

CCPA Open Fun Football Schools An Evaluation

**FOR DANIDA
THE MINISTRY OF FOREIGN AFFAIRS OF
NORWAY
AND THE CCPA-OFFS PROJECT**

**FINAL REPORT
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FINAL REPORT

ACKNOWLEDGEMENTS

The evaluators have been immensely impressed, at times profoundly moved, by the quality of so many people encountered in this evaluation, more so, probably, than in any other.

They include children, parents, trainers, leaders, instructors, coordinators, staff, managers, board and advisory-board members, mayors and municipal employees, members of sports clubs and organisations, and ordinary people, unaffiliated to any particular group.

Many have suffered intensely. Some have risked and lost much. All have given.

We would like to record our deepest appreciation for the privilege of sharing in, albeit briefly, so much of what is good and inspiring.

In particular, we wish to thank the project staff for their warm welcome and unstinting support throughout the exercise. We thank them for sharing their views, advice, and wisdom on their project.

While all merit our recognition, two must stand out. They are founders of the project, namely the Sarajevo Office Country Coordinator and the CCPA Director.

We hope we do your exceptional efforts justice in this report.

Finally, our thanks are also due to the donors for instigating and supporting this evaluation, as a contribution to the process of sustainability.

Glossary of Acronyms

BiH	Bosnia and Herzegovina
CCPA	Cross Cultures Project Association
FA or FF	Football Association or Football Federation
IDP	Internally Displaced Person
INGO	International NGO
IT	Information Technology
NFA	Norwegian FA
NGO	Non-Governmental Organisation
OFFS	Open Fun Football Schools
TOR	Terms of Reference
UEFA	Union of European Football Associations

FINAL REPORT

EXECUTIVE SUMMARY

The Evaluation

According to the Terms of Reference (TOR):

The main objective of the evaluation is to capture good practice and lessons learnt in order to provide input to the future strategies and implementation of the CCPA football schools in South East Europe including recommendations for sustainability strategies for both national and regional initiatives.

For this purpose the evaluation should assess the implementation of the football school project during the last years in terms of, inter-alia, the contribution to reconciliation and stability, the sustainability, function and performance of the regional and national structures and the contribution to the creation of grass-root football on the Balkans.

The evaluation was carried out in some 10 countries, over the summer months of 2004. Between them, the two main evaluators visited all project countries and offices, with the exception of Armenia and Azerbaijan. Instructors and trainers from those two countries were met in Georgia. An additional background paper was prepared specifically on the theme of reconciliation.

Conclusions

This is an exceptional project. It has been effective and in specific, individual cases very impacting. It is highly relevant, particularly so in the country of its origin (Bosnia and Herzegovina - BiH). Its achievements are numerous, leading to prestigious international awards. Few projects combine the following strengths:

- a strong practical, healthy and effective focus on children
- infectious and deeply rooted values, spirit, commitment, and inspiration
- a sense of togetherness, and communal involvement
- the depth of involvement by an impressively wide range of participants and supporters
- a large quantity of active participants, mostly volunteers, across seven countries
- and the quality of the concept, activities and the people involved

Many organisations struggle to integrate their values and principles into their day-to-day activities. The OFFS's manage this in a remarkable way. 'Danish Democracy'¹, the egalitarian concept of "sport for all", and the genuine fun for young and old alike, applied by often wizened, old-style, but newly motivated, committed and enlightened football coaches, have all combined to produce a powerful recipe.

This is arguably the best project the evaluators have had the privilege of evaluating. *The weaknesses and lessons/recommendations highlighted in this report (see below*

¹ The term used to describe the Director and founder's deciding vote whenever agreement on project decisions is hard to reach

and in the chapter on sustainability) should be viewed in light of this unambiguous, overall conclusion. The project deserves to continue. Its vibrancy, spirit and significance indicate that those involved will take it forward in a determined manner.

To evolve to a new level of sustainability it needs to address a number of issues. Some are weaknesses. Most are dilemmas, which emerge naturally as a result of the project's rapid growth and success. This report outlines these issues. Below they are summarized in the form of recommendations.

Summary Recommendations

The following points are explained in the main text of the report. Additional, more detailed recommendations are included in the annexes. Recommended future steps include:

1. All levels to 'protect' the core concept of the OFFS by, for example, reinforcing training methods, materials and approaches, especially around the principles of reconciliation and sport-for-all. Also to improve the concept and activities in line with suggestions in this report (e.g. greater differentiation of approaches for varied age groups, continued, strengthened emphasis on the participation of girls and women, greater out-reach to adults, etc.)
2. Continued and significantly increased decentralization of decision-making to national offices. Each office should produce a strategic plan (e.g. by the beginning of the next season – May 2005). The plan should include steps towards nationally self-raised funding, starting on an increasing scale of 15% in year one (2005), and rising to some 60% by the beginning of 2008 (these figures may need to be revised at the end of each year, in function of funding projections)
3. Copenhagen to provide guidance and support on strategic planning and fundraising (e.g. a short, simple manual and a seminar/workshop, as a follow-on to the Banja Vrujci report). The guidance should reiterate core values, and spell-out what roles, authority and responsibilities will be de-centralized to the regional and national levels and what will be retained at Copenhagen (e.g. centralized procurement; production of training guidance materials; limited, centralized fund-raising; quality control, etc.)
4. As part of the national strategic plans, to combine local fundraising with cost-cutting (e.g. case-by-case analysis of funding from national institutions and international donors locally, combined with consideration of seasonal staffing systems, less or cheaper procurement, etc.)
5. Copenhagen to take practical steps to differentiate the OFFS project from the CCPA organization.
 - a. To appoint an OFFS Project Manager (possibly from within the current staffing, in order not to increase an already large and costly team)
 - b. To organize the CCPA, including staff functions and numbers, so as to build a multi-project, multi-region INGO, not just a single-project organization
 - c. To actively seek other projects as a complement to the OFFS (ideas are already in the pipe-line such as 'Big Mama', and a football academy)

- d. To gradually differentiate CCPA logos and 'image' from those of the OFFS
6. A management review to be conducted in all offices² (covering systems, tools, roles, responsibilities, communication technology and information management, office layout, etc.). This review would look at required skills and knowledge in each office, such as language and IT/Communications skills
7. CCPA to consolidate the Copenhagen operation into a single location, preferably in an office specifically chosen according to staffing needs
8. All offices to improve the ratio of females in senior positions, including in the CCPA central organization
9. The de facto regional coordination to be formalized into two regional groups, based on the current ad-hoc coordinators' meetings. The exact nature of regional coordination to be decided by these two groups individually, based on options set out in this report.
10. Though CCPA should seek new projects (see above), expansion of the OFFS project should be approached with caution during this consolidation phase
11. Consideration should be given to adding a non-Danish, Nordic representative to the CCPA board, preferably a female
12. Donors to continue their crucial support for this exceptional project, by:
 - a. Funding in line with the strategic plans and gradual phase-over emerging from this sustainability process
 - b. Exploring increased 'multi-year' funding, to provide greater stability for the phase-over process
 - c. Gradually decentralizing their funding, to encompass individual, national office contracts
 - d. Promoting the project to donors or sources of funding (both internal to their own organizations and externally to others, such as EU and UN bodies)
 - e. Funding directly to the CCPA/OFFS, rather than through intermediaries (so as to consolidate the organization)
 - f. Pacing their encouragement towards sustainability and regional coordination in line with the pace of the national offices
 - g. Recognizing their diversity of interests and resources, and being willing to fund in an eclectic manner (i.e. filling gaps and taking opportunities, as they appear)
 - h. Continuing to meet about and engage in the sustainability phase of the project (e.g. brain-storming sessions on how best to support the process)

² Some offices are better managed than others and, therefore, will require less strengthening than others

INTRODUCTION & BACKGROUND

The Project

The TOR for this evaluation introduce the project as follows:

The CCPA Open Fun Football Schools started in 1998. A number of international, national and private donors have been funding the football schools, including, amongst others, UEFA. The Danish Ministry of Foreign Affairs began continuous funding in 2000³, including from its Peace and Stability Fund (FRESTA). The Norwegian Ministry of Foreign Affairs joined the group of donors in 2002. Other donors included UNHCR and ECHO.

The overall purpose of the project is to stimulate the process of democracy, peace, stability and social cohesion in South Eastern Europe by re-establishing friendships and sports co-operation between otherwise antagonistic population groups. The open fun football schools are seen as:

- *A method for bringing teachers, instructors, trainers and children from different ethnic and social backgrounds to work together with the aim to give them an experience of fellowship, cooperation and mutual understanding and thereby bridging antagonism and promoting social cohesion.*
- *A project promoting democratic behaviour through grass-roots football and the specific “fun football concept” characterised by a strong local base and commitment, democratic principles, voluntarism, parent support and basic principle of “sport for all”*
- *Building capacities consisting of hundreds of qualified teachers from the elementary schools and trainers from the football clubs participating in the project.*

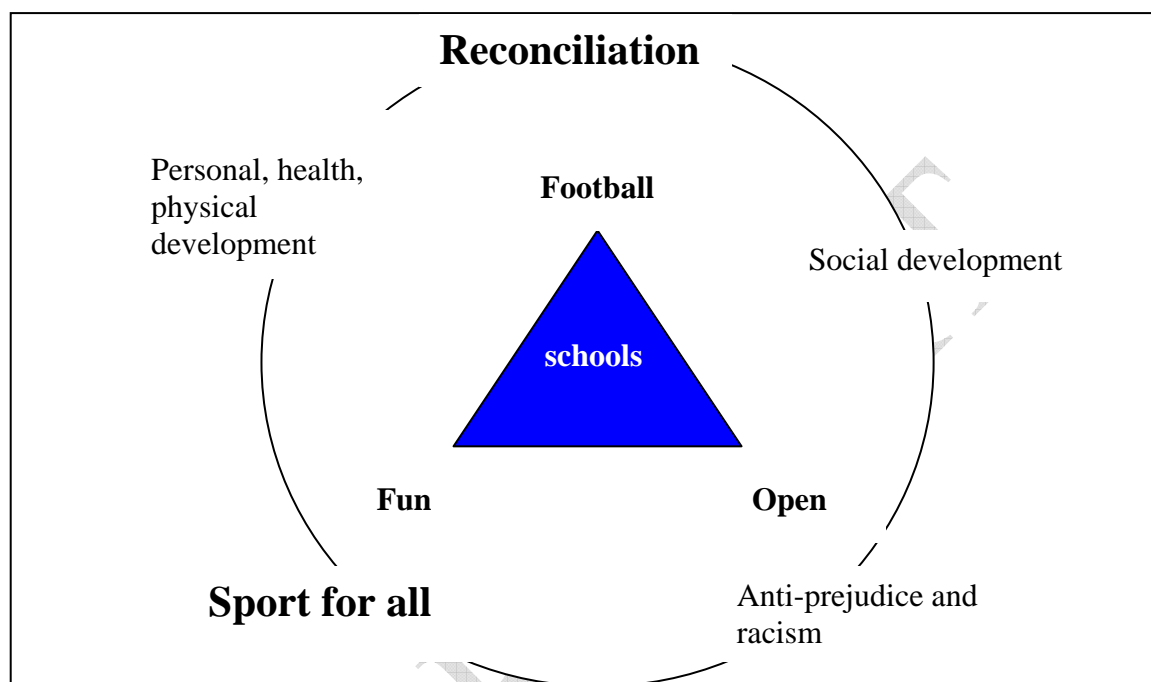
Every football school is based on the involvement of two municipalities and four football clubs. The municipalities must be from different sides of an ethnic divide or other line of confrontation. The football schools are conducted as games for children in mixed teams of approximately 16 children – each team comprising children from both municipalities and all football clubs.

