



Report date: March 2023

TANZANIA 2019-2023 EVALUATION REPORT





Dear reader,

In 2023, we returned to Tanzania, almost four years on from the initial education in 2019. We are pleased to report that **73% of certified Young Coaches are still delivering activities in their communities.** This feeds into the sustainability of the project, and is especially pleasing given the interruptions caused by the COVID-19 pandemic.

A key aim of the 2019 education was to enhance the Young Coaches capacity to **provide safe, fun, and inclusive football and educational-based activities.** To this end, I think we were largely successful. This was acknowledged during surveys in 2023, whereby Young Coaches frequently stated inclusion-based activities and educational games as key learnings from the 2019 education, which they could apply in their work with children.

Actions speak louder than words, and **88% of Young Coaches include educational games in their activities.** Furthermore, this was coupled with a slight increase in the number of Young Coaches delivering activities for boys and girls – with data suggesting that **72% of Young Coaches surveyed now train boys and girls.**

The findings within the report also reveal that **94% of the Young Coaches have already trained Peer Young Coaches,** leading to over 200 additional coaches in Tanzania. This helps confirm that the train a trainer approach is working.

The Follow-up Education presented an opportunity to meet some of these peers, and also to go into more depth on certain topics based on the needs of the coaches i.e. **Inclusion of children with disabilities, Peer Education, Child Online Protection and Monitoring and Evaluation (M&E).**

Finally, through the **M&E site visits** it was possible to observe the safe spaces Young Coaches create for children and youth to play, meet friends and, importantly, occupy their time in a meaningful way.

We thank you for your support and hope that you enjoy reading about our collective impact in Tanzania.



Julia Lambrecht
Co-CEO & Project Lead
Tanzania, Scort Foundation

Background

In 2019, the Football Club Social Alliance (FCSA*) and Scort, in collaboration with Tanga City Council and Iringa Development of Youth Disabled and Children Care, delivered a Young Coach Education to 41 participants (known as Young Coaches) in Tanzania. The education aimed to enhance their capacity to provide safe and meaningful activities for children, whereby football is used as a medium to teach educational messages, in a fun and inclusive environment.

Four years on, the FCSA and Scort returned to Tanzania to conduct an Impact Assessment and Follow-up Education. The Education was organised in collaboration with Shining Sports Organization, with the financial support of the FCSA, Scort Foundation, and Fondation Botnar.

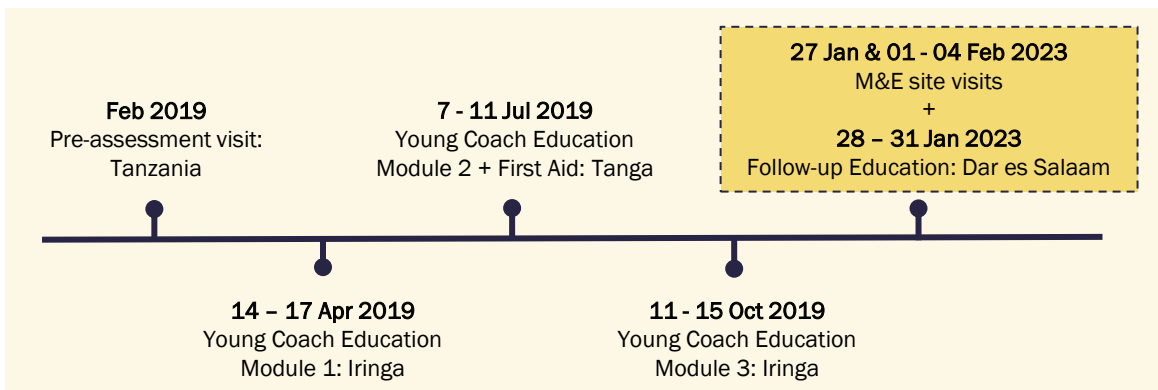
The core aims of the Impact Assessment and Follow-up Education in Tanzania were:

- Impact: To determine if the education in 2019 had the intended impact (pp. 4-8).
- Follow-up: To provide participants with a refresher education adapted to their needs (pp. 9-10).

