coaching skills of YCs and PYCs. The assessment included their choice of exercises, clarity of instructions and feedback given to children, as well as if the coach provides a fun and inclusive space for all.

Fig. 4 highlights that during the observation period, which is limited to the project period, over 70% of the coaches were considered to have at least good coaching skills. On average, there was no notable differences between the YCs' and PYCs' coaching skills, which perhaps highlights that YCs have done a good job in selecting PYCs and passing on their knowledge.

Furthermore, based on comparisons between 2017/18 and 2023 instructor observations, 65% of YCs demonstrated improved coaching skills.

Figure 4: Instructor observations of Young Coaches & Peer Young Coaches*



*reflects data from 78 of 79 coaches who were observed.

What impact do Young Coaches' activities have on children and youth?

Between 23-25 September 2023, to better understand how children and youth benefit from the YCs and their activities, Scort visited the regular activities of four YCs from two camps. During the site visits, conversations took place with 15 youth aged 13-18 who attended the YCs' activities. The following provides a summary of the conversations:

Why do the youth attend activities?

The main reason cited for attending activities was associated with the opportunity to play. Whilst some were attracted to improving football skills (4), many just wanted to play (11) or meet new friends (7). It was apparent that some also found the activities as a way to relax (4).

During 3 of the 4 activities visited, children and youth wore the same team jersey. Being part of a team and wearing the same jersey helps create a group identity and sense of belonging. This is arguably an additional factor which pulls them to the activities. After all, many acknowledged that they could, and often do, play in the streets outside their homes. However, for these activities they often walk 15-20 minutes to the pitch and attend 2-4 times a week, depending on school holidays.



"Since I started [coaching], I have seen that the lives of the children have improved. They developed themselves, and I observed that they have also created a very strong partnership between themselves and their families...In addition to this, they also made some new friends."
Angelique, Young Coach

What qualities do youth attach to their coach?

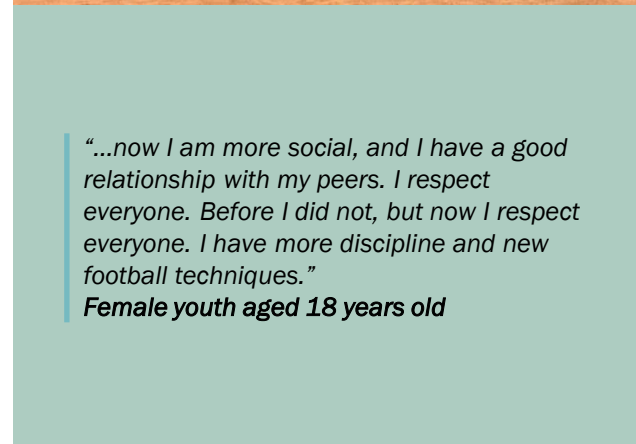
Some cited the importance of attending organised activities. The coaches were sometimes viewed as a teacher or guide (5) or parental figure (3). It was evident that having coaches from the same communities, who understood their challenges and could provide support was highly valued for the children. For example, some cited how they had grown up in the same community as their coach – and they were a role model for them.

What do youth take away from the activities?

Many youth cited improved football skills (11) as a result of attending activities. However, it was clear that activities went beyond teaching football skills. 7 of the youth noted how the activities had encouraged them to attend or do well at school. The activities also promoted positive relationships (8) and taught the youth about respect and discipline. This seemed to positively impact relationships with their peers and parents. Furthermore, one youth noted how the sport-based activities brought them into contact with host community members. For example, no one is allowed in the camps without authorisation, however, through sport, refugee and Rwandan children and youth can mix – thus contributing to social cohesion.



"I dropped out of school and the coach helped me to go back to school... The coach encouraged me to attend the school because the school was very important."
Male youth aged 15 years old

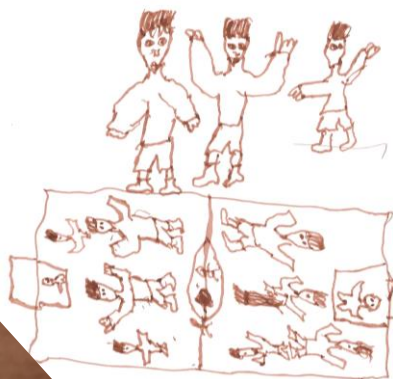


"...now I am more social, and I have a good relationship with my peers. I respect everyone. Before I did not, but now I respect everyone. I have more discipline and new football techniques."
Female youth aged 18 years old



"When I come here, I learn how to play good. The coach helps us to play in a good manner. And also, after the match, we got some knowledge to change the bad behaviour."
Male youth aged 14 years old





What do children like about the activities?