A basic regional structure for training of instructors and trainers has been established in order to ensure that all trainers fulfil a common programme of training and experience cooperation across ethnic and national groups themselves. Bringing all trainers through the same training in mixed groups from all over the Balkans creates formal and informal links between the groups of trainers in the different countries.

In addition, a national structure has been developed for organising the football schools. The national structure is maintained through an implementation office responsible for logistics and all practical affairs related to setting up the football schools. The local offices should be involved in all phases of the implementation and gradually take over the full responsibility for the implementation of the programme in that country thus ensuring the sustainability of the national structure through building up local expertise.

³ Following initial funding in 1998

The following graphic, shows the main elements of the project:



The Evaluation

Objective

Under *Output*, the TOR, state:

The evaluation should consider lessons learnt in relation to possible future support and make recommendations for strategies and elements necessary for ensuring the sustainability of the national and regional activities respectively.

By Whom, Where and When?

The evaluation was commissioned by DANIDA, on behalf of a steering group made up of donors and project managers. It was conducted by Mr. Pelle Kvalsund, consultant to the Norwegian Olympic Committee, and Mr. John Telford, of EMMA Ltd., an Irish based consultancy company. Mr. Telford was the team-leader. A paper on reconciliation was written for the evaluation by Mr. David Nyheim, a London based consultant.

Field work took place in Macedonia, Serbia, Bosnia and Herzegovina, Croatia and Georgia. Visits were also made to Denmark, Norway and Switzerland. Instructors and trainers from Armenia and Azerbaijan were met in Georgia. These visits took place between May and October, 2004.

Methods

Interviewing (both face-to-face and by telephone), on-site observation (including attendance at actual events such as seminars and actual schools) and documentary review formed the main methods. Internet and other research (e.g. on other sports programmes) were also conducted.

The TOR emphasize the mainly qualitative approach to be taken:

Due to the process-oriented nature of conflict prevention and peace building interventions, into which category the Open Fun Football project falls, the evaluation should focus primarily on the processes of work of CCPA Open Fun Football, entailing a focus on qualitative dimensions rather than on quantitative issues.

This Report

The TOR state:

*The evaluation report should state causes and explain reasons for successes or failures and contribute to making the future cooperation **relevant, effective, efficient and sustainable** ...*

This report is structured in line with the main purpose of the evaluation i.e. to set out options for the sustainability of the project, especially at national and regional levels. The report contains three main chapters:

1. Introduction and background
2. Overall evaluation of the project
 - covering the above criteria – effectiveness; efficiency, relevance and impact
3. Sustainability

The chapter on sustainability addresses:

- Sustainability of the OFFS Concept
- Organisational Sustainability
- Financial Sustainability

Annexes include further recommendations on both Reconciliation and the Open Fun Football Schools (OFFS). A summary list of interviews is also added.

In addition to the content of this report, the authors are happy to address any other questions which may reasonably be answered from the materials and notes collected.

OVERALL EVALUATION OF THE PROJECT

Effectiveness

The Criterion

'Effectiveness' measures results against objectives of the project. The TOR state the **project objectives** as follows:

The open fun football schools are seen as:

- *A method for **bringing teachers, instructors, trainers and children from different ethnic and social backgrounds to work together** with the aim to give them an experience of **fellowship, cooperation and mutual understanding** and thereby **bridging the antagonism and promoting social cohesion.***
- *A project **promoting democratic behaviour** through grass-roots football and the specific "fun football concept" characterised by **a strong local base and commitment, democratic principles, voluntarism, parent support and basic principle of "sport for all"***
- ***Building capacities consisting of hundreds of qualified teachers** from the elementary schools **and trainers** from the football clubs participating in the project.*

The TOR also state that:

*Within the evaluation, **particularly important issues** include:*

- *the contribution from CCPA in setting up and guiding the process of **developing grass-root football** in the Balkans,*
- *the **regional training seminars** in terms of the contribution to grass-root football and interethnic understanding,*
- *the **football schools** in terms of influence on the creation of grass-root football, interethnic reconciliation and understanding among children and (if possible) their parents*
- *the influence on the **development and spread of democratic values.***

Overall Conclusion

You see just one school, and you are hooked

Official from a former donor organization

The overwhelming response from interviewees and observers across some ten countries, half-a-dozen donors (past and current), tens of instructors, leaders and trainers, public officials, club members and the public, including numerous children, has been that this is an especially good and important project. Often, they cannot put their finger on precisely what it is that convinces them. Some have suggestions for improvement, even criticisms (see below). All agree, however, that the project has been a major success. The qualities, examples and reasons they mention, might be summarized as follows:

1. Practical, healthy and effective **focus on children**
2. **Values**, spirit, commitment, hope and inspiration (see the graphic in the introduction)
3. **Sense of togetherness**, and communal involvement, sometimes against immense odds, including threats and minor sabotage
4. **Depth** of involvement by volunteers, municipalities, communities, project staff, clubs, media and, above all, children
5. **Quantity** of active participants, across countries, regions, municipalities, communities clubs and schools
6. **Quality** of the concept, the people involved⁴, the field activities (at the seminars and schools), and the materials distributed
7. **Attempts to improve value for money**, including the mobilization of individual and community resources and facilities, and improved procurement of materials

A senior CCPA Board member commented, somewhat caustically, but insightfully, at the evaluators' first encounter with the Board:

I have always been very sceptical of evaluations. I am coming around, however. The objectives of projects are often political and we knew we might not achieve these objectives in such short periods of time. The original objectives were to stimulate reconciliation, but in the TOR they are stated much wider, including democracy, peace, etc.

The government money is for a political project, more than a sports project. For UEFA, it may be the other way around. So we have multiple objectives. The project is very ambitious and we can only make a very modest contribution.

The key question is whether we do it better than others. It is not a question of whether we fulfil the objectives 80%, or 90%, but can we do it better. We are in the better half of the projects, compared to others who are using similar sums of money, trying to achieve similar objectives - democracy, peace, ethnic integration, etc. But we are unique (in the region) in using sport as a means for these long-term objectives, to which we can only make a modest contribution.

The evaluators agree. They would, however, go further. This is an exceptional project. It is indeed ambitious to aim to facilitate reconciliation, especially through a multi-objective undertaking. Firstly, such a process will certainly take decades, and probably centuries. Secondly, the main results are intangible. Thirdly, the various objectives may tug in opposite directions.

That said, this is arguably the best project the evaluators have had the privilege of evaluating. *The weaknesses and lessons/recommendations highlighted in this report (see below and in the chapter on sustainability) should be viewed in light of this unambiguous, overall conclusion.*

⁴ The evaluators reiterate that they have been impressed, at times deeply moved, by the quality of so many people encountered in this evaluation

The project has been developed by individuals of considerable personal commitment, vision and drive. They deserve recognition for having produced (with relatively few resources, given the scale of the undertaking) a phenomenon which has touched the lives of tens of thousands of children and adults. They have achieved in a few years, what few human beings achieve in a life-time – to make a difference. This has been done at considerable personal risk and at times, personal and financial cost. As noted under the section on ‘impact’, the impact of this ‘difference’ is unknown. There is no evidence to suggest, however, that it has been anything but positive and in some cases, immensely so!

The numerous international awards won by the project are a small reflection of the sentiments of numerous inter-locuteurs encountered during the evaluation. Here are a few quotes from Bosnia, the home of the OFFS, which have been echoed repeatedly by people from all seven countries:

- We learn (continually): every time we go for a seminar or a course we get richer.
- The OFFS makes an echo in the area. What was impossible is now possible.
OFFS Leader, BiH
- It was a challenge to reconnect, but we used the children. The children don't know so much about the past.
Municipality leader, BiH.
- I got a new friend called Harry
Participating boy from BiH
- The balls and equipment will break and disappear, but the friendship will stay and that is much more important.
Trainer, Bosanska Krupa, BiH
- I have friends from 5 countries and I'm better educated in how to train children. I didn't know that training like this existed.
Trainer, BiH

Achievements

There are many fun sports and sport for social integration and reconciliation programs in different parts of the world, e.g. *Right to Play's*, *Sport Works*, integration program for refugees camps, and *ICRC and UEFA's*, *Protect Children in War*, to reunite families and to rehabilitate them through football. Each project is unique in its own way.

The Open Fun Football Schools is a very impressive example. The concept is good, and the activities are organised professionally and effectively. Together with the unique people, their passion, drive and knowledge, the project produces good results and quality activities.

Results regarding reconciliation at a regional and national level are difficult to assess. This is a long-term process. Change at a local level is more palpable:

The evaluators attended a planning meeting for a school to be held between the Croatian municipality of Ilok and the Serbian municipality of Sid. The meeting was held in the Croatian municipal offices.

One of the evaluators had last been in that region in 1992, just as fighting was subsiding there.

The OFFS sponsored meeting was deeply moving. As the ruins in and around Vukovar city were still evident nearby, municipal officials, and OFFS volunteers planned their joint-school.

The profound importance and potential impact of this meeting are self-evident.

Ever since its inception, the OFFS project has facilitated and cajoled similar, painfully divided communities to come together all over the Balkans, especially in Bosnia and Herzegovina.