As illustrated in Figure 1, the M&E site visits to the regular activities of several Young Coaches took place either side of the Follow-up Education. The Follow-up, held in Dar es Salaam, was attended by 41 coaches (29% female coaches):

- 26 Young Coaches
- 13 Peer Young Coaches (whom had been trained by a Young Coach)
- 2 coaches from Coaches Across Continents

Figure 1: FCSA timeline of activities in Tanzania (2019-2023)



*The FCSA is a network of professional European football clubs that team up for social change on a global level. FCSA member clubs are as follows: FC Basel 1893, SV Werder Bremen, Bayer 04 Leverkusen, FK Austria Wien, FC Schalke 04, 1. FSV Mainz 05

Beneficiary overview

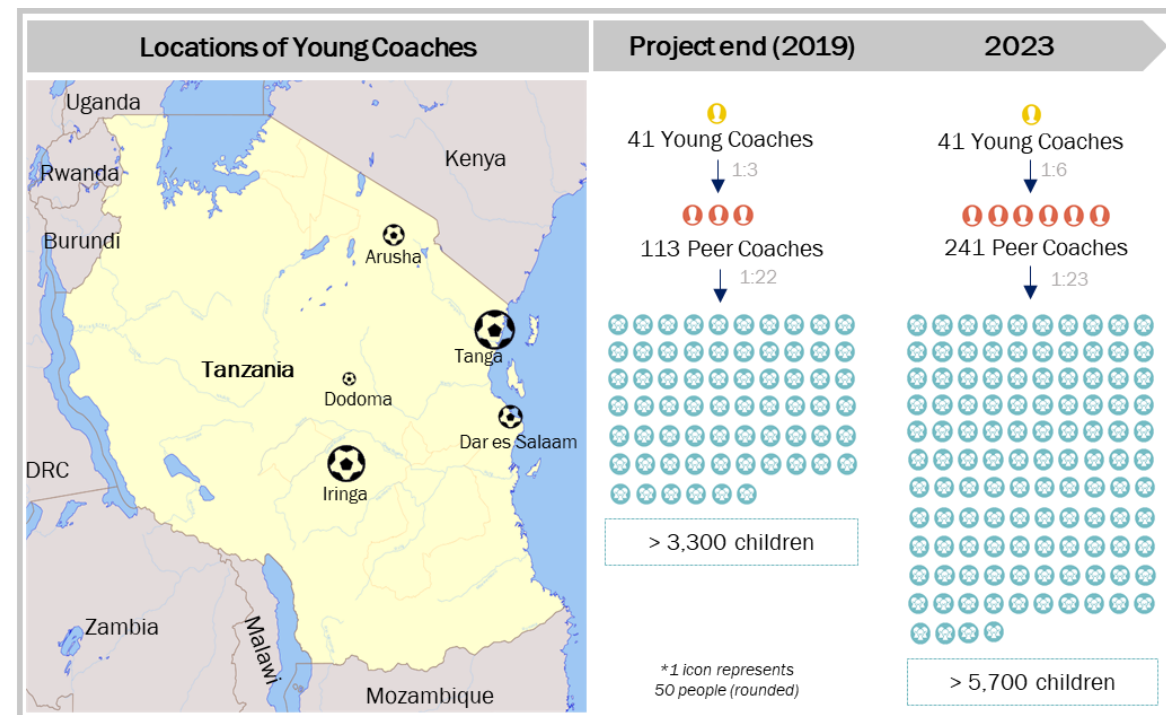
Although only 26 of the 41 Young Coaches from the 2019 education could attend the Follow-up Education, data suggests that 73% (30) of the 41 Young Coaches are still active. Figure 2 illustrates the locations where Young Coaches deliver activities and their numerical impact over the four years from project end in 2019 to 2023.

The Young Coaches have been successful in training Peer Young Coaches (PYCs). The number of PYCs being trained to support the activities of

a Young Coach or deliver their own independent activities with children is up from 113 PYCs in 2019 to 241 in 2023 (+113%).

Additionally, the number of children to benefit from their collective activities (Young Coaches and PYCs) has also increased from >3,300 in 2019 to >5,700 in 2023 (+73%), meaning that even more children benefit from safe and structured opportunities to play, learn, and interact.

Figure 2: Locations and beneficiary impact of Young Coaches



Learning

Based on feedback gathered in 2023 from Young Coaches (YCs), it is apparent that the education in 2019 was highly valued both personally and professionally.