Drawings were used to break the ice with children and better understand what specifically they liked about the activities delivered by YCs. Drawings are considered a child friendly approach to gather feedback from children under 12 years old.

In Rwanda, the drawing activity was conducted immediately after the YCs activity with 23 children aged 6-8. As part of the drawing exercise, the children were given 7 minutes to draw what they liked most about the YCs activity on that day. The following provides a summary of the conversations with children about their drawings:

Not surprisingly, as reflected in the 4 drawings on the left, all of the children drew the football

related aspects that they liked e.g. passing and shooting. This reflected the main focus of the activity. Additionally, over half of the children mentioned how they liked the team aspect of the activity. For example, playing with or passing the ball together with their peers. It was possible to observe that many of the children also noted the names of their friends in their drawings (see bottom left drawing) – thus reiterating the relational benefits associated with the activities. Furthermore, over half of the children also spoke about how they liked scoring goals and how this made them feel.

It is evident that much of what children liked about the activities are vital to their well-being e.g. learning new skills, positive interactions with others, and having moments of success.

“I drew two people playing football. This one [on the left] is passing the ball to this one [in the middle]...I enjoyed passing the ball and scoring a goal.”

Male child aged 6-8 years old [top left drawing]

“I drew after we scored when we celebrated... I am happy when we have success and score a goal.”

Male child aged 6-8 years old [top right drawing]

“...This is one team [in dark red] and this is the other team [light colours]. The coach is guiding them about how to pass in order to score a goal. I drew this person [in the middle] who shoots and scores a goal.”

Male child aged 6-8 years old [bottom right drawing]

Was the Follow-up Education in 2023 of added value?

Due to the large number of coaches, the group was split into two for the Follow-up Education: 21 YCs were joined by 18 of the more experienced PYCs (>4 years coaching experience) in one group; and 40 PYCs (<4 years coaching experience) formed a second group. The education (incl. hotel and training facilities) were setup to maximise interactions between the two groups, whilst still allowing topics to be tailored to the group's level of experience. Almost all of the coaches (97%) felt it was a good experience to include both YCs and PYCs in the training.

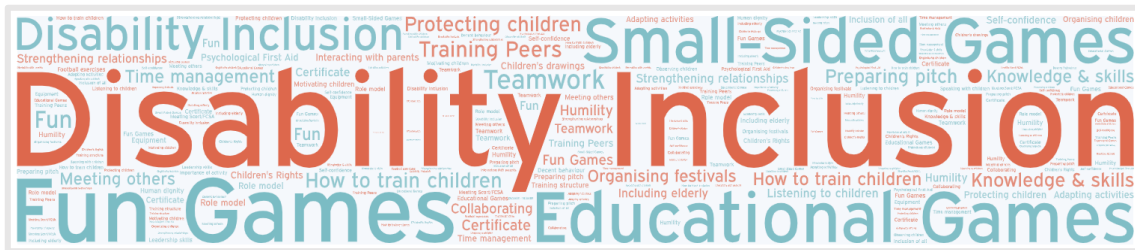
Importantly, **the majority of coaches (95%) indicated that the Follow-up Education had met or exceeded their expectations.** Furthermore, the personal contact with the FCSA and Scort team had been a positive experience for all.

What were the key take-aways?

It was apparent that coaches in both groups really appreciated the opportunity to learn new coaching skills and techniques to train children. The word cloud in Fig. 5 helps depict the key take-aways from the two groups. Group A (Red) and Group B (Turquoise). Here is a summary:

- **Disability Inclusion:** A reoccurring theme that came out of both groups was associated with the belief that they can include persons with disabilities in their activities. During the education, a strong emphasis was put on how coaches could adapt their activities to all, irrespective of age, gender or ability.
- **Different types of games:** Educational Games, Fun Games, and Small-Sided Games were some of the key take-aways, particularly for the less experienced coaches. Coaches noted the importance of making kids smile, how they can educate children through sports, and the value of being able to run activities for many children in small spaces.
- **Training peer coaches and protecting children from abuse through sports:** These are both vital learnings which are key to creating safe and sustainable activities. The latter topic was reinforced during a UNHCR-led workshop on Child Protection and Safeguarding in Sport, which highlighted the role that sport, and trained coaches, play in safeguarding vulnerable children in the camps.