A selection of achievements includes:

- In very sensitive areas, the first significant, post-war contacts established between municipalities experiencing serious ethnic tensions and antagonism
- Renewed friendships and new/re-established contacts across ethnic and international borders, in a range of geographic areas and countries, well beyond those originally contemplated
- A region-wide, grass-roots/OFFS football network established, involving tens of thousands of children and adults, from a wide range of potentially antagonistic ethnicities
- Grassroots football, based on openness and 'playing for fun', established regionally (as a counter-balance to the more rigid, 'elite' oriented, traditional training approaches). This has prompted the, at times slow and grudging, admiration of the FAs throughout the region.
- Hundreds of trainers and instructors trained in the OFFS concept and methods
- Numerous clubs supported through much needed materials, which have been used repeatedly, in some cases for years after schools have finished
- New, spin-off tournaments and local, community initiatives organized
- New children recruited to football clubs
- Girls, in particular, increasingly involved in football, thanks to the steady increase in their participation in the OFFS each year (an increase which is evident in each country, albeit, at different rates of growth)
- Process of merging three BiH FA's together into one FA, supported
- Support provided to the FAs regarding youth and grassroots football (including OFFS staff presiding over an FA youth committee).

- Broad support to sport, not just football, as Physical Education teachers come into the project and subsequently spread the OFFS concept into their schools and other sports programmes

Some statistics

Children participating in the OFFS (2004, BiH only, as an example)

3001 'BiH OFFS' + 624 'Boundary OFFS' and 439 'International OFFS'

In all seven countries, some **18,000 children** were involved in the OFFS during 2004

Schools (2004, BiH only, as an example)

45 'BiH OFFS' + 8 'Boundary OFFS' and 6 'International OFFS'

Volunteers 2004

Estimated 500 – 600 per country (= 3,500 – 4,200, in total)

Participant Ethnicity by Country

% of school participants who are of the nationally pre-dominant ethnicity, by country, 2004

BiH	45% (of 3001)
Macedonia:	55% (of 3,806)
Serbia & Montenegro:	79% (of 4,124)
Croatia:	88% (of 3,939)

The challenge is to ensure that schools and seminars are organised where they can be of mixed ethnicity, even in countries where the vast majority of the population is of a single ethnicity. As noted by the CCPA director in his 'Sustainability' paper of 2003, 'the (ethnic) balance ... is still fragile'

Female Involvement

Girl participants in the schools, in the **Balkans** – a steady increase

2002	– 14%
2003	– 19%
2004	– almost 30%

But:

Female Coordinators	- Zero
CCPA Board members	- Zero

Donor Contributions to effectiveness

The hairs stood up on my arms (when I saw the children at the school)

A donor official

Donor support has, obviously, been crucial to the success of this project. The project founder, Anders Levinsen, was the first. He donated sizeable sums from his own pocket, in the early 'lean years'. Municipalities, clubs and communities all continue to contribute in-kind and in cash (to pay for transport, for example). They have been gradually followed by institutional supporters, including UNHCR, UEFA and various governments, such as Denmark (since 1998) and Norway (since 2002). More recently, Sweden and Finland have joined the fold.

FAs also contribute, although in notable cases, somewhat less than one might have expected. The Caucasus has been a different experience from the Balkans. There, the project has commenced from within the FAs. In Georgia, the FA provides office space and support services for the project. In Armenia and Azerbaijan the FAs have also been closely involved in supporting the management of the project.

The evident attachment to, respect for and concern about this project by donor officials, is remarkable. In notable cases, this reaches from junior officials to, seemingly, if reports are correct, senior officials and even ministerial ranks. Some have written theses on aspects of the project.

The significant financial awards (UEFA and Ladrup Foundation, for instance) have also been a major financial and publicity boost for the project.

More than one donor interviewee coincided in expressing deep, initial skepticism when approached by a somewhat unruly Danish ex-football player. The same people now coincide in admitting to having been rapidly seduced by the extraordinary nature and aura of the project.

This group of supporters deserves recognition for having stuck with an unconventional and, seemingly to some, initially unattractive project. **Their support, including multi-year funding, has been an indispensable ingredient of success.**

Limitations to Effectiveness

The project has its limitations which may restrict its effectiveness. **Eight** stand out. These are further addressed under the chapter on sustainability.

Firstly, training and seminars for instructors, trainers and leaders merit improvement. The practical exercises, and philosophy of 'learning by doing', are particularly effective. The manual for trainers and leaders is currently being revised. The delivery of 'theory' is less impressive, however. The training method is based on one-way communication and old style lecturing, instead of facilitation, aspiring to participation. Passive audiences, gathered into sometimes ill-suited rooms, in large groups of tens of people, subjected to, at best, uninviting PowerPoint presentations, and at worst, wandering diatribes, benefit little. Such methodological weaknesses are compounded by limited written materials (see elsewhere in this report).

Secondly, the core theme of **reconciliation**, may gradually fall through the cracks, so to speak. In BiH it has been ever present, by default. In other countries, its central

presence may need to be repeatedly, consciously ensured by and with instructors and trainers. It is an art and not a science. Like any art, training and expert guidance can improve results. This includes strict insistence on choosing schools where reconciliation activities are most needed (e.g. the Krajina). It also, increasingly, requires training and development of expertise in how best to quietly, subtly, foster reconciliation, through 'open-fun-football' approaches. Techniques, approaches, tools, and materials are required for inter-ethnic-communication, just as they are for football, and for 'open-fun-football' activities.

Some argue that to highlight reconciliation overtly as an objective, would probably be to weaken, if not kill it. If done crudely, they are right. This is all the more reason for the custom-designed, professional guidance and training to be based on careful, thoughtful reflection, much of it coming from within the project itself. Currently, little or no materials and specialized expertise on reconciliation have been consciously developed in the project. Most of the approach is instinctive, albeit impressively so.

It is likely that the effectiveness of reconciliation efforts will decrease as that instinctive understanding among a small group of instructors and managers becomes less available to the majority of 'front-line' trainers.

Also, greater out-reach to adults, not just parents, needs to be built-into the project.

Thirdly, as a measure of its success, the project is beginning to show signs of the need for organizational review and strengthening. This is at all levels. The beauty and strength of a small, focused, project is that it is small and focused. This project, thanks to its extraordinary success, is no longer that small, nor that focused. It now needs to take an organisational step up, so to speak. Greater clarity of roles, responsibilities and authority, coupled with improved management and organizational tools and systems, are required.

As with the fragile concept of reconciliation, the danger exists that such 'professionalisation' will extinguish the very spirit and instinctive vision which made the project so successful in the first place. That is a risk that ought to be taken.

Fourthly, the project has been effective thanks in large part to its having been driven centrally by its one or two visionary founders. Now, it may be constrained by that very phenomenon. Gradually, country coordinators, instructors, leaders and trainers are becoming involved in key decision-making. This process needs to accelerate considerably. If this happens, especially in designing individual country strategies (see recommendations under sustainability), the project's immense potential may lead it in any or all of several, as yet unknown directions.

Fifthly, and linked to the above points, expansion of the project has coincided with an increasingly mixed quality of core activities. Even in countries of long experience, the quality of some activities, schools and seminars have been less than expected. While this is by no means alarming, it is a warning. There is a need for improved quality control covering not only activities, but also materials, such as ball quality, and the overall 'OFFS' concept (see under sustainability).

Sixthly, because the CCPA has only one project (OFFS), the two phenomena have tended to merge and be confused. This has led to organizational centralization in the project management and confusion of roles, functions and, at times, directions. (For more, see under organizational sustainability later in this report.)

Seventhly, in line with the Banja Vrujci⁵ report, particular aspects of the activities can be improved, including differentiating activities more according to participant age (the very young need to be approached differently from the older children).

Eighthly, advances in involving girls in football have been notable, especially in areas where this had previously been markedly slow. In contrast, the virtual absence of women in the senior management of the project needs to be addressed (e.g. coordinators and on the CCPA board).

Efficiency

This section addresses the question whether results have been achieved at the least cost in terms of resources (human, material and financial) and time. As noted in the introduction to this report, the TOR state:

... the evaluation should focus primarily on the processes of work of CCPA Open Fun Football, entailing a focus on qualitative dimensions rather than on quantitative issues.

The following analysis is based on limited quantitative analysis, complemented by a qualitative overview.

It is widely accepted that during the 1990s, in particular, and still in this new century, money has been spent wantonly by international organisations in responding to the many crises in South Eastern European. It is accepted that waste was common⁶. This programme has been a marked exception to such wanton waste. On the other-hand, efficiency is measured below against other international developmental and sports programs and football schools. The results are mixed.

The schools and seminars – time and space

The manner in which the five days are organized is very efficient. Many activities are included, organized into a pleasant programme, over the entire festival. While the high number of children on the pitch is not unique, the structured and controlled environment continually elicited favorable comment, even amazement, from trainers, instructors and observers alike.

The fact that the schools take place over only five days per year is a limiting factor, however. It would be more efficient if the project resources and infra-structure could be used for longer-periods through-out the year (see recommendations later in this report).

The seminars are also relatively efficient. Regional seminars are an expensive undertaking, especially considering transport cost and time. They absorb a considerable portion of the annual budget. None-the-less, competitive deals are negotiated with hotels and sports or educational centres.

⁵ A strategic planning seminar, aimed at improving sustainability of the project

⁶ A new wave of Balkan films, some cuttngly satirical, is particularly insightful on this theme.

Human resources

The total number and quality of people productively involved in the project is impressive. These include:

- Volunteers (adults and children – an estimated 500 – 600 per country)
- Instructors and trainers
- Municipal employees
- Staff

Salaries, while locally regarded as attractive, are by no means exorbitant, especially when compared to those of other INGOs. Some observers have suggested, however, that staff numbers in both Copenhagen and national offices are high. Given the limited and seasonal duration of project activities, clear job descriptions and working arrangements could help make the staffing more efficiently organised (see recommendations later in this report).

The Sarajevo national office also provides limited, 'ad hoc' regional services, at little or no extra cost. The Caucasus regional office is provided by a separate charity. That building is made available to the regional coordinator by the charity, of which he is a part owner. The property became available to the charity, it seems, following privatisation of Ministry of Sport property. This generosity ought to be explicitly noted by CCPA. The arrangement ought to be recorded in a written agreement.

Finally, **the most efficient aspect of the project** is the very considerable community, **football club and individual contributions**. These are in the form of facilities, food, transport, equipment, and crucially, volunteer time. If calculated on a monetary basis, these contributions would possibly outstrip the project contributions to many of the schools.

Materials

Though the package of equipment and clothing remains large and costly (see additional recommendations in the annexes), procurement of materials has become increasingly efficient, over the years. As an example, footballs are procured internationally for some six USD, while the evaluators found similar balls on the open-market in two capital cities for up to eight times that price.