On a scale of 1 to 10*, on average, YCs rated the education highly in terms of benefits for their work with children (8.9 out of 10) and personal development (9.2 out of 10).

Whilst scales are subjective, the high average rating on both scales does suggest that the learnings taken away from the education were relevant to the YCs needs. Specifically, YCs indicated that they gained more knowledge, feel more recognised and appreciated by members of their communities and have increased their confidence.

*1= not beneficial; 10 = extremely beneficial

What were the YCs most important learnings from the 2019 education?

The following captures the content which was explicitly stated most frequently by the YCs when asked in an open question about the most useful content that they learnt and applied from the 2019 education.

- **47% of YCs noted inclusion-based activities** with particular reference to knowledge around working with children with disabilities as well as gender sensitive activities.
- **38% of YCs noted teaching educational messages through sport.**
- Other content included: **Soft skills** such as teamwork & communication (28%), specific **teaching methods** (25%) as well as training and event **preparation** (16%).

Educational games

"[in 2019] my highlight was that I learnt a lot of educational games... and how I can use sports to educate the kids in all the different aspects of life. It could be violence, segregation amongst kids and using sports and the educational games that I learnt to communicate it to the kids..."

Mbwana, Young Coach



Working with children with disabilities

"[After the 2019 education] I was able to introduce a new process of doing sports with kids with disabilities without discriminating against them...I also prepared sustainable plans about how to reach out to them and change the negative attitude against them in sports..."

Philbert, Young Coach





Young Coaches activities in 2023...



91% deliver activities at least once a week*



72% deliver inclusive activities for boys & girls*



88% include sport & educational games in their activities*



94% have trained Peer Young Coaches*

*Data from 32 of 41 certified YCs.

Behaviour

This section explores the extent to which Young Coaches (YCs) changed or maintained their behaviour since 2019. The data is reflective of 32 of 41 YCs who responded to a survey in 2023. It is important to recognise that the majority of the data has remained stable, with only small changes in behaviour between 2019 and 2023 (i.e. +/- 6 to 12%).

Importantly, the vast majority of the YCs (91%) continue to deliver activities at least once a week. A key aim of the education is to promote inclusive activities. Importantly, there has been a small increase (+6%) in the number of YCs delivering activities for boys and girls. Although this is an increase, there is still work to be done in the area of gender equality.

Although, data around working with children with disability was not collected at the start of the education in 2019, it is important to

acknowledge that 69% of YCs noted in 2023 that they have included both children with and without disabilities in their activities.

While the inclusion of sport and educational games continues to remain high (88%), this number has decreased (-12%) since 2019. Educational aspects included health messages (information about HIV/AIDS, malaria, effects of drugs & alcohol, and COVID-19), as well as soft skills (incl. communication, teamwork, discipline etc.).

In 2019, the number of YCs to have trained Peer Young Coaches (PYCs) was 94% – this has remained the same in 2023. Training PYCs helps ensure that the initial education has a sustained impact. Having the ability to pass on knowledge to other coaches also reflects positively on the leadership attributes of the YCs.

Change in training approach

“Before [the Young Coach Education in] 2019 we focused only on training kids to play sports, no educational games, no fun games. Kids come to the ground, warm up and off they go and play. After 2019...we include fun games, educational games. So now, the focus is not only on sport...”

Kassimu, Young Coach



Children are more enthusiastic

“Before, kids would arrive at the pitch but take up to 20 minutes to get ready. But after the training in 2019, when I introduced some new games and new fun games, straight away they go to the pitch when they arrive.”

Abdul, Young Coach



Result: Impact on different levels

This section explores the extent to which the Young Coach Education in 2019 has impacted the Young Coaches (YCs) but also indirect beneficiaries (i.e. Peer Young Coaches, children, and youth).

Peer Young Coaches: The multiplier effect

The YCs in Tanzania passed on their knowledge to over 200 Peer Young Coaches (PYCs) in their communities. This helped ensure that activities can take place irrespective of the YCs that run them.