Figure 5: Young Coaches and Peer Young Coaches key take aways from the Follow-up Education





“For me, the project makes absolute sense because it shows the Young Coaches a perspective on what they can achieve through sport, and in this case football, in their refugee camps... and how they can develop themselves further. And that they not only give the many children in the various refugee camps an unforgettable and wonderful time now, but also give them an incredible amount of hope in the future.”

Maximilian Schuppe, instructor SV Werder Bremen

“The follow-up training was useful because we learnt a lot of things, such as educational games, fun games, small-sided games, and games for people with various types of disabilities. I also learnt that training children does not require a lot of equipment. The coach can improvise and find materials to use around them”

Ezekiel, Peer Young Coach



“The follow-up training was very useful because I was able to recall things I had learnt. I also acquired new knowledge and skills that I can use to solve problems that I may face when training children, especially those with a disability. I also learnt how to approach children’s parents and talk with them.”

Francois, Young Coach

“I gained a lot from this education, especially when it comes to talking about the games that we can give to children living with disabilities... So, I know the techniques and other skills, now I know how I can approach them so that they can be involved in every activity that is taking place.”

Aline, Peer Young Coach



Project Rwanda sponsors & partners

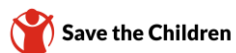
The following is a list of partners who have contributed to the success of the project in Rwanda.

Local implementing partners:

- UNHCR Rwanda
- Plan International Rwanda
- Save the Children Rwanda

Strategic partners

- Fondation Botnar
- UN Refugee Agency (UNHCR)



“I think this coaching will add value in the camp to protect children...we use sports as one of the tools to protect children because when children are occupied playing sports, they are not being involved in other activities, other illegal activities like drugs. When we use sports, the children are together, they socialize, and we can teach other things.”

Charif, Child Protection & Gender Based Violence Officer, Save the Children

“It is very important to have the Young Coaches because they have supported us, especially for the protection of children. They always organise festivals and the children really like it. So, it is a good opportunity for us to share some topics related to child protection, prevention of other things, or the importance of attending school...”

Theodore, Protection Co-ordinator, Plan International Rwanda



“The education is really a huge contribution for the refugee youth, especially for these Young Coaches. They gain so much. They gain many technical experiences. It will be a good contribution for the refugee children who are based in the camps.”

André, Community-based Protection Associate, UNHCR Rwanda





Appendix 1: PR & Communication

Articles about the Follow-up Education were published on the Scort/FCSA website and social media channels.

The project also received coverage on the websites of the FCSA clubs, as well as on the social media channels of the local partners.

Website

Project Rwanda:
<https://www.football-alliance.org/projects/rwanda-the-football-club-social-alliance/>



Facebook (photo album)

<https://bit.ly/Rwanda-Follow-up>

Instagram

<https://www.instagram.com/p/CxxSmFolAcO/?hl=de>

LinkedIn

<https://www.linkedin.com/company/scort-foundation>

Date	Publication
18/10/2023	FC Basel 1893 – FCSA in Ruanda: Weiterbildung mit Kinderfussballtrainer:innen: https://www.fcb.ch/aktuell/news/alle-news/fcsa-follow-up-rwanda/
28/09/2023	SV Werder Bremen – News von Young Coaches Projekt in Ruanda: https://www.werder.de/aktuell/news/werder-bewegt/2023/2024/young-coaches-in-rwanda
28/09/2023	Bayer 04 Leverkusen – Young Coaches-Ausbildung: Nach fünf Jahren zurück in Ruanda: https://www.bayer04.de/de-de/news/soziales-engagement/young-coaches-ausbildung-nach-fuenf-jahren-zurueck-in-rwanda
22/09/2023	Nau – FC Basel – Martin Andermatt bildet Trainer in Ruanda aus: https://www.nau.ch/sport/fussball/fc-basel-martin-andermatt-bildet-trainer-in-rwanda-aus-66605764