Similarly, the price of track-suits and other kit has been reduced significantly, following market research both in the region and in Asia. While these prices can still come down, they are impressive. The option for local purchase by offices in the Balkans, favoured by some, needs continually to be compared with the efficiency of procurement in Asia (e.g. Pakistan).

The shipment of materials is, however, an area requiring improvement based on the learning over the past year. Customs costs have, however, to be taken into consideration. In one case, more than 2,000€ were unexpectedly charged by customs officials in the Caucasus for the importation of a shipment from the Balkans. Considerable time was wasted on both ends of the shipment with extremely demanding paper work, requiring literally days of presence and negotiations at the customs depots.

Despite the above, this report argues that sustainability will probably require cost reductions. Regarding a possible reduction in the price (and presumably the quantity and quality of items) of the standard kit-bag, it is argued that this could be damaging. The kit and bag represent an incentive for those who receive them, especially for volunteers. The items may also provide visibility for donors (logos). Some donors would be sorry to see the kit-bag being cut-back significantly. That said, key persons involved in the project concur with this evaluation that the kit/clothes should not become the main driving force or motivation for those involved in the project. In short, some savings can be made.

Financial costs

A selection of financial statistics is presented below, in order to facilitate the efficiency analysis:

School Costs, comparative analysis

Price per school-participant, compared to Nordic Football schools:

- Tine Football schools (Norway) cost 500 Norwegian Kroner per head for 5 days (though clothing is not included)
- DBU Football camps 4 days (including 3 nights accommodation) cost 700 Danish Kroner
- The Danish Football Schools arranged by the Danish Football Association are working according to the same concept as the OFFS. It is one for week, daily from 9 – 14 year-olds. They have self-financing of dkr. 480 pr child (fee), in addition to private sponsors. The total costs of the schools reportedly come to an equivalent of approximately Dkr. 750 pr. child.
- Open Fun Football Schools 5 days cost broken down per participant
The OFFS in 2004 cost approximately 95 €(about 700 DKK) per child, all budgeted costs included. Approximately 39 €cover expenses related to project coordination and regional activities (meetings, work groups and seminars) and 56 €(about 400 DKK) for the actual (local) activities.

(From the Status 2003 report, by Anders Levinsen, see also below)

On this rough analysis, the OFFS cost per child is in line with schools organised in Denmark and Norway. According to CCPA, however, this comparison does 'not compare like-with-like'. Even given the arguments offered by CCPA, which are noted below, and considering the comparative prices of equipment and the additional unbudgeted OFFS local contributions, *this is not a particularly efficient result.*

The project management has argued that opportunities for cost-savings in the schools are limited e.g. in the price of footballs. To compare the Danish and Norwegian FA grass-roots/fun football schools with the CCPA is not realistic. The former, it is argued, have access to additional sources of funding, over-and-above those given in cost comparisons. While these are not publicly available, CCPA management argue that the OFFS are cheaper, if 'hidden-costs' are considered.

Budget Balkans Summary, 2004, in €

Item	Budget	%
Operational Staff	489,274	28.0%
Office costs	68,548	3.9%
Financial expenses	7,527	0.4%
Professional assistance	12,769	0.7%
Administrative fee	114,514	6.5%
Equipment	29,570	1.7%
<i>Sub-total running costs</i>		41.3%
Materials	591,734	33.8%
Workshops/Conferences	44,019	2.5%
Seminars	149,194	8.5%
Transportation	209,677	12.0%
Street events	33,602	1.9%
<i>Sub-total activities</i>		58.7%
<i>(Total</i>	1,750,428)	

Budget breakdown, according to the CCPA 'Sustainability Status Paper'⁷, 2003

- 40% on *central and regional* coordination
- 60% on *national* activities, of which:
 - 35% on schools
 - 25% on local/national staff, admin, transport

One donor has stated that this is a particularly efficient project, compared to the some 500 proposals reviewed recently. This may well be so. Additionally, Norway funds through the NFA. The involvement of the NFA may provide access to technical knowledge and capacity. While this arrangement involves overhead costs for the NFA, they have declined from accepting the full 5% they could claim.

None-the-less, the above figures suggest that efficiency is not the strongest point of the project. Additionally, the budget figures cover only, and obviously, project financial costs. They do not, therefore, reflect the immense un-budgeted project inputs from clubs, municipalities, communities, and above all, volunteer individuals. If these

⁷ Expenses including local transportation of the children (vary) from one school to another; food and drinks and stadium rent are, however, paid for by the local municipalities and amounts to app 1500 - 1700 euros per school.

Open Fun Football Schools, Balkans – heading towards a sustainable exit; Status 2003 – Planned activities, CCPA 2004

were included, the cost per child would be higher. (For instance, some 500 - 600 volunteers are mobilized per country, per annum.):

Expenses including local transportation of the children (vary) from one school to another; food and drinks and stadium rent are, however, paid for by the local municipalities and amounts to app 1500 -1700 euros pr. school.

One can reasonably say that the transport, added to volunteer time, and the unbudgeted €1,500-1,700 for extras, comes to a tidy *additional* sum per school. So, this is not a cheap project. Based on the budget figures, if it is to be sustainable, and as argued in the 'sustainability' chapter, running costs will probably need to be cut, be they in staff, or materials (e.g. clothing), or regional activities (transport costs), or all three.

Copenhagen Office

The efficiency of the Copenhagen office arrangements merits examination. As ever, there are advantages and disadvantages to be considered. The office is sited in the founder/director's own home. This kills two birds with the one stone. It provides one central location for both office and domestic activities, thus facilitating mutual access to both the project offices/staff and the director. It also allows for economies of scale between domestic and project/organisational budgets. In short, it is probably makes economic sense for both parties that this arrangement exist.

On the other-hand, it blurs the distinctions between professional and domestic life. This has an impact on efficiency, arguably, both ways.

On balance, it is the view of the evaluators that the office should be in a separate location from domestic living quarters. If this impacts significantly on either the domestic or project budgets, ways should be sought to minimise such impact: for the project, perhaps smaller premises in a less desirable location, and for the director, perhaps a modest subsidy to compensate for the loss of economies of scale in having the office at home.

In line with the above, it would also be more efficient to have all non-field, full-time staff working in the same, central office. Outlying staff require additional coordination. As the project grows in size and complexity, day-to-day management becomes more complicated, especially when key tasks such as financial management and fund-raising are essentially out-sourced.

Already steps are being taken to address this issue, it appears. In line with these steps, donors should consider funding the project directly, as opposed to through other organisations. Donors have a right to fund through whatever mechanism or channel they find most appropriate. Apart from the (limited) additional costs involved, however, the practice diffuses and blurs management and communication lines.

The issue of staffing numbers at Copenhagen has also been raised in a number of interviews. Some interviewees recommended a reduction in numbers and a re-focussing of functions. This evaluation recommends elsewhere that a full managerial review is required at all levels, as part of a strategic planning exercise. The evaluation cannot provide clear guidance on staff numbers, because they depend entirely on the future shape, structure and growth of the project, and more importantly, the CCPA organisation.

Specific recommendations are made regarding these strategic issues, however, under the chapter on sustainability.

Relevance

This section examines whether the project, especially its objectives, have been **the right thing** to attempt, in the contexts and locations where it has been implemented.

As already noted, the project has a variety of objectives, namely:

- *Bridging the antagonism and promoting social cohesion*
- *(Promoting) democratic behaviour through grass-roots football*
- *Building capacities consisting of hundreds of qualified teachers ... and trainers*

Using sport in this way has been particularly relevant. Sport, including football, is a powerful tool, not always for the best, however. It can be used to divide people⁸. It can be used as a symbol of national pride and produce a sense of 'belongingness'. The following is from 'Open Fun Football Schools in Bosnia & Herzegovina: Breaking post-war ice', by Patrick K. Gasser, 2002:

On May 13, 1990, just weeks after Tudjman was elected, Zagreb Dinamo met Belgrade Red Star at Maksimir Stadium in Zagreb. Football fan clubs, both the Dinamo fan club Bad Blue Boys (BBB) and the Red Star fan club Deliye, had strong nationalist links and a tradition of violent clashes. But before this match began, fan club violence spread beyond hooligan brawls to engulf the general crowd of 25,000 spectators, then spread into the streets.

Sport can, however, be used to bring people together across nations and ethnicities, a bridge building tool for understanding and tolerance.

It is quite obvious that initiatives to facilitate reconciliation in the Balkans are both needed and opportune. Perceived differences among peoples have been shockingly, horrifyingly exploited. There is an evidently an increasing willingness among many people to at least put recent events behind them and to get on with their lives. Applications to join a larger collective, the EU, are clearly on the agenda, albeit with widely differing prospects and expectations.

There is no question that this project has been highly relevant. This is due to a variety of factors, including:

- The central involvement of committed locals, who wish for a better future for their children and those of their neighbors
- The focus on children, and therefore new generations
- The CCPA Director's in-depth knowledge about, commitment to and empathy for the peoples of the Balkans, especially BiH
- Similar qualities on the part of project staff

⁸ *Football is merely a continuation of war by other means:* Franjo Tudjman's adaptation of Karl von Clausewitz's famous quote - from 'Open Fun Football Schools in Bosnia & Herzegovina: Breaking post-war ice', by Patrick K. Gasser, 2002

- The condition that schools be organized on a ‘twin-municipality’ basis, involving potentially antagonistic ethnic groups
- The use of sport to re-ignite old networks and relationships and to provide a non-overtly political platform for shared activities
- The emphasis on football as fun-for-all, as opposed to a ‘top-down’, elitist-driven sports activity
- The linking of broader values into the OFFS approach, including gender equity, ‘clean-living’, mutual respect, ‘sport for all’, etc.

The project has been most relevant in BiH. There, almost every location required, and requires, some degree of inter-ethnic healing and reconciliation, even in ‘ethnically cleansed’ areas. There, the originator(s) clearly felt most knowledgeable, committed and ‘at home’. There, the required recipe of deep sensitivity of understanding, unequivocal dedication and deft handling of myriad complexities has become an automatic reflex.

That rare mixture decreases in function of the distance between project activities and their spiritual home (see the statistics quoted earlier in the report, referring to the ethnic origin of the participant children). All new project countries are different one from the other, and none is Bosnia and Herzegovina. The relevance of activities in areas of Serbia and Georgia is, for instance, less evident than that of those in Srebrenica. It remains to be seen how relevant the project remains, and for how long, outside its cradle of origin, BiH. For observations about the applicability of the project in other contexts, see the chapter on ‘sustainability’.