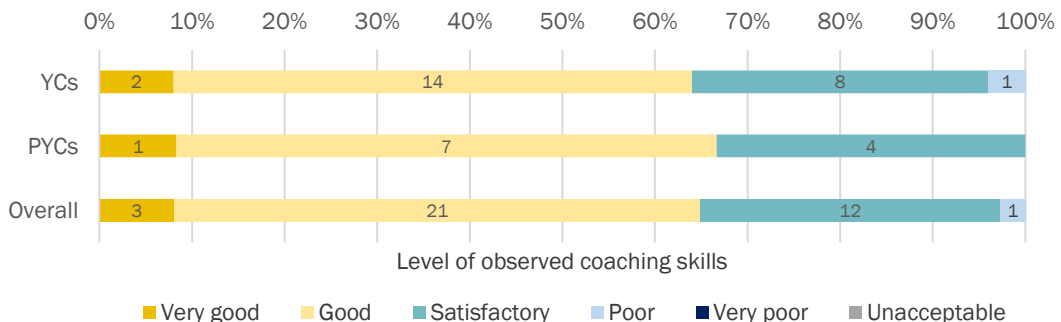
Although it is not possible to assess all PYCs, the Follow-up does allow Scort and the FCSA to get a better insight into the coaching competence of a small percentage (5%) of PYCs, and the extent to which YCs have transferred learnings to PYCs.

During the Follow-up, two festivals with children present the FCSA instructors with the opportunity to assess coaches' practical coaching skills. The assessment includes points such as, 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 children.

As captured in Figure 3, PYCs fair similarly to the YCs, indicating that the difference between the two groups was largely the same – with the vast majority of the coaches being considered to have “good coaching skills”.

Interestingly, the coaching rating for YCs was consistent with that observed in 2019. Thus, indicating that, on average, there has not been a significant change (+/-).

Figure 3: Instructor observations of Young Coaches & Peer Young Coaches*



*reflects data from the 37 of 41 coaches who were observed (data not included for 2 coaches who were absent for part of the education and 2 CAC coaches who attended as participants/instructors).



Site visits: YCs impact on Youth

Between 27 January and 4 February 2023, Scort visited the regular activities of six Young Coaches (YCs) either side of the Follow-up Education. The site visits took place in Dar es Salaam and Tanga. They were a valuable opportunity to observe the YCs in their own communities, and learn more about how children and youth benefit from their activities.

Informal interviews with 13 youth aged 11-17 took place during four of the six site visits, to learn more about their experience of attending the activities of a YC, what their coach means to them and other key outcomes. The following provides a short summary of the findings.

Why did/do youth attend activities?

Central to the reason for attending activities was associated with their love of football. This was noted by 8 of the youth. This was followed by the enjoyment they take from physical exercise and the connection to their coach.

What qualities do youth attach to their coach?

From observations, and responses, it is evident that they look up to and respect their coaches. The coach is someone who teaches them football and non-football related content. 2 of the youth also described the coach as a parental figure to them – reflecting the significant role a coach plays in their life.

What personal outcomes did/do youth take away from the activities?

Whilst a key outcome for the majority (8) was related to learning football skills and improving their general sport-specific performance. A number of youth mentioned that the activities provided a safe space away from outside dangers and temptations and also teaches discipline and respect.

More than football



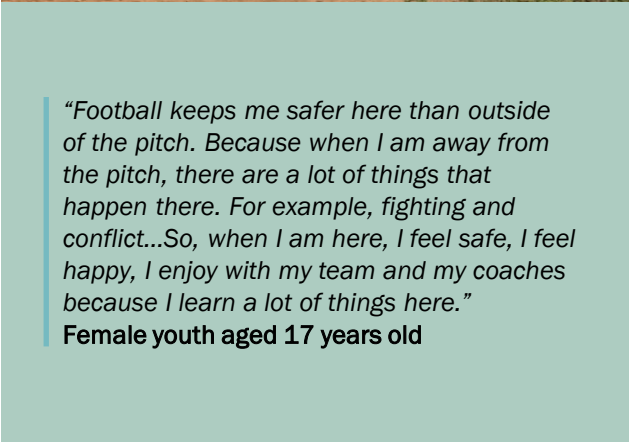
“My organisation [Shining Sports Organization] started after I did the Young Coach Education in 2019, which means that what I learnt from there, is what I am promoting within my organisation now. So, it means that all these ideas came from Scort’s learning. As a coach, I have more ways to do things...I can coach kids to be good human beings...It’s way more than football....Other courses you just learn about football and skills, about how you can teach kids to dribble the ball or to pass the ball. But here, it is more than that. It is life skills.”