FINAL REPORT

Impact

Overall

Impact can be defined as the longer-term changes in the overall environment (social, political, economic or physical) attributable to the project, be they positive or negative. The measurement of impact is especially difficult. Sufficient time needs to have passed to identify such changes.

A Chinese leader was once asked what he considered the impact of the French Revolution to have been. His reported reply was;

It is too early to tell

Even when identified, the causes of change may be unknown, or at least difficult to attribute significantly to the project. Impact can be at either an individual level, between people and individual municipalities. It can also be a boarder, national or regional level. Any expectations, if they have existed, to *achieve* national or regional reconciliation through such projects, are misplaced. One needs to be aware of what the project can reasonably be expected to achieve, and what it cannot.

The project has many aspects, which amount to sub-projects (facilitation of reconciliation, promotion of grass-roots football, regional networking, involvement of girls, links to national and regional institutions, etc.). 'Normalisation' of relations among ethnic groups is an implicit objective. Therefore, the project seeks to influence *processes*, as much as it aims to achieve quantifiable results. Such processes are not limited to just football-schools. They include assisting the FAs in BiH come together, for instance, a process in which the project has clearly assisted.

Despite the example of the FAs in BiH, and the many individual successes (see elsewhere in this report), the project cannot, and cannot be expected to achieve major impact on national or regional level reconciliation. This is a process which will take decades, and most likely, centuries. It can, has and should be expected, however, to achieve significant reconciliation at individual and local levels. National and regional level reconciliation require major initiatives and change, most of which are well beyond the scope of such a locally based project. These include judicial and structural change, regarding the administration of justice, land tenancy, formal and actual access to political processes, etc.

Sport can only have a limited, *direct* impact on reconciliation. But it can be a huge mobilising force. Building on this potential for mobilisation, and by applying approaches specifically designed for reconciliation, the impact of the project could be greater.

Therefore, regarding impact, we can come to three conclusions:

- The long-term impact of the project is unknown (and may remain so, for many decades)
- The project has not achieved, and cannot and should not be expected to achieve major impact on national or supra-national regional reconciliation.

- Whatever impact the project has had, it is not negative. On the contrary, and as evident from the list of achievements under ‘effectiveness’, it may well be, on a case-by-case, local basis, quite positive (see under ‘effectiveness’).
- An improved focus on communication and reconciliation, as proposed in the sustainability chapter, can improve the project’s impact.

All-year schools risk becoming ‘football schools’, more than reconciliation initiatives. The project needs to continue to emphasise the selection of schools on the basis of their significance to reconciliation. The cross-border schools, the involvement of refugees and IDPs, and the level of influence of those involved (mayors, etc.) all represent low-key reconciliation aspects of the project, which transcend mere numbers of football-school participants from the various ethnic groups. None-the-less, criteria for the expected percentage participation of mixed ethnicities in each school should be strictly adhered to. There is a risk that school organisers may revert to involving only children of a ‘majority ethnicity’, especially in countries where the need for reconciliation is either less evident, or ignored. Many areas in the Balkans still require such reconciliation initiatives.

As one example, the Krajina in Croatia, with its still eerily empty villages, farms, houses, restaurants and businesses, stands out. Reportedly, a donor country ambassador to Serbia recently visited that area. His vehicle carried Serbian CD licence plates. On emerging from a restaurant after lunch, he discovered the car had been painted with a ‘go back to Serbia’ slogan. It is in such areas, that the project needs to be active.

A word of Caution on Reconciliation

Reconciliation is largely about communication, on the one hand, and justice on the other. This project addresses communication for reconciliation in an effective and low-key, subtle manner. This is done through the ‘open and fun’ emphasis of sports activities for and with children and their parents.

The normalisation of life for and social cohesion among children and their parents is the key measure of success. The impact of the project on social cohesion, while significant on a case-by-case basis, can, however, only be tangential, overall. A 5-day school, for all its impact, will rarely have the opportunity of deeply affecting the overall *process* of integration and reconciliation. For instance, the OFFS do not deal with issues such as access to justice, integration, return, formal education, etc. These are central to long-term reconciliation. Many ‘inhibitors’, or constraints also exist, over which the project has no little or control (see text box below on Reconciliation in BiH). Additionally, for all the strengths of dealing with social cohesion through children, adults (not just parents) also need to be centrally involved.

A number of observations and incidents during the evaluation bring a sense of realism to this analysis. Frequently, the evaluators witnessed, or were reminded of the raw sensitivities, in some cases outright nationalist and religious bigotry, still shockingly present in areas where the project is active. Here is one example.

The incident involved a municipal official, immediately following a meeting at which seemingly earnest pledges of support had been repeatedly made for such a worthy project. Clearly, the project was also popular among the local, voting population. Feeling liberated from the protocol of the meeting, the official, believing that he

would not be noticed, passed ethnically pointed, aggressive, disparaging and overtly-prejudicial comments to a member of the visiting party.

The lesson is that at best, this project is frequently two steps forward and one step back. In some cases it may not even be one step forward, rather an opportunity for cynical opportunism. Thus, let us not exaggerate the *impact* of what is undoubtedly an exceptionally *effective* project.

FINAL REPORT

RECONCILIATION IN BOSNIA AND HERZEGOVINA

Taken from a paper prepared by David Nyheim, for this evaluation

In the immediate period following the signing of the Dayton Agreement, reconciliation in Bosnia and Herzegovina was largely driven by the international community – in opposition to the agendas of ethno-nationalist leaders. The mass media during this period was unhelpful, with inflammatory articles and biased reporting. Furthermore, the uncovering of each new mass grave was a set-back to reconciliation.

However, according to Marton Krasznai, “time is on the side of reconciliation today”. He argues that the memories of war are fading; there is a slow improvement in the economy, and the (distant, yet visible) prospect of EU accession may force different groups to work together. In addition, other analysts highlight the emergence of a more vibrant civil society, with new and home-grown reconciliation-related projects. These take a variety of forms, including inter-community co-operation, human rights education, political literacy, and trauma healing (Stovel, 2000).

Nonetheless, reconciliation in Bosnia remains a long-term process. It is a process that builds on some basic facilitating factors, but also that struggles under the weight of significant constraints associated with the post-conflict environment. As presented in the literature, these facilitating and constraining factors are described below.

FACILITATING FACTORS

The search for documented (contextual) facilitating factors that promote reconciliation in Bosnia and Herzegovina proved difficult – either because they are under-studied or rare. However, some analysts point to a culture of solidarity and mutual help in Bosnia as an important building block for reconciliation. As stated by Branko Todorovi, “there are numerous examples from the war, when people, despite of fear and possible consequences helped each other” (Todorovi, no date).

INHIBITING FACTORS

Inhibiting factors are amply identified in the literature. These relate to the Dayton Agreement and the rule of law, poor governance, return and reintegration, as well as education issues:

- The Dayton Agreement, as well as the Constitutions of the State and both Entities, are premised on continuing separation of ethnic groups. As such, they impose critical obstacles to ethnic reintegration and reconciliation (Cox, 1998).
- Furthermore, the legacy of the Dayton Agreement is a highly complex and overlapping (sometimes contradictory) set of laws (three separate sets) that are applied by courts which are too numerous, expensive, inefficient and vulnerable to political manipulation (ICG, 2002). “Bosnia”, as stated by the International Crisis Group, is “a land where respect for and confidence in the law and its defenders is weak” (ibid).
- The implications of the misrule of law are far-reaching for reconciliation. As the ICTY tries only major war crimes, there are thousands of war crimes suspects that will have to be tried in Bosnian courts – where current practices in cantonal or entity courts have proven inadequate and are characterised by speedy “ethnic” justice.
- In addition to the misrule of law, widespread corruption and poor governance is often cited as a key obstacle to reconciliation. As mentioned by Krasznai, the ruling elites of the entities draw on nationalistic rhetoric to cover up short-comings in governance.
- In return and integration, key obstacles to reconciliation include: (a) problems associated to repossession of property; (b) limited access to reconstruction assistance; (c) poor security and access to justice; (d) lacking employment, education, and vocational training; and (e) limited access to other social benefits (health care, pensions, social services) (UNHCR, 2000).
- From a gender perspective, a UNHCR study found that three factors influence the ability of war-affected women to return and effectively engage in reconciliation processes: (a) lack of family or community support; (b) personal security; and (c) psychological trauma (UNHCR, 2000).
- For women whose trauma is associated to sexual violence, there is significant stigma as well as real risks of being re-traumatised and victimised upon return. Very few of the perpetrators have been arrested and prosecuted – and still live in their original municipalities (UNHCR, 2000).
- The educational system remains polarised. Schools are still largely divided, if not in their attendance then in their curricula. Stovel (2000) quotes a British educator working in Bosnia, “Education is the political battlefield”. All sides seek to implant their vision of Bosnia in the hearts and minds of children.

SUSTAINABILITY

Caminante, no hay camino; el camino se hace al andar.

Wanderer, there is no path; the path you make as you advance

(Attributed to Miguel Hernandez, 20th century, Spanish/Latin American Poet)

The TOR state that:

Within the evaluation, particularly important issues include:

- *the role of the national offices in the implementation of the programme and the capacity of the national offices.*
- *the current strategies for sustainability of the programme and structure (national and regional) and recommend alternative strategies which would ensure the sustainability of the activities.*
- *the possibility of exporting the concept of Open Fun Football Schools to other regions (such as Caucasus) and the potential benefits or disadvantages for the Balkan programme arising from such activities.*

The Banja Vrujci Seminar

It would be false to insinuate that many of these issues have not been considered before and in some cases are being actively addressed within the project. For instance, this chapter applies the sustainability model suggested in the report of the *Banja Vrujci Instructor Seminar 23 – 27 October 2002*, namely sustainability of the:

- 'Idea' (or concept);
- Organisation and
- Finances

The working groups emerging from the seminar have had mixed results. Some are clearly more active and alive than others. The seminar report should be consulted in any continuing analysis of project sustainability. Similarly, it is important to recognise that throughout the evaluation, key staff, especially the director and founder, continually acted on discussions with the evaluators and turned these into detailed proposals for action. At least three of these papers have been produced in the last months, covering both management reorganisation issues and sustainability models.

Such papers are of great value for future planning. They could be merged into an overall options paper, drawing on the above seminar report and this evaluation report. The resulting document might then become a strategic planning discussion paper to be used in the international and national strategic planning processes.

Sustainability of the OFFS 'Idea'

A wealth of Possibilities

The project should continue. Thanks to its success, it can take many and diverse routes. These will vary from country to country. What these will be must ultimately

be decided by each national office. Whatever route(s) it takes, project development should be managed in a manner which preserves its core concept.

A choice for each National Office

Each country should find its own way of applying the core concept, Open-Fun-Football for reconciliation. Schools may adapt activities significantly, adding or subtracting from the programme, according to their ingenuity and the location. For instance, in Georgia, a female trainer suggested that Georgian children's games might be more appropriate than some of those used in the programme. Such adaptation must retain, however, the overall concept of all children having fun, in a way that brings together disparate groups.

The concept should be promoted with the FAs. The link with UEFA and the new grassroots charter to be developed in Oslo, this autumn, should be used as a tool in this process. The national FAs want to develop football, and, in the end, to have a successful senior national team. Their main focus is neither reconciliation, nor open fun football, however. It is, simply, football. It will take time for them to understand and view the OFFS in the same way as the project does.

Linking with the Educational System

Offices should commence discussions with the Ministry of Education, if they have not already done so. This is in order to promote the concept through elementary and primary schools (and through them to the FA's). The idea and concept would have a better chance to take root, and the reach would increase, including all year-round activities, if this happened.

Open Fun Football can be implemented through the educational system and organized as inter-school activities between neighboring schools. This would increase the reach, and save money on implementation. It would also increase coverage of participants. The 'open-fun' concept would be better rooted in children's sport.

Once-a-year, five-day events obviously limits its impact regarding both fun football and reconciliation. Even though the OFFS builds a basis for learning, and aims to facilitate trainers to go and implement the concept and activities in their own clubs in their own time, the impact has clear limitations. That said, all-year-round activities might turn the project more into a football initiative, and less one aiming at local reconciliation.

Training

A Training-of-Trainers (and Instructors) course is required. Knowledge and skills for 'facilitation' should be a component. Training of children should also be covered, as should the development of approaches and methods specific to addressing reconciliation, custom-designed to fit the OFFS concept.

Quality Control

Staff need to be specifically tasked with 'quality control' functions aimed at protecting the quality of the 'idea'. This would cover concepts, methods, personnel and materials. Country coordinators and a project manager should have the primary role.

Gender

The steady increase in the involvement of girls in the schools in each country, is heartening. So too is the clearly increasing involvement of females as trainers and instructors. The project has made an impact in this respect. The relative scarcity of women in the higher levels of the project (and CCPA organisation), needs to be addressed, however. In particular, not one of the formally appointed, full-time coordinators, nor CCPA board members, is a woman. It is hoped that this will be rectified. An opportunity to appoint a female coordinator exists in Armenia, for example.

The CCPA board apparently had included two-females, but both withdrew. Preference for any new members should be given to females. (An invitation to Ms. Karen Espelund, Secretary General of the NFA, might, for instance, be considered).

Expanding the idea to other countries

The assistance provided to the Caucasus from the Balkans has been very influential in spreading the concept there. That region is now well set to continue essentially on its own two (or, more accurately, three) feet.

With this successful expansion, the CCPA should be cautious in expanding the project, during this important period of consolidation. Strategic planning, involving clear steps towards a donor phase-out strategy and self-sustainability, requires time and focus. The CCPA should ensure consolidation in existing countries before taking on many new ones.

Separate from the issue of consolidation, a question hangs over the extent to which the project can be successfully replicated. Any expansion to other countries should be based on a cautious analysis of the possibilities of achieving acceptable results. Experts on reconciliation have identified certain pre-conditions required for successful reconciliation. As shown below, the primary condition is that a 'peaceful and satisfactory resolution of the conflict' has been achieved.

Pre-conditions for reconciliation:

Extract from David Nyheim's paper, prepared for this evaluation

What factors are required for effective reconciliation or may impact on its effectiveness?

Preconditions for reconciliation identified by Bar-Tal (2004) include six factors: (a) **the peaceful and satisfactory resolution of the conflict**; (b) formal and informal conciliatory acts by both parties; (c) the determination of leaders and trust they have to each other; (d) the activism and strength of those who support it; (e) mobilising social institutions to support the process; and (f) the extent to which the international community supports reconciliation.

Kriesberg (1998) highlights the important role of sympathetic or empathic individuals, as well as reinforcing religious beliefs. Structurally, shared interests in restoring peace and security (e.g. economic losses associated to conflict), or ideologies that promote tolerance are also critical for reconciliation efforts to be successful.

A study by International IDEA (2003) outlines several key principles that should underpin a reconciliation process, including: (a) beginning early, when attitudes are most receptive to change and challenge; (b) sticking to the commitment; (c) giving it time – not rushing the process; and (d) being transparent about the goals, difficulties, time-span, and resources required.

This would suggest that a project such as this may be less relevant where conflict is either on-going, or insufficiently 'resolved'. Finally, and crucially, a catalyst for reconciliation (even if applying 'soft', subtle, hardly perceived approaches), must be *seen* to be impartial and of high integrity. This would be hard, well nigh impossible, while a conflict remains to be resolved. The mere securing of continual access to conduct activities (e.g. authorizations from authorities or warring parties) would probably compromise the project and staff. It would also place them at considerable risk.

Finally, financial support ought to be committed (at least verbally) for a number of years before starting the project in a new country. Again, this may be a significantly limiting factor.

While Albania may be an option, the project should, therefore, be very cautious in expanding into areas such as the Middle East. Even Kosovo, where recent outbreaks of violence have aborted an initial OFFS initiative⁹, requires cautious preparations and ground work.

Organisational Sustainability

National Offices

Many options exist for advancing the 'idea', and so too for organisational consolidation. Offices may, for instance, eventually choose to merge with the national FA/FFs. Alternatively, they may decide to establish agreements with the national sports bodies (e.g. the Olympic Committee or sports agency). They may form a close

⁹ In relation to the drowning of boys in Mitrovica

alliance with the educational authorities, and thus seek to have the project embedded in the national primary school curriculum. They may choose to remain independent and as long as they are self-sustaining, continue as separate legal entities in their respective countries. Or they might choose to combine these options, through, for example, tri-partite or quadripartite agreements, built around independent OFFS organisations.

Each office should develop its own three-to-five-year strategic plan, including structural re-organisation. Such plans need to set out:

- Overall project aims
- Specific country objectives
- Steps required to achieve these, set in a phased time-plan (e.g. three phases of one-year each)
- Clearly defined responsibilities (who will carry them out) and deadlines for each
- Resources required (human, material and financial)
- A funding strategy to provide those resources (integrated into the above steps)

The offices should be assisted to take on greater autonomy in planning both their activities and future strategic directions, according to their capacity. As a rule of thumb, an ideal number of schools would be from 15 to 20 per country, per year. This will, of course, vary from one country to another. Devolved authority would include fund-raising on a phased, increasing scale (e.g. commencing with 15% of their budget in 2005, rising to perhaps 60% by the beginning of 2008). It would also include a cost-cutting process over the same period.

As noted above, each office would also develop links with relevant partners in-country. This might be with the FF/FA's, or preferably with a mixture of entities, including sports and educational agencies or ministries. Certain offices would need to maintain a greater degree of independence than others, for a longer period, until sufficient mutual trust and understanding has been developed.

One way or another, national offices would become largely responsible for their strategic choices and direction and fund-raising, over a three-to-five year process. The central CCPA office would need to support this process with training, guidance and periodic direct support, especially regarding strategic planning and fund-raising.

Each country-project is at a different stage in its development. The Caucasus, for instance, is only starting-up. Each also has different options and possibilities of developing, including the proximity to, or distance from the respective FAs.

As a support to the strategic planning and phase-over process, a small reserve fund might be held by the CCPA to support either especially important country initiatives, or offices suffering temporarily from unduly harsh financial constraints.

The country advisory-boards deserve mention for their often valuable support to the country-offices. They are, potentially, an important tool for sustainability. If the advisory-boards are to play a more strategic role in helping steering offices strategically, they will probably need to be smaller and more focussed on key strategic issues. Where necessary, and where this is not already the case, they should include

membership of organisations with which the country-offices will build especially close relationships (e.g. educational and/or national sports bodies, especially the FAs).

Regional Level

The following section is in part informed by experiences gained in the Danish funded FRESTA programme. A separate example of a formally constituted international board or body (The SPHERE Project) is also provided in the annexes for further guidance.

There is a need to differentiate between regional coordination and regional, or international activities (e.g. a common training programme, cross border schools and regional seminars).

Regarding regional coordination, the options are also varied. Firstly, each region is different. The Caucasus now have a de facto regional coordinator, structure and office. In the Balkans, it is more ad hoc, being conducted mainly from office to office, as the need arises. In both areas, regional coordination is also taking place through meetings of the respective country coordinators, both regionally and centrally in Copenhagen.

The question is whether or not, and how to formalise this system. Many models exist. Irrespective of which, if any, is chosen, **the decision to establish more formal regional structures must come voluntarily from the individual national offices. They cannot be forced on the project.**

As one option, a new, formal, regional structure might be created in each region. This could have its own secretariat, president, and board (made up of representatives of the constituent bodies). These constituent bodies might be the individual OFFS national organisations. Alternatively, they might be sectoral or functional, cross-region committees (dealing with, for instance, girls' and women's involvement in the OFFS).

The national coordinators could become members of a formally recognized board, similar to the current ad hoc coordinators group. Such regional committees, or boards, could be formed for each region (currently in the Balkans and Caucasus). Alternatively, they might meet as one body centrally in Copenhagen.

Regional ministerial bodies (e.g. ministries of education and/or sport) might be an alternative platform. A loose network of OFFS offices might be another, based on a rotating presidency and secretariat. FA regional working groups (e.g. on grassroots football) might be another.

There are at least two perspectives regarding regional structures. One is that they are another, potentially bureaucratic and expensive layer. They could increase international or inter-ethnic sensitivities, depending on where they are situated and how they operate.

An alternative view sees them as a key element in sustainability, by being part of a decentralised, flexible, network of autonomous members, running regionally appropriate programmes, based on commonalities of context, languages and culture. Additionally, they could facilitate regional reconciliation through developing a regional identity and (re)-establishing contacts and professional relationships.

It should be noted that regional activities (international schools and seminars) could continue to be organised without a regional structure. All those consulted on this question replied that recipient or host country offices could effectively coordinate (and already so) such international events.

This evaluation is not in a position to offer a definitive recommendation on what form regional coordination should eventually take. As already stated, this must be decided by the national offices concerned.