Hussein, Young Coach and Founder of Shining Sports Organization



“I enjoy coming here and playing football with others. When I play football with others it makes me happy. I learn how to play football.”

Male youth aged 14 years old



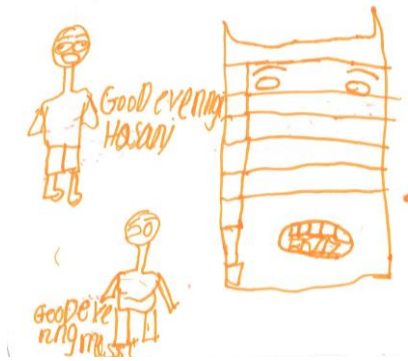
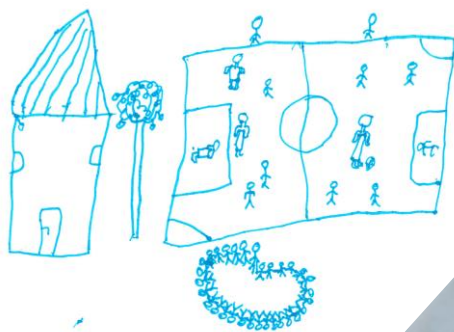
“Football keeps me safer here than outside of the pitch. Because when I am away from the pitch, there are a lot of things that happen there. For example, fighting and conflict...So, when I am here, I feel safe, I feel happy, I enjoy with my team and my coaches because I learn a lot of things here.”

Female youth aged 17 years old



“I learnt how to play football but also to get knowledge from the coach to have discipline...Since I came here, I have become more disciplined. [I learnt] how to play with the other kids and to respect other people as well.”

Male youth aged 15 years old



Site visits: YCs impact on children

During two site visits, drawing exercises with 53 children aged below 10 years old were conducted. The drawing exercise is considered a child friendly approach to gather feedback from children under 12 years old.

As part of the drawing exercise, at the end of the Young Coaches' activities, children were asked to draw what they liked most about the activity. The children were given 5-7 minutes to draw what they liked most.

Short conversations with over half (28) of the children followed, where the child explained what they had drawn. The conversation which followed the drawing, although short, provides vital context to the different elements of the child's drawing.

What do children like most about the activities run by Young Coaches?

At the centre of the children's responses was their enjoyment of playing football. They often noted different football techniques they liked (e.g. dribbling, passing, shooting) and the enjoyment they got from scoring and winning. The later two points reflect the importance of children being adequately challenged and having opportunities to experience success.

Children also included relational aspects associated with playing with others – with many including their friends in drawings and the subsequent conversation. Furthermore, a couple of children reflected the positive child-coach relationship by including their coach in their drawings.

Fun and inclusive activities

"The fun games help the kids to be active...They learn how to communicate between each other, they learn that they are not supposed to discriminate each other and they are learning that they are also able to do what the other kids [non-disabled kids] are doing."

Evarista, Peer Young Coach



Creating role models

"The children gain a lot of benefits because I don't teach only football. I don't teach only sport, but I shape the kids. I like the kids to behave well. I like kids who can be a role model for somebody else... So how can they be a role model. I used to talk to the kids, showed examples..."

Clara, Young Coach



Follow-up Education 2023

At the end of the Follow-up Education in 2023, 100% of the coaches indicated that the education had completely met their expectations.

What were the top 3 things that coaches took away from the Follow-up Education?

1. **67% of coaches stated aspects of communication** (i.e. how to communicate with children, parents, and/or other coaches). This feedback reflects the importance of the specific workshops about communication as well as communicating with parents.
2. **46% of coaches noted aspects of Child Online Protection**, specifically related to the safe use of social media. The education related to child protection also made YCs alert to the importance of data consent, and created a useful link to the collection of data as part of monitoring and evaluation.

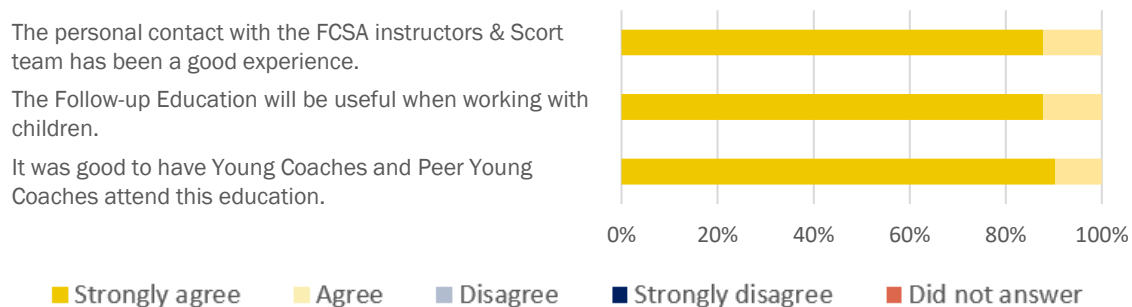
3. **37% of coaches stated aspects related to Monitoring and Evaluation**, with specific reference to new methods of data collection (incl. drawing exercises with children which they could apply during the final festival), and the importance of keeping records.

General feedback

Importantly, as highlighted in Figure 4, 100% of the coaches noted that the personal contact between the FCSA & Scort team had been a good experience. This is vital to creating a positive learning environment conducive to two-way exchange.

Furthermore, there was unanimous agreement that the Follow-up Education will be useful in their work with children, and strong agreement that it was good to involve both Young Coaches and Peer Young Coaches in the Follow-up Education.

Figure 4: To what extent do you agree with the following statements*



*Data from 41 participants of the Follow-up



Development of Young Coaches



“You can see that the Young Coaches who participated in 2019 and have continued throughout the entire time, have become more confident and experienced, especially in their structural approach to organize and to implement as well as their overall performance.”

Kai Brock, Instructor FC Schalke 04

Importance of Follow-up Education

“The Follow-up was very beneficial to me to see where I have reached so far due to what I learned in all three modules in 2019. It has also provided me with more new things and new coaching methods.”

Merina, Young Coach



Working easily together



“...one of the things that I saw that they worked well. Those who were earlier trained were able to work easily with the others who were new to the programme. It was not easy for someone to tell this person is new or this person was earlier trained. So, it means that when they go back to their places, they are always trained.”

Estahappy, participant from Coaches Across Continents

Improved feedback & understanding

“[The education was beneficial] because it provided us with skills on how to get feedback on what we do – whether our activities are successful or not. It also helped us to know how children respond to our activities.”

Eberhard, Peer Young Coach



Project Tanzania sponsors & partners

The following is a list of sponsors and partners that have contributed to the success of the Young Coach Education in 2019 or 2023.

Local partners:

- Iringa Development of Youth Disabled and Children Care
- Future Stars Academy
- Magnet Youth Sports Organization
- Shining Sport Organization
- Tanga City Council

Other partners and supporters:

- Fondation Botnar
- Football Club Social Alliance
- Scort Foundation

Importance of coach education



“Especially here in Tanzania, where there are many children, any kind of coaching-education is an advantage. However, there are not enough possibilities to get educated. Therefore, this educational programme is a huge opportunity for the participants, which they gratefully take and are happy to attend and learn together. Looking at the high population growth, it is obvious that caring for children will become more and more important in the coming years.”

Martin Hammel, Board member Shining Sports Organization

Personal and professional development

“In my opinion, the coaches have benefited personally and professionally from the training. Some of them have developed extremely well in the days that we have been here and I am of course very happy about that. It was a great experience and I hope that many other young people can benefit from this education.”

Lukas Staudenmaier, Instructor FC Basel 1893





Appendix 1: PR & Communication

Articles about the Follow-up Education were published on the 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 Tanzania:
<https://www.football-alliance.org/projects/tanzania-the-football-club-social-alliance/>



Facebook

Photo album: <https://bit.ly/Tanzania-Follow-up>

Instagram

<https://www.instagram.com/p/CoHOTXEIVSt/>
<https://www.instagram.com/p/CoAy2u2ssdi/>

LinkedIn

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

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16/02/2023	FC Schalke 04 – FCSA: Tansania-Projekt findet erfolgreichen Abschluss: https://schalke04.de/schalke-hilft/fcsa-tansania-projekt-abschluss/
09/02/2023	FC Basel 1893 – Zurück in Tansania: FCB und Schalke führen Weiterbildung durch: https://www.fcb.ch/aktuell/news/alle-news/fcsa-follow-up-tansania