It does recommend, however, that the existing regional coordination which takes place through the coordinators' meetings be continued and formalised. This formalisation could draw on the FRESTA examples (www.fresta.org) and/or the SPHERE case (see the annexes to this report).

The rights (voting), roles, responsibilities and entitlements of participant offices should be formally noted in a document guiding regional coordination. Each, of the two, regional groups would need to agree on what form that coordination would take, drawing from the above options, advantages and disadvantages, or other considerations as they see appropriate.

It would depend on at least five aspects:

- Firstly, whether the national offices and stakeholders would welcome and participate actively in such bodies, including eventually funding them
- Secondly, whether those structure would provide services and opportunities which would not otherwise be available through either the CCPA or national offices/structures. This includes, especially, whether regional cohesion and international cross-border contacts are deemed by project members and donors to be of sufficient priority (as opposed to just cross 'intra-national' ethnic lines)
- Thirdly, whether donors would invest significantly in creating such bodies (start-up and phase-over funding).
- Fourthly, whether constituent members would eventually take over and fund the running of the structure
- Fifthly, to what extent CCPA Copenhagen could foster continued decentralisation of decision-making to such regional levels.

The views of interviewees on formalising regional structures, are decidedly mixed. Those close to the project (coordinators, for instance) are lukewarm, to say the least. Donors are, however, particularly keen, especially as it may fit with broader political priorities, especially regarding regional integration strategies.

A final and secondary point: As already noted in this report, the generous provision of a regional coordination office in Tbilisi, the only such designated office, ought to be explicitly recorded in a written agreement with the owners of that building.

Copenhagen

An important confusion has arisen among key people involved in the project. (This confusion has been shared by the evaluators who have themselves used the terms 'project' and 'organisation' inter-changeably. The question is whether the project is in fact a project, or an organization. Following considerable discussion during this

evaluation, it has been clarified categorically that this is a project, managed by a multi-project organization, namely, CCPA.

The CCPA organization needs to be clearly distinguished from what is the important OFFS project – which is, none-the-less, no more than a project. In their continued development, the two need to chart out their distinct, often overlapping, but fundamentally distinct ways forward.

The issue arose in part because CCPA has, at the moment only one project, namely, OFFS. CCPA has plans for other projects (such as ‘Big Mama’ and a football Academy in the Balkans). It is time to definitively draw the lines between the project and the organization.

At Copenhagen, a **Project Manager** should be appointed to oversee the strategic project development and sustainability process. Part of her/his tasks would be to *supervise and ensure* the production of the national (and perhaps, regional) strategic plans. It would also be to facilitate the gradual strengthening of the offices (e.g. though a systematic managerial review in each, covering tools, systems, and general capacities for managing human, material and financial resources).

As the project and CCPA become more differentiated, the ‘corporate’ image of the two should be separated e.g. logos, headed note paper, etc.

CCPA Copenhagen would initially conduct international fundraising, coordination, procurement and quality control e.g. standards, methods, philosophy, and branding. The international body could also, where possible, provide additional or specialized training (e.g. in open-fun-football and reconciliation methods), organizational and fundraising capacity building and networking. These central functions would, however, be gradually delegated to either the national offices or regional bodies.

The central office (Copenhagen or Regional) could also conduct new feasibility studies and start ups (e.g. Kosovo). CCPA management suggest that the project could take on one new country/area per year. They say that Iraq, Kosovo and perhaps Moldova could be future options.

The CCPA Denmark is currently funded through their 7% over head. If funding is decentralised, they will need to plan alternative options, such as ‘taxing’ the local offices directly, or direct fund-raising covering their running costs, or charging for their services to the project. An option open to the Copenhagen CCPA Office is to ‘buy-in’ or ‘borrow’ skills, as required, on a consultancy basis (e.g. for educational/training expertise).

Finally, consideration should be given to adding a non-Danish, Nordic representative to the CCPA board. This would be particularly relevant as the Danish official contribution may well diminish over the coming years, while that of Nordic cousins will probably take more time before phasing out.

A management review in all Offices

A management review is required in *all* offices, including Copenhagen. In some offices, this is more urgent than others (especially as well established offices come under pressure as the project experiences growth and natural ageing).

This is particularly important, in light of the distinction between ‘project’ and ‘organisation’. The size and complexity of the project requires greater management

clarity, new systems and tools and tailored training for a variety of management functions (e.g. human resources management, financial management, Information Technology and Communications systems, languages, etc.).

Clear operational procedures and communication channels must be developed at all levels in the organizations. Clear, regularly reviewed Job Descriptions for all staff are an example.

Finally, key staff should have at least a basic understanding of international languages, especially English.

Financial Sustainability

The Project

A balance needs to be struck between diversifying the income base, and preserving the OFFS concept. The project should avoid damaging its own values, by, for example, charging children for its services. It could, however, fund-raise from municipalities, according to their annual budgets, or some such criterion.

It is reasonable to expect a project such as this to be able to operate locally, nationally, and perhaps regionally, independently of significant external funding (from donors) and management (from the CCPA, Copenhagen).

External donor funding looks quite healthy in the short-term (next 2 – 3 years). Beyond that, it is weak. A strategy is required at all levels to, based on the assumption that donor funding will be significantly more limited. There are at least two directions in which to go:

- Cut costs, including hiring some full-time staff on a seasonal basis only.
- Raise funds through cooperative partners, commercially and new donors and follow the suggestion from an instructor in Croatia:

“The program could be implemented without support from external donors. We can ourselves provide transport, food and finance equipment through support from Mayors, local companies and through voluntary work.”

Additional support may be available through closer cooperation with the FAs or ministries. The exact mixture and nature of such initiatives is a matter for each national office. They ought to be supported to develop detailed strategic plans, office-by-office.

Offices should be asked, however, to prepare strategic plans, as already explained, including a phase over of responsibility for funding to those offices. This would involve a phased, increasing scale of self-raised funds by each office.

As proposed above, this would be on a sliding scale, commencing with 15% of their individual budgets in 2005, rising to perhaps 60% by the beginning of 2008. It would also include cost cutting steps over the same period.

In that time, the offices would also be expected to sign formal agreements with national bodies, which include a significant element of on-going financing (e.g. 10 - 20%). These bodies could be the FAs, and/or the Ministries/Agencies for sport and education.

Donors' contributions to Financial Sustainability

Donors

Long-term sustainability would be facilitated by multi-year funding e.g. a 3 year budget span. Denmark can provide this next year. Clear indications of funding intentions and expectations would be welcomed by the project, especially in order to inform the country offices as a support to their strategic planning. This should include indications regarding what type of expenditure will and will not be covered (e.g. running, or administrative costs).

The strategic planning process should be set-out in a framework-paper for donors to plan their support to the project (e.g. as requested by one donor, a paper of some 5 pages, by, for example, say by 1st December, 2004).

. Denmark will make a final contribution of some 3 – 5 MDK for the period up to 2008/2009. It is unlikely that they will provide more money (having by then donated some 20MDK). Denmark, would, however, probably regard Kosovo separately from the rest of the project. Denmark would like the individual country strategies to indicate at what stage each one is now, the next steps in their development, the structures required, and a budget proposal linked to this process.

Norway is bound its regulations to fund on an annual basis. Notwithstanding, they acknowledge that this is not just a one-year project and intimate that, while they cannot give a formal commitment, they would be keen to receive proposals over future years.

Different donors have different interests and foci, as do the variety of donor entities within each of the donor bureaucracies. For instance, Norway currently funds activities in the Balkans through a specific, geographically focussed office. A separate office deals with the Caucasus. Thus, it is important for them that budget proposals be differentiated between the Balkans and the Caucasus. This diversity offers opportunities.

For instance, Norway regards the regional aspect and regional structures as particularly important. Norway would consider funding countries, such as Albania, which might not be covered by other donors. Separate proposals might be made to the relevant office for the Caucasus. Similarly, some donors look more benignly on administrative costs than others, seeing this as a relatively cheap project compared to many others¹⁰ they are asked to fund.

As noted elsewhere in the report, donor information and 'brain-storming' meetings are important. The CCPA should continue to call donor-meetings (e.g. based on this report), including Sweden and Finland.

Donors can continue to do their bit for sustainability. Initially, the process may imply even greater commitment to the project. They can:

- Continue to support the project through this fragile 'sustainability' phase, in line with a planned approach to self-sustaining fund-raising, and as a follow on from this donor funded, project supported 'sustainability' evaluation
- Continue to explore possibilities of more 'multi-year' funding

¹⁰ One donor noted that of some 500 project proposals reviewed, the OFFS project was one of the cheapest, regarding running costs (as a percentage of overall project costs).

- Be ready to fund at decentralized levels, involving multi, national office contracts
- Recommend the programme to potentially interested organisations and sections of their own bureaucracies (especially, the EU Commission and institutions)
- Fund directly to the CCPA/OFFS, rather than through intermediaries (as a way to consolidate the organization)
- Avoid pushing the project farther and faster towards diversifying its income base, than it can reasonably go (i.e. to the point that its core values of football for all, is jeopardized, though, for instance, charging fees, or going towards 'elite' football development)
- Similarly avoid pushing the project to adopt structures that it does not itself identify as appropriate, such as regional bodies
- Provide additional funds for *international* activities which are quite costly, if these are seen by donors to be of particular interest and importance
- Continue to meet and discuss and plan jointly on how best to support the project (such as has been done in recent years)
- Encourage the UN to live up to its avowed commitment to sport by providing increased funding for projects such as this

ANNEX I – OPEN FUN FOOTBALL: ADDITIONAL RECOMMENDATIONS

This annex includes detailed recommendations. Some are already addressed in the main text of the report.

Instructors:

Education:

- Make standardized seminars for instructors. The idea is to make sure that the instructors understand the concept and learn basic facilitation skills, meaning; not instructing/providing answers, but using the strength of a group to find a way forward.
- Continue to offer incentives, brainstorming and updating seminars with instructors from outside the organisation.
- Offer courses specifically in communication and reconciliation to secure the component in the seminars for trainers and leaders

Manuals:

- Manuals and standardized materials for the instructors are required. A manual for conducting the seminars is under development, but it is currently more a guide on what to cover in the sessions.
- Revise the manual as mentioned above under 'Instructors'.
 - Make it simpler and more focused, and separate the leaders and the trainers during the seminars. One could make two manuals, but this is not necessary.
 - The *general* section is partly unclear. The concept is easy to understand, but some of the models are not very easy to follow, and maybe not necessary to include.
 - The pedagogical goal of the OFFS should also be rewritten to tell what the goals are for the different target groups directly.
 - The chapter on quality of football includes a model that aims to explain the four basic elements in sports. This part is difficult to grasp and is not essential for the reader. It could be rewritten or cut out.
 - The mid section on the UEFA grassroots football is too comprehensive and repeats itself. It is nice to know, but not essential.
 - In the end of the general part it talks about advice for trainers and for parents. Perhaps no one will remember the difference and it may be better to stick to just one set of guidance.
 - In the revised manual for 2004 some changes have already been made, and a chapter on evaluation is included. This is positive.

Equipment:

- Cut some of the contents of the equipment packages for instructors. This keeps the genuinely interested and leaves those who have limited interest, but just need a new track suit.

Leaders and trainers:

- Facilitate the sessions instead of just lecturing. Make more room for discussions and input, and use report-back groups to intensify the common contributions from participants.
- Add a section of communication/reconciliation. It could be specifically designed around activities or role-plays that could equip the trainer and leaders with important tools to keep focused on this central objective
- Let the trainers and leaders take a more active role during the seminars. Facilitation, group work and report back sessions.
- Set clear and commonly known criteria's for quality as you do for attendance.
- Fail the participants who don't meet the criteria of quality and understanding CCPA have set, but give them personal feedback and the opportunity to attend the next seminar. You don't want to lose out on good volunteers, rather to secure quality and interest. When people know that it takes more than attendance to pass, the interest will increase.
- Mini performance appraisals and evaluations during and after the schools to increase the feeling of having to perform. Retire leaders and trainers that have burnt out.

Schools:

- Make a follow up and evaluation system that measures the outcome and impact of both the communication/reconciliation and the football activities. It could be done in the form of a simple report every 3 months or more comprehensively with visits and meetings. This will of course be more costly and time consuming.
- Design some activities where the activity directly addresses the issue of communication and reconciliation. Examples on activities where this is done with the HIV/AIDS can be found in the Kicking AIDS Out manual for movement games¹¹.
- Materials used during the schools (like; a skipping rope, various sized balls, hoola hoops, etc) could be what ever equipment the two communities manage to gather, and the activities based around those. This would vary from school to school, but force them to be creative. It is also cheaper and more sustainable than bringing in equipment from outside.
- Material package for trainers consisting of 2 t-shirts, a cap and a shorts. Costs are high, so cut down the package, but make them available for sale. Don't let the clothing become the driving force for children or trainers to join.

¹¹ Kicking AIDS Out is a network of organizations using sport as a tool to address the issue of HIV/AIDS. Kicking AIDS Out movement games are games with a sport skill objective and a life skill (HIV/AIDS) objective built in. the activity itself teaches you something about the topic.

ANNEX I – RECONCILIATION TRAINING

Taken from a paper by David Nyheim, prepared for this evaluation

There are a range of organisations offering training on reconciliation (e.g. TRANSCEND) and several training manuals available (e.g. UNICEF). Training efforts are designed for a number of target audiences, ranging from children and youth in conflict areas, to policy makers from government and multilateral agencies.

A useful approach would be to design a “training of trainers” reconciliation programme for the Schools’ instructors and trainers. Below follows an overview of the objectives for such a programme, its component parts, and some further considerations.

OBJECTIVES

The objective of the training of trainers programme could be to create a critical mass of *reconciled* instructors and trainers – who are equipped to train and help children in reconciliation.

TRAINING COMPONENTS

An assessment of needs and capacities among potential trainees should probably precede the design of any training process. However, some thoughts on what could be covered are provided in this section.

Self-awareness

The self-awareness component to the training could involve three elements:

- *Awareness of personal prejudices and assumptions about the war.* You cannot train children in reconciliation if you harbour (and implicitly or explicitly project) prejudice or a confrontational perspective about the war.
- *Awareness of personal conflict handling approaches.* Understanding how you respond to conflict – and manage conflict at a personal level – enables you to improve your own approaches and teach others as well.
- *Awareness of personal trauma.* A traumatised teacher – who has not dealt with his/her trauma – cannot teach well and may not be amenable to reconciliation. It will be important to find a way for instructors/trainers to deal with personal trauma.

Skills development

The skills development component to the training may involve several of the following – depending on needs and capacities identified:

- *Political and citizenship education, and media literacy.* Throughout and after the training, there will be situations (events, news, etc.) encountered by the trainees and children that challenge the need for reconciliation. An important element of training is therefore to reveal ways that politicians try to influence or manipulate people, what it means to be a citizen and who belongs as a citizen, and develop a critical awareness of media – as a text with its own biases.
- *Trauma healing.* Children and youth will also be directly or indirectly affected by trauma. Trauma healing training teaches about the impact of trauma and the process of healing/grieving after loss. Exercises can be learnt that help children express their trauma or grieve either verbally, physically, or through art.
- *Teaching approaches.* Good teachers and trainers are hard to find – and teaching itself is both a quality and a skill. Teaching trainers to teach and educate children is important – both because teaching reconciliation requires a different approach than conventional teaching and because teaching skills are likely to be unequal between trainers.
- *Conflict handling and reconciliation techniques.* The final component of the training should involve the basic nuts and bolts of conflict handling and reconciliation. To mention some:

- Handling disagreement, fighting and differences of opinion;
- Understanding the causes of conflict and violence;
- Active listening and communication (framing, reframing, etc.);
- Strengthening self-respect, self-esteem, confidence, and sense of responsibility; and
- Mediation and negotiation techniques.

Common ground

Trainers and instructors – and the relationships between them – should serve as a role model for children and youth. An antagonistic relationship between trainers of different ethnic origins may encourage similar relations among children. To overcome such problems, two additions to the training curriculum should be considered:

- *Group bonding.* There are several ways to do this – ranging from social activities, to ‘mutual exposure’ (learning about the culture/history of the other), to co-dependency exercises.
- *Discussion groups.* As mentioned above, there will be issues that emerge over time that will be divisive – just as there are issues from the past that are conducive to divisions and polarisation. Negotiating and finding a common (and constructive) interpretation of these will be important on an on-going basis so that a common front can be presented to children.

FURTHER CONSIDERATIONS

The sequencing of training components is important. The elements mentioned above are listed in an order that should both facilitate learning and tackling inter-trainee conflicts along the way.

There is also the added challenge of designing a programme for adults to train children. The training process will have to be designed to reflect the adult learning process – and how children learn.

It may be useful to further bolster the reconciliation dimension of the “football” and “fun” pillars through exercises that challenge prejudice and emphasise co-dependence. An assessment of current exercises/games may be useful to see how this can be done.

ANNEX III: THE SPHERE INTERNATIONAL PROJECT

The following is included as an annex to show an example of an international project-network which continues to evolve, after almost a decade of existence:

The new Sphere Board

In discussing the goal of the new Board, several principles were agreed.

The new Board should:

- Have broad geographical representation
- Enable a sustainable core Sphere office through financial and in-kind contributions
- Be transparent and accountable in its operation
- Have a 'multiplier effect' through the broad constituencies of members
- Consider seriously the establishment of 'advisory group/s', which is a strong recommendation of the current Management Committee to the new Board, based on discussions at the meeting in June 2004.

To implement these principles, a Board structure is proposed which would incorporate members of the current Management Committee who wish to remain, and allow for up to 8 new members. There will be a maximum of 19 members on the new Board. It is anticipated that new members would represent a mix of NGOs whose head office is based in other parts of the world from the current MC member representatives (all based in Europe or North America), and those who would be able to make a financial as opposed to an in-kind contribution towards core costs for Sphere.

Two task groups were temporarily formed of current members of the Management Committee. One will oversee the finalisation of the terms of reference for the Board, and the other the selection of new members for the Board. Details of the outcomes of these task groups will be posted on the Sphere website as they become available. In particular there will be an application pack for organisations wishing to apply for membership.

The current Management Committee will continue to operate until 31 March 2005, in order to fulfil its obligations in relation to staff, donor reporting and audit for the current form of the project. It will also oversee the development of proposal/s to finance project activities envisaged for April 2005 onwards. The Management Committee will probably meet again in February 2005.

Sphere office

As indicated above, the 'core' of the Sphere Project Office will in future be funded by contributions from Board members. The 'core' will comprise the position of Sphere manager and an office at the International Federation. Support for other activities and the staff required to implement them will be sought from donors. A concept paper

leading to a proposal for 2005-6 is currently being elaborated, based on the following points agreed by the Management Committee:

Outputs of a core Sphere office

- Active links with regional and national networks supporting the use of Sphere, and other key stakeholders including donors, academic institutions and other quality and accountability initiatives. This should contribute to a more comprehensive overview of the use of Sphere globally, and whether it is meeting its objectives.
- Active promotion of the effective use of Sphere
- Maintenance of the Sphere project website

Donor funded activities

- Training
- Interactive website
- Production of Sphere materials including translations

Sphere office staff

It has been agreed that the current Sphere manager will continue in her post, after 6 months' maternity leave starting January in 2005. An advertisement for maternity leave cover will be advertised on the Sphere website and elsewhere from 11-22 October 2004.

The project officer position will be extended until 31 March 2005, to support the process of project closure and audit. Any other positions from 2005 onwards will depend on new donor funding if it is forthcoming.

How will Sphere be known?

It was agreed that Sphere will continue to be known as the 'Sphere Project', on the understanding that from 1 April 2005 the project will take a new form.

Sphere Project
October 2004

ANNEX IV: INTERVIEWEES

Interviews and/or email contacts were held with individuals and groups, including the following:

- Parents and children involved in the OFFS
- Refugees and IDPs and their representatives
- Mayors and municipal officials
- Football players and club representatives and staff
- FA officials (including FA from a Department of Female Football)
- Male and female PE teachers
- District Government Department for Sport officials
- Sports and Youth Agency officials
- A University Dean
- Media professionals
- Ministers and Deputy Ministers of sport
- A Deputy Governor
- Ministry of Refugees and Displaced Persons officials
- CCPA Copenhagen staff
- CCPA Board members
- OFFS Country Office Coordinators and Staff
- OFFS Instructors, trainers, leaders and volunteers
- OFFS Advisory Board members
- Office of the High Representative, Sarajevo staff
- UNHCR staff
- UEFA Officials
- Parliamentarians
- An ambassador and Officials of the Ministry of Foreign Affairs of Denmark (including DANIDA)
- An Official of the Ministry of Foreign Affairs Norway
- Ministry of Foreign Affairs of Sweden Officials
- Norwegian Olympic Committee staff
